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# The Transcontinental Railroad

*The Chinese Experience  
from Golden Mountain to Golden Spike*

Teacher's  
Handbook

Teaching  
Masters

Student  
Portfolio

Content  
Slides

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Handout

Reading  
Tips

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"Navigation Panels." Select "Bookmarks."

STORYPATH®

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## ACKNOWLEDGMENTS

This Storypath focuses on the Chinese railroad builders who are often overlooked in the course of American history. As I've researched the topic and visited many of the places where the Chinese emigrants lived and worked, I've come to appreciate the challenges they faced, as well as their hope for a better life in United States and for their families in their homeland. Through the perspective of Chinese emigrants, I hope I have helped students understand both the courage and the sacrifice that these workers made to help build the Transcontinental Railroad.

Many educators and railroad historians have contributed to the development of this unit. I'm especially grateful to Dr. Mark Roddy, Seattle University; Russell H. Noe, Seattle Monorail; Bettie Luke, Multicultural and Equity Educator; Wendell Huffman, Nevada State Railroad Museum; and the many researchers who answered myriad questions at the Central Pacific Railroad Photographic History Museum in California.

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# The Transcontinental Railroad

*The Chinese Experience from Golden Mountain to Golden Spike*

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# ABOUT STORYPATH

## THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

## AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.



## THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

### Typical structure of a Storypath unit

#### CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

#### CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

#### BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

#### CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

#### CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.



# USING THE COMPONENTS

## TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

### Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

### Teaching Notes

Each Handbook contains detailed support for instruction.

**BUILDING CONTEXT**  
**UNDERSTANDING LIFE IN THE 1860s**  
(OPTIONAL)

**INTRODUCING THE CONTEXT** page 28  
Students listen to the narrative and consider everyday life in the late 1860s.  
**Materials** Portfolio 10, *Life after the Civil War* p. 17  
Content Slide Set 3  
**Grouping** Entire class  
**Schedule** Approximately 20 minutes

**RESEARCHING** page 28  
Students research information on historical events and/or people.  
**Materials** Teaching Master 6, *Model of Research Tips* (optional), TH p. 11  
Teaching Master 7, *Suggested Research Topics* (optional), TH p. 14  
**Grouping** Individuals or pairs  
**Schedule** Approximately 2 hours

**CONCLUDING EPISODE 3** page 29  
Students plan and make oral presentations to inform each other about their research.  
**Materials** Students' reports  
**Grouping** Small groups or pairs to practice presentations. Individuals to present to entire class  
**Schedule** Approximately 1½ hours spread over several days

**3**  
**EPISODE**

**EPISODE 3**  
The Transcontinental Railroad

### Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or projected via a laptop, depending on your teaching needs.

**EPISODE 2**  
**TEACHING MASTER**  
**T5**

**LETTER PROMPTS**

(From 1865)

(Salutation) Dear Beloved Mother,

(Life aboard ship) I decided to take my mind off of my upset stomach by writing you a farewell letter. Life aboard ship has been challenging. But it's not all bad. It brings me joy to . . .

(Leaving China—pushed) I know it was hard for you to understand why I felt I had to leave China. Let me explain my reasons again. I felt (or I couldn't tolerate, or I couldn't face another . . .)

(Coming to California—pull) Maybe if things were better in China, I would have stayed. But maybe I would have left anyway. I got so excited when I think about Golden Mountain and . . .

(Challenge) Even though I am hopeful about this adventure, there are so many challenges to overcome. The challenges . . .

(Concluding) Dear Mother, I will work hard and make you proud. Tell \_\_\_\_\_ not to worry.

(Closing) Love, \_\_\_\_\_

### Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

**COMMON CORE**  
**Reading: Craft and Structure**  
Analyze how specific word choices shape meaning or tone. Analyze how specific word choices shape meaning or tone. Analyze how specific word choices shape meaning or tone.

**Set the stage**  
Have students follow along in Portfolio 1, *Iron Horse*, as you read it aloud. Highlight unfamiliar vocabulary and expressions to make the article more meaningful. Then use the questions that follow the article to introduce the role of enthusiasm for building the Transcontinental Railroad. Begin a class word bank to record and define unfamiliar words. Read and discuss the narrative in Content Slide Set 1.

**Discuss the narrative**  
Use questions such as the following to help students understand why people wanted the Transcontinental Railroad to be built.  
● Why did people want the Transcontinental Railroad to be built?  
● How would building the railroad change the country?  
● Why would people not want the railroad built? (Consider the impact on the American Indians and their way of life.)  
● What was the main geographic obstacle in building the railroad? (the Sierra Nevada)  
What attributes would the railroad builders need to take on something so difficult?  
View and describe the Sierra Nevada. Show Content Slide Set 1 (Slides 1, 5, 7) of the Sierra Nevada, highlighting the natural environment and the physical features: mountains, rivers, valleys, cliffs, and so forth. Read the following description.  
*The mountains rise gradually from the floor of the Sacramento Valley. The American River flows out of these mountains and empties into the valley, providing water for the farmland. The river makes deep canyons through the mountains. The mountains are made of granite, a very hard rock that is difficult to penetrate. Downer Lake sits in the middle of the mountain range, one of many lakes throughout the range. Some of the mountains are red rock and nothing grows on them but a few scraggly trees. In other areas of the mountain range, evergreen trees of fir and pine grow. On the western slope, giant sequoia trees grow with extraordinary trunks as big as 100 feet (30 meters). Many animals inhabit these mountains: mountain lions, big horn sheep, mule deer, badgers, trout, hawks, and bald eagles.*

**Discuss the description and photos**  
Questions such as the ones that follow will help students remember the features of the setting. Make a list of students' ideas to serve as a reference as they create the landscape.  
● What do you recall from the description/photos of the setting? (Students should be able to identify landscape features.)  
● How were the mountains described? (Guide the discussion to focus on the granite rock, the height of the mountains, and the difficult terrain.)

**PORTFOLIO 1**  
**CONTENT SLIDE SET 1**

**LITERACY**  
**ELL Word Bank**  
It is important at this point that students understand language activities that help them gain meaning of the setting and develop a rich vocabulary for talking about the setting. Working together to build on content of the physical setting with the vocabulary is important to ELLs.  
• mountain range  
• health  
• valley  
• canyon  
• slope  
• granite  
• terrain

### SYNTHESIS ACTIVITIES

The following three synthesis activities offer your students the opportunity to demonstrate what they have learned in this unit. These activities are also powerful assessment tools for you because they're multidimensional. They allow for variations in students' strengths and weaknesses as learners. These activities allow assessment on a variety of subjects and on a number of different levels.

#### CRITIQUING CONCLUSIONS

**Activity**  
Take a position on Steven Anderson's statement, "The railroad took brains, muscle, and sweat in quantities and scope never before put into a single project. . . . Most of all it could not have been done without teamwork." Use evidence from the Storypath experience, readings, and other sources, respond to each of the factors that Anderson identifies—brains, muscle, sweat, and teamwork.

**Criteria for Assessment**  
Learning objectives are demonstrated if  
■ The author provides a clear statement of his or her position on the three factors Anderson identifies.  
■ For each factor, two or more pieces of evidence (facts, statistics, examples, Storypath experience) support the author's position.  
■ The evidence is specific, relevant, and supports the position.  
■ Correct English grammar and mechanics are used in writing the response.

#### INTERVIEW A RECENT IMMIGRANT

**Activity**  
With permission from your teacher and parents/guardians, interview a person who has immigrated to this country within the past ten years. Write six questions that demonstrate your understanding of the challenges of immigration. Interview the person and write responses to each of your questions. Write a summary statement about the interview experience that demonstrates the insights you have gained about immigration.

**Criteria for Assessment**  
Learning objectives are demonstrated if  
■ The questions clearly demonstrate major understanding of immigration issues, such as why people immigrate, challenges faced, and emotional responses to the experience.

\* Stephen L. Anderson, *Building Life in the West: The Iron Horse Built the Transcontinental Railroad, 1862-1869* (New York: Simon and Schuster, 2005), 106.

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## STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. When completed, the Portfolio becomes an authentic assessment tool.

**EPISODE 2**  
**CHALLENGE**  
**4**

**LAND OF THE GOLDEN MOUNTAIN**

**Time:** Winter of 1865  
**Place:** Small village in the Pearl River Delta, Kwangtung (Canton) Province, China

Hack Sun rolled over on his mat and bumped into his younger sister on one side and his younger brother on the other side. At age 16, he didn't like sharing a bed with them, but their home was small and there was little space for laying out the mat for sleeping. He shivered in the cold night, having only one thin blanket to share with his sister and brother. His empty stomach caused him to awake with pain in his belly and with his heart pounding. This winter seemed colder than usual, and there was worry that the rice crop would fail again this year. This was not his first night to awake under such circumstances; this seemed to happen every night in this dark winter. He was miserable—cold and hungry and unsettled by a nightmare as he tried to get more room for himself on the mat. He knew his father was worried about the future. Last year the crops flooded, and it seemed that might happen again this year. Everyone in the village was hungry, and his mother tried each day to make the food they had stretch among the five mouths to feed. He could tell she was frightened, afraid that he and his sister and brother would not have enough to eat. Some of the older people in the village had died because they did not have enough food. It was a scary time.

Yesterday, Sun had overheard his father talking to a village elder about rumors of bandits coming into surrounding villages to steal food and other goods. His father shook his head sadly, and Sun could tell by the slump of his shoulders that he was discouraged. Usually his father was happy about working in the fields and teaching his sons about growing and harvesting rice. The Pearl River Delta was usually a good place for rice-growing, but the flooding had destroyed the rice crops, and everywhere people were anxious about the future. Now with the threat of bandits not only stealing food but also killing those who resisted, he remembered the nightmare that had awakened him. In his dream his mother was yelling, "Hide quickly and take this bag of rice with you." He remembered looking around for a place to hide, and there seemed to be no place to go. All the building doors were closed, and when he pushed one on in his dream, it wouldn't open. Again he could hear his mother yelling, but he couldn't understand what she said, just the panic in her voice. That's when he woke up. He shivered and tried to go back to sleep, but his mind kept going to this question: What is going to happen?

**DATE** \_\_\_\_\_

**EPISODE 1**  
**PORTFOLIO**  
**2**

**WORKING TOGETHER ON THE SETTING**

**Directions:** As a group, discuss each of the questions below. Individually respond to each of the following questions.

☐ What geographic features will your group make? List them.

\_\_\_\_\_

☐ It is important that everyone in the group does his or her fair share. What will each person make?

\_\_\_\_\_

☐ Each item that is made has to fit together. How will you work together so this happens?

\_\_\_\_\_

☐ Being a good listener is important in a group. How will you know if you are listening carefully to each other?

\_\_\_\_\_

☐ What if you disagree with a member of your group? How will you handle the disagreement?

\_\_\_\_\_

When you are done with the setting, read your responses above and decide how successful you were in working together. Grade yourself by giving a score on your performance in the box at the left.

3: Consistently demonstrated this behavior.  
2: Mostly demonstrated this behavior.  
1: Inconsistently demonstrated this behavior or had to be reminded about the behavior expectations

**8** **PORTFOLIO**  
**The Transcontinental Railroad**

**6** **PORTFOLIO**  
**The Transcontinental Railroad**

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**Events of the time**

**1860-1861**  
**Pony Express**

The Pony Express was a relay of horse riders who carried mail across a 2,000-mile trail from St. Joseph, Missouri, to Sacramento, California. It was a short-lived venture, as once the Pacific Telegraph Line was built there was no need for the Pony Express.

**1861**  
**Pacific Telegraph Line is completed.** The line made communication between the eastern and western United States fast and efficient.

**First overland and overland mail.**

**SET 7**  
**SLIDE 4**

**Pony Express riders.**

**1. How do you think...**  
**2. How does communication...**

**How did the workers lay ten miles of track in one day?**

There is nothing like a bet to motivate people to do crazy things, and this is just what happened when Charles Crocker boasted that his workers could lay ten miles of track in one day. That boast was made to show that the Central Pacific Railroad workers could outperform the Union Pacific Railroad workers, who had laid 7½ miles of track in one day—a major achievement. Imagine the amount of work it would take to accomplish such a feat, as most of the work was done by hand!

Vice President Durant of the Union Pacific believed that Crocker's boast was unsubstantiated. In fact, he believed that it would be impossible and bet

**SET 6**  
**SLIDE 1**

**10 MILES OF TRACK LAID IN ONE DAY APRIL 28TH 1869**

**Student Handout**

**Slide 2**

Like the "Iron Horse" article, people wanted to travel by railroad to the West—the journey would be faster and safer, and more and more people wanted to move west. People wanted the railroad to move goods from east to west and west to east—carrying things not easily obtained from one region of the country to the other. Businessmen saw opportunities for making money, and they wanted the railroad built too.

In 1862, President Lincoln enthusiastically signed the Pacific Railroad Act—this meant the government would support the building of the railroad. While this was happening, the nation was at war—the Civil War. The war slowed the building of the railroad, and sadly Lincoln was assassinated in April of 1865, shortly after the Civil War. He never saw his dream of a transcontinental railroad built.

**Slide 3**

**What was the major geographic obstacle in building the Transcontinental Railroad?**

To raise money for the railroad, the government gave away land along the railroad to help pay for construction. The resources of timber, earth, stone, minerals, and metals could be used to pay for the railroad-building. The land could also be sold to help finance the railroad. Two railroads were to be built on this land: the Central Pacific Railroad from the west and the Union Pacific Railroad from the east. The plan was that the Union Pacific Railroad would build the track from Omaha, Nebraska, to Utah. The Central Pacific Railroad would build east from Sacramento, California. However, there was a major problem: the Sierra Nevada.

**4** **STUDENT HANDOUT**  
**The Transcontinental Railroad**

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## CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slide Sets and Handouts that offer flexibility in how they are used to support student learning. The number of Slide Sets varies from unit to unit. The slides and handouts in each set provide focused nonfiction content and can be used for independent, paired, or small-group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion, or reproduce the slides as needed for each episode for individuals, pairs, or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" PDF chart (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.

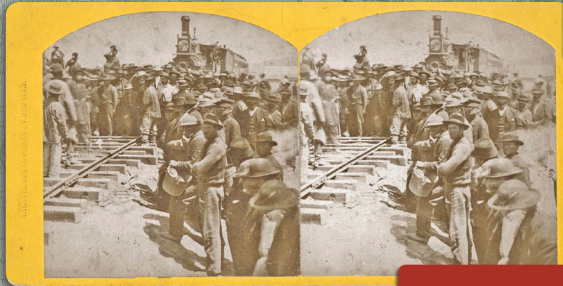


# LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

## Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or can listen as a teacher or another student reads.



There were speeches, and celebrations, and food to enjoy. It was a memorable occasion with many people in attendance. No one knows for sure how many, but estimates range from 500-600 people. Celebrations happened in other places as well, as this was a joyous occasion for all of America. Today you can visit the Golden Spike National Historic Site and see a re-creation of the two steam locomotives coming together for this national event.

Golden Spike National Historic Site  
<http://www.nps.gov/gosp/>


**SET 7**  
**SLIDE 2**

**Slide 2** ◀ Like the "Iron Horse" article, people wanted to travel by railroad to the West—the journey would be faster and safer, and more and more people wanted to move west. People wanted the railroad to move goods from east to west and west to east—carrying things not easily obtained from one region of the country to the other. Businesses saw opportunities for making money, and they wanted the railroad built too.

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**Slide 3** ◀ **What was the major geographic obstacle in building the Transcontinental Railroad?**

To raise money for the railroads, the government gave away land along the railroad to help pay for construction. The resources of timber, earth, stone, minerals, and metals could be used to pay for the railroad-building. The land could also be sold to help finance the railroad. Two railroads were to be built on this land: the Central Pacific Railroad from the west and the Union Pacific Railroad from the east. The plan was that the Union Pacific Railroad would build the tracks from Omaha, Nebraska, to Utah. The Central Pacific Railroad would build east from Sacramento, California. However, there was a major problem: the Sierra Nevada.



## Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

## Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

## Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

The Transcontinental Railroad		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	1. Think about what you want to know and what you already know. 2. Read the text and think: What is the "big idea" here? 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words, such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, axes, or markers. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

16 PORTFOLIO  
The Transcontinental Railroad

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolios by recording content words.

24 PORTFOLIO

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

60 TEACHING MASTER

Use the Reading Mini-Lesson Framework in the Teacher's Handbook to conduct reading mini-lessons.

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# ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort levels increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born in the United States does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

**Activate prior knowledge.** English language learners are similar to native English speakers in the most fundamental ways: They possess a great deal of prior knowledge and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

**Allow extra time for small-group work.** ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task, if needed. When you do have whole-class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

**Model tasks and thought processes.** Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

**Develop vocabulary.** Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word-banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

**Allow use of the native language.** For students who possess few English words, allow them to complete writing activities in their native languages. As they learn more English, they will begin to incorporate English into their written and oral languages. This validates the students' native languages and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

**Encourage involvement in class discussions.** English language learners will likely be reluctant to contribute to whole-group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

**Modify assignments and assessments.** Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.



# ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

## Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

## During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 6  
PORTFOLIO  
14

DATE \_\_\_\_\_

**REFLECTION ON THE TEN-MILE RACE**

In the three boxes below, draw or locate photos of three events from the ten-mile race. Sequence the events. Write a detailed caption for each event that includes your feelings about the events.

1st Event

2nd Event

3rd Event

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PORTFOLIO 23  
The Transcontinental Railroad

Do you think non-Chinese people changed their views about the Chinese workers?

Do you think the workers were proud of their accomplishment?

A famous historian wrote, "What the CP [Central Pacific] crews did that day will be remembered as long as this Republic lasts." Why do you think he made that statement?

**CONCLUDING EPISODE 6**

**Reflect on the race**

Instruct students to reflect on their role in the ten-mile race. Use Portfolio 14, *Reflection on the Ten-Mile Race*, to assess students' learning. Brainstorm words about the event—both special terms and emotional words that describe the workers' responses to the event, and add to the word bank.

**ASSESS: Reflection on ten-mile race**

- includes drawings or appropriate photos of three events in sequential order;
- includes detailed captions with a personal response to the events.

**Read to compare and contrast**

Have students read Content Slide Set 6 and other resources to compare and contrast their experiences with the actual events. As a class, have students identify evidence to support their understanding of the text and visual media.

**AUTHOR NOTE**

**Word bank**

Students benefit from finding together the experience with the vocabulary to describe the events. Thus, adding to the word bank at the conclusion of the episode is helpful.

- Gauge:** The distance between rails.

**COMMON CORE**

**Integration of knowledge and ideas**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words to understand the ten-mile race.

PORTFOLIO 14

ASSESSMENT

CONTENT SLIDE SET 6

EPISODE 6  
The Transcontinental Railroad 41

## Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

**EPISODES 2, 3, 4, 5**  
**TEACHING MASTER**  
**T12**

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SPEAKING AND LISTENING**

At various times during the unit, you will have an opportunity to both present and listen to information. Use the checklist below to prepare for these experiences and then assess how well you did.

3: Consistently demonstrates this skill.  
2: Mostly demonstrates this skill.  
1: Inconsistently demonstrates this skill or has to be prompted to demonstrate the skill.

Episode: \_\_\_\_\_

Speaking Skills	3	2	1
Information is presented in a clear and coherent manner.			
Eye contact was made with the audience.			
There was adequate volume so everyone could hear.			
There was clear pronunciation demonstrating prior practice.			
Uses vocabulary appropriately.			
The presentation demonstrates the group worked together.			

One thing I did exceptionally well: \_\_\_\_\_  
If I were to do this presentation again, I would improve on: \_\_\_\_\_

Listening Skills	3	2	1
Pays attention to the speaker.			
Avoids fidgeting and/or creating distractions.			
Asks questions or makes comments, demonstrating attention to the speaker.			
Interactions demonstrate you worked collaboratively with your group.			

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## Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

**EPISODES 4, 5, 6**  
**TEACHING MASTER**  
**T11**

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of working in a group. Use this chart during this unit to keep track of how well you work with others. Rate yourself:

3: Consistently demonstrates this behavior  
2: Mostly demonstrates this behavior  
1: Inconsistently demonstrates this behavior or has to be reminded about the behavior expectations

Episode: \_\_\_\_\_

What is the event? \_\_\_\_\_

Social Skill Behaviors	3	2	1
<b>Contributions to the group:</b> I provided useful ideas to the group to accomplish a task.			
<b>Problem solving:</b> I suggested solutions to problems, both in how to work effectively as a group and how to accomplish the task.			
<b>Task focus:</b> I stayed focused on the task and did my fair share of the work.			
<b>Working with others:</b> I listened to other's ideas. I was willing to compromise in order to accomplish the task.			
<b>Attitude:</b> I was positive and encouraging to others in the group.			

One thing our group does well together: \_\_\_\_\_

One thing our group needs work on: \_\_\_\_\_

One thing I do well: \_\_\_\_\_

One thing I can do better: \_\_\_\_\_

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## End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

 **UNIT QUESTIONS FOR REVIEW**

**DISCUSSION**

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- Why did the Chinese come to the United States?
- What were the "pushes" and "pulls"?
- What were the most difficult challenges of such a move?
- What evidence can you draw from the Storypath experience and readings that supports the report by Central Pacific president Leland Stanford to United States President Andrew Johnson: "The greater portion of the laborers employed by us [CPRR] are Chinese, who constitute a large element in the population of California. Without them it would be impossible to complete the western portion of this great national enterprise within the time required by the Acts of Congress."
- Why is it important to understand the Chinese contributions to the building of the railroad?
- What challenges do you think immigrants might experience today? How are they similar or different from the challenges of Chinese immigrants in the past?
- Stephan Ambrose's *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863-1869* describes the unprecedented feat of engineering, vision, and courage of the men who built the Transcontinental Railroad. What evidence do you have that would support or refute this statement?
- How did the building of the Transcontinental Railroad change the country?

**REFLECTION**

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these:

- What are the most important things have I learned about the building of the Transcontinental Railroad?
- What is the most surprising thing I've learned?
- What was the best work I did in the unit? Why was it my best work?
- What work could I have done better? How could I have done it better?
- What did I like most about working with others? How will these skills help me in the future?

1. Leland Stanford, Statement Made to the President of the United States, and Secretary of the Interior of the Progress of the Work (Sacramento: H. S. Crocker, 1865), at Chinese Railroad Workers in North America, Project at Stanford University. Also in Edward J. Rendall, Jr., "The Men Who Made the Railroad," in *The Transcontinental Railroad: The Gateway to the West* (New York: Chelsea House, 2007).

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**SYNTHESIS ACTIVITIES**

The following three synthesis activities offer your students the opportunity to demonstrate what they have learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for variances in students' strengths and weaknesses as learners. These activities allow assessment on a variety of subjects and on a number of different levels.

**CRITIQUING CONCLUSIONS**

**Activity**

Take a position on Steven Ambrose's statement, "The railroad took brains, muscle, and sweat in quantities and scope never before put into a single project. . . . Most of all it could not have been done without teamwork." Using evidence from the Storypath experience, readings, and other sources, respond to each of the factors that Ambrose identifies—brains, muscle, sweat, and teamwork.

**Criteria for Assessment**

Learning objectives are demonstrated if

- The author provides a clear statement of his or her position on the three factors Ambrose identifies.
- For each factor, two or more pieces of evidence (facts, statistics, examples, Storypath experiences) support the author's position.
- The evidence is specific, relevant, and supports the position.
- Correct English grammar and mechanics are used in writing the response.

**INTERVIEW A RECENT IMMIGRANT**

**Activity**

With permission from your teacher and parents/guardians, interview a person who has immigrated to this country within the past ten years. Write six questions that demonstrate your understanding of the challenges of immigration. Interview the person and write responses to each of your questions. Write a summary statement about the interview experience that demonstrates the insights you have gained about immigration.

**Criteria for Assessment**

Learning objectives are demonstrated if

- The questions clearly demonstrate major understanding of immigration issues, such as why people immigrate, challenges faced, and emotional responses to the experience.

2. Stephan E. Ambrose, *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863-1869* (New York: Simon and Schuster, 2000), 349.

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# PLANNING THE UNIT

## THE TRANSCONTINENTAL RAILROAD: THE CHINESE EXPERIENCE

### MAKE KEY DECISIONS

*The Transcontinental Railroad: The Chinese Experience* Storypath evolves over seven episodes as students learn why Chinese men came to the United States to build the Transcontinental Railroad, enduring untold challenges, hardships, and prejudices in search of a better life. Students immerse themselves in the story by role-playing Chinese railroad workers emigrating from Kwangtung (Canton) Province and the “pushes and pulls” that caused them to emigrate. Students re-create the geographical setting of the railroad route between Sacramento, California, and Promontory Point, Utah, and tackle the problems of building the railroad, including the prejudices of the time.

**Plan Space for the Storypath.** You will need ample table or counter space for the three-dimensional geographical setting of the railroad route from Sacramento, California, through the Sierra Nevada. In addition you will need wall space for displaying student work as the unit progresses.

**Plan Time for Storypath.** Plan six to eight weeks for the unit. The unit is flexible in that you can narrate the story forward if you want to omit an episode or some of the activities. There are many opportunities for extensions and connections with the Common Core State Standards. Common Core literacy skills are integrated into the unit, providing opportunities for both fiction and nonfiction reading, researching, and writing in a variety of forms. If these literacy skills are taught within the unit, the unit will necessarily take more time.

**Create a Class Time Line.** To keep track of important events and dates, you can make a class time line. You may want to add events that take place before or after those included in the unit in order to provide a context for understanding the building of the Transcontinental Railroad and its relationship to other events. The Content Slide Set provides a time line of Chinese immigration as well as other national events.

**Enhance the Drama Experience.** Storypath offers the potential for dramatic activities to enhance and extend the learning experience. At the heart of the role-play exercises are two basic ideas: 1) to create opportunities for the students to live inside the characters’ shoes; and 2) to introduce students to dramatic skills and concepts. Teachers who are familiar and comfortable with Storypath may want to look at the ideas for adding more drama in Episodes 2, 4, 5, 6, and 7. These can be accessed by referring to drama tips in the sidebars or by referring to the Extension Activities at the end of the unit.

