

RAILROADS: HISTORY THROUGH MUSIC

Grade Level: 2

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Length of Unit 6 lessons

I. ABSTRACT

This 6 lesson unit is intended to supplement students' social Studies lessons of Western Expansion, expose students to a variety of railroad work songs and understand that music can often explain various historical events. Students will sing railroad work songs, learn about famous people associated with the first railroads, explore the importance of other cultures in building the first transcontinental railroad, and relate the events of building such a railroad to science, writing, performance, technology, dance, art and math. No prior student knowledge is needed to conduct this unit. Assessments will consist of one written exam and a choice of one culminating activity (from a selection of 6).

II. OVERVIEW

A. Kentucky Learning goals and Academic Expectations:

1. 1.2 Students make sense of the variety of materials they read.
2. 1.14 Students make sense of ideas and communicate ideas with music.
3. 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

B. Content from the *Core Knowledge Sequence*

1. Casey Jones (songs)
2. I've Been Working on the Railroad (songs)
3. John Henry (songs)
4. Western Expansion: the Transcontinental Railroad
5. "Easier said than done" (sayings)
6. "Where there's a will, there's a way" (sayings)
7. American Folk Heroes and Tall tales: John Henry, Casey Jones
8. Produce written work with a beginning, middle and end.
9. Seasonal cycles
10. Know that one foot equals 12 inches
11. Know abbreviations ft, and in.

C. Skill Objectives

1. Core Content (Kentucky Standards)
 - a. AH-E.1.1.12 Create simple rhythmic accompaniments to given melodies
 - b. AH-E.1.1.25 Recognize and demonstrate the relationship between elements of music and expressive qualities of movement.
 - c. AH-E.1.1.35 Form: verse/chorus.
 - d. AH-E.1.2.32 Identify and discuss styles of music (including work songs).
2. Knowledge
 - a. Who were important historical figures concerning western expansion and the transcontinental railroad?
 - b. Define the following vocabulary words: seasons, work songs,

- tall tales, feet, inches, verse and chorus.
3. Comprehension
 - a. Sing the songs: Casey Jones, I've Been Workin' on the Railroad, John Henry, Drill Ye Tarries, and Riding on the New River Train.
 - b. Read materials related to the railroad development, and recall important facts.
 4. Apply
 - a. Tell what would happen if the transcontinental railroad had not been constructed.
 - b. Tell how, when, where and why the transcontinental railroad was built.
 - c. Apply the meaning of familiar sayings to railroad history.
 5. Analysis
 - a. What was the motivation behind the construction of the transcontinental railroad?
 - b. What forms are used in various railroad work songs.
 6. Synthesis or culminating performance options.
 - a. Art: make story books with pictures about the transcontinental railroad. Include 2 or more of the following in your story: Indians, Chinese, weather conditions, buffalo, John Henry, Casey Jones.
 - b. Math: Build a railroad track that is 1 foot 6 inches long using Popsicle sticks. Include one trestle in your construction.
 - c. Dance/Music: Perform a concert that features four railroad songs; each song must be preceded by a spoken introduction about the song; one song must use an instrument or instruments to accompany the singing, another song must have dance movements to accompany the singing.
 - d. Social Studies/Technology: Using the computer, find pictures of today's railroads (ex: Amtrack); tell two ways that today's railroads are the same as those in the 1800's and two ways that they differ.
 - e. Writing: write a poem, song or play about either John Henry or Casey Jones. Be sure to include why they are important American figures in history. Perform the composition for the class.
 - f. Science: Write a paper, or explain in pictures how each of the following posed a problem in the construction of the transcontinental railroad: rattlesnakes, landslides, avalanches, mountains, rivers, snowdrifts and seasonal changes.

III. BACKGROUND KNOWLEDGE

- A. Teachers:
 1. Hirsch, Jr. E.D. (1991). *What Your Second Grader Needs to Know*. New York: Dell Publishing. ISBN 0-385-31464-7
 2. Leonard Matthews. (1989). *The Wild West in American History: Railroaders*. Florida: Rourke Publications Inc. ISBN 0-86625-366-1.
- B. Students

No prior background knowledge required.

