

**Grade:** K-2

**Subjects:** Social Studies, Language Arts

**Time required:** About an hour (depending on size of group); could be done in one longer lesson or broken into two smaller segments

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### OVERVIEW

The need for transportation to move people and objects has always existed. Students will study how travel for many people in the early twentieth century centered on trains. Those travelers often relied on the services of a group of men known as Pullman Porters.

### UNDERSTANDING GOAL

The preferred type of transportation has changed over time due to the development of new technologies and forms of transportation. (1st Grade—If desired, lesson may also emphasize that stewards provided “services” rather than “goods” to the passengers.)

### OBJECTIVES

Upon completion of this lesson, students will have been introduced to the changes in preferred forms of transportation over time. They will be able to list the duties of a Pullman Porter by using primary source images and identifying the duties being performed. Students will also learn to analyze different types of primary sources. Extension: They will be able to compare those duties with what a flight attendant is required to do.

### INVESTIGATIVE QUESTIONS

What was travel like at the beginning of the twentieth century as compared to travel today? Specifically, what was it like to travel by train?



[The Amtrak Acela High-speed train doing a test run through New England before it is put in service](#) [1980]

### CURRICULUM STANDARDS

#### Economics

- K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.
- 1.8 Give examples of products (goods) that people buy and use.
- 1.9 Give examples of services (producers) that people provide.

#### History

- K.27 Scan historic photographs to gain information and arrange in sequential order.
- 1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.
- 2.38 Construct a timeline to depict the evolution of a technology over time. Some suggestions are as follows: automobiles, planes, refrigeration, telecommunication, computers, and television.
- 2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.

#### ELA/Speaking & Listening

- 1. Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.
- 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## MATERIALS

### Books:

- *The Pullman Porter* by Vanita Oelschlager

[All aboard for the Limited](#) [1905]

### Handouts:

- [Primary Source Analysis Tool](#)
- [Transportation Timeline](#)

### Library of Congress Images – Pullman Porters

- [Pullman porter making up an upper berth aboard the "Capitol Limited," bound for Chicago, Illinois](#) [1942]
- [Pullman compartment cars through trains -- interior of dining cars on the Cincinnati, Hamilton & Dayton R.R.](#) [1894]
- [\[Porter handing young woman a glass of water in railroad sleeping car\]](#) [1905]
- [Standard Pullman car on a deluxe overland limited train](#) [1910]
- [All aboard for the Limited](#) [1910]
- [Pullman porter checking the list of hours he is to wake people in the morning aboard the "Capitol Limited" bound for Chicago, Illinois](#) [1942]
- [Chicago, Illinois. Pullman porters receiving reservation diagrams for their trains through pneumatic tubes from the reservation room. This is in the passenger agent's room of the Union Station](#) [1943]
- [Alfred MacMillan, Pullman porter waiting for train to start aboard the "Capitol Limited" bound for Chicago, Illinois](#) [1942]
- [Mr. Alfred MacMillan, Pullman porter, going to answer a call aboard the "Capitol Limited" bound for Chicago, Illinois](#) [1942]
- [Chicago, Illinois. Pullman porter at the Union Station](#) [1943]



### Library of Congress Images – Modern Trains

- [The Amtrak Acela High-speed train doing a test run through New England before it is put in service](#) [1980]
- [The Amtrak Acela High-speed train doing a test run through New England before it is put in service](#) [1980]
- [Testing of the Amtrak Acela high-speed train in Pueblo, Colorado, before it was put into service on the East Coast](#) [1980]
- [Amtrak employees show off their new uniforms in front of the brand new Acela Train that was put in service in the year 2000. Washington, D.C.](#) [1980]

### Library of Congress Images – Flight Attendants (Extension Sources)

- [Stewardess making up bunk aboard American airliner. San Francisco, California](#) [1941]
- [Stewardess aboard American airliner, making up an "upper" bunk. San Francisco, California](#) [1941]
- [Stewardess serving dinner aboard an American airliner enroute from Washington to Los Angeles](#) [1941]
- [Peaches, three of a kind. Washington, D.C., July 11. Mrs. E.C. Gathings, wife of the congressman from Arkansas today received a basket of peaches via American Airlines, to be presented to the President tomorrow. The peaches commemorate the annual Peach Festival to be held in Forest City, Ark., July 27th. Next--peaches--left to right, Mrs. E.C. Gathings and stewardess Doris Fontaine](#) [1939]
- [\[Airplane interior\]](#) [1936]
- [National Aeronautic Association of the United States of America. Plane interior to cockpit](#) [ca. 1920-1950]
- [All the comfort of a Pullman car: the saloon of a Handley-Page \[airplane\]](#) [1920]
- [Passengers boarding a plane. Washington, D.C. municipal airport](#) [1941]