**Create a Learning Community.** An open and supportive atmosphere is essential for students to engage in discourse that is essential for the Storypath approach to learning. Students should understand the value of reflective discussions and the



importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

## CUSTOMIZE THE UNIT

**Adapt the Unit.** There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. Alternative activities or special arrangements are suggested at various points during the unit to assist you in adapting the curriculum. Frequently, students will provide an unanticipated twist to a problem, or important learning opportunities will arise. Storypath allows for the accommodation of those special circumstances.

Sometimes students will role-play the characters in the story to understand a particular viewpoint. At other times students will reflect on the events of this unit out-of-role so that situations can be examined and understood objectively. These are opportune times to help students deepen their understanding of the Chinese immigrants' experiences.

**Connect to Other Storypaths.** There are a number of published American history Storypaths that can accompany this unit. To help students compare and contrast two different immigrant experiences, consider *Coming to America, 1880–1920*. Additionally, *The Struggle for Independence*, *The Oregon Trail*, and *A Nation Divided* provide insights into important events in our history. You can select several Storypaths for the year so students can examine in-depth themes of historical significance.

## INVOLVE OTHERS

**Involve Families and the Community.** Parents and other family members may have personal experiences with immigration or knowledge of railroad history, model trains, surveying, mapmaking, or other areas that can enhance or extend the unit's learning. Invite them to share what they know. There are many railroad enthusiasts who are eager to share their knowledge and expertise; invite them to your class.

**Invite Adults to Participate in the Final Episode.** For the golden spike ceremony that concludes the unit, invite parents and designate two adults to play the role of Leland Stanford (Central Pacific Railroad) and Thomas "Doc" Durant (Union Pacific Railroad). Background information is provided for the adults in Episode 7, Teaching Master 10.

**Consider a Field Trip or Guest Speaker.** Field trips or presentations by guest speakers in your classroom can enrich students' learning. Those activities should be carefully timed, however, so students can knowledgeably compare and contrast their own understanding with new information. Field trips and guest speakers should happen only when students are truly interested in learning from the field trip or are ready to listen to a guest speaker. This careful timing will contribute to a powerful learning experience.

# CREATING THE SETTING

## THE SIERRA NEVADA

### INTRODUCING THE STORY

page 15

Students listen to and discuss a description of the geographic setting and plans for the Transcontinental Railroad.

**Materials** Portfolio 1, *Iron Horse*, p. 5  
Content Slide Set 1  
Paper and markers for creating a class word bank

**Grouping** Whole class

**Schedule** Approximately 30 minutes

### CREATING THE GEOGRAPHIC SETTING

page 17

Students create the three-dimensional setting of the train route.

**Materials** Table or counter space for creating the setting  
Art materials, including clay or papier-mâché to make the mountains, construction paper for trees and lakes, and cotton puffs for snow  
Rocks and gravel (optional)  
Portfolio 2, *Working Together on the Setting*, p. 6

**Grouping** Small groups, each group working on one section of the setting

**Schedule** 1–2 hours; easiest to do all at one time

### FINDING A ROUTE THROUGH THE SIERRA NEVADA

page 18

Students propose routes through the mountains.

**Materials** Content Slide Set 1  
Yarn, ruler or measuring tape for demonstrating slope  
Yarn for showing the route—for each group (label the groups' routes)  
Optional: toy train tracks, toy train to demonstrate railroad curves  
Teaching Master 1, *Task Cards*, TH p. 47

**Grouping** Small groups for proposing a route

**Schedule** Approximately 1 hour

### CONCLUDING EPISODE 1

page 19

Students reflect on the experience and identify and explain the obstacles and solutions for building the railroad.

**Materials** Paper and markers for writing and posting words for the word bank  
Optional: Camera or camera phone for photographing the created setting  
Portfolio 3, *Obstacle and Solution*, p. 7

**Grouping** Individuals for drawing/photographing and writing  
Entire class for sharing

**Schedule** About 40 minutes, plus time for students to share their writings

## EPISODE OBJECTIVES



- **Culture and Social Interaction** *Demonstrate an understanding of how people interacted with their physical environment and social conditions during the 1860s.*
- **History** *Examine the causes and effects of historical events in the 1860s.*
- **Geography** *Identify geographic features in the natural environment.*
- **Social Skills** *Participate in organizing, planning, and making decisions to create the geographic setting.*
- **Critical Thinking** *Use information about the geographic setting to organize information in new ways.*
- **Reading: Craft and Structure** *Interpret words and phrases as they are used in a text (figurative meanings), and analyze how specific word choices shape meaning or tone. Read closely to determine what the text says explicitly, and make logical inferences based on evidence.*
- **Writing: Text Types and Purposes** *Write explanatory texts to examine and convey complex ideas and information clearly and accurately.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.*
- **Vocabulary Acquisition and Use** *Acquire a range of words related to building a railroad in reading, writing, and speaking.*

## INTRODUCING THE STORY

### CUSTOMIZE

#### Time Line

Students can make or review a time line of American history events to provide a context for this story.

### Launch the unit

Explain to students that they will be creating a story about the emigrants who came to the United States from China in the 1860s to build the Transcontinental Railroad. Review the elements of a story:

- Setting (where and when the story takes place)
- Characters (the people in the story)
- Plot (the critical incidents in the story)

Explain that through the exploration of this topic, students will examine such questions as:

- ❓ What was the impact of building the Transcontinental Railroad? How did it change the country?
- ❓ How did the geography and technology of the time affect the building of the railroad?
- ❓ How did the Chinese workers contribute to the building of the railroad?
- ❓ What challenges did the Chinese workers face in the building of the railroad?

In this episode, students will create the geographic setting of the railroad route from Sacramento, California, through the Sierra Nevada to Promontory Point, Utah.

### BACKGROUND INFORMATION

#### Chinese immigrants

Many Chinese had come for the California gold rush and stayed to work on the railroad. Others were recruited from China.



## COMMON CORE

### Reading: Craft and structure

Interpret words and phrases as they are used in a text—figurative meanings—and analyze how specific word choices shape meaning or tone.

Read closely to determine what the text says explicitly and make logical inferences based on evidence.

## Set the stage

Have students follow along in Portfolio 1, *Iron Horse*, as you read it aloud. Highlight unfamiliar vocabulary and expressions to make the article more meaningful. Then use the questions that follow the article to introduce the idea of enthusiasm for building the Transcontinental Railroad. Begin a class word bank to record and define unfamiliar words.

Read and discuss the narrative in Content Slide Set 1.

## Discuss the narrative

Use questions such as the following to help students understand why people wanted the Transcontinental Railroad to be built.

- ❓ Why did people want the Transcontinental Railroad to be built?
- ❓ How would building the railroad change the country?
- ❓ Why would people not want the railroad built? (Consider the impact on the American Indians and their way of life.)
- ❓ What was the main geographic obstacle in building the railroad? (*the Sierra Nevada*)

What attributes would the railroad builders need to take on something so difficult?

View and describe the Sierra Nevada. Show Content Slide Set 1 (Slides 3, 5, 7) of the Sierra Nevada, highlighting the natural environment and the physical features: mountains, rivers, valleys, cliffs, and so forth.

Read the following description:

*The mountains rise gradually from the floor of the Sacramento Valley. The American River flows out of these mountains and empties into the valley, providing water for the farmland. The rivers make deep canyons through the mountains. The mountains are made of granite, a very hard rock that is difficult to penetrate. Donner Lake sits in the middle of the mountain range, one of many lakes throughout the range. Some of the mountains are solid rock and nothing grows on them but a few scraggly trees. In other areas of the mountain range, evergreen trees of fir and pine grow. On the western slope, giant sequoia trees grow with circumferences sometimes as big as 100 feet (30 meters). Many animals inhabit these mountains: mountain lions, big horn sheep, mule deer, badgers, trout, hawks, and bald eagles.*

## Discuss the description and photos

Questions such as the ones that follow will help students remember the features of the setting. Make a list of students' ideas to serve as a reference as they create the landscape.

- ❓ What do you recall from the description/photos of the setting? (*Students should be able to identify landscape features.*)
- ❓ How were the mountains described? (*Guide the discussion to focus on the granite rock, the height of the mountains, and the difficult terrain.*)

## PORTFOLIO

1



CONTENT  
SLIDE SET

1

## LITERACY



### Word Bank

It's important at this point that students undertake language activities that help them gain ownership of the setting and develop a rich vocabulary for talking about the setting. Binding together the hands-on creation of the physical setting with the vocabulary is important for ELLs.

- mountain range
- foothills
- valleys
- canyons
- slope
- granite
- terrain

- ❓ What else was described and seen in the photos in the setting? (*lakes, rivers, trees, boulders, wildlife, snowcapped mountains, etc.*)
- ❓ What would make this a challenging environment in which to build a railroad?

## CREATING THE GEOGRAPHIC SETTING

### AUTHOR NOTE

#### Learning Process

The setting students make together provides a common, concrete place for the story. When students contribute their own ideas to the construction of the setting, ownership is fostered and students are further motivated to invest in the development of the story.

### Organize the work

Explain to students that they will work together to create a three-dimensional geographic setting for their story. Each group will create a “slice” of the landscape of the Sierra Nevada.

Organize students into groups and assign specific tasks. One way to organize students is as follows:

- Group 1: Western foothills of the Sierra Nevada
- Groups 2, 3, and 4: the Sierra Nevada (divide the mountain range into three sections)
- Group 5: Eastern foothills of the Sierra Nevada

Once students have been assigned or have chosen their group, use Portfolio 2, *Working Together on the Setting*, to assist students in thinking about their tasks. This activity guide also contains suggestions for working together effectively.

Outline major features of the setting so students have a sense of the space for which they are responsible. Also, discuss the scale based on the amount of space you can devote to the setting. A long table is ideal because students can work from both sides of the table. Groups should work at their desks on their section and then place all the sections together. The groups will need to check in with each other to make sure everything aligns.

Demonstrate a few art techniques to get students started. Showing students how the mountains would appear is important, especially for those unfamiliar with such physical terrain. Group 1 and 5 will create foothills (lower mountains) on either side of the mountain range. Groups 2, 3, and 4 should have tall mountains, lakes, and valleys in their sections. Then students should add boulders, trees, animals, and the actual rivers connecting the sections together. Remind students that rivers will always flow downhill and that sometimes lakes are formed because the river cannot flow out of a valley.

### AUTHOR NOTE

#### Setting

Don't worry that the setting is not absolutely accurate to the actual place. To do so would require considerable time and would refocus the learning, which is not the intent of this Storypath.

### Guide student work

Once students begin working, restrict your role to asking questions about the various tasks that students are engaged in. Reinforce the artistic concepts of proportion, scale, and texture, as well as new vocabulary related to the geographic setting. Students need to make their own decisions about the features. To help students monitor their own work, have them discuss what went well and what they would do differently following the activity. Evaluate their performance as a group member on Portfolio 2, *Working Together on the Setting*.

### PORTFOLIO

2



### CONNECT

#### Creative Arts

Before students start on the setting, discuss

- how the objects will differ in size depending on their actual dimensions and where they are placed in the setting. (proportion and scale)
- how to add texture to the setting by using tissue paper, yarn, clay, rocks or whatever is appropriate. (texture)



## ASSESSMENT

### ASSESS: The three-dimensional setting

- includes appropriate objects in scale and color;
- includes features such as trees, boulders, and wildlife using artistic techniques to create texture;
- demonstrates that students worked together to decide on the placement of features to create a cohesive environment.

## FINDING A ROUTE THROUGH THE SIERRA NEVADA

### Determine the route

Have students look at their physical setting and ask, What are the obstacles in building the railroad? Explain that each group is to propose a railroad route through the Sierra Nevada. To help them think about a route through the mountains, have them read Content Slide Set 1 and discuss the guiding questions as a class.

Use Content Slide Set 1 to show photographs of the terrain, tunnels, trestles, bridges, snowsheds, and curvature of the tracks. Discuss grade and the importance of using switchbacks, curves, tunnels, trestles, and bridges. Snowsheds had to be built where snow could slide off the mountain and bury the tracks and trains.



CONTENT  
SLIDE SET

1

## CONNECT

ELL

Engaging students in these activities makes such concepts concrete and understandable.

### Demonstrate slope and curve

Using a measuring tape or string, measure 50 feet. Place the tape/string at ground level at one end and then measure the height at 1 foot at the other end. That is the steepest grade for a train. (If you have limited space, measure 25 feet with a 6-inch height.)

Optional: Using toy tracks or photos, demonstrate for students how trains need wide curves for turning.

### Plan the route

Each group uses the measuring tape or string to propose a route through the mountains. Distribute Teaching Master 1, *Task Card*, and string to each group for planning the route.

As students lay out the various routes, raise such questions as:

- ❓ Do you think the train can travel up this grade?
- ❓ Can the train travel on the curvature you've proposed?
- ❓ Is the tunnel too long?
- ❓ How much work would be needed to build switchbacks? Tunnels? Trestles? Bridges?

TEACHING  
MASTER

T1



# CONCLUDING EPISODE 1

## LITERACY

### ELL Word Bank

Add to the word bank as students discuss the terrain for building the railroad.

- tunnels
- trestles
- snowsheds
- curvature
- switchback

### Discuss the setting

Have students reflect on their work. Use the following questions to have them think about the setting and routes they have constructed. Record their responses.

- ❓ How would you describe this setting?
- ❓ If you were walking through the mountains, what might you see? Hear? Smell? Touch?
- ❓ What challenges would workers face in building a railroad through the mountains?
- ❓ What dangers might the workers face in building a railroad?
- ❓ What would the weather be like during the different seasons?
- ❓ Descriptive words should be added to the word bank.

### Identify obstacles and solutions

Students complete Portfolio 3, *Obstacle and Solution*, and then discuss their responses as a whole class.

## PORTFOLIO

3



## ASSESSMENT

### ASSESS: Understanding of the obstacles

- shows an obstacle for building the railroad through a drawing or photograph;
- includes an explanation that conveys information clearly and accurately about the obstacle in relation to the building of the railroad;
- draws or explains a plausible solution to the obstacle.

### Extension (Optional)

Invite a surveyor to explain the job of surveying and share the tools of the trade. This is best done after students have planned their own routes and have a deeper understanding for the challenges of building the railroad.

## COMMON CORE

### Writing: Text types and purposes

Write explanatory texts to examine and convey complex ideas and information clearly and accurately.

# CREATING THE CHARACTERS

## THE CHINESE RAILROAD WORKERS

### INTRODUCING THE CHARACTERS

page 21

Students consider why Chinese men immigrated to the United States in the 1860s and then write handbills to advertise for railroad workers.

- Materials** Portfolio 4, *Land of the Golden Mountain*, p. 8-11  
 Portfolio 5, *Why Do People Emigrate?*, p. 12  
 Portfolio 6, *Handbill Guide*, p. 13  
 Teaching Master 2, *Family Interview* (optional), TH p. 48  
 World political map  
 Construction paper and black markers to make handbills
- Grouping** Individuals for making handbills. Entire class for discussion.
- Schedule** Approximately 2 hours

### CREATING THE CHARACTERS FOR THE STORY

page 23

Students create their own characters starting with an actual worker's name and brief job description.

- Materials** Teaching Master 3, *Character Names and Jobs*, TH p. 49-50  
 Portfolio 7, *Chinese Traditions*, p. 14  
 Content Slide Set 2, *Chinese Workers*  
 Portfolio 8, *Making the Character*, p. 15  
 Teaching Master 4, *Character Information*, TH p. 51  
 Construction and tissue paper for the characters  
 Black yarn and/or fabric scraps (grey or blue) for clothing  
 Colored markers/crayons/glue/tape/scissors  
 Wool fiber for hair (optional)  
 Paper and markers for writing and posting words for the word bank
- Grouping** Each student makes a character
- Schedule** 2 hours

### WRITING FAREWELL LETTERS

page 25

Students write farewell letters as they contemplate their arrival in California.

- Materials** Teaching Master 5, *Letter Prompts*, TH p. 52  
 Portfolio 9, *Farewell Letter*, p. 16
- Grouping** Individuals for writing, peers for editing
- Schedule** Approximately 1 hour

### CONCLUDING EPISODE 2

page 26

Students introduce their characters in "work groups" through a tableau.

- Materials** Props for tableaux such as suitcase, bag, or basket for packing belongings or tools for building the railroad (optional)
- Grouping** Groups for tableaux, entire class for presentations
- Schedule** Approximately 1 hour spread over several days

## EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how people in the 1860s lived and worked in their environment.*
- **History** *Identify how the circumstances in China in the 1860s motivated men to emigrate to the United States. Demonstrate how events in history “push and pull” people to emigrate. Explain the impact of Chinese workers on the building of the railroad.*
- **Social Skills** *Organize, plan, and make decisions while determining the characteristics of Chinese emigrants and their new life in California.*
- **Critical Thinking** *Organize ideas from readings and discussion and apply those ideas for creating a Chinese emigrant and for writing a friendly letter.*
- **Reading: Key Ideas and Details** *Read to determine what the text says explicitly, make inferences; cite textual evidence. Determine central themes of the text.*
- **Writing: Text Types and Purposes** *Write explanatory text to convey information clearly and accurately. Write narratives to imagine experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write farewell letters to describe the experience of the Chinese emigrants using well-chosen details and well-structured event sequences.*
- **Production and Distribution of Writing** *Produce coherent writing in which the development, organization, and style are appropriate to advertising for railroad workers.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations and collaborations to create the tableaux.*
- **Presentation of Knowledge and Ideas** *Adapt speech to convey information about the Chinese emigrants.*
- **Vocabulary Acquisition and Use** *Use new vocabulary in context to reinforce academic language in speaking and writing activities throughout the unit.*

## INTRODUCING THE CHARACTERS

### LITERACY

#### Vocabulary

**Emigrate:** to leave your own country to settle in another (Example: Sun’s grandfather was an emigrant from China.)

**Immigrate:** to come to another country to live (Example: The United States has many immigrants from China.)

### Imagine the Chinese immigrants

Introduce this episode with the question: Who will build the railroad? Students should be able to speculate that the workers must be strong and willing to work under harsh conditions. In this episode students will create their characters.

Next read with the students the narrative in Portfolio 4, *Land of the Golden Mountain*, to help them begin to imagine the “pushes and pulls” that caused Chinese workers to emigrate to the United States in the 1860s. Based on the reading, students can discuss people’s motivations for emigrating, both in the past and today. Use questions such as those listed below. Record responses so that students can refer to these later as they create their own characters.

- ❓ What caused Chinese men to leave China to come to the United States in the 1860s? (*Guide the discussion so that students consider topics such as the search for a better life; new job opportunities; conflict and famine in homeland; limited opportunities for betterment in homeland; one less mouth to feed at home; family members that might have emigrated earlier; and adventure.*)
- ❓ How would it feel to move from one country to another? (*Scary, sad, exciting—encourage students to consider the range of emotions associated with such a move.*)

### PORTFOLIO

4



### COMMON CORE

#### Reading: Key ideas and details

Read to determine what the text says explicitly, make inferences; cite textual evidence.

Determine central themes of the text.

## AUTHOR NOTE

### Background information

No primary documents could be found that showed handbills being used for this purpose. However, to give students the opportunity to demonstrate their learning, this activity is included.

### Gender

Based on the historical record, railroad workers were male. Thus, the characters' names are male in origin. If this will be difficult for the girls in your class, make adjustments accordingly.

- ❓ What challenges might people face in making such a move? (*Focus on the differences between one place and another such as language, food, customs, religious practices, clothing, hairstyles, way of life, and climate and environment, as well as on the difficulties of travel and leaving loved ones behind.*)
- ❓ What might it have been like to move from one country to another in the 1860s? How would it be different from today? (*Travel was slower and more difficult; you might not have known very much about the new place because communication was limited.*)
- ❓ During the 1860s the United States was called Gum San, or “Land of the Golden Mountain.” Why do you think the Chinese viewed the United States this way? (*The history of the gold rush may be unfamiliar to students, so you may need to explain that the first wave of Chinese emigrants came in the 1840s for gold.*)
- ❓ What differences do you think people expected between their home country and the United States? (*Explain to students that people back then saw the United States as a land of jobs and opportunities for a better life.*)

Use Portfolio 5, *Why Do People Emigrate?* to discuss the pushes and pulls that the Chinese emigrants experienced. Create a classroom chart and have students complete the activity guide.



### Pushes—Why people left China in the 1860s

- Peasant uprisings and rebellion
- Government corruption and mismanagement
- Famine
- Floods and droughts
- Pestilence/disease
- Paying off debts

### Pulls—Why Chinese came to the United States in the 1860s

- Jobs—Manual laborers were needed to build railroads and highways, to dig ditches, to farm, to work in laundries, and to do similar kinds of jobs
- Advertisements for workers
- Letters from family members who had already emigrated to the United States encouraging others to come
- Personal stories of those who returned to China with money to make a better life
- Spirit of adventure

Optional: Students can interview family members using Teaching Master 2, *Family Interview*, to expand and personalize their knowledge about immigration. Have students share their information to compare and contrast experiences.





## CONNECT

### Handbill

A small sheet of paper usually with varying font sizes used for advertising or making announcements in the 1800s.

### Technology

Handbills use a range of font sizes and type styles. Students can apply their word-processing skills to create their handbills.



## ASSESSMENT

## Introduce handbills

Have students write a handbill (advertisement) to attract workers to build the railroad. The handbill writing activity is important to deepen students' understanding of the challenges of building the railroad.

Get students started by discussing Portfolio 6, *Handbill Guide*. Handbills were a common means by which one-page advertisements and other announcements were made. Brainstorm ideas that could be used in a handbill to attract railroad workers. Encourage students to use the word bank as a starting point for writing their handbills.

Once they have written their handbills, students can read, discuss, and display their advertisements.

### ASSESS: The handbill

- clearly and accurately conveys information about the jobs needed for building the railroad;
- uses a writing style that is appropriate to the task, purpose, and audience, including words that attract attention and encourage railroad workers to apply for jobs;
- uses the format of handbills to create the advertisement;
- demonstrates care in editing the final product.

## PORTFOLIO

6



## COMMON CORE

### Writing: Text types and purposes

Write informative text to convey information clearly and accurately.

### Production and distribution of writing

Produce coherent writing in which the development, organization, and style are appropriate to advertising for railroad workers.

## CREATING THE CHARACTERS FOR THE STORY

## HISTORICAL RECORD

### Terminology

**Headman:** The leaders were most commonly called gang bosses. Given the sensitivity to the term, gang, the term *headman* is used for purposes of this Storypath. *Headman* was also used but to a lesser extent.

**Coolie:** a derogatory term used in the 1840s and beyond to reference unskilled laborers from India or China.

### Imagine the characters

Assign a character to each student considering students' interests and ability to develop that character's persona. Alternatively, let students randomly draw names. Students create their own character and are responsible for that character throughout the story. Each student will be given a brief description of the character, providing a starting point for further character development. The workers will be organized into three groups with a "headman" or "gang boss" who carries the responsibility for assigning jobs, making sure workers are doing the jobs correctly, and distributing wages. Explain that railroad workers must be at least 16 years old so that they can play an adult role in the Storypath.

### Avoid stereotypes

Teaching Master 3, *Character Names and Jobs*, provides a list of actual names of railroad workers. Explain that during this time, workers were thankful for any job and could not be choosy. Proactively discuss names and cultural customs to build appreciation and understanding. Discuss the importance of creating an authentic character and respecting Chinese culture by avoiding stereotypes. Explain that Chinese surnames are traditionally listed first, followed by the given name.

## TEACHING MASTER

T3



## Create character backgrounds

Discuss the range of topics on Teaching Master 4, *Character Information*, to deepen students' understanding of the emigration experience. Portfolio 7, *Chinese Traditions*, provides basic information about Chinese workers, while Content Slide Set 2 provides visual images of workers. Use these resources to help students blend the historical information with their imaginations to create believable characters.

TEACHING  
MASTER

T4

PORTFOLIO

7



### COMMON CORE

#### Vocabulary acquisition and use

Add to the word bank as students think and talk about their characters. Using new vocabulary in context reinforces academic language in speaking and writing activities throughout the Storypath.

Use the following questions to help students think about their characters. Make lists for later reference.

- ❓ Where is the Pearl River Delta, Kwangtung (Canton) Province, China? (*Locate the place on a world map.*)
- ❓ How old do you think your character would be? Remember that you need to be strong enough to do the hard labor.
- ❓ What kind of person are you? What's your personality like?
- ❓ What special skills do you have?
- ❓ Why are you leaving China and coming to the United States? (*Remind students of the earlier reading about Sun and his reasons for leaving.*)
- ❓ How did your family feel about your leaving? (*Help students verbalize feelings of loss and uncertainty. Select two students to role-play a conversation to help them imagine what would have been said.*)
- ❓ What would it have been like to travel on the ship? (*Have students refer back to the narrative to imagine life aboard ship.*)
- ❓ What challenges will you face?

A sample list might look like this:

Personality traits	Skills	Reasons for emigrating
cheerful serious dependable thoughtful outgoing meek brash hard working happy-go-lucky	mechanical can repair anything good with animals musical storytelling reads and writes	better life conflict in home country relatives have already emigrated work opportunities safe place to live adventure

### LITERACY

#### Vocabulary

**Queue:** A long braid of hair worn hanging down the back of the neck. The braid was often wrapped around the head while working.

#### Make the character

Use Portfolio 8, *Making the Character*, to guide the work in creating characters. Remind students of the typical clothing and hairstyles of that time period. Common clothing included loose pants, mandarin-style jackets (short jackets with standup collars, usually grey or blue), and traditional split-bamboo hats.

PORTFOLIO

8



## Guide student work

You want students to make their own decisions about their characters. Some of those decisions can set the stage for a problem-solving situation later in the Storypath. Students are very adept at adding new information about their characters that is appropriate to the storyline. For example, a student may say, “I forgot to tell you that this person was a leader in his village, so he will be able to take the lead in blasting holes for the tunnel.” The Storypath is compelling in that students will want the story to make sense and be logical in relation to developing events.