IV. RESOURCES

A. Audio

1. Flora, Sherrill B. Learning More Singable Songs with Raffi. Michigan: Instructional Fair-TS Denison, 1997. SBN 1-56822-571-7.

B. Books

1. Hirsch, E.D., Kett, Joseph F., Trefil, James. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin Co, 1993, ISBN 0-395-65597-8.
2. Johnston, Marianne. *Casey Jones*. New York: Rosen Publishing Inc, 2001. ISBN 0-8239-5582-6.
3. Matthews, Leonard. *The Wild West in American History: Railroaders*. Florida: Rourke Publications Inc. ISBN 0-86625-366-1
4. Zorn, Steven. *Classic American Folk Tales*. Ontario: Armand Eisen General Publishing Co. ISBN 1-56138-062-8.

C. Websites

1. http://www.ibiblio.org/john_henry/folk.html
2. <http://arts.ucsc.edu/gdead/agdl/kcj.html>

V. LESSONS

Lesson One: The First Transcontinental Railroad: Easier said than done.

A. Daily Objectives:

1. Concept Objectives
 - a. Students make sense of the variety of materials they read.
 - b. Students make sense of ideas and communicate ideas with music.
2. Lesson Content
 - a. Western Expansion: the Transcontinental Railroad
 - b. "Where there's a will, there's a way." (sayings)
 - c. "I've Been Working on the Railroad." (songs)
3. Skill Objectives
 - a. Sing the song "I've Been Working on the Railroad."
 - b. Read materials related to the railroad development, and recall important facts.
 - c. Tell how, when, and where the transcontinental railroad was built.
 - d. What was the motivation behind the construction of the transcontinental railroad?

B. Materials

1. Appendix A and B
2. Piano
3. Song "I've Been Working on the Railroad."
4. Map of the United States
5. Overhead Projector
6. Transparencies of pictures regarding railroad construction.

C. Key Vocabulary

1. Work songs: songs that sailors, railroad workers, slaves and other workers sing while working to pass the time, keep their mind focused on the job, remember the directions of their work and to keep their moods happy.
2. Transcontinental Railroad: the first railroad built in America that allowed people to travel from east to west entirely by train.
3. Western expansion: a time during the 1800's when citizens of America

began to move west to live and settle the land.

D. Procedures/Activities

1. Open discussion: In the early 1800's, how would you travel from New York to California?
2. Show overhead projector image of United States map. Point out where New York is and where California is.
3. Brainstorm the possibilities of travel before the railroad was built.
4. Why would our ancestors wish to build a railroad that connected eastern United States to Western United States?
5. Read Chapter One of Appendix A.
6. Discuss the saying: "Where there's a will, there's a way"
7. View images of early railroad construction on overhead projector.
8. Teach song: I've Been Working on the Railroad.

E. Evaluation/Assessment

1. Open discussion.
2. Group singing
3. Follow-up questions of reading.

Lesson Two: Immigrants and their contributions

A. Daily Objectives

1. Concept Objectives
 - a. Students make sense of the variety of materials they read.
 - b. Students make sense of ideas and communicate with music.
2. Lesson Content
 - a. Western Expansion: the transcontinental railroad
 - b. Chinese influence
3. Skill Objectives
 - a. Who were important historical figures concerning western expansion and the transcontinental railroad?
 - b. Sing the song: Drill Ye Tarriers.

B. Materials

1. Overhead projector
2. Transparencies containing images of railroad construction
3. Piano
4. Song: Drill Ye Tarriers
5. Appendix A and B
6. Map of United States

C. Key Vocabulary

1. terrier (tarrier): a small animal that hunt and burrow through land. When the transcontinental railroad was built, Chinese workers were nicknamed this because they could burrow through land so quickly and because they were so small.
2. Mountains: large pieces of land that are usually steep and made of rock
3. Avalanche: when snow and rock fall from the side of a mountain.
4. Dynamite : explosives that workers used when building the transcontinental railroad to blast through rock and land.
5. Work song (review from lesson 1)

D. Procedures/Activities

1. Teach song: Drill Ye Tarriers.
2. What do you think the word "tarriers" is referring to?
3. Explain meaning and introduce the Chinese/Irish influence on the

- construction of the transcontinental railroad.
- 4. Read Appendix A, Chapter 2.
- 5. Using overhead projector, show images of Chinese/Irish laborers blasting through mountains using dynamite and baskets.
- 6. Answer follow-up questions at the end of Chapter 2.

