

Annotated Bibliography

Primary Sources

Abraham Lincoln. [Stereograph]. Library of Congress, American Memory Collection.

Web. 25 January 2010.

<<http://memory.loc.gov/ndlpcoop/nhnycw/ad/ad08/ad08002v.jpg>>

We used this image to show Abraham Lincoln, a major person behind the Transcontinental Railroad. Lincoln signed the Pacific Railway Act and pushed very hard for the Railroad.

Bird, Isabella. *A Lady's Life In The Rocky Mountains.* New York: Putnam's Sons, 1900.

This book of letters had three quotes about the Railroad. One was a description of a station, which helped us understand what it must have been like to ride on the Railroad, and get a feel for what it created. Another was about construction of Cape Horn. This helped us understand the feat that Cape Horn was, and understand construction of the Railroad. The third was about Central Pacific's snow sheds.

Bowles, Samuel. *Our New West.* Connecticut: Hartford Publishing, 1869.

This book gave us a quote, which described the working conditions for the Railroad, and how dirty the "Hell on Wheels" towns were. It helped us understand that these towns were made for gambling, and how dangerous they were.

Comstock, Cornelius & Company. *Regular Line of Clipper Ships for San Francisco*. New York, 1850. Library of Congress, Printed Ephemera Collection. Web. 24 January 2010.

<[<\[This was an advertisement for clipper ships sailing to San Francisco. It showed us one of the ways that people traveled from one side of the country to the other, before the Transcontinental Railroad was built. It helped us realize how important the Railroad was, and how much it helped when crossing the country.\]\(http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+12204400\)\):></p></div><div data-bbox=\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+12204400)):></p></div><div data-bbox=)

CPRR.org. Central Pacific Railroad Photographic History Museum. *Letter from Union Pacific Railroad to Secretary of the Interior signifying Union Pacific's acceptance to the Pacific Railroad Act of 1862*. Web. 24 January 2010.

<http://cpr.org/Museum/NARA/UPRR_Accept_Act_6-1863.html>

In this letter, the Union Pacific Railroad Company is accepting the terms of the Pacific Railway Act. This gave us a background on the beginning of the company.

Note: we only used the image and not the secondary information with it.

Durant, Thomas C. *Letter to Abraham Lincoln, Saturday, October 10, 1863 (Union Pacific Railroad)*. The Abraham Lincoln Papers at the Library of Congress, Series 1. General Correspondence. 1833-1916. Web. 25 January 2010. <<http://memory.loc.gov/cgi-bin/ampage>> In this letter, Thomas C. Durant is asking Lincoln for protection from the Native Americans. This helped us realize how much the Native Americans were feared, and how much they disliked the Railroad being built.

Library of Congress, Geography and Map Division. *Map of Central Portion of the United States showing lines for the proposed Pacific Railroads.* Web. 7 February 2010.

<[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3701p+rr000150\)\)+@field\(COLLID+rrmap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3701p+rr000150))+@field(COLLID+rrmap)))>

This map showed possible routes for the Railroad, and helped us understand the politicians' opposition to the route.

Pacific Railway Act, July 1, 1862. Web. 25 January 2010. Enrolled Acts and Resolutions Of Congress, 1789-1996; Record Group 11; General Records of the United States Government; National Archives.

<<http://www.ourdocuments.gov/doc.php?flash=true&doc=32>>

This Act, signed by President Lincoln, authorized the building of the Transcontinental Railroad, and helped us understand many things about the project, like the competition between the companies and their creation.

Stanley, Henry Morton. *My Early Travels and Adventures in America and Asia.* New York: Charles Scribner's Sons. 1895.

This book had a quote about "Hell on Wheels" towns, an important part of life on the Railroad. It helped us understand how hard life was for people working on the Railroad, and how they spent their free time.

