Review

Guided Practice

If necessary, use the annotations to guide students in their reading before they answer the questions.

? Treatment

Is the treatment of the material in paragraph 1 objective or subjective? Support your answer with evidence from the text. ***Possible response:*** *The treatment is objective. The narrator states factual information such as the effects of the blizzards on railroad construction.*

? Scope

If you were going to write broadly about the subject of paragraph 2, what might your topic be? ***Possible responses:*** *A broad scope might cover all the jobs that Chinese immigrants did, the history of immigration from China to the United States, the history of China, or the history of railroads in the United States.*

? Organization

How are the ideas in this article organized? Detail the flow of ideas. ***Possible response:*** *The ideas are organized logically. The article begins with some interesting information about the railroads. Then, it goes into detail about the Chinese laborers who helped build the railroad. Finally, it finishes with a summary of when and where the railroad was completed.*

SKILLS FOCUS pp. 970–971

Informational Skills

- Analyze and understand elements and features of nonfiction and informational texts.

PREPARING FOR STANDARDIZED TESTS

Informational Skills Review

Treatment, Scope, and Organization of Ideas **Directions:** Read the following article. Then, respond to the questions that follow.

Blasting Through Bedrock: The Central Pacific Railroad Workers

by **Flo Ota De Lange**

In the winter of 1866–1867, blizzards gripped the Sierra Nevada. Dwellings were buried in blowing, shifting, drifting, driving snow. Men who were building the western portion of the country's first transcontinental railroad had to tunnel from their camp to the mountainside, where they spent long, cold days digging out rock so tracks could be laid. The Central Pacific Railroad was building east from California to meet the Union Pacific Railroad, which was working west from Omaha, Nebraska.

Who were these hard workers who survived the blizzards and helped build the nation's first transcontinental railroad? Most of them were immigrants from China. When other railroad hands saw the newly hired Chinese workers, they were scornful. How could these young men, averaging about four feet ten inches in height, heave a large shovelful of rock? The other workers either didn't know or had forgotten that the ancestors of these men had built one of the Seven Wonders of the World—the Great Wall of China—which was begun in 221 B.C. The wall extends more than four thousand miles and averages about twenty-six feet high and twenty feet wide!

At the start the Central Pacific Railroad hired fifty Chinese laborers. These men knew little about railroad grading, but they learned quickly. Eventually the Chinese labor force grew to between ten thousand and twelve thousand workers. These men dug, blasted tunnels, and laid track up the Sierra Nevada, over the Donner Pass, and down through the deserts of Nevada.

People often credit the transcontinental railroad to men of vision—engineers, financiers, and politicians—without acknowledging the way their vision became a reality. As the president of the Central Pacific Railroad and former governor of California, Leland Stanford, wrote to President Andrew Johnson

Collection Review

Review Literary Focus

1. Have students look back through the collection to find the meanings of the terms listed below.
2. Ask students to cite passages from the collection that illustrate the meanings of these terms: **Play; Tragedy; Comedy; Elements Of Humor; Wordplay; Misstatements; Exaggeration; Comic Actions; Dramatic Structure; Characters; Conflict; Climax; Resolution; Dialogue; Monologue; Soliloquy; Aside; Stage Directions**

Review Reading Focus

1. Have students look back through the collection to find the meaning of the terms listed below.
2. Ask students to cite passages from the collection that illustrate the meanings of these terms: **Visualize; Analyze Dialogue; Reading Aloud; Make Inferences**

on October 19, 1865, "The greater portion of the laborers employed by us are Chinese . . . . Without them it would be impossible to complete the western portion of this great national enterprise within the time required by the Acts of Congress."

Complete it these workers did! Cannons roared in New York City and San Francisco when the telegraph lines carried the news: The Union Pacific and the Central Pacific Railroad lines had met at Promontory, Utah, on May 10, 1869.

1. The **structural pattern** of this article is that of logical order because —
   - **A** events are described in the order in which they occurred
   - **B** related details are grouped together
   - **C** the most important idea comes first
   - **D** the most important idea comes last

2. The **treatment** of this article is mainly objective because the author —
   - **A** tells about her own experiences
   - **B** presents accurate historical facts
   - **C** has done a great deal of research
   - **D** tells a very interesting story

3. Of the people responsible for building the railroad, the author's sympathies lie with the —
   - **A** engineers
   - **B** financiers
   - **C** politicians
   - **D** workers

4. The **scope** of this article is narrow because it —
   - **A** tells the story of the building of the Central Pacific Railroad
   - **B** includes details from the 1860s and 221 B.C.
   - **C** focuses on Chinese Central Pacific Railroad workers
   - **D** describes a railroad that stretches across the country

Constructed Response

5. Do you think the author treated this material subjectively or objectively? Explain your answer, providing examples from the text as support.

Assess

Independent Practice

Answers and Explanations

1. ***B*** *The pattern is not time order (A) because the passage begins with an event in 1866 and then paragraph 4 cites a letter from 1865. The most important idea is stated in the fourth paragraph (C and D).*
2. ***B*** *The author does not discuss her experience (A). Although she has done research (C) and tells an interesting story (D), the treatment is objective.*
3. ***D*** *The article only mentions the engineers (A), the financiers (B), or politicians (C) in the context that they are usually given credit for the building of the railroads.*
4. ***C*** *A and D would give the article a broad focus. B is not related to the scope and could include details about unrelated events.*

Constructed Response

5. ***Possible response:*** *Students may argue that the article is subjective because the author favors and sympathizes with the Chinese laborers. Or, students may state that the article is objective because it is factual, dealing with a specific event in history.*

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