

TASK CARDS

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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.

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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.

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

EPISODE 2

TEACHING MASTER

T3
CONT.

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

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 . . .

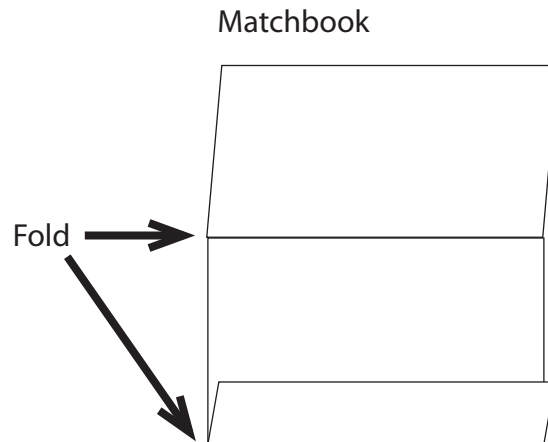
(Challenges) Even though I am hopeful about this adventure, there are so many challenges to overcome. The challenges . . .

(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.

* 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

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Earnings \$16.87

<p>Name: _____</p> <p>Job: Blacksmith</p> <p>Wage \$1.53 x 30 days = \$45.90</p> <p>Monthly Expenses</p> <table style="width: 100%;"> <tr> <td>Ship transportation:</td> <td style="text-align: right;">\$1.66 (\$40.00 paid over 2 yrs.)</td> </tr> <tr> <td>Interest on loan for transportation</td> <td style="text-align: right;">.14 (3.20 paid over 2 yrs.)</td> </tr> <tr> <td>Food purchase share</td> <td style="text-align: right;">6.00</td> </tr> <tr> <td>Herbal medicine</td> <td style="text-align: right;">1.50</td> </tr> <tr> <td>Headman fee</td> <td style="text-align: right;">2.00</td> </tr> <tr> <td>Letter writer</td> <td style="text-align: right;">.50</td> </tr> <tr> <td>Association fee</td> <td style="text-align: right;">1.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Total expenses</td> <td style="text-align: right;">\$12.80</td> </tr> <tr> <td>Earnings</td> <td style="text-align: right;">\$33.10</td> </tr> </table>	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	<hr/>		Total expenses	\$12.80	Earnings	\$33.10	<p>Name: _____</p> <p>Job: Tea Carrier</p> <p>Wage \$.66 x 30 days = \$19.80</p> <p>Monthly Expenses</p> <table style="width: 100%;"> <tr> <td>Ship transportation:</td> <td style="text-align: right;">\$1.66 (\$40.00 paid over 2 yrs.)</td> </tr> <tr> <td>Interest on loan for transportation</td> <td style="text-align: right;">.14 (3.20 paid over 2 yrs.)</td> </tr> <tr> <td>Food purchase share</td> <td style="text-align: right;">6.00</td> </tr> <tr> <td>Herbal medicine</td> <td style="text-align: right;">1.50</td> </tr> <tr> <td>Headman fee</td> <td style="text-align: right;">2.00</td> </tr> <tr> <td>Letter writer</td> <td style="text-align: right;">.50</td> </tr> <tr> <td>Association fee</td> <td style="text-align: right;">1.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Total expenses</td> <td style="text-align: right;">\$12.80</td> </tr> <tr> <td>Earnings</td> <td style="text-align: right;">\$7.00</td> </tr> </table>	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	<hr/>		Total expenses	\$12.80	Earnings	\$7.00
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<p>Name: _____</p> <p>Job: Headman</p> <p>Wage \$1.00 x 30 days = \$30.00</p> <p>Fee from workers \$2.00 x _____ = \$ (\$.20 per worker)</p> <p>Monthly Expenses</p> <table style="width: 100%;"> <tr> <td>Ship transportation:</td> <td style="text-align: right;">\$1.66 (\$40.00 paid over 2 yrs.)</td> </tr> <tr> <td>Interest on loan for transportation</td> <td style="text-align: right;">.14 (3.20 paid over 2 yrs.)</td> </tr> <tr> <td>Food purchase share</td> <td style="text-align: right;">6.00</td> </tr> <tr> <td>Herbal medicine</td> <td style="text-align: right;">1.50</td> </tr> <tr> <td>Letter writer</td> <td style="text-align: right;">.50</td> </tr> <tr> <td>Association fee</td> <td style="text-align: right;">1.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Total expenses</td> <td style="text-align: right;">\$10.80</td> </tr> <tr> <td>Earnings</td> <td style="text-align: right;">\$19.20</td> </tr> </table>	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	<hr/>		Total expenses	\$10.80	Earnings	\$19.20
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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://cpr.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
Contributions to the group: I provided useful ideas to the group to accomplish a task.			
Problem solving: I suggested solutions to problems, both in how to work effectively as a group and how to accomplish the task.			
Task focus: I stayed focused on the task and did my fair share of the work.			
Working with others: I listened to other's ideas. I was willing to compromise in order to accomplish the task.			
Attitude: 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: _____

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.			