

## Annotated Bibliography

### Primary Sources

#### Documents and Articles

"Chinese Exclusion Act (1882)." In American History, ABC-CLIO, 2018.  
<https://americanhistory.abc-clio.com/Search/Display/254030>.

*The original text of the Chinese Exclusion Act was included in this document, which was helpful because we were able to see what exactly the act did and what effects it had on Chinese immigration. The act's clauses all directly targeted Chinese immigrants and took away many opportunities for them (for example, not being able to become a citizen). It was the first act to target an ethnic group's immigration.*

"Chinese Laborers on a Strike." *Daily Alta California*, July 1, 1867.

*"Chinese Laborer on a Strike," an article featured in the Daily Alta California, showed the American reaction to the Chinese labor strike, which was mostly indifferent and not too concerned. It also gave details of the strike, including the actions of the Chinese and what they were demanding.*

"Denis Kearney: 'Appeal from California' (1878)." In American History, ABC-CLIO, 2019.  
<https://americanhistory.abc-clio.com/Search/Display/1814627>.

*Denis Kearney's speech is an intimate look at his beliefs and his resentment of the Chinese. It provided some key quotes that again illustrated the general perspective of the white working class at the time: that the Chinese were threatening their livelihood by taking away jobs and making the upper class less considerate of the working class, since they had cheap labor available.*

Dorland, C.P. "Chinese Massacre at Los Angeles in 1871." *Annual Publication of the Historical Society of Southern California, Los Angeles* 3, no. 2 (1894): 22-26.

*"Chinese Massacre at Los Angeles in 1871" provided more details regarding the Los Angeles Race Riot of 1871. It described some abhorrent scenes that made us realize how serious and harmful anti-Chinese sentiment was at this time.*

Gompers, Samuel and Gudstadt, Hermann. *Some Reasons for Chinese Exclusion. Meat vs. Rice. American Manhood Against Asiatic Coolieism. Which Shall Survive?* Washington, D.C.: American Federation of Labor, 1901.

*This pamphlet is an example of political parties' fight for government action against the Chinese. The American Federation of Labor published this in order to persuade Senators to vote for an extension of the Chinese Exclusion Act. Pushes like these were effective; the Act was renewed in 1902, and again in 1904.*

Harris, Robert L. "The Pacific Railroad – Unopen." *Overland Monthly*, September, 1869.

*Part of the 1869 edition of the Overland Monthly was this report, which provided insight into what the construction of the railroad was like, including the dangerous conditions at places such as Cape Horn. The source describes workers hanging from ropes, which seems to support the legend of Cape Horn (that Chinese workers hung from baskets to blast holes into the side of the cliff). If the legend is true, it would be another example of the life-threatening work that the Chinese contributed.*

Heath, Erle. "A Railroad Record That Defies Defeat." *Southern Pacific Bulletin*, May, 1928.

*"A Railroad Record That Defies Defeat" provided background on the great achievement that was the Ten-Mile Day and helped us understand how groundbreaking it was, as well as the lack of recognition the Chinese workers got in comparison to the Irish rail handlers.*

*Report of the Department of the Interior... [with Accompanying Documents]. U.S. Government Printing Office, 1865.*

*This report provided a quote from Leland Stanford (the President of the Central Pacific Railroad Company, making him a key manager of the railroad construction project) that showed his recognition of the Chinese workers, but this recognition also made it all the more unfortunate that Chinese immigrants were later treated with such hostility. Stanford himself later led pushes for government action against the Chinese, showing how quickly he turned his back on the ones that benefited him so much.*

Russell, Andrew J. *Joining of the rails at Promontory Point*. May 10, 1869. Photograph. Gilder Lehrman Collection. <https://www.gilderlehrman.org/content/official-photograph-golden-spike-ceremony-1869>

*Russell's photograph showed the contrast of the triumph of the completion of the railroad and the exclusion of Chinese workers, who did not receive the full recognition they*

*deserved. Although Chinese workers were present at the grand Golden Spike Ceremony, they were not included in the official photograph.*

“Tacoma Riot—Lum May’s Testimony.” June 3, 1886. *National Archives: Records of Rights*. <http://recordsofrights.org/records/284/the-tacoma-riot-lum-mays-testimony/1>.

