



# UNITED STATES HISTORY

BEGINNINGS TO 1877



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BEGINNINGS TO 1877



TEACHER'S GUIDE  
SAMPLER

# HMH Social Studies United States History Dashboard

Designed for today's digital natives, **HMH® Social Studies** offers you and your students a robust, intuitive online experience.



Your personalized Teacher Dashboard is organized into four main sections:

1. **Discover**—Quickly access content and search program resources
2. **Assignments**—Create assignments and track progress of assignments
3. **Data & Reports**—Monitor students' daily progress
4. **HMH Drive**—Personalize your experience and upload your own content



# Explore Online to **Experience** the **Power** of United States History

**Houghton Mifflin Harcourt® is changing**  
the way students **experience** social studies.

By delivering an immersive experience through compelling narratives enriched with media, we're connecting students to history through experiences that are energizing, inspiring, and memorable activities. The following pages highlight some digital tools and instructional support that will help students approach history through active inquiry so they can connect to the past while becoming active and informed citizens for the future.



## The Online Student Edition is the primary learning portal.

More than just the digital version of a textbook, the Online Student Edition serves as the primary learning portal for students. The narrative is supported by a wealth of multimedia and learning resources to bring history to life and give your students the tools they need to succeed.

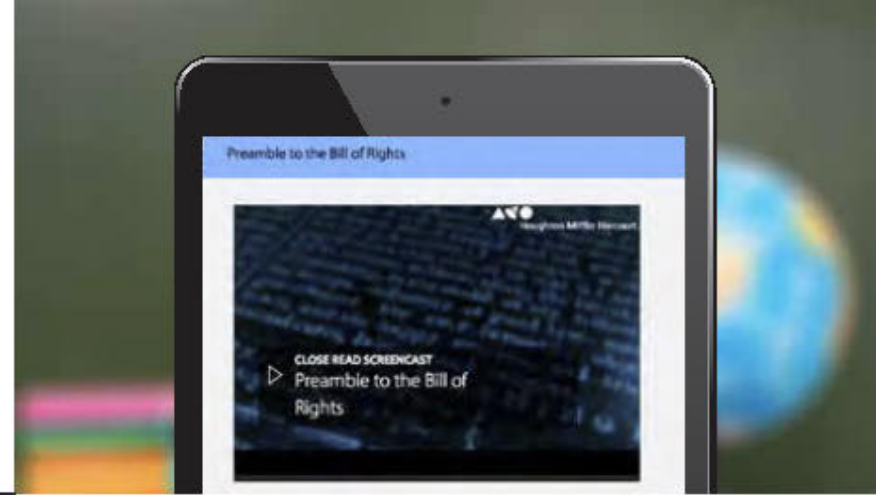
## Bringing Content to Life

**HISTORY®** videos and Multimedia Connections bring content to life through primary source footage, dramatic storytelling, and expert testimonials.



## In-Depth Understanding

**Close Read Screencasts** model an analytical conversation about primary sources.



## Content in a Fun Way

**Interactive Features, Maps, and Games** provide quick, entertaining activities and assessments that present important content in a fun way.



## Investigate Like a Historian

**Document-Based Investigations** in every lesson build to end-of-module DBI performance tasks so students can examine and assess primary sources as historians do.



### Full-Text Audio Support

Students can listen while they read.

### Skills Support

Point-of-use support is just a click away, providing instruction on critical reading and social studies skills.



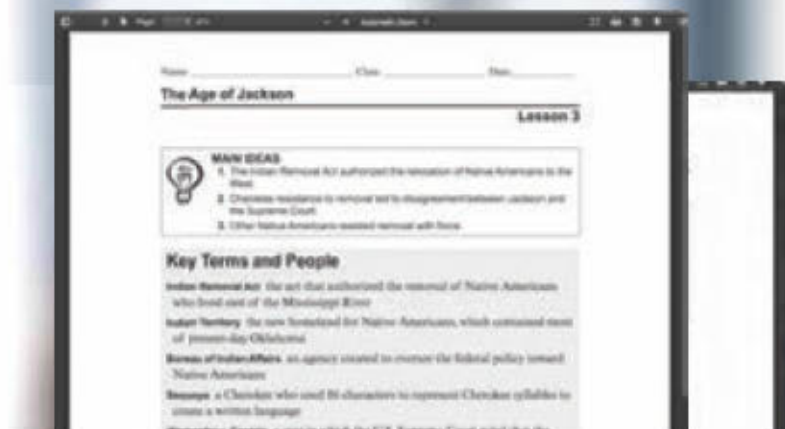
### Personalized Annotations

**Notes** encourages students to take notes while they read and allows them to customize their notes to their preferences. Students can easily access their notes to review later as they prepare for exams.



### Interactive Lesson Graphic Organizers

Graphic organizers help students process, summarize, and keep track of their learning for end-of-module performance tasks.



The **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** offer students lesson summaries with vocabulary, reading, and note-taking support.

**Map Connections** connects students with history and geography through interactive maps, games, and data.

**Current Events** features trustworthy articles from today's news that connect what students learn in class to the world around them.



## No Wi-Fi®? No problem!

With the **HMH Player®** app, **connect** to content and resources by downloading when online and accessing when offline.

 **HMH PLAYER®** also allows you to:



### Collaborate

Open a Collaborative Classroom Session to use dynamic presentation tools, conduct informal polling, or instant message directly with students.



### Communicate

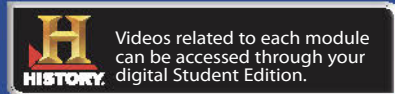
Quickly access real-time reporting to monitor progress and identify areas for improvement.



### Customize

Create custom lessons, upload your own content, or link to external resources to target particular skills and topics.


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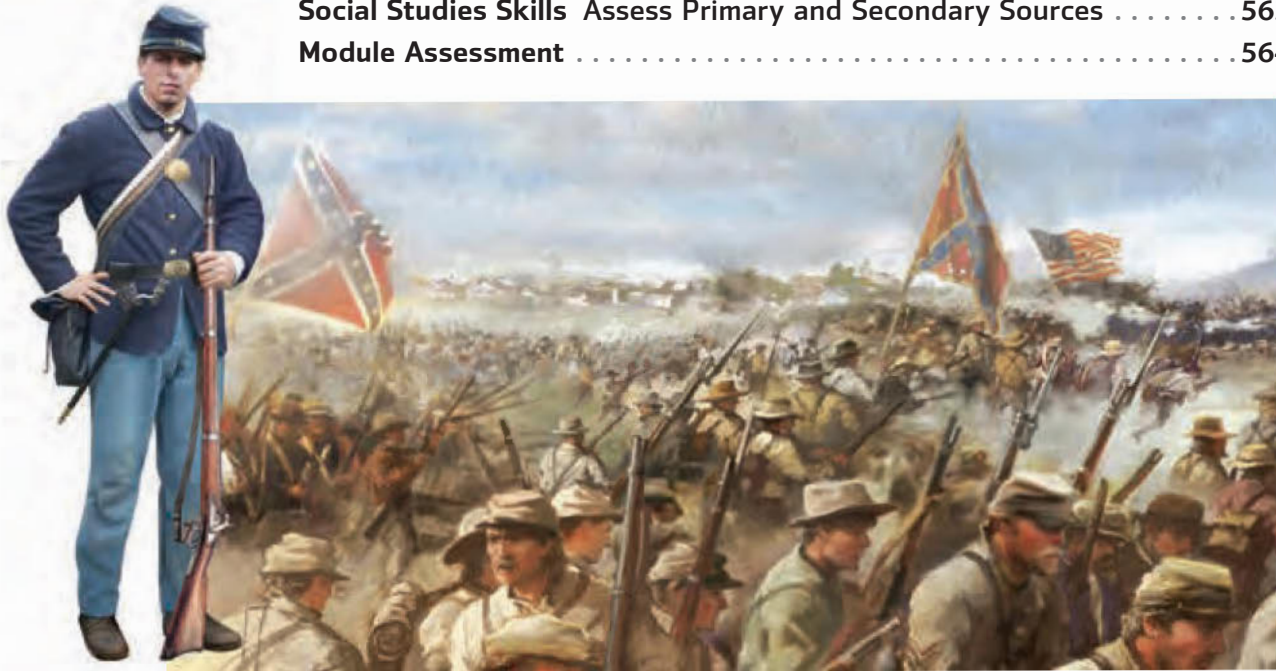


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Reading Like a Historian  
Historic Documents  
Biographical Dictionary  
Close-Read Screencasts  
Facts about the States  
Presidents of the United States  
Supreme Court Decisions  
Economic Handbook  
Geography and Map Skills Handbook  
Skillbuilder Handbook



## Multimedia Connections

▶ These online lessons feature award-winning content and include short video segments, maps and visual materials, primary source documents, and more.

The Maya  
Ponce de Leon  
The American Revolution  
Lewis and Clark

The Real West: Rush  
for Gold  
Days of Darkness: The  
Gettysburg Civilians





# Teacher's Guide

## Module 11: Westward Expansion, 1800–1900

Teacher's Guide includes:

- Lesson Planning Guides detailing elements of Modules and Lessons. Color-coding visually identifies print-only components and organizes Module and Lesson content.
- Module and Lesson Highlights, providing overviews of integral Module and Lesson elements. Features detail overarching Module themes; skills instruction; whole-class collaborative activities; and review tools including flipcards, graphic organizers, sequencing activities, and more.
- Instruction at point-of-use for easy navigation and discovery. Content extension, differentiated activities, instructor scaffolding, questions, answers, suggestions for how to engage students, help with program features, and more are all presented in sequence with student materials.

Essential Question Preview

Was the United States truly destined to expand west in the 1800s?

Have students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Describe to students the importance of the western United States on the development of political and economic institutions of the entire nation.
- Point out to students that the settling of the West changed the way Americans thought about themselves in relation to the land and natural resources.

Help students plan inquiries and develop their own supporting questions such as:

How did the policies and actions of the United States government affect westward expansion?