E. *Evaluation/Assessment*

- 1. Follow-up questions (class response)
- 2. Singing Drill Ye Tarriers.

Lesson Three: Mother Nature, Landforms, and other setbacks.

A. *Daily Objectives*

- 1. Concept Objectives
 - a. Students make sense of the variety of materials they read.
- 2. Lesson Content
 - a. Sayings: “Easier said than done.”
 - b. Seasonal cycles
 - c. Avalanche, landslide, heat waves.
 - d. Produce written work with a beginning middle and end.
- 3. Skill Objectives
 - a. Read materials related to the railroad development, and recall important facts.
 - b. Apply the meaning of familiar saying to railroad history.

B. *Materials*

- 1. Overhead projector
- 2. Transparencies of images of workers in inclement weather.
- 3. Transparencies of Indians and buffalo obstructing progress.
- 4. Appendix A.
- 5. Crayons
- 6. Drawing paper

C. *Key Vocabulary*

- 1. Seasonal cycles: winter, spring, summer and fall
- 2. Natural disasters: avalanches, volcanoes, tornados, and any other disasters caused by Mother Nature.
- 3. Land forms: various types of land including: deserts, mountains, plains, ranges, forests etc.

D. *Procedures/Activities*

- 1. Show map of United States on overhead projector. Ask class: What types of landforms would you find between New York and California?
- 2. Record ideas on board. Next, pose the question, “how could each of these landforms make building a railroad difficult?” Introduce the words natural disasters, landslides and avalanche.
- 3. What are the four seasons that the workers had to continue working through? List on board with room to elaborate between each. What are some challenges that workers would face in each season? List on board.
- 4. What are some dangerous animals or reptiles that workers might encounter when building the railroad? List on board. How would they protect themselves from such creatures?
- 5. Read Appendix A, Chapter 3.
- 6. Pass out drawing paper and crayons. Divide class into pairs. Ask each pair to depict, through art, a challenge that a landform, season or animal might pose when constructing the railroad. Be sure to assign each group

- a different topic so that all facets of the earlier discussion are covered.
7. Write a paragraph that begins with this sentence: Building the transcontinental railroad was ‘easier said than done’. Workers had to keep working even though...(and they complete any following sentences).
 8. Display work in hallway or classroom.

E. *Evaluation/Assessment*

1. Discussions/Brainstorming
2. Artwork/Writing

Lesson Four: American Heroes and Legends of the Railroad

A. *Daily Objectives*

1. Concept Objectives
 - a. Students make sense of the variety of materials they read.
 - b. Students make sense of ideas and communicate ideas with music
2. Lesson Content
 - a. Song: Casey Jones
 - b. Song: John Henry
 - c. American Folk Heroes and Tall Tales
 - d. Song: Riding on that New River Train
3. Skill Objectives
 - a. Who were important historical figures concerning western expansion and the transcontinental railroad?
 - b. Sing songs: Casey Jones and John Henry.
 - c. What forms are used in various railroad songs?

B. *Materials*

1. Piano
2. Song: John Henry
3. Song: Casey Jones
4. Overhead projector
5. Transparencies on forms of music, John Henry and Casey Jones
6. Crayons
7. Pencils
8. Appendix A, Chapter 4.

C. *Key Vocabulary*

1. John Henry: a legend famous for driving railroad spikes with a hammer, faster than a steam engine could. He “died with a hammer in his hand.”
2. Casey Jones/American hero: a legendary train conductor who warned a small town about an unstoppable crash. He died with one hand on the brake and one on the whistle trying to save as many lives as he could with his efforts.
3. Hero: a courageous person who is known even after their death.
4. Tall tales: a story that is well-known but not true.
5. Musical form: how a song or piece of music is put together. Form is identified by letters such as: AB, ABA, ABACA.
6. Verse/Refrain: a form of music that tells a story through its verses and repeats a melody between verses (the refrain).

