



Section 1

Standards-Based Instruction



SECTION

1

Mining and Railroads



Standards at a Glance

Students have read how the four-year struggle of the Civil War consumed the resources and attention of the nation. Now they will focus on how the government encouraged settlers and railroads to develop the West.

Section Focus Question

How did mining and railroads draw people to the West?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: people seeking jobs and a chance to get rich flooded the West.*)

Prepare to Read

Build Background Knowledge

L2

The section deals with how the West was changed by rapid economic development. Tell students that the land west of the Mississippi was settled relatively quickly compared to the land east of the Mississippi. Ask students to make a list of factors that may have contributed to the rapid settlement of the West. Use the Idea Wave strategy (TE p. T38) to elicit responses.

Set a Purpose

L2

- Group students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 6, Reading Readiness Guide, p. 17

- Use the Numbered Heads strategy (TE p. T38) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.

Answer

Use Definition Clues A lode is a rich vein of ore.



Standards Preview

H-SS 8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

H-SS 8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

Prepare to Read

Reading Skill

Use Definition Clues As you read about history, you will come across unfamiliar words. In this textbook, definitions for many unfamiliar words are included in the text that surrounds the word. When you read a word that you do not know, look at nearby sentences. Perhaps, the unfamiliar word is repeated and defined.

E-LA Reading 8.1.3

Vocabulary Builder

High-Use Words

immigrate, p. 455

manual, p. 455

Key Terms and People

vigilante, p. 454

subsidy, p. 454

transcontinental railroad, p. 455

Background Knowledge With the Civil War over, the nation turned its attention to its western frontier. This stretched from the Mississippi River to the Pacific Ocean. The frontier had prairies, mountains, and forests. Even though Americans thought of it as unsettled, it was the home of Mexican settlers and Native Americans.

Moving west, settlers first crossed the Great Plains. Most of the Plains receives little rainfall and has few trees. Thinking that crops could not grow there, settlers called the area the Great American Desert.

In this section, you will learn how railroad builders and miners made the West a vital part of the nation's economy.

Boom and Bust

In many parts of the West, settlement came in a rush. This was especially true in areas where prospectors found gold or silver. New mining towns sprang up in a flash—but many did not last long.

The Gold Rush of 1849 in California excited the nation. Before long, miners spread from California to the Sierra Nevada and the Rocky Mountains and to the Black Hills of the Dakota Territory.

The Comstock Lode Just before the Civil War, prospectors began searching for gold in the Sierra Nevada. In 1859, two Irish prospectors found the gold they were looking for. However, a third man, Henry Comstock, said the claim was on his land. The find became known as the Comstock Lode. A lode is a rich vein of ore.

At the Comstock Lode, a blue-tinted sand stuck to all the equipment and made the gold hard to dig out. The blue mud turned out to be loaded with silver. In fact, the silver was far more valuable than the gold. This was one of the richest silver mines in the world.

Main Idea

Settlement of the West often came in a rush, but many boomtowns soon died out.



Use Definition Clues

What is a lode? Write the sentence that provides a definition.

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Universal Access

L3 Advanced Readers

Writing a Journal Entry Have each student write a journal entry from the perspective of a gold miner, a woman working in a boomtown, or a railroad worker. Students' entries must reflect relevant information from the chapter. When stu-

L3 Gifted and Talented

dents have finished, suggest that they present their entries to the class by performing a dramatic reading.

In the next 20 years, the Comstock Lode produced \$300 million worth of silver and made Nevada a center of mining. A tent city near the mines grew into the boomtown of Virginia City, Nevada.

The Boom Spreads After the Civil War, prospectors fanned out over the West. They found valuable ores in Montana, Idaho, and Colorado. They made a gold strike in South Dakota's Black Hills. In the 1890s, a gold find drew people from all over the world to Alaska.

Although each strike caused great excitement, few prospectors got rich. The ore was deep underground and expensive to extract. Comstock gave up and sold his mining rights for \$11,000 and two mules. Many other prospectors sold their claims to large mining companies. By the 1880s, western mining had become a big business.

Boomtown Life Tent cities like Virginia City often arose around the diggings. Soon hotels, stores, and other wood-frame buildings appeared. Mining camps quickly grew into boomtowns.

