

1850-1874

Railroads & Settlement

activities

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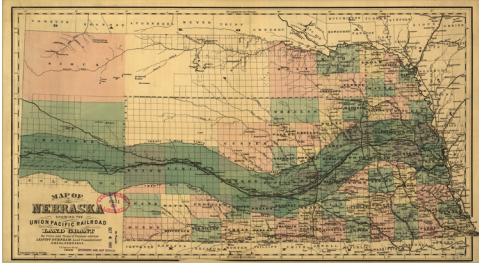
1850-1874 Railroads & Settlement

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1 | Railroad Maps

Activity Grade Level

4 8 HS



■ activity

Map Analysis

Have students read the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

Look at the maps that indicate the location of railroads in Nebraska in the 1800s. Why do a majority of the railroad lines (the first transcontinental railroad) seem to run east to west rather than south to north or north to south?

For more advanced students

Use the [National Archives Map Analysis Worksheet](#) in the Resources section at the end of this document to analyze the maps.

■ Nebraska Department of Education Content Area Standards

Social Studies: SS 4.2.2; SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5 | SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

2 | Railroads & Settlement

Activity Grade Level

4 8 HS



■ activity

Discussion

Have students read the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

How and why did railroad companies encourage settlers to settle in Nebraska?

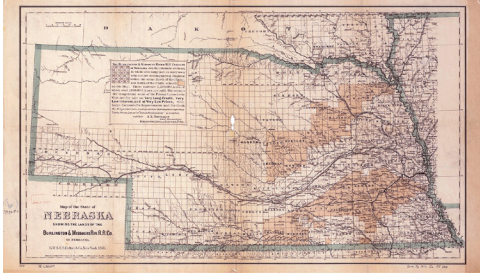
■ Nebraska Department of Education Content Area Standards

Social Studies: SS 4.2.2; SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5 | SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

3 Railroads & Freight

Activity Grade Level

4 8 HS



■ activity Discussion

Have students read the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

Lead discussions with your students using the following questions:

- What railroad company or companies still operate in or through your community?
- Do railroads carry the same products today as they did in the 1800s? Why or why not?

For more advanced students

- Are there more or fewer railroad lines in Nebraska today than there were in the 19th century? Why or why not?
- Do railroads today carry the same freight as they did in the 19th century? Why or why not? Has there been a change in the passenger business?

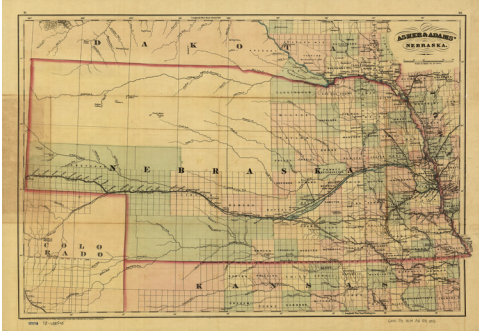
■ Nebraska Department of Education Content Area Standards

Social Studies: SS 4.2.2; SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5 | SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

4 | Nebraska Railroads Map

Activity Grade Level

4



■ activity

Drawing a Map

Have students read the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

Have students construct a map of Nebraska today and indicate the names and location of current railroads.

For more advanced students

Have students study a Nebraska road map. They should find five towns on a Union Pacific route and/or BNSF. Then they should find five towns that are not on a railroad line. They should write down the advantages the towns with railroads have over those without a railroad line. They should come up with one advantage the non-railroad towns have over the railroad towns.

■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 4.2.2](#); [SS 4.3.2](#); [SS 4.3.2](#); [SS 4.3.3](#); [SS 4.3.4](#); [SS 4.3.5](#); [SS 4.4.2](#); [SS 4.4.3](#); [SS 4.4.4](#)

5

Native Americans and the Railroads

Activity Grade Level

8 HS



■ activity

Discussion

Have students read the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

What are ways that the railroads changed the lives of Native Americans in Nebraska?

■ Nebraska Department of Education Content Area Standards

Social Studies: SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5 | SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

6

Railroads and the Government

Activity Grade Level

HS



■ activity

Discussion

Have students read the Land Grants for the Railroads page in the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

Then have students discuss how the federal government encouraged railroad companies to lay track across the Great Plains.

1. Why didn't the government just build the transcontinental railroad?
2. What materials were needed in the 1860's to construct a railroad line?
3. What would be the challenges brought about from physical geography to building a railroad line from Nebraska to California?

■ Nebraska Department of Education Content Area Standards

Social Studies: SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

7

Geography and Railroad Construction

Activity Grade Level

HS



■ activity

Map Analysis

Have students read the Railroads & Settlement section in the Nebraska Studies 1850-1874 timeline.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

Then have students discuss the geographic features that aided and hindered the building of railroads in Nebraska. Students may want to use the [National Archives Map Analysis Worksheet](#) located in the Resources section of this document.

■ Nebraska Department of Education Content Area Standards

Social Studies: SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

L1

LESSON PLAN The Railroad Booms!

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Lesson Objectives

1. Students will explain how railroads contributed to interdependence between farms and towns.
2. Students will examine and describe the effect that railroads had on western settlements.
3. Students will understand the relationship between the arrival of railroads on the plains and the development of the region's farming industry.
4. Students will describe the relationship between the location and the availability of resources and markets.

Introduction

As the railroad expands and nears completion, the owners need settlers to live on the land to make shipping successful and profitable. The learner will respond to questions about the railroad's impact on western development.

