

STORYPATH®

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Series: **Storypath Library**

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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

Student
Handout

Reading
Tips

This PDF contains bookmarks for easy navigation.
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Go to "View" in the menu bar. Go down to
"Navigation Panels." Select "Bookmarks."

STORYPATH®

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The Transcontinental Railroad

The Chinese Experience from Golden Mountain to Golden Spike

by Margit E. McGuire, PhD

Professor of Teacher Education, Seattle University

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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

- EPISODE OBJECTIVES**
- Cultural/Social Interaction** Identify how people in the 1860s lived and worked in their environment.
 - History** Summarize the causes and effects of historical events in the 1860s.
 - Geography** Explain how the mountains (size and place) affected the conditions in which people lived.
 - Critical Thinking** Identify criteria for a quality report. Organize ideas from class discussion and research in new ways to present information.
 - Reading: Key Words 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 while creating use of visual aid to support topic.
 - Vocabulary Acquisition and Use** Use new vocabulary in context to reinforce academic language in writing new writing activities throughout the unit.

TH = Teacher's Handbook

EPISODE 3
The Transcontinental Railroad

COMMON CORE
Reading: Craft and Structure
Interpret words and phrases as they are used in a text—figuring out—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 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 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 river makes deep canyons through the mountains. The mountains are made of granite, a very hard rock that is difficult to penetrate. Donner's 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.)

LITERACY
ELL Word Bank
It's 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

16
EPISODE 1
The Transcontinental Railroad

PORTFOLIO 1
CONTENT SLIDE SET 1

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
TS

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, _____

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TEACHING MASTER
The Transcontinental Railroad

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Assessment

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

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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THE TRANSCONTINENTAL RAILROAD

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 wake 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?

8 **PORTFOLIO**
The Transcontinental Railroad

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

6 **PORTFOLIO**
The Transcontinental Railroad

DATE _____

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.

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

SET 7
SLIDE 4

Pony Express riders.

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.

SET 1
SLIDE 2

Slide 3

Slide 4

Slide 5

Slide 6

Slide 7

Slide 8

Slide 9

Slide 10

Slide 11

Slide 12

Slide 13

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Slide 97

Slide 98

Slide 99

Slide 100

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.

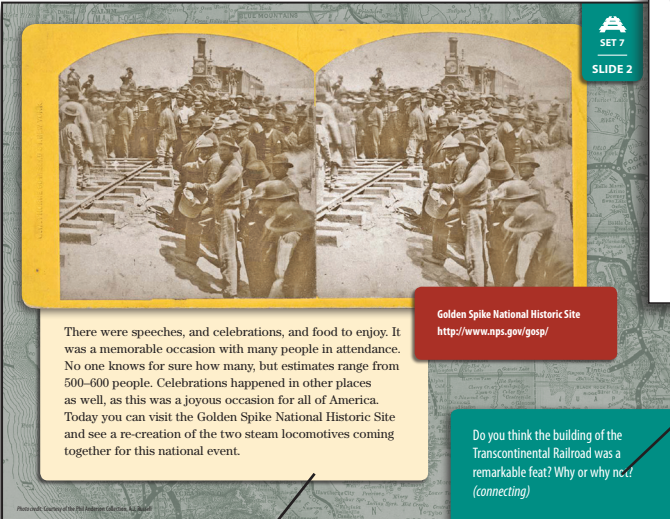
Note that the slides and handouts are conveniently available in a printable format on the CD.

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.



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

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.

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

SET 7
SLIDE 2


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. 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?

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4 UNIVERSITY MICROFILMS
The Transcontinental Railroad

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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.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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."	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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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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 building 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
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: _____

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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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