

# 1 FOCUS

## Section Overview

This section focuses on how the growth of railroads affected the growth of industries.

### BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.  
Available as a blackline master.

Daily Focus Skills Transparency  
9-2

### Guide to Reading

**Answers to Graphic:** development of time zones, sped long-distance transportation, longer and heavier trains used, rate per mile declined, united America's regions, promoted a national market

#### Preteaching Vocabulary

Have students write short sentences to describe each of the Key Names.

# SECTION 2 The Railroads

### Guide to Reading

#### Main Idea

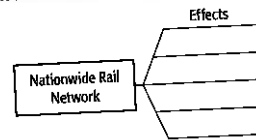
After the Civil War, the rapid construction of railroads accelerated the nation's industrialization and linked the country together.

#### Key Terms and Names

Pacific Railway Act, Grenville Dodge, Leland Stanford, Cornelius Vanderbilt, time zone, land grant, Jay Gould, Crédit Mobilier, James J. Hill

#### Reading Strategy

**Organizing** As you read about the development of a nationwide rail network, complete a graphic organizer similar to the one below listing the effects of this rail network on the nation.



#### Preview of Events



## An American Story



Grenville Dodge

At Promontory Summit, Utah, on May 10, 1869, hundreds of spectators gathered to watch a historic event. Dignitaries from the East and the West met to hammer gold and silver spikes into the final rails that would join two great railroad lines—the Union Pacific and Central Pacific—and span the entire country.

Telegraph offices around the country stood ready to receive news that the last spike had been driven. When the news arrived, bells pealed across the nation, and even the Liberty Bell was rung. In Chicago a seven-mile procession paraded through the streets, and the pealings of church bells resonated throughout the nation's small towns. General Grenville Dodge, who had overseen part of the construction, observed:

“The trains pulled up facing each other, each crowded with workmen who sought advantageous positions to witness the ceremonies. . . . The officers and invited guests formed on each side of the track. . . . Prayer was offered; a number of spikes were driven in the adjoining rails . . . and thus the two roads were welded into one great trunk line from the Atlantic to the Pacific.”

—quoted in *Mine Eyes Have Seen*

### Linking the Nation

In 1865 the United States had about 35,000 miles of railroad track, almost all of it east of the Mississippi River. After the Civil War, railroad construction expanded dramatically, linking the distant regions of the nation in a transportation network. By 1890 the United States, now a booming industrial power, boasted over 200,000 miles of track.

The railroad boom began in 1862 when President Abraham Lincoln signed the Pacific Railway Act. This act provided for the construction of a transcontinental railroad by two corporations, the Union Pacific and the Central Pacific railroad companies. To encourage rapid construction, the government offered each company land along its right-of-way. Fierish competition between the two companies developed, as each sought to obtain as much public land and money as possible.

**The Union Pacific and Grenville Dodge** Under the direction of engineer Grenville Dodge, a former Union general, the Union Pacific began pushing westward from Omaha, Nebraska, in 1865. The laborers faced blizzards in the mountains, scorching heat in the desert, and sometimes angry Native Americans. Labor, money, and engineering problems plagued the supervisors of the project. As Dodge observed:

“At one time we were using at least ten thousand animals, and most of the time from eight to ten thousand laborers. . . . To supply one mile of track with material and supplies required about forty cars. . . . Everything—rails, ties, bridging, fastenings, all

railway supplies, fuel for locomotives and trains, and supplies for men and animals on the entire work—had to be transported from the Missouri River.”

—quoted in *The Growth of the American Republic*

The railroad workers included Civil War veterans, new immigrants from Ireland recruited especially for the task, frustrated miners and farmers, cooks, adventurers, and ex-convicts. At the height of the project, the Union Pacific employed about 10,000 workers. While most of the laborers camped along the line, about one-fourth of them slept three-deep in bunk beds on rolling boarding cars. Camp life was rough, dirty, and dangerous, with lots of gambling, hard drinking, and fighting.

**The Big Four and the Central Pacific** The Central Pacific Railroad began as the dream of engineer Theodore Dehone Judah, who convinced the California legislature to organize a state railroad convention to support his idea. He sold stock in his fledgling Central Pacific Railroad Company to four Sacramento merchants: grocer Leland Stanford, shop owner Charley Crocker, and hardware store owners Mark Hopkins and Collis P. Huntington.

These so-called “Big Four” eventually made huge fortunes from their investment. Leland Stanford

### Picturing History

**Engineering Victory** The Union Pacific and Central Pacific were joined near Promontory Summit, Utah. The last spike driven was made of gold. It was quickly removed and replaced with a symbol. **What did the event mean for the nation's commerce?**



### COOPERATIVE LEARNING ACTIVITY

**Creating a Display** Organize students into small groups. Assign each group one of the following topics: the development of the steam locomotive in the United States, the use of custom Pullman cars, or the architecture of railroad terminals. Have each group research its topic and prepare a display based on the research.

Use the rubric for a cooperative group management plan on pages 71-72 in the *Performance Assessment Activities and Rubrics*.

# 2 TEACH

## Daily Lecture and Discussion Notes 9-2

Daily Lecture and Discussion Notes  
Chapter 9, Section 2

**Did You Know?** Working conditions for railroad laborers were very hard. In 1866, over 5,000 Chinese railroad workers went on strike. They demanded higher wages and a shorter workday. The railroad company threatened the Chinese workers on strike with deportation and arrested them, forcing most of them to return to work.

**Linking the Nation** (pages 314-315)  
After the Civil War, railroad construction dramatically expanded. In 1862, President Abraham Lincoln signed the Pacific Railway Act, which provided for the construction of a transcontinental railroad by the Union Pacific and Central Pacific railroad companies.

### Picturing History

**Answer:** The country now had the means to ship raw materials and finished goods coast to coast.  
**Ask: Who do you think the men who are shaking hands are? (representatives of the Union Pacific and the Central Pacific railroads)**

**Creating a Thematic Map** Tell students that before railroads stretched across the country, communities determined their own times. Have students discuss why railroads needed to standardize times. Then have students create a time zone map of the continental United States and Canada that could be posted in a train depot. **L1**

Use the rubric for creating a map, display, or chart on pages 65-66 in the *Performance Assessment Activities and Rubrics*.

### SECTION RESOURCES

#### Reproducible Masters

- Reproducible Lesson Plan 9-2
- Daily Lecture and Discussion Notes 9-2
- Guided Reading Activity 9-2
- Section Quiz 9-2
- Reading Essentials and Study Guide 9-2
- Performance Assessment Activities and Rubrics

#### Transparencies

- Daily Focus Skills Transparency 9-2

#### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program