Warren, Gouverneur Kemble. *Map of routes for a Pacific railroad.* Library of Congress

Railroad Maps. Web. 8 February 2010. <[http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq\(@field\(NUMBER+@band\(g3701p+rr001730\)\)+@field\(COLLID+rrmap\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3701p+rr001730))+@field(COLLID+rrmap)))>

This map showed us a proposed Southern route for the Railroad. It helped us understand the opposition that the deciding of the Route presented, since it showed us what people were fighting for.

Secondary Sources

Ambrose, Stephen. *Nothing Like it in the World*. New York: Simon & Schuster. 2000.

This book tells all about the Railroad: the construction feats, the people behind it and interesting facts. We read parts of it for an overview, and to get a better understanding of the people who worked on the Railroad, such as the information about the Irish drinking and gambling. It also explained the economic impacts of having a railroad from coast to coast, and the need for speed, not quality, of getting the railroad completed.

American Experience: The Transcontinental Railroad. Dir. Mark Zwonitzer and Michael Chin. Online Video Recording. PBS, 2003.

This was an excellent movie, which gave us many ideas for primary sources, and a detailed overview of the Railroad project. It gave us a sense of how difficult, dangerous and expensive the construction was, what life was like for the laborers, and the Railroad's effect on Native Americans.

Bain, David Howard. *Empire Express, Building The First Transcontinental Railroad*. New York: Penguin Group. 1999.

This book provided the story of the Railroad in great detail, which we were able to use for background information and an overview of the project.

Baker, Horace. *Across the Continent: The Frank Leslie Transcontinental Excursion*. 1878.

Bancroft Library, University of California, Berkeley. Web. 11 February 2010.

http://cdrh.unl.edu/westward_through_nebraska/CG1871w.html

This picture shows Cape Horn on the Railroad. Cape Horn was a very curved and dangerous slope. Chinese laborers would be lowered in baskets to blast away at the rock face to build the Railroad bed. This helped us understand how difficult and dangerous the work was for the Chinese and why it took the Central Pacific so long to build their segment.

Bancroft, Hubert Howe. *History of Utah*. San Francisco: History Company. 1890.

This book had a quote about the Mormon laborers, which helped us understand how important they were to the building of the Railroad.

Bellis, Mary. "History of the Railroad: George Stephenson—Inventor of the First Steam Locomotive Engine for Railroads." About.com: Inventors. Web. 25 January 2010.

<<http://inventors.about.com/od/sstartinventors/a/Stephenson.htm>>

This website told us about George Stephenson, who invented the Steam Locomotive.

This was important to the Railroad because it allowed trains to go longer distances and carry heavier loads.

Bellis, Mary. "The History of Steam Engines." About.com: Inventors. Web. 25 January 2010.

<<http://inventors.about.com/library/inventors/blsteamengine.htm>>

This website gave us a complete history of the Steam Engine. It helped us understand how many times it took to truly perfect it.

Blumberg, Rhoda. *Full Steam Ahead, The Race to Build a Transcontinental Railroad*.

Washington D.C.: National Geographic Society. 1996.

This book provided a view of the people involved in the project and the accomplishments on the Transcontinental Railroad. It also gave us ideas for further research.

Cahill, Marie, and Lynne Piade, eds. *The History Of The Union Pacific, America's Great Transcontinental Railroad*. New York: SMITHMARK Publishers. 1989.

This book gave us an overview of the Union Pacific, and great information about the Meeting of the Rails ceremony and the completion of the Railroad.

California State Railroad Museum. *The "Lost" Golden Spike*. Web. 10 February 2010.

<<http://www.csrnf.org/events-exhibits/whats-new/see-the-golden-lost-spike-at-the-museum>> This was a picture of the Golden Spike, the symbol of the completion of the Transcontinental Railroad. We used it to symbolize this innovation in American history.

Carroon, Robert G. *Major Grenville M. Dodge Commander-in-Chief 1907-1909*. Commanders-in-Chief biographies. Web. 9 February 2010.

<<http://www.suvcw.org/mollus/pcinc/gmdodge.htm>.> This website gave us an image and information about Grenville Dodge. As Chief Engineer of the Union Pacific Company he influenced the government on getting rid of the Native American opposition.