*This is a firsthand account of one of the most significant incidents of anti-Chinese violence. Lum May experienced the Tacoma Method: he was forced out of his town by a mob in November 1885, and his wife subsequently went mad. Being able to read his testimony was an eye-opener that showed how much pain the Chinese victims suffered at the hands of prejudiced society.*

Taylor, Alfred. “Our Home Heathen.” *Frank Leslie’s Sunday Magazine*, March 1881, p. 276.

*In this article from an 1881 edition of Frank Leslie’s Sunday Magazine, the “heathenism” of Chinese immigrants is discussed. It shows the condescending attitude of Americans towards Chinese immigrants at the time, although this particular article does not encourage violence but rather embracing them as potential converts to Christianity. This article was used both as a primary source, as it gave insight into some different views of Chinese immigrants, as well as a source of visual aid because of the illustrations it includes.*

United States. Congress. *Report of the Joint Special Committee to Investigate Chinese Immigration: February 27, 1877*. Washington: G.P.O., 1877.

*Since this report is from the United States Congress, it provided important quotes that gave insight into Charles Crocker’s appreciation of the Chinese workers that made his railroad possible. He eventually became a strong supporter of hiring more Chinese laborers to work on the railroad, even when his colleagues such as James Strobridge were skeptical at first; he saw their potential in skill and strength.*

## **Multimedia**

"Affidavit and Flyers from the Chinese Boycott Case." National Archives and Records Administration. Accessed February 19, 2019. <https://www.archives.gov/education/lessons/chinese-boycott>.

*These documents tell the story of the controversy over boycotts against the Chinese by labor unions in Butte, Montana. From the 1870s and onward, the Chinese faced countless cases of this kind of economic and political persecution across the West Coast.*

*The images of the flyers were used in the documentary to show the organized movement threatening the Chinese presence in America despite their contributions to society.*

"Anti-Chinese Political Cartoon." In American History, ABC-CLIO, 2019. Image. Accessed March 8, 2019. <https://americanhistory.abc-clio.com/Search/Display/988635>.

*Among many other political cartoons of the time, "What shall we do with our boys?" expresses the anti-Chinese sentiment which was present for decades after the completion of the Transcontinental Railroad. It shows the fear people had of Chinese workers taking all the jobs and leaving white workers destitute. The cartoon was thus used to enforce the point that the Chinese were perceived as a dirty threat to American well-being.*

"Chinese Railroad Workers." In *Gale U.S. History in Context*. Detroit, MI: Gale, 2019. *U.S. History in Context* (accessed March 2, 2019). <http://link.galegroup.com/apps/doc/TFPVXD908400090/UHIC?u=mont47812&sid=UHC&xid=426d2bfd>.

*This photograph depicts Chinese railroad workers aboard a handcar during the construction of the Transcontinental Railroad, which was good visual aid for the documentary as it discussed and described their labor.*

From Bancroft Library at UC Berkeley: *Chinese in California*. Photographs, <https://calisphere.org/collections/143/> (accessed January 25, 2019).

*The materials contained here are drawn from a variety of archival collections, depicting the tumultuous and changing history of the Chinese community in California. Major issues explored in these photographs include the Chinese contribution to California and the American West in the 19th and early 20th centuries, like the Transcontinental Railroad, as well as the rampant anti-Chinese sentiment encountered by these immigrants. Both of these issues are discussed at length in our documentary, so around fifteen of the images from this collection were used as visual aid.*

From Library Of Congress: *Civil War*. Photographs, <https://www.loc.gov/collections/civil-war/about-this-collection> (accessed February 3, 2019).

*The Civil War collection holds thousands of images relating to the Civil War in many different formats including photographs, portraits, and stereographs. Since part of the Transcontinental Railroad's construction took place during the Civil War, this collection*

*contains numerous photographs of railroad workers. Six of these images were placed in the documentary in order to depict the kind of labor needed to construct the railroad.*

From Library Of Congress: *Popular Graphic Arts*. Prints,  
<https://www.loc.gov/collections/popular-graphic-arts/about-this-collection> (accessed February 16, 2019).

*The Popular Graphic Arts collection contains about 15,000 historical prints from 1700 to 1900, created to document geographic locations or popular subjects. Several of these prints were used to depict the beneficial effects of the Transcontinental Railroad, such as a drawing that showed a freight train transporting goods to and from a factory.*

From Library Of Congress: *Railroad Maps, 1828-1900*. Photographs,  
<https://www.loc.gov/collections/railroad-maps-1828-to-1900/about-this-collection> (accessed February 6, 2019).

