



# Unit Plan

## Pullman Strike

### Directions used for each page.

- Direct Students to Look at the illustration on the page.
- Read page (see suggestions in manual)
- Identify the Main Idea in bold.
- Direct students to place their Main Idea flashcard under the illustration.
- Begin Talking Points discussion (see questioning strategies in the manual)

### Learning Goals

**Cultural Literacy:** Luxury items, strike, origin of Labor Day, Labor Day sales, 3 day weekend, railroad workers, President Cleveland, using military, Pullman Palace Car Company, concept that not everyone gets paid the same amount of money, concept of fairness, concept of financial problems causing things to change, some holidays honor a group of people.

**Geography:** N/A

**Vocabulary:** strike, luxury, financial, Labor Day

**Speech and Listening:**

### Social Studies Standards:

**Strand 1, Concept 1 PO1:** Maps, charts, graphs, tables charts time lines

**S1, C7 PO5** Analyze the impact of industrialization on the United States: a. rural to urban migration b. factory conditions



# Unit Plan

## Printable Focus

|                      | Concept and Page                 | Concept and Page  | Concept and Page | Concept and Page |
|----------------------|----------------------------------|-------------------|------------------|------------------|
| <b>Word Scramble</b> | Money page 2                     | Pullman page 3    | Train page 4     | Strike page 8    |
| <b>Summary</b>       | George Pullman page 4            | Strike page 8     |                  |                  |
| <b>Custom</b>        | Pullman Car Cut and Paste page 4 | Calendar page 11  |                  |                  |
| <b>Coloring Page</b> | Rich page 1                      | Factory page 2    | Train page 5     | Strike page 9    |
| <b>Presentation</b>  | Luxury page 4                    | Labor Day page 11 |                  |                  |

|                      | Words and page                                      |
|----------------------|---|
| <b>Reading Match</b> | money, train, Pullman, strike – after page 8        |
| <b>Vocabulary</b>    | Labor Day, strike, financial, luxury – after page 8 |

|                       | Concept and Page          |                              | Concept and Page  |
|-----------------------|---------------------------|------------------------------|-------------------|
| <b>Sorting</b>        | trains page 5             | <b>Wh Questions</b>          | Who – End of book |
| <b>Classification</b> | Signs page 8              | <b>Book Exam</b>             | End of the book   |
| <b>Pattern</b>        | Strikers page 8           | <b>Sentence Scramble</b>     | Page 10           |
| <b>EZ Summary</b>     | End of book               | <b>Question and Answer</b>   | End of book       |
| <b>Opinion</b>        | How do you feel? Page 7   | <b>Fill in the Blank</b>     | End of the book   |
| <b>Short Answer</b>   | Page 10                   | <b>Reading Assessment</b>    | End of book       |
| <b>Grammar</b>        | Did not – End of the book | <b>Vocabulary Assessment</b> | End of the book   |



# Unit Plan

## How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

**Special education setting:** The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

**Inclusion setting:** Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



# Unit Plan

## Page One:

**Talking Points:** A lot of factories were made during Industrial Revolution. People wanted to own new things. A lot of new products were made in factories. Products were things you buy. Shoes are a product (give examples of products) People who owned factories got rich. That means they made a lot of money!

**Pointing Questions:** money, \$20 bill, \$1.00 bill, men, table, tie, bow tie, window, curtains, rug, painting

**Short Answer:** When did factory owners get rich? Who got rich during the Industrial Revolution? What does rich mean?

**Yes/No:** Were the factory owners poor? Were the factory owners rich?

**Sharing opinion/experiences:** People who owned factories became rich during the Industrial Revolution. That means they had a lot of money. What would you buy if you had a lot of money? If you owned a factory, what product would you like to make?

**Peer to Peer Interaction:** After you read Page 1, ask students, “When did people who owned factories get rich?” The answer is the main idea card “Industrial Revolution.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Coloring Page Rich



# Unit Plan

## Page Two:

**Talking Points:** A lot of people worked in the factories. They worked long hours. That means a lot of hours. They did not get paid a lot of money. The people wanted more money for their work. Sometimes they got mad at the people who owned the factories. The owner was the boss. (Show the following video which has illustrations of people working in factories during the Industrial Revolution.)

**Pointing Questions:** women, chairs

**Short Answer:** Who did not get paid a lot of money? Who worked long hours? Who got mad at the people who owned the factories?

**Yes/No:** Did the factory workers work long hours? Did they get paid a lot of money? Did factory workers like their pay? Did the boss give the workers a lot of money?

**Sharing opinion/experiences:** Why do you think the factory workers got mad at the people who owned the factories? Would you like to have been a factory worker? Do you know anyone who works at a factory? What are some things that are made in factories that you have? Should the boss pay factory workers more money?

**Peer to Peer Interaction:** After you read Page 2, ask students, “Who worked long hours?” The answer is the main idea card “factory workers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Assignment Options:** Word Scramble Money (L), Coloring Page Factory



# Unit Plan

## Page Three:

**Talking Points:** George Pullman owned a factory. It was called the Pullman Palace Car Company. George Pullman was very rich. Pullman made a lot of money. Pullman had a lot of workers in his factory.