Where prospectors went, others followed. Merchants brought mule teams hauling tools, food, and clothing. Nothing was cheap in the boomtown stores. Sometimes, miners paid high prices for bottles of pure drinking water. They did not want to drink from streams that might be polluted with chemicals, like arsenic, used in mining.

Women who joined the mining boom could make a good living. Some opened restaurants. Others washed clothes or took in boarders. One woman just baked pies. In a year, she became quite wealthy.

Nearly half the miners were foreign-born. The streets of the mining towns rang with Irish accents as well as Italian, German, Spanish, Chinese, and other languages. The foreign miners often faced hostility. For example, laws restricted Chinese miners to claims abandoned by others. Mobs often drove the Chinese from towns.

Explore More Video

Discovery School Video To learn more about boomtowns and ghost towns, view the video.

From Boomtown to Ghost Town In the 1870s, Virginia City, Nevada, had close to 30,000 inhabitants. When the Comstock Lode ran out, Virginia City became a ghost town. Today it is a thriving tourist attraction. **Critical Thinking: Identify**

Economic Alternatives Why did Virginia City become a ghost town? How did it later restore its economy?

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History Background

The Great American Desert When surveyor Stephen Long led his expedition west in 1820, he thought the region from the Mississippi to the Rocky Mountains resembled the deserts of Siberia. In 1823, Long created a map that labeled the area "The Great American Desert," and the name remained.

Explore More Video

Discovery School Video

View the video *Boomtown to Ghost Town* to enhance student understanding of the rise and fall of mining towns.

Teach

Boom and Bust

H-SS 8.12.3, 8.12.4

Instruction

L2

Vocabulary Builder

High-Use Words Before teaching this section, preteach the high-use words **immigrate** and **manual** using the strategy on TE page 451.

Key Terms Following the instructions on page 7, have students create a See It—Remember It chart for the Key Terms in this chapter.

- To help the students better understand the concept of migration, which is important to the understanding of this chapter, use the Concept Lesson Migration. Distribute copies of the Concept Organizer.

All in One Teaching Resources, Unit 6, Concept Lesson, p. 27; Concept Organizer, p. 7

- Read Boom and Bust with students using the Structured Silent Reading strategy (TE p. T37).
- Ask students why most Americans moving west did not settle on the Great Plains. (*It did not seem like good farmland.*)
- Ask: **How did the discovery of gold and silver affect the pattern of western settlement?** (*People looking for gold had originally settled in California. From there, they spread eastward, often drawn by reports of additional discoveries of gold and silver.*)
- Ask: **Who was most likely to strike it rich in a boomtown?** (*business people who supplied the goods and services miners needed*)

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the idea of the frontier and the gold and silver rushes.

Answer

Identify Economic Alternatives After the Comstock Lode was depleted, people left Virginia City. Possible answer: It became a tourist attraction.

The Railroad Boom

H-SS 8.12.3

Instruction

L2

- Have students read *The Railroad Boom*. Remind them to look for context clues to clarify the meaning of unfamiliar words or phrases.
- Ask: **How do you think the gold and silver rushes affected the transcontinental railroad?** (*The wealth the rushes promised probably spurred railroad developers to establish the transcontinental line, to shorten the trip west and quickly transport gold and silver to the East.*)
- Ask: **Why do you think the government helped fund the creation of new railroads?** (*Possible answers: Linking the east and west coasts would create more unity in the country, make it easier to ship goods, and bring more people to the West in order to help territories gain statehood.*)
- Have students complete the worksheet *The Transcontinental Railroad*. Ask them to summarize the challenges that faced the builders of the first transcontinental railroad.

All in One Teaching Resources, Unit 6, The Transcontinental Railroad, p. 21

Independent Practice

Have students complete the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 13, Section 1 (Adapted Version also available.)

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure students understand life in boomtowns and the expansion of railroads.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they expected to learn.