The Task

1. Students will participate in a small group discussion of the Railroads and Settlements section of the 1850-1874 timeline of Nebraska Studies.
2. Students will trace the route taken by the Union Pacific Railroad across the Nebraska Territory.
3. Students will analyze the interrelationships among railroads, towns and homesteads.
4. Students will compare and contrast the effects railroads and/or rivers had on early settlements with the effects roads have on the location of today's communities.

■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 4.2.2](#); [SS 4.3.1](#); [SS 4.3.2](#); [SS 4.3.3](#); [SS 4.3.4](#); [SS 4.3.5](#); [SS 4.4.2](#) [SS 4.4.3](#); [SS 4.4.4](#)

L1

LESSON PLAN The Railroad Booms!

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Internet Resources

Nebraska Studies 1850-1874. Homestead Act Signed section.

<http://nebraskastudies.org/1850-1874/homestead-act-signed/>

Nebraska Studies 1850-1874. Railroads & Settlement section.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

Land Grants and the Decline of the Railroads section.

<http://nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/>

American Memories: Railroad Maps in Nebraska

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@ilreq\(+@FIELD\(SUBJ+@band\(+Railroads++Nebraska++Maps.+\)\)+@ield\(COLLID+rrmap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@ilreq(+@FIELD(SUBJ+@band(+Railroads++Nebraska++Maps.+))+@ield(COLLID+rrmap)))

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?lash=true&page=milestone>

PBS. New Perspectives of the West. <http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

Nebraska Dept. of Education Academic Standards.

<https://www.education.ne.gov/contentareastandards/>

Nebraska Dept. of Education State Social Studies/History Standards.

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<https://history.nebraska.gov/publications/nebraska-history-magazine>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources. "Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

L1

LESSON PLAN The Railroad Booms!

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

1. Have students read the Railroads & Settlement section of the 1850-1874 timeline on Nebraska Studies. <http://nebraskastudies.org/1850-1874/railroads-settlement/>
2. Have students answer the following questions in small groups:
 - a. Why did the Federal Government want to create a transportation system that would connect the east coast with the west coast?
 - b. What was the effect of this transportation system on the Oregon and Mormon trails?
 - c. Why did the settlers prefer to purchase their land near the railroads?
 - d. How did the railroad promote the settlement of Nebraska?
 - e. How did the railroads help the cattle industry?
3. Students may want to search the web for more information. Focus on the arrival of the railroad and the routes of the railroads.

Learning Advice

1. Provide background information about the availability of water, fuel, supplies and other resources.
2. Supply students with an outline map of the Great Plains and information about the building of the railroad. Discuss the role geography plays in the location of various transportation systems. Suggested formats could include Venn diagrams (located in the Resources section at the end of this document), columns, charts, or webs.
3. Students could be encouraged to research the history of the Union Pacific and Burlington Railroads using additional web sites and other resources.
4. Discussions could be about railroads near the students' community. If there is no longer a railroad, was there at one time, and what led to its demise?
5. Review the Nebraska State Historical website at <http://www.nebraskahistory.org/> and familiarize students with the Nebraska History magazine located at: <https://history.nebraska.gov/publications/nebraska-history-magazine>
6. Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.
7. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <https://www.education.ne.gov/socialstudies/>

L1

LESSON PLAN The Railroad Booms!

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Conclusion

Students will have studied about the importance of the railroad to the economic development of the growing region and nation. Students should recognize the continuing importance of economic resources in determining the location of communities.

Assessment Activities

1. The students will do either an oral or a written presentation and emphasize the role the railroad played in the settlement of Nebraska. Students should address the following in their discussions:

- the demise of the Oregon and Mormon Trails
- the cattle industry
- railroad promotions
- ties to the Federal Government

2. Map Activity:

- a. Using a Nebraska map, the students will locate the route of the Union Pacific Railroad and the location of rivers and highways in the 1860s.
- b. Using a Nebraska map, the students will locate the route of the Union Pacific Railroad and the location of rivers and highways in the 21st century.
- c. Compare and contrast the 1860s map and the 21st century map.

3. Summarize the critical role the railroads played in the economic development of Nebraska communities in a short essay.

Use the **sample rubric** in the Resources section at the end of this document to evaluate each student or develop your own rubric to meet individual needs.

Rubrics: General Rubric <http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.
http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

L2

LESSON PLAN

Why Do You Live Where You Do?

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



Lesson Objectives

1. Students will identify reasons why settlers bought land from the railroad when they could have applied for a Homestead grant for a minimal fee.
2. Students will identify why their family selected the community in which they live.

Introduction

Have students respond to the question, "Why do you live where you do?"

The Task

1. Students will determine reasons why settlers purchased land from the railroads.
2. Students will determine why they live in their present community.
3. Students will study what factors determined where settlers lived and where their families live, listing similarities and differences.

Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.1.1](#); [SS 8.1.2](#); [SS 8.4.1](#); [SS 8.4.2](#); [SS 8.4.3](#); [SS 8.4.4](#); [SS 8.4.5](#)

Language Arts: [LA 8.1.6 Comprehension](#); [LA 8.2.1 Writing Process](#); [LA 8.3.1 Speaking](#)

L2

LESSON PLAN

Why Do You Live Where You Do?

Activity Grade Level

8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Nebraska Studies 1850-1874. Railroads & Settlement section.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

American Memories: Railroad Maps in Nebraska

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(+@FIELD\(SUBJ+@band\(+Railroads++Nebraska++Maps.+\) \)+@field\(COLLID+rmap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(+@FIELD(SUBJ+@band(+Railroads++Nebraska++Maps.+))+@field(COLLID+rmap)))

100 Milestone Documents, National Archives.

<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>

PBS. New Perspectives of the West. <http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]
Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Nebraska Dept. of Education Academic Standards.