D. *Procedures/Activities*

1. Using Appendix A, Chapter 4, read about Casey Jones and John Henry.
2. Discuss the words “tall tales” and “American Heroes.” Which of these men would appear to be a tall tale? After the reading, can you determine

- if he was real or a tall tale? Why would Casey Jones be a good hero?
3. Learn songs, and sing several times. Pay close attention to the refrain.
 4. Using the overhead projector and transparencies of the songs, analyze the form of each song. Use words like verse and refrain, AB form, chorus etc. Why were songs like this made up and passed down from generation to generation?
 5. Pick one of the two men studied today. Using crayons, pencils and drawing paper, make up an additional verse to add to each man's song. Draw a picture to illustrate your verse.
 6. Complete worksheet on musical form.

E. *Evaluation/Assessment*

1. Discussion
2. Drawings, written verses
3. Follow-up questions

Lessons Five and Six: Railroads and History--My Interpretations

A. *Daily Objectives*

1. Concept Objectives
 - a. In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
2. Lesson Content
 - a. Conglomeration of previous content covered in this unit.
3. Skill Objectives
 - a. Art: make story books with pictures about the transcontinental railroad. Include 2 or more of the following in your story: Indians, Chinese, weather conditions, buffalo, John Henry, Casey Jones.
 - b. Math: Build a railroad track that is 1 foot 6 inches long using Popsicle sticks. Include one trestle in your construction.
 - c. Dance/Music: Perform a concert that features four railroad songs; each song must be preceded by a spoken introduction about the song; one song must use an instrument or instruments to accompany the singing, another song must have dance movements to accompany the singing.
 - d. Social Studies/Technology: Using the computer, find pictures of today's trains (for example, Amtrack); describe two ways that today's railroads are the same as those in the 1800's and describe two ways that they differ.
 - e. Writing: write a poem, song or play about either John Henry or Casey Jones. Be sure to include why they are important American heroes in history. Read the composition for the class.
 - f. Science: Write a paper, or explain in pictures how 5 of the following posed a problem in the construction of the transcontinental railroad: rattlesnakes, landslides, avalanches, mountains, rivers, snowdrifts and seasonal changes.

B. *Materials*

1. Crayons
2. Pencils
3. Paper
4. Computers
5. Appendix copies for student reference
6. Classroom instruments
7. Popsicle sticks
8. Glue
9. Picture of a trestle
10. Appendix D-F: scoring rubric for each culminating activity.

C. Key Vocabulary

1. Foot: a measurement that is 12 inches long.
2. inch: a measurement; it takes twelve inches to make one foot.
3. Review of all other vocabulary words in this unit.

D. Procedures/Activities

1. Allow each student to select an activity that best suits their strengths as a learner. Students with similar interests will work together on one big culminating activity. Some students may have to settle for their second choice in order to have all culminating activities represented.
2. Circulate from group to group, assisting and guiding as needed while groups prepare their culminating activity.
3. Use Lesson 5 and 6 to prepare activities.
4. Make an appointment with a 1st grade class to perform the culminating activities, collectively as a class. While students are performing for an audience, complete their assessment rubrics and scoring.
5. Videotape the final production as it is performed for the 1st graders. View the tape during the next music class and use the viewing to help students fill out their self-evaluation and peer-evaluation.

E. Evaluation/Assessment

1. Rubric/Scoring guide of performance
2. Self-evaluation
3. Peer-evaluation

VI CULMINATING ACTIVITY

Please refer to Lessons 5 and 6 under skills objectives.

VII. HANDOUTS/WORKSHEETS

A. Reading Material

1. Appendix A-G
 - a. Appendix A: Reading material
 - b. Appendix B: Follow-up response booklet
 - c. Appendix C: Musical form worksheet
 - d. Appendix D: Scoring rubrics for culminating activities
 - e. Appendix E: Self-evaluation\
 - f. Appendix F: Peer evaluation
 - g. Appendix G: Multiple Choice test
2. Overhead projector sheets
3. Railroad Song Book (teachers make this)
4. Picture Album (teachers can make these themselves)