What were some of the benefits and drawbacks to settlement of the West?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

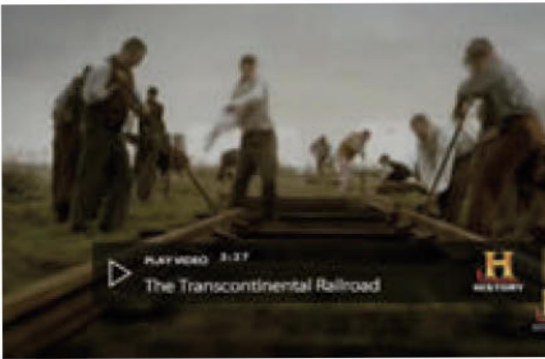
Explore the Online Video

ANALYZE VIDEOS

The Transcontinental Railroad

Invite students to watch the video to learn how the transcontinental railroad changed the country.

**Geography** How did the transcontinental railroad affect the settlement of the West? Possible answer: It allowed people to travel west more easily and quickly, ship goods from coast to coast, and establish larger towns and cities.



Module 11

Westward Expansion

★

Essential Question

Was the United States truly destined to expand west in the 1800s?

About the Photo: Wagon trains carried hundreds of thousands of settlers across the Great Plains.

**Explore ONLINE!**

**VIDEOS, including...**

- The Transcontinental Railroad
- The Louisiana Purchase
- Railroads that Tamed the West
- Plains Indians
- Sitting Bull: Chief of the Lakota Nation

Document-Based Investigations

Graphic Organizers

Interactive Games

Interactive Map: Territorial Expansion of the United States, 1783–1898

Image Carousel: Buffalo Bill's Wild West Show

**What You Will Learn ...**

**Lesson 1: A Growing Nation** . . . . . 354

**The Big Idea** Americans explored and settled in the West as the nation expanded.

**Lesson 2: Boom Times in the West** . . . . . 364

**The Big Idea** American settlers dramatically changed the western frontier as they began to tame the land.

**Lesson 3: Wars for the West** . . . . . 371

**The Big Idea** Native Americans and the U.S. government came into conflict over land in the West.

**Lesson 4: Farming and Populism** . . . . . 378

**The Big Idea** Settlers on the Great Plains created new communities and a unique political movement.

350

Module 11

Lesson 1 Big Idea

As Americans explored and settled in the West, the nation expanded.

Main Ideas

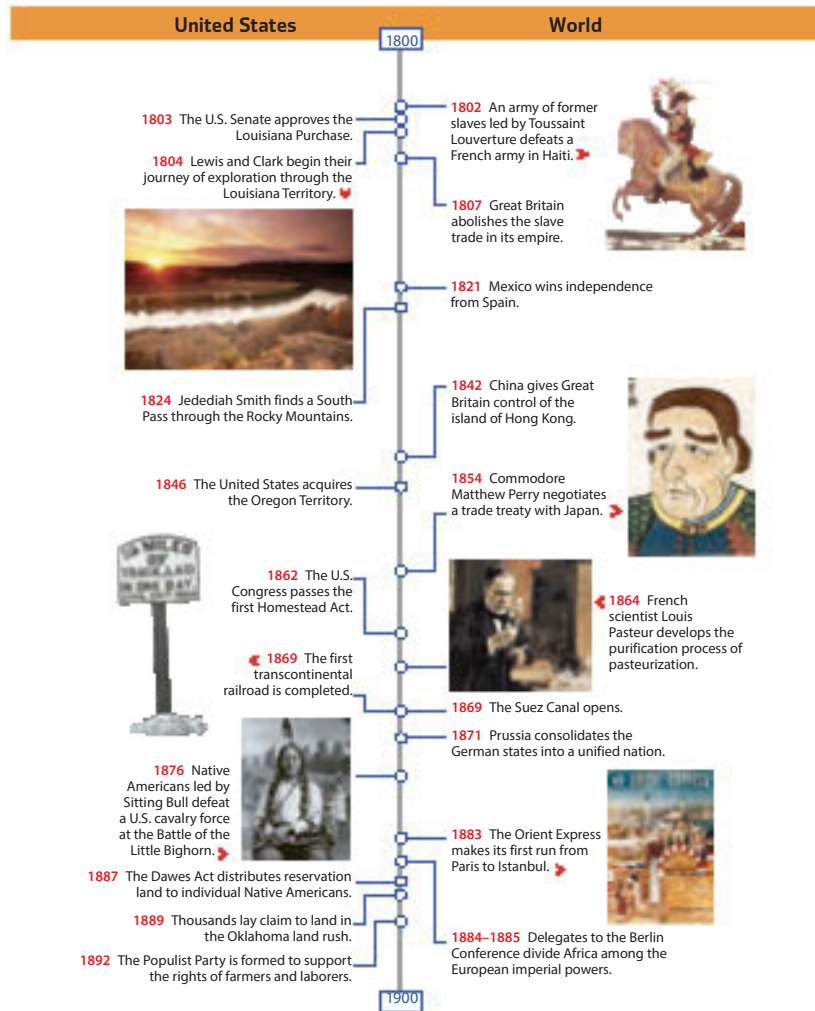
- As American settlers moved west, control of the Mississippi River became more important.
- Expeditions led by Lewis and Clark, Pike, and Frémont increased Americans’ understanding of the West.
- During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
- Families moved into the far west and established thriving communities.

Lesson 2 Big Idea

American settlers dramatically changed the western frontier as they began to tame the land.

Main Ideas

- Valuable deposits of gold and silver in the West created opportunities for wealth and brought more settlers to the region.
- The cattle industry thrived on the Great Plains, supplying beef to the East.
- The transcontinental railroad succeeded in linking the eastern and western United States.



Westward Expansion 351

## Explore the Timeline

### Interpret Timelines: Westward Expansion, 1800–1900

Have students examine the timeline and then answer the following question:

**History** According to the timeline, in which half of the 1800s did the United States acquire new territories in the West? *Possible answer: In the first half of the 1800s, the United States acquired the Louisiana Territory, Oregon Territory, and Mexican Cession.*

### Interpret Timeline of Events: Westward Expansion, 1800–1900

To further explore the timeline, have students discuss the following questions:

- Which event do you think led to the expansion of the United States? *U.S. Senate's approval of the Louisiana Purchase in 1803*
- Which event occurred first: the Oklahoma land rush or the completion of the transcontinental railroad? *the completion of the transcontinental railroad.*

## Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and People. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

## Online Sequencing Activity

Students can use this sequencing activity to review the chronology of events in the Westward Expansion Module. To complete, have students drag each event to the correct year on the timeline.

Year	Event
1803	The U.S. Senate approves the Louisiana Purchase
1804	Lewis and Clark begin their journey of exploration through the Louisiana Territory.
1862	The U.S. Congress passes the first Homestead Act
1869	The first transcontinental railroad is completed
1876	Native Americans led by Sitting Bull defeat a U.S. Cavalry force at the Battle of the Little Bighorn.
1889	Thousands lay claim to land in the Oklahoma land rush.

## Lesson 3 Big Idea

Native Americans and the U.S. government came into conflict over land in the West.

### Main Ideas

- As settlers moved to the Great Plains, they encountered the Plains Indians.
- Native Americans attempted to keep their lands through treaties with the U.S. government.
- Continued pressure from white settlement and government legislation brought the Plains Indians' traditional way of life to an end.

## Lesson 4 Big Idea

Settlers on the Great Plains created new communities and a unique political movement.

### Main Ideas

- Many Americans started new lives on farms on the Great Plains.
- Economic challenges led to the creation of farmers' political groups.
- By the 1890s the rapid changes and growth of the western frontier had stabilized

## Reading Social Studies

### THEME FOCUS

#### Geography, Science and Technology

Ask students to share what they know about the settlement of the West. Discuss how the geography of the West played a role in where people settled and how they earned a living. Discuss what technological advancements allowed settlers to live in the West. Point out that geography, science, and technology are the main themes of this chapter.

### READING FOCUS

#### Ask Questions to Understand

Distribute copies of a news article to the class or ask students to locate a news story from an online source. Call on students to read the article aloud. Then select a paragraph at random from the article and ask students to re-read just that paragraph. Have students apply the questions *who*, *what*, *when*, *where*, *why*, *how*, and *what if* to the paragraph. Invite students to develop one or two questions of their own to ask. Then review the paragraph as a class. Ask volunteers to share their questions and answers with the class. Discuss the benefits of using questions to analyze a text.

1. Who is this passage about? *women on the western frontier*
2. What did they do? *farmed and ranched, helped build communities, and supported moral and social causes*
3. When did they do this? *in the mid- to late 1800s*
4. How do you think they accomplished it? *Possible answer: through hard work and dedication*
5. Why do you think they were able to accomplish so much? *They were adventurous, hard-working, and independent.*
6. How can knowing this information help you understand the past? *Possible answer: It helps us understand the role of women in the West.*
7. What if women in the West had been given more rights? Fewer rights? How might the West have been different? *Possible answers: More rights—They might have played a larger role in government; Fewer rights—Women would not have been as important a force in the West.*

## Reading Social Studies

### THEME FOCUS:

#### Geography, Science and Technology

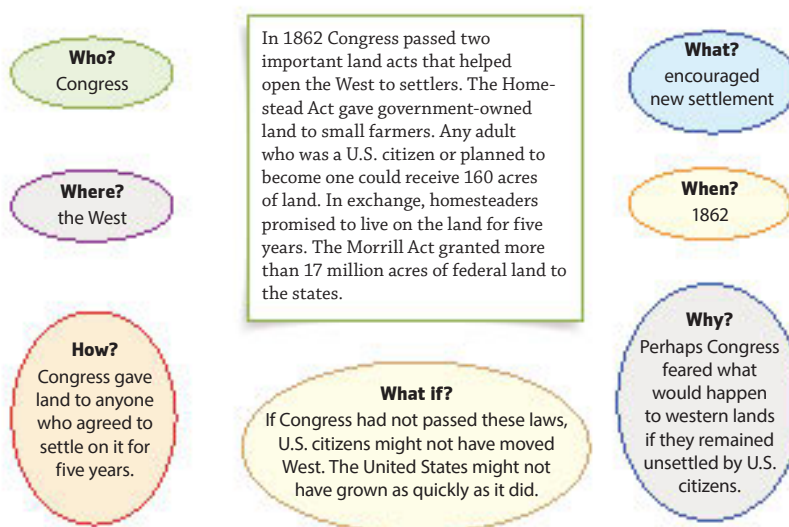
In this module you will follow the development of the United States from the early 1800s through the 1890s. You will learn that the country nearly doubled in size with the purchase of the Louisiana Territory in 1803. You will find out about the struggles that people faced as they later settled the Great Plains. You will learn about the technological advancements made during this time as well as the difficult geographical obstacles miners and ranchers faced in the West.