All in One Teaching Resources, Unit 6, Reading Readiness Guide, p. 17

Answers

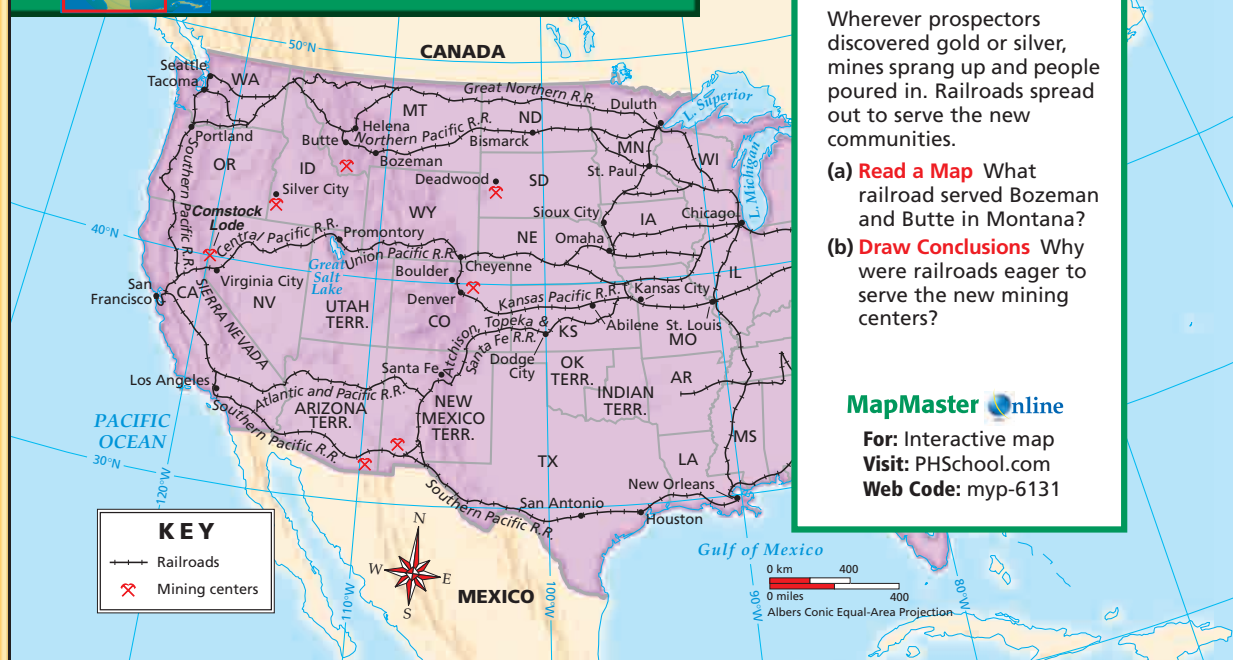
(a) the Northern Pacific (b) They could easily transport gold and silver throughout the country.

Checkpoint Boomtowns were growing so rapidly that government-appointed law enforcement was difficult to establish.

Mining and Railroads in the West

MAP MASTER

Skills Activity



Wherever prospectors discovered gold or silver, mines sprang up and people poured in. Railroads spread out to serve the new communities.

- Read a Map** What railroad served Bozeman and Butte in Montana?
- Draw Conclusions** Why were railroads eager to serve the new mining centers?

MapMaster Online

For: Interactive map
Visit: PHSchool.com
Web Code: myp-6131

Frontier Justice Mining towns sprouted so fast that law and order were hard to find. Miners formed groups of **vigilantes**, or **self-appointed law keepers**. Such groups hunted down bandits and imposed their own rough brands of justice.

As boomtowns grew, local residents began to seek more lasting forms of government. Sheriffs, marshals, and judges replaced vigilantes. Colorado, Dakota, and Nevada organized into territories in 1861, followed by Arizona and Idaho in 1863 and Montana in 1864.

In some mining towns, all the ore was soon extracted. Mines shut down and miners moved away. With few customers, businesses failed and merchants left. Boomtowns became ghost towns.

Checkpoint Why did boomtowns use vigilante justice?

Main Idea

Backed by federal aid, railroad companies had laid tracks from coast to coast by 1869.

The Railroad Boom

Railroads raced to lay track to the mines and boomtowns. They received generous help from the federal government.

Aid to Railroads Before 1860, railroad lines ended at the Missouri River. Then, the federal government began to offer subsidies. **Subsidies are grants of land or money.** For every mile of track, the government gave the railroad 10 square miles of land next to the track. Railroads got more than 180 million acres, an area the size of Texas. They also received federal loans.