Civil War Veterans in Las Cruces. Collection of the City of Las Cruces Museum System. Web. 25 January 2010. Web. 25 January 2010.

<http://www.las-cruces.org/public-services/museums/history_exhibit/Images/soldiersRanchers/soldiersGAR.html > This was an image of Civil War Veterans, some of whom would come work on the Railroad. It helped us understand that the types of workers varied greatly.

Combs, Barry B. *Westward to Promontory, Building the Union Pacific Across the Plains and Mountains*. New York: Crown Publishers. 1969.

This book provided pictures by A.J. Russell (who took many very famous pictures of the Railroad). We used these pictures to depict the Meeting of the Rails ceremony, and the Transcontinental Telegraph. We also used it for the telegraph conversation announcing the driving of the Golden Spike.

Cook, Emory. *Classic Railroad Songs from Smithsonian Folkways*. Smithsonian Folkways, 2006. MP3 download. <http://www.folkways.si.edu/albumdetails.aspx?itemid=3102>
An Excerpt from Rail Dynamics. Used with permission of Smithsonian Folkways Recordings. On this website, we found many Railroad songs. This clip is the sound of a train passing. We used it as a sound effect on our Home Page so readers could hear train sounds.

Cossentino, Bernie. *Songs for Teachers*. MP3 download. Copyright date unknown. *I've Been Working on the Railroad*. <<http://www.songsforteaching.com/store/ive-been-working-on-the-railroad-instrumental-download-pr-7796.html>> Used with permission of [SongsForTeaching.com](http://www.songsforteaching.com). We used the music from this famous song to bring to mind the workers on the Railroad. We used it on the Working on the Railroad Page.

CPRR.org. Central Pacific Railroad Photographic History Museum. *Chinese in America*. Web. 25 January 2010. <http://cpr.org/Museum/Chinese_In_America_Chang.html>
This website gave us some statistics about the death of the Chinese who worked on the Railroad. It helped us understand how dangerous the job was.

CPRR.org. Central Pacific Railroad Photographic History Museum. *"Dot, Dot, Dot...Done!" – Golden Spike*. Web. 25 January 2010. <<http://cpr.org/Museum/Done!.html>> This website gave us information on the ceremony at Promontory. It talked about the telegram that was sent when the Railroad was completed, and helped us understand the ceremony.

Crofutt, George A. *Crofutt's Transcontinental Travel Guide*. Westward through Nebraska.

Web. 11 February 2010.

<http://cdrh.unl.edu/westward_through_nebraska/CG1871w.html>

This was a travel guide, which had all of the Railroad's stops. It helped us understand the impact that the Railroad had on people who traveled the country. The website also provided images of the Travel Guide.

Emord, Dawn and Bushong, David. *The Transcontinental Railroad: Different Faces Behind*

"The Work of the Age." *Biographies of the Leaders of the Central Pacific Railroad Company*. Web. 24 January 2010.

<<http://www.bushong.net/dawn/about/college/ids100/biographies.shtml>>

This website and photograph showed us Collis P. Huntington and Mark Hopkins, two leaders of the Central Pacific Railroad Company, who were very important to the Transcontinental Railroad.

Governor Stanford Locomotive. "The History of Roseville, CA: 1860-1870." City of Roseville, California. Web. 25 January 2010.

<http://www.roseville.ca.us/visit_roseville/history_of_roseville/1860s.asp>

We used this website for a picture of a train that operated on the Transcontinental Railroad. It helped us understand the type of train that the Railroad was built for.

Grolier Interactive. *Map of the United States in 1860*. Web. 25 January 2010.

<<http://www.mrlincoln.com/English/Activity3.html>>

We used this map to show the United States as it was in 1860, before the Railroad was built. This helped us understand how isolated the western states were from the rest of the country, and why it was so important to Lincoln that the Railroad was built, so the West wouldn't secede as well.

Hart, Alfred A. *Chinese Tea Carrier*. Utah State History. Web. 8 February 2010.