### READING FOCUS:

#### Ask Questions to Understand

When newspaper reporters want to get to the heart of a story, they ask certain questions: *who*, *what*, *when*, *where*, *why*, and *how*. When you are reading a history book, you can use the same questions to get to the heart of what happened in the past.

**Hypothetical Questions** You can also use questions to dig deeper than what is in the text. You can ask hypothetical, or *what if*, questions. These questions ask what might have happened had events occurred differently. Sometimes asking such questions can help history come alive.





# You Try It!

Read the following passage and then answer the questions below.

**Building Communities** Women were an important force in the settlement of the frontier. They joined in the hard work of farming and ranching and helped build communities out of the widely spaced farms and small towns. Their role in founding communities facilitated a strong voice in public affairs. Wyoming women, for example, were granted the vote in the new state's constitution, which was approved in 1869. Annie Bidwell, one of the founders of Chico, California, used her influence to support a variety of moral and social causes such as women's suffrage and temperance.

Answer these questions based on the passage you just read.

1. Who is this passage about?
2. What did they do?
3. When did they do it?
4. How do you think they accomplished it?
5. Why do you think they were able to accomplish so much?
6. How can knowing this information help you understand the past?
7. What if women in the West had been given more rights? Fewer rights? How might the West have been different?

**As you read Module 11**, ask questions like *who*, *what*, *when*, *where*, *why*, *how*, and *what if* to help you analyze what you are reading.

## Key Terms and People

### Lesson 1

Daniel Boone  
Louisiana Purchase  
Meriwether Lewis  
William Clark  
Lewis and Clark expedition  
Sacagawea  
Zebulon Pike  
John C. Frémont  
John Jacob Astor  
mountain men  
Oregon Trail  
Santa Fe Trail  
Mormons  
Brigham Young

### Lesson 2

frontier  
Comstock Lode  
boomtowns  
Cattle Kingdom  
cattle drive  
Chisholm Trail  
Pony Express  
transcontinental railroad  
standard time

### Lesson 3

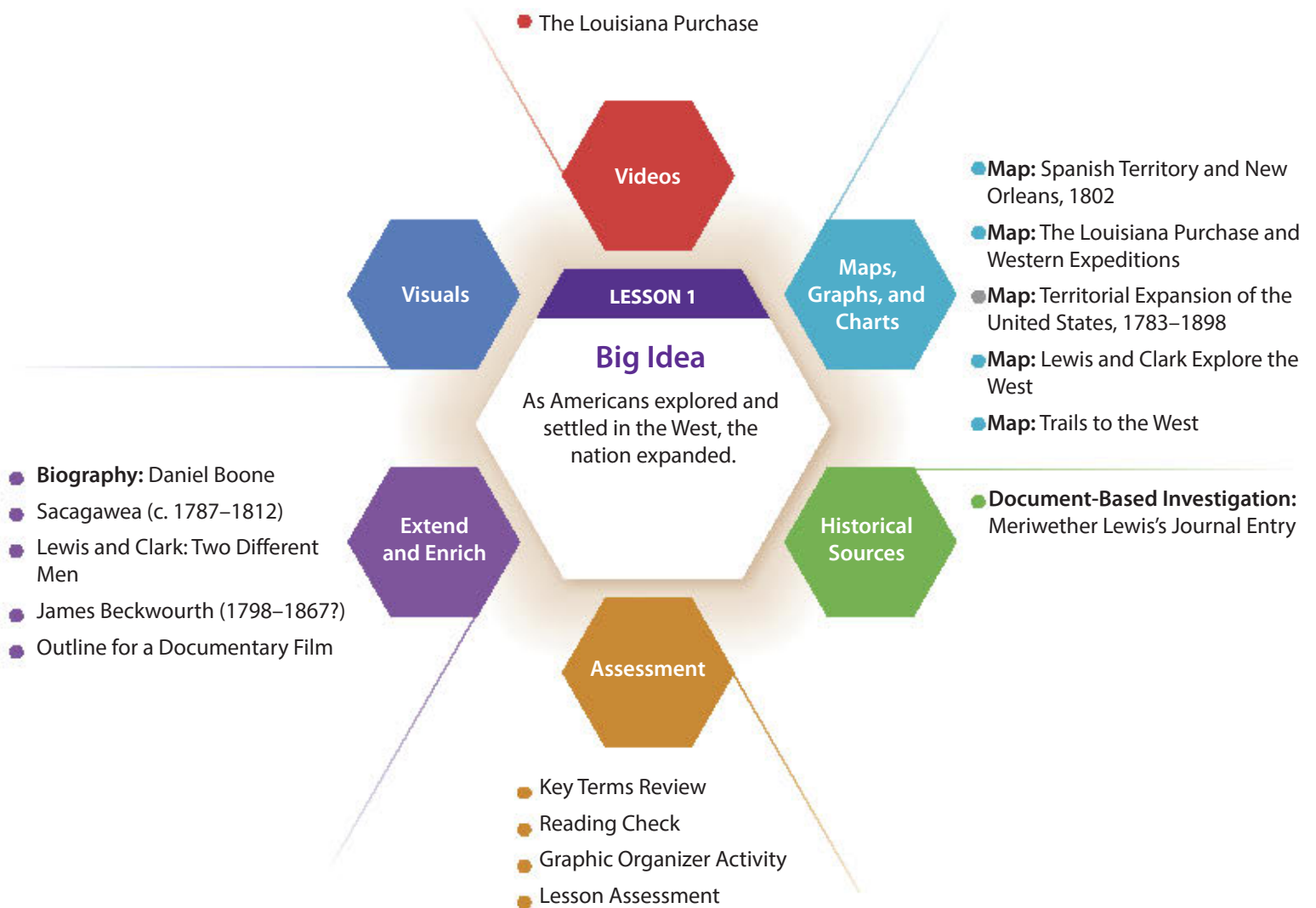
Treaty of Fort Laramie  
reservations  
Crazy Horse  
Treaty of Medicine Lodge  
buffalo soldiers  
George Armstrong Custer  
Sitting Bull  
Battle of the Little Bighorn  
Massacre at Wounded Knee  
Long Walk  
Chief Joseph  
Geronimo  
Ghost Dance  
Sarah Winnemucca  
assimilate  
Dawes General Allotment Act

### Lesson 4

Homestead Act  
Morrill Act  
Exodusters  
sodbusters  
dry farming  
Annie Bidwell  
National Grange  
deflation  
William Jennings Bryan  
Populist Party



# A Growing Nation



**KEY**

● Non-digital resource

## Online Lesson 1 Enrichment Activities

### **Sacagawea (c. 1787–1812)**

**Biography** Students read to learn more about the life of the Native American woman who acted as guide and translator for the Lewis and Clark expedition. Then students think about what kinds of things Lewis and Clark might have asked Sacagawea to translate for them on their journey and write a few questions and answers that might have been exchanged during the expedition.

### **James Beckwourth (1798–1867?)**

**Biography** Students read about the life and times of one of the leading explorers of the West. Then students imagine they are historians interested in studying the life of James Beckwourth and write three questions they might want to answer.



### **Outline for a Documentary Film**

**Writing Activity** Students create an outline for a documentary film titled *Trails West* to learn more about westward expansion. The activity walks students through prewriting, writing the outlines, and reviewing and proofreading.

### **Lewis and Clark: Two Different Men**

**Video** Students view a video to discover the similarities and differences between the two leaders of the Corps of Discovery. Then they conduct research on either Lewis or Clark and write a brief biography on the person selected.



## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** Were There . . .

**Would you volunteer to join the Corps of Discovery? Why or why not?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Reasons FOR volunteering:** chance to explore a nearly uninhabited country; performing an invaluable service to country; would be honored upon return

**Reasons AGAINST volunteering:** would leave family short-staffed on farm; might not see home again; unknown dangers might lie ahead

**2. Direct Teach** Introduce the Big Idea: *As Americans explored and settled in the West, the nation expanded.* Discuss the drastic changes that took place in the United States during the period after the Louisiana Purchase.

**3. Practice/Assess/Inquire** Have students create fact sheets about the Louisiana Purchase and the exploration and settlement of the West. The fact sheet should discuss how and why the land was claimed, the names and locations of the claimed regions, and who went there.

**4. Explore (Collaborative Exploration)** Review students' fact sheets. Have students identify how the United States and settlers benefited from westward expansion.

**5. Whole Group Close/Reflect** Have students use their fact sheets to create an advertisement for a wagon train heading west. The ad should persuade people to join the wagon train and provide information about the trip.

\*Alternative Assessment Handbook, Rubric 3: Advertisements

### ▶ ONLINE DOCUMENT-BASED INVESTIGATION

#### Westward Expansion

Meriwether Lewis's Journal Entry is the first of four document-based investigations that students will analyze in the Westward Expansion Module. While traveling across the Great Plains, Meriwether Lewis wrote about its marvels in his journal. Students can activate the audio button beneath the historical source to hear the journal entry read aloud.

## A Growing Nation

### The Big Idea

Americans explored and settled in the West as the nation expanded.

### Main Ideas

- As American settlers moved West, control of the Mississippi River became more important to the United States.
- Expeditions led by Lewis and Clark, Pike, and Frémont increased Americans' understanding of the West.
- During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
- Families moved into the far west and established thriving communities.