Universal Access

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

Reading a Map To get a visual image of the physical barriers that posed problems to the builders of the first transcontinental railroad, have students complete the worksheet *Railroads Cross the West*. Ask students to share their opinions about which

company faced greater geographical challenges.

All in One Teaching Resources, Unit 6, *Railroads Cross the West*, p. 23

Spanning the Continent Westerners dreamed of a **transcontinental railroad**, a railroad line that spanned the continent.

In 1862, Leland Stanford and his partners won the right to build a line eastward from San Francisco. Their railroad was the Central Pacific. Another railroad, the Union Pacific, would build west from Omaha. When the lines met, tracks would stretch from coast to coast.

The railroads hired thousands of workers—native-born whites, Mexican Americans, and African Americans. Workers also **immigrated** to the United States from Mexico and Ireland. The Central Pacific brought 10,000 Chinese to the United States.


The work was hazardous, the pay low. Cutting through the Sierra Nevada, Chinese **manual** laborers were lashed by snow and howling winds. Avalanches buried weeks of work in moments and killed workers by the score. Daily progress sometimes came in inches.

At last, on May 10, 1869, the two lines met at Promontory, Utah. Stanford drove the final spike into the last rail with a silver mallet. “It is done,” tapped out a telegrapher. Word flashed across the nation.

Effects of the Railroads New towns sprang up in the West. People and supplies poured in. Gold and silver poured out.

Rapid population growth brought political changes. Nevada became a state in 1864; Colorado in 1876; North Dakota, South Dakota, Montana, and Washington in 1889; Idaho and Wyoming in 1890.

 **Checkpoint** How did the railroads change the West?

 **Looking Back and Ahead** Gold and silver discoveries brought boomtowns to the West. Then came railroads and more settlers. In the next section, you will read how these developments affected the Native Americans who lived in the West.

Vocabulary Builder

immigrate (ihm mah grayt) *v.* to move to a foreign region or country

Vocabulary Builder

manual (MAN yoo ahl) *adj.* involving work done by hand

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 6,** Section Quiz, p. 28


To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 13, Section 1

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

 **Interactive Reading and Notetaking Study Guide, Chapter 13,** Section 1 (Adapted Version also available.)

Extend

L3

Tell students that William Morris Stewart, James Graham Fair, and George Hearst were known as the “silver kings” because they made their fortunes from the Comstock Lode. Have students do Internet research to learn more about these men and write a brief paragraph about each. Have students read their paragraphs to the class.

Extend Online

For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: Mye-0274

Writing Rubric Share this rubric with students.


Score 1 Answers inaccurate

Score 2 No details given to support answers

Score 3 Some inaccurate details given

Score 4 Correct and well-supported answers

Answer

 **Checkpoint** They caused new towns to develop, leading to rapid population growth that helped western territories become states.

Section 1 | Check Your Progress



Standards Review

H-SS: 8.12.3, 8.12.4; E-LA: Reading 8.1.3

Progress Monitoring Online

For: Self-test with instant help
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Web Code: mya-6131

Comprehension and Critical Thinking

- (a) Recall** In 1850, what region of the United States was considered the western frontier?

(b) Detect Points of View Explain how each of the following groups viewed the western frontier: Americans, Spanish settlers, Native Americans.
- (a) Identify** Why did the government believe it was important to extend railroad lines west?

(b) Identify Economic Benefits What incentives did the government offer to railroad builders to extend railroad lines westward?

Reading Skill

- 3. Use Definition Clues** Define the term **subsidies** in the following context, and describe the clue you used: Congress offered generous subsidies to railroads. Subsidies are grants of land or money.

Vocabulary Builder

Read each sentence. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- 4. Vigilante** groups in the West were replaced by homesteaders.
- 5. The transcontinental railroad** connected the East with the West.

Writing

- 6. Persuasive writing** always centers on an opinion—an idea about which there can be disagreement. Tell whether each of the following statements expresses an opinion or states a fact. **Statements:**

 - A valuable gold strike was made in South Dakota’s Black Hills.
 - The unjust treatment of foreign miners was shameful.
 - Creating a coast-to-coast railway was the most important factor in U.S. economic history.
 - Some mining camps quickly grew into boomtowns.

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Section 1 Check Your Progress

- (a)** all the territory between the Mississippi River and the Pacific Ocean

(b) Americans viewed the frontier as desert that could not support crops but could bring riches through mining; Spanish settlers and Native Americans saw it as their home.
- (a)** The railroad would quicken the influx of settlers to the mines and boomtowns.

