

Differentiate btw the Union Pacific and Central Railway

<u>Union Pacific</u>	<u>Central Pacific</u>

Provide examples of how the Railroads help the economy.

Draw a symbol that represents an invention that helped the railroads improve.

## I. Railroad

### A. Miners look away from California

1. California gold strikes slow (started in 1849)
2. Colorado, Idaho, Nevada, Dakotas
3. Boom & Bust Towns

### B. Gold & Mines Bring Railroad West

#### 1. The RAILROADS

- a. Government gives Money & Land (130 million acres)

#### b. Transcontinental Railway

##### \*Union Pacific – West from Omaha, NE

- African American & Irish Labor
- Through flat plains and Rocky Mnts.

##### \*Central Pacific – East from Sacramento CA

- Chinese Labor
- Over Sierra Nevada Mountains

**\*\* Lines Meet at Promontory Point, UT – May 10, 1869\*\***

### C. New Inventions Expand RxR

- \*Standard Gauge (rail lines all the same size)
- \*Air Brakes (travel safer)
- \*Janney Car Couplers (all cars can be hooked and unhooked easily)

### D. Helps Economy

- \*Raw Materials shipped from West to East
- \*Finished Goods shipped from East to West.
- Ex. Takes lumber to factories & Factories ship finished furniture West

**\*Companies can Mass Produce and ship large quantities on the train all over America**

**COPY Caption on Map Pg. 590:**

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1. T) Explain how Railroads changed America. A) What was the most important RxR built (when & by who)? B) What was happening out west that helped get the RxR built? C) Name 3 ways railroads improved between the 1860's and 1900. D) Explain what cargo railroads shipped across the U.S. (U.S. Ch. 18 pgs. 586-592 & A.J. Ch. 18 pgs. 525-529 / Ch. 19 pgs. 551-554)

Identify and illustrate the 2 vocabulary words found in this objective.

List 3 Words that would correlate with the Plains when they were called the :

‘Great American Desert’

-  
-  
-

‘Great Plains/ Bread Basket’

-  
-  
-

## II. Explain how the ‘Great Am. Desert’ became the ‘Great Plains / Bread Basket of America’.

### A. CATTLE KINGDOM

1. Longhorn Cattle- Tons of cattle in TEXAS

2. Problem: How do you get the cattle to the people??

a. Big cities in the east ex. NY, Philly, Boston

b. Solution: The Cattle Drive

\*Goal: Get TX. Cattle to railroads towns \*WHO? –

COWBOYS: Ex. Confederates, Ex Slaves, Young

\*Dangerous and Tiring:

\*Stampede \*Indians \* Rustlers \*Weather \*The Land

3. Cow Towns – Trails meet Rails

a. End of cattle trails, cattle were sold and shipped

(Abilene & Dodge City KS / Cheyenne, WY)

-Rough Towns \*\* Cowboys + \$ = Fun??????????

### B. Farmers on the Plains

1. Homestead Act (1862)

a. 160 acres, \$10 fee, work land for 5 years

b. Brings settlers to the Plains

c. Railroad and Steamship Companies

advertise the free land in Europe and the East

2. Sodbusters & Homesteading

a. Houses made of Sod (No Trees = No Timber)

b. Dry farming

\*Wind Mills – Water

\*Light Steel Plows – Break Thru Sod

\*Barbed Wire – Keep Cattle Out of Fields

(Uh, Oh! – Do Ranchers like this??)

3. The Grange & Populist

a. Farmers have a tough time

\* Weather \*Rail Monopolies \* Crop Failures \*Loneliness \*Bank Debt

b. The Grange – Support and Help

\*Cooperative buying (Costco style),

helps against Railroads

\*Education (Library) & Social Events (Dances)