**Pointing Questions:** Pullman's factory, windows, people in lines, George Pullman, suit, hair, eyes, nose, mouth

**Short Answer:** What did George Pullman own? Who owned the Pullman Palace Car Company? What was Pullman's first name?

**Yes/No:** Did George Pullman own the Pullman Palace Car Company? Was the Pullman Palace Car Company a factory? Was George Pullman a factory worker? Was George Pullman poor? Was George Pullman rich?

**Sharing opinion/experiences:** What would you buy if you were rich? George Pullman owned a factory. A factory is a business. Do you know anyone who has a business? What factories have you heard of?

**Peer to Peer Interaction:** After you read Page 3, ask students, "What did George Pullman own?" The answer is the main idea card "Pullman Palace Car Company." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Word Scramble Pullman (L)



# Unit Plan

## Page Four:

**Talking Points:** Trains have railroad cars that are attached to each other. Some railroad cars are for people to ride in. A lot of people traveled on trains a long time ago. If people wanted to visit another city they took the train. George Pullman's factory made luxury railroad cars for trains. Luxury means fancy. Rich people loved Pullman's luxury cars! You had to pay extra money to ride on a Pullman car. The Pullman cars had a bed to sleep on. (Show the following video which is a tour of a restored Pullman car.)

<https://www.youtube.com/watch?v=q9qWSDjwXxY>

**Pointing Questions:** railroad car, windows, train track, people, people reading, chairs, curtains

**Short Answer:** What did Pullman's factory make? What does luxury mean? Who rode on Pullman's luxury cars?

**Yes/No:** Were Pullman's cars fancy? Could poor people afford to ride on a Pullman car? Were Pullman cars attached to trains? Could people sleep in a Pullman car? Was it comfortable?

**Sharing opinion/experiences:** Pullman railroad cars were attached to trains. Have you ever seen a train? Have you ever ridden on a train? Would you like to ride on a train?

**Peer to Peer Interaction:** After you read Page 4, ask students, "What did Pullman's company make?" The answer is the main idea card "luxury cars." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **luxury** in the book. Luxury means fancy. Find the **luxury** flashcard and its matching definition.

**Presentation:** Luxury (shows luxury items)

**Assignment Options:** Pullman Car Cut and Paste, Word Scramble Train (L), Summary George Pullman



# Unit Plan

## Page Five

**Talking Points:** Most cars on trains were not fancy. People who were not rich rode on regular railroad cars. Regular cars were cheaper than Pullman cars. (Show the following video of a regular passenger train car.)

[https://youtu.be/jA5\\_pBqB2Yo](https://youtu.be/jA5_pBqB2Yo)

**Pointing Questions:** windows, floor, ceiling, wooden seats

**Short Answer:** What type of railroad car did most people ride on? Where did people sit on the train?

**Yes/No:** Were regular cars for trains fancy? Did most people ride on regular cars? Would you like to go on a train ride?

**Sharing opinion/experiences:** Would you rather ride on a regular railroad car or a Pullman car? Tell us about a train you saw. Tell about a train ride. Tell about riding public transportation.

**Peer to Peer Interaction:** After you read Page 5, ask students, “What did George Pullman own?” The answer is the main idea card “Pullman Palace Car Company.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Sorting Train, Coloring Page Train





# Unit Plan

## Page Six:

**Talking Points:** In 1893, there was a financial problem. That means there was a money problem. A lot of rich people lost their money. Many people did not have enough money to ride on Pullman's luxury cars.

**Pointing Questions:** man, window, top hat, gloves, tie

**Short Answer:** What happened in 1893? Why didn't rich people ride on Pullman cars anymore? What does financial mean? What type of cars did most people ride on?

**Yes/No:** Does financial mean money? Were there financial problems in 1893? Did rich people have enough money to ride on the Pullman cars?

**Sharing opinion/experiences:** How do you think the rich people felt when they lost their money? Have you ever lost money? Was there a time when you wanted to buy something but didn't have enough money?

**Peer to Peer Interaction:** After you read Page 6, ask students, "What happened in 1893?" The answer is the main idea card "financial problems." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **financial** in the book. Financial means money. Find the **financial** flashcard and its matching definition.

**Assignment:** None



# Unit Plan

## Page Seven:

**Talking Points:** A lot of people stopped paying extra to ride in Pullman cars. People didn't have enough money to pay for the luxury car. They had to ride in the cheaper car. That was the regular car. The train companies did not want to buy as many luxury Pullman Cars. George Pullman wasn't making as much money now. He was sad. He did not want to lose his money. His idea was that he would not give his workers as much money. The workers were mad about that idea. The workers did not want less money.

**Pointing Questions:** workers, hats, houses, railroad ties, telephone poles, money

**Short Answer:** What did Pullman decide to pay his factory workers? Why did George Pullman pay his factory workers less money? How did the factory workers feel?