*The Railroad Maps collection contains 623 maps chosen from more than 3,000 railroad maps and about 2,000 regional, state, and county maps, and other maps which show internal improvements of the past century. Some of the maps were helpful in illustrating the large scale of the Transcontinental Railroad, as well as its geographical locations.*

From Library Of Congress: *Stereograph Cards*. Stereographs,  
<https://www.loc.gov/collections/stereograph-cards/about-this-collection> (accessed January 3, 2019).

*The Stereograph Cards collection has over 8,000 stereographs available, representing roughly 15 percent of the 52,000 stereographs produced from the 1850s to the 1940s. It was useful in bringing the documentary to life by providing images from the time period in discussion. Around twenty of the stereographs from these collections served as visual aids for several points across the documentary: Chinese workers, the dangers of the Sierra Nevadas, various scenes from the Central Pacific Railroad, and expansion of the west after the completion of the Railroad.*

From Library of Congress: *Lawrence and Houseworth Collection*. Stereographs,  
<https://www.loc.gov/collections/lawrence-and-houseworth/about-this-collection> (accessed June 6, 2019).

*The Lawrence and Houseworth Collection contains more than 900 half stereographs published by Lawrence and Houseworth from San Francisco, with images dating from 1862 to 1867. The photographs depict major settlements, boom towns, placer and hydraulic mining operations, shipping and transportation routes, and other points of*

*scenic interest throughout northern California and western Nevada, such as the Yosemite Valley and the Calaveras Redwoods. Many pictures from this collection were used to highlight Chinese work on the Central Pacific in the Sierra Nevada mountains.*

From Linda Hall Library: *Railroad Maps and Plans*. Prints, [http://lhdigital.lindahall.org/cdm/landingpage/collection/rr\\_maps](http://lhdigital.lindahall.org/cdm/landingpage/collection/rr_maps) (accessed February 20, 2019).

*The Railroad Maps and Plans collection contained 19th century maps, routes, and plans, taken from American railroad journals and other sources, which was very helpful for visuals. A few of the maps from this collection were integrated into the documentary in order to clarify some of the geography of the Transcontinental Railroad, such as where the Central Pacific section was located.*

From Los Angeles Public Library: *Los Angeles Public Library Photo Collection*. Photographs, <https://www.lapl.org/collections-resources/blogs/lapl/chinese-massacre-1871> (accessed February 13, 2019).

*The Los Angeles Public Library Photo Collection contains images from the 1850s to the present, documenting all aspects of life in Southern California, with an emphasis on Los Angeles. Selections from this collection were used to depict the horror of the 1871 Race Riot, which left 19 Chinese men and boys dead.*

From New York Public Library Digital Collections: *Print Collection portrait file*. Photographs, <https://digitalcollections.nypl.org/collections/print-collection-portrait-file#/?tab=navigation> (accessed February 21, 2019).

*Portraits from this collection were used in portraying some of the main figure heads of the companies that backed the building of the Transcontinental Railroad. Most of the portraits are printed pictures clipped from periodical publications from the mid-19th through the early 20th-century.*

From New York Public Library Digital Collections: *Robert N. Dennis collection of stereoscopic views*. Photographs, <https://digitalcollections.nypl.org/collections/robert-n-dennis-collection-of-stereoscopic-views#/?tab=navigation> (accessed January 18, 2019).

*The Robert N. Dennis collection bears the name of a native New Yorker who assembled it over a period of more than six decades. It features more than 72,000 stereoscopic views*

*organized primarily by geography. Included in this vast group are stereographs taken during the construction of the transcontinental railroad that show the tunnels as they were built and other important visuals. Photographs of certain construction sites were utilized as they were mentioned in the documentary, such as Cape Horn and Bloomer Cut.*

From New York Public Library Digital Collections: *The great West illustrated in a series of photographic views across the continent taken along the line of the Union Pacific Railroad west from Omaha, Nebraska.* Photographs, <https://digitalcollections.nypl.org/collections/the-great-west-illustrated-in-a-series-of-photographic-views-across#/?tab=about> (accessed January 14, 2019).

*The majority of this collection documents the expansion that occurred as a result of the Transcontinental Railroad. The photographs used in the documentary showed development of the west: towns sprang up and railroads connected places across the country.*

From New York Public Library Digital Collections: *Wallach Division Picture Collection.* Photographs, <https://digitalcollections.nypl.org/collections/wallach-division-picture-collection#/?tab=navigation> (accessed February 2, 2019).