4. Farmers v. Cowboys

a. Range Wars

\* Farmers putting up fences

\*Cowboys can’t get through to RxR

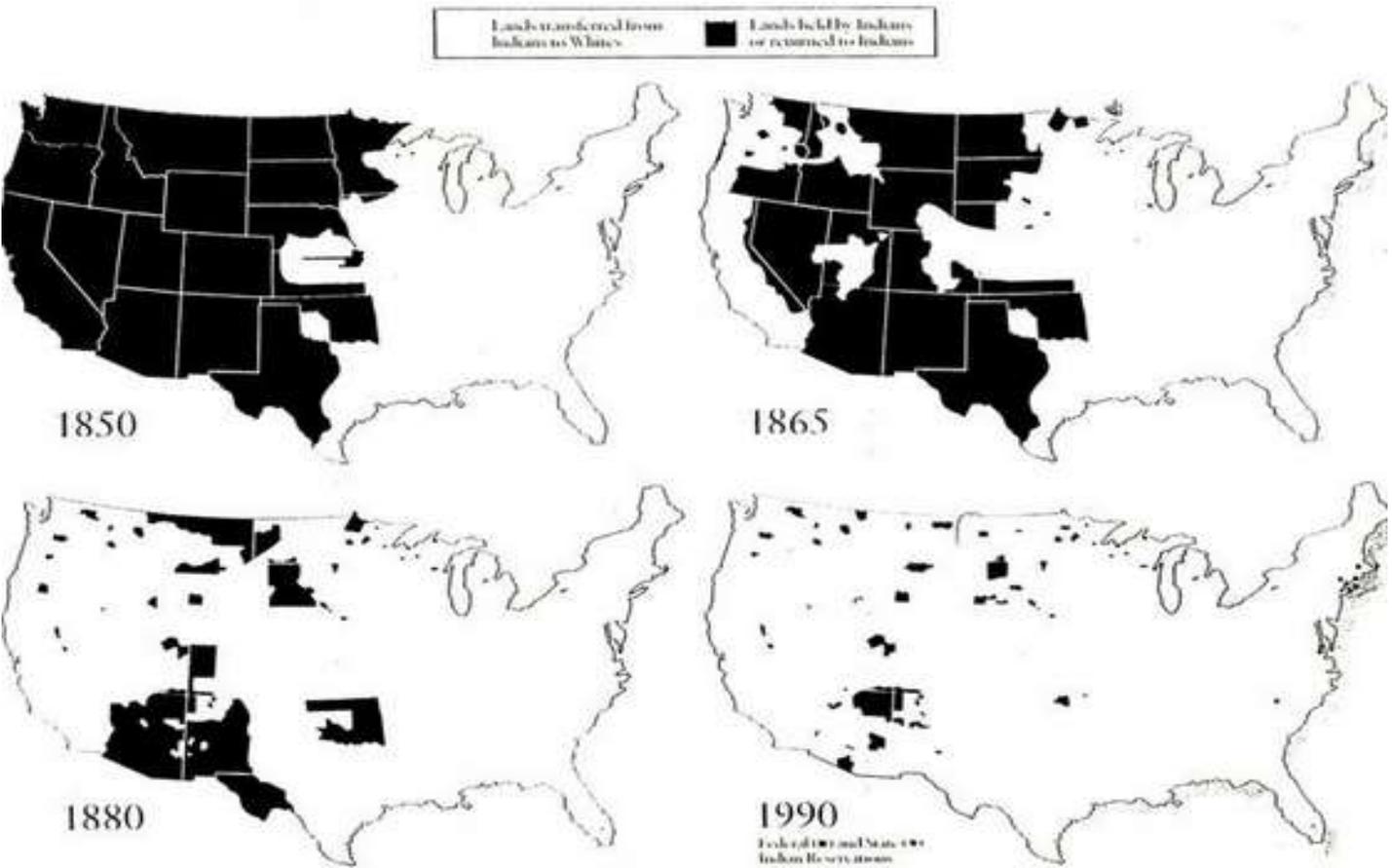
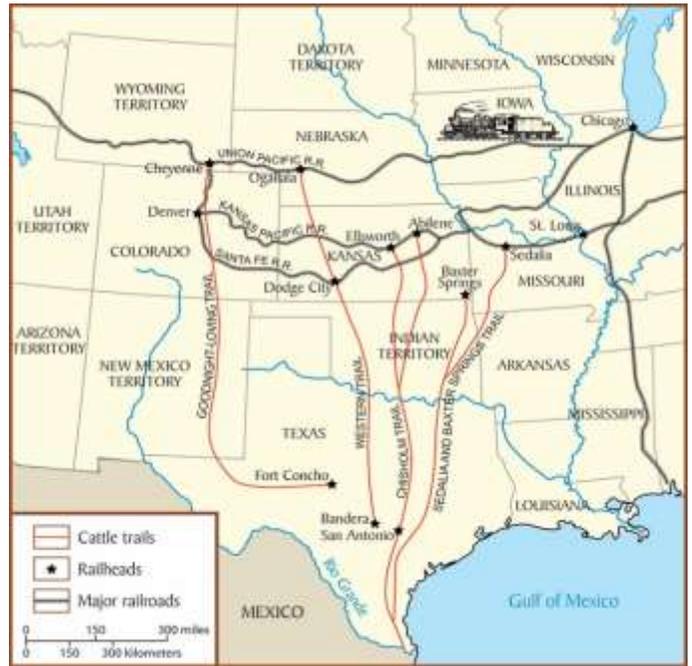
b. Farmers Win