**Yes/No:** Was George Pullman making more money? Was George Pullman making less money? Did he pay his factory workers more money? Did he pay his factory workers less money? Were the factory workers mad?

**Sharing opinion/experiences:** How do you think the factory workers felt when they were paid less money?

**Peer to Peer Interaction:** After you read Page 7, ask students, "What did George Pullman pay his workers?" The answer is the main idea card "less money." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Opinion



# Unit Plan

## Page Eight:

**Talking Points:** The Pullman workers were mad. Pullman was paying them less money. The workers did not like that. The workers did not think that was fair. They went on strike. That means that they stopped working. They stood outside the Pullman factory. They held up signs. When workers go on strike they hold signs for people to read. The signs say why they are mad. (Show the first few minutes of the following video showing a variety of different strikes in America.) [https://youtu.be/Xgd7\\_K5pCCU](https://youtu.be/Xgd7_K5pCCU)

**Pointing Questions:** factory, windows, people, sign

**Short Answer:** What is it called when workers are mad and stop working? What do workers on strike hold?

**Yes/No:** Were the Pullman workers mad? Did the Pullman workers keep working? Did the Pullman workers stop working? Did they hold signs?

**Sharing opinion/experiences:** Have you ever been mad at someone? What happened that made you mad? Have you ever seen people on strike?

**Peer to Peer Interaction:** After you read Page 8, ask students, “What is it called when workers are mad and stop working?” The answer is the main idea card “strike.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the word **strike** in the book. Strike is when workers stop working. Find the **strike** flashcard and its matching definition.

**Assignment Options:** Pattern, Word Scramble Strike (L), Reading Match (L), Vocabulary



# Unit Plan

## Page Nine:

**Talking Points:** The Pullman workers were mad. The railroad workers were mad too. They were all mad about not getting enough money for their work. They decided to stop working. The railroad workers would not work for a train that had a Pullman car on it. Everyone around the United States knew that the railroad workers were mad. It was in the news.

**Pointing Questions:** train, railroad cars, train track, people, people on top of the train

**Short Answer:** What did the railroad workers do?

**Yes/No:** Did the railroad workers keep working? Would the railroad workers work for a train that had a Pullman car?

**Sharing opinion/experiences:** The railroad workers thought the factory workers were not being treated fairly. They wouldn't work for a train that had a Pullman car on it. Do you think that it was wrong that George Pullman paid his workers less money?

**Peer to Peer Interaction:** After you read Page 9, ask students, "What did the railroad workers all of the United States do?" The answer is the main idea card "stopped working." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Coloring Page Strike, Summary Strike, Classification Signs



# Unit Plan

## Page Ten:

**Talking Points:** Grover Cleveland was the President of the United States. He wanted the strike to end. The president sent the military to stop the strike. The strikers were mad. They did not want the military to stop them. Some people got shot. It was dangerous.

**Pointing Questions:** horses, military on horses, workers, railroad tracks, train,

**Short Answer:** Who was the President of the United States? Who did Grover Cleveland send to stop the strike? Who is the president of the United States now?

**Yes/No:** Is Grover Cleveland the President of the United States now? Did he like the strike? Did he want the strike to end? Did he send the military to stop the strike? Were the factory workers happy?

**Sharing opinion/experiences:** Do you think that the military should have stopped the strike?

**Peer to Peer Interaction:** After you read Page 10, ask students, "Who sent the military to stop the strike?" The answer is the main idea card "Grover Cleveland." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Assignment Options:** Short Answer, Sentence Scramble



# Unit Plan

## Page Eleven:

**Talking Points:** Grover Cleveland did not want workers to be mad. President Cleveland created a holiday for workers. The holiday is called Labor Day. Labor Day is a holiday that honors workers. Honors means that it is a holiday to thank workers for their work. Labor Day is a holiday where workers get the day off work. It is the first Monday in September. (Show the following video that explains why Grover Cleveland signed a bill to make Labor Day a national holiday.) <https://youtu.be/8ZEw0AamroA?t=1m55s>

**Pointing Questions:** hat, thumbs up, glasses, tie, heart with hands

**Short Answer:** What holiday did Grover Cleveland create? What month is Labor Day? What day of the week is Labor Day on?

**Yes/No:** Did Grover Cleveland create the 4<sup>th</sup> of July? Did Grover Cleveland create Labor Day? Is Labor Day in December? Is Labor Day in September?

**Sharing opinion/experiences:** Labor Day is a holiday. There is no school on Labor Day. What do you like to do on Labor Day? What are some of the other holidays that know about?

**Peer to Peer Interaction:** After you read Page 11, ask students, “What holiday did Grover Cleveland create?” The answer is the main idea card “Labor Day.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Vocabulary Focus:** Point to the words **Labor Day** in the book. Labor Day is a holiday that honors workers. Find the **Labor Day** flashcard and its matching definition.

**Presentation:** Labor Day

**Assignment Options:** Calendar Labor Day