(b) grants of land and money
- Subsidies are grants of land or money. The next sentence gave the definition.
- No, vigilante groups were replaced by sheriffs, marshals, and judges.
- Yes
- (a)** fact

(b) opinion

(c) opinion

(d) fact

Transcontinental Railroad

H-SS 8.12.3, 8.12.4

Build Background Knowledge

L2

Remind students that in the late 1800s, the United States included a large territory in the West, but it was sparsely settled and, compared to the East, had few developed transportation routes. Have students use the Idea Wave strategy (TE, p. T38) to brainstorm for the challenges settlers may have faced trying to establish themselves in the West before the transcontinental railroad. Write their ideas on the board. Then, have students list how the transcontinental railroad would have helped the settlers, and write their ideas on the board. Tell students that they will be learning more about the transcontinental railroad in this feature.

Instruction

- Read Geography and History: Transcontinental Railroad with students. Ask students: **How did Congress encourage the building of the transcontinental railroad?** (Congress passed a law that provided for the construction of the railroad.) Ask: **Why do you think Congress passed this law?** (Students' answers will vary but should show an understanding of the benefits of the transcontinental railroad.)
- Discuss the building of the transcontinental railroad. Ask students: **Who were some of the workers building the transcontinental railroad?** (Chinese immigrants, former Civil War soldiers) Ask: **What were some of the challenges these workers faced in building the railroad?** (They faced foul weather and rugged terrain. They had to blast through mountains.)
- Ask students: **How did the transcontinental railroad change the West?** (It made settling the West easier, and population in the western territories increased. However, Native Americans were hemmed in by the new settlements.)

Transcontinental Railroad

During the Civil War, Congress passed a bill that provided for the construction of a transcontinental railroad. The new law assigned two companies to build the railroad: the Central Pacific Railroad and the Union Pacific Railroad.