<https://www.education.ne.gov/contentareastandards/>

Nebraska Dept. of Education State Social Studies/History Standards.

<https://tinyurl.com/ycuxo8sh>

Nebraska State Historical Society. <http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<https://history.nebraska.gov/publications/nebraska-history-magazine>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

1. Have students read the following sections of the 1850-1874 timeline on Nebraska Studies.
Homestead Act Signed <http://nebraskastudies.org/1850-1874/homestead-act-signed/>
Railroads & Settlement <http://nebraskastudies.org/1850-1874/railroads-settlement/>
2. Discuss why railroads influenced the Homestead Act.
3. Ask the students to answer, “Why did settlers purchase land from the railroads?”
Instruct students to record their answers in a journal.
4. Have students ask their parents why they live in the community that they do.
Students should record their answers in a journal.
5. Ask students to share their parent responses with the class and create a list.
6. Have students compare and contrast the reasons their parents selected to live where they do with those of the settlers that purchased land from the railroad.

Learning Advice

Have students use journals to record their answers and organize their thoughts.

Conclusion

Economic factors have played a major role in determining where the settlers lived and where the students live. Occupation has been a determining factor.

Evaluation Activity

Have students respond to the question, “Why do you live where you do?”

Use the [sample rubric](#) in the Resources section at the end of this document to evaluate each student or develop your own rubric to meet individual needs.

Rubrics: General Rubric <http://www.socialstudieshelp.com/rubric.htm>

L3

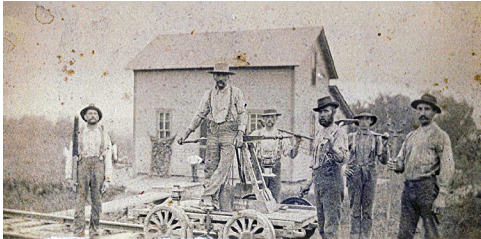
LESSON PLAN

The Railroads and Settlement of the Great Plains

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



Lesson Objectives

1. Students will analyze the role played by local, state, and federal governments in helping build a transcontinental railroad.
2. Students will evaluate the negative and positive influences the railroads had on western settlement.
3. Students will compare and contrast the Homestead Act with the Pacific Railway Act.
4. Students will assess the impact building railroads had on Native Americans and immigrants.
5. Students will develop skills to analyze primary and secondary resources.

Nebraska Department of Education Content Area Standards

Social Studies: SS 8.1.1; SS 8.1.2; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4; SS 8.4.5 | SS HS.1.1; SS HS.2.1; SS HS.2.10; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.3.1 Speaking | LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes; LA 12.3.1 Speaking

L3

LESSON PLAN

The Railroads and Settlement of the Great Plains

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Introduction

Option Number 1

Introduce the lesson by providing students with handouts of the following quote located in the Resources Section at the end of this document, projecting the quotes on the overhead, or writing the quotes on the chalkboard.

“That the right of way through the public lands be...granted to said company for the construction of said railroad and telegraph line; and the right...is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad when it may pass over the public lands, including all necessary grounds, for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn tables, and water stations. The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act...”

The Pacific Railway Act. July 1, 1862 (U. S. Statutes at Large, Vol. XII, p. 489 ff.)

Use the following questions as a guide for classroom discussion:

1. What was the purpose of The Pacific Railway Act?
2. What privileges did the railroad companies receive beside the rights to land where the railroad tracks would be laid?
3. What inference could you make about how the Indians would be treated?
4. What major event was occurring in the United States in the 1860s and did that have any influence on The Pacific Railway Act?

Option Number 2

Instruct students to access the National Archives Digital Classroom lesson “Anti-railroad Propaganda Poster — The Growth of Regionalism, 1800 — 1860” and the poster with the caption “Mothers look out for your children” located at <http://www.archives.gov/education/lessons/anti-rail/> and provide students with a copy of the poster.

Conduct an oral discussion with the student using the following questions as a guide:

1. What decade was this poster created?
2. According to the author of the poster, who supported the railroad
3. Who would oppose the growth of railroads in urban areas?
4. Did different regions of the country have different views concerning the building of railroads?

L3

LESSON PLAN

The Railroads and Settlement of the Great Plains

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Resources

Books

Goldfield, David, etc. *The American Journey. A History of the United States.* Upper Saddle River, New Jersey: Prentice Hall, 1998.

Larsen, Lawrence H. and Cottrell Barbara J. *The Gate City A History of Omaha.* Lincoln, NE: University of Nebraska Press, 1997.

Naugle, Ronald C. and Olson, James. *History of Nebraska.* 3rd edition. Lincoln: University of Nebraska Press, 1997.

<http://books.google.com/books?id=1R5dX7OkHggC&printsec=frontcover&dq=History+of+Nebraska&sig=aZ0LCpkW8WGcJnehhQQjRk56seA>

Magazines

“Colonization Activities.” *Nebraska History.* Vol. 50. Pp. 373-407.

Decker, Leslie E. “Railroads, Lands, and Politics: The Taxation of the Railroad Land Grants, 1864-1897.” *Nebraska History.* Vol. 46. Pp. 79-82.

Gara, Larry. “A Railroad Man’s View of Early Nebraska.” *Nebraska History.* Vol. 35. 1954. Pp. 137-146.

Glad, P. W. “F.W. Lander and the Pacific Railroad Movement.” *Nebraska History.* Vol. 35. 1954. Pp. 173-192.

Mattison, R.H. “The Burlington Tax Controversy in Nebraska Over the Federal Land Grants.” *Nebraska History.* Vol. 28. 1947. Pp. 110-131

“The Pacific Railway Act of 1862.” *Nebraska History.* Vol. 43. Pp. 141-167.