When the characters are complete, display them in work groups. The historical record indicates that work groups ranged from 12 to 25 workers, but for purposes of this Storypath, it is suggested the class be divided into approximately three equal groups.



ASSESSMENT

### ASSESS: Character

- shows evidence of following directions for making the character;
- is to scale;
- has authentic details related to clothing, hair, and tools;
- is carefully constructed.



ASSESSMENT

### ASSESS: Character information

- is complete and is based on class discussion, additional research, and student’s own ideas;
- is accurate about character’s background and job;
- demonstrates a balance of imagination and believability.

## WRITING FAREWELL LETTERS

TEACHING  
MASTER

T5

PORTFOLIO

9



### Reflecting on a new life

Explain that the characters are now on the ship and have just a few days before they dock in San Francisco. This may be their last chance to write a letter to their families and/or friends and mail them when the ship docks. Discuss Portfolio 9, *Farewell Letter*, and the Teaching Master 5, *Letter Prompts*. Then have students write their letters.

### ASSESS: The letter

Use the scoring rubric on Portfolio 9 to assess the letters.



ASSESSMENT

### COMMON CORE

#### Writing: Text types and purposes

Write farewell letters to describe the experience of the Chinese emigrants using well-chosen details and well-structured event sequences.

### AUTHOR NOTE

#### Making connections

Thinking about what to write in a letter helps students connect both the understanding of events and the human response to such events

## CONCLUDING EPISODE 2

### Meet the characters

Introduce the conclusion of Episode 2 by introducing yourself as Charles (Charlie) Crocker. Here are some facts about Crocker to help you get into the role:

- Crocker was born in Troy, New York, in 1822.
- He was poor and worked long hours (16 hours a day) to earn \$11 a month.
- Eighth grade was his “formal” education.
- He was confident and believed he could succeed at any job or trade.
- In 1849 he came west to California in a covered wagon.
- He was the construction supervisor for the Central Pacific Railroad, and he decided to hire Chinese workers.
- He also had a beard that grew from his chin; see Content Slide Set 2, Slide 1 for a photo. Tell the students about yourself as though you are Charlie Crocker in your role as general contractor in building the railroad. You are in charge of the actual construction of the railroad. Explain that while others are skeptical, you think that the Chinese immigrants are worth taking a chance on, so you are hiring them to work on the railroad. You believe they will work hard, and you know they are eager to work. Tell them it is time to head up the mountain and get to work.



CONTENT  
SLIDE SET  
2

### COMMON CORE

#### Speaking and Listening: Comprehension and collaboration

Prepare for and participate effectively in conversations and collaborations to create the tableau.

#### Presentation of knowledge and ideas

Adapt speech to convey information about the Chinese emigrants.



ASSESSMENT

Organize students into work groups and instruct them to create a tableau imagining themselves in character as railroad workers. Quickly brainstorm ideas for the tableaux (a campfire setting, riding up the mountain in the back of a wagon, setting up camp, fixing dinner, viewing the natural beauty of the mountains, seeing a locomotive, and so forth). See Extension Activities, Tableaux, for more information on how to set up the tableaux, pages 64–65.

Encourage students to use props in their tableaux as appropriate. Model with two students how a tableau might look. In their tableaux, students introduce themselves with their name and a hope or fear they have as they begin their new life in America.

Share with students the criteria for assessment and then allow time for them to practice their tableaux.

### ASSESS: The tableau

- reflects careful listening to others to create the scene;
- reflects contributions of everyone in the group in creating the tableau;
- is a realistic scene;
- reflects each created character;
- includes a stated hope or fear based on each character.

### CONNECT

#### Drama

A *tableau* is a frozen image to represent a scene.

### CUSTOMIZE

#### Pacing

You may want to spread the presentations over a number of days to maintain interest. Move on to Episode 3 and begin class each day with a few group tableaux.

TEACHING  
MASTER  
(Optional)

T12



# BUILDING CONTEXT

## UNDERSTANDING LIFE IN THE 1860s

(OPTIONAL)

# 3

# EPISODE

### INTRODUCING THE CONTEXT

page 28

Students listen to the narrative and consider everyday life in the late 1860s.

**Materials** Portfolio 10, *Life after the Civil War*, p. 17  
Content Slide Set 3

**Grouping** Entire class

**Schedule** Approximately 20 minutes

### RESEARCHING

page 28

Students research information on historical events and/or people.

**Materials** Teaching Master 6, *Model of Research Topic* (optional), TH p. 53  
Teaching Master 7, *Suggested Research Topics* (optional), TH p. 54

**Grouping** Individuals or pairs

**Schedule** Approximately 2 hours

### CONCLUDING EPISODE 3

page 29

Students plan and make oral presentations to inform each other about their research.

**Materials** Students' reports

**Grouping** Small groups or pairs to practice presentations. Individuals to present to entire class

**Schedule** Approximately 1½ hours spread over several days

### EPISODE OBJECTIVES



- **Cultural/Social Interaction** *Identify how people in the 1860s lived and worked in their environment.*
- **History** *Examine the causes and effects of historical events in the 1860s.*
- **Geography** *Explain how the environment (time and place) affected the conditions in which people lived.*
- **Critical Thinking** *Identify criteria for a quality report. Organize ideas from class discussions and research in new ways to present information.*
- **Reading: Key Ideas and Details** *Determine central ideas of texts. Summarize key supporting details and ideas.*
- **Integration of Knowledge and Ideas** *Integrate and evaluate content presented in diverse media and formats.*
- **Writing: Research to Build and Present Knowledge** *Conduct short research projects based on focused questions, demonstrating understanding of the topic.*
- **Speaking and Listening: Presentation of Knowledge and Ideas:** *Present information clearly and distinctly. Make strategic use of visuals to augment topic.*
- **Vocabulary Acquisition and Use:** *Use new vocabulary in context to reinforce academic language in speaking and writing activities throughout the unit.*

## INTRODUCING THE CONTEXT

### CUSTOMIZE

#### Background research

Modify this assignment to meet the needs of your particular class.

### PORTFOLIO

10



CONTENT  
SLIDE SET

3

### Learn about life in the late 1860s

The purpose of this episode is to help students understand the historical context for building the railroad. There are a number of nonfiction books and websites that describe the events of the time, the reasons for building the railroad, and the challenges presented in building a transcontinental route through the Sierra Nevada. A caution, you will want to make sure that students read just the beginning of these books or to confine their reading to the suggested websites so that the surprise factor of the following critical incidents remains intact. On the other hand, if students do read ahead it is because they probably wanted to know more. By building this background knowledge, students are better able to respond to the critical incidents that follow. See the references on pages 73 and 74 for suggested nonfiction books and websites.

Have students read Portfolio 10, *Life After the Civil War*, and Content Slide Set 3 to set a context for students' research. Use Content Slide Set 3 to discuss the reading. Use questions such as the following to discuss the reading:

- 1 How was life different in the 1860s from today?
- 2 What other things might have been different from today? (*Encourage students to infer other differences related to everyday life—clothing, leisure activities, foods, and so forth.*)

### COMMON CORE

#### Reading: Key ideas and details

Determine central ideas of texts; summarize key supporting details and ideas.

#### Integration of knowledge and ideas

Integrate and evaluate content presented in diverse media and formats.

## RESEARCHING

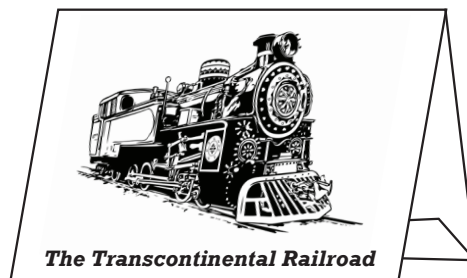
### COMMON CORE

#### Writing: Research to build and present knowledge

Conduct short research projects based on focused questions demonstrating understanding of the topic.

### Organize the work

Students will make a "matchbook" to present to their classmates. The research can be more in depth, but the purpose is to convey the historical culture. Explain to students that in order to understand life after the Civil War and the building of the railroad, more information is needed about the events of the time.



Sample matchbook

### CONNECT

#### ELL Report

Modeling of the report process helps ELL students understand the research tasks.

Each student selects a topic, develops a focused question, and then answers the question with relevant information, adding a visual to augment the topic. Use Teaching Master 6 as a model for students. Teaching Master 7 provides a list of possible topics for student choice—modify for your particular needs.

### TEACHING MASTER

T6, T7



### ASSESS: The report

- answers a well-developed, focused question;
- includes information that is accurate, interesting, and clearly communicated;
- follows the format and includes a visual that augments the writing;
- is carefully edited.

### Connect students to the storyline

As students are working, intersperse short, impromptu, role-play exercises to keep students connected to the story while they are doing their research. For example, you might ask the headman, “How are you adjusting to this new country? Have you been surprised by anything?” Remind students to respond in character. Watch for these opportunities throughout this episode or whenever you want to help students imagine and elaborate on the lives of their characters.

## CONCLUDING EPISODE 3

### COMMON CORE

#### Speaking and Listening: Presentation of knowledge and ideas

Present information clearly and distinctly.

Make strategic use of visuals to augment topic.

Speak in a voice so that everyone can hear.

### Present research

When the research is completed, explain that oral presentations will provide information so that everyone can learn about life during these times. Each student will need to prepare a short oral presentation. Spread the presentations over several days and continue on to the next episode.

### Reflect on life after the Civil War

To reinforce concepts about life during this time, discuss the following questions with students:

- 1 How do you think the various events (select a couple of examples) described in the presentations might affect the lives of the characters? *(Students should be able to relate their answers to the various presentations. Facilitate the discussion so that students identify cause and effect relationships.)*
- 2 What were people worried about during this time?
- 3 Why do you think people do or do not want the Transcontinental Railroad to be built? *(Make a chart to assist students in understanding the interdependence of the eastern and western United States.)*
- 4 What disruptions might occur to those living in the pathway of the railroad? *(Consider the American Indians and how their way of life would change.)*
- 5 How was life in the past different from life today? *(Facilitate student understanding of the environmental factors and aspects of everyday life, including technology, that had an impact on people's lives.)*
- 6 How is life in the past similar to life today?

TEACHING  
MASTER  
(Optional)

T12

# 4

# EPISODE

## CRITICAL EVENT THE DANGEROUS WORK OF RAILROAD BUILDING

### INTRODUCING THE EPISODE

page 31

Students listen and then discuss a narrative describing the dangers of building the railroad through the mountains.

<b>Materials</b>	Portfolio 11, <i>Hock Sun's Story</i> , p. 18–19 Shovels, picks, sledgehammers, mauls, crowbars, or other tools used for railroad building and safe for the classroom (optional) Content Slide Set 4
<b>Grouping</b>	Entire class for reading and discussion
<b>Schedule</b>	Approximately 30 minutes

### RESPONDING TO THE PROBLEM

page 31

Workers face dangers as they build the railroad through the mountains.

<b>Materials</b>	Craft materials for railroad-building props (optional) Teaching Master II, <i>Self-Assessment: Social Skills</i> , TH p. 59
<b>Grouping</b>	Small work-groups
<b>Schedule</b>	Approximately 1 hour

### CONCLUDING EPISODE 4

page 33

Students reflect on the experience.

<b>Materials</b>	None
<b>Grouping</b>	Entire class for discussion
<b>Schedule</b>	About 20 minutes

### EXTENDING THE EPISODE (OPTIONAL)

page 33

Students create models of railroad structure.

<b>Materials</b>	Content Slide Set 4 Craft materials such as gravel and sand for roadbed, pipe cleaners for rails, ice-cream sticks for railroad ties, etc. (optional) Or toy tracks or Legos (optional)
<b>Grouping</b>	Organize into small groups or pairs
<b>Schedule</b>	Approximately 1–2 hours

#### EPISODE OBJECTIVES



- **Culture and Social Interaction** *Demonstrate an understanding of how people interacted with their physical environment and social conditions during the 1860s.*
- **History** *Explain the impact of Chinese workers on the building of the railroad.*
- **Geography** *Identify geographic features of the natural environment. Identify how the railroad builders changed the environment to build the railroad.*
- **Civic Competence** *Practice civic discussion and participation.*
- **Social Skills** *Plan and make decisions in a group setting. Work with others to resolve a problem.*

TH = Teacher's Handbook



## EPISODE OBJECTIVES



- **Critical Thinking** *Use information about the geographic setting to organize information in new ways. Define the problems related to building the railroad and make a decision based on the evaluation of the alternatives. Organize ideas from class discussion and observation in new ways and apply to problem solving.*
- **Reading: Key Ideas and Details** *Read/listen to determine what the text says explicitly; make inferences; cite textual evidence. Determine central themes of the text.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations and collaborations.*
- **Presentation of Knowledge and Ideas** *Adapt speech to present a position on the dangers of building the railroad.*
- **Vocabulary Acquisition and Use** *Add key vocabulary to the word bank, demonstrating how the vocabulary can be used in their tableaux.*

## INTRODUCING THE EPISODE

### COMMON CORE

#### Reading/Listening: Key ideas and details

Read/listen to determine what the text says explicitly; make inferences; cite textual evidence.

Determine central themes of the text.

#### Speaking and Listening: Comprehension and collaboration

Prepare for and participate effectively in conversations and collaborations.

### Set the stage

In this episode, students respond to the physical challenges of building the railroad. If you have access to any tools such as shovels, picks, sledgehammers, mauls, crowbars, or other tools, display them in class and then begin a discussion about the objects. For example, sledgehammers are very heavy. Allowing students to carefully lift one will give them a sense of the physical strength it took to swing a sledgehammer all day, providing a kinesthetic learning experience.

Read and discuss with students Portfolio 11, *Hock Sun's Story*. After reading the passage, have students connect Hock Sun's experience to their own character. Ask such questions as follows to help students personalize the experience:

- ❓ How do you handle the weather when it's blazing hot or freezing cold?
- ❓ Are you homesick too?
- ❓ Why is the work so dangerous?
- ❓ What is the hardest part of the job for you?

Have students read about the work in Content Slide Set 4.

### PORTFOLIO

11



CONTENT  
SLIDE SET  
4

### AUTHOR NOTE

#### Derogatory Terms

Discuss with students the derogatory words used toward Chinese workers and why these terms are offensive as this issue arises. Make connections to present-day terms that are offensive and the importance of respect.

## RESPONDING TO THE PROBLEM

### SOCIAL SKILLS

#### Activity Guide

Use *Self-Assessment: Social Skills* to reinforce group skills as students create their tableaux.

TEACHING  
MASTER

T11

### Introduce the critical incident

Explain that now a danger has emerged. Based on your particular situation, dramatize the dangers of railroad building. A possible list of dangers follows but can be adapted to suit your specific Storypath. You want the events to result in the need for students to work together to solve the problem. When selecting the dangerous events, consider the following:

- ❓ Is the incident logical to the storyline, and does it allow for multiple solutions?
- ❓ Is the type of danger developmentally appropriate for your students?

- ❓ Will students have ownership of the problem and work in small or large groups to find a solution?
- ❓ Will students' families consider this danger appropriate?

You do not want any of your characters to die; that is not appropriate. Other workers can die who are not fully developed for the Storypath, or workers can be injured with the ability to recover.

#### AUTHOR NOTE

##### Valuing the Conversation

Listening to students' ideas about building the railroad allows you to connect their understanding to new information and complexities not previously considered.

Here are suggestions for possible dangers—select or adapt one or more:

- There has been heavy snowfall, and an avalanche has buried some of the workers.
- The headman asked his crew to set off a keg of powder to start an avalanche so that the snow won't unexpectedly bury the workers during construction.
- The tunnel has caved in, and workers are trapped behind the rubble.
- The snowshed collapses because of heavy snowfall, and workers are buried under the snow.
- A tree laden with snow falls across the roadbed.

#### COMMON CORE

##### Presentation of knowledge and ideas

Adapt speech to present a position on the dangers of building the railroad.

##### Create a tableau

Once the dangers are selected, you (in the role of Crocker) dramatically describe the situations based on the possibilities listed above. Then have students meet together in work groups to create a short scene (tableau) that demonstrates the danger and their response to it. Instruct students to consider the following questions:

- ❓ How does your character respond to the danger?
- ❓ Are there props that can help create the scene?
- ❓ How can you use tone of voice to communicate the danger?
- ❓ What feelings would workers have about the danger?

Share with students the criteria for assessment and then allow time for them to decide on and practice their tableaux to present to the class.

##### ASSESS: The tableau

- reflects careful listening to others to create the scene;
- reflects everyone's contribution of ideas in creating the tableau;
- is realistic in showing 1) the danger, 2) the response, and 3) the outcome;
- reflects the created character;
- effectively uses tone of voice to describe the dangerous work.

One of the learning goals for students is to understand that people need to work together to solve problems. Additionally, solving problems should lead to rules that make the job safer.

#### AUTHOR NOTE

##### Modeling a Tableau

Based on Episode 2's tableau experience, you may want a few students to model how a tableau might look.

#### COMMON CORE

##### Word Bank: Vocabulary acquisition and use

Add key vocabulary to the word bank demonstrating how the vocabulary can be used in their tableaux.

#### AUTHOR NOTE

##### Expect the Unexpected

Don't be surprised if students you least expect rise to the occasion

- taking on a leadership role;
- adding creative ideas; and
- relishing the role-play activity.

#### CONNECT

##### ELL Role play

The role-play activities allow students with limited English to fully participate.



ASSESSMENT

TEACHING  
MASTER  
(Optional)

T12

## CONCLUDING EPISODE 4

### Reflect on the experience

Discuss the tableaux and have students reflect on the dangers. Use the following questions:

- ❓ Would you want to go back in time and work on building the Transcontinental Railroad? Why or why not?
- ❓ What do you think you would have found most challenging as a worker building the railroad?

## EXTENDING THE EPISODE (OPTIONAL)

### Create models

The creation of model trestles, tunnels, and snowsheds can make this experience more concrete and can reinforce mathematical practice of measurement and scale. Consider this option, but recognize that it will take additional time.

# 5

# EPISODE

## CRITICAL INCIDENT TO STRIKE OR NOT TO STRIKE

### INTRODUCING THE EPISODE

page 35

Students are paid for their work and then confront the inequities among workers.

**Materials** Teaching Master 8, *Historical Background*, TH p.55  
Teaching Master 9, *Pay Stubs*, TH p. 56–57  
Content Slide Set 5  
Play money (coins to pay workers)

**Grouping** Entire class

**Schedule** Approximately 20 minutes

### CONFRONTING INEQUITIES

page 36

Students, in character, decide whether they will strike or not and create posters related to their position.

**Materials** Construction paper and markers for posters/leaflets

**Grouping** Students in work groups decide what to do; entire class for role-play activities to respond to the incident; individuals, partners, or small groups to make posters/leaflets

**Schedule** Approximately 1–2 hours

### CONCLUDING EPISODE 5

page 37

Students reflect on the experience by writing a letter to their family about the event.

**Materials** Content Slide Set 5  
Paper and markers for writing and posting words for the word bank  
Portfolio 12, *Letter Home*, p. 20–21

**Grouping** Entire class for discussion; individuals for writing

**Schedule** Approximately 1 hour for drafting, editing, and finalizing the letter  
Time for students to share their letters spread over several days (optional)

### EPISODE OBJECTIVES



- **Culture and Social Interaction** *Demonstrate understanding of how people interacted with their physical environment and social conditions as they experience the question of a strike.*
- **History** *Identify ways in which Chinese workers responded to the challenge of building the railroad. Explain the impact of Chinese workers on the building of the railroad.*
- **Civic Competence** *Practice civic discussion and participation. Identify examples of how people seek fairness, equity, and justice.*
- **Social Skills** *Plan and make decisions in a group setting. Work with others to decide whether to strike or not.*
- **Critical Thinking** *Define the issues related to the strike and make a decision based on the evaluation of the alternatives. Organize ideas from class discussion and observation in new ways and apply to problem solving.*

## EPISODE OBJECTIVES



- **Writing: Text Types and Purposes** *Write letters to describe the strike using well-chosen details and well-structured event sequences.*
- **Production and Distribution of Writing** *Produce clear and coherent writing while taking a position on the strike.*
- **Speaking and Listening: Presentation of Knowledge and Ideas** *Present information so that listeners can follow the line of reasoning for a position.*
- **Comprehension and Collaboration** *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric in discussing the strike.*

## INTRODUCING THE EPISODE

### HISTORICAL BACKGROUND

#### Website

See American Experience: PBS, *Transcontinental Railroad: The Chinese Workers' Strike*. Use this reference after students have completed the role-play.

#### TEACHING MASTER

T9



#### CONTENT SLIDE SET

5

### Set the stage

In this episode, students respond to the unequal pay and working conditions of the Chinese workers compared to those of other workers. The idea of a strike is introduced to protest the working conditions and pay. This actually happened; however, Chinese demands were not met, and they went back to work. See Teaching Master 8, *Historical Background: Chinese Strike*. There are a number of strategies to sow seeds of discontent, and it is possible that students will decide to strike on their own earlier in the Storypath. Following is one strategy; adapt the scenario to your particular situation.

Distribute Teaching Master 9, *Pay Stubs*, to each of the headmen for their respective workers. Headmen should write in the names of each of their workers and then distribute the pay. Payment was made in coins, never bills. It is hoped that students will wonder about all the deductions, and that this will start a conversation.

### Narrate the following

Hock Sun continues his story. . . .

*It's late May, and there are rumors that the white workers are getting paid more than us. They also are provided with food without paying for it. We work hard and don't complain. Just because of the color of our skin, we get paid less! I should quit this job and go to Idaho and search for gold. At least I can set my own hours and take a chance that I will find gold. Why should I continue to work in the cold, dark tunnel? At any time the tunnel could collapse and I could be killed. Mining would be safer—at least I think so.*

*Some of the other men are talking about striking. They say that the bosses will be angry, but they won't be able to find other workers that will work as hard as we do. Who would risk their lives every day building this blasted railroad? The work is difficult and dangerous. It seems our lives mean nothing to these bosses. I think striking might just show them that they can't treat us so badly. . . .*

#### TEACHING MASTER

T8

### LITERACY

#### Vocabulary

**Pay stub:** A printed statement of the amount a worker is paid, showing deductions for costs related to the job.



# CONFRONTING INEQUITIES

## CONNECT

### Drama

It is important to introduce a sense of drama for the role play so that students take it seriously. The risk of striking was unknown. Since there was considerable prejudice against the Chinese workers, the response could possibly result in them losing their jobs.

## Set up the role play

You can explain, in the role of Crocker, that the workers should be happy just to have jobs. If students don't raise the issue of inequitable working conditions, remind them that non-Chinese laborers work fewer hours, do not have to pay for their food and supplies, and get paid more. Dramatize the situation so that students will come to the conclusion that this is unfair.

If students don't suggest a strike, you (out-of-role) should do so. Then have each of the groups meet separately to decide the risks and benefits of striking. The headmen might lead the discussion, but other leaders may emerge as well. Let this discussion unfold naturally—some may decide to strike while others may decide otherwise. It's ideal if they do call a strike because (in your role as Crocker) you can threaten them with the loss of jobs, decreased wages, or longer workdays, or with any other responses that seem appropriate for the circumstances.

Students could demand a meeting with Crocker, decide to try other forms of protest, or do whatever would be consistent and logical in the situation. If students ask for a meeting with Crocker, deny their requests. Suggest to the headmen to call a meeting to organize the workers and outline demands—for the sake of creating manageable posters, speeches, etc., three is an ideal number of demands. Then have students create speeches, leaflets, or posters outlining their demands. Invite speeches or post the demands.

### Option 1: ASSESS: The speech

- lists three demands that are realistic to the circumstances;
- includes words and phrases to capture the listeners' attention;
- describes inequities using vivid words;
- effectively uses voice to enhance the message.

### Option 2: ASSESS: The poster/leaflet

- lists three demands that are realistic to the circumstances;
- includes words and phrases to capture the reader's attention;
- describes inequities using vivid words;
- effectively uses visuals to add interest and enhance the message.

In the role of Crocker, dramatize your response to the demands. Tell the workers you will not meet their demands, and they must get back to work. If students don't suggest a meeting, suggest (out-of-role) that the workers should organize a meeting to persuade Crocker to change his mind.

Depending on the scenario that unfolds in your classroom, refuse to meet the demands or compromise. It appears the strike collapsed after a week, and the workers went back to work or risked losing their wages for the month of June.



ASSESSMENT



ASSESSMENT

TEACHING  
MASTER  
(Optional)

T12

## HISTORICAL BACKGROUND

### Literacy

Since most Chinese workers were illiterate, you may want students to deliver a speech rather than make a poster/leaflet.

## COMMON CORE

### Speaking: Presentation of knowledge and ideas

Present information so that listeners can follow the line of reasoning in taking a position on the strike.

### Writing: Production and distribution of writing

Produce clear and coherent writing that takes a position on the strike.

### Comprehension and Collaboration

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric in discussing the strike.

## AUTHOR NOTE

### Valuing the Conversation

Students may raise a number of questions about the prejudices toward the Chinese. Use this as an opportunity to discuss these issues and encourage students to find out more about today's immigration process and the prejudices that exist toward new immigrants.

## Debrief the experience

Use such questions as the following to help students reflect on the experience:

- ❓ How did you feel about striking?
- ❓ Did you have any concerns about what might happen to you? Why or why not?
- ❓ Why do you think Crocker refused to give in to the demands?
- ❓ Striking is a form of protest; do you think people should have the freedom to strike?
- ❓ Why do you think workers today might strike?
- ❓ Is striking a good form of protest, or not? Are there other ways to settle disagreements?
- ❓ Do you think it is fair to vary payment for work based on a person's skin color?

## CONCLUDING EPISODE 5

### Write about the critical incident

Explain that it is time again for the railroad workers to write home to their families. Family members will be concerned about them because it has been so long since they have heard from them. Have students write a letter home about the critical incident. Brainstorm words for the word bank and use Portfolio 12, *Letter Home*, and the scoring rubric on the activity guide to help students organize their letters to their families.

