

# Chapter 9, Section 2

## The Railroads

(Pages 314–318)

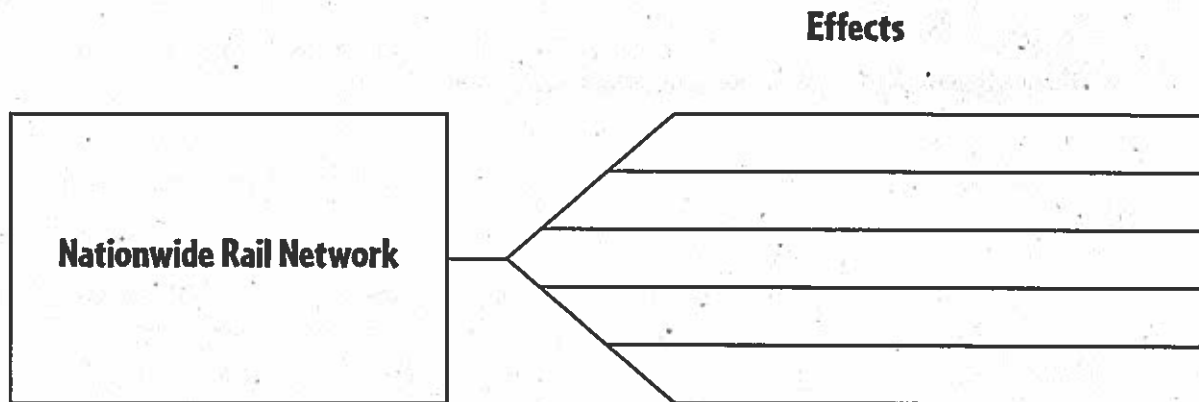
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- How did railroads spur industrial growth?
- How were railroads financed, and how did they grow?

### Main Idea

As you read pages 314–318 in your textbook, complete the graphic organizer below by listing the effects of the rail network on the nation.



### Sequencing Events

As you read, place the following events on the time line below.

- Time zones instituted
- Crédit Mobilier scandal takes place
- First transcontinental railroad completed
- First direct rail service between New York and Chicago begins
- Construction of Grand Central terminal begins



**Linking the Nation** (pages 314–316)

**Skimming**

*Before you read, look at the major headings, boldface terms, and illustrations. Write a sentence about what you expect to learn. Revise your sentence as needed after you have read the lesson.*

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**Academic Vocabulary**

*Use each of the following academic vocabulary words from this lesson in a sentence.*

**construction**

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**labor**

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**Terms To Review**

*Define each of these terms, which you studied in an earlier chapter, in a way that reflects the term's meaning in this lesson.*

**region**  
(Chapter 2, Section 2)

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**investment**  
(Chapter 7, Section 5)

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## Railroads Spur Growth (pages 316–317)

### Drawing Conclusions

As you read, write down two important financial outcomes of the transcontinental railroad. Then write a conclusion about the importance of the railroad to developments in the United States.

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Conclusion

### Terms To Know

Define or describe the following key term from this lesson.

time zone

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### Terms To Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

significant  
(Chapter 6, Section 2)

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system  
(Chapter 2, Section 4)

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## The Land Grant System (page 317)

### Scanning

Look over this section and write a sentence explaining the land grant system in your own words.

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**Terms To Know**

*Define or describe the following key term from this lesson.*

**land grant**

**Terms To Review**

*Use the following term, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**granted**

(Chapter 2, Section 2)

**Robber Barons** (pages 317–318)

**Reviewing**

*After reading the lesson, list the ways in which the railroad system might have been considered corrupt in the late 1800s.*

**Academic Vocabulary**

*Define or describe the following academic vocabulary word from this lesson.*

**implicate**

**Terms To Review**

*Use this term, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**contracts**

(Chapter 2, Section 4)

**Section Wrap-up**

*Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.*

How did railroads spur industrial growth?

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How were railroads financed, and how did they grow?

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