

NAME _____

SCHOOL _____

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

- Discuss the positive and negative effects of railroads in the United States during the 1800s

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

For half a century after Lewis and Clark's expedition, the Great Plains aroused little interest in the young nation. The plains were too dry for agriculture, people said. They were barren, forever a wasteland at the center of the continent.

These ideas began to change in the years leading up to the Civil War. As the railroads were built westward, Americans realized how wrong they had been about the plains. Settlers in Kansas found no desert, but millions of acres of fertile soil. Cattlemen saw an open range for millions of cattle, a land of opportunity larger than even the Lone Star State. Of course, the plains were already inhabited by buffalo and Indians. But these meant little to the newcomers. Civilization, they believed, demanded that both be swept away and the land turned to "useful" purposes. How this came about is one of the saddest chapters in our history. . . .

Source: Albert Marrin, *Cowboys, Indians, and Gunfighters*,
Atheneum

- 1 According to this passage, how did the use of the railroads change people's opinions about the Great Plains? [1]

Score

Document 2

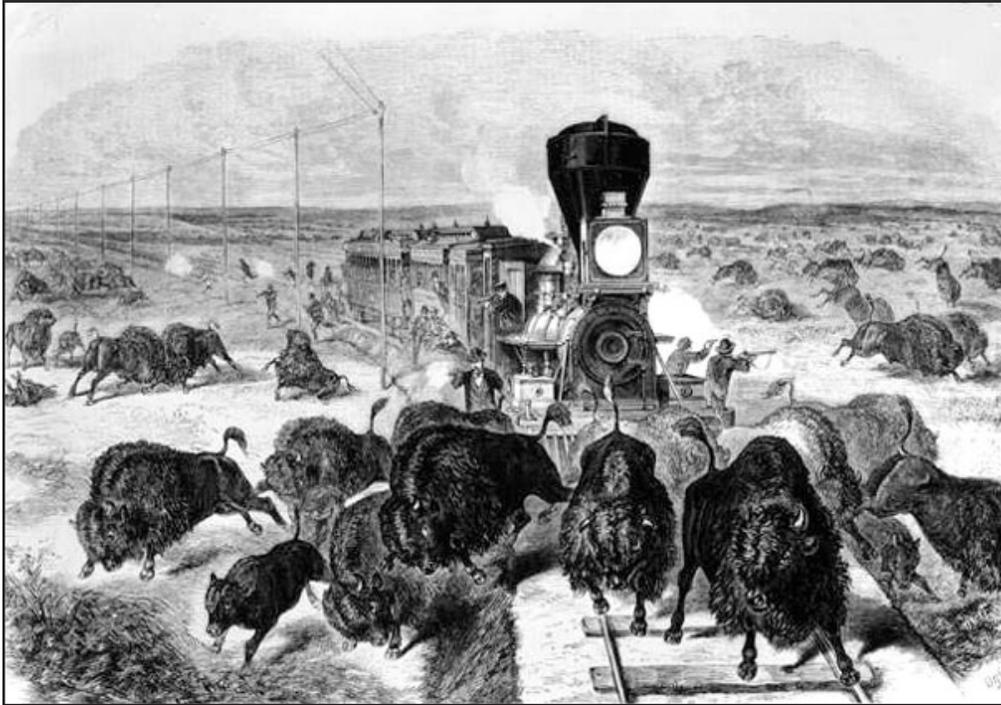
It was with a shock of abhorrence, therefore, that they discovered in 1871 the presence of railroad surveyors running a line through the valley of the Yellowstone. With Sitting Bull's approval, the young warriors immediately began a campaign of harassment, first letting the intruders know that they were not wanted there, and then driving them away. The reason the surveyors had come into this area was that the owners of the Northern Pacific Railroad had decided to change its route, abandoning the line through previously ceded lands and invading unceded lands without any consultation with the Indians. In 1872, the surveyors accompanied by a small military force came back to the Yellowstone country, and again Sitting Bull's followers drove them away. . . .

Source: Dee Brown, *Hear That Lonesome Whistle Blow*,
Henry Holt and Co.

2 According to this document, why were Native American Indians hostile to the surveyors? [1]

Score

Document 3



Source: Denver Public Library

3 What does this illustration show about the effect of the railroads on the buffalo herds? [1]

Score

Document 4

If nineteenth-century Monterey County owed much to the coming of the railroads, Santa Cruz County owed everything, for railroads constructed during the 1870s tied together the isolated communities along the north coast of Monterey Bay and launched an era of unparalleled development. . . .