### Key Terms and People

Daniel Boone  
Louisiana Purchase  
Meriwether Lewis  
William Clark  
Lewis and Clark expedition  
Sacagawea  
Zebulon Pike  
John C. Frémont  
John Jacob Astor  
mountain men  
Oregon Trail  
Santa Fe Trail  
Mormons  
Brigham Young

If **YOU** were there . . .

You and your family live on a small farm in Kentucky in about 1800. Raised on the frontier, you are a skillful hunter and trapper. One day at the trading post, you see a poster calling for volunteers to join the Corps of Discovery. This expedition will explore the vast region west of the Mississippi River. You think it would be exciting—but dangerous. You might never come home.

**Would you volunteer to join the Corps of Discovery?**

### The First Westerners

For centuries, the Ohio, Cumberland, and Tennessee River valleys had been the hunting grounds of many Native American tribes. By 1800, however, thousands of white settlers had set up homesteads in these areas. The land had been opened up to settlement by an intrepid group of frontier guides known as long hunters. During months-long hunting trips, they explored and surveyed the wilderness west of the Appalachian Mountains. **Daniel Boone** was one of the most famous long hunters.

From his earliest years, Boone loved the outdoor life. In time, he became a skilled hunter, trapper, and guide. In 1769 he led a group of friends on an expedition across the Appalachian Mountains via the Cumberland Gap. They were among the first whites to venture deep into the land beyond the Appalachians. Then, in 1775 Boone and about 30 other long hunters cut a continuous road through the Cumberland Gap. By the time it was finished, this Wilderness Road stretched some 300 miles. It soon became the main thoroughfare for settlers moving West. Some used a southern route called the Natchez Trace. This was an old Native American trail that ran southwest all the way to the Mississippi River.

As the region's population grew, Kentucky, Tennessee, and Ohio were admitted to the Union. Settlers in these



Frontiersman Daniel Boone led the exploration and settlement of Kentucky.

### COLLABORATIVE LEARNING

#### Exploration of the West Murals

1. Organize the class into small groups. Have each group choose a theme for a mural, such as the Lewis and Clark expedition, Frémont's exploration, Pike's exploration, Daniel Boone and the Wilderness Road, New Orleans and the Mississippi River, mountain men and John Jacob Astor, the Mormons, and the trails leading west.
2. Have each group create a mural on its theme.

3. Each group should also write a paragraph identifying and explaining the images in its mural.
4. Display the murals in the classroom and have each group explain its mural to the class.

\*Alternative Assessment Handbook, Rubric 3: Artwork; Rubric 14: Group Activity; Rubric 42: Writing to Inform



states depended upon the Mississippi and Ohio rivers to move their products to eastern markets. New Orleans, located at the mouth of the Mississippi, was a very important port. Its busy docks were filled with settlers' farm products and valuable furs bought from American Indians. Many of these cargoes were then sent to Europe. At the same time, manufactured goods passed through the port on their way upriver. As American dependence on the river grew, President Thomas Jefferson began to worry that a foreign power might shut down access to New Orleans.

Spain controlled both New Orleans and the Louisiana Territory. This region stretched west from the Mississippi River to the Rocky Mountains. Although Spain owned Louisiana, Spanish officials found it impossible to keep Americans out of the territory. "You can't put doors on open country," the foreign minister said in despair. Years of effort failed to improve Spain's position. Under a secret treaty, Spain agreed to trade Louisiana to France, passing the problem on to someone else. One Spanish officer expressed his relief. "I can hardly wait to leave them

#### Reading Check

Analyze Information  
Why was New Orleans important to settlers in the western regions of the United States?

Explore ONLINE!

#### The Louisiana Purchase and Western Expeditions



## Teach the Main Idea

As American settlers moved west, control of the Mississippi River became more important.

**Describe** What had occurred west of the Appalachians by the early 1800s? *Thousands of Americans had settled in the area, and new states were admitted to the Union.*

**Identify** Which two nations controlled Louisiana and New Orleans at this time? *Spain, then France*

### BIOGRAPHY

#### Daniel Boone

Have students read the biography of Daniel Boone, the frontier explorer who built the Wilderness Road through the Cumberland Gap, a pass in the Appalachian Mountains.

### ONLINE INTERACTIVE MAPS

#### Spanish Territory and New Orleans, 1802

Have students explore the map using the interactive features and answer the associated question.

**Location** Why did New Orleans become an important port city? *because it was located on the Mississippi River near the Gulf of Mexico*

### ONLINE GRAPHIC ORGANIZER

#### A Growing Nation

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following questions:

**Summarize** How did westward expansion change the United States? Which areas of the country were explored and settled? *Possible answer: It opened areas west of the Appalachians and the Rockies to exploration and settlement.*

### FIND MAIN IDEAS

#### Letters to the President

1. Ask students to imagine that they are settlers living west of the Appalachians in 1802.
2. Review with students some of the challenges settlers living west of the Appalachians faced at this time, focusing on issues such as how settlers obtained supplies, how they shipped their farm goods to market, and the importance of the Mississippi River and New Orleans.

3. Next, ask each student to write a letter to President Jefferson that explains why it is so important to Americans living west of the Appalachians that the Mississippi River and New Orleans remain open to American trade.
4. Ask for volunteers to read their letters to the class.

\*Alternative Assessment Handbook, Rubric 42: Writing to Inform

### READING CHECK

**Analyze** Why was New Orleans important to settlers in the western regions of the United States? *Possible answer: It was a major port for international and domestic trade.*

## Teach the Main Idea

Expeditions led by Lewis and Clark, Pike, and Frémont increased Americans' understanding of the West.

**Recall** What were members of the Lewis and Clark expedition called? *the Corps of Discovery*

**Summarize** What were some challenges the expedition faced? *traveling through a mostly uncharted area, no ability to receive new supplies, transportation difficulties, insects, fear of hostile attack*

## More About . . .

**The Lewis and Clark Trail** The National Park System has designated the Lewis and Clark trail as a national historic trail. Today, the trail crosses 11 states.



### ONLINE ANALYZE VIDEOS

#### The Louisiana Purchase

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** How did the revolution in Haiti affect the territory of the United States? *Possible answer: After Haiti achieved independence, Napoléon decided that France did not need the Louisiana Territory anymore and arranged to sell it to the United States.*



### ONLINE DOCUMENT-BASED INVESTIGATION

#### Meriwether Lewis's Journal Entry

While traveling across the Great Plains, Meriwether Lewis wrote about its marvels in his journal. Students can activate the audio button beneath the historical source to hear the journal entry read aloud.

**Analyze Sources** What did Lewis find so impressive about the Great Plains? *its lush grass and huge herds of buffalo, elk, and antelope*

In print edition, see Historical Source titled September 17, 1804, Great Plains.



### ONLINE INTERACTIVE MAPS

#### Territorial Expansion of the United States, 1783–1898

Have students explore the map using the interactive features and answer the associated question.

**Place** How did the Louisiana Purchase change the United States? *It gave the country more western lands.*

[the Americans] behind me," he said.

## Louisiana and Western Explorers

In 1802, just before handing over Louisiana to France, Spain closed New Orleans to American shipping. Angry farmers worried about what this would do to the economy. President Jefferson asked the U.S. ambassador to France, Robert R. Livingston, to try to buy New Orleans. Jefferson sent James Monroe to help Livingston.

**Napoléon and Louisiana** France was led by Napoléon (nuh-POH-lay-uhn) Bonaparte, a powerful ruler who had conquered most of Europe. He wished to rebuild France's empire in North America. Napoléon's strategy was to use the French colony of Haiti, in the Caribbean, as a supply base. From there he could send troops to Louisiana. However, in the 1790s enslaved Africans, led by Toussaint Louverture (too-SAN loo-vehr-TOOR), revolted and freed themselves from French rule. Napoléon sent troops to try to regain control of the island, but they were defeated in 1802. This defeat ended his hopes of rebuilding a North American empire.

**Jefferson Buys Louisiana** Livingston and Monroe got a surprising offer during their negotiations with French foreign minister Charles Talleyrand. When the Americans tried to buy New Orleans, Talleyrand offered to sell all of Louisiana. With his hopes for a North American empire dashed, Napoléon had turned his attention back to Europe. France was at war with Great Britain, and Napoléon needed money for military supplies. He also hoped that a larger United States would challenge British power.

Livingston and Monroe knew a bargain when they saw one. They quickly accepted the French offer to sell Louisiana for \$15 million, and Jefferson agreed to the purchase. On October 20, 1803, the Senate approved the **Louisiana Purchase** agreement, which roughly doubled the size of the United States.

**Explorers Head West** President Jefferson wanted to learn more about the West and the Native Americans who lived there. He also wanted to see if there was a river route that could be taken to the Pacific Ocean. So, in 1803 Jefferson asked Congress to fund an expedition to explore the West. To lead it, he chose former army captain **Meriwether Lewis**. Lewis then chose his friend Lieutenant **William Clark** to be the co-leader of the expedition. With Clark, Lewis carefully selected about 50 skilled frontiersmen to join the Corps of Discovery, as they called their group.

In May 1804 the **Lewis and Clark expedition** began its long journey to explore the Louisiana Purchase. Lewis and Clark used the Missouri River as their highway through the unknown lands. By late October the Corps of Discovery had pushed more than 1,600 miles upriver. They spent the winter among the Mandan people. At this time, the Corps also came into contact with British and Canadian trappers and traders, who were not happy to see them. The traders feared American competition in

The Lewis and Clark expedition followed the Missouri River for most of the journey across the Great Plains.



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## COLLABORATIVE LEARNING

### Louisiana Purchase Skits

1. Have students work as a class to list five or six key events related to the Louisiana Purchase. Briefly discuss each event with students.
2. Organize students into small groups and assign each group one of the key events. Have each group create a short skit or dialogue about its assigned event. Each group should write a script that includes a cast of characters. Have groups assign members roles or tasks to ensure that each student participates.

3. In the correct order, groups should reenact before the class each of the key events of the Louisiana Purchase.

\*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

## STRUGGLING READERS

### Sequencing Events

1. To help students follow the sequence of events and understand the importance of the Lewis and Clark expedition, work with them to create a sequence chart.
2. As students read the lesson, pause and ask students to identify each new event and its corresponding date.
3. Write students' responses on the board in a chart.