## PROCEDURE

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|--------|--|
| Step 1 | <ul style="list-style-type: none"><li>• Ask students how they arrived at school that morning: by bus, car, or walking.</li><li>• Record answers on white board or chart tablet.</li><li>• Ask students what other forms of transportation they have experienced – cruise ship, airplane, etc.</li><li>• Record these answers on the same list or chart as above.</li></ul>   |
| Step 2 | <ul style="list-style-type: none"><li>• Ask students if they have ever heard adults talking about what life was like when they were younger. Answers could include parents or grandparents talking about not having computers at school or not having mobile phones or iPads when they were children.</li><li>• Lead students to articulate that things like transportation change over time, especially as technology advances. If no one brings up changes in transportation, teacher may add to the discussion, perhaps saying, “For instance, when I was your age, we didn’t have DVD players or GPS in our cars.”</li></ul>   |
| Step 3 | <ul style="list-style-type: none"><li>• Explain that each student will be working with a partner to look at some photos of one type of transportation that once was very popular. They will be looking for clues as to what type of transportation it is, and what the workers in the photos are doing as part of their job. (Kindergarten students may circle clues they find; 1st and 2nd grade teachers may choose to have their students circle clues or write them on the analysis sheet depending on their skill level.)</li><li>• Share with the students that these photos are from around seventy years ago, possibly before their grandparents were even born.</li><li>• Display the <a href="#">Primary Source Analysis Tool</a> and go over what responses belong in each column. You can prompt their responses with <a href="#">these questions</a>. (Due to grade level of students, they will not be required to fill out the chart; it will be used by the teacher to guide the discussion.)</li><li>• Pass out a different photo (links are listed under <a href="#">Materials</a>) to each pair of students. Give them a few minutes to look over the photo and point things out to each other.</li></ul> |
| Step 4 | <ul style="list-style-type: none"><li>• Have each pair share their ideas on what sort of transportation is shown in the photos and name one of the duties being carried out in the image.</li><li>• Confirm that the images do show trains and that the worker is called a porter. The porter’s job was to take care of the passengers. (*NOTE – If this lesson will be done in two sessions, break here. Before starting the read aloud in the second session, do a quick review of yesterday’s discussion and what was found in the photos.)</li></ul>   |
| Step 5 | <ul style="list-style-type: none"><li>• Read aloud the book, <i>The Pullman Porter</i> by Vanita Oelschlager.</li></ul>  |
| Step 6 | <ul style="list-style-type: none"><li>• Have students turn to a friend and share one thing they noticed the porter doing (either in the text or the illustrations).</li><li>• Ask volunteers to show the photo they were assigned and tell if that duty was one that was shown in the book. (The teacher will find the corresponding page in the book to reinforce the connection between the two sources.)</li></ul>  |

## PROCEDURE *cont.*

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| Step 7 | <ul style="list-style-type: none"><li>Refer back to the chart/list made during the earlier discussion. Ask students why people no longer use trains as much to travel and use other vehicles/methods instead. Guide the discussion as needed so that they reach the understanding that advances in technology led to faster or more convenient forms of travel and transportation.</li><li>Teacher may share the images of the more modern trains from the <a href="#">Materials</a> list. Ask students to compare modern trains with the images they have been analyzing.</li></ul> |
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## EXTENSION

- Using the images of flight attendants from the [Materials](#) list, have students compare the duties of Pullman porters to those of flight attendants. Ask them, “Why do you think we need help in certain forms of transportation but not in others? We don’t have porters on the school bus.”
- Ask students to think back on what they shared at the start of the lesson. Did any of them list a train as a form of travel they had experienced? If so, did the train they were on have the same things seen in the photos, like bunks and porters?



[Stewardess serving dinner aboard an American airliner enroute from Washington to Los Angeles](#) [1941]

## Evaluation

K - Have students draw pictures of their favorite forms of transportation. The teacher will talk with them one-on-one to see if they feel the scene in their drawing belongs to long ago or today. No formal assessment will be done. The teacher will gauge student understanding from their participation in the class discussion and their thoughts about their drawings.

1<sup>st</sup> – Have students fold a paper in half and label one side “Past” and the other side “Today.” Have them draw one example of transportation that belongs in each time period. They may write a label or caption for the drawings. The teacher will gauge student understanding from their participation in the class discussion and the accuracy of their drawings, i.e. were they able to correctly identify a form of transportation from the past and current day.

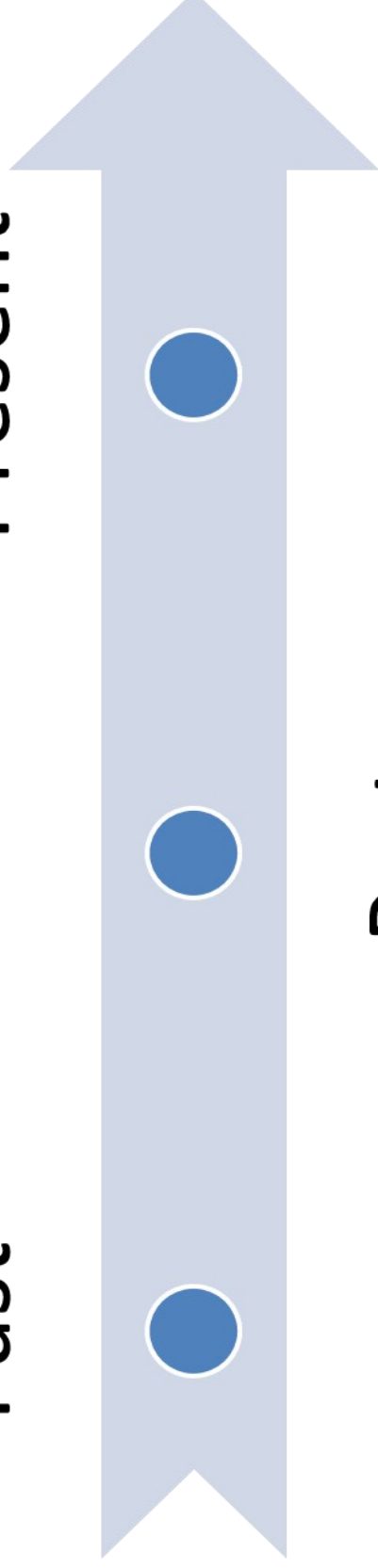
2<sup>nd</sup> – Have students create illustrations with descriptive captions to be posted on a class timeline of technology. Alternatively, have a handout with a timeline and pictures that students can cut out and paste onto the timeline. The teacher will gauge student understanding from their participation in the class discussion and the accuracy of their timeline assignment.

\* [A sample timeline is provided with this lesson](#), but teachers may choose to create their own.

Distant  
Past

Past

Present



Past