B. Writing Material

1. Paper for storytelling

2. Musical form worksheet
 3. Follow-up question response sheet.
- C. Assessments
1. Self-evaluation
 2. Peer evaluation
 3. Multiple choice cumulative test
 4. Scoring guide and rubrics for culminating activities

VIII. BIBLIOGRAPHY

- Bennett, William J. *The Children's Book of America*. New York: Simon & Schuster Children's Publishing Division, 1998. ISBN 0-439-45855-2.
- Flora, Sherrill B. *Learning More Singable Songs with Raffi*. Michigan: Instructional Fair-TS Denison, 1997. SBN 1-56822-571-7.
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- Raph, Theodore. *The American Song Treasury: 100 Favorites*. New York: Dover Publications, Inc. 1964, ISBN 0-486-25222-1.
- Wheeler, Keith. *The Railroaders*. Canada: Time Inc. 1973, ISBN 73-84316,
- Zorn, Steven. *Classic American Folk Tales*. Ontario: Armand Eisen General Publishing Co. 1992. ISBN 1-56138-062-8
- <http://www.pbs.org/wgbh/amex/iron/index.html>.
- http://ibiblio.org/john_henry/folk.html
- <http://arts.ucsc.edu/gdead/agdl/kcj.html>
- <http://www.taco.com/roots/caseyjones.html> s

Appendix A: Reading Material

Chapter 1: the beginning

Try to imagine the west with no people living there. In the 1800's, there were very few people who did. It was hard to travel from the east to the west. There were no planes, trains, cars or trucks. A group of men decided to build a transcontinental railroad. This railroad would connect the eastern states to the western states.

One group of builders were called the Union Pacific. They would begin building in Nebraska and build west. They began in December of 1863. Another group of builders were called the Central Pacific. They would begin to build in California and build east. They began in January of 1863.

The group of builders who reached the California-Nebraska border first could keep building until it reached the other side of the tracks. Each group wanted to build the most. For every mile of track they laid, the company would get 20 square miles of land.

Working on the railroad was very hard. The men had to lift rails that were 28 feet long and weighed over 400 pounds. Do you know how many inches 28 feet is? Can you think of something that might weigh 400 pounds? Imagine trying to lift it over and over again for 6 years.

A cart that carried 16 rails would move ahead of the workers. It was pulled by a horse. Pairs of men would drop a rail onto the ties when a foreman told them to. Other men would space the rails 4' 8½" apart. More men would fix the rails in place with clamps. Finally, spike men would knock down the spikes. John Henry was a famous spike driller. We'll talk about him in chapter 4.

The workers lived in railroad cars while they worked. Remember, in the west, there were no hotels or homes to sleep in because very few people lived there. There was a work train that carried supplies and tools. There were boxcars where the workers slept. There were also dining cars where the workers ate.

Chapter 2: Immigrants

Do you know what an immigrant is? It is someone from a different country who comes to America to live and work. Many immigrants were able to work on the railroad during the 1860's. American men were interested in mining for gold and silver. They also wanted \$2.00 per day for their work. Chinese immigrants only asked to be paid \$1.00 per day to work. Who would you hire? The Central Pacific hired over 3000 Chinese workers.

The Chinese were very smart and very small. At first, other workers laughed at the Chinese because they were so small. That is, until they had to blast through Cape Horn.

Cape Horn was a big cliff above a river that the railroad track could not go around. There was no way to keep building unless the workers carved a roadbed out of the cliff. This was dangerous because the workers had to blast through rock while on a high cliff.

The Chinese wanted to do this job. They made baskets to lower themselves down the cliff. One worker would be lowered, set off dynamite in the cliff, and other workers would quickly pull the basket up before the dynamite exploded. Many times when the Chinese tried this, the basket could not be pulled up in time. This is where the saying "Not a Chinaman's chance" comes from.

The Union Pacific had immigrants to help them too. They did not hire Chinese workers though. They hired German, Irish and English immigrants. As they dug tunnels across the prairie, they looked like prairie dogs. They were given the name terriers. A terrier is a kind of prairie dog.

Chapter 3: Mother Nature, Landforms and other setbacks

When the seasons change, we are prepared. We have cool rooms to go to when the summer is hot. We have warm stoves, homes and blankets to use in the winter when it is cold. But the seasons were very hard to live through in the west. Remember, there were no homes there and no protection from the hot and cold seasons. The railroad workers did not stop working though.