<http://history.utah.gov/historical_society/educational_resources/lesson_plans/rendezvous_at_promontory.html>

This is a picture of a Chinese tea carrier. It showed how the Chinese only drank tea (this is why they didn't get sick, like other workers) and what a tea carrier looked like.

Hart, Alfred A. *Chinese Workers Curving Iron Rail*. Utah State History. Web. 9 February 2010.

<http://history.utah.gov/historical_society/educational_resources/lesson_plans/images/Promontory/ChineseWorkers.jpg>

This photograph showed the Chinese laborers laying and curving rail. It helped us understand the Chinese and the type of work that they did for the Railroad. This was important because without the Chinese and the work that they did, there may never have been a Transcontinental Railroad.

Hill, Thomas. *The Last Spike*. Painting, 1881. Legends of America. Railroad Tales: Completion of the Railroad. Web. 10 February 2010.

<<http://www.legendsofamerica.com/rr-completion.html>>

This painting depicts the Golden Spike Ceremony in vivid color. We used it to show the event in a more true-to-life form. It helped us understand what the ceremony looked like.

Houghton Mifflin. *To the Gold Rush*. Web. 7 February 2010.

<<http://www.eduplace.com/ss/hmss/4/unit/act3.2blm2.html>>

We used this website to show some of the previous routes people would use to get to the other side of the country. It helped us understand how much harder they were and how much easier the Transcontinental Railroad made traveling across the country.

House Divided: The Civil War Era and Dickinson College. *Frank E. Webner, Pony Express Rider, circa 1861*. Web. 31 January, 2010.

<<http://hd.housedivided.dickinson.edu/?q=node/17839>>

The photograph from this website showed us what a Pony Express Rider looked like. It helped us understand the job of being on the Pony Express, which was the only way to get mail across the country, and was one of our concurrent events.

Hull, Arundel C. *Jack Morrow (center) seated on barrel Benton, Wyoming, 1868*. Wyoming Tales and Trails. Web. 9 February 2010.

<<http://www.wyomingtalesandtrails.com/Sherman3.html>>

This website had a photograph of Benton, Wyoming, a Hell on Wheels town. It helped us understand what these towns were like, which was important to our project because the towns were an important part of life for the Railroad's workers.

Hull Arundel C. *The Hanging of "long Steve" Young, Laramie City, October 28, 1868*.

Wyoming Tales and Trails. Web. 9 February 2010.

<<http://www.wyomingtalesandtrails.com/Sherman3.html>>

This website had a photograph of a man getting hung. It helped us understand how dangerous Hell on Wheels towns were. These towns were an important part of life for the Railroad's workers.

Kater, Peter and Nakai, R. Carlos. *How the West Was Lost*. Silver Wave Records, 1993. MP3

download. *Last of the Buffalo*. <<http://www.silverwave.com/katernakai.shtml>> Used

with permission of Native American Flute Music, R. Carlos Nakai. This flute music was composed for a documentary about how the Native Americans lost their land, buffalo, and culture. This was used on the Oppositions page.

Kemble, John Haskell. *The Isthmus of Panama: 1848-1869*. Web. 8 February 2010.

<<http://www.apl.com/history/art/timeart/panama.gif>> This map showed the Panama Isthmus routes. It was helpful to us since this was one of the ways that people would cross the country before the Railroad. It helped us understand the impact the Railroad made.

Kingwood College Library. *American Cultural History: 1860-1869*. Web. 7 February 2010.

<<http://kclibrary.lonestar.edu/19thcentury1860.htm>>

We used this website to show that people were still celebrating the impact of the Transcontinental Railroad, even 75 years after the end of construction.

MacMaster, Buddy. *Cape Breton Tradition*. Rounder, 2003. MP3 download.