*Consisting mostly of images produced in the early twentieth century and before, this collection consists of over 34,000 reference images. Included are illustrations that document history all over the world. Images that were selected were used as visual aids for the increase of Chinese labor in America and the Golden Spike Ceremony.*

From New York State Library: Visual Materials. Documents, <http://nysl.cloudapp.net/awweb/main.jsp?smd=2&nid=21324/21326> (accessed January 5, 2019).

*Selections from this large digital collection of manuscripts, photographs, and drawings from all eras of American history were used as examples of anti-Chinese handbills and newspaper editorials, which showcased the general hatred of Chinese immigrants at the time.*

From Sonoma County Library: *Sonoma County Library Photograph Collection.* Photographs, <https://calisphere.org/collections/26486/> (accessed February 1, 2019).

*The Sonoma County Library Photograph Collection depicts life and history in Sonoma County, California from the 1860s to the present through images created by both*

*amateur and professional photographers. Selections from this collection were used to depict life for Chinese immigrants in California at the time, particularly some of the political persecution they faced; one photograph documented the Workingmen's Party of California's slogan and platform of Chinese expulsion.*

From the Washington State Historical Society: *WSHS Collections*. Photographs, <http://www.washingtonhistory.org/research/collections/> (accessed January 4, 2019).

*These collections depict scenes of daily life and historical events in Washington State across several decades. Selections from these archives were used to emphasize the horrors of anti-Chinese violence throughout the 1880s, in particular the incidents at Seattle and Tacoma, both in 1885.*

*Panoramic view of the Golden Gate*. Accessed June 09, 2019. <https://www.loc.gov/item/00694423/>.

*Photographed from the front of a moving steam engine, this film shows a scenic portion of the Ferries and Cliff House Railroad route along the bluffs and cliffs of Lands End, which are at the northwest corner of San Francisco and overlook the Golden Gate and the Marin headlands. This was used to show the completion of the Transcontinental Railroad and its effects on Western society.*

Qingkiang. *Siege of Pingyu*. 1853-1868. English Private Collection, New York. In *Sotheby's*. Last modified 2019. <http://www.sothebys.com/en/auctions/ecatalogue/2019/important-chinese-art-n10032/lot.719.html>.

*Made in the late 19th century, this painting depicts the important imperial Nian rebellion battle, the "Siege of Pingyu," and is from a set of eighteen paintings commemorating the campaign of the victories over the Nian by the Qing Dynasty during the Guangxu Period. This was an important visual for the Taiping Rebellion, one of the most violent rebellions in all of history and a motivating factor for Chinese immigration.*

## **Oral Histories**

Tong Young, Vicki. "Vicki Tong Young." Interview by Barre Fong. *Chinese Railroad Workers in*

*North America Project at Stanford University*. Last modified 2019. <https://web.stanford.edu/group/chineserailroad/cgi-bin/website/vicki-tong-young-interview/>.

*Vicki Tong Young, interviewed by Barre Fong, is the great-granddaughter of Mok Chuck, who was one of many Chinese men that immigrated to the United States to work on the Transcontinental Railroad. As his descendent, Vicki was able to shed light on his life and the stories it contained. For instance, Mok missed his son's birth back in China while he worked in America because of the Chinese Exclusion Act. Vicki's interview provided a valuable inside look at how American anti-Chinese sentiment affected real families for several generations.*

## Secondary Sources

### Audio/Visual Recordings

Chang, Gordon and Lisa See. "Telling 'The Epic Story Of The Chinese Who Built The Transcontinental Railroad'." Interview by Meghna Chakrabarti. WBUR, May 7, 2019. Audio, 47:09. <https://www.wbur.org/onpoint/2019/05/07/chinese-transcontinental-railroad-ghosts-of-gold-mountain-gordon-chang>.

*Meghna Chakrabarti interviewed two big figures in the research and recognition of Chinese work on the Transcontinental Railroad today. Lisa See is the great-great granddaughter of Fong Dun Shung, who worked on the Transcontinental Railroad as an herbalist. She is also the author of On Gold Mountain: The One-Hundred-Year Odyssey of My Chinese-American Family and participated in the Chinese Railroad Workers in North America oral history project. Gordon H. Chang is the author of Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad and also co-director of the Chinese Railroad Workers in North America Project. Both guests provided interesting details on the Chinese laborers and their experiences, such as the reasons they came to America and the dangers they faced on the job, and audio clips of both of their answers were integrated into the documentary to provide background and reinforce arguments.*

Lage, Julian. *World's Fair*. Julian Lage. Modern Lore Records, 2015, Audio CD.

*World's Fair, released in 2015, is the first solo guitar album from Julian Lage. It feels very spontaneous and intimate because the dozen acoustic guitar tracks were recorded over the course of a mere two days, at Sear Sound in New York City. This was used as the background music for the whole documentary due to its emotive quality and appropriate style in terms of the time period.*

### Books

Bain, David Haward. *Empire Express: Building the First Transcontinental Railroad*. New York: Penguin Books, 2000.

*Empire Express had very detailed information about all aspects of the construction of the Transcontinental Railroad, providing a complete narrative that was helpful in constructing a timeline for the documentary. Specific information that was used includes the introduction of Chinese laborers due to labor shortage, the attitudes of the project leaders towards the Chinese, and some of the work the Chinese did across the railroad.*

Chinn, Thomas W. *A History of the Chinese in California: A Syllabus*. San Francisco: Chinese Historical Society of America, 1969.

*A History of the Chinese in California: A Syllabus offered additional details on the treatment of Chinese laborers in the West after the completion of the railroad, particularly in California.*

Pfaelzer, Jean. *Driven Out: The Forgotten War Against Chinese Americans*. New York: Random House, 2007.

*Jean Pfaelzer's Driven Out: The Forgotten War Against Chinese Americans is a book that portrays the ethnic cleansing in California and the Pacific Northwest when the first Chinese Americans were rounded up and purged from more than three hundred communities. It describes their struggles as, from 1848 and into the twentieth century, Chinatowns burned across the West and they were violently loaded onto railroad cars or steamers, marched out of town, or killed. But it also covers their resistance by taking up arms, strikes, and lawsuits and refusing to leave. Although the resistance is not discussed in detail in our documentary, this book was extremely helpful in placing the anti-Chinese violence in context. It explained why Chinese immigrants came to America and why anti-Chinese sentiment began to become prevalent in the society of the time.*

### **Database Entries**

Carlin, Padraic. "Chinese Immigrants." In *American History*, ABC-CLIO, 2018. Accessed December 20, 2018. <https://americanhistory.abc-clio.com/Search/Display/551889>.

*"Chinese Immigrants" provided background on the mistreatment of Chinese immigrants in American history, including information on anti-Chinese campaigns and violence.*

"Chinese Transcontinental Railroad Workers." *Development of the Industrial U.S. Reference Library*, edited by Sonia G. Benson, et al., vol. 2: Biographies, UXL, 2006, pp. 40-48. *U.S. History in Context*.  
<http://link.galegroup.com/apps/doc/CX3442000038/UHIC?u=mont47812&sid=UHIC&xid=68ab46a4>.

*"Chinese Transcontinental Railroad Workers" provided some basic insight into the achievements and contributions of the Chinese railroad workers. It included details on why they immigrated, their journey to America, their working conditions, and the challenges they faced while working on the railroad.*

"Transcontinental Railroad." In *Gale Encyclopedia of U.S. Economic History*, 2nd ed., edited by Thomas Riggs, 1338-1341. Vol. 3. Farmington Hills, MI: Gale, 2015. *U.S. History in Context* (accessed December 20, 2018).  
<http://link.galegroup.com/apps/doc/CX3611000912/UHIC?u=mont47812&sid=UHIC&xid=de18d690>.

*"Transcontinental Railroad." was a good starting place for research since it introduced us to some background about the Transcontinental Railroad that the documentary could be built upon.*

### **Internet Articles**

Chinese Railroad Workers in North America Project at Stanford University. "Key Questions."  
Chinese Railroad Workers in North America Project. Last modified 2018.  
<https://web.stanford.edu/group/chineserailroad/cgi-bin/website/faqs/>

*The Key Questions on the Chinese Railroad Workers in North America Project's website was a good introduction to the role of the Chinese workers. Previously we did not have a great idea of what specific contributions Chinese workers made, but by reading through these key questions we had a basis of things to research further.*

"Denis Kearney." *New Perspectives on the West*. Accessed February 19, 2019.  
[https://www.pbs.org/weta/thewest/people/i\\_r/kearney.htm](https://www.pbs.org/weta/thewest/people/i_r/kearney.htm).