Pamphlets

Nebraska Trailblazer. No. 10 “Railroads.” Nebraska State Historical Society.

L3

LESSON PLAN

The Railroads and Settlement of the Great Plains

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Resources

Internet Resources

Nebraska Studies 1850-1874. Railroads & Settlement section.

<http://nebraskastudies.org/1850-1874/railroads-settlement/>

American Memories: Railroad Maps in Nebraska

[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(+@FIELD\(SUBJ+@band\(+Railroads++Nebraska++Maps.+\)\)+@field\(COLLID+rrmap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(+@FIELD(SUBJ+@band(+Railroads++Nebraska++Maps.+))+@field(COLLID+rrmap)))

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Carter, C.F. "When Railroads Were New."

http://www.cpr.org/Museum/When_RRs_Were_New.html#Indians

Central Pacific Railroad. Photographic History Museum.

<http://cpr.org/Museum/index.html>

PBS. New Perspectives of the West. <http://www.pbs.org/weta/thewest/program/>

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]

Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources. "Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

National Archives. Digital Classroom. Teaching with Documents Lesson Plan: Anti-railroad Propaganda Poster — The Growth of Regionalism, 1800 — 1860.

<http://www.archives.gov/education/lessons/anti-rail/>

Nebraska Dept. of Education Academic Standards.

<https://www.education.ne.gov/contentareastandards/>

Nebraska Dept. of Education State Social Studies Standards.

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

L3

LESSON PLAN

The Railroads and Settlement of the Great Plains

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Resources

Internet Resources

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<https://history.nebraska.gov/publications/nebraska-history-magazine>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

PBS. Archives of the West. 1868-1874. <http://www.pbs.org/weta/thewest/resources/archives/five/>

PBS. New Perspectives of the West. <http://www.pbs.org/weta/thewest/program/>

PBS. New Perspectives of the West. The Grandest Enterprise Under God.

<http://www.pbs.org/weta/thewest/program/episodes/five/>

PBS. New Perspectives of the West. Transcontinental Railroad. Lesson Plans Index.

http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm

Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.

<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>

Rubrics: General Rubric <http://www.socialstudieshelp.com/rubric.htm>

Union Pacific Railroad History and Photos <https://www.up.com/aboutup/history/index.htm>

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The Process

1. Have students read the following sections of the 1850-1874 timeline on Nebraska Studies.
Homestead Act Signed <http://nebraskastudies.org/1850-1874/homestead-act-signed/>
Railroads & Settlement <http://nebraskastudies.org/1850-1874/railroads-settlement/>
2. Use the following questions as a guide to the discussion:
 - a. What railroads received free land in Nebraska from the U.S. Government?
 - b. Why would the U.S. Government grant free land to the railroads?
 - c. What did railroads do with the land they did not use for railroad construction?
 - d. Why would Nebraska settlers pay for land sold by a railroad when they could obtain free land through the Homestead Act?
 - e. Cite evidence to support the claims the railroads helped the settlers and also took advantage of the settlers?
 - f. Why has there been a decline in the number of railroad companies and the number of miles of railroads tracks in Nebraska?
 - g. How did Native Americans view the growth of the railroad industry?
3. Do a search for a photograph of some aspect of the railroad from “Prairie Settlement. Nebraska Photographs and Letters” located at <http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
Then have students use the [National Archives Photograph Analysis Worksheet](#) in the Resources section at the end of this document to analyze that photo.
4. Have students access the same site as in #3, “Prairie Settlement. Nebraska Photographs and Letters” located at <http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html> and do a search for “Burlington and Missouri River Railroad train wreck near Dunning, Blaine County, Nebraska.” Then have students use the [National Archives Photograph Analysis Worksheet](#) in the Resources section at the end of this document to analyze the photograph of the train wreck.
5. Instruct students to access the image of the Union Pacific advertising land for sale in Nebraska located at <http://nebraskastudies.org/1850-1874/railroads-settlement/>
And have students analyze the image using the [National Archives Poster Analysis Worksheet](#) in the Resources section at the end of this document.
6. What tactic was used by the Burlington and Missouri Railroad to attract Czech immigrants to Nebraska? Have students read the page, The Czechs Move to Nebraska, in the Homestead Act Signed: Who Were the Settlers? section in the 1850-1874 timeline located here: <http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/>

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LESSON PLAN

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8 HS

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The Process

7. Instruct students to access the map “Railroad Lines Nebraska in 1874” located on the Nebraska Studies website at <http://nebraskastudies.org/1850-1874/railroads-settlement/>

Then have students use [National Archives Map Analysis Worksheet](#) in the Resources section at the end of this document to analyze the map.

8. Direct students to use the [How to Conduct Oral Interviews form](#) located in the Resources section at the end of this document as a guide for interviewing a person from one of the following occupational groups with reference to their views on whether the government should or should not have offered subsidies to the builders of the first transcontinental railroad:

- Current or former local, state, or federal governmental official
- Current or former employee of a railroad company
- Current or retired farmer
- Current or retired real estate agent

9. Review with students, in oral discussion, the role railroads played in the settlement of Nebraska by using the following questions as a guide for the discussion:

- a. How did geography affect the decisions made by railroad companies when they laid track in Nebraska?
- b. Who were the key railroad companies in Nebraska?
- c. The Nebraska governmental officials used what methods to encourage railroad companies to build railroads in Nebraska?
- d. What incentives did the Federal Government give to the railroad companies to lay the track for the first transcontinental railroad?
- e. Why did settlers buy land from the railroad companies when they could obtain land virtually free through the Homestead Act?
- f. How did the railroad companies help the farmers and ranchers and how did they hurt them?
- g. Do you think the overall effects of the railroad companies were good or bad for the state of Nebraska? Why or why not?