Winter was the worst for the Central Pacific crew. When it snowed, it would cover up the roadbeds that the workers were building on. There were no salt trucks to scoop away the snow like there is in our town. Avalanches would sweep away camps, tools and rails. Sometimes they had to blast open the soil because it had frozen so hard. Other times, men would live in tunnels under the snow until it melted away.

As the snow melted, it would fall down mountains and flood the ground they worked upon. Sometimes, miles of track that was already built would be swept away by the falling snow.

During the summer, storms could brew up very fast. Hard rains would fall. Thunder and lightning were scary because the workers had no safe place to go during storms.

Animals were also a problem. Buffalo roamed the plains of the west. They follow a leader. If the

head buffalo ran across the tracks, the herd would cross too. Sometimes there were stampedes. Again, the men had no where to go.

There were also rattlesnakes. Wyoming had the most. Crews had to send in boys with guns to shoot away the snakes from a path before they could work on it.

Finally, there were Indians. Long before people were trying to settle the west, Indians already lived there. Americans stole Indian land to build this railroad. Indians were not happy about Americans taking over their land. Sometimes they would shoot at passing trains and workers.

Chapter 4: American Heroes and Legends of the Railroad

John Henry was a steel-drivin man. He drove spikes into cross-ties to hold the rails down. He used his hammer to drive holes in rocks so that dynamite could be pushed inside.

While John Henry was working one day, a man came trying to sell a steam drilling machine. John Henry said that he could drive steel faster than the steam drill. A contest was planned.

The steam drill was in the lead when John decided to catch his breath. Things were looking bad for John. Later, the steam drill broke down. While it was being fixed, John had a chance to catch up.

But when the steam drill was going again, John was getting tired.

“TIME!!!” called the captain. The race was over. The judges measured the feet drilled into the rock. The steam drill drove 9 feet.

But John beat the drill. He drove 15.

After they announced the winner, John Henry laid down his hammer and he died.

Even after everyone began using steam drills, men still talked and sang about John Henry. He is still an American legend and hero.

Casey Jones was another American hero. Casey could blow a whistle like no other. It would begin softly then crescendo, then decrescendo. People knew he was driving a train by his whistle.

One night, one of his friends was sick and didn't feel well enough to drive his route. Casey had just finished his, but volunteered to take his friend's route anyway. He and his friend Sam Webb took off around 11:00 at night.

Later on, they saw some railroad cars on the side of the tracks. He thought he would pass them, as he had done in the past. But part of the train wasn't all of the way off the track. Casey was going too fast to stop. He could not avoid hitting the other train that was in his way.

Casey said “save yourself Sim...JUMP!” Sim jumped off the train.

Casey threw the train in reverse and laid on the air horn. He was trying to warn everyone to get out of the way.

Casey crashed and died with one hand on the whistle cord and the other on the air brake lever. For this reason, many people still consider Casey Jones an American hero today.

Chapter 5: Afterwards

After all the building and track-laying, when the two trains met, neither stopped building. No stopping place had been set. Finally, in 1869 the 2 tracks agreed to join tracks at Promontory Utah. This was 6 years after starting.

After the train was built, people used the train to move west. Cowpunchers started to move their cows west by train. Many immigrants from Europe traveled by train to settle the west. Towns began to spring up around train depots. Cowtowns became popular too. These were towns that cowboys visited before returning to their ranches.

Other railroads branched off of the transcontinental. Before long there was a railroad route that could take somebody almost anywhere in the United States. Finally, the west was being settled.

Appendix B: Follow-up response questions

Chapter One

1. What would builders receive for each mile of track they built?
2. Why did America need a transcontinental railroad?
3. What were some jobs that a person could choose from if working for the railroad company?

Chapter Two

1. Why did railroad companies hire immigrants to help build the railroad?
2. How did the Chinese blast through rocks?
3. Why were Union workers called “tarriers?”
4. Where does the phrase “not a Chinaman’s chance” come from?