*This introduction to Denis Kearney, the founder of the the Workingmen's Party of California, showed his prejudiced character and the passion he had against the Chinese, which also reflected the general attitude toward the Chinese at the time. One of the most impactful details from this source was his slogan ("The Chinese must go!").*

Ding, Loni. "Ancestors in the Americas." PBS.org. Last modified 2011.  
<https://www.pbs.org/ancestorsintheamericas>.

*By providing specific examples of anti-Chinese violence, this source was helpful in supporting a key argument in the documentary: that Chinese immigrants were victims of hate and prejudice, which is a true tragedy.*

Gillis, John R. "Tunnels on the Pacific Railroad." CPRR.org. Accessed February 24, 2019. [http://cpr.org/Museum/Tunnels.html#Chinese\\_Wall](http://cpr.org/Museum/Tunnels.html#Chinese_Wall).

*"Tunnels on the Pacific Railroad" provided information about the various tunnels built to cross the Sierra Nevada mountains, which was important in showing how dangerous the work was. The contributions of the Chinese were also mentioned with the introduction of the "Chinese walls."*

Greyhavens, Tim. "A Brief History." The No Place Project. Accessed February 19, 2019. <https://www.noplaceproject.com/history>.

*"A Brief History" is a summary of anti-Chinese violence in the west. The summary was helpful because it was an introduction to some of the specific events that were later researched more in-depth. The author of this page, Tim Greyhavens, started the No Place Project, a photography project, to document places where anti-Chinese violence occurred across the country.*

"Rails East to Promontory: The Utah Stations (Historical Sketch)." National Parks Service. Accessed March 02, 2019. [https://www.nps.gov/parkhistory/online\\_books/blm/ut/8/sec1.htm](https://www.nps.gov/parkhistory/online_books/blm/ut/8/sec1.htm).

*"Rails East to Promontory: The Utah Stations" describes the building feat accomplished by Chinese and a handful of Irish workers during the construction of the transcontinental railroad. Charles Crocker bet that Central Pacific could lay ten miles of track in one day and they achieved this on April 28, 1869. The Chinese and Irish laborers worked together as a well-oiled team.*

"Snow Sheds: How the CPRR Crossed the Summit." The Transcontinental Railroad, Linda Hall Library. Accessed March 13, 2019. <https://railroad.lindahall.org/essays/innovations.html>.

*The details this source provided about snow sheds and tunnels showed the dangerous nature of constructing the railroad across the Sierra Nevada mountains. This made the Chinese laborers' work all the more impressive.*

Strobridge, Edson T. "The Central Pacific Railroad and the Legend of Cape Horn 1855-1856." CPRR.org. Last modified July 10, 2006. [http://cpr.org/Museum/Cape\\_Horn.html](http://cpr.org/Museum/Cape_Horn.html).

*This article was an alternative look at the legend of Cape Horn (that Chinese workers hung from baskets to blast holes through the rock). It both describes details of the legend as well as provides evidence that might disprove it. Even though its opposition to the popular legend may seem like it discredits the work of the Chinese, it does discuss how the legend seemed to arise out of exaggeration for the purpose of making their careful, valuable work a tourist's spectacle, something that would attract visitors.*

Wallace, Kelly. "Forgotten Los Angeles History: The Chinese Massacre of 1871." LAPL Blog, Los Angeles Public Library. Last modified May 19, 2017. <https://www.lapl.org/collections-resources/blogs/lapl/chinese-massacre-1871>.

*By providing a basic account of the Los Angeles Race Riot of 1871, this article was impactful because it truly showed the unreasonable violence and hatred directed at the Chinese, who were mostly innocent. The Los Angeles Race Riot was one of the first major attacks on the Chinese community after the completion of the railroad.*

### **News Articles**

Fuchs, Chris. "150 Years Ago, Chinese Railroad Workers Staged the Era's Largest Labor Strike." *NBC News* (New York), June 21, 2017. <https://www.nbcnews.com/news/asian-america/150-years-ago-chinese-railroad-workers-staged-era-s-largest-n774901>.