\*RxR come to Ranches (the South) & Too Many farmers

## 2. T) Explain how the ‘Great Am. Desert’ became the ‘Great Plains / Bread Basket of America’. A)

Describe the role and lifestyle of the two different groups of Americans who began to use the Plains first. B)

Which one survived and why? C) Explain how farmers addressed the challenges they faced (U.S. Ch. 18 588-589, 600-603 & A.J. Ch. 18 pgs. 531-536, 544-547)



**Identify the 3 Lies/  
Promises  
In the Reservation  
Policy**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Illustrate the Dawes Act:**

**Who are the Ghost  
Dancers asking for  
help?**



**What does the above  
answer say about the  
desperate nature of  
their position?**

**III. Describe the struggle between Native Americans and white settlement on the Great Plains.**

**A. Native Americans (Weren't we here 1st?)**

**1. Life on the Plains (Nomadic)**

**a. The Buffalo-uses**

- \*Most important food for Indians
- \*Shelter–Clothes & Tipi from hide
- \*Tools – made from Bone and Guts

**b. RxR & Government Kill Buffalo**

- \*1872 to 1875- 9 million killed, 800 in 1895
- \*Ruins lifestyle and culture of Native Am.

**B. Taking the land**

**1. Reservation Policy**

- a. Keep Indians in limited areas
- b. U.S. Government would “Help”

**\*\* Three Promises--Three Lies**

- 1. Provide Food and Supplies Lie- Poor Quality**
- 2. Keep Settlers Out Lie- Whites get land**
- 3. Provide Protection Lie: Army very “Mean”**

**2. The End of a Culture / DAWES ACT**

- a. Make them White (Goal of Dawes Act)
  - \*Broke up reservations to make private land  
(Indians do not believe in land ownership)
- b. Make them farmers, like settlers

**3. The Lost Fight**

**a. The Ghost Dance**

- \*Nevada Indian Wovoka- prophet
- \*Tells tribes to use this ceremony to call on the  
past greatness of the tribes (Ghosts of the past)
- \*\*Whites & Gov't scared to Death!

**b. Wounded Knee (The last massacre)**

- \*\*Sioux, led by Sitting Bull, gather to perform Ghost Dance
- \*\*Whites frightened, and arrest Sitting Bull  
(Somehow shot during scuffle)
- \*\* Scared and angry Sioux gather at Wounded Knee, S.D.  
after shooting
- \*\*Army opens fire with new machine gun on women and  
children who are starving and freezing

- 3. T) Describe the struggle between Native Americans and white settlement on the Great Plains. A) Explain the effect of killing the buffalo: B) Compare and Contrast Reservation Policy and the Dawes Act. C) Identify and explain the importance of Wovoka: (U.S. Ch. 18 pgs. 593-599 & A.J. Ch. 18 pgs. 538-543)**