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**Annotated Bibliography of Selected Sources
in the Gilded Age, 1877-1900**

by
Dylan Koenig

Primary Sources:

American Railroad Journal, "The Recent Railroad Damage." July. 28, 1877. From B&O Railroad Museum Archive.
http://teaching.msa.maryland.gov/000001/000000/000070/images/july_28_1877-copyright.jpg (accessed Oct 13, 2015).

The railroad strikes of the time caused conflict with those that were effected which escalated into damage of the railroad itself. The article reported on damage that occurred due to the strike and riots. The damage was quite extensive and the author explained how it needed to be stopped immediately. The companies were characterized as patient and responsible and blamed the mobs that continued to commit these horrible acts. He went on to explain who was responsible for paying for the damage of the property. The mobs destroyed at a rapid rate and cost the government a large amount of money. His opinion was that the workers should stop these acts right away or face harsh consequences. This article would be a good example of how serious of a situation these strikes were. The article is biased towards the railroad companies so it would be important to mention this fact. It would be an interesting source to go in depth on. This would be done by comparing it to a source on the other side of the issue. An article that goes into detail about the success of the riot and how this may change the outcome of the strike. Students would look for the wording differences of each source and attempt to connect these sources together and piece together the story on their own. This would make for a great group and class discussion.

American Railroad Journal, "A Strike at Strikes." Aug. 4, 1877. From B&O Railroad Museum Archive. http://teaching.msa.maryland.gov/000001/000000/000070/images/aug_4_1877-copyright2.jpg (accessed Oct. 13, 2015).

The railroad industry is one of the most important industries during the Gilded Age. The article discussed the railroad strike that occurred in early August of 1877. The article's author attempts to defend position that is against those employees of the railroad that decided to strike. The strike is seen as repulsive and unsettling. This kind of behavior should not be occurring. Not only is it wrong, it is a public threat to those who have decided not to strike or not to have anything to do with the strike itself. It also explains that the strikes are unnecessary because the workers are treated as well as any working member in the United States. The workers already have freedom, are well paid and have the opportunity to improve their status in society. Overall, the article is a bit vague and is seen as a message to future strikers. The author is very biased towards what occurred the night before and is expressing what many people in the railroad

industry is thinking. This article would be a good source to compare to what the people who are striking are saying about this same topic. It would be interesting to see the differences in opinion during these strikes. Finding an article from the side of these railroad unions would be a great source to compare and contrast to.

Carnegie, Andrew. 1895. *Wealth and Its Uses*. New York: Columbia University Press. 807-810
<https://d2ct263enury6r.cloudfront.net/M6O5pArcLkveGqYhtwSBI36hRjQwkJ6SV1HSyV44kod01vi9.pdf> (accessed Oct, 13 2015).

Carnegie is discussing the three ways wealth could be used. He began by telling how the few who were rich were becoming poorer and the masses were becoming richer. He claimed there were but a few exceptional men who controlled a lot of wealth. He asked, what should these wealthy do with all their money? The first use was passing it on to children. Carnegie said this way was known to rapidly distribute wealth. The second way was to give it to public institutions but not as gift because it would be in a will and only distributed once the person dies. The third was for a wealthy person to distribute his wealth while still living. Carnegie believed this was the best way to use wealth because it could be used in ways to motivate people to move up the ladder and succeed to become wealthy themselves. He was basically saying this was the way the wealthy could use their money because it would improve the lives of the common people. This would be a great source to assign to students to read so they could discuss how wealth is used today compared to when Carnegie was alive. What are the similarities? Differences?

Casey, Thomas and Charles Connolly, Drill, Ye Tarriers, Drill, sheet music. 1888
<http://webcache.googleusercontent.com/search?q=cache:JBeo0nsRSEMJ:soe.unc.edu/hoh/file.php%3Fid%3DIrish%2BPrimary%2BSource%2BDocuments.pdf+%amp;cd=1&hl=en&ct=clnk&gl=us>
(accessed October 25, 2015).

This song represents the hardship of those who worked on the railroad. It details how often they would work, how badly they were treated by their bosses and the overall quality of life if you were to work for a railroad company. The song gives the impression that conditions were horrible and the foreman was even worse. He seems very commanding and expects nothing but the best from the work these men are performing. It goes on to describe the type of work they are doing. It includes using dynamite, drilling holes and nailing in spikes. The men were mistreated and often were in terrible working conditions. This could tie into the reasons why the railroad workers eventually went on strike. The conditions and pay were so poor that these people had the right to fight for their rights. The lyrics do a great job expressing the feelings of many of the workers. It gives them a way to cope with the difficulties they dealt with while they worked. This is a great piece to analyze a few reasons why railroad strikes began in the first place. How does this compare to someone who doesn't work on the railroad? How are their feelings different and maybe similar?

Chapin, Jon R. "The Great Chicago Strike: Militiamen on a Wrecking Train Firing into the Mob at 49th Street." Digital Collection for the Classroom, accessed October 20, 2015, <http://dcc.newberry.org/collections/chicago-workers-during-the-long-gilded-age#the-pullman-strike>

This image represents the railroad strike that occurred in Chicago due to the Pullman Strike of 1894. The mob is getting out of hand so the military has had to take action to disperse the crowd and control the situation. The number of strikers had grown to a level where the number of military was too small on control without using advanced ways of controlling the mob. Something happened where the military has had to open fire upon the mob that has been created. One of the militia is commanding what the rest of the men should do. Those things include taking cover behind the railcar for protection and get to higher ground when shooting. There is apparent organization on that side while the other side seems chaotic and random. This image is a great way to represent the issues the nation was facing financially. The government had been promising a fair chance for everyone and this images shows how that was not always promised. It can also show the growth of labor unions in this era and how effective they can be. This strike was so large that the military had to use weapons as a threat to control the number of people striking. It also represents the big business versus the common people who are trying to make an honest living.

Coffin, G.A., Mente, Charles, "Burning of Six Hundred Freight-Cars on the Panhandle Railroad, South of Fiftieth Street, on the Evening of July 6th" Digital Collection for the Classroom, accessed October 20, 2015, <http://dcc.newberry.org/collections/chicago-workers-during-the-long-gilded-age#the-pullman-strike>

The Pullman Strike was an event that became very serious and violent. Firefighters are at the scene to attempt putting out the fire that has had time to expand. The fire is burning on almost all of the railcars at the scene and has created large clouds of smoke. They have been there for some time because the cars closest to the mob are already extinguished. The number of strikers had grown to a level where the number of military has had to resort to advanced weaponry against the mob. Clearly, the strikers have been working long and hard to get these cars put together and have had a plan in place far in advance of this moment. The feeling of anger and joy are the emotions shown by the mob. They are watching in awe and satisfaction at what they had just done. The only reason they are not continuing to do damage is because of the military and the threat of their weapons being used on them. This image could be used to address a large theme of this period in American history. Labor unions have had time to grow and adjust during this time and this is a result of a successful strike and what these unions are capable of doing to their employers. Large companies are no longer the ones with all the power and these workers have rights and will fight until they get them, even if it results in damage to property.

"I've been working on the railroad." About Entertainment. 1894.

<http://folkmusic.about.com/od/folksongs/qt/WorkingonRail.htm>

This song is yet another representation of the horrible working conditions these railroad workers experienced. It describes how long the working hours were and just how hard

and difficult the work was. It was physically demanding and many people were not capable of doing this amount of work for very long. The amount of work did not equal with the pay they received. It goes on to also describe a person named Dinah. I see this as a cook on the train because of the way the lyrics say someone is in the kitchen with her. The relationship with her and the railroad workers is a bit unknown but they seem to have some sort of relationship with her. It is possible this woman is cooking meals for the men when they are allowed a break. The song gives the impression of the difficulty these workers experienced and how their bosses were controlling and did not have sentiment for the workers. This could be used in a class lesson to show the true feelings of the railroad workers of the time. The Dinah section of the poem could also be used to look at the way women were portrayed in this time in history. This song has a lot of great lyrics that can be further discussed in class to gain a deeper knowledge of how railroad workers and women were treated in the late 19th century.