#### PORTFOLIO

12



## AUTHOR NOTE

### Share historical event

Share with students the historical events on Teaching Master 8, *Historical Background: Chinese Strike*. Compare and contrast their experience with what actually happened.



CONTENT  
SLIDE SET  
5

### Extend the discussion

You may want students to decide if they will send money home to China. Remind them that they would want to have some money for themselves and perhaps for a stake in their future: getting provisions to head to a farming community, fishing cannery or mining camp (remind them that there were mining activities going on in the Northwest and Alaska), or possibly opening a business like a laundry, restaurant, or herbal medicine shop. On the other hand, their families at home may need money to buy food or other provisions. Help students consider the dilemma faced by the Chinese workers in deciding what to do.

Have students read Content Slide Set 5 to compare and contrast their experience with the historical record.

## COMMON CORE

### Letter writing: Text types and purposes

Write letters to describe the strike using well-chosen details and well-structured event sequences.

## CONNECT

### Social Skills

Working together to resolve the question of the strike provides practice in listening to point of view and compromising. Encourage students to evaluate their social skills using Teaching Master 11, *Self-Assessment: Social Skills* once they have completed the Episode.

# CRITICAL INCIDENT

## THE TEN-MILE CHALLENGE

### INTRODUCING THE EPISODE

page 39

Students listen and then discuss the narrative describing the race to build ten miles of railroad in one day.

**Materials** None

**Grouping** Entire class

**Schedule** Approximately 20 minutes

### THINKING MATHEMATICALLY (OPTIONAL)

page 39

Students calculate the job of laying the ten miles of track.

**Materials** Portfolio 13, *Do the Math*, p. 22

**Grouping** Entire class for discussion; individuals to do the math

**Schedule** Approximately 40 minutes to 1 hour

### RACING TO WIN

page 40

Students, in character, re-create the race.

**Materials** Craft materials for railroad building such as gravel and sand for roadbed, pipe cleaners for rails, ice-cream sticks for railroad ties, pushpins or tacks for spikes, and rulers to measure (at least two for each group)  
Table space for laying tracks (the railroad route was fairly flat)  
Covering for the tables that will hold the pushpins or tacks in place  
Train whistle for starting and stopping the race (optional)

**Grouping** Three or four groups as whole class role-plays the race.

**Schedule** Approximately 1 hour

### CONCLUDING EPISODE 6

page 41

Students reflect on the experience by drawing and writing captions about the events.

**Materials** Paper and markers for writing and posting words for the word bank  
Portfolio 14, *Reflection on the Ten-Mile Race*, p. 23  
Content Slide Set 6

**Grouping** Entire class for discussion; individuals for drawing and caption writing

**Schedule** Approximately 40 minutes, plus time for students to share their work in small groups

### EPISODE OBJECTIVES



- **Culture and Social Interaction** *Demonstrate understanding of how people interacted with their physical environment and social conditions while the railroad was being built.*
- **History** *Identify ways in which Chinese workers responded to the challenge of building the railroad. Explain the impact of Chinese workers on the building of the railroad.*
- **Social Skills** *Plan and make decisions in a group setting. Work with others to lay tracks for the railroad.*

## EPISODE OBJECTIVES



- **Critical Thinking** Define the issues related to the challenge to build ten miles of railroad in one day. Organize ideas from class discussion and observation in new ways and apply those decisions to problem solving.
- **Reading: Key ideas and Details** Read to determine what the text says explicitly; make inferences; cite textual evidence. Determine central themes of the text.
- **Integration of Knowledge and Ideas** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Speaking and Listening: Comprehension and Collaboration** Prepare for and participate effectively in conversations and collaborations; building on others' ideas and expressing own ideas clearly and persuasively while planning for the race.

## INTRODUCING THE EPISODE

### HISTORICAL BACKGROUND

#### Ten-Mile Challenge

On April 28, 1869, Thomas "Doc" Durant challenged Charles Crocker to lay ten miles of track in a day. Crocker took the challenge and organized an assembly-line method to make sure all the materials were available for laying the track. He selected about 850 workers to put down the track. The workers started about 7 a.m. and took an hour for lunch. At 7 p.m., they had laid ten miles of track.

#### Website

"A Railroad Record That Defies Defeat," Central Pacific Railroad Photographic History Museum

### Set the stage

In this episode, students learn about the Ten-Mile Challenge to build ten miles of railroad pitting mostly Chinese workers building the railroad from the west. Students will consider the prejudices of the time, and how Chinese railroad workers responded to the building challenge.

In your role as Charlie Crocker, call the workers to a meeting and then read the following (or adapt to your own situation):

*Men, I have a challenge for you. I think you can help me win a bet. I want to lay ten miles of track in one day. We will start at dawn, and I know you will be up to the challenge.*

Then ask each of the headmen to meet with their group and discuss the challenge.

- ❓ Should the Chinese workers participate in the challenge?
- ❓ Should they help Charlie Crocker win the bet?
- ❓ What would be the benefits for winning such a bet?
- ❓ If they refused, what would be the consequences?

Then call the class together and, again in your role as Charlie Crocker, ask if they are ready to step up to the challenge. You hope they have an affirmative response, but if they do not, this is an opportunity to discuss why they have decided not to step up to the challenge. It is highly unlikely this will be the case as students are usually eager to participate with the hope of winning the race.

Ask groups to meet with their headman and discuss what they need to plan for if they are going to win the race. Students should be able to discuss the importance of working cooperatively, helping others when they have nothing else to do, and what to do if there is a disagreement. Explain they will have all the materials they will need for laying the track, so they should think about how that might factor into their planning.

### SOCIAL SKILLS

#### Activity Guide

Use Self-Assessment: Social Skills to reinforce group skills as students plan for the race.

## THINKING MATHEMATICALLY (OPTIONAL)

To help students imagine the enormity of this task, have them calculate the amount of railroad ties, rails, and spikes needed for ten miles. Use the Portfolio 13, *Do the Math*, to figure out the challenges.

### PORTFOLIO

13



# RACING TO WIN

## CUSTOMIZE

### Simulation

Modify the simulation in any way that meets the needs of your class. If the simulation is not going well, stop the simulation, discuss the process, and allow the students to make improvements.

### Fictionalized Story

M. A. Fraser, *Ten Mile Day and the Building of the Transcontinental Railroad* could substitute for or supplement this critical incident.

## Organize the materials

To simulate the laying of railroad track:

1. Organize desks in a long row for each of the work groups; each group will work as a team to lay the tracks.
2. Place cardboard or similar material on the desks to hold the pushpins or tacks that will hold the rails in place.
3. Demonstrate the task of laying the track (see drawing below):
  - Lay down the railroad ties (ice-cream sticks) so they are two inches apart and parallel to each other.
  - Lay the rails (pipe cleaners or ice-cream sticks) end-to-end, three inches apart, and parallel to each other.
  - Place pushpins/tacks (spikes) to each side of each rail (pipe cleaner or ice-cream stick) to hold the rail in place.
4. Distribute the following materials to each group and assign them to their work place:
  - Ice-cream sticks (to be used as railroad ties)
  - Pipe cleaners or ice-cream sticks (to be used as rails)
  - Pushpins or tacks (to be used as spikes to hold the rails in place)
  - 2 rulers (to measure the width between ties and the width [gauge] between rails)

## AUTHOR NOTE

### Drama

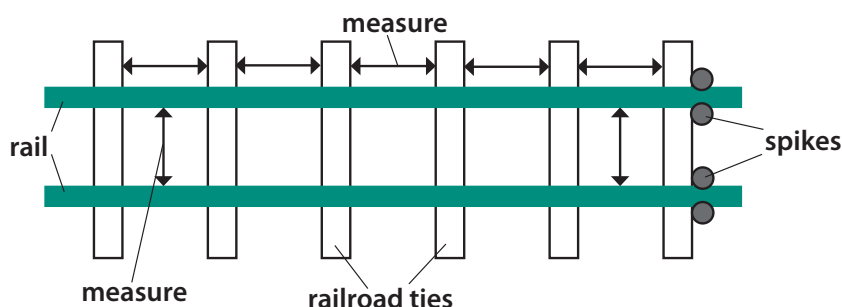
A train whistle to start and stop the building along with updates on progress can further dramatize the race.

## COMMON CORE

### Speaking/Listening: Comprehension and collaboration

Prepare for and participate effectively in conversations and collaborations; building on others' ideas and expressing own ideas clearly and persuasively in planning for the race.

Have each group decide how to organize their work. Remind them of the importance of working together and reinforce cooperation skills accordingly. Set a time limit for planning. Then set a time limit for laying the track (10 to 15 minutes) and have the race begin.



## Debrief the experience

Use such questions as the following to help students reflect on the experience:

- ❓ How did it feel to be part of the race?
- ❓ What problems did you have doing the tasks?
- ❓ How do you think you would have felt after being in this race for 12 hours?
- ❓ Why do you think the Chinese men worked so hard to win the race?

## COMMON CORE

### Reading: Key ideas and details

Read to determine what the text says explicitly; make inferences; cite textual evidence. Determine central themes of the text.



- ❓ Do you think non-Chinese people changed their views about the Chinese workers?
- ❓ Do you think the workers were proud of their accomplishment?
- ❓ A famous historian wrote, “What the CP [Central Pacific] crews did that day will be remembered as long as this Republic lasts.”\* Why do you think he made that statement?

## CONCLUDING EPISODE 6

### PORTFOLIO

14



### ASSESSMENT

### COMMON CORE

#### Integration of knowledge and ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words to understand the ten-mile race.

#### Reflect on the race

Instruct students to reflect on their role in the ten-mile race. Use Portfolio 14, *Reflection on the Ten-Mile Race*, to assess students' learning. Brainstorm words about the event—both special terms and emotional words that describe the workers' responses to the event, and add to the word bank.

#### ASSESS: Reflection on ten-mile race

- includes drawings or appropriate photos of three events in sequential order;
- includes detailed captions with a personal response to the events.

#### Read to compare and contrast

Have students read Content Slide Set 6 and other resources to compare and contrast their experiences with the actual events. As a class, have students identify evidence to support their understanding of the text and visual media.

### AUTHOR NOTE

#### Word bank

Students benefit from binding together the experience with the vocabulary to describe the events. Thus, adding to the word bank at the conclusion of the episode is helpful.

- **Gauge:** The distance between rails.



CONTENT  
SLIDE SET

6

\* Stephen E. Ambrose, *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863-1869* (New York: Simon and Schuster, 2000), 349.

# CONCLUDING EVENT

## THE GOLDEN SPIKE CEREMONY

### MEETING OF THE RAILS

page 43

Students learn about the planned ceremony to celebrate the completion of the Transcontinental Railroad.

**Materials** Teaching Master 10, *Adult Roles for Golden Spike Ceremony*, TH p. 58

**Grouping** Entire class

**Schedule** Approximately 30 minutes

### EXPERIENCING THE CELEBRATION

page 44

Students hold the ceremony.

**Materials** Food, music, replica of golden spike, banner for the celebration, materials to make invitations, train whistle (optional), and camera (optional)

**Grouping** Small groups or individuals for the preparations; entire class for the event

**Schedule** Approximately 1 hour for planning and about 40 minutes for the celebration

### CONCLUDING EPISODE 7

page 45

Students reflect on the events of the Storypath and make plans for their future.

**Materials** Content Slide Set 7  
Grey construction paper and scissors for each student

**Grouping** Entire class to discuss the events; individuals to share plans for the future

**Schedule** Approximately 1 hour

#### EPISODE OBJECTIVES



■ **History** *Identify ways in which Chinese workers responded to the challenges of building the railroad. Explain the impact of Chinese workers on the building of the railroad.*

■ **Social Skills** *Organize, plan, and make final decisions for the ceremony. Work together to successfully participate in the ceremony.*

■ **Civic Competence** *Identify examples of how people seek fairness, equity, and justice.*

■ **Reading: Integration of Knowledge and Ideas** *Evaluate content presented visually.*

■ **Speaking and Listening: Comprehension and Collaboration** *Evaluate a speaker's point of view, reasoning, and use of evidence. Prepare for and participate effectively in conversations and collaborations; build on others' ideas for planning the ceremony and express own ideas clearly and persuasively.*

# MEETING OF THE RAILS

## COMMON CORE

### Listening: Comprehension and collaboration

Evaluate a speaker's point of view, reasoning, and use of evidence.

### Introduce the episode

Read the following narrative to the students.

Hock Sun reflects on the Ten-Mile Race . . .

*We are recovering from our ten-mile race. It was an exciting event, and it felt great to show off the skills of the Chinese workers. Four days of pay for one long day of work was an added bonus. We are excited and a little nervous because we know our work on the railroad will soon be over. We can almost see the end of the line. The feat of building the Central Pacific Railroad from Sacramento to Promontory Point couldn't have been done without us. We paid a price though. I lost close friends to accidents, and I miss them. We shipped their bones back to China as promised, so we know they are resting where they belong. I guess I have been just plain lucky to have survived with no mishaps. One day I almost had a rail dropped on my foot. That would have finished me, and then I would not have been able to do any work. I have no idea how I would survive without this job!*

*I'm still homesick for my family. I got a letter the other day from them. They tell me that they miss me but that life at home is still very difficult. My brother wants to come to Golden Mountain, but my father says no. I know my father needs him to help in the fields. Life here hasn't been easy. I try to make them think this really is a great place to be, but it saddens me that so many people don't like the Chinese. They say cruel things to us and sometimes try to start fights. People say this is the land of opportunity and people have the freedom to worship and think what they want, but it doesn't feel that way to us. During the strike, they told us we would be whipped if we tried to leave; that doesn't feel like freedom to me. Maybe the white people are free, but it seems that the Chinese are treated differently. Some of the other workers taunt us and call us names. It's unfair because we work hard and mind our own business, and we are just trying to make some money and live a better life.*

*Well, putting that aside, it seems that we are to have a celebration when the two railroads meet: the Union Pacific coming from the east and the Central Pacific coming from the west. A train arrived from Sacramento. It was a special train with two cars that were like lavish homes. The owners of the railroad arrived in them. Another car was loaded with food for a feast. There was enough food to feed a large number of people, and champagne was served to toast the completion of the Transcontinental Railroad.*

## HISTORICAL BACKGROUND

### The golden spike engraving

One side: "May God continue the unity of our Country as the Railroad unites the two great Oceans of the world." Another side read, "The Pacific Railroad ground broken Jany 8th 1863 and completed May 8th 1869." The top of the spike was simply engraved, "The Last Spike."

*The bosses have told us we will lay the last of the rails and then the trains from each railroad company will meet facing each other. Then Leland Stanford of the Central Pacific and Thomas "Doc" Durant of the Union Pacific will drive the last spike into the railroad. That spike is gold, but I know that is only for show; an iron one will replace it.*

### Discuss the reading

Ask students to recall information from the narrative. Use questions such as the following:

- ❓ How do you think Hock Sun feels about the completion of the railroad?
- ❓ What hardships did he experience?
- ❓ What evidence does he provide that tells you about the prejudice he experienced?
- ❓ Do you think your character would feel the same way that Hock Sun does? Why or why not?

## COMMON CORE

### Speaking/Listening: Comprehension and collaboration

Prepare for and participate effectively in conversations and collaborations; build on others' ideas and express own ideas clearly and persuasively in planning for the ceremony.

## CUSTOMIZE

### Adapting the ceremony

Decide how elaborate you want the celebration to be—the primary purposes are for students to understand that there was a celebration at the completion of the railroad and to bring closure to the Storypath

TEACHING MASTER

T10

## EXPERIENCING THE CELEBRATION

### Assign tasks to prepare for the ceremony

Set a date for the ceremony and explain that the ceremony will be a celebration. Students will need to make preparations.

- One large group can design and make a banner
- One small group can select music; have them research music of the time period
- A pair of students can make a replica of the gold spike
- A small group can prepare invitations for families or other classrooms to attend the ceremony

### Conduct the golden spike ceremony

Explain that everyone needs to assemble for the ceremony. Ask two adults to play the role of Leland Stanford and Thomas "Doc" Durant. Provide the adults with Teaching Master 10, *Adult Roles for Golden Spike Ceremony*. If available, have the train whistle blown, and have a pretend photographer. The Chinese workers stood behind all the guests. You can decide if you want to set up the final event in this way. In your role as Charlie Crocker, interject farewell wishes and other statements related to the events of the Storypath.

Have students discuss the ceremony. Ask them how they felt when their contributions as Chinese workers were ignored during the ceremony.

## CUSTOMIZE

### Family Involvement

Inviting families to participate in the sharing of student learning can build connections and appreciation for students' learning experience.

## CONCLUDING EPISODE 7

### COMMON CORE

#### Reading: Integration of knowledge and ideas

Evaluate content  
presented visually.

#### Website

"Driving the Last Spike  
at Promontory, 1869,"  
Central Pacific Railroad  
Photographic History  
Museum describes the  
ceremony with primary  
documents and photos.

### Compare and contrast

Read Content Slide Set 7 and have students compare and contrast their experience with the historical record. Students can also examine Thomas Hill's famous painting *The Last Spike* (available on the Web).

Use such questions as the following to discuss students' experiences with the informational text and visuals:

- ❓ How does Hill portray *The Last Spike*? Who is included in the painting?
- ❓ What message is Hill trying to portray about the ceremony?

### Closure activity

Once again, give students time to reflect on the experience. Have the students discuss what will happen to their character now that the railroad is built. Will they return to China or stay in the United States—even though they know that people will continue to discriminate against them? The following questions can assist students in thinking about what they will do now that the railroad is built and they are out of a job.

- ❓ Do you think your character made the right decision to come to Golden Mountain to work on the railroad? Why or why not?
- ❓ What will you do now? Return to China? Stay in America?
- ❓ If you stay in America, what kind of jobs can you do? (*Brainstorm a list of possible jobs, including railroad building in other places, mining, fishing, canning, road building, cooking, peddling, laundering, domestic service, picking fruit and vegetables, etc. Guide students to understand that prejudices continued, and often these were the only jobs available to Chinese workers.*)

Give each student time to think about what they might do from their character's perspective in response to these questions:

1. Will they stay in America or return to China?
2. What is the job they want to do and why?
3. What is their one hope for the future?

Then have each student share in-role.

### Remembering

To honor those Chinese workers who built the railroad, artist Zhi Lin created a memorial of their work. Display the photos of the artwork on Content Slide Set 7, Slide 3 and ask students why they think the artist created such a painting. Then have students cut out grey paper in the shape of a rock, write their character's name on it and place them in a row on the setting.

Students can view the "Tribute to the Chinese Railroad Workers," Chinese Historical Society of America (available on the Web). This video provides firsthand accounts from the descendants of the workers.



CONTENT  
SLIDE SET

7



CONTENT  
SLIDE SET

7



### Optional Exercise

As a postscript, share with students information about the Chinese Exclusion Act.

*In 1877, there was violence against Chinese people. Dennis Kearney, an anti-Chinese rabble-rouser, stated that, “. . . the Chinese laborer is a curse to our land, is a menace to our liberties, and should be restricted and forever abolished. . . .”<sup>\*</sup> This violence, in which Chinese people were attacked, robbed, or killed, continued in many places because white people felt the Chinese were taking their jobs. In 1882, Congress passed the Chinese Exclusion Act. No laborers—skilled or unskilled—would be allowed into the United States. There were exemptions for teachers, students, tourists, and merchants. The Chinese that were here already were allowed to remain, but they could not become citizens. Finally, in 1943, the discriminatory act was repealed.*

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<sup>\*</sup> Quoted in Lila Perl, *To the Golden Mountain: The Story of the Chinese Who Built the Transcontinental Railroad* (Tarrytown, NY: Benchmark Books, 2003), 94.

## TASK CARDS

### TASK CARD

Your group must plan a route through the Sierra Nevada. Your route must show:

1. bridges to cross rivers
2. trestles to cross ravines or canyons
3. low grades (slopes that aren't steep)
4. tunnels
5. snowsheds for the sides of steep mountains

Use your string to show the route of the railroad through the mountains.

### TASK CARD

Your group must plan a route through the Sierra Nevada. Your route must show:

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4. tunnels
5. snowsheds for the sides of steep mountains

Use your string to show the route of the railroad through the mountains.

Name \_\_\_\_\_ Date \_\_\_\_\_

## FAMILY INTERVIEW

Many families have immigration experiences. They have moved from one country to another. What about your family? Sometimes people move within a country or a state, and that experience shares some similarities with the immigration experience. Find someone to interview who can share an experience of immigration or moving from one place to another within the United States.

Name of family member interviewed: \_\_\_\_\_

Why did you decide to move? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where were you living? \_\_\_\_\_

Where did you move? \_\_\_\_\_

What kind of transportation did you use in making the move? \_\_\_\_\_

How long ago did you move? \_\_\_\_\_

What were some challenges of moving? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Can you tell an interesting story about your move? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CHARACTER NAMES AND JOBS

All of the names are actual names of Chinese railroad workers. Last names are written first, followed by given (or first) names.

<p><b>Name:</b> Song Hee <b>Job:</b> Headman</p> <ul style="list-style-type: none"> <li>Organizes the jobs for everyone</li> <li>Makes sure everyone does his job</li> <li>Distributes the pay at the end of the month</li> <li>Resolves any disputes</li> <li>Orders and prepares meals</li> <li>Prepares water for washing after work</li> <li>Cleans up after dinner</li> </ul>	<p><b>Name:</b> Su Kin <b>Job:</b> Headman</p> <ul style="list-style-type: none"> <li>Organizes the jobs for everyone</li> <li>Makes sure everyone does his job</li> <li>Distributes the pay at the end of the month</li> <li>Resolves any disputes</li> <li>Orders and prepares meals</li> <li>Prepares water for washing after work</li> <li>Cleans up after dinner</li> </ul>	<p><b>Name:</b> Ti Sing <b>Job:</b> Headman</p> <ul style="list-style-type: none"> <li>Organizes the jobs for everyone</li> <li>Makes sure everyone does his job</li> <li>Distributes the pay at the end of the month</li> <li>Resolves any disputes</li> <li>Orders and prepares meals</li> <li>Prepares water for washing after work</li> <li>Cleans up after dinner</li> </ul>
<p><b>Name:</b> Chin Lee <b>Job:</b> Wagon driver</p> <ul style="list-style-type: none"> <li>Cares for the horses and oxen</li> <li>Takes supplies to the railhead</li> <li>Helps load and unload supplies</li> </ul>	<p><b>Name:</b> Chun Hong <b>Job:</b> Wagon driver</p> <ul style="list-style-type: none"> <li>Cares for the horses and oxen</li> <li>Takes supplies to the railhead</li> <li>Helps load and unload supplies</li> </ul>	<p><b>Name:</b> Chang Gin <b>Job:</b> Wagon driver</p> <ul style="list-style-type: none"> <li>Cares for the horses and oxen</li> <li>Takes supplies to the railhead</li> <li>Helps load and unload supplies</li> </ul>
<p><b>Name:</b> Ah Yuen <b>Job:</b> Blaster</p> <ul style="list-style-type: none"> <li>Keeps the powder dry</li> <li>Decides where to make the holes for blasting</li> <li>Drills holes and fills with powder</li> </ul>	<p><b>Name:</b> Ang Foo <b>Job:</b> Blaster</p> <ul style="list-style-type: none"> <li>Keeps the powder dry</li> <li>Decides where to make the holes for blasting</li> <li>Drills holes and fills with powder</li> </ul>	<p><b>Name:</b> Hung Wah <b>Job:</b> Blaster</p> <ul style="list-style-type: none"> <li>Keeps the powder dry</li> <li>Decides where to make the holes for blasting</li> <li>Drills holes and fills with powder</li> </ul>
<p><b>Name:</b> Che Wua <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Chui King <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Chen Cho <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>
<p><b>Name:</b> Chew Hing <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Ching Kee <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Chung Po <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>

## EPISODE 2

### TEACHING MASTER

**T3**  
CONT.

<p><b>Name:</b> Fong Chong <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Gee Dun <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Ham Gay <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>
<p><b>Name:</b> Hang Coy <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Hauk Fay <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> He Hop <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>
<p><b>Name:</b> Heap Jing <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Sing Hung <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Hip See <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>
<p><b>Name:</b> Wah Hup <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Tong Young <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>	<p><b>Name:</b> Wang Wan <b>Job:</b> Laborer</p> <ul style="list-style-type: none"> <li>Moves dirt and rock in wheelbarrows or carts</li> <li>Cuts down and hauls away trees and other vegetation</li> <li>Grades the roadbed</li> <li>Carries ties and rails</li> </ul>
<p><b>Name:</b> Win Jue <b>Job:</b> Tea carrier</p> <ul style="list-style-type: none"> <li>Gets water from river or lake</li> <li>Makes tea</li> <li>Carries tea in barrels so tea is available to workers throughout the day</li> </ul>	<p><b>Name:</b> Wing Lu <b>Job:</b> Tea carrier</p> <ul style="list-style-type: none"> <li>Gets water from river or lake</li> <li>Makes tea</li> <li>Carries tea in barrels so tea is available to workers throughout the day</li> </ul>	<p><b>Name:</b> Ye Gim <b>Job:</b> Tea carrier</p> <ul style="list-style-type: none"> <li>Gets water from river or lake</li> <li>Makes tea</li> <li>Carries tea in barrels so tea is available to workers throughout the day</li> </ul>
<p><b>Name:</b> Yu Han <b>Job:</b> Blacksmith</p> <ul style="list-style-type: none"> <li>Makes and repairs tools for the railroad</li> <li>Makes nails</li> <li>Makes horseshoes</li> <li>From iron, makes anything needed by the builders</li> </ul>	<p><b>Name:</b> Yang Fong <b>Job:</b> Blacksmith</p> <ul style="list-style-type: none"> <li>Makes and repairs tools for the railroad</li> <li>Makes nails</li> <li>Makes horseshoes</li> <li>From iron, makes anything needed by the builders</li> </ul>	<p><b>Name:</b> You Hau <b>Job:</b> Blacksmith</p> <ul style="list-style-type: none"> <li>Makes and repairs tools for the railroad</li> <li>Makes nails</li> <li>Makes horseshoes</li> <li>From iron, makes anything needed by the builders</li> </ul>

Source: W. F. Chew, *Nameless Builders of the Transcontinental* (Victoria, Canada: Trafford, 2004).



