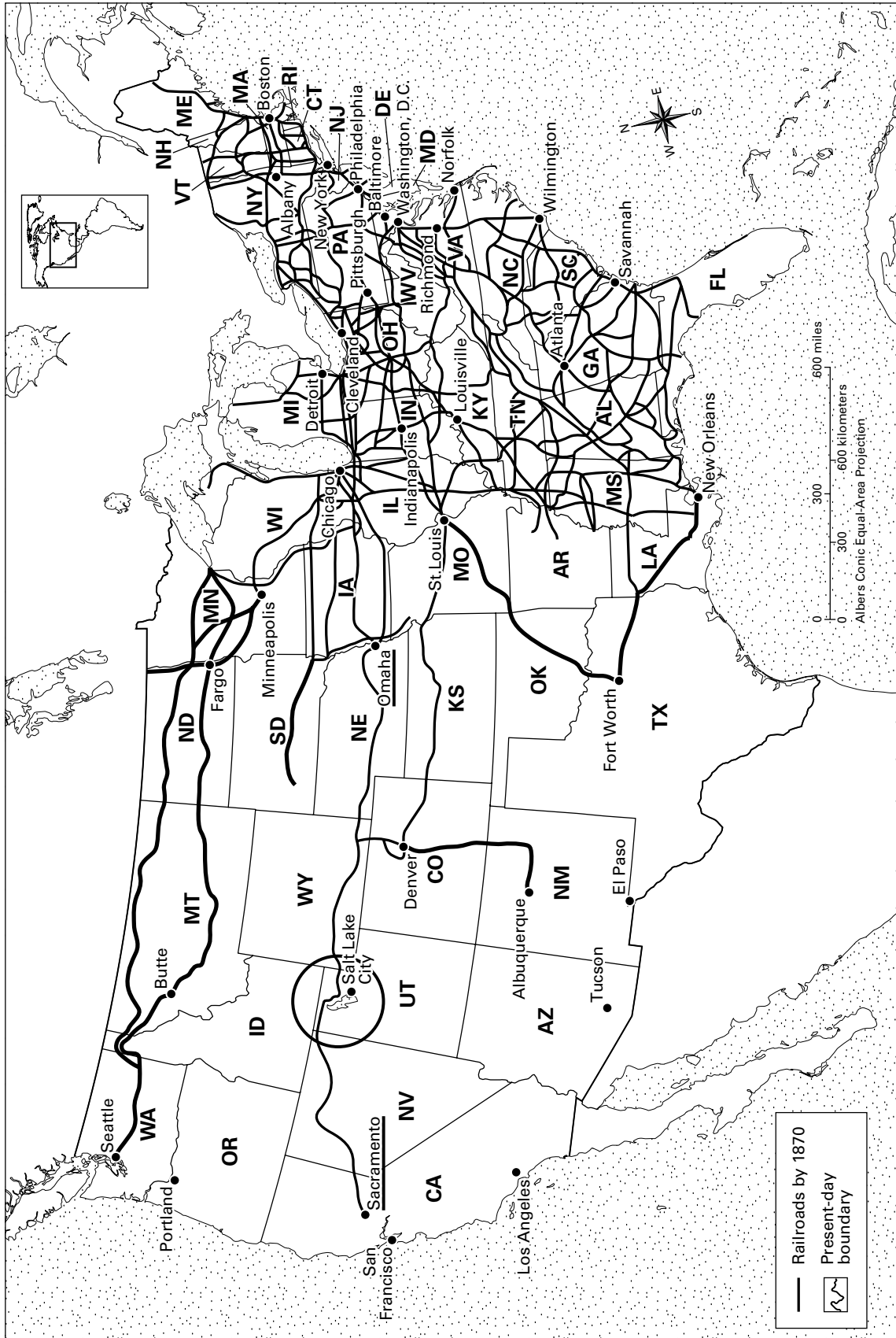


Major Railroads in the United States, 1870



Geography Skills

Score 1 point for each correct answer. Use the map on the previous page to check shading and labeling.

1. Eastern end: Omaha, Nebraska; western end: Sacramento, California
2. Population density around Omaha rose from 2–45 people per square mile in 1870 to 18–45 people per square mile in 1890.
3. The connecting point is located in Utah.
4. The southern route passed through Butte and Fargo. Both lines passed through the present-day states of Washington, Idaho, Montana, North Dakota, and Minnesota.
5. The population near Albuquerque went from under 6 people per square mile in 1870 to 6–18 people per square mile in 1890. The population around Denver jumped from under 6 people per square mile to 18–45 people per square mile.
6. The population of eastern South Dakota went from under 6 people per square mile in 1870 to 6–45 people in 1890. At the western end of this line, the population also increased to 6–18 people in 1890.
7. The population around Fort Worth increased from 6–18 people per square mile in 1870 to 18–45 people per square mile in 1890.
8. The populations of western Minnesota and eastern North Dakota went from under 2 people per square mile in 1870 to 6–18 people per square mile in 1890.

Critical Thinking

Questions may have more than one correct answer. Score 1 to 3 points for each reasonable answer, depending on the strength of students' geographic reasoning. Possible answers are given here.

9. The railroad increased economic opportunities and the growth of industries—such as farming, services, and commerce—in Omaha, which would have encouraged people to settle there.
10. Most of the population growth between 1870 and 1890 took place along or near railroad lines. Railroads made it easier to get people and products into and out of the West—which made farming, business, and life in general easier there.
11. Answers should indicate that it was a combination of both factors.

Using Scores to Inform Instruction

Geography Skills A score of 6 out of 8 or better indicates that students have acquired sufficient geographic information to proceed with the unit.

Critical Thinking A score of 6 out of 9 or better indicates that students are beginning to understand the relationships between physical geography and the different ways in which people live.

Modifying Instruction

ELL or Learners with Special Education Needs Consider focusing on map-reading questions or limiting the number of “Critical Thinking” questions.

Students with Weak Map or Critical Thinking Skills

Assign appropriate pages from the Social Studies Skills Toolkit in the back of the Lesson Masters.