Secondary Sources:

Richardson, Heather C. *West from Appomattox: The Reconstruction of America after the Civil War*. New Haven & London: Yale University Press. 2007

What was the plan after the Civil War? What would become of the now United States? Slavery was a thing of the past and the North wanted to move on from it. There was this idea to give everyone an equal chance to succeed in the new America. The question was who was “everyone” and how could this be attained. The North and South had very different ideas as the years went on and battled for power in the government to spread their ideas. The West was at first seen as a place to go and live your life the way you wanted, undisturbed by the government. Then issues with Native Americans and railroads brought the government to the West. Women and African Americans fought for their freedom and wanted the same rights as everyone else had promised. The idea that everyone had a chance to succeed was also an idea that was not successful. The few wealthy would become richer and the masses became poorer. Labor unions emerged so people could fight for their rights. They wanted to live in a world that let everyone have an equal opportunity to succeed. The end of the era involved war to establish the United States as a world powerhouse. The Civil War showed that there needed to be change but it wasn’t easy. Some flourished but many did not. Success along with failure is what shapes the United States today. The part of history is important to understand because it helps to explain why the United States is the way it is today. Parts of the book could be used to create reading stations. These stations would each have different excerpts from the book to read and discuss. For example, when discussing a certain presidential election, a teacher could have the differing opinions from both the North and South. This would work easier than attempting to try and fit in time for the reading of the whole book.

Websites:

Great Chicago Fire and the Web of Memory. *Chicago Historical Society and Northwestern University*. Accessed October 19, 2015. <http://www.greatchicagofire.org/>

This website was created for the 125th anniversary of the Great Chicago Fire of 1871. The website is broken into two main parts. The first part includes a list of events that led up to the actual fire. There are events before, during and after that can be found in this section of the website. Overall, there are five sections that begins with a look at city before the fire happened. It ends with a look at how the city recovered after such a horrible event. Materials provided includes lithographs, paintings, drawings and even maps of the city. Each of the five sections can be looked into for more information and includes detailed summaries of each source. The other main part of the website is dedicated to eyewitness account and sources. This includes things like poetry, songs and visual works that people in Chicago created in response to the fire. Like the first part of the website, these sources are also broken into multiple sections to separate by the time in which they were created. A class lesson idea could be the students are put into groups and are assigned either before the fire, during or after and the impact it had on the city. It would help create an overall presentation that would help the class put together the event from beginning to end.

The Papers of Thomas A. Edison. *Rutgers State University of New Jersey; National Park Service; New Jersey Historical Commission; Smithsonian Institution*. Accessed October 19, 2015. <http://edison.rutgers.edu/>

This is a very large database that has thousands of papers, drawings other documents related to Edison who is one of the greatest creators and inventors of the modern times. The website begins with a basic introduction to the project that made this website possible. On the left side of the main page includes links to click on to explore the vast about of sources related to Edison. This includes tabs relating to who the creators of the website are, ways to access the vast database that includes a large amount of Edison's work, Edison's life summary, and some resources. There is a nice summary of who created the website and why. The main section of the website is the database in which people can search. The three access the material is digitally, microfilm or by using the book. Searchers can use whatever way works best for them. The website gives tips on helping people to find what they are looking for in a quick and easy fashion. The site also includes a summary of his life. It has multiple tabs to click on and it explains the life of Edison and how he became so famous. The resources section has ways in which to teach about Mr. Edison by having class lesson examples. They also have additional links to other things that relate to Edison. An example is museums who have Edison materials and additional information. A class idea could be for students to each choose a patent to study and its impact on the world at the time and investigate its impacts on us as a society today. The teacher could select certain ones and make a list of certain ideas that would be easier to research.