## Historical Source

### September 17, 1804, Great Plains

While traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.

#### Analyze Historical Sources

What did Lewis find so impressive about the Great Plains?

*"The shortness . . . of grass gave the plain the appearance throughout its whole extent of beautiful bowling-green in fine order . . . this scenery, already rich, pleasing, and beautiful was still farther heightened by immense herds of Buffalo, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be compre[hend]ed at one view to amount to 3000."*

—Meriwether Lewis, quoted in *Original Journals of the Lewis and Clark Expedition*, edited by Reuben Bold Theriault



Sacagawea, whose name is believed to mean "bird woman," contributed greatly to the success of the Lewis and Clark expedition.

the trade in beaver fur—and they would be proved right.

In the spring of 1805, the expedition set out again. They were joined by **Sacagawea** (sak-uh-guh-WEE-uh), a Shoshone from the Rocky Mountains. Her language skills—she knew several Native American languages—and her knowledge of the geography of the region proved very useful to Lewis and Clark. Sacagawea also helped the expedition by naming plants and by gathering edible fruits and vegetables for the group. At one point, the group met with Sacagawea's brother, who provided horses and a guide to lead the expedition across the mountains.

After crossing the Rockies, Lewis and Clark followed the Columbia River. Along the way they met the powerful Nez Percé. Like the Shoshone, the Nez Percé provided the expedition with supplies. At last, in November 1805 Lewis and Clark reached the Pacific Ocean. The explorers stayed in the Pacific Northwest during the rough winter. In March 1806 Lewis and Clark set out on the long trip home.

Lewis and Clark had not found a river route across the West to the Pacific Ocean. But they had learned much about western lands and paths across the Rockies. They used this knowledge to produce the first accurate maps of the Louisiana Territory. The explorers also established contact with many Native American groups and collected much valuable information about western plants and animals.

**Other Explorations** In 1806 a young army officer named **Zebulon Pike** was sent on another mission to the West. He was ordered to find the starting point of the Red River. This was important because the United States considered the Red River to be a part of the Louisiana Territory's western border with New Spain.

Heading into the Rocky Mountains, in present-day Colorado, Pike tried to reach the summit of the mountain now known as Pikes Peak. In

## MAP

### The Louisiana Purchase and Western Expeditions

Have students explore the map and answer the associated questions.

- 1. Location** What major port city was located at the southern tip of the Louisiana Territory? *New Orleans*
- 2. Human-Environment Interaction** Why might Lewis and Clark have followed the Missouri River? *provided a natural path; traveled by boat; hoped it would empty into the Pacific Ocean*



## ONLINE INTERACTIVE MAPS

### Lewis and Clark Explore the West

Have students explore the map using the interactive features and answer the associated question.

**Movement** Which of the following was a key goal of the Lewis and Clark expedition? *to explore and map the Louisiana Territory*



## TIERED ACTIVITY

### Newspaper Articles

**Below Level** Have students paraphrase information from the text to write a newspaper article about the Lewis and Clark expedition. Students should answer the questions *who, what, where, why, and how* and provide interesting, supportive details, such as people they met on the journey.

**At Level** Have students examine the text to write an analysis of the Lewis and Clark expedition. Students should make generalizations about the journey, draw inferences about the people, and identify causes and effects as they relate to American history.

**Above Level** Have students synthesize information in the text to write an editorial about the Lewis and Clark expedition. Students should justify reasons for the expedition, assess its goals, make judgments about interactions with Native Americans, and decide if it was a success.

## Teach the Main Idea

During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.

**Recall** What trade first drew Americans to the West?  
*fur trade*

**Find Main Ideas** Why did several countries lay claim to Oregon Country? *It was rich in resources and had huge economic value.*

### More About . . .

**Beaver Pelt Hats** European demand for hats made from beaver pelts fueled the fur trade in America. The soft fur was removed from the skin, fashioned into felt, and molded into hats. Gentlemen wore beaver pelt hats to be fashionable, and some armies made them part of their uniforms. At the height of the fad, an estimated 100,000 beavers a year were trapped and killed for hats.

#### READING CHECK

**Compare** What did the expeditions of Lewis and Clark, Pike, and Frémont reveal about the West? *Possible answer: They revealed a wealth of information about the regions' geography, environments, and Native American cultures.*

**Reading Check**  
Compare What did the expeditions of Lewis and Clark, Pike, and Frémont reveal about the West?



Jim Beckwourth was an African American fur trapper and explorer of the West in the early 1800s.

1807 he traveled into Spanish-held lands until Spanish cavalry arrested him. They suspected Pike of being a spy. When he was finally released, he returned to the United States and reported on his trip. This report offered many Americans their first description of the Southwest. Not all of Pike's information was accurate, however. For example, he described the treeless Great Plains as a desert. This led many Americans to believe, mistakenly, that the Plains region was useless for farming.

Another explorer, **John C. Frémont**, led an expedition to the Rocky Mountains in May 1842. Upon his return, Frémont compiled a report of his journey, which became a guide for future travelers to the West. It detailed the geology, botany, and climate of the region. It also crushed the mistaken belief that the West was a vast desert, attracting more settlers as a result. Buoyed by the success of his first effort, Frémont led several more surveys of the American West in the 1840s and 1850s.

### Mountain Men Go West

In the early 1800s, Americans pushed steadily westward, moving even beyond the territory of the United States. They traveled by canoe and flat-boat, on horseback, and by wagon train. Some even walked much of the way.

The rush to the West occurred, in part, because of a hat. The "high hat," made of water-repellent beaver fur, was popular in the United States and Europe. While acquiring fur for the hats, French, British, and American companies gradually killed off the beaver population in the East. Companies moved West in search of more beavers. Most of the first non-Native Americans who traveled to the Rocky Mountains and the Pacific Northwest were fur traders and trappers.

American merchant **John Jacob Astor** created one of the largest fur businesses, the American Fur Company. His company bought skins from western fur traders and trappers, who became known as **mountain men**. These adventurers were among the first to explore the Rocky Mountains and lands west of them. The knowledge they acquired helped settlers who made the westward journey. Mountain men lived lonely and often dangerous lives. They trapped animals on their own, far from towns and settlements. Mountain men such as Jedediah Smith, Manuel Lisa, Jim Bridger, and Jim Beckwourth survived many hardships during their search for wealth and adventure. To survive on the frontier, mountain men adopted Native American customs and clothing. In addition, they often married Native American women. The Indian wives of trappers often worked hard to contribute to their success.

Pioneer William Ashley saw that frequently bringing furs out of the Rocky Mountains was expensive. He asked his traders to stay in the mountains and meet once a year to trade and socialize. This practice helped make the fur trade more profitable. The yearly meeting was known as the rendezvous. At the rendezvous, mountain men and Native American trappers sold their fur to fur-company agents. One trapper described the people at a typical rendezvous in 1837. He saw Americans, Canadian French, some Europeans, and "Indians, of nearly every tribe in the Rocky

## ENGLISH-LANGUAGE LEARNERS

### Asking Questions

1. To help students focus before they read, have them preview the content and write questions based on the headings in the lesson segment.
2. The questions should ask *who, what, where, when, why, or how*.
3. Sample questions might include: Who were the mountain men? What was a rendezvous? Why did Oregon Country have great economic value?
4. After students have read the lesson segment, have them go back and write answers to the questions they have written.
5. As an alternative, have students work in pairs to write the questions and then discuss their answers with each other.

**Reading Check**  
Draw Conclusions  
How did the  
mountain men help to  
open up the West for  
future settlement?

Mountains.” The rendezvous was filled with celebrating and storytelling. At the same time, the meeting was also about conducting business.

In 1811 John Jacob Astor founded a fur-trading post called Astoria at the mouth of the Columbia River. Astoria was one of the first American settlements in what became known as Oregon Country. American Indians occupied the region, which was rich in forests, rivers, and wildlife. However, Britain, Russia, Spain, and the United States all claimed the land. Recognizing the huge economic value of the Pacific Northwest, the United States made treaties in which Spain and Russia gave up their claims to various areas. The United States also signed treaties with Britain allowing both countries to occupy Oregon Country, the Columbia River, and its surrounding lands.

By the 1840s the era of American fur trading in the Pacific Northwest was drawing to a close. The demand for beaver furs had fallen because fashions had changed. Too much trapping had also greatly reduced the number of beavers. Some mountain men gave up their work and moved back East. Their daring stories, however, along with the treaties made by the U.S. government, fired the imagination of many Americans.

## Settling the West

The success of early pioneers convinced thousands of families and individuals to make the dangerous journey west. They traveled along a series of routes that led to New Mexico, Oregon, and Utah. Once in these places, the new pioneers claimed the land and established settlements.

**The Oregon Trail** Many settlers moving to Oregon Country and other western areas followed the 2,000-mile-long **Oregon Trail**, which stretched from places such as Independence, Missouri, and Council Bluffs, Iowa, west into Oregon Country. The trail followed the Platte and Sweetwater Rivers over the Plains. After it crossed the Rocky Mountains, the trail forked. The northern branch led to the Willamette Valley in Oregon. The other branch went to California and became known as the California Trail.

Traveling the trail challenged the strength and determination of pioneer families. The journey usually began after the rainy season ended in late spring and lasted about six months. The cost, about \$600 for a family of four, was high at a time when a typical worker usually made about \$1.50 per day. Young families made up most groups of settlers. They gathered in wagon trains for the trip. There could be as few as ten wagons or as many as several dozen in a wagon train. Some pioneers brought small herds of cattle with them on the trail.

Oxen, mules, or horses pulled the wagons. Pioneers often walked to save their animals’ strength. They kept up a tiring pace, traveling from dawn until dusk. They faced severe hardships, including shortages of food, supplies, and water. Rough weather and geographic barriers, such as rivers and mountains, sometimes forced large numbers of pioneers to abandon their wagons. In the early days of the Oregon Trail, many Native Americans helped the pioneers, acting as guides. They also traded goods for food. Although newspapers sometimes reported Native American “massacres” of pioneers, few settlers died from Indian attacks. The settlers who arrived

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## Teach the Main Idea

Families moved into the far west and established thriving communities.

**Describe** Without trains and highways, how did travelers reach the West in the mid-1800s? *in wagons pulled by oxen, mules, or horses; sometimes they walked; they used different trails*

**Make Inferences** Why might Independence, Missouri, be a good setting-off point for the trip to the West? *It was on the Missouri River, at what then was the western edge of the United States.*

## More About . . .

**The California Trail** An average day on the California Trail usually began at 4 a.m. After organizing livestock and yoking the oxen to the wagons, settlers began the day’s journey. Travel ended at nightfall, when settlers circled their wagons. Although Native American attacks were rare, the trip was unpleasant and dangerous. In 1849 some 1,500 people died on the California Trail.

### READING CHECK

**Draw Conclusions** How did the mountain men help open up the West for future settlement?  
*Possible answer: The mountain men’s stories, along with treaties with Native Americans, fired the imagination of many Americans.*

## COLLABORATIVE LEARNING

### Western Trails Scrapbook

1. Organize students into groups. Have each group use the library or other resources to locate letters, diaries, journals, and images about life on the Oregon, California, and Santa Fe trails.
2. Have group members list recurring themes, problems, attitudes, and moods found in the entries as well as factors that varied along the trails.
3. Have each group create a scrapbook that combines primary source accounts and images to illustrate recurring themes as well as unique aspects of life on the western trails. Groups might want to assign a topic or focus to each page or spread of their scrapbook.
4. Display the scrapbooks in the classroom and give students time to view them.





## ONLINE INTERACTIVE MAPS

### Trails to the West

Have students explore the map using the interactive features and answer the associated questions.

**Location** What do the California, Oregon, and Santa Fe trails have in common? *Their starting point was Independence, Missouri.*

In print edition, see map titled Trails Leading West.

- 1. Movement** Which trails took the longest to travel? *California and Oregon trails*
- 2. Human-Environment Interaction** What difficulties do you think travelers on the trails faced? *Native American attacks, hunger, harsh weather, difficult terrain*

Explore ONLINE!

### Trails Leading West

**Interpret Maps**  
 1. **Movement** Which trails took the longest to travel?  
 2. **Human-Environment Interaction** What difficulties do you think travelers on the trails faced?

**Trails, Distances, and Travel Times**  
 California 2,000 miles, 6 months  
 Santa Fe 1,200 miles, 2 months  
 Mormon 1,300 miles, 4 months  
 Old Spanish 700 miles, 7 weeks  
 Oregon 2,000 miles, 6 months  
 Fort or trading post

safely in Oregon and California found generally healthy and pleasant climates. By 1845 some 5,000 settlers occupied the Willamette Valley.

**The Santa Fe Trail** The **Santa Fe Trail** was another important path west. It led from Independence, Missouri, to Santa Fe, New Mexico. It followed an ancient trading route first used by Native Americans. American traders loaded their wagon trains with cloth and other manufactured goods to exchange for horses, mules, and silver from Mexican traders in Santa Fe.

The long trip across blazing deserts and rough mountains was dangerous. But the lure of high profits encouraged traders to take to the trail. One trader reported a 2,000 percent profit on his cargo. The U.S. government helped protect traders by sending troops to ensure that Native Americans were not a threat.

**Mormons Travel West** One large group of settlers traveled to the West in search of religious freedom. In 1830 a young man named Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in western New York. The members of his church became known as **Mormons**. Smith told his followers that he had found and translated a set of golden tablets containing religious teachings. The writings were called the *Book of Mormon*.

Church membership grew rapidly, but certain beliefs and practices caused Mormons to be persecuted. For example, beginning in the 1850s some Mormon men practiced polygamy—a practice in which one man is married to several women at the same time. The church outlawed this practice in 1890.

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## LINK TO MUSIC

### Pioneer Songs

**Materials:** songbooks such as *American Ballads and Folk Songs* by Alan Lomax and *The Ballad of America* by John Anthony Scott, recordings of ballads or folk songs

1. Suggest that students research songs sung by the people going west. They may want to consult with a music teacher.
2. Have students study the lyrics to understand the reasons pioneers went west and what their journey was like. The song “Sweet Betsy from Pike” is a good one to start with.
3. Have students provide an explanation of the lyrics to the class and, if possible, perform the songs or find recordings and play them.

This Mormon family took part in an early-1900s celebration of the pioneers who made the great trek along the Mormon Trail to Utah.



In the early 1830s Smith and his growing number of converts left New York. Many traveled on the recently completed Erie Canal and Lake Erie to Ohio, where they set up new communities. Later, they moved on and established communities in Missouri and Illinois. Eventually, these communities failed. The Illinois community collapsed after an anti-Mormon mob murdered Smith in 1844. Following Smith's murder, **Brigham Young** became head of the Mormon Church. Young chose what is now Utah as the group's new home, and thousands of Mormons took the Mormon Trail to the area near the Great Salt Lake, where they prospered. By 1860 there were about 40,000 Mormons in Utah.

**Summary and Preview** Some of the first Americans to move West were fur traders and trappers. Settlers soon followed. In the next lesson you will learn about America's continued westward expansion.

**Reading Check**  
Summarize How did settlers travel west, and what challenges did they face on their journey?

### Lesson 1 Assessment

#### Review Ideas, Terms, and People

1. a. **Identify** Who helped to open up the land west of the Appalachians by building the Wilderness Road?  
b. **Explain** Why were New Orleans and the Mississippi River important to settlers in the West?
2. a. **Summarize** Why was the Louisiana Purchase important to the United States?  
b. **Describe** What areas did the Lewis and Clark expedition and the Zebulon Pike and John C. Frémont expeditions explore?  
c. **Draw Conclusions** Why were Meriwether Lewis and William Clark chosen to lead the exploration of the Louisiana Purchase?
3. a. **Identify** Who established one of the first American settlements in Oregon Country?  
b. **Describe** What were the lives of mountain men like?
4. a. **Identify** What was the Oregon Trail?
5. b. **Elaborate** Would you have chosen to leave your home to travel West? Why?

- c. **Summarize** What difficulties led Mormons to move to Utah?

#### Critical Thinking

6. **Sequence** In this lesson you learned about the westward expansion of the United States. Create a graphic organizer like the one below to rank the three most important effects of the Louisiana Purchase, from most important to least important, and explain why you chose that order.

Importance	Why
1.	
2.	
3.	

7. **Draw Conclusions** What challenges did the westward journey present for settlers?
8. **Make Predictions** What effects do you think westward migration of the mid-1800s would have on Native Americans?

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### READING CHECK

**Summarize** How did settlers travel west, and what challenges did they face on their journey?  
*Possible answer: Settlers followed major overland trails such as the Oregon Trail in wagon trains and faced challenges such as difficult terrain and changing weather and seasons.*

## Print Assessment

### Review Ideas, Terms, and People

1. a. **Identify** Who helped to open up the land west of the Appalachians by building the Wilderness Road? *Daniel Boone and his mountain men*  
b. **Explain** Why were New Orleans and the Mississippi River important to settlers in the West? *Settlers used the river and the port at New Orleans to transport products to and from markets.*
2. a. **Summarize** Why was the Louisiana Purchase important to the United States? *It roughly doubled the size of the nation.*  
b. **Describe** What areas did the Lewis and Clark expedition and the Zebulon Pike and John C. Frémont expeditions explore? *present-day western United States*  
c. **Draw Conclusions** Why were Meriwether Lewis and William Clark chosen to lead the exploration of the Louisiana Purchase? *Lewis—former army captain; Clark—served with Lewis in the military*
3. a. **Identify** Who established one of the first American settlements in Oregon Country? *John Jacob Astor*  
b. **Describe** What were the lives of mountain men like? *They lived lonely and often dangerous lives, trapping animals on their own far from towns and settlements. To survive, they often adopted Native American customs and clothing.*
4. a. **Identify** What was the Oregon Trail? *a trail that led more than 2,000 miles west across the Rocky Mountains to Oregon Country; one of the main routes of western settlement*  
b. **Elaborate** Would you have chosen to leave your home to travel west? Why? *Answers will vary but should reflect an understanding of the difficulties of traveling west, such as shortages of food and water, rough weather, and geographic barriers.*  
c. **Summarize** What difficulties led Mormons to move to Utah? *religious persecution and failed communities elsewhere*

(continued)

## Print Assessment (*continued*)

### Critical Thinking

5. **Sequence** In this lesson you learned about the westward expansion of the United States. Create a graphic organizer to rank the three most important effects of the Louisiana Purchase, from most important to least important, and explain why you chose that order. *(1) doubled size of United States—more land for settlers, (2) natural resources—helped support enormous agricultural production, (3) Lewis and Clark expedition—discovered much information about plants and animals in the West*
6. **Draw Conclusions** What challenges did the westward journey present for settlers? *conflict with Native Americans, harsh weather, high mountains, lack of food and water*
7. **Make Predictions** What effects do you think westward migration of the mid-1800s would have on Native Americans? *loss of hunting land, conflict with settlers, removal from native land*



## Online Assessment

1. What was the main thoroughfare for settlers heading west through the Appalachians?
- ☐ the Santa Fe Trail
  - ☐ the Natchez Trace
  - ☒ the Wilderness Road
  - ☐ the Mississippi Road

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Daniel Boone led a group of long hunters in building the Wilderness Road, a main road for settlers to travel through the Appalachians.

2. Drag the events into the correct chronological order from top to bottom.
- 2 Louisiana Purchase
  - 4 Frémont explores the Rockies
  - 1 Haitian Revolution
  - 3 Lewis and Clark expedition

**Alternate Question** When did the Lewis and Clark expedition begin its long journey into the Louisiana Territory?

- ☒ 1804
- ☐ 1840
- ☐ 1806
- ☐ 1842

3. Which economic activity brought the first Americans to the West?
- ☐ tree cutting
  - ☒ fur trading
  - ☐ tobacco farming
  - ☐ gold mining

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Animal trappers and traders were among the first people to move west of the Rocky Mountains.