<<http://www.rounder.com/artist/music/default.aspx?pid=63425&aid=98090>>

Used with permission of Rounder Records Corp. All of the following are songs that Mr. MacMaster arranged and played on the fiddle:

Nicole Fakoory/Gabriell's/Boston Life/Moll In The Wad/Spin 'n Glow (Used on Thesis Statement page); Miller of Drone / The Yetts of Muckart / Lochiel's Rant / Pigeon on the Gate (Used on the Impacts page); Highlanders Farewell to Ireland/Willie Mackenzie's / The Burning House (Used on the Concurrent Events page); Sir Wilfred Laurier's Jig / Gordon's Trip to Sydney / Kohler's Jig / Miss Sophia Campbell (Used on The Central Pacific page); Springwell / Buddy's Detour / Francis Xavier Kennedy / Kathleen's Favourite Jig (Used on The Union Pacific page); The Bell Piano Strathspey / Snowplough Reel / Mrs. Smyth of Methven / The King's Reel/Miss Lyall / Sandy Cameron / Miss MacLeod's Reel (Used on the Bibliography page); Christy Campbell Strathspey / Bridge of Bamour / Marquis of Tullybardine / Margaree Reel (Used on The Dream is Complete page). We used these songs to show what music would have been like in the time that the Railroad was being built.

Map of the Region Between the Mississippi and the Pacific. 1867. Richardson, Hilbert Deane; Beyond the Mississippi. Denver Public Library Western History and Genealogy Collection. CG4050-1867-R5. This map shows the route that the Railroad was predicted to take. However, the Central Pacific, faced with many obstacles, did not make it as far as predicted. This helped us understand the difficulties the Central Pacific faced in construction.

Measuring Worth. Purchasing Power in the United States from 1774 to 2008. Web. 25 January 2010. <<http://www.measuringworth.com/ppowerus/>> We used this website to convert prices from the 1860s to 2008 values. It helped us put in perspective the actual cost of transportation, and how much cheaper the Railroad made travel across the country.

Miller, Richard. Sparkletack: The San Francisco History Podcast. *Timecapsule podcast: San Francisco, October 27-November 2.* Web. 24 January 2010. <<http://www.sparkletack.com/2008/10/27/timecapsule-podcast-san-francisco-october-27-november-2/>>

This picture on the website (first one) helped us understand how hard and cruel it would be for a Chinese man to lose his queue (the braid of hair at the back of his head).

Without a queue, he wouldn't be able to go back to China and his family. The article (which was not used) told about a murder of a Chinese woman, and a little bit about the racist articles in newspapers.

Mintz, S. (2007). *Digital History.* Web. 15 April 2010.

<http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=177>

This website provided information on the cost and time it took to travel across the country before and after the Railroad. It helped us understand the economic impact the Railroad made.

Nast, Thomas, *"Every dog" (no distinction of color) "has his day" Red gentlemen to Yellow Gentleman, "Pale face 'fraid you crowd him out, as he did me."* Harpers Weekly, 8 February 1879. Denver Public Library, Z-3812. Web. 7 February 2010.

<http://photoswest.org:8080/cgi-bin/cw_cgi?fullRecord+29829+594+624040927+6+0>

This image showed us how much discrimination there was at the time. It helped us understand the opposition to the hiring of Chinese workers.

National Park Service. *Pony Express National Historic Trail: Chapter Two: The Great Race Against Time: Birth of the Pony Express (continued)*. Web. 25 January 2010.

<http://www.nps.gov/history/history/online_books/poex/hrs/hrs2e.htm>

This website includes an advertisement for the Pony Express. This photograph helped us understand how hard it was to be one of the riders on the Pony Express, as you had to fit many different requirements to be selected.

National Park Service. *Research Article: Chinese and the Transcontinental Railroad*. Web. 25 January 2010. <<http://www.nps.gov/archive/gosp/research/chinese&rr.htm>>

This image shows the Secret Town Trestle, one of the Central Pacific's incredible engineering feats. It showed us that the Central Pacific had to solve many challenges to build its part of the Railroad, especially in the Sierra Nevada Mountains.

National Park Service. *Research Papers: Mormons (Church of Jesus Christ of Latter Day Saints) and the Railroad*. Web. 25 January 2010.