*"150 Years Ago, Chinese Railroad Workers Staged the Era's Largest Labor Strike." provided information about the Chinese labor strike, which demonstrated the unfair conditions the Chinese faced as well as their unexpected strength and dignity.*

García-García, Cuauhtémoc. "Stanford Scholars Give Voice to the Chinese Workers Who Helped Build Transcontinental Railroad." *Stanford News* (Stanford), June 17, 2015. <https://news.stanford.edu/news/2015/june/railroad-chinese-laborers-061715.html>.

*This article showed the renewed scholarly interest in the history of the Chinese railroad workers. The Chinese Railroad Workers in North America Project has done valuable research that has contributed greatly to our knowledge of the laborers, so this article was helpful in summarizing some of their achievements and ongoing work.*

Wang, Hansi Lo. "Descendants Of Chinese Laborers Reclaim Railroad's History." *NPR* (Washington, D.C.), May 10, 2014. <https://www.npr.org/sections/codeswitch/2014/05/10/311157404/descendants-of-chinese-laborers-reclaim-railroads-history>.

*"Descendants Of Chinese Laborers Reclaim Railroad's History" was moving because it showed a movement to reconnect with the origins of Chinese immigrants in America. This is important and it was used to show that this attitude is necessary to preserving the memory and culture of their ancestors.*

Westerman, Ashley. "Chinese Railway Workers Inducted in US Labor Department's Hall of Honor." *VOA* (Washington, D.C.), May 14, 2014. <https://www.voanews.com/a/chinese-railway-workers-inducted-in-labor-departments-hall-of-honor/1912478.html>.

*Ashley Westerman's news article indicates a growing recognition of the Chinese railroad workers today. Even the federal government has acknowledged their contributions, but the difference in years between 2014 and 1869 show that this recognition has been long overdue.*

A Legacy Lost: The Mistreatment of the Chinese Through the Transcontinental Railroad

Cameron Hojecki, Sarah Bolen, and Victoria Wei

Senior Division

Group Documentary

Process Paper: 497 words

## **Process Paper**

### **How We Chose Our Topic**

As soon as Victoria heard about this year's theme, Triumph and Tragedy, she connected it to a topic she had learned about in her Chinese school history class: the work of Chinese immigrants on the Transcontinental Railroad. She introduced it to the rest of the group, and the more we discussed it and researched it, the more we realized how pertinent this topic was to the theme.

### **How We Conducted Our Research**

Researching our topic was challenging, but also fascinating. At first, we started by looking into the Transcontinental Railroad itself and the benefits it brought to America. But this general research could not give us the whole picture. Once we looked into the specific work Chinese laborers did, we finally realized just how dangerous their work was, facing challenges like avalanches and cliffs, and how important they were to the completion of the railroad, since they constructed the path through the Sierra Nevada mountains and other difficult work that no one else wanted to do. Then, our research took an even more somber tone as we discovered how horribly Americans mistreated the Chinese. Overall, researching our topic was very enlightening and motivating, for we wanted to shed light on the xenophobia the Chinese faced both during the building and after the completion of the Transcontinental Railroad.

### **How We Selected Our Presentation Category and Created Our Project**

We chose the Documentary category because Victoria and Sarah are both technologically gifted and can manage the video and editing skills needed for this category. Cameron is not as skilled, but does have exceptional organizational skills and is great at writing and revising, which helped with the script and supplementary papers. Since it is our second year doing NHD and we enjoyed making a documentary the first year, we stuck with that category. While researching, we compiled a rough outline regarding the topics we wanted to talk about, so translating that into a script was relatively easy. Cameron started a folder on Google Classroom so that everyone could share research, which made it easier to collaborate. Victoria handled the building of the documentary as Sarah and Cameron wrote the annotated bibliography and process paper. Since our documents were online and shared, everyone participated in editing and we ended with this finished product.

### **How Our Project Relates to the National History Day Theme**

This year's theme was Triumph and Tragedy and the topic we chose was the Transcontinental Railroad. This topic highlights the contributions of the Chinese laborers that helped build the Transcontinental Railroad, a great advancement and triumph in America, but also shows the prejudice and discrimination that these workers faced both during the construction and after, which was a tragedy that they did not deserve. It also delves into the recognition that the Chinese workers deserved for their success, but never received, and the violence they suffered from instead. America's xenophobia towards the Chinese is put on full display, but the recent recognition of Chinese contributions is also shown. In the end, the Transcontinental Railroad was a triumph made possible by Chinese laborers that sadly suffered many tragedies due to the prejudice in America.