## **CHARACTER INFORMATION**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Job: \_\_\_\_\_

Personality: \_\_\_\_\_

Special skills you have: \_\_\_\_\_

Reasons for coming to the United States:

Describe life aboard ship (feelings, challenges, comforts, etc.):

Challenges you will face in America:

Explain why you want a job building the railroad:

Student's name: \_\_\_\_\_

## LETTER PROMPTS

*(Year)* 1865

*(Salutation)* Dear Beloved Mother,

*(Life aboard ship)* I decided to take my mind off of my upset stomach by writing you a farewell letter. Life aboard ship has been challenging. But it's not all bad. It brings me joy to . . .

*(Leaving China—pushes)* I know it was hard for you to understand why I felt I had to leave China. Let me explain my reasons again. I felt (or I couldn't tolerate, or I couldn't face another . . .)

*(Coming to California—pulls)* Maybe if things were better in China, I would have stayed. But maybe I would have left anyway. I get so excited when I think about Golden Mountain and . . .

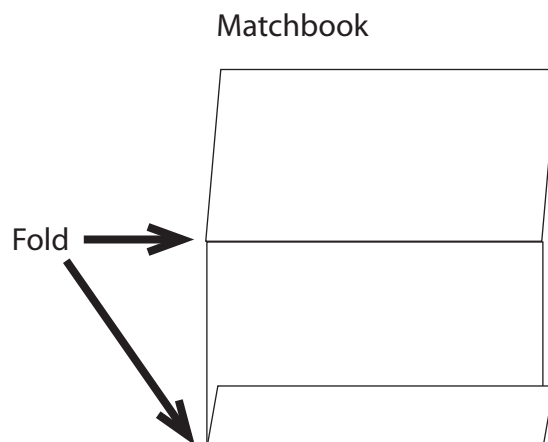
*(Challenges)* Even though I am hopeful about this adventure, there are so many challenges to overcome. The challenges . . .

*(Concluding)* Dear Mother, I will work hard and make you proud. Tell \_\_\_\_\_ not to worry.

*(Closing)* Love, \_\_\_\_\_

## MODEL OF RESEARCH TOPIC

Create a tent with a sheet of paper by folding it at the top.




Cover

Topic Question

*Place visual here.*

Model of cover

Why was Theodore Judah important to the building of the Transcontinental Railroad?



Inside tent

Answer

Model of information

Theodore Judah was a surveyor who found the route through the Sierra Nevada for the Transcontinental Railroad. Unfortunately, he died in 1863 of yellow fever before the railroad was completed, so he never saw the results of his plan.

**Assessment:** The report answers a well-developed focused question; includes information that is accurate, interesting, and clearly communicated; follows the format, and includes a visual that augments the written information; and is carefully edited.

*Photo credit:* Public domain, via Wikimedia Commons

## **SUGGESTED RESEARCH TOPICS**

### **Events of the time**

- Transcontinental telegraph
- Pacific Railroad Act
- Homestead Act
- The Confederates surrender
- The United States purchases Alaska
- The Medicine Lodge Treaty

### **Transportation**

- Railroads built before the Civil War
- Steam locomotives
- Erie Canal
- Pony Express
- Pacific Mail Steamship Company

### **Life at the time**

- Mining
- Boomtowns
- Wagon trains
- Cattle ranches
- Stage coaches
- Plains Indian tribes

### **Tools of the 1860s**

- Surveying tools
- Blacksmith tools
- Blasting tools
- Cooking tools

## HISTORICAL BACKGROUND

Use this background information to guide student discussion of the Chinese strike role-play.

### Chinese Strike

In June 1867, about 2,000 Chinese men working in tunnels in the Sierra Nevada went on strike. They wanted pay of \$40 a month and a ten-hour workday (eight-hour workday if working in the tunnels). They also did not want to be whipped or detained if they wished to go someplace else for employment. To break the strike, Crocker would not allow any food supplies to come into the Chinese camps. But the workers anticipated this and stored food for such an event. While on strike, the workers went about their daily business, patched their clothing, played cards, and wrote letters home. It was a nonviolent strike.

Charles Crocker reported to Congress the following:

*I stopped the provisions on them, stopped the butchers from butchering, and used such coercive measures. I then went up there and made them a little war speech and told them they could not control the works, that no one made laws there but me. I talked to them so that they could comprehend what the rules and regulations were, and that if they did not choose to obey they could go away from the work, but under no circumstances would I give way to them. I gave them until the next Monday morning at six o'clock to come back, and told them that every man who went to work then should be forgiven for the week's strike, but that all others should be fined.\**

The Chinese went back to work.

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\* Joint Special Committee to Investigate Chinese Immigration. 44th Congress, 2nd Session. S. Rep. No. 689 (1877) (Charles Crocker sworn and examined; complete testimony, pp. 666-688).



## PAY STUBS

Name: \_\_\_\_\_

Job: Laborer

Wage \$1.00 x 30 days = \$30.00

## Monthly Expenses

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Headman fee	2.00
Letter writer	.50
Association fee	1.00
Shovel purchase	.12 (1.50 paid over 1 yr.)
Pick purchase	.21 (2.50 paid over 1 yr.)

**Total expenses** \$13.13**Earnings** \$16.87

Name: \_\_\_\_\_

Job: Laborer

Wage \$1.00 x 30 days = \$30.00

## Monthly Expenses

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Headman fee	2.00
Letter writer	.50
Association fee	1.00
Shovel purchase	.12 (1.50 paid over 1 yr.)
Pick purchase	.21 (2.50 paid over 1 yr.)

**Total expenses** \$13.13**Earnings** \$16.87

Name: \_\_\_\_\_

Job: Laborer

Wage \$1.00 x 30 days = \$30.00

## Monthly Expenses

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Headman fee	2.00
Letter writer	.50
Association fee	1.00
Shovel purchase	.12 (1.50 paid over 1 yr.)
Pick purchase	.21 (2.50 paid over 1 yr.)

**Total expenses** \$13.13**Earnings** \$16.87

Name: \_\_\_\_\_

Job: Laborer

Wage \$1.00 x 30 days = \$30.00

## Monthly Expenses

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Headman fee	2.00
Letter writer	.50
Association fee	1.00
Shovel purchase	.12 (1.50 paid over 1 yr.)
Pick purchase	.21 (2.50 paid over 1 yr.)

**Total expenses** \$13.13**Earnings** \$16.87

**Name:** \_\_\_\_\_

**Job:** Blacksmith

**Wage** \$1.53 x 30 days = \$45.90

**Monthly Expenses**

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Headman fee	2.00
Letter writer	.50
Association fee	1.00

**Total expenses** \$12.80

**Earnings** \$33.10

**Name:** \_\_\_\_\_

**Job:** Tea Carrier

**Wage** \$.66 x 30 days = \$19.80

**Monthly Expenses**

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Headman fee	2.00
Letter writer	.50
Association fee	1.00

**Total expenses** \$12.80

**Earnings** \$7.00

**Name:** \_\_\_\_\_

**Job:** Headman

**Wage** \$1.00 x 30 days = \$30.00

**Fee from workers** \$2.00 x \_\_\_\_\_ = \$  
(\$2.00 per worker)

**Monthly Expenses**

Ship transportation:	\$1.66 (\$40.00 paid over 2 yrs.)
Interest on loan for transportation	.14 (3.20 paid over 2 yrs.)
Food purchase share	6.00
Herbal medicine	1.50
Letter writer	.50
Association fee	1.00

**Total expenses** \$10.80

**Earnings** \$19.20

**Headman fee:** The headman was paid by the workers for collecting the monthly pay, ordering the food from San Francisco, and cooking for the crew.

**Association fee:** A Chinese organization where members helped and protected one another.

**Note:** If some of the workers decide they want to be the writers for those who are illiterate, adjust expenses and wages accordingly.

Source: W. F. Chew, *Nameless Builders of the Transcontinental* (Victoria, Canada: Trafford, 2004), chapter 4.

## ADULT ROLES FOR GOLDEN SPIKE CEREMONY

Role #1: Leland Stanford of the Central Pacific

Role #2: Thomas Durant of the Union Pacific

### Background information

These two men were major leaders in building the Transcontinental Railroad. They argued about how the ceremony would unfold and who would hammer in the golden spike. Finally, they agreed that Stanford would do it. Stanford missed the spike on the first try. Check out the resources below for additional information.

### References:

Ambrose, S. E. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad. 1863–1869*. New York: Simon and Schuster, 2000. Chapter 17. (Describes the ceremony in detail.)

Bowman, J. N. "Driving the Last Spike: At Promontory 1869." Central Pacific Railroad Photographic History Museum. California Historical Society, 1957. [http://cprh.org/Museum/Bowman\\_Last\\_Spike\\_CHS.html](http://cprh.org/Museum/Bowman_Last_Spike_CHS.html).

The Last Spike: National Park Service Golden Spike National Historic Site. <http://www.nps.gov/gasp>

### Ceremony

If you can dress for your role, that would be great. Be prepared to ad lib your parts. Make sure that the Chinese workers are in the back, and all other guests are in the front. You may have to explicitly ask them to take a step back because, in fact, there were strong prejudices at the time. Stanford should start with a short speech about the wondrous event and thank people for being at the ceremony. Durant can also speak to the feats of building the railroad. In both cases, keep it brief.

The monumental feat of building the railroad especially through the Sierra Nevada was an engineering achievement. People could travel from New York to San Francisco in seven days. In 1869 it took months to cross the continent at a cost of more than \$1,000. Ambrose states that a first-class train ticket was \$150, while third or emigrant class was as little as \$65 (2000).

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of working in a group. Use this chart during this unit to keep track of how well you work with others. Rate yourself:

3: Consistently demonstrates this behavior

2: Mostly demonstrates this behavior

1: Inconsistently demonstrates this behavior or has to be reminded about the behavior expectations

Episode: \_\_\_\_\_

What is the event? \_\_\_\_\_

Social Skill Behaviors	3	2	1
<b>Contributions to the group:</b> I provided useful ideas to the group to accomplish a task.			
<b>Problem solving:</b> I suggested solutions to problems, both in how to work effectively as a group and how to accomplish the task.			
<b>Task focus:</b> I stayed focused on the task and did my fair share of the work.			
<b>Working with others:</b> I listened to other's ideas. I was willing to compromise in order to accomplish the task.			
<b>Attitude:</b> I was positive and encouraging to others in the group.			

One thing our group does well together:

\_\_\_\_\_

One thing our group needs work on:

\_\_\_\_\_

One thing I do well:

\_\_\_\_\_

One thing I can do better:

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SPEAKING AND LISTENING**

At various times during the unit, you will have an opportunity to both present and listen to information. Use the checklist below to prepare for these experiences and then assess how well you did.

3: Consistently demonstrates this skill.

2: Mostly demonstrates this skill.

1: Inconsistently demonstrates this skill or has to be prompted to demonstrate the skill.

Episode: \_\_\_\_\_

<b>Speaking Skills</b>	<b>3</b>	<b>2</b>	<b>1</b>
Information is presented in a clear and coherent manner.			
Eye contact was made with the audience.			
There was adequate volume so everyone could hear.			
There was clear pronunciation demonstrating prior practice.			
Uses vocabulary appropriately.			
The presentation demonstrates the group worked together.			

One thing I did exceptionally well: \_\_\_\_\_

If I were to do this presentation again, I would improve on \_\_\_\_\_

<b>Listening Skills</b>	<b>3</b>	<b>2</b>	<b>1</b>
Pays attention to the speaker.			
Avoids fidgeting and/or creating distractions.			
Asks questions or makes comments, demonstrating attention to the speaker.			
Interactions demonstrate you worked collaboratively with your group.			





# UNIT QUESTIONS FOR REVIEW

## DISCUSSION

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ Why did the Chinese come to the United States?
- ❓ What were the “pushes” and “pulls”?
- ❓ What were the most difficult challenges of such a move?
- ❓ What evidence can you draw from the Storypath experience and readings that supports the report by Central Pacific president Leland Stanford to United States President Andrew Johnson: “The greater portion of the laborers employed by us [CPRR] are Chinese, who constitute a large element in the population of California. Without them it would be impossible to complete the western portion of this great national enterprise within the time required by the Acts of Congress.”\*
- ❓ Why is it important to understand the Chinese contributions to the building of the railroad?
- ❓ What challenges do you think immigrants might experience today? How are they similar or different from the challenges of Chinese immigrants in the past?
- ❓ Stephan Ambrose’s *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863-1869* describes the unprecedented feat of engineering, vision, and courage of the men who built the Transcontinental Railroad. What evidence do you have that would support or refute this statement?
- ❓ How did the building of the Transcontinental Railroad change the country?

## REFLECTION

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these:

- ❓ What are the most important things have I learned about the building of the Transcontinental Railroad?
- ❓ What is the most surprising thing I’ve learned?
- ❓ What was the best work I did in the unit? Why was it my best work?
- ❓ What work could I have done better? How could I have done it better?
- ❓ What did I like most about working with others? How will these skills help me in the future?

\* Leland Stanford, *Statement Made to the President of the United States, and Secretary of the Interior of the Progress of the Work* (Sacramento: H. S. Crocker, 1865), at Chinese Railroad Workers in North America Project at Stanford University. Also in Edward J. Renehan, Jr., “The Men Who Made the Railroad,” in *The Transcontinental Railroad: The Gateway to the West* (New York: Chelsea House, 2007).

# SYNTHESIS ACTIVITIES

The following three synthesis activities offer your students the opportunity to demonstrate what they have learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for variances in students' strengths and weaknesses as learners. These activities allow assessment on a variety of subjects and on a number of different levels.

## CRITIQUING CONCLUSIONS

### Activity

Take a position on Steven Ambrose's statement, "The railroad took brains, muscle, and sweat in quantities and scope never before put into a single project. . . . Most of all it could not have been done without teamwork."<sup>\*</sup>

Using evidence from the Storypath experience, readings, and other sources, respond to each of the factors that Ambrose identifies—brains, muscle, sweat, and teamwork.

### Criteria for Assessment

Learning objectives are demonstrated if

- The author provides a clear statement of his or her position on the three factors Ambrose identifies.
- For each factor, two or more pieces of evidence (facts, statistics, examples, Storypath experiences) support the author's position.
- The evidence is specific, relevant, and supports the position.
- Correct English grammar and mechanics are used in writing the response.

## INTERVIEW A RECENT IMMIGRANT

### Activity

With permission from your teacher and parents/guardians, interview a person who has immigrated to this country within the past ten years. Write six questions that demonstrate your understanding of the challenges of immigration. Interview the person and write responses to each of your questions. Write a summary statement about the interview experience that demonstrates the insights you have gained about immigration.

### Criteria for Assessment

Learning objectives are demonstrated if

- The questions clearly demonstrate major understanding of immigration issues, such as why people immigrate, challenges faced, and emotional responses to the experience.

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<sup>\*</sup> Stephen E. Ambrose, *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863-1869* (New York: Simon and Schuster, 2000), 349.

- The answers from the interview reflect that the interviewee understood the questions.
- The summary statement demonstrates insight into the challenges of immigration.
- There is evidence of planning for the interview.
- Correct grammar and mechanics of English are used when writing the summary statement.

## MY PORTFOLIO

### Activity

Assemble at least four work samples from your experience in the Storypath that represent ideas or skills learned. You may include anything you think demonstrates your learning. You can take and print photos of your work as well. For each item explain:

- ? why you selected the item,
- ? what you learned from creating the item,
- ? how the item illustrates the Chinese experience of building the Transcontinental Railroad.

### Criteria for Assessment

Learning objectives are demonstrated if the student

- explains what was learned from the items chosen and can accurately explain at least three events from the Storypath;
- understands the challenges of building the railroad, why Chinese men came to the United States, and the prejudices they encountered;
- includes reflections that are thoughtful, well organized, and clearly communicated;
- employs correct grammar and mechanics of English.

# EXTENSION ACTIVITIES: ENHANCING THE DRAMATIC EXPERIENCE

## ROLE PLAY

Many students have not had the opportunity to participate in role-play exercises and may be reluctant at first to join in. The teacher can encourage students by modeling different roles as the Storypath develops, helping students to see the range of possibilities by using voice and body movements to portray a variety of characters. The Storypath scaffolds the role-play experiences by first creating the setting and then imagining the characters in the setting. Character development begins with brainstorming characteristics, then creating a visual representation of the character, and finally introducing the character in-role, providing a foundation for the role-play activities that follow. When students encounter a problem, they take on the role of their character by placing themselves in their “shoes.” Imagining people in another time and place builds the type of empathy and understanding that is essential in the twenty-first century.

The teacher’s role is salient in guiding the role-play exercises to help students think more deeply about a problem and the human response. Being clear about learning goals and the questions to guide learning are essential to making the most of role-play activities. The more experiences students have with role-plays the more effective this strategy is as a learning tool.

### Getting started with role playing:

- Model for students how you take on a character role.
- Provide a context for the activity so students understand what should be accomplished.
- Allow time for rehearsal in small groups before presenting to the entire class.
- Take on a role to enhance the experience or add more information as the situation unfolds.
- Allow time for reflecting on the experience and reinforcing the learning.

## TABLEAUX

*Tableau vivant* literally means “living picture.” It works like this: One group member, the “sculptor,” stands outside the group and places the others into positions that form what would be the “group photograph,” leaving room for him/herself to join in. Coach the sculptor to consider the relationships between the group members. When the tableau is complete, enhance it by asking each group member to think of one sentence to say in relation to the group task. When the teacher touches that person in the picture, he/she states the sentence.

To reinforce the learning, ask students to discuss what they learned about their own character and their group members. How did the tableau add to their understanding of the event(s) being portrayed? Discuss as a class what each group learned from the other groups.

## DOING HISTORY

An important part of understanding is for students to confront different points of view. There are a number of discrepancies in historical documents about Chinese railroad workers. Two areas are noteworthy and provide concrete experiences for students to grapple with discrepancies:

1. the number of Chinese workers building the Transcontinental Railroad
2. the differing accounts of Chinese workers hanging in baskets to place blasting powder in the side of the mountains

Provide students with these different accounts in The Chinese Railroad Workers handout and then ask, How do historians decide what the 'truth' is?

## SOURCES

Ambrose, Stephen E. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863–1869*. New York: Simon and Schuster, 2000.

Chew, W. F. *Nameless Builders of the Transcontinental*. Victoria, Canada: Trafford, 2004.

Dadd, Bill. *Great Trans-Continental Railroad Guide*. . . . Chicago: Geo. A. Crofutt, 1869, p. 202.

Steiner, Stan. *Fusang: The Chinese Who Built America: The Chinese Railroad Men*. New York: Harper and Row, 1979.

# THE CHINESE RAILROAD WORKERS

## Excerpt 1

*The men wove great baskets, large enough to hold several workmen, of tall reeds and vines. On the waist-high baskets they knotted four eyelets, in the directions of the Four Winds, and inscribed them with the proper prayers. Ropes were tied to the eyelets and the baskets, each holding two or three men, were slowly lowered from the edge of the cliff down to the site of the marked roadbed hundreds of feet below. In the swaying wind, the Chinese workmen set dynamite blasts in the rock face and swung away for their lives with all their might. Many fell below. Many died. But in a few weeks the roadbed had been blasted from the rock. They were “becoming expert in drilling, blasting and other rock work,” said the railroad’s engineer, Sam Montague.*

Source: Stan Steiner, *Fusang: The Chinese Who Built America: The Chinese Railroad Men* (New York: Harper and Row, 1979).

## Excerpt 2

*No photographs of the Chinese constructing Cape Horn<sup>†</sup> are known to exist, but the detail of A.7. Russell, stereoview #27 at the left shows Mormon workers suspended on ropes at the cliff face at the East portal of UPRR Tunnel No. 3, Weber Canyon. Kyle K. Wyatt, Curator of History & Technology, California State Railroad Museum, comments that “Personally, I do think it possible that the workers may have used ropes to support them in some places. A nice rope around the waist (or tied to something like a boson’s chair) that one can lean back against (with feet planted firmly on the ground) might be a real asset while swinging a double jack hammer, or holding and ‘shaking’ a drill steel.”*

Source: “Cape Horn: Ropes or Baskets?” in *Chinese-American Contribution to Transcontinental Railroad*, Central Pacific Railroad Photographic History Museum (2014).

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<sup>†</sup> Cape Horn was a section of the railroad so named because it was a rocky prominence in the High Sierra.



Several historians have commented that ropes are mentioned in multiple nineteenth-century guidebook accounts describing the Chinese workers suspended during the construction of Cape Horn, but state that there is no mention of “baskets.”

*“ . . . When the road was in course of construction, the groups of Chinese laborers on the bluffs looked almost like swarms of ants, when viewed from the river. . . . When the road-bed was constructed around this point, the men who broke the first standing ground were held by ropes until firm foot-holds could be excavated in the rocky sides of the precipitous bluffs.”*

Source: Dadd, Bill. *Great Trans-Continental Railroad Guide*. . . . Chicago: Geo. A. Crofutt, 1869, p. 202.

Use these questions to help students critically analyze the historical account:

- ❓ What discrepancies did you find in the descriptions?
- ❓ Why were certain details selected for inclusion in the descriptions?
- ❓ How credible is the source of information? How do you judge the credibility?
- ❓ Why is it important to analyze what you are reading?
- ❓ If you were writing a book about the Chinese railroad builders, what evidence would you rely on to write about the events?

# OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
<b>Cultural and Social Interaction</b>											
<b>Demonstrate an understanding of how people interact with their physical environment and social conditions.</b>	Demonstrate an understanding of how people interacted with their physical environment and social conditions during the 1860s.	•			•				•		•
	Identify how people in the 1860s lived and worked in their environment.			•					•		•
	Demonstrate understanding of how people interacted with their physical environment and social conditions as they experience the question of a strike.					•			•		•
	Demonstrate understanding of how people interacted with their physical environment and social conditions while the railroad was being built.						•		•		•
<b>History</b>											
<b>Identify examples of change and cause-and-effect.</b>	Examine the causes and effects of historical events in the 1860s.	•		•							•
	Identify how the circumstances in China in the 1860s motivated men to emigrate to the United States.		•								•
	Demonstrate how events in history “push and pull” people to emigrate.		•							•	•
	Identify ways in which Chinese workers responded to the challenge of building the railroad.					•	•	•			•
	Explain the impact of Chinese workers on the building of the railroad.		•		•	•	•	•	•		•
<b>Geography</b>											
<b>Examine the interactions of people with their physical environment and the changes that occur over time.</b>	Identify geographic features in the natural environment.	•			•				•		•
	Explain how the environment (time and place) affected the conditions in which people lived.			•							•
	Identify how the railroad builders changed the environment to build the railroad.				•				•		•
<b>Civic Competence</b>											
<b>Identify and practice selected forms of civic discussion and participation.</b>	Practice civic discussion and participation.				•	•					
<b>Identify examples of freedoms, rights, and responsibilities of citizens.</b>	Identify examples of how people seek fairness, equity, and justice.					•		•		•	•

## OBJECTIVES OVERVIEW *CONTINUED*

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
<b>Social Skills</b>											
<b>Organize, plan, make decisions, and take action in group settings.</b>	Participate in organizing, planning, and making decisions to create the geographic setting.	●									
	Organize, plan, and make decisions while determining the characteristics of Chinese emigrants and their new life in California.		●								
	Plan and make decisions in a group setting.				●	●	●				
	Organize, plan, and make final decisions for the ceremony.							●			
<b>Persuade, compromise, debate, and negotiate in the resolution of conflicts and problems.</b>	Work with others to resolve a problem.				●						
<b>Work with others to decide on an appropriate course of action.</b>	Work with others to decide to strike or not.					●					
	Work with others to lay tracks for the railroad.						●				
	Work together to successfully participate in the ceremony.							●			
<b>Critical thinking</b>											
<b>Organize information in new ways.</b>	Use information about the geographic setting to organize information in new ways.	●			●						
	Organize ideas from readings and discussion and apply those ideas for creating a Chinese emigrant and writing a friendly letter.		●								
	Organize ideas from class discussion and observation in new ways and apply to problem solving.				●	●	●		●	●	●
<b>Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.</b>	Identify criteria for a quality report. Organize ideas from class discussions and research in new ways to present information.			●					●	●	●
<b>Define issues or problems and consider alternatives. Then make a decision based on evaluation of alternatives.</b>	Define the problems related to building the railroad, and make a decision based on the evaluation of the alternatives.				●						●
	Define the issues related to the strike, and make a decision based on the evaluation of the alternatives.					●					●
	Define the issues related to the challenge to build ten miles of railroad in one day.						●				●

## OBJECTIVES OVERVIEW *CONTINUED*

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
<b>Reading Processes</b>											
<b>Key Ideas and Details</b> 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.	Read to determine what the text says explicitly; make inferences; cite textual evidence.		●		●		●	●			
<b>Key Ideas and Details</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine central ideas of texts; summarize key supporting details and ideas.			●							
<b>Craft and Structure</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	●									
	Read closely to determine what the text says explicitly, and make logical inferences based on evidence.	●									
<b>Integration of Knowledge and Ideas</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Integrate and evaluate content presented in diverse media and formats.			●							
	Integrate and evaluate content presented in diverse media and formats, visually and quantitatively, as well as in words to understand the ten-mile race.						●				
	Evaluate content presented visually.							●			

## OBJECTIVES OVERVIEW *CONTINUED*

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
<b>Writing Processes</b>											
<b>Text Types and Purposes</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write explanatory texts to examine and convey complex ideas and information clearly and accurately.	●	●								
	Write narratives to imagine experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●									
	Write farewell letters to describe the experiences of the Chinese emigrants using well-chosen details and well-structured event sequences.		●								
	Write letters to describe the strike using well-chosen details and well-structured event sequences.					●					
<b>Production and Distribution of Writing</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce coherent writing in which the development, organization, and style are appropriate to advertising for railroad workers.		●								
	Produce clear and coherent writing that takes a position on the strike.					●					
<b>Research to Build and Present Knowledge</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects based on focused questions, demonstrating understanding of the topic.			●					●	●	●
<b>Speaking and Listening Processes</b>											
<b>Comprehension and Collaboration</b> 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.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.	●			●						
	Prepare for and participate effectively in a range of conversations and collaborations to create a tableau.		●								
	Prepare for and participate effectively in conversations and collaborations to create the tableau. Adapt speech to convey information about the Chinese emigrants.		●		●						
	Prepare for and participate effectively in conversations and collaborations, building on others' ideas and expressing own ideas clearly and persuasively in planning for the race.						●				
	Prepare for and participate effectively in conversations and collaborations, building on others' ideas for planning for the ceremony and expressing own ideas clearly and persuasively.							●			

## OBJECTIVES OVERVIEW *CONTINUED*

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
<b>Speaking and Listening Processes (<i>continued</i>)</b>											
<b>Comprehension and Collaboration</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric in discussing the strike.					●					
	Evaluate a speaker's point of view, reasoning, and use of evidence.							●		●	
<b>Presentation of Knowledge and Ideas</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience.	Present information clearly and distinctly.			●							
	Present information so that listeners can follow the line of reasoning for a strike.					●				●	
<b>Presentation of Knowledge and Ideas</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Make strategic use of visuals to augment topic.			●							
<b>Presentation of Knowledge and Ideas</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to convey information about the Chinese emigrants.		●								
	Adapt speech to present a position on the dangers of building the railroad.				●						
<b>Vocabulary Acquisition and Use</b> Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Acquire a range of words related to building a railroad in reading, writing, and speaking.	●									
	Use new vocabulary in context to reinforce academic language in speaking and writing activities throughout the unit.	●	●	●	●	●	●	●	●	●	●
	Add key vocabulary to the word bank, demonstrating how the vocabulary can be used in their tableaux.		●		●						



# HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction texts:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

## READING MINI-LESSON FRAMEWORK

**1. Describe the strategy, explaining when and why readers use it.** Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

**2. Model the steps as you “think aloud” with a sample text.** Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know . . .”
- “When I look for the main idea, I . . .”
- “Here is a clue that will help me . . .”
- “That makes me think . . .”

**3. Guide students to apply these steps as they read during the unit.** Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

**4. Assess students’ progress.** Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy and assess their understanding of social studies content.

# ADDITIONAL RESOURCES

## REFERENCES FOR STUDENTS

### Nonfiction

Fraser, M. A. *Ten Mile Day and the Building of the Transcontinental Railroad*. New York: H. Holt, 1993. (Highly recommended.) Recounts the ten-mile race role played in Episode 6.

Halpern, M. *Railroad Fever: Building the Transcontinental Railroad, 1830–1870*. Washington, DC: National Geographic, 2003. Provides an overview of the building of the railroad.

Houghton, G. *The Transcontinental Railroad: A Primary Source History of America's First Coast-to-Coast Railroad*. New York: Rosen, 2003. An overview of the building of the Transcontinental Railroad. Chapter Four describes the Chinese involvement in building the railroad.

Olson, K. M. *Chinese Immigrants, 1850–1900*. Mankato, MN: Blue Earth Books, 2000. An overview of Chinese immigration and the contributions they have made to American society.

Perl, L. *To the Golden Mountain: The Story of the Chinese Who Built the Transcontinental Railroad*. Tarrytown, NY: Benchmark Books, 2003. (Highly recommended.) As the title indicates, a powerful story of the building of the Transcontinental Railroad followed by information on the Chinese Exclusion Act.

Sinnott, S. *Chinese Railroad Workers*. New York: Franklin Watts, 1994. Provides an overview of the Chinese railroad workers' contribution to building the railroad. Easy to read with lots of facts.

### Fiction

Krensky, S. *The Iron Dragon Never Sleeps*. South Holland, IL: Yearling Books, 1994. The story, set in 1867, tells of two children meeting and discovering the roles of Chinese railroad builders.

Yep, L. *Dragon's Gate*. New York: HarperCollins, 1993. This story follows the episodes of the Storypath and would be great to accompany the unit; however, it is very descriptive of the dangers encountered by the workers.

———. *The Traitor: Golden Mountain Chronicles, 1885*. New York: HarperCollins, 2003. Racial tensions and prejudices are described in the coal mining town of Rock Springs, Wyoming, as two boys—one American and one Chinese—become friends.

Yin, C. *Coolies*. New York: Philomel Books, 2001. Recounts the story of the building of the Transcontinental Railroad through a young boy, his great-great-great-grandfather, and his brother.

# ADDITIONAL RESOURCES CONTINUED

## REFERENCES FOR THE TEACHER

Ambrose, S. E. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863–1869*. New York: Simon and Schuster, 2000. (Highly recommended.) This detailed account of the building of the Transcontinental Railroad provides a foundation for understanding the challenges of such an endeavor. Information is provided on investors, politicians, engineers and surveyors, and the laborers who did the backbreaking and dangerous work.

Chew, W. F. *Nameless Builders of the Transcontinental*. Victoria, Canada: Trafford, 2004. A detailed account of the Chinese workers using payroll records as a primary resource to understand the Chinese contribution to building the railroad.

Chinn, T. W., ed. *A History of the Chinese in California: A Syllabus*. San Francisco: Chinese Historical Society of America, 1969. This syllabus provides a broad overview of the history of the Chinese in California, with references to primary documents.

Hoobler, D., and T. Hoobler, *The Chinese American Family Album*. New York: Oxford University Press, 1994. This nonfiction text provides three helpful sections of concise background information for this Storypath: “Saying Good-bye,” “The Railroad Builders,” and “The Chinese Must Go.”

Nordhoff, C. *C.P.R.R.: The Central Pacific Railroad*. Vistabooks, 1882. Provides primary documents from the time period about the building of the Transcontinental Railroad.

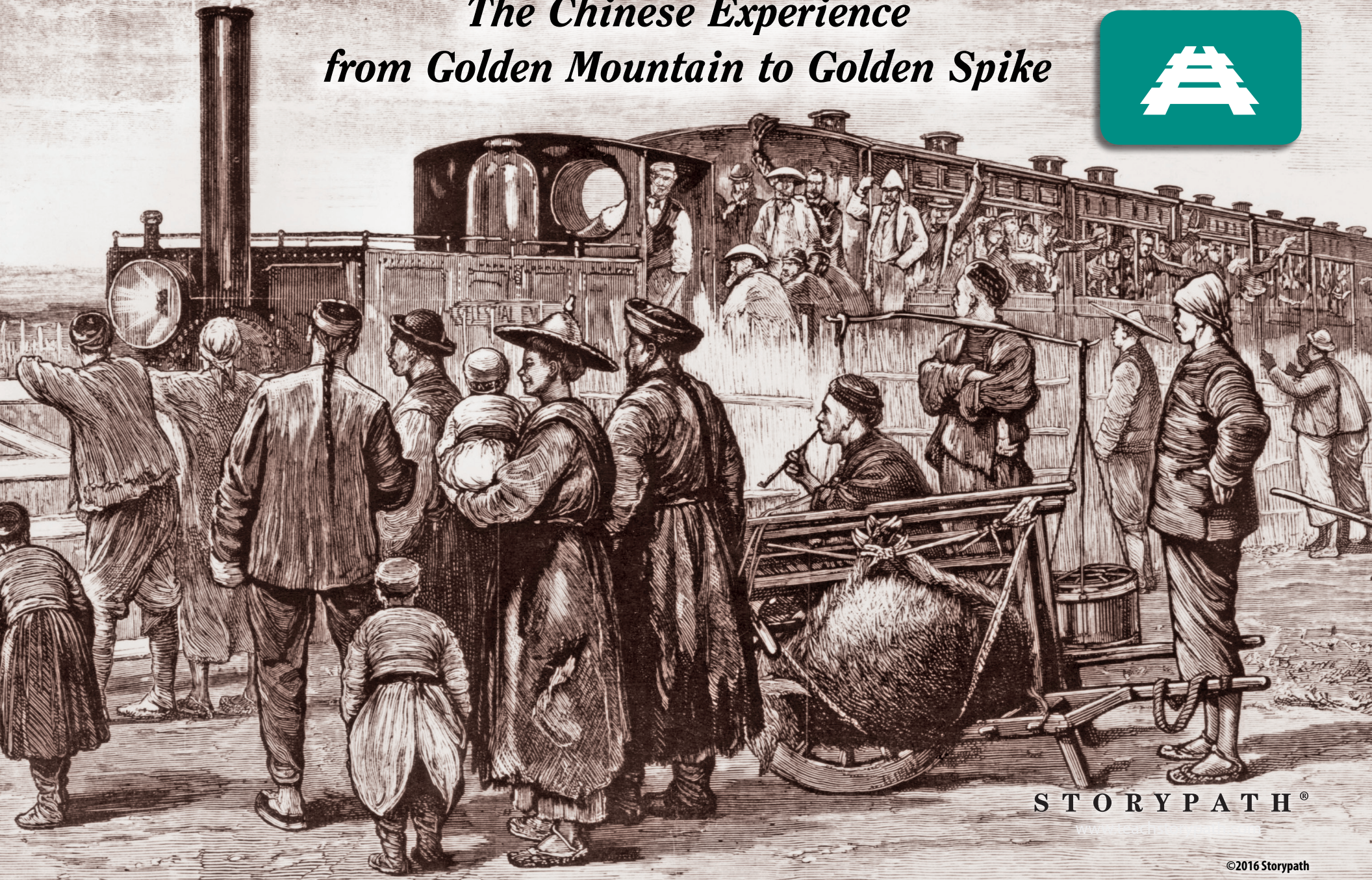
## RECOMMENDED WEB SOURCES

- The California State Railroad Museum
- Central Pacific Railroad Photographic History Museum
- Chinese Railroad Workers of North America Project at Stanford University
- History Channel: Transcontinental Railroad
- Linda Hall Library: The Transcontinental Railroad



# The Transcontinental Railroad

*The Chinese Experience  
from Golden Mountain to Golden Spike*



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# Why build a railroad across the continent?



SET 1

SLIDE 1

Abraham Lincoln had a dream; he wanted to build a railroad linking the nation from “sea to shining sea.” Since the early 1840s, people had been making the difficult trip from the East to the West in covered wagons pulled by horses or oxen. Families traveled for months under the most difficult circumstances. Many died along the way from sickness and accidents. Others traveled by ship, leaving the east coast of the United States for California, traveling around South America or disembarking at the Isthmus of Panama, traveling overland, and then taking a second ship to San Francisco. Coming through the Isthmus of Panama was dangerous too. Travelers often died from malaria or yellow fever before reaching their destinations. Getting to the West was dangerous and costly no matter how people traveled. Yet people came first for land and then for gold. Even though the gold rush was over, people wanted to go west, hoping to build a better life.



▲ A wagon train headed to the West.



▲ Traveling through the Isthmus of Panama.





▲ This video from the History Channel provides an overview of the Transcontinental Railroad.

Runtime: 3:00

Like the “Iron Horse” article, people wanted to travel by railroad to the West—the journey would be faster and safer, and more and more people wanted to move west. People wanted the railroad to move goods from east to west and west to east—carrying things not easily obtained from one region of the country to the other. Businesses saw opportunities for making money, and they wanted the railroad built too.

In 1862, President Lincoln enthusiastically signed the Pacific Railroad Act—this meant the government would support the building of the railroad. While this was happening, the nation was at war—the Civil War. The war slowed the building of the railroad, and sadly Lincoln was assassinated in April of 1865, shortly after the Civil War. He never saw his dream of a transcontinental railroad built.

1. Why were businesses so anxious for the railroad to be built?  
(identifying main ideas and supporting details; understanding visuals)
2. How did people travel to the West prior to the railroad being built?  
(identifying main ideas and supporting details; understanding visuals)



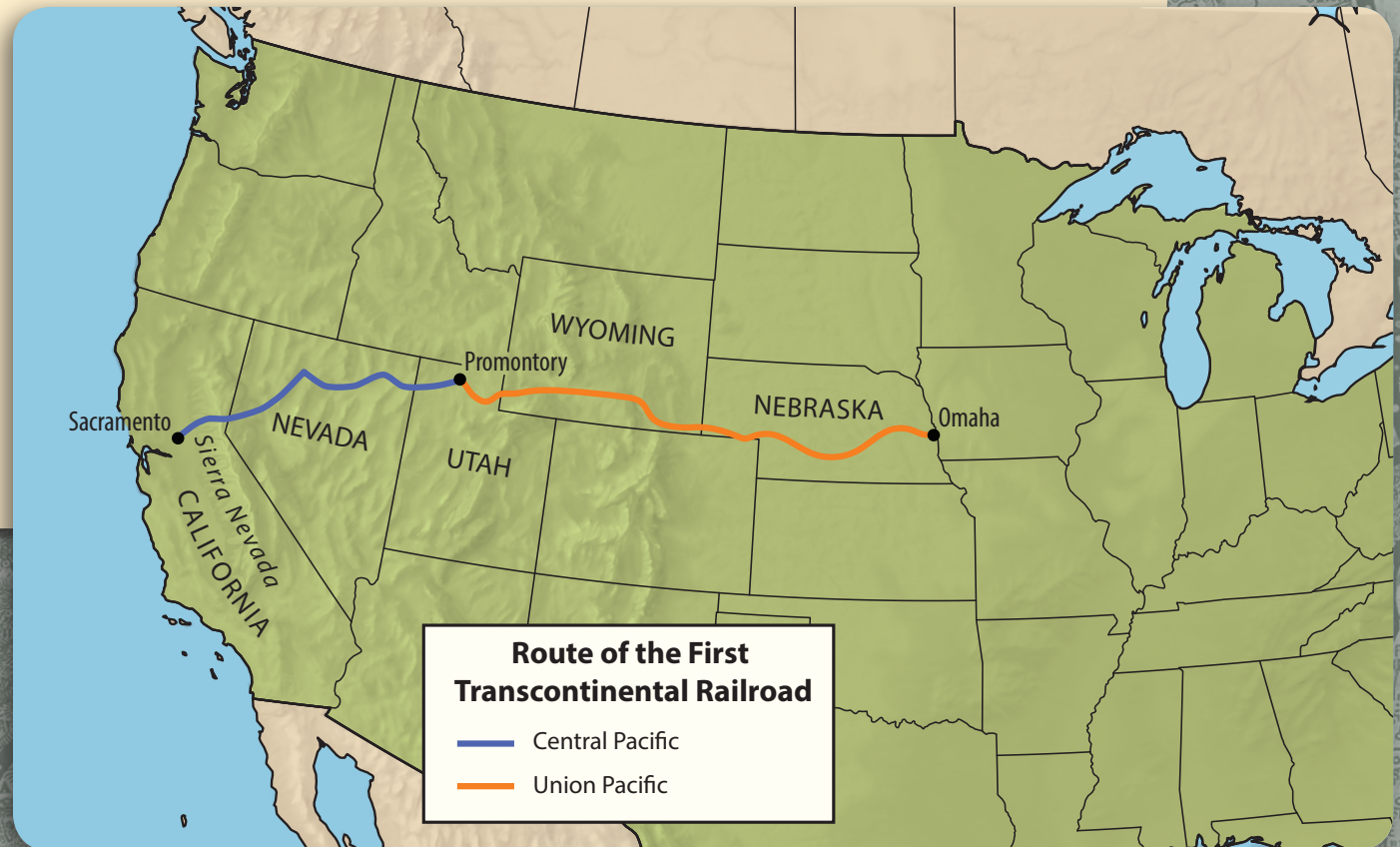
# What was the major geographic obstacle in building the Transcontinental Railroad?



SET 1

SLIDE 3

To raise money for the railroads, the government gave away land along the railroad to help pay for construction. The resources of timber, earth, stone, minerals, and metals could be used to pay for the railroad-building. The land could also be sold to help finance the railroad. Two railroads were to be built on this land: the Central Pacific Railroad from the west and the Union Pacific Railroad from the east. The plan was that the Union Pacific Railroad would build the tracks from Omaha, Nebraska, to Utah. The Central Pacific Railroad would build east from Sacramento, California. However, there was a major problem: the Sierra Nevada.





# Why would these merchants want to finance the Central Pacific Railroad?



SET 1

SLIDE 4

Engineers and surveyors believed it was impossible to build a railroad through the Sierra Nevada; they were too high, too steep and made of granite, a very hard rock to penetrate. However, a young surveyor by the name of Theodore Judah believed he had found a route through the mountains. Now he just had to convince others that his route was a good one. Four merchants in Sacramento desperately wanted to build the railroad, and Judah convinced them that his route would work. These merchants decided they would be the ones to do it, and so they took up the challenge of building the Central Pacific Railroad.



Leland Stanford, President of Central Pacific Railroad, CPRR; Collis Huntington, Vice President, CPRR; Mark Hopkins, Treasurer, CPRR; and Charles Crocker, Construction Supervisor, CPRR. These men were known as the Big Four, as they were instrumental in building the Central Pacific Railroad.

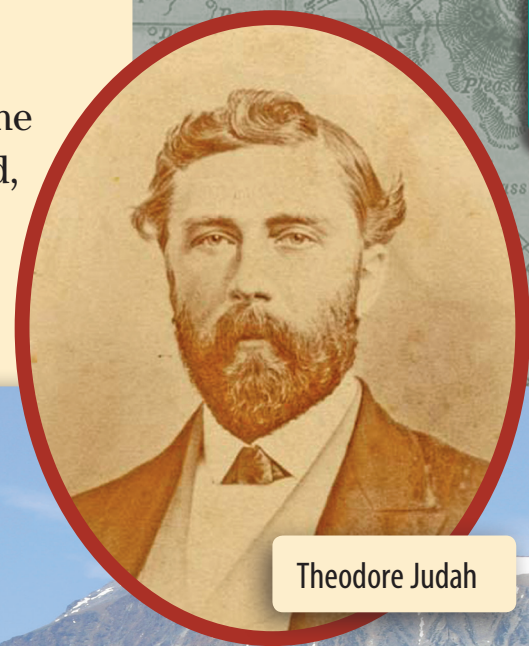




SET 1

SLIDE 5

Judah set out by ship for the East Coast; on the way through the Isthmus of Panama, he contracted yellow fever and died before the first track was laid. Nevertheless, his railroad route was approved, and the merchants began to make specific plans for the building of the Central Pacific Railroad, starting in Sacramento and heading east over the Sierra Nevada.



Theodore Judah



▲ The Sierra Nevada.

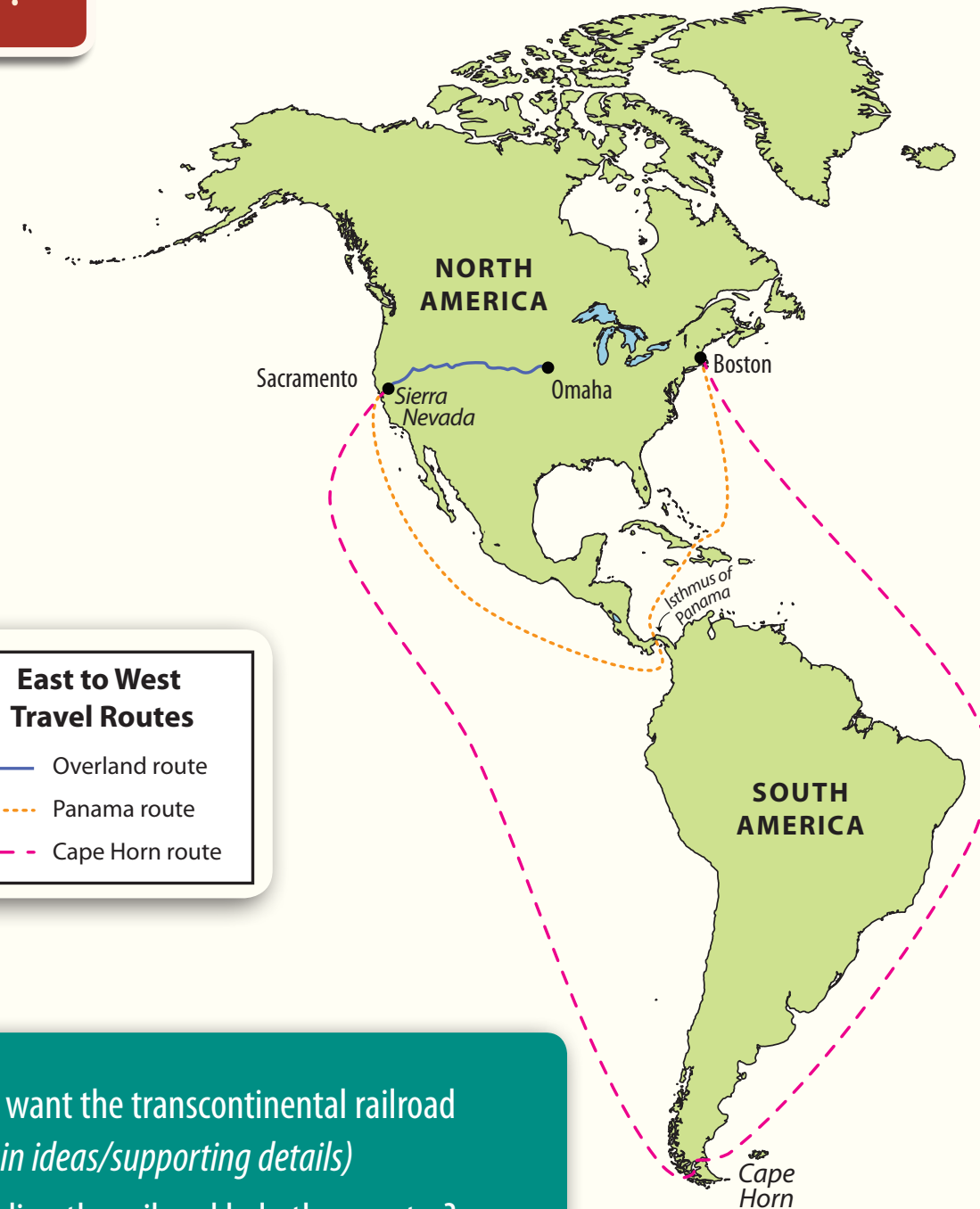


And so the story begins. . . .



SET 1

SLIDE 6



### East to West Travel Routes

- Overland route
- - - Panama route
- - - Cape Horn route

- Why did people want the transcontinental railroad to be built? (*main ideas/supporting details*)
- How would building the railroad help the country? (*main ideas/supporting details*)



# What made the Sierra Nevada such a barrier to the railroad builders?



SET 1

SLIDE 7



5. What challenges would there be in building a railroad through these mountains? How do you think they built the railroad when they didn't have the modern machinery that we have today? *(making inferences; understanding visuals)*





## Important facts about building a railroad

- Trains must travel at a grade (slope) that allows them to pull a heavy load. Such a requirement means there must be switchbacks to allow the slope to be no greater than one foot ( $\frac{1}{3}$  m) up for every 50 feet (15 m) across.
- The geographical setting of the Sierra Nevada made building the Transcontinental Railroad an engineering feat. The mountains are 400 miles (640 km) north-to-south and approximately 70 miles (110 km) across, east-to-west. The range's tallest peak, Mount Whitney, is 14,505 feet (4,421 m). The mountains are made of granite, an extremely hard rock to penetrate.





## Facts about the route

- Fifteen tunnels were built through the Sierra Nevada.
- The Summit Tunnel was 7,017 feet (2,138 m) above sea level, 1,659 feet (506 m) long, and 124 feet (38 m) below the surface. It took two years to complete.
- In one 20-mile stretch, 11 tunnels were built.
- Thirty-five trestles and bridges were built through the mountains. (By 1877 many of these were replaced by being filled or changing the route.)
- Twenty-three snow sheds were built through the mountains.
- The Central Pacific Railroad was 690 miles (1,110 km) from Sacramento, California, to Promontory Point, Utah.
- The Union Pacific was 1,086 miles (1,748 km) from Omaha, Nebraska, to Promontory Point, Utah.



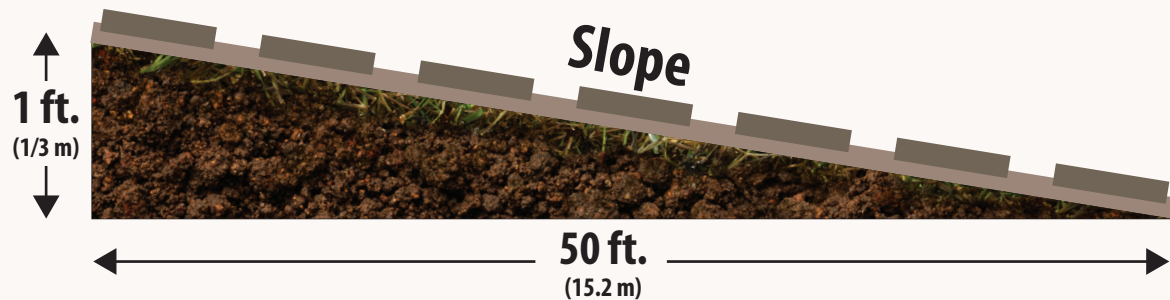
# How do trains travel over mountains?



SET 1

SLIDE 10

The Sierra Nevada presented a formidable barrier to the railroad. Some of the mountains are very steep. When the track is too steep, the train doesn't have enough power to climb the grade. Think about stairs. Every time you take a step forward you have to also take a step up. That's how you get from the first floor to the second. Trains don't take the stairs. They have to move on rails. But those rails can't be too steep. While we may be able to take one step up every time we take a step forward, trains need a gentler slope. For every foot they go up, they need to go forward at least 50 feet. Think about what that means for someone trying to find a way to lay railroad tracks through the mountains. Think about trying to find a path that gets you up and over a 7,000 foot (2,134 m) pass, the lowest one through the Sierra Nevada, but stays to the gentle slope or "grade" of 50 steps (1 step=1 foot) forward for every one step up. It means a lot of switchbacks.