<<http://www.nps.gov/archive/gosp/research/mormon.html>>

We used this website and picture to view Brigham Young, the leader of the Mormons.

We also used this site to find a quote (Stephen Ambrose), that showed us how important Young and the Mormons were in the building of the Transcontinental Railroad.

Nevada Observer. *Virginia City, 1861*. Web. 7 February 2010.

<<http://www.nevadaobserver.com/TNO%20Reference%20Page%20File/Virginia%20City%201861.jpg>> We used this to show what Virginia City looked like in 1861, and the difficulty that building through the mountains presented.

Pacific Railway Map. 1919. Denver Public Library Western History and Genealogy Collection.

CG4051.P3 1869 .S2 1919. We used this map to show the final route of the Transcontinental Railroad. It was helpful to see the Railroad's route in its entirety.

PBS.org. *Events in The West: 1860 to 1870*. Web. 25 January 2010.

<http://www.pbs.org/weta/thewest/events/1860_1870.htm>
We used this website to find concurrent events, and this gave us an overview of the things going on at the time the Transcontinental Railroad was being built.PBS.org.

People & Events: Thomas Clark Durant (1820-1885). Web. 9 February 2010.

<http://www.pbs.org/wgbh/amex/tcrr/peopleevents/p_durant.html>
This website showed and told us about Thomas C. Durant. He set up many scams to get money for himself nearly making the Union Pacific go bankrupt. Nonetheless, he was still important to the Railroad as the head of the company.

PBS.org. "The Iron Road—About the Program." Web. 25 January 2010.

<<http://www.pbs.org/wgbh/amex/iron/>> This website gave us great information about the Meeting at Promontory. It also gave us a summary of the Transcontinental Railroad, helping us understand the project better.

PBS.org. *The Race to Utah*. Web. 25 January 2010.

<http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_map.html>
This interactive map let us track the construction of the Railroad. By clicking on different points, we were able to get information on the laborers, "Hell on Wheels" towns, and obstacles along the way.

Perl, Lila. *To the Golden Mountain*. New York: Benchmark Books. 2003.

This book about the Chinese in America helped us realize that life wasn't hard for the Chinese only on the railroad, but everywhere else as well.

Peters, Arthur King. *Seven Trails West*. New York: Abbeville Press, 1996.

One chapter of this book talked about the Transcontinental Railroad, and was a summarized version of the story, which helped us get an overview of our project. It also gave a cost estimate, and talked about the UP's shoddy construction.

Quarter Designs.com. *Utah Proposed Designs*. Web. 7 February 2010.

<<http://www.quarterdesigns.com/proposed/utah.html>>. This website had an image of the Utah quarter (as well as told us why it was selected), commemorating the Transcontinental Railroad. It was useful to us because it showed the impact the Railroad made.

Race®. "Transcontinental Railroad & the Western Indian Wars." Web. 25 January 2010.

<http://www.understandingrace.org/history/society/trans_railroad_west_indian_wars.htm>
This website and image showed us how important the Golden Spike Ceremony was to the people, and showed us a little about the ceremony. It helped us understand how excited the people were, and how big a deal connecting the country was at the time.

Root, George F. *The Pacific Railroad*. 1865. Liner Notes, The Hand That Holds the Bread.

Web. 9 February 2010. New World Records.

<<http://www.newworldrecords.org/linernotes/80267.pdf>>

This was a song celebrating the completion of the Railroad. It helped us understand the impact that the Transcontinental Railroad made.

Russell, Andrew J. *1000 Mile Tree*. Utah State History. Web. 11 February 2010.

<http://history.utah.gov/historical_society/educational_resources/lesson_plans/images/Promontory/1000MileTree.jpg>

This picture shows the tree at the 1000 mile marker for Union Pacific. This was significant because it represented the completion of more than half the length of the Railroad, and helped us understand how much land had to be covered.

Russell, Andrew J. *Citadel Rock, Green River Valley*. 1870. Denver Public Library Western History and Genealogy Collection. Web. 11 February 2010.