10. Have students indicate, in written form, three key things they learned from using the National Archives analysis worksheets that they think will help them in future analysis of primary resources.

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LESSON PLAN

The Railroads and Settlement of the Great Plains

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8 HS

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Learning Advice

- Review the Nebraska State Historical website at <http://www.nebraskahistory.org/> and familiarize students with the Nebraska History magazine located at <https://history.nebraska.gov/publications/nebraska-history-magazine>

Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.

- Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <https://www.education.ne.gov/socialstudies/>
- Have students identify and/or define the following terms and indicate their connection to railroads after they have had the opportunity to read the information contained on the Nebraska Studies Website concerning the “Railroads and Settlement” located at <http://nebraskastudies.org/1850-1874/railroads-settlement/> and have read pertinent passages from their American history textbook or other assigned readings:

| | | |
|--|---|--|
| Homestead Act (1862) Interstate Commerce Act (1887) Kansas-Nebraska Act (1854) Pacific Railway Act (1862) Central Pacific Railroad Company Union Pacific Railroad Company | Chinese immigrants Irish immigrants Native Americans affidavit agricultural cooperatives bison | growth of towns land agents map legend monopolies public domain subsidies transcontinental |
|--|---|--|

- Indicate to students that there are other segments of Nebraska Studies that contain topics related to the building of the railroad such as the following:

The Immigrant Experience <http://nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/the-immigrant-experience/>

Discuss with students the roles played by the Irish and Chinese immigrants in building the transcontinental railroad.

The Kansas-Nebraska Act <http://nebraskastudies.org/1850-1874/the-kansas-nebraska-act/>

Discuss with students how important it was to the railroad companies to have organized territories through which their railroads would pass.

- Model for students how to use the [National Archives Photo Analysis Worksheet](#) in the Resources section at the end of this document by analyzing the photograph of the “Cochran’s Railroad construction (Burlington and Missouri River Railroad) Camp” at <http://nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/>

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LESSON PLAN

The Railroads and Settlement of the Great Plains

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Learning Advice, continued

- Instruct students to open the link “Map of the state of Nebraska showing the lands of the Burlington and Missouri Riv. R.R. Co. in Nebraska” on the Land Grants page in the Railroads & Settlement section of the 1850-1874 timeline in the Nebraska Studies website located at <http://nebraskastudies.org/1850-1874/railroads-settlement/land-grants-decline-railroads/>

Tell students to go to use [National Archives Written Document Analysis Worksheet](#) as a guide for analyzing the map and legend. Indicate to students that the document is both a map and an advertisement.

Conclusion

Students will have learned the role played by local, state, and federal governments to induce the railway companies to build railroads. They will become aware of how the railroad companies both helped and took advantage of the local populations. Furthermore, students will realize the important role played by immigrants, especially the Chinese and Irish, in building the first transcontinental railroad. Students will learn that while the railway companies played a key role in the demise of the Native American, they also helped foster the growth of a stronger United States. Finally, students will have developed skills to analyze primary resources.

Assessment Activities

One or both of the following activities could be used to assess student knowledge.

Activity # 1: Analytical Essay

Instruct students to write a minimum 500-word essay analyzing the effects the first transcontinental railroad had on the settlers in the Great Plains area. Tell students to include a thesis statement, documentation, a conclusion, and a bibliography. Use a rubric to assess student knowledge. Provide students with a copy of the rubric that will be used to determine the grade they receive on their essay. Teachers can create their own rubric or use one of the following:

General Scoring Rubric — Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Rubrics General Rubric <http://www.socialstudieshelp.com/rubric.htm>

Activity # 2: Multiple Choice Assessment

Print out enough copies for each student of the [The Railroads and Settlement of the Great Plains Multiple Choice worksheet](#) in the Resources section of this document.

Answers to the Multiple Choice assessment activity: 1. D 2. B 3. C 4. B 5. C 6. D 7. D

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LESSON PLAN

The Railroads and Settlement of the Great Plains

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Possible Extension Activities

- Print and make copies of “The Homestead Act” located at <http://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm> and “The Pacific Railway Act” located at <http://www.pbs.org/weta/thewest/resources/archives/five/railact.htm>

Distribute the copies to the students and have them answer the following questions:

Questions based on the Homestead Act Document

- What is the purpose of this act?
- What is meant by the term “public domain”?
- Who is entitled to secure a grant of land from the Federal Government? Can women secure such a grant in their own names, and if so, how?
- What is the largest amount of land a person can secure from the Federal government through this act?
- How would one go about applying for land under the act (filing the affidavit)?
- How long would one have to wait in between filing an affidavit and securing final title to the land one settled? What did a settler need to do in the meantime?
- How much per acre did land under the Homestead Act cost?
- The Homestead Act was meant to insure that United States citizens who actually wanted to farm were the recipients of the government’s largess. Who else might have wanted to profit from this deal, and how? How is the law trying to prevent various abuses?

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LESSON PLAN

The Railroads and Settlement of the Great Plains

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Possible Extension Activities, continued

Questions based on the Pacific Railway Act of 1862:

- i. What is the purpose of this act?
- j. What is the Union Pacific Railroad Company empowered by this act to do?
- k. Why do you think the government is providing for the building of telegraph poles along the length of the railroad?
- l. The act is giving the railroad the right of way on public lands. How much land on either side of tracks does this include? What does the government promise to do if American Indian tribes claim title to this land?
- m. In Section 3 the act provides the railroad with more land than what is needed to give it a right of way. Why will this land fronting the railroad tracks be even more valuable than land given to homesteaders at a distance from the railway?
- n. What method of financing the railway does the bill propose in Section 5?

- Access the National Archives “Anti-Railroad Propaganda Poster” at http://www.archives.gov/digital_classroom/lessons/anti_railroad_propaganda/anti_railroad_propaganda.html

Make copies for your students. Then provide students with copies of the National Archives Poster Analysis Worksheet located in the Resources section at the end of this document and have them use the worksheet as a guide for analyzing the poster.

- Team Projects That View the Railway from Four Different Perspectives

Divide the class into four teams. Explain that each team will have a task to complete about the Transcontinental Railroad from one of four perspectives. After each group receives instructions, including some relevant Web links, allow them at least several days to complete their assigned tasks.

Group 1: Railway Promoters

Group 2: Railway Passengers

Group 3: Chinese Immigrants

Group 4: Representatives of Tribes of American Indians Living on the Great Plains

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Possible Extension Activities, continued

• Access The West Lesson Plan Activity 5. Part 4: “Memorializing the Transcontinental Railroad” PBS. New Perspectives of the West. Transcontinental Railroad. Lesson Plans Index

http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm

1. Instruct students to look at how the building of the Transcontinental Railroad has been memorialized in the American consciousness through the classic photos and paintings of the event.
2. Have them look at and analyze the following:
 - a. “Joining of the Rails, May 10, 1869, Promontory, Utah” a stereotypical view from the Central Pacific Railroad Photographic History Museum.
 - b. “The Last Spike” by Thomas Hill from the Central Pacific Photographic History Museum (scroll down for the actual painting as well as a list of “who is who” in the group portrait).
 - c. “Joining the tracks for the first transcontinental railroad” Promontory, Utah, Territory, 1869.
3. Instruct students to analyze the photographs by asking them to fill in the [National Archives Photograph Analysis Worksheet](#) located in the Resources section at the end of this document.
4. Conclude the lesson by having students answer the following questions:
 - a. What is missing from these images?
 - b. What would a fitting monument to the building of the Transcontinental Railroad look like? (Ask interested students to design one.)
 - c. Is it important to consider historical events from multiple perspectives? Is there ever one interpretation of events that represents the truth?



1850-1874

Railroads & Settlement

resources

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Nebraska Department of Education Academic Standards
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies Standards
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans <http://www.loc.gov/teachers/index.html>

How to Conduct and Utilize Oral Interviews

By Michael Young, former History Department Chair, Omaha Burke High School

Oral history is the process of collecting an individual's spoken memories of his or her life, of the people he or she has known, and the events which he or she witnessed or participated in. Oral history is another primary source technique historians use to help them interpret the past. Oral histories can be used to supplement written records, complement secondary sources (what has been written by historical scholars), and to provide information that would exist in no other form.

But, using oral histories as a source can also pose problems. Interviewees are human. They can forget things. Their memories can play tricks on them. You have to be very careful as a historian when you use oral history as a source.

Teachers need to explore activities that help students strengthen their abilities to develop good interviewing techniques. The teacher might conduct a personal interview with a person representative of whomever the students will be interviewing (an elderly person, etc.) in the classroom.

Students could then practice interviewing one another in the classroom as part of a paired activity. The practice interviews can help students develop awareness of key techniques that will help them when they conduct an actual interview. The teacher and/or students can offer suggestions on what the characteristics of a good interview are. The teacher may also want to review passages from actual transcripts of interviews to illustrate key attributes of successful interviews.

Caution students that oral history (conducting interviews) is not a substitute for basic research. Students should research printed and electronic resources for background information and historical accounts of the issue, event, or personality being studied.

Consider the following suggestions on how to how to conduct and utilize oral interviews.

Preparing

- 1. Decide which individuals would be most appropriate to interview.** There are many ways to find someone to interview. Ask your family members. Contact veterans' organizations, church groups, civic organizations, etc. Put a request in your local newspaper. It's a good idea when you find someone to have them complete a brief preliminary questionnaire to give you some background on the person.
- 2. Schedule the interview as soon as possible and by telephone if possible.** Confirm the meeting time and date a day before conducting the Interview.
- 3. Learn as much as possible about the topic of your interview before conducting the interview.** Contact the local media reporters for suggestions on related topics, sources, etc. Carefully read the person's completed questionnaire. Make up a list of questions from things on the questionnaire. Do enough preliminary research so that you are able to ask intelligent questions. Prepare a brief outline of questions you will be asking.
- 4. Make sure you are familiar with your recorder.** Make sure any equipment you will be using is working properly (camcorder, tape recorder, etc.) and secure the interviewee's permission to record the interview. Practice to make sure you can operate. Have an extra tape in case the interview is longer, or in case the tape would break.
- 5. When selecting the location for the interview, ask the interviewee where he or she would be most comfortable.** Choose a place that is quiet, where there won't be a lot of distractions.

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Conducting the Interview

- 1. Dress appropriately and create a good impression.**
- 2. When you get to the interview, chat briefly with your interviewee to get him or her feeling relaxed and comfortable with you.** Explain, again, to the interviewee your purpose for the interview. Do not begin the interview abruptly. Introduce yourself, make the interviewee as comfortable as possible, and review the interview process you will be using. Be sure to let them know how much you appreciate getting the chance to talk with them.
- 3. During the interview, keep things moving.** Express an interest in what the interviewee is saying and listen carefully. Make a conscious effort to be unbiased and try not to influence how the interviewee will answer your questions. Have your questions ready, but do not rely totally on them. By listening carefully to what the person is speaking about, you can come up with additional questions. Avoid too many open-ended questions that require long complicated answers.
- 4. Use a tape recorder or camcorder to more accurately record the interview.** In addition, take notes and accurately record the correct spelling of name, places, etc. Silence can be productive. Do not rush the narrator to respond.
- 5. You may need to have the interviewee sign a legal release form enabling you to use any information gained through the interview for research purposes.**
- 6. Know the physical limitations of the person you are interviewing.** If the person has a hard time hearing, make sure you speak up loudly and clearly. Don't let an interview drag on endlessly. If you still have areas to cover, you might want to take a short break.
- 7. Have a good closing question that helps the interviewee summarize his/her statements and helps bring closure to the interview.**
- 8. Be sensitive. Indicate to the interviewee that his/her answers will be reported anonymously if requested.** Some subjects may provoke an emotional response. If a person starts to cry, you might turn off the tape recorder for a few minutes.
- 9. After the interview, send a thank you note to the person being interviewed within one week of the interview.** If you transcribe the tape, send your interviewee a copy of the tape, or if you don't transcribe the entire tape, send them the paper you wrote.

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Examining

1. Prepare a written summary, note cards, and/or outline of the key points discussed in the interview that are relevant to your topic.
2. What perspective did the interviewee give you about the topic?
3. What did the interviewee tell you about the lifestyles, culture, political atmosphere, economic issues, education, etc. of the time period being studied?
4. Is the interviewee a dependable source of information? Did the interviewee have a difficult time remembering dates, places, and events?
5. Compare/Contrast the information given to you by the interviewee with the factual information you have learned from researching other primary and secondary sources.

Determine Its Usefulness

1. What information from this interviewee is useful for the development of your topic?
2. What does this information contribute to the development or analysis of your topic? How can incorrect information or biased viewpoints be used?
3. How can the information gained from your interview be most effectively used in your research project?
4. Oral history can be used to validate other data, to collect opinions reflecting different points of view, to acquire background or perspective, and to collect "up-to-date" data.
5. In summary, oral history can also demonstrate cause and effect, objectivity versus subjectivity, reality versus abstraction, fact versus opinion, and attitudes then and now.

Bibliography

American Memory. Life History Manuscripts from the Folklore Project. WPA. Federal Writer's Project 1936-1940. Summary of Resources. U.S. History Content. <http://lcweb2.loc.gov/wpaintro/wpahome.html>

Lanman, Barry A. and Mehaffy, George L. Oral History in the Secondary Classroom. Oral History Association, 1988. "Pointers How to Prepare for and Use an Oral Interview". Indiana History Day. Indiana: Historical Bureau, 1989. Located in Magazine of History. Summer 1990. p. 54.

National Archives: Photograph Analysis Worksheet

STEP 1. OBSERVATION

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

| PEOPLE | OBJECTS | ACTIVITIES |
|--------|---------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

STEP 2. INFERENCE

Based on what you have observed above, list three things you might infer from this photograph.

.....

.....

.....

STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

.....

.....

B. Where could you find answers to them?

.....

.....

National Archives: Poster Analysis Worksheet

1. What are the main colors used in the poster?

.....

2. What symbols (if any) are used in the poster?

.....

3. If a symbol is used, is it

a. clear (easy to interpret)?

b. memorable?

c. dramatic?

4. Are the messages in the poster primarily visual, verbal, or both?

.....

5. Who do you think is the intended audience for the poster?

.....

6. What does the Government hope the audience will do?

.....

7. What Government purpose(s) is served by the poster?

.....

The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

National Archives: Written Document Analysis Worksheet

1. TYPE OF DOCUMENT(Check one)

- | | |
|-------------------|--------------------------|
| ... Letter | ... Report |
| ... Patent | ... Advertisement |
| ... Memorandum | ... Congressional record |
| ... Map | ... Census report |
| ... Telegram | ... Other |
| ... Press release | |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|----------------------------|--------------------|
| ... Interesting letterhead | ... Notations |
| ... Handwritten | ... RECEIVED stamp |
| ... Typed | ... Other |
| ... Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1.
2.
3.

B. Why do you think this document was written?

.....

C. What evidence in the document helps you know why it was written? Quote from the document.

.....

D. List two things the document tells you about life in the United States at the time it was written:

1.
2.