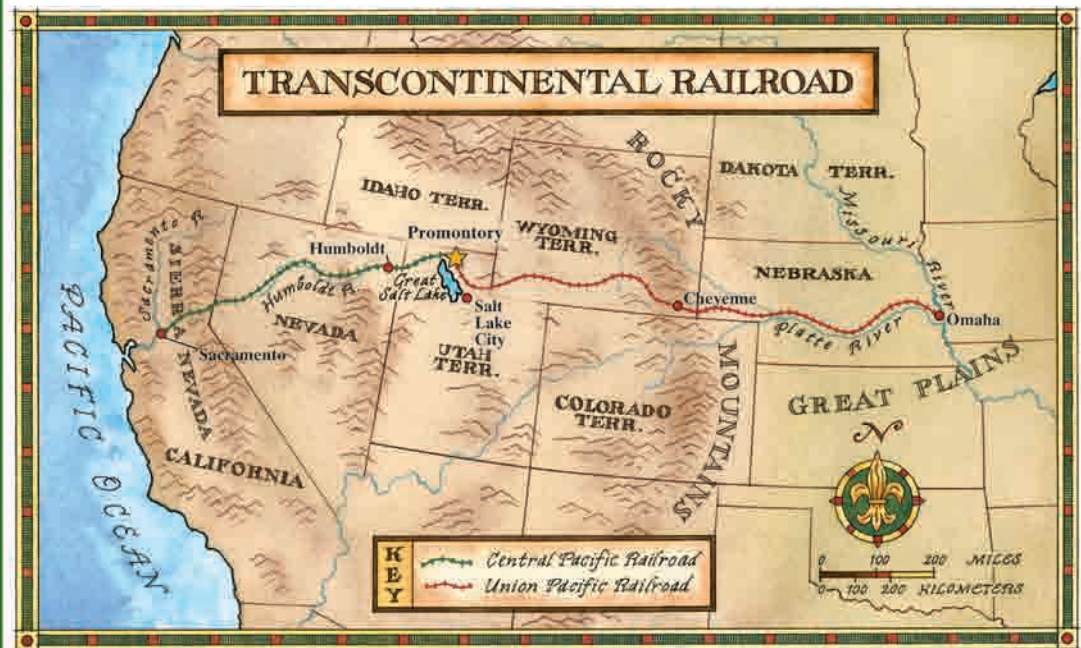
History-Social Science

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

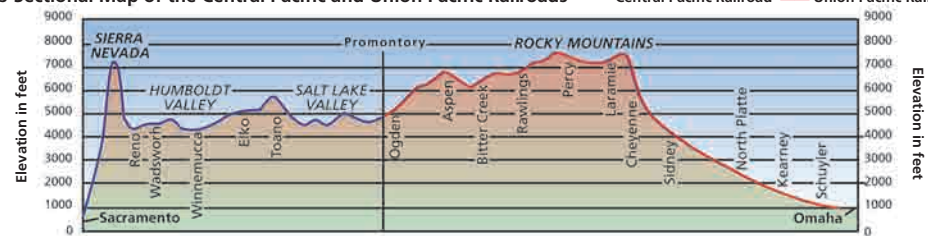
8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

Two Railroads

The Central Pacific headed east from Sacramento. The Union Pacific headed west from Omaha.



Cross-Sectional Map of the Central Pacific and Union Pacific Railroads — Central Pacific Railroad — Union Pacific Railroad



Physical Obstacles

The Union Pacific laid more track than the Central Pacific to complete the railroad. Foul weather and rugged landscapes

hampered construction efforts on both lines. The Central Pacific took almost five years to cross the Sierra Nevada.

Universal Access

L3 Gifted and Talented

L1 Less Proficient Readers

L1 Special Needs

Creating a Poster Have students create posters recruiting workers to build the transcontinental railroad. The posters should persuade workers by explaining

how the railroads will change the West, despite the challenges that the workers will face in building it. Have students show their posters to the class.



▲ Blasting Through Mountains

The Central Pacific recruited large numbers of Chinese workers to build the railroad. The workers would climb down steep cliffs in the Sierra Nevada and stuff explosives into the rocks to blast tunnels.

Understand Effects: Moving West

The completion of the transcontinental railroad paved the way for increased settlement of the West. Additional railroads were built in the decades after 1869, and populations of western territories surged. Native Americans were increasingly hemmed in by steady tides of new settlers.

History Interactive
Travel the Transcontinental Railroad

Visit: PHSchool.com
Web Code: myp-6137



▲ A Golden Spike

With the engines No. 119 and Jupiter pulled nose to nose at Promontory, Utah, the railroads were joined by a golden spike on May 10, 1869. Leland Stanford, a railroad executive and later governor of California, supervised construction of the Central Pacific.



Leland Stanford

Analyze GEOGRAPHY AND HISTORY

Write a paragraph describing how geography affected the construction of the transcontinental railroad. Think about the physical obstacles each railroad company faced along the way.

Instruction (continued)

- Display the History Interactive transparency Transcontinental Railroad. Ask: **How long was the railroad?** (*about 700 miles*) **What was the most eastern city on the line?** (*Omaha*) **What was the most western city on the line?** (*Sacramento*)

Color Transparencies, Transcontinental Railroad

Monitor Progress

Ask students to complete the Analyze Geography and History activity. Circulate to make sure individuals understand the importance of the transcontinental railroad. Provide assistance as needed.

Independent Practice

Have students complete the History Interactive activity online.

Extend Online

For: History Interactive
Visit: PHSchool.com
Web Code: myp-6137

Writing Rubric Share this rubric with students.

Score 1 Poor organization, does not address topic

Score 2 Details and organization often unclear or incorrect

Score 3 Good organization, some appropriate details

Score 4 Clear organization, ideas well supported and developed, strong conclusion

History Background

Chinese Immigrants The Central Pacific Railroad hired about 15,000 Chinese immigrants to help build the transcontinental railroad. Many were young males who hoped to return to their country with some money after working for a while in the United States. After the transcontinental railroad was completed, now-unemployed Chinese immigrants were competing with

white Americans for jobs, and American sentiment toward the Chinese became harsh. In 1882, Congress passed the Chinese Exclusion Act which prohibited the immigration of Chinese laborers and forbid foreign-born Chinese to become U.S. citizens. Congress repealed the act in 1943, after China became an ally of the United States during World War II.

Answer

Analyze GEOGRAPHY AND HISTORY

Student answers should show awareness of the challenges overcome to complete the transcontinental railroad.