<<http://photoswest.org:8080/cgi-bin/cw.cgi?fullRecord+27514+594+623964550+1+0>>

This photo shows all the elements of a railroad, including tracks, water tank, and locomotive. It helped us understand the massive task of building even a short distance of railroad.

Russell, Andrew J. *Irish Track Layers*. Utah State History. Web. 9 February 2010.

<http://history.utah.gov/historical_society/educational_resources/lesson_plans/rendezvous_at_promontory.html>

This picture showed us Irish laborers laying tracks. It helped us understand the workers' job on the Railroad, and construction on the Railroad in general.

Russell, Andrew J. *Mormon Workers Weber Canyon*. Utah State History. Web. 9 February 2010. <http://history.utah.gov/historical_society/educational_resources/lesson_plans/images/Promontory/MormonWorkersWeberCanyon.jpg> This photograph showed Mormon workers laying track as well as filling and cutting. This helped us understand what the Mormon workers did on the Railroad, and how they helped.

Russell, Andrew J. *Snow Sheds*. Utah State History. Web. 11 February 2010.

<[http://history.utah.gov/historical_society/educational_resources/lesson_plans/images/Pr
omontory/Snowsheds.jpg](http://history.utah.gov/historical_society/educational_resources/lesson_plans/images/Pr
omontory/Snowsheds.jpg)>

This picture shows snow sheds at Donner Lake in the Sierras, built by Central Pacific to protect the tracks from snow damage. We used this to understand the extra work required to build tracks through the mountains.

Santa Clarita Valley History in Pictures. *Leland Stanford, President, Central Pacific Railroad*.

Web. 25 January 2010. <<http://www.scvhistory.com/scvhistory/hs3022.htm>>

This website has a photograph of Leland Stanford, which we used on our website.

Stanford was one of the leaders of the Central Pacific, and an important person in the Transcontinental Railroad project. It was useful to us to know what the leaders of the Railroad looked like.

Schenectady Digital History Archive. *Our Hall of Fame: George Westinghouse (1846-1914)*.

Web. 7 February 2010.

<<http://www.schenectadyhistory.org/people/ohof/westinghouse.html>>

We used this photograph to show what George Westinghouse looked like. It was important because Westinghouse invented the Airbrake, which was essential to the speed and safety of the Transcontinental Railroad.

Schwab, Jaqueline; Ungar, Jay; Glaser, Matt; Mason, Molly; Amidon, Peter; Matlin, Yonatin.

The Civil War (Original Soundtrack). Nonesuch Records/Elektra Entertainment, 2005.

MP3 download. <<http://www.nonesuch.com/albums/the-civil-war>> Used with permission of Nonesuch Records/Elektra Entertainment. *When Johnny Comes Marching Home*.

This song was popular around the time the Transcontinental Railroad was being built.

We used it on the Prior Events page, since it was from the Civil War.

Sierra College Geography. *Building of the Transcontinental Railroad: Rise of the Big Four*.

Web. 24 January 2010.

<http://geography.sierra.cc.ca.us/Booth/California/8_american/rr/big_four.jpg>

These photographs showed us some of the most influential and important people in the Transcontinental Railroad — “The Big Four” (Collis Huntington, Mark Hopkins, Leland Stanford and Charles Crocker) who led the Central Pacific— and Theodore Judah. It was useful to us to know what the leaders of the Railroad looked like.

Sierra College Geography. *Segregated Part of Town: Chinatown I*. Web. 25 January 2010.

<http://geography.sierra.cc.ca.us/Booth/California/11_immig/chinatown1.jpg>

This photograph showed us it was almost impossible to obey San Francisco’s Cubic Air Ordinance (this required adults to have at least five hundred square feet of living space). This helped us understand how badly the Chinese were treated, and the opposition to using Chinese laborers.