4. Which trail's northern branch led into the Willamette Valley?
- ☐ the Santa Fe Trail
  - ☐ California Trail
  - ☐ Old Spanish Trail
  - ☒ Oregon Trail

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Settlers on the westward trails often traveled together in wagon trains.

5. **Make Inferences** Why did Spanish officials have difficulty preventing Americans from entering New Orleans and Louisiana?

*The Spanish may not have had enough resources to patrol the vast area, which was increasingly important to Americans trading with eastern markets and Europe.*

6. **Make Inferences** How do you think Native Americans reacted to the Lewis and Clark expedition when they first saw it?

*Native Americans most likely viewed the expedition with a mixture of curiosity, interest, uncertainty, and caution.*

7. **Make Judgments** Did the mountain men believe in the doctrine of manifest destiny? Why or why not?

*No, the mountain men went west to hunt and trade and were not interested in possessing the land. Many mountain men married Native American women and became part of Native American communities.*

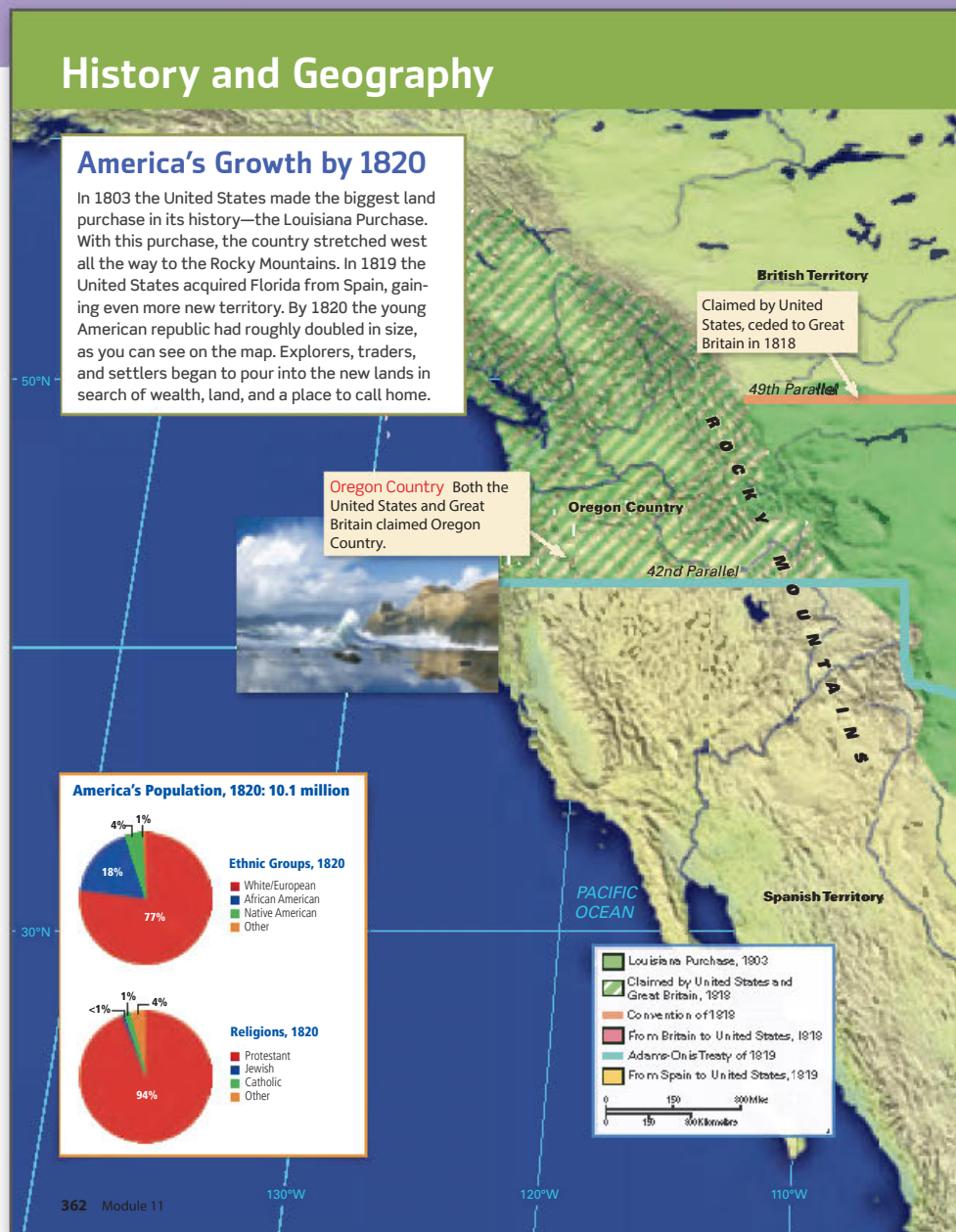
8. **Compare and Contrast** How were the Oregon and Santa Fe trails different?

*The Oregon Trail was longer, more expensive to travel, and was used more by settlers heading west. The Santa Fe Trail was shorter and was more of a trade route.*

## History and Geography

### America's Growth by 1820

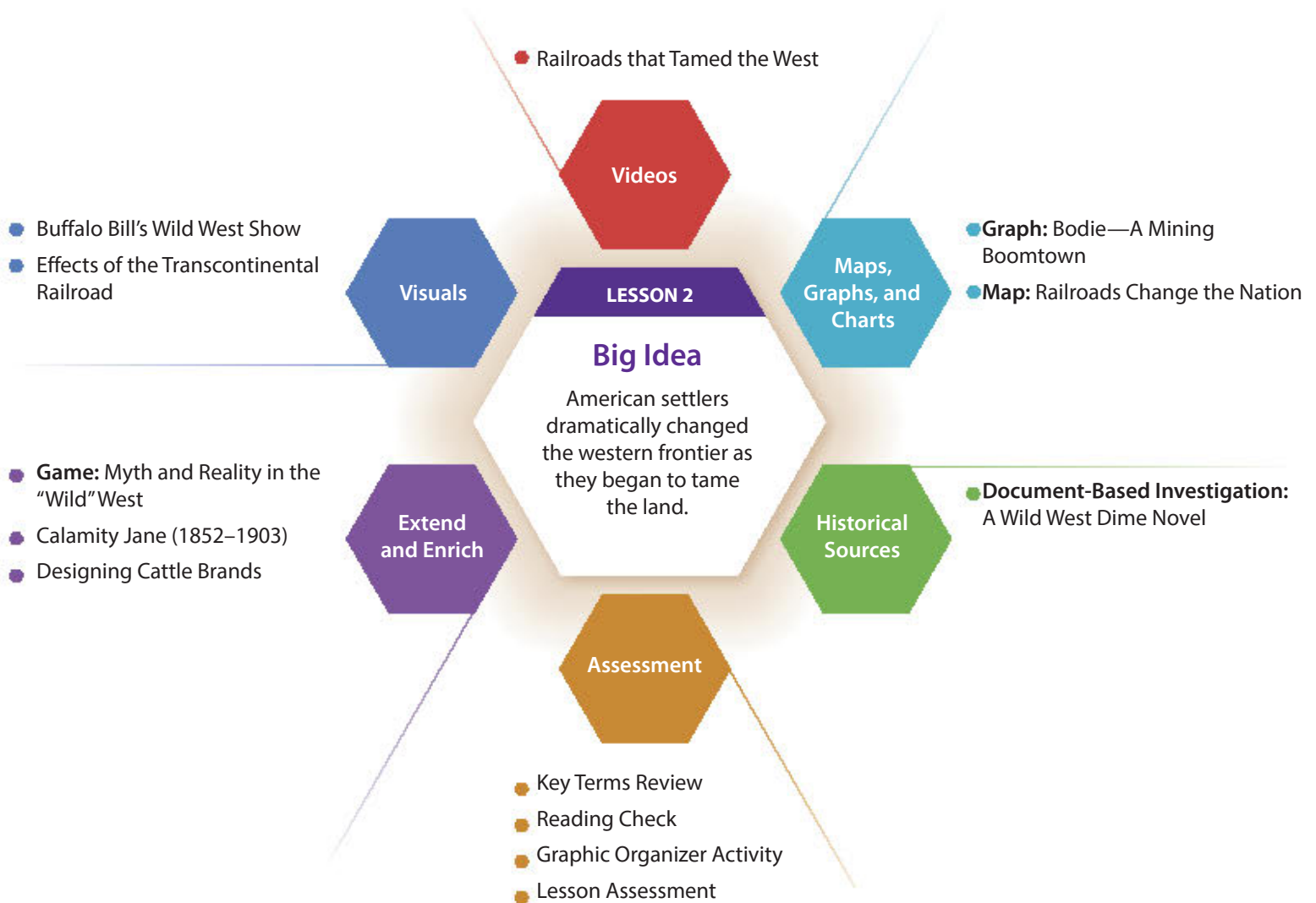
- Ask students if they have ever heard the United States referred to as a young country. Point out that the United States is about 230 years old, a comparatively young nation by historical standards.
  - Ask students to think of the United States as a developing child. In its first years, it was like an infant—13 states born along the Atlantic coast. Over time, the child began to have growth spurts—growing larger and more self-sufficient with each addition of territory.
  - Have each student create a political cartoon or drawing that illustrates this idea of the expansion of the United States up to 1820. Have volunteers explain their cartoons or drawings to the class.
- 1. Movement** In which directions did the United States expand before 1820? *Before 1820, the United States expanded to the northwest, the west, and the south.*
  - 2. Region** Based on the map, why do you think the United States was interested in claiming Oregon Country? *Possible answer: Oregon Country allowed the United States to continue westward to the Pacific Ocean and provided additional ports.*







# Boom Times in the West



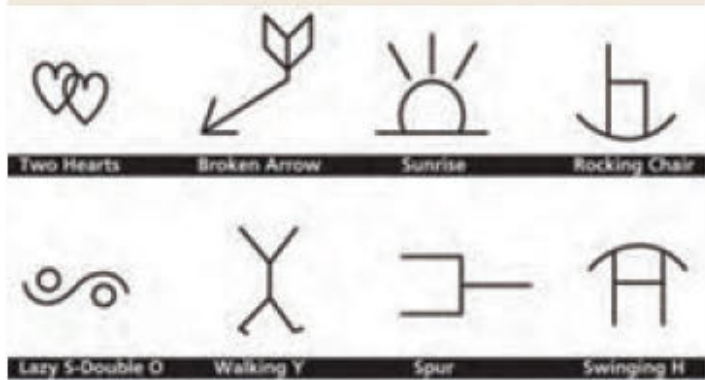
## Online Lesson 2 Enrichment Activities

### Calamity Jane (1852–1903)

**Biography** Students read about the life of Calamity Jane, one of the great characters of the Wild West. They then think about why Calamity Jane seems like a modern media figure.