E. Write a question to the author that is left unanswered by the document

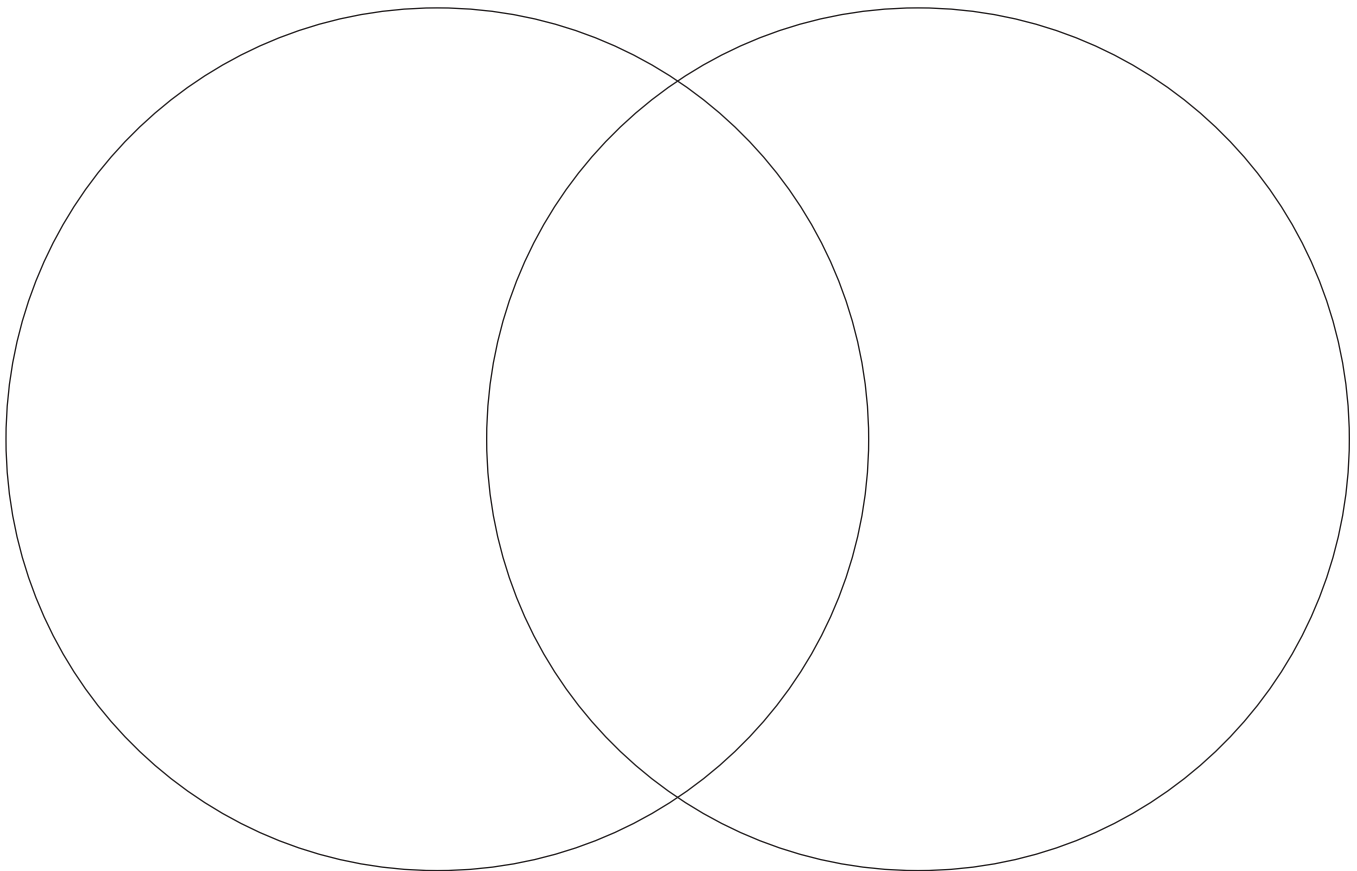
.....

Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



Rubric for Lesson Plan 1: The Railroads Boom!

Student: Date:

| | Excellent | Satisfactory | Needs Improvement |
|--------------|-----------|--------------|-------------------|
| Presentation | | | |
| Map Activity | | | |
| Short Essay | | | |

resources

Rubric for Lesson Plan 2:
Why Do You Live Where You Do?

Student: Date:

| | Excellent | Satisfactory | Needs Improvement |
|-----------------|-----------|--------------|-------------------|
| Journal Entries | | | |
| Oral Discussion | | | |

Quote: The Railroads and Settlement of the Great Plains

“That the right of way through the public lands be...granted to said company for the construction of said railroad and telegraph line; and the right...is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad when it may pass over the public lands, including all necessary grounds, for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn tables, and water stations. The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act...”

The Pacific Railway Act. July 1, 1862

(U. S. Statutes at Large, Vol. XII, p. 489 ff.)

The Railroads and Settlement of the Great Plains Multiple Choice Worksheet

Student: Date:

Directions: Circle the best answer.

1. Which of the following immigrants were the most significant in helping provide labor for the building of the transcontinental railroad?
 - A. Germans and Italians
 - B. English and Spanish
 - C. French and Japanese
 - D. Irish and Chinese
2. The national government helped to finance transcontinental railroad construction in the late 19th century by providing railroad corporations with:
 - A. cash grants from a special tax on corporations
 - B. land grants
 - C. reduced prices for iron and steel
 - D. exemptions from federal income taxes
3. One by-product of the development of the railroads was:
 - A. a reduction in people immigrating to the United States
 - B. movement of people from California to New York
 - C. increased settlement of the west
 - D. a decline in the population of Nebraska
4. Railroad corporations were initially able to control trade because of a lack of competition from other business, and this enabled them to create:
 - A. lower prices
 - B. monopolies
 - C. agricultural cooperatives
 - D. subsidies
5. Which of the following companies built the first transcontinental railroad in the United States?
 - A. Atchison, Topeka, and Santa Fe
 - B. Great Northern and Great Southern
 - C. Central Pacific and Union Pacific
 - D. Southern Pacific and Federal Pacific
6. Which of the following statements is most accurate?
 - A. Most Native Americans welcomed the arrival of the railroads.
 - B. The buffalo herds were increased in number.
 - C. The Pacific Railway Act replaced the Homestead Act.
 - D. Immigrants played a major role in the building of the transcontinental railroad.
7. Which of the following acts did the least to help spur the growth of railroads?
 - A. Kansas-Nebraska Act
 - B. Homestead Act
 - C. Pacific Railway Act
 - D. Interstate Commerce Act

Nebraska Department of Education Content Area Standards

Social Studies Standards

4

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.4 Compare and contrast the characteristics of culture statewide.
SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.4 Develop historical inquiry and research skills.

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SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

HS

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer

Nebraska Department of Education Content Area Standards

Language Arts Standards

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LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary; **LA 4.1.5.b** Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

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LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

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LA 12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.