Stanford University. *Exploring the West: The Transcontinental Railroad*. Web. 7 February

2010. <<http://west.stanford.edu/cgi-bin/printer.php?id=53>>

We used this website for an image of an advertisement for the Union Pacific. It helped us understand how much easier the Railroad made traveling across the country.

Tahoe National Forest: The Big Bend Museum. *Building a Railroad*. Web. 24 January 2010.

<http://www.fs.fed.us/r5/tahoe/documents/big_bend/rr_const.htm>

This photograph shows Theodore Judah, who pushed very hard for the Railroad. Without Judah, the Railroad may never have been built. It was useful to us to show a very important person on the Railroad.

Trivia-Library.com. *World History 1869*. Web. 25 January 2010. <<http://www.trivia-library.com/b/world-history-1869.htm>>

This website gave us information on the inventor of the Air Brake, which made railroads much safer. It also helped us understand the things that were going on at the time of the Railroad.

Union Pacific. *Sacramento to Ogden*. Web. 25 January 2010.

<<http://www.uprr.com/aboutup/maps/graphics/stogden.gif>>

This map, created by the Union Pacific, shows the towns the Central Pacific ran through. It helped us understand the route of the Railroad better.

Union Pacific. *Guide to the Union Pacific Railroad Lands*. 1870. Westward Through Nebraska. Web. 11 February 2010.

<http://cdrh.unl.edu/westward_through_nebraska/CG1871w.html>

This was a book which offered Union Pacific land for sale. This showed us the amount of land the railroads received as a result of the Pacific Railway Act and helped us understand why the Railroad greatly accelerated the settlement of the west.

Union Pacific. *Union Pacific Railroad End of Track Dateline*. Web. 25 January 2010.

<<http://www.uprr.com/aboutup/maps/graphics/goldspik.gif>>

This map showed us all of the cities that the Union Pacific track ran through, as well as a timeline that construction reached these cities. It helped us understand how fast the company built its track.

Union Pacific Museum. *The Bridge Over Dale Creek*. Web. 11 February 2010.

<http://history.utah.gov/historical_society/educational_resources/lesson_plans/images/Promontory/BiggestBridgeofUnionPacific.jpg>

This image shows the biggest bridge of the entire Railroad, although the creek it crossed was small enough for one to easily step over. It helped us understand the different obstacles that had to be overcome in building the Railroad.

University of Vienna. *Emptying the Great Plains of Indians and Buffaloes*. Web. 31 January 2010.

<http://www.univie.ac.at/Anglistik/ang_new/webprojects_erg/RoadCult/benz/emptying_the_great_plains.htm>

This image showed buffalo heads getting shown off. It helped us understand why Native Americans didn't want the Transcontinental Railroad to be built.

Utah History for Kids. *Before Color Film: 1862 Wagon Train Image*. Web. 24 January 2010.

<http://historyforkids.utah.gov/fun_and_games/photos/beforecolorfilm.html>

This photograph showed us another way that people would cross the country before the Transcontinental Railroad was built. It helped us realize that even the direct routes to cross the country were very difficult and took a long time, showing us how necessary the Railroad was.

Utah State History. *Inside a Central Pacific Tunnel*. Web. 10 February 2010.

<http://history.utah.gov/historical_society/educational_resources/lesson_plans/rendezvous_at_promontory.html>

This shows the Summit Tunnel, the longest of the Railroad. We used it to show one of the hardest obstacles the CP faced.

Utah State History. *10 Miles of Track Laid in One Day Sign*. Web. 25 January 2010.

http://geography.sierra.cc.ca.us/Booth/California/8_american/rr/big_four.jpg >

This photograph shows the sign that was put up after the Central Pacific laid 10 miles of track in one day (a still-standing record). It helped us realize how much competition there was between the two companies in the building of the Railroad.

Williams, John Hoyt. *A Great And Shining Road, The Epic Story Of The Transcontinental Railroad*. New York: Times Books, a division of Random House. 1988.

This book described the Transcontinental Railroad, helping us learn about the project. It also gave ideas for things to be further researched, such as shoddy Union Pacific construction.