Chapter Three

1. Why did the Indians try to resist a railroad being built in the west?
2. How did buffalo pose a problem for railroad workers?
3. What were some weather conditions railroad workers faced?
4. What landforms did workers have to build around?
5. What does the saying “easier said than done” mean?

Chapter Four

1. Describe Casey Jones’s train whistle sound.
2. Why was Casey driving a train at night when he crashed?
3. Why is he still considered a hero?
4. What did John Henry compete against?
5. Who won?
6. Why do people still talk about John Henry today?

Unit Follow-up

1. How would life be different today if railroads had not been built?
2. How did towns start to spring up in the west?
3. In what decade did railroad building begin to flourish?
4. What war was occurring during the building of the transcontinental railroad?
5. Why did both railroad companies continue building even after they could have connected?

Appendix C: Musical Form Worksheet

(teacher will create a form worksheet that best suits their classroom needs--I will provide the one I used when presenting on Saturday)

Appendix D: Scoring guides for culminating activities.

Art: make story books with pictures about the transcontinental railroad. Include 2 or more of the following in your story: Indians, Chinese workers, weather conditions, buffalo, John Henry Casey Jones.

Score Descriptors

- | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Student completes a story book that includes, but is not limited to, two of the topics listed above. The stories indicate that the student has a keen sense of knowledge from lessons studied. Pictures are included, but are not scored by quality. They are scored by their ability to relate the story. |
| 3 | Student complete a story book that includes two topics, but are not chosen from the required list. The stories indicate average amounts of knowledge gained from the lessons studied. Some pictures are included, but may not relate to the story. |
| 2 | Students complete a story book that includes one topic which may or may not be from the required list. The stories indicate minimal amounts of knowledge gained from the lessons studied. Few, if any pictures are included. |
| 1 | Story is incomplete. OR Student's response shows no knowledge retained from the lessons studied. No pictures are included in the story. |

Math: Build a railroad track that is 1' 6" long, using Popsicle sticks. Include a trestle in your construction

Score Descriptors

- | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Student completes a railroad track that is 1 foot 6 inches long. It includes a structure that resembles a trestle. |
| 3 | Student completes a railroad track that is not equal to 1 foot 6 inches long. It includes a structure that resembles a trestle. OR Student builds a railroad track that is 1 foot 6 inches long, but includes no attempt at a trestle. |
| 2 | Student builds a railroad that is not 1 foot 6 inches long and makes no attempt to include a trestle. |
| 1 | No attempt is made to construct either a track or trestle. |

Dance/Music: Perform a concert that features four railroad songs; each song must be preceded by a spoken introduction about the story behind the song; one song must use an instrument or instruments to accompany the singing, another song must have dance movements to accompany the singing.

Score Descriptors

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Student performs a concert of 4 railroad songs, each of which has a comprehensive historical introduction preceding it. One song includes a dance, and one song uses instrument (s). |
| 3 | Student performs a concert of 4 railroad songs, some of which are introduced by some form of an introduction. The performance includes instruments or dance, but one might be missing one or the other. (They may dance, but not use instruments, or vice versa). |
| 2 | Student performs less than 4 songs, a minimal amount of introduction is prepared and one or the other of dancing and instruments may be missing. |
| 1 | No attempt is made to complete the task. |

Social Studies/Technology: Using the computer, find 2 pictures of today's trains (for example, Amtrack); tell two ways that today's railroads are the same as those in the 1800's and two ways that they differ.

Score Descriptors

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Student finds two pictures of modern day trains; two similarities and two differences, that are logical, are stated. The computer was the source of the pictures. |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 3 Student finds two pictures of modern day trains; two similarities and 1 difference is stated (or vice versa) that are logical, are stated. The computer was the source of the pictures.
- 2 An attempt was made to find two pictures of modern day trains, but the source may not have come from the computer. Finding similarities and differences are attempted, but do not make sense.
- 1 No attempt is made to complete the assignment.

Writing: Write a poem, song or play about either John Henry or Casey Jones. Be sure to include why they are important American heroes in history. Read/Perform the composition for the class.