Between 1875 and 1880 the Chinese built three separate railroads, laid forty-two miles of track, and drilled 2.6 miles of tunnels to stitch Santa Cruz County together and attach it permanently to the world beyond the Santa Cruz Mountains. The Chinese contributed not only their muscle and sweat, but their lives. At least fifty Chinese were killed in accidents while building those railroads. For every mile of railroad, one Chinese died. . . .

Chinese railroad workers on the Santa Cruz Railroad worked six ten-hour days a week and were paid one dollar a day. Two dollars per week was deducted from their pay for food, while expenses such as clothing and recreation chipped away at the remaining four dollars so that they averaged three dollars per week profit. . . .

Source: Sandy Lydon, *Chinese Gold: The Chinese in the Monterey Bay Region*, Capitola Book Company

4a According to this document, how did railroad development help Monterey and Santa Cruz counties? [1]

Score

b Based on this document, state **one** working condition the Chinese experienced as they built the railroads. [1]

Score

Document 5

Rich Farming Lands!
For Sale **VERY CHEAP** by the
Union Pacific Railroad Company

The Best Investment! No Fluctuations!
Always Improving in Value.
The Wealth of the Country is made by the advance in
Real Estate.

NOW IS THE TIME!
MILLIONS OF ACRES
Of the finest lands on the Continent, in Eastern Nebraska,
now for sale, **Many of them never before in Market**, at
prices that **Defy Competition**.

*FIVE AND TEN YEARS' CREDIT GIVEN, WITH
INTEREST AT SIX PER CENT.*

The Land Grant Bonds of the Company *taken at par* for
lands. ➔ Full particulars given, new Guide with new
Maps mailed free.

THE PIONEER
A handsome illustrated paper, containing the Homestead
Law, sent free to all parts of the world. Address
O.F. DAVIS,
Land Commissioner U.P.R.R.,
Omaha, Neb.

— 19th-century broadside (adapted)

5 According to the suggestions in this advertisement, how did railroads encourage settlement of the West? [1]

Score

Document 6

. . . That year (1877) there came a series of tumultuous strikes by railroad workers in a dozen cities; they shook the nation as no labor conflict in its history had done.

It began with wage cuts on railroad after railroad, in tense situations of already low wages (\$1.75 a day for brakemen working twelve hours), scheming and profiteering by the railroad companies, deaths and injuries among the workers—loss of hands, feet, fingers, the crushing of men between cars.

At the Baltimore & Ohio station in Martinsburg, West Virginia, workers determined to fight the wage cut went on strike, uncoupled the engines, ran them into the roundhouse, and announced no more trains would leave Martinsburg until the 10 percent cut [in pay] was canceled. A crowd of support gathered, too many for the local police to disperse. B. & O. officials asked the governor for military protection, and he sent in militia. A train tried to get through, protected by the militia, and a striker, trying to derail it, exchanged gunfire with a militiaman attempting to stop him. The striker was shot in his thigh and his arm. His arm was amputated later that day, and nine days later he died.

Six hundred freight trains now jammed the yards at Martinsburg. The West Virginia governor applied to newly elected President Rutherford Hayes for federal troops, saying the state militia was insufficient. In fact, the militia was not totally reliable, being composed of many railroad workers. Much of the U.S. Army was tied up in Indian battles in the West. Congress had not appropriated money for the army yet, but J. P. Morgan, August Belmont, and other bankers now offered to lend money to pay army officers (but no enlisted men). Federal troops arrived in Martinsburg, and the freight cars began to move. . . .

Source: Howard Zinn, *A People's History of the United States*,
Harper Collins Publishers

6 According to this passage, why did the railroad workers go on strike in 1877? [1]

Score

Document 7

The policy which has been pursued has given us [the United States] the most efficient railway service and the lowest rates known in the world; but its recognized benefits have been attained at the cost of the most unwarranted discriminations, and its effect has been to build up the strong at the expense of the weak, to give the large dealer an advantage over the small trader, to make capital count for more than individual credit and enterprise, to concentrate business at great commercial centers, to necessitate combinations and aggregations of capital, to foster monopoly, to encourage the growth and extend the influence of corporate power, and to throw the control of the commerce of the country more and more into the hands of the few. . . .

Source: United States Senate, Select Committee on Interstate Commerce, 1886

7 According to this document, how did the railroad owners engage in unfair business practices? [1]

Score

Document 8

We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads; and, should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the Constitution by which all persons engaged in the government service shall be placed under a civil service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees. . . .

Transportation, being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. . . .

Source: Populist Party Platform, 1892

8 According to the Populist Party platform, why should the government own the railroads? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you:

- Discuss the positive and negative effects of railroads in the United States during the 1800s

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme