

Westward Expansion and the Railroads

Unit Overview Worksheet

Historical Thinking Skill: Close Reading

First historical thinking skill! Woo!

Each time you use a skill, you'll be graded out of 4

- If you can consistently get three out of four, it's considered mastery

Each skill has a rubric that you can use to see what you should be doing

Historical Thinking Skill: Close Reading

Name: _____ Date: _____ Period: _____

Close Reading Skills Assessment		
Document Title:		
<i>The student correctly identifies the author's argument</i>		
1		Yes
		No
<i>The student correctly identifies the author's subclaims</i>		
2		Yes
		No
<i>The student identifies evidence the author uses to prove the argument</i>		
3		Yes
		No
<i>The student proficiently analyzes the legitimacy of the author's evidence</i>		
4		Yes
		No

Historical Thinking Skill: Close Reading

Four boxes:

1. The student correctly identifies the author's argument
2. The student correctly identifies the author's subclaims
3. The student identifies the evidence the author uses to prove the argument
4. The student proficiently analyzes the legitimacy of the author's evidence

American Progress, John Gast, 1872

We're going to "read" a painting!

Pro tip: I would write down the date and author so you can know the context of the painting



John O'Sullivan

Page 27 of the red document book

Answer the questions on your note sheet, and be ready to share!

- Also, consider why we even care about John O'Sullivan. Why is he important?

Grade Yourself!

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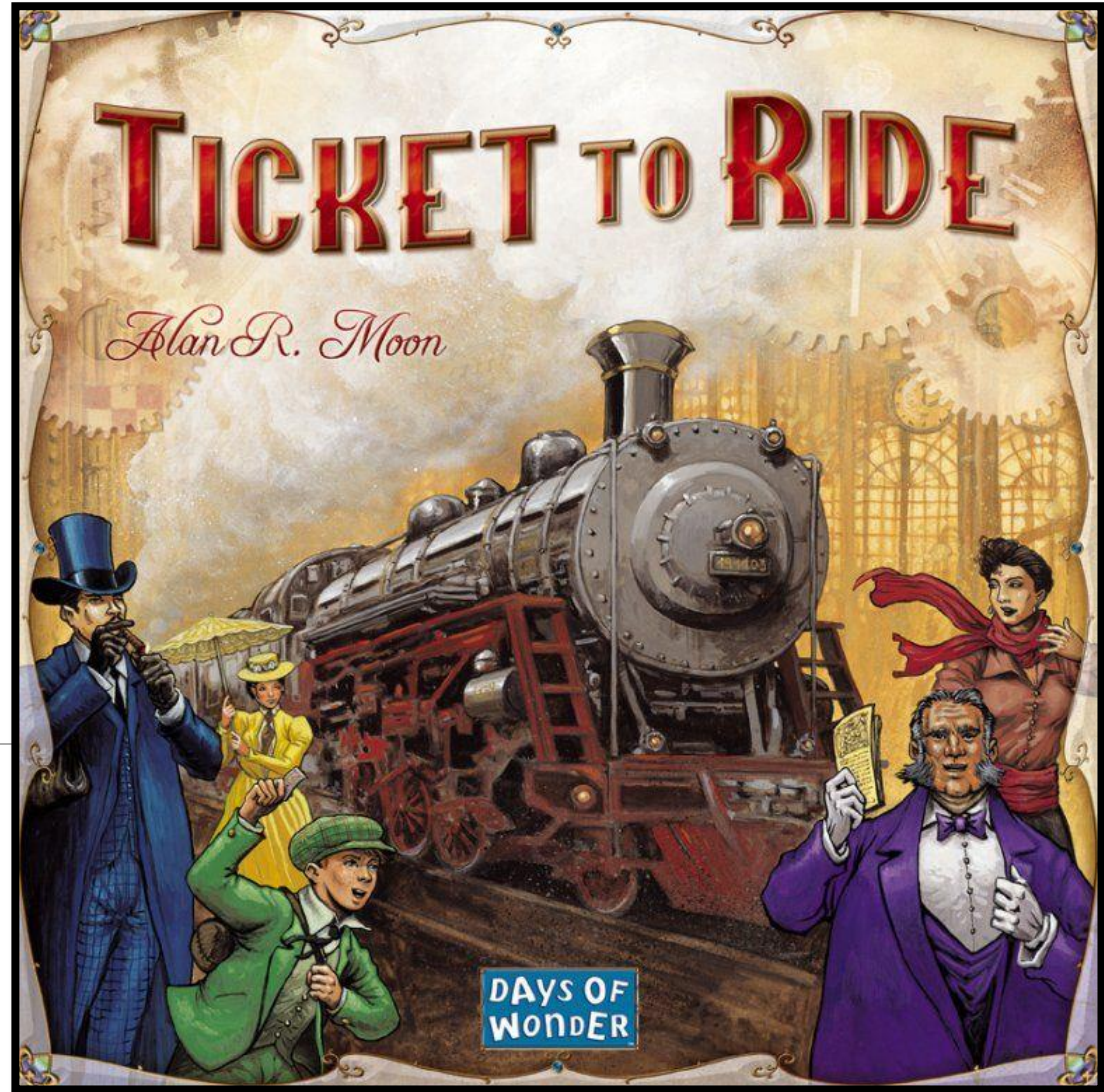
Where are we now?

Hayes wins the presidency because he promises to end
Reconstruction

Reconstruction was forced acceptance of freed slaves, imposed by the North on the South

Food for Thought: should we force people to be moral?

Railroads!





The Pacific Railway Act

Provided construction of a transcontinental railroad by two corporations

- Union Pacific and Central Pacific

Encouraged rapid construction, the Government offered each company land along its path

A competition developed as each raced to obtain as much land as possible!

Union Pacific

Led by Grenville Dodge

Started westward from Omaha, Nebraska in 1865

Laid 1,086 miles of rails

Workers included: Civil War vets, Irish immigrants, miners, farmers, cooks, adventurers, and ex-convicts – at the height of the project they employed 10,000 workers

Faced blizzards in the mountains, blistering heat in the summer and angry Natives

Central Pacific

Directed by Theodore Judah

Started on the west coast heading east

Hired about 10,000 Chinese workers and paid them \$1.00 a day

All equipment was shipped from the Eastern United States

Laid 688 miles

More Fun Facts

Took 4 years to complete

May 10, 1869 – Promontory Summit, Utah – where the two companies met and drove in the last spike! Huge celebration!

Benefits: Increased other industries such as steel, iron, and coal

West bursts in population (formally 100 days turned into 6-8 days of travel time)

The Beginning of the Industrial period

What are the effects of the transcontinental railroad being completed?

Pulling Evidence: Model

First, break down the prompt.

- Someone read it for me, please?

Break down key phrases

- Wasteful competition
- Exploitation
- Better, freer life

Pulling Evidence: Model

Someone read the summary under the picture on page 38

Important things that I'm keeping track of:

- What source I'm looking at (Visual 1)
- A quote that I can pull that supports my side
- Brief explanation of why I pulled that quote

You can get more than one quote per source (*and you should!*)