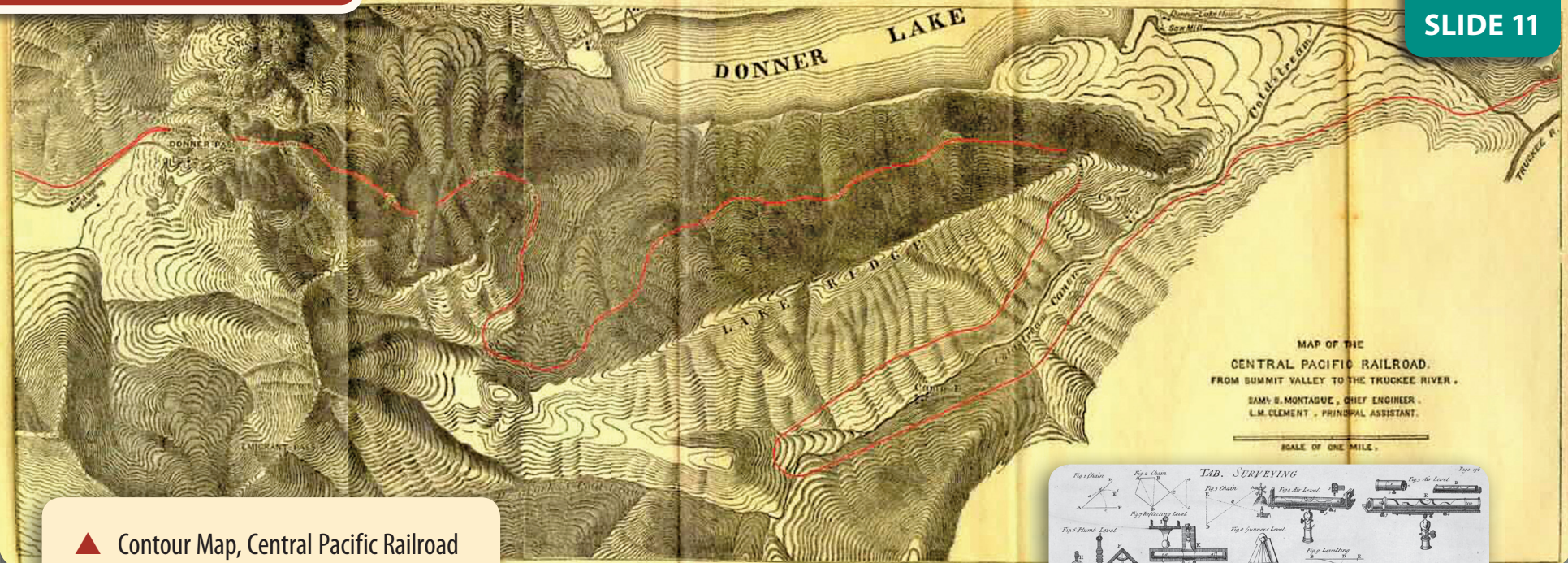


# Surveying the Route

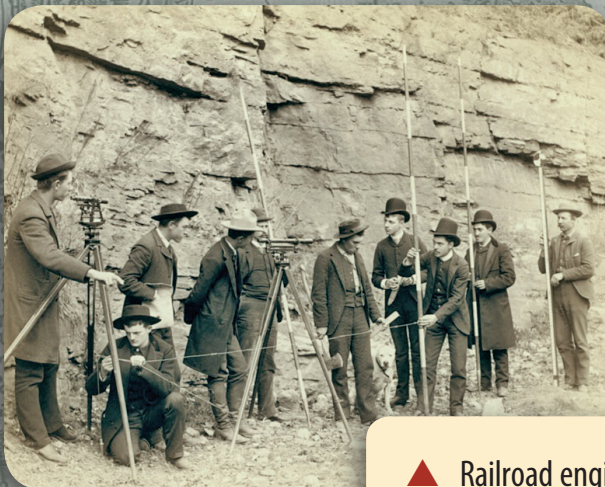


SET 1

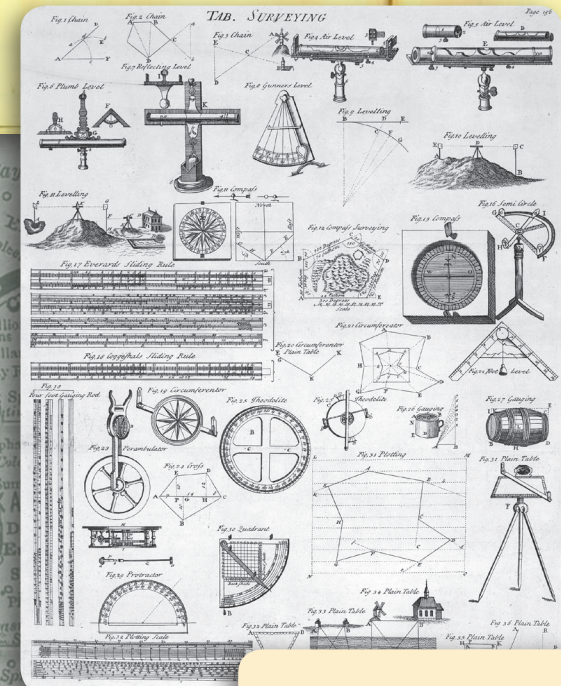
SLIDE 11



▲ Contour Map, Central Pacific Railroad from Summit Valley to the Truckee River.



▲ Railroad engineers with surveyors' transits on tripods and measuring rods.



▲ Table of Surveying, from the 1728 "Cyclopaedia."



# Who will build the railroad?

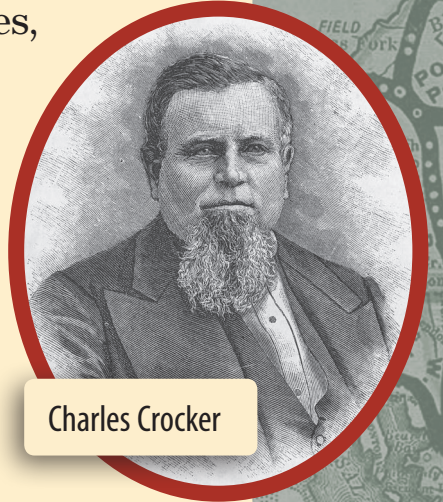


SET 2

SLIDE 1

The building of the railroad was done with muscle power. There were no machines at that time to level the ground, fill in ravines, cut down trees, dig tunnels, or build railroad trestles. Everything was done through backbreaking work. Black powder was used to blast for tunnels—dangerous work indeed. Handheld drills and sledgehammers were used to make holes in the rock deep enough to place the black powder. Granite is very hard, so the work was slow and tedious.

To accomplish the task of building the railroad, many workers were needed. It is estimated that 12,000 workers were needed for both the Central Pacific Railroad and the Union Pacific Railroad. The Union Pacific Railroad employed many Irish immigrants and veterans of the Civil War. The Central Pacific Railroad had difficulty finding workers. Workers would quit because the jobs were too difficult. Charles Crocker wanted to hire Chinese men, many who had come to California in search of gold, and others who were arriving from China because of famine and civil unrest. Hiring Chinese workers was controversial because of the prejudices of that time, but Crocker insisted, and his decision turned out to be an important one. The Chinese workers were hard working and reliable. In fact, Chinese workers were not only recruited from California but also from China to meet the demand for laborers to build the Central Pacific Railroad.



Charles Crocker



# Why would Chinese men want to come to California?



SET 2

SLIDE 2

## Pushes

Why people left China in the 1860s

- Peasant uprisings and rebellion
- Government corruption and mismanagement
- Famine
- Floods and droughts
- Pestilence/disease
- Paying off debts

## Pulls

Why Chinese came to the United States in the 1860s

- Jobs—Manual laborers were needed to build railroads and highways, to dig ditches, to farm, to work in laundries, and to do similar kinds of jobs
- Advertisements for workers
- Letters from family members who had already emigrated to the United States encouraging others to come
- Personal stories of those who returned to China with money to make a better life



# Why would Chinese men want to come to California?



SET 2

SLIDE 3



▲ Chinese emigrants traveling in steerage to San Francisco on the Pacific Mail Steamship *Alaska*.





SET 3

SLIDE 1

# What was happening in the United States prior to the building of the railroad?

## Events of the time

1862

### Pacific Railroad Act

This congressional act approved the building of the transcontinental railroad. The railroad would be built from the east (Omaha, Nebraska) and from the west (Sacramento, California). To help pay for the railroad, land owned by the government would be sold, as well as government bonds.

### Homestead Act

The U.S. government wanted people to settle on uninhabited land, so the act provided that a homesteader could claim 160 acres if a home was built and crops were grown for at least five years. You had to be a citizen of the United States or intended to be a citizen and had not borne arms against the U.S. government. Often the lands considered to be uninhabited were hunting grounds or travel routes for the native people, causing conflicts among the homesteaders and those first inhabitants.

1865

The Civil War ends. On April 9, 1865, Confederate General Robert E. Lee surrendered, ending the Civil War.







## Events of the time

continued

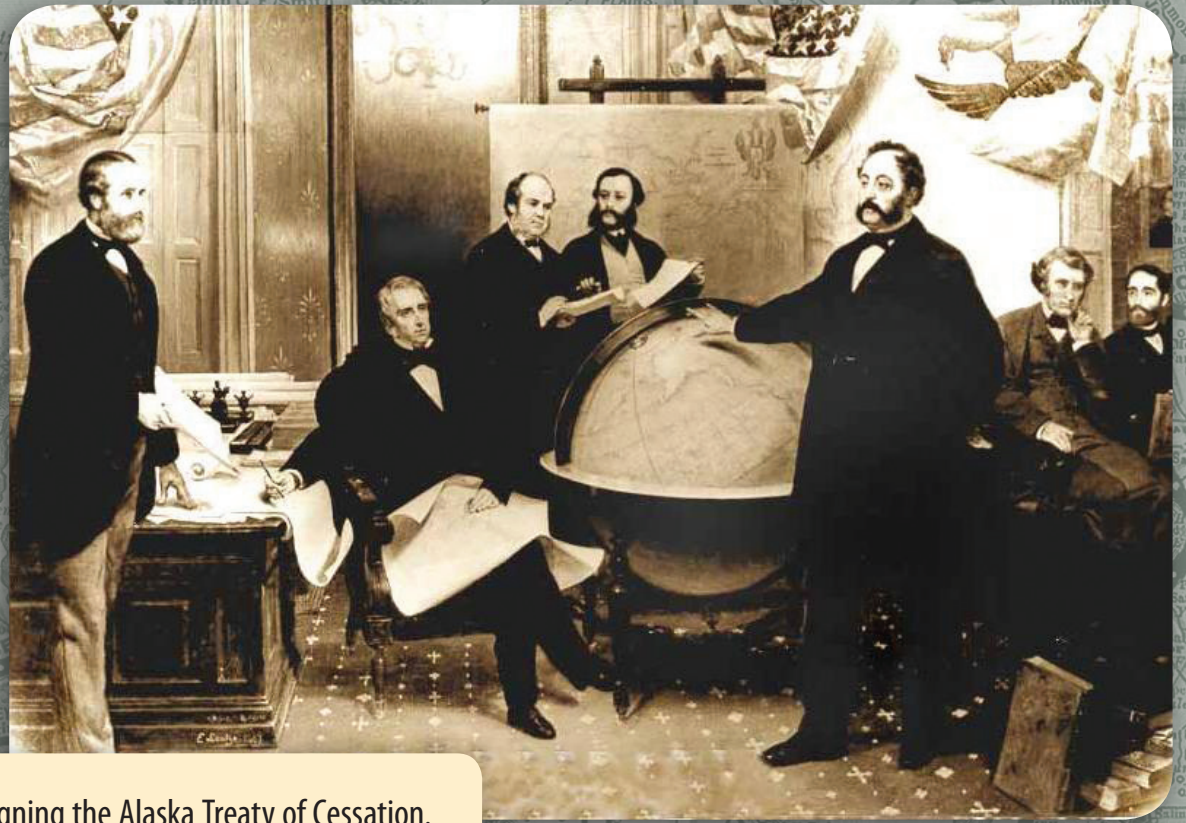
1867

The United States purchases Alaska  
Russia sold Alaska to the United States for \$7.2 million. This ensured that the United States would control the Pacific Coast.

### The Medicine Lodge Treaty

Five tribes of Plains Indians—the Cheyenne, Arapaho, Kiowa, Apache, and Comanche—signed the Medicine Lodge Treaty with the U.S. government. The treaty opened up land for the building of the railroad and the settlement of homesteaders in the region of Kansas.

▶ Signing the Alaska Treaty of Cession.





## Events of the time

*continued*

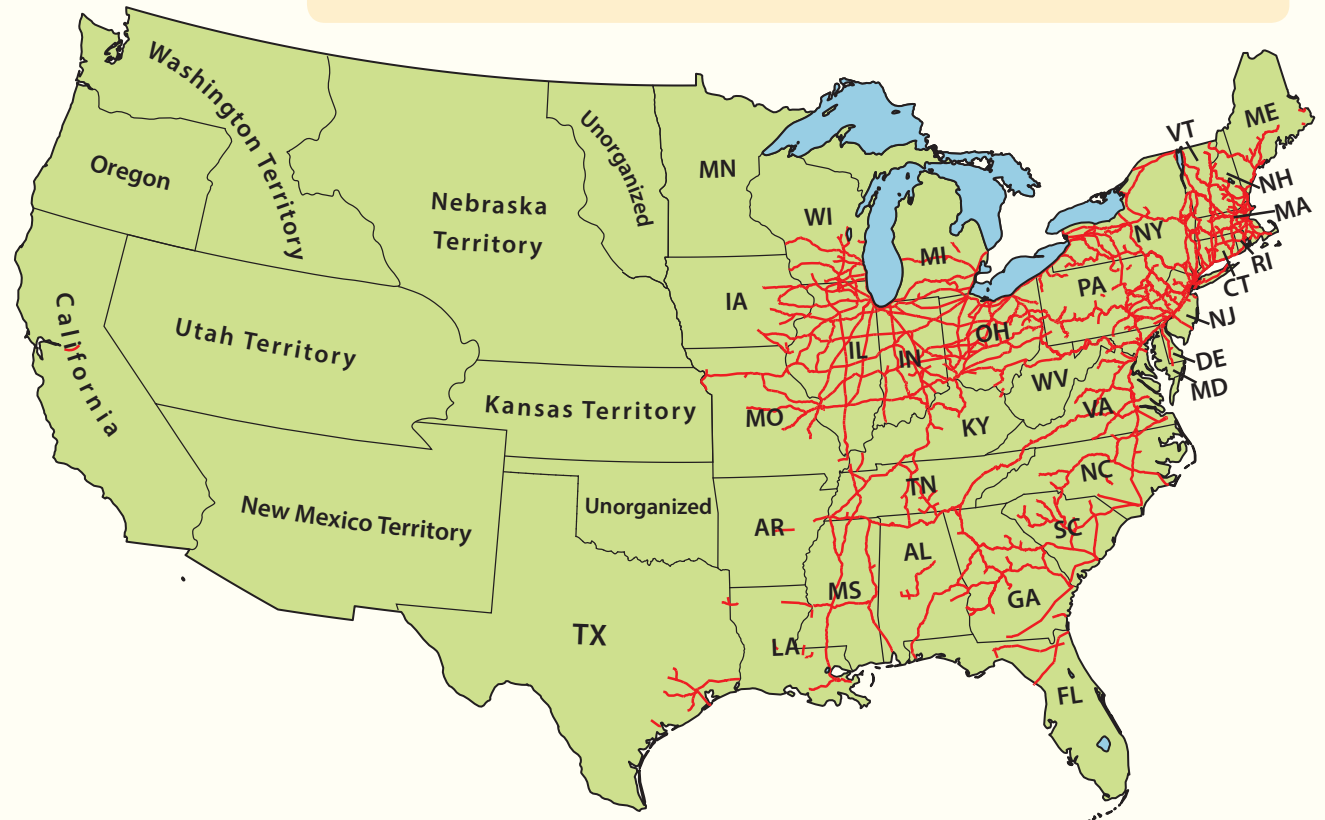
**1846**

**Pacific Mail Steamship Company**

The Pacific Mail Steamship Company carried mail from the Isthmus of Panama to California. The California Gold Rush of 1849 made this business highly profitable as the population surged in California.

**1860 Railroads**

Prior to 1860, many railroads were operating in the East, South, and Midwest. These railroads served communities by transporting goods from one place to another. They played an important role in the economy of these regions.







SET 3

SLIDE 4

## Events of the time

1860–1861

### Pony Express

The Pony Express was a relay of horse riders who carried mail across a 2,000-mile trail from St. Joseph, Missouri, to Sacramento, California. It was a short-lived venture, as once the Pacific Telegraph Line was built there was no need for the Pony Express.

Pony Express riders. ▶



1861

Pacific Telegraph Line is completed. The line made communication between the eastern and western United States fast and efficient.



▲ First westbound and eastbound mail.

1. How do you think these events affected the building of the Transcontinental Railroad? (*making inferences; connecting*)
2. How does communication and transportation impact everyday life? (*making inferences; connecting*)

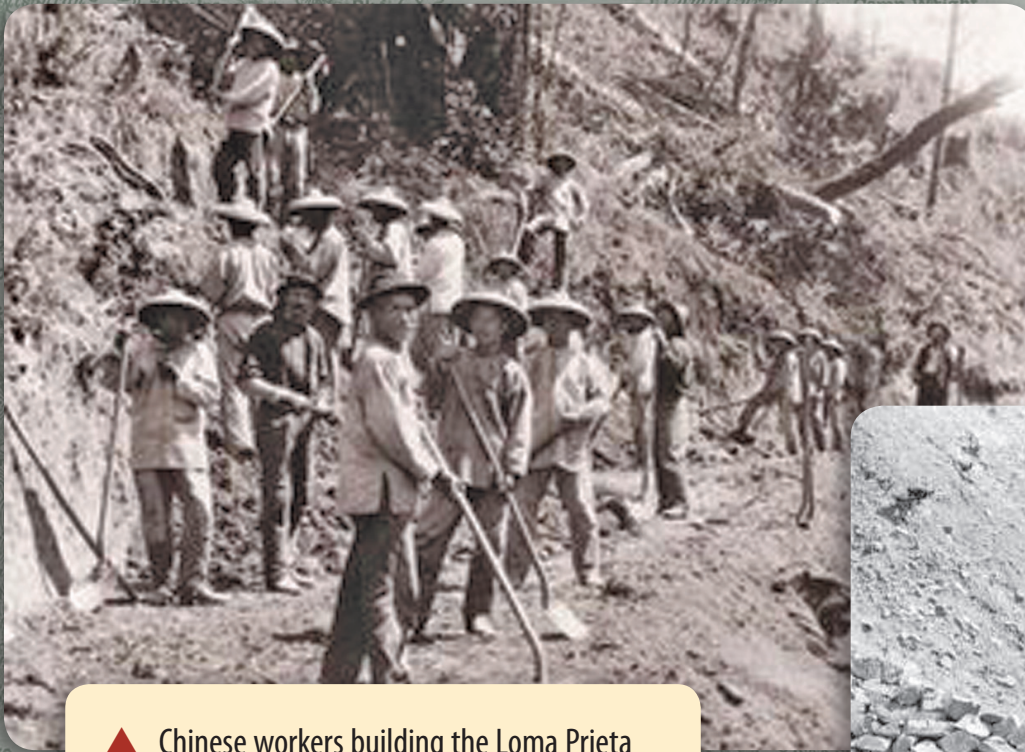


# Would you have liked to work on the Transcontinental Railroad?

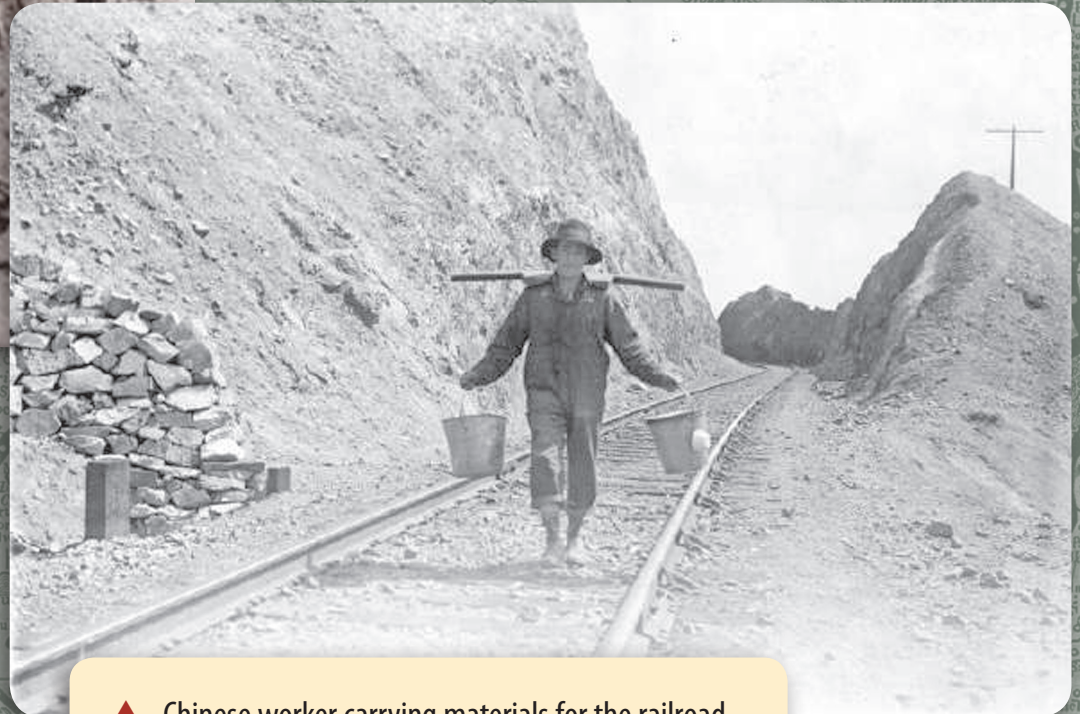


SET 4

SLIDE 1



▲ Chinese workers building the Loma Prieta Lumber Co.'s railroad, California, about 1885.



▲ Chinese worker carrying materials for the railroad.



# What were the jobs for building the railroad?



SET 4

SLIDE 2

**Surveying:** The first task for building a railroad is to survey the route. Surveyors must be highly skilled mathematicians who understand geographic features such as location, elevation, and other characteristics of the terrain. Surveyors were charged with planning the route of the railroad.

**Grading:** These workers had to clear the path for the railroad tracks. This backbreaking work included clearing rocks and trees in the pathway for laying the tracks. In tunnels, the rocks and debris had to be carted away. Hills had to be leveled to create a gentle slope. Ravines had to be filled in. Remember, trains require a grade that is not too steep for the train—1 foot in height for every 50 feet in length.

**Laying rail ties:** On the roadbed, wooden ties were laid approximately 20 inches apart. The wooden ties were cut from trees in the Sierra Nevada and hauled to the roadbed.

**Laying rails:** These workers laid the rails. Each rail weighed about 560 pounds (254 kg) and was about 28 feet (about 17.5 m) long. Teamwork was essential. Horses pulled the wagons that carried the rails. Rails had to be precisely spaced parallel to each other. The rail gauge or the distance between the rails was 4 feet 8 ½ inches, so exact measuring was essential.

**Hammerers:** After the rails were laid, workers hammered the spikes to hold the rails in place.



# Glossary of rail terms



SET 4

SLIDE 3

**Fishplate:** a metal bar used to hold two rails together

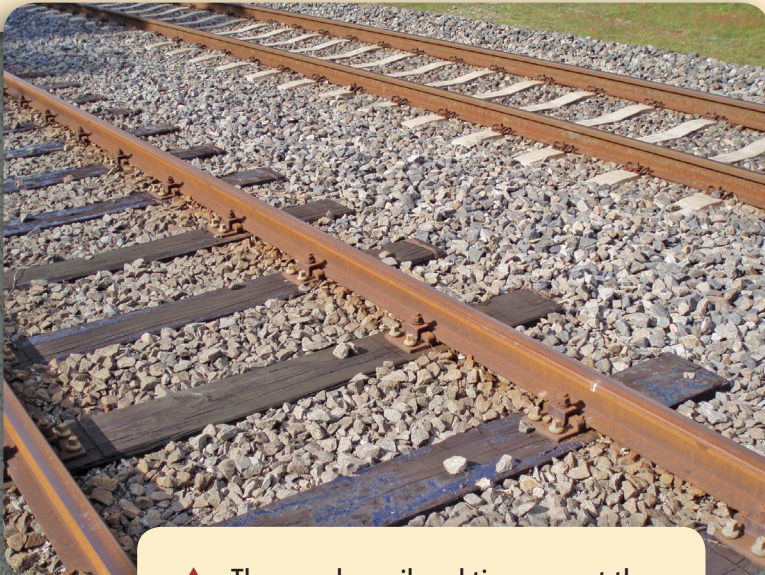
**Roadbed:** the foundation for laying the tracks for the railroad

**Rail gauge:** the distance between the inner edges of the rails

**Railroad tie:** usually wood that was used under the rail to hold it in place; the tie was perpendicular to the rail

**Spike:** a large nail used to hold the rails to the ties

**Trestle:** wooden bridges used by the railroad



▲ The wooden railroad ties support the rails on the roadbed. Spikes hold the rails to the railroad ties.



▲ Fishplate: a metal bar that is bolted to the ends of two rails to hold them together.





SET 4

SLIDE 4



▲ Fishplates are essential to the rails to keep them in place.



▲ Railroad spike holds the rails in place. Notice the head of the spike is designed to hold the edge of the rail in place as it is secured to the railroad tie.