### Designing Cattle Brands

**Art Activity** Students learn about cattle branding in the western United States during the late 1800s. Then they imagine that they are cattle ranchers and design a brand to represent their ranch and identify their livestock.





## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** Were There . . .

**What would make you give up a cowboy's life?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider PERSONAL reasons:** would miss the open range; life on a ranch might be more comfortable; becoming a rancher would require new skills

**Consider EXTERNAL reasons:** work is becoming scarce; ranching would enable you to still work with animals; starting a ranch would be very expensive

**2. Direct Teach** Introduce the Big Idea: *American settlers dramatically changed the western frontier as they began to tame the land.* Discuss the economic changes that took place during the growth of the West.

**3. Practice/Assess/Inquire** Organize students into small groups. Ask each group to create a poster to advertise one of the following jobs: miner, cowboy, railroad worker. Have students discuss why a person from the eastern United States or from another country would want to move west to work in this position. Ask volunteers to present their posters to the class.

**4. Explore (Collaborative Exploration)** Have students refer back to their posters and discuss the challenges related to these fields.

**5. Whole Group Close/Reflect** Have each student write a persuasive letter of application for one of the three jobs.

\*Alternative Assessment Handbook, Rubric 28: Posters; Rubric 43: Writing to Persuade

### ▶ ONLINE DOCUMENT-BASED INVESTIGATION

#### Westward Expansion

A Wild West Dime Novel is the second of four document-based investigations that students will analyze in the Westward Expansion Module. The dime novel pictured in this feature tells of the adventures of Stella, the girl range rider. Students can use the interactive hotspots to learn more about the typical structure of a dime novel.

## Boom Times in the West

### The Big Idea

American settlers dramatically changed the western frontier as they began to tame the land.

### Main Ideas

- Valuable deposits of gold and silver in the West created opportunities for wealth and brought more settlers to the region.
- The cattle industry thrived on the Great Plains, supplying beef to the East.
- The transcontinental railroad succeeded in linking the eastern and western United States.

### Key Terms

frontier  
Comstock Lode  
boomtowns  
Cattle Kingdom  
cattle drive  
Chisholm Trail  
Pony Express  
transcontinental railroad  
standard time

If **YOU** were there . . .

You are a cowboy in Texas in 1875. You love life on the open range, the quiet nights, and the freedom. You even like the hard work of the long cattle drives to Kansas. But you know that times are changing. Homesteaders are moving in and fencing off their lands. Some of the older cowboys say it's time to settle down and buy a small ranch. You hope that they're not right.

**What would make you give up a cowboy's life?**

### Mining Boom Brings Growth

During the years surrounding the Civil War, most Americans had thought of the Great Plains and other western lands as the Great American Desert. In the years following the Civil War, Americans witnessed the rapid growth of the U.S. population and the spread of settlements throughout the West. With the admission of the state of California to the Union in 1850, the western boundary of the American **frontier**—an undeveloped area—had reached the Pacific Ocean.

The frontier changed dramatically as more and more people moved westward. Settlers built homes, fenced off land, and laid out ranches and farms. Miners, ranchers, and farmers remade the landscape of the West as they adapted to their new surroundings. The geography of the West was further changed by the development and expansion of a large and successful railroad industry that moved the West's natural resources to eastern markets. Gold and silver were the most valuable natural resources, and mining companies used the growing railroad network to bring these precious metals to the East.



Hydraulic Mining  
Miners used highpowered water jets to blast earth from a hillside in order to expose the gold in the rock.

**Big Business** Most of the precious metals were located in western Nevada. In 1859 miner Henry Comstock discovered a huge deposit of gold and silver in Nevada that became called the **Comstock Lode**. The deposit was incredibly rich

### COLLABORATIVE LEARNING

#### Gear!

1. Organize the class into three groups. Assign each group one of the occupations you have read about in this lesson: miner, cowboy, and railroad worker.
2. Have each group research and create a pictorial display, consisting of images and text explanations, about the clothing, equipment, and personal gear each type of worker in the West needed. If necessary, review the procedures for downloading images from online sources.
3. Have each group explain its display to the class.
4. Allow time for students to view the displays on their own.

\*Alternative Assessment Handbook, Rubric 29: Presentations

### COLLABORATIVE LEARNING

#### Mining Mock Trial

1. Discuss with students the challenges faced by miners in the West and how big businesses changed mining. Tell students that they will create and participate in a mock trial in which a group of miners are suing one of the big mining companies over hazardous working conditions.
2. Organize the class into five small groups. Assign each group one of the following roles: the defense, the plaintiff, the judge, witnesses, and a jury. Have each group prepare for their role in the mock trial by writing questions they might ask during the trial.





Posters like this one were designed to persuade people to move West.

and deep. In just the first year after its discovery, the Comstock Lode lured thousands of California miners to Nevada. Over the next 20 years, the Comstock Lode produced more than \$500 million worth of gold and silver.

Expensive equipment was needed to remove the silver and gold that were trapped within quartz rock. Larger mining companies bought up land claims from miners who could not afford this machinery. As a result, mining became a big business in the West.

As companies dug bigger and deeper mines, the work became more dangerous. Miners had to use unsafe equipment, such as elevator platforms without protective walls. They worked in dark tunnels and breathed hot, stuffy air. They suffered from lung disease caused by dusty air. Miners often were injured or killed by poorly planned explosions or by cave-ins. Fire was also a great danger. Mining was therefore one of the most dangerous jobs in the country. In

the West, worries about safety and pay led miners to form several unions in the 1860s.

**Settlers** People from all over the world came to work in the western mines. Some miners came from the eastern United States. Others emigrated from Europe, Central and South America, and Asia. Many Mexican immigrants and Mexican Americans were experienced miners. They were skilled in assaying, or testing, the contents of valuable ore. One newspaper reporter wrote, "Here were congregated the most varied elements of humanity . . . belonging to almost every nationality and every status of life."

**New Towns** Mining booms also produced **boomtowns**, communities that grew suddenly when a mine opened. They disappeared just as quickly when the mine closed. The California town of Bodie, located just southeast of Lake Tahoe, provides a vivid illustration of a mining boomtown. In the early 1870s it was a mining camp with just a handful of inhabitants. The discovery of a rich vein of gold in the late 1870s drew thousands. Within months, Bodie had become a bustling town of some 8,000 people. It had a railroad station, a school, two banks, three newspapers, two churches, and dozens of saloons. Once the gold in the mine was worked out, however, Bodie went into an equally rapid decline. By 1900 the population was less than 1,000.

Few women or families lived in even the most bustling boomtowns. "I was never so lonely and homesick in all my life," wrote one young woman. The women who did settle there washed, cooked, made clothes, and chopped wood. They also raised families, established schools, and wrote for newspapers. Their work helped turn some boomtowns into successful, permanent towns.

**Reading Check**  
Summarize What risks did miners face?

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## Teach the Main Idea

Valuable deposits of gold and silver in the West created opportunities for wealth and brought more settlers to the region.

**Identify** What were the most valuable natural resources in the West? *gold and silver*

**Make Judgments** Why do you think people from other countries came to America to work the mines? *Possible answers: needed jobs; thought they could get rich by mining; to escape poor conditions in their old countries*

## ONLINE GRAPHIC ORGANIZER

### Boom Times in the West

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following questions:

**Evaluate** What do you think had the biggest impact on the western economy—the mining boom, the cattle industry, or the transcontinental railroad? Why? *Answers may vary. Many student responses will suggest that the transcontinental railroad had the biggest impact, as it connected the West to the eastern United States and made trade and travel easier.*

## ONLINE INTERACTIVE GRAPHS

### Bodie—A Mining Boomtown

Have students explore the graph using the interactive features and answer the associated question.

**Interpret Graphs** Between which years did Bodie's population make the greatest gain? *1872 and 1878*

### READING CHECK

**Summarize** What risks did miners face? *Possible answer: injury or death from unsafe machinery, explosions, fires, cave-ins, lung disease from poor air quality*

- Have students stage the mock trial. Have the judge group moderate the trial and ensure that the groups follow proper courtroom procedures.
- After all the testimony has been heard, have the jury decide whether the miners have a legitimate claim.

\*Alternative Assessment Handbook, Rubric 14: Group Activity

## ENGLISH-LANGUAGE LEARNERS

### Boomtown Map

**Materials:** butcher paper, colored pencils, other art materials

- Reread with students the description of a boomtown, and discuss what some of these towns may have been like.

- Ask students to draw on a sheet of butcher paper a map of the layout of a boomtown as they imagine it would look. Ask them to name their boomtown, to describe the kind of people who lived there, and to point out the mines on which the town depended.
- Ask for volunteers to present their maps to the class and to describe some of the people and places they included.
- Display students' maps for the class to see.

\*Alternative Assessment Handbook, Rubric 3: Artwork

## Teach the Main Idea

The cattle industry thrived on the Great Plains, supplying beef to the East.

**Define** What was the open range? *public land, once occupied by Plains Indians and buffalo herds, used by ranchers for their cattle*

**Draw Conclusions** What important conditions made the development of the Cattle Kingdom possible? *expanded economy and population created demand for beef, the longhorn's suitability to a harsh environment, railroad, and removal of Plains Indians, buffalo*

### More