- | Score | Description |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Student creates a poem, song or play about one of the two choices. The composition includes relevant information about why the individual is considered an American hero in history. The composition is performed for the class. |
| 3 | Student creates a poem, song or play about one of the two choices. The composition includes information about why the individual is considered an American hero in history, but the information is not completely accurate. The composition is performed for the class. |
| 2 | Any of this combination is submitted: the composition is not original, or is not about one of the two choices, or is not accompanied by information regarding the history of the individual or it is not performed for the class. |
| 1 | No attempt is made to complete the assignment. |

Science: Write a paper, or explain in pictures how 5 of the following posed a problem in the construction of the transcontinental railroad: rattlesnakes, landslides, avalanches, mountains, rivers, snowdrifts and seasonal changes.

- | Score | Description |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Student accurately explains, either in pictures or words, how 5 of the choices posed a problem in the construction. |
| 3 | Student explains, with some degree of accuracy, either in pictures or words, how 4 or 5 of the choices posed a problem in the construction. |
| 2 | Student explains, with some degree of accuracy, either in pictures or words, how 3 or less of the choices posed a problem in the construction. |
| 1 | No attempt is made to complete the assignment |

Appendix E: SELF EVALUATION

NAME _____

TEACHER _____

Put a ☺ face beside each sentence that is true.

Put a ☹ face beside those that are not true.

1. I know some stories about how railroads were built.
2. I know why the first railroads were built.
3. I can tell my parents some facts about 1800's railroads.
4. I did my best on the group project.
5. My group worked as hard as I did on our project.

Fill in the blank

1. My favorite topic about the unit was this:

2. Something that surprised me about railroads is this:

3. I did not like studying about this:

Appendix F: Peer Evaluation

Your name _____

Who are you evaluating? _____

Put a ☺ face beside any sentences that are true.

Put a ☹ face beside those that you do not feel are true.

1. He/she worked as hard as everyone else in the group.
2. He/she was easy to work with in our group.
3. He/she gave the group a chance to share ideas.
4. He/she came up with good ideas.
5. I liked working with this person.
6. If you could give this person a grade, what would it be?
 - A-the best
 - B-good
 - C-okay
 - D-not very good

Appendix G: Multiple Choice Test

Name: _____

Teacher: _____

1. In what decade was the first transcontinental railroad built?
 - A 2000's
 - B 1900's
 - C 1800's
 - D 1700's
2. Who made baskets to use on cliffs?
 - A John Henry
 - B Irish
 - C Casey Jones
 - D Chinese
3. An avalanche would sometimes wipe away tools, men and tracks. What is an Avalanche caused by?
 - A tornado
 - B falling snow
 - C earthquake
 - D wind
4. What would workers most likely encounter during the summer?
 - A snow
 - B avalanche
 - C cold
 - D tornados
5. Who died with a hammer in his hand?
 - A John Henry
 - B Casey Jones
 - C Chinese
 - D Sims
6. Railroad companies had cars where men slept. What were they called?
 - A work trains
 - B box cars
 - C dining carts
 - D conductor
7. Which song is about Union Pacific "plains" workers?
 - A I've been Working on the Railroad
 - B John Henry
 - C Casey Jones
 - D Drill Ye Tarriers Drill
8. How many years did it take to build the transcontinental railroad?
 - A 3
 - B 4
 - C 5

D 6

9. What legend died with one hand on the whistle and one on the brake?
- A John Henry
 - B Casey Jones
 - C Sims
 - D Chinese
10. What group of people did not help build the transcontinental railroad?
- A Irish
 - B Chinese
 - C Indians
 - D Americans
11. Many American men chose not to work on the railroad. What did they prefer to do instead at that time?
- A farm
 - B mine for silver
 - C watch tv
 - D ranch
12. The transcontinental railroad was built to connect which?
- A east to west
 - B north to south
 - C Europe to the United States
 - D China to Ireland
13. What animal often got in the way of Railroad trains and workers?
- A cow
 - B deer
 - C buffalo
 - D rhinoceros
14. What did builders earn for every mile of track laid?
- A more workers
 - B money
 - C food
 - D land
15. Which part of America was not settled before the transcontinental railroad was built?
- A North
 - B West
 - C East
 - D South

Bonus: Create a question with four choices. Base it on what you know best about the unit.

Question:

Choices: A

B

C

D