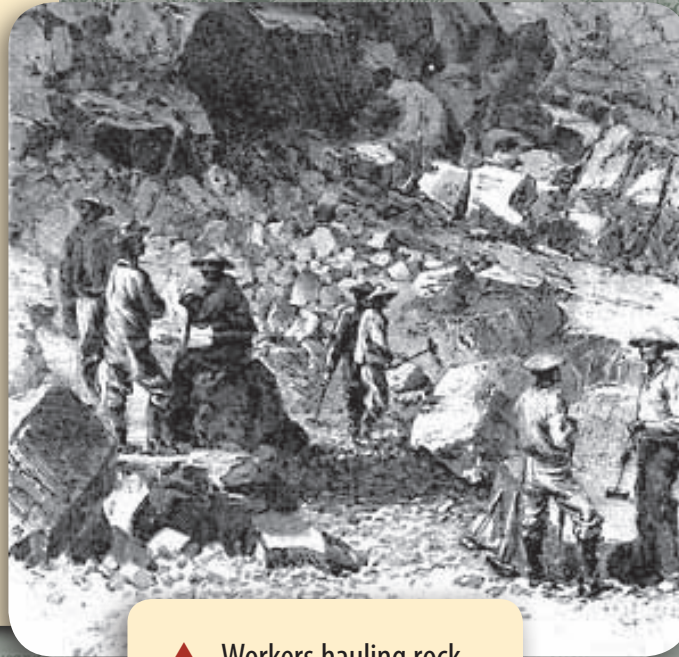




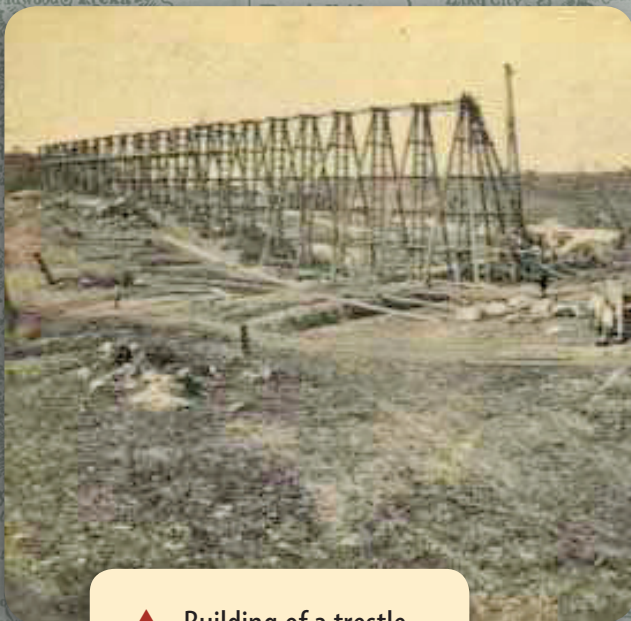
SET 4

SLIDE 5

Building the railroad through the mountains presented lots of challenges. There were ravines to be crossed, and often they were too deep to be filled in with dirt and rock, so trestles had to be built. Imagine hauling rocks to make the roadbed flat so that the rails will be even and join the trestle. Poles held up the trestle. Holes had to be dug and wood nailed together to hold everything in place.



▲ Workers hauling rock.



▲ Building of a trestle.



◀ Trestle bridge.





Tunnel work presented special challenges. The granite was so hard that it took a long time to chip away just a little rock. Workers used sledgehammers and picks to break the granite at the end of the tunnel. Then the rocks and rubble were loaded into a wheelbarrow and dumped outside the tunnel into a cart to be brought to a place where the roadbed needed to be filled in.

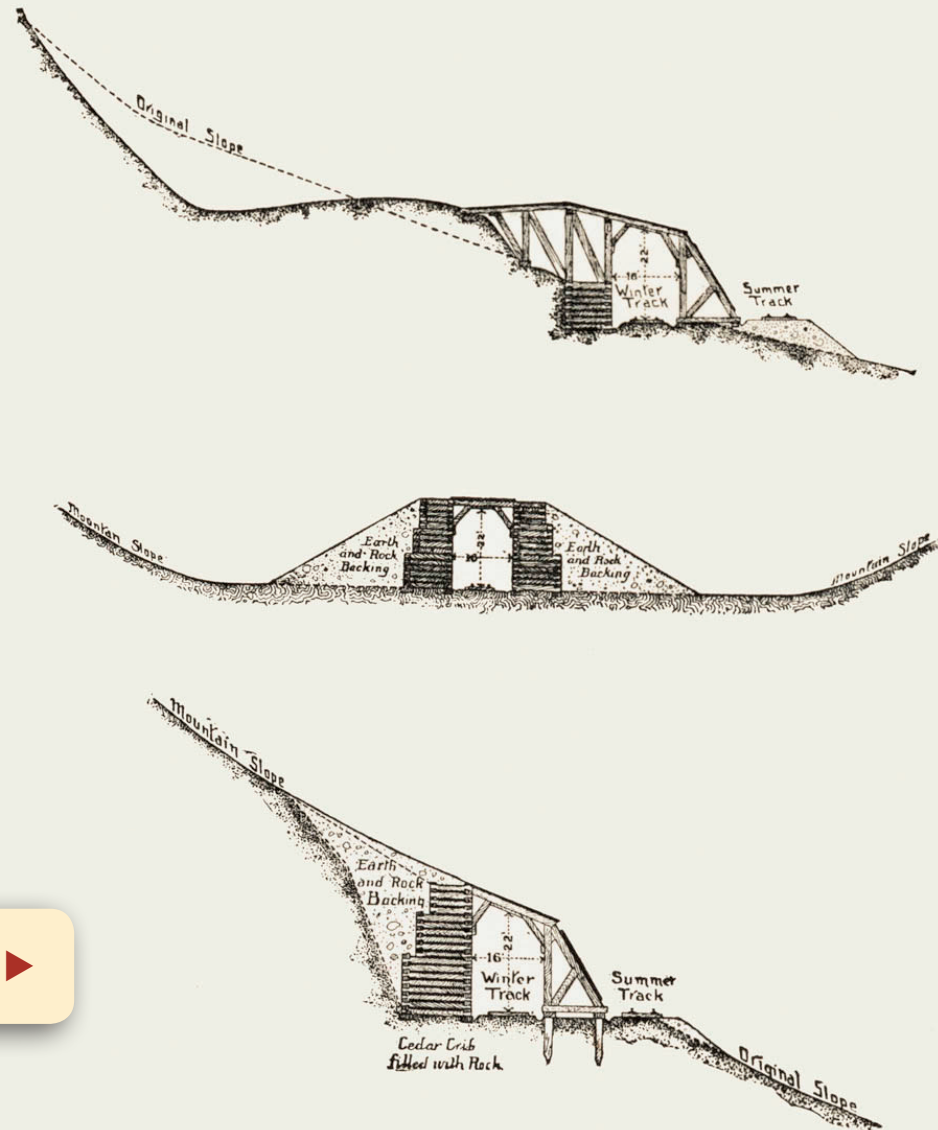


Summit Tunnel.





Because of the heavy snowfall in the winter, snow sheds had to be built to protect the tracks and the trains from being buried in snow. Snow sheds presented special challenges because they had to be strong enough to withstand an avalanche as well as the heavy snow built up over the winter months.



Snow shed section. ▶

1. Notice the three kinds of snow sheds. Each one protected the railroad from snow. Why do you think there were three different models of snow sheds? (*making inferences; understanding visuals*)





SET 4

SLIDE 8

Sometimes the railroad builders had to create a ledge for the roadbed on the side of the mountain so that the train could travel along the edge of the mountain. Rock had to be blasted away to make the ledge. Then, if there were a ravine, walls had to be built to hold the roadbed in place. Chinese workers would carry rocks to build a sturdy wall to support the roadbed and the weight of the train. Perching on the side of the mountain was dangerous, and if you were afraid of heights, you wouldn't be able to do this work.



▲ Rock walls to support the railway.

2. What kind of jobs would be needed to build railroad trestles, snow sheds, and tunnels? What skills would you need to have? (*making inferences; understanding visuals*)
3. What dangers would workers encounter when building these structures? (*making inferences; understanding visuals*)





## What were the challenges of building the railroad?

Building the railroad through the mountains of the Sierra Nevada was dangerous. Remember that the roadbed had to be built on a gradual slope and with broad curves. The surveyors had to figure out how to build the railroad so that trains could go up and over the mountains. See the contour map in Content Slide Set 1, Slide 11.

Clearing roadbeds required that trees and other vegetation were removed and rocks and boulders hauled away. Trees were often hundreds of feet high, and felling the trees was dangerous work. Once the trees were felled, the timber was hauled to sawmills to be made into railroad ties and wood for building trestles and other structures. Then the tree stumps had to be removed. They were blasted out of the soil, leaving large holes to be filled. This work was done with wagons and carts hauling dirt and rocks to fill in the gigantic holes. Historian Stephen Ambrose explains in his book, *Nothing Like It in the World*, “One three-hundred-man gang spent a full ten workdays clearing a single mile of right-of-way.”\*

\* Stephen E. Ambrose, *Nothing Like It in the World* (New York: Simon and Schuster, 2000), 157.





Working in the Sierra Nevada in the winter was treacherous. There were 44 snowstorms during the winter of 1866–1867. Because there was so much snow, avalanches were ongoing threats.

*The Chinese lived practically entirely out of sight of the sky that winter, their shacks largely buried in snow. They dug chimneys and air shafts and lived by lantern light. They tunneled their way from the camps to the portal of the tunnel to work long, underground shifts. A remarkable labyrinth developed under the snow. The corridors in some cases were wide enough to allow two-horse sleds to move through freely, and were as much as 200 feet long. Through them, workmen travelled back and forth, digging, blasting, and removing the rubble.\**

One of the fears was that a snow slide would bury workers, and in fact, such mishaps occurred. It was reported that one camp of Chinese workers was buried by snow and had to be dug out.

In one 13-day period there was 120 inches (3 m) of snow. The following year wasn't much better. In December 1867, unusual rain storms caused flooding, and in March 1868, a blizzard dumped 10 feet of snow in five days. Trestles were destroyed by avalanches, so indeed the work was dangerous and the temperatures well below freezing.

---

\*Wesley S. Griswold, *A Work of Giants* (New York: McGraw-Hill, 1962), 191–92.

#### 4. How did the weather affect the building of the railroad? (main ideas/supporting details)



# Why did the Chinese workers strike?



SET 5

SLIDE 1

In June 1867, the Chinese workers decided among themselves to go on strike. They wanted more money and a shorter work day, and they refused to leave their camp on Monday morning and go to work. Although the Chinese workers wanted more money, there were rumors that the strike was influenced by the Union Pacific Railroad. If the Union Pacific Railroad could slow down the railroad building on the Central Pacific Railroad, that would make more money for the other railroad.

In the past, when strikes have occurred in other settings, they have always been accompanied by violence. This was not so for the Chinese workers. They stayed in their camps, mended their clothing, played cards, and waited. It was peaceful and quiet.







SET 5

SLIDE 2

To break the strike, food was stopped from coming into the Chinese camps, and the railroad bosses started to search for other workers to take the place of the Chinese.

Charles Crocker stopped food from being shipped into their camps. However, the Chinese workers had prepared for the strike and had stored up food. Crocker was not happy and threatened them with the loss of pay, refusing to increase it. In fact he told the Chinese workers that if they did not return to work by 6:00 a.m. on Monday morning, they would be fined.

On Monday morning at 6:00 a.m., they went back to work.

1. What happened when the Chinese workers refused to work? (main idea/supporting details)
2. Do you think Crocker was a bully? Why or why not? (making inferences; connecting)

RAILROAD GAZETTEER.

53

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# How did the workers lay ten miles of track in one day?



SET 6

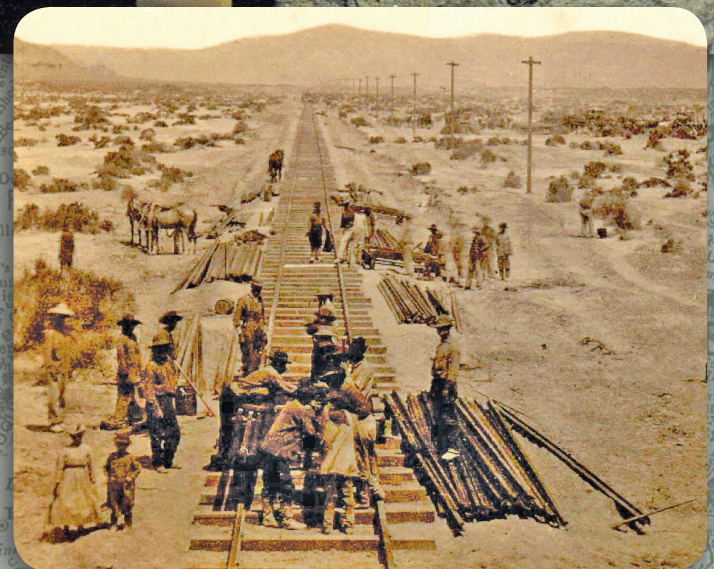
SLIDE 1

There is nothing like a bet to motivate people to do crazy things, and this is just what happened when Charles Crocker boasted that his workers could lay ten miles of track in one day. That boast was made to show that the Central Pacific Railroad workers could outperform the Union Pacific Railroad workers, who had laid 7½ miles of track in one day—a major achievement. Imagine the amount of work it would take to accomplish such a feat, as most of the work was done by hand!

Vice President Durant of the Union Pacific believed that Crocker's boast was unsubstantiated. In fact, he believed that it would be impossible and bet \$10,000 it could not be done.



**10 MILES  
OF  
TRACK, LAID  
IN ONE DAY**  
APRIL 28<sup>TH</sup> 1869





## What actually happened?



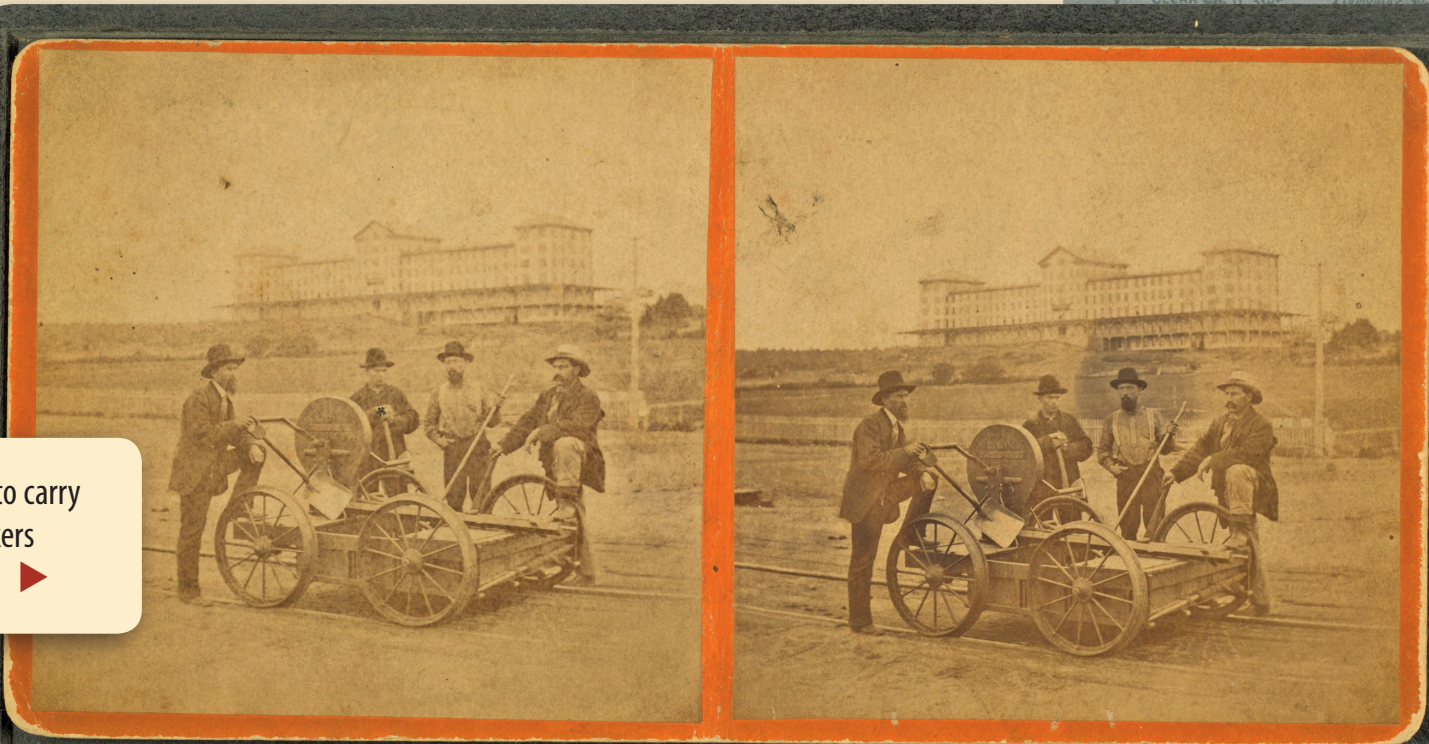
SET 6

SLIDE 2

Charles Crocker knew if he could have everything organized and ready, his workers could achieve the goal of laying ten miles of track in one day. To get ready for the race, the roadbed was graded and the railroad ties were put in place. The workers were organized, each with a particular job to do. The rails, fishplates, bolts, spikes, and other materials were organized too, ready to be used by the workers as each rail was put in place.

The workers were up early and at 7:00 a.m. they set to work. A train loaded with materials was brought to the starting point and unloaded. Then small handcars carried materials to the spot where they would be needed. Every worker knew his job and wanted to win the race. Workers took an hour for lunch and then returned to work. At 7:00 p.m., they finished their day, having laid 10 miles and 56 feet of rail. Charles Crocker won his bet!

Railroad handcar to carry supplies and workers along the railway. ►





# Would you like to have attended “The Meeting of the Rails”?



SET 7

SLIDE 1

On May 10, 1869, the two railroads met, completing the route across the United States. This was a national event held at Promontory Summit, Utah, where the two railroads joined together. Originally, the celebration was scheduled for May 8, but the train coming on the Union Pacific Railroad was late. The Central Pacific passenger train, however, left Sacramento, California, on May 5 in anticipation of the celebration. Another train pulled two cars owned by Leland Stanford, who wanted to make this a very special event. His train had one car designed as a guesthouse with a kitchen, dining room, and sleeping accommodations for ten people. His second car carried food and drink for the celebration.

The ceremony was arranged for the two locomotives to face each other. Then workers from each railroad would carry the last rails and put them in place. T. P. Durant, the head of the Union Pacific Railroad, and Leland Stanford, the head of the Central Pacific Railroad, were to hammer in the golden spike. Both missed! Nevertheless, the spike was hammered in, and the historical record is not clear who actually finished the job. However when the job was done, the telegraph operator sent off the message coast to coast: “DONE! The last rail is laid! The last spike driven. The Pacific Railroad is completed.”\*

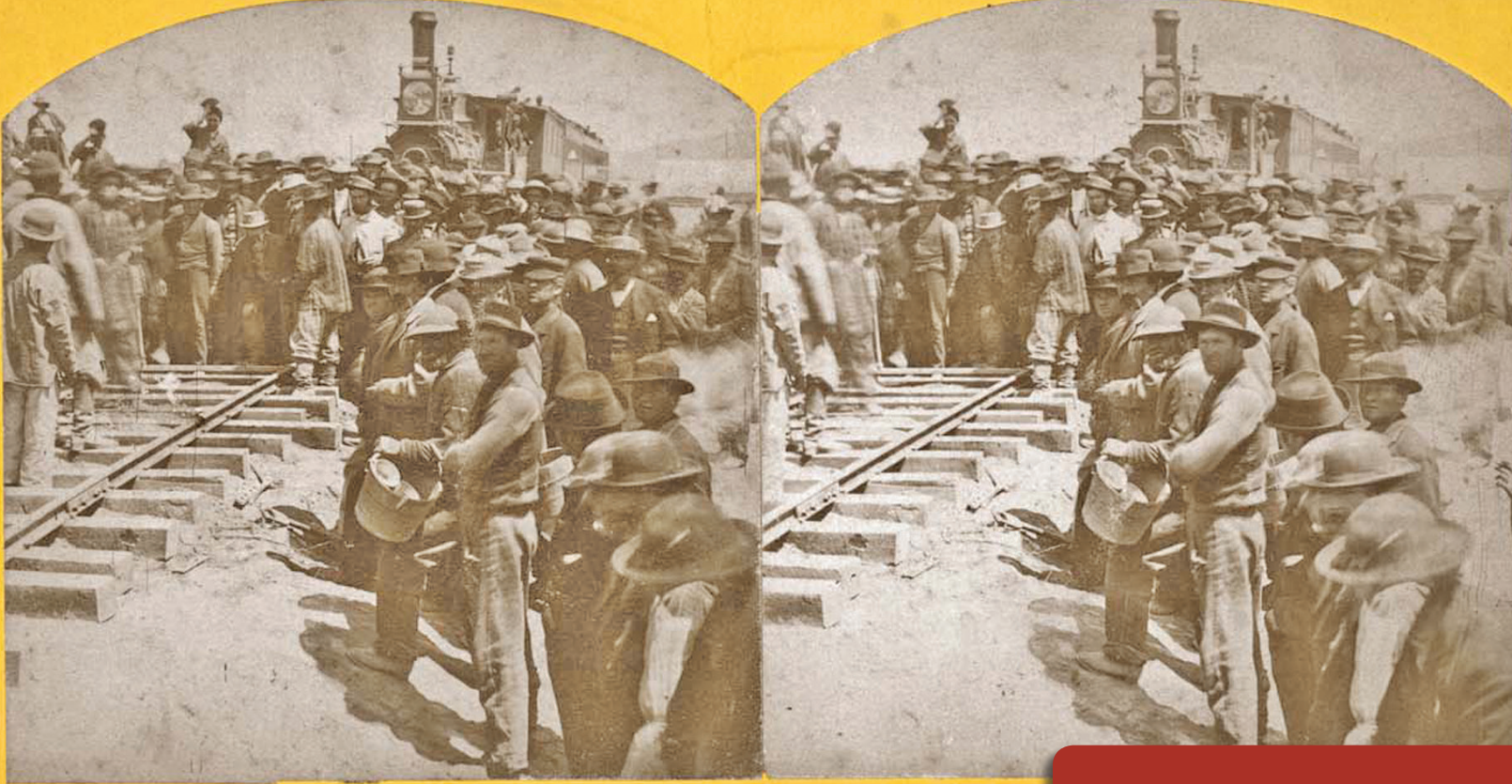
\*Central Pacific Railroad Photograph History Museum, <http://cprh.org/Museum/Done!.html>





SET 7

SLIDE 2



There were speeches, and celebrations, and food to enjoy. It was a memorable occasion with many people in attendance. No one knows for sure how many, but estimates range from 500–600 people. Celebrations happened in other places as well, as this was a joyous occasion for all of America. Today you can visit the Golden Spike National Historic Site and see a re-creation of the two steam locomotives coming together for this national event.

Golden Spike National Historic Site  
<http://www.nps.gov/gosp/>

Do you think the building of the Transcontinental Railroad was a remarkable feat? Why or why not?  
(connecting)





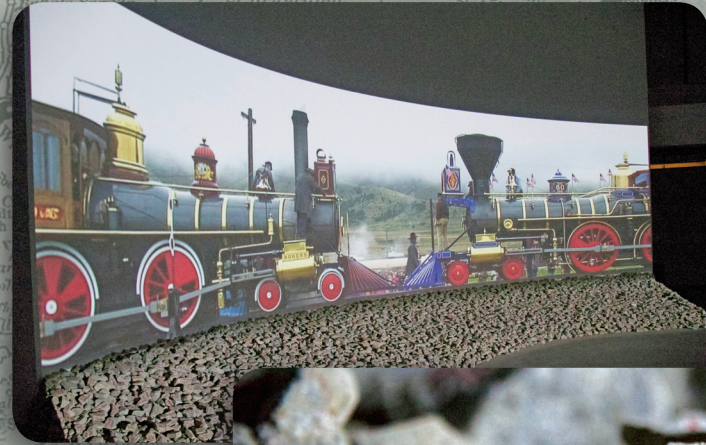
SET 7

SLIDE 3



## Why is it important to remember the workers?

Artist Zhi Lin wanted to remember the Chinese workers, so he created artwork to honor their work. On each rock, a worker's name is written. Often stories of our history overlook important contributions of the people who helped make that history. In this artwork, the artist shines a light on the Chinese railroad workers and celebrates their amazing contribution.







# The Transcontinental Railroad

## Reading Tips

Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"><li>1. Think about what you want to know and what you already know.</li><li>2. Read the text and think: What is the “big idea” here?</li><li>3. Look for information that is important to the big idea. Some facts are interesting but not important.</li><li>4. The details you find may cause you to change your big idea.</li></ol>
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"><li>1. Think about what you want to know.</li><li>2. Choose two events or ideas to compare and contrast.</li><li>3. List important information about one event or idea.</li><li>4. For each item on the list, look for information about how the other idea is the same or different.</li><li>5. Look for clue words such as “similarly,” “also,” and “however.”</li></ol>
Making inferences	Use it to understand information not stated directly in the text, or to “read between the lines.”	<ol style="list-style-type: none"><li>1. Think about what you want to know and what you already know.</li><li>2. Look for clues in the text that give you new information.</li><li>3. Compare this new information with what you already know to figure out what the author is saying.</li></ol>
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"><li>1. Think about what new information you want to remember.</li><li>2. Think about what you already know.</li><li>3. Look for connections between the new information and what you already know from experience or reading.</li><li>4. These connections will help you remember the new information.</li></ol>
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"><li>1. Think about what information you need to find.</li><li>2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.</li><li>3. When you find what you’re looking for, slow down and read carefully.</li></ol>
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"><li>1. Think about what you want to know and what you already know.</li><li>2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.</li><li>3. Search for the specific information you want.</li><li>4. Put the information into words to help you understand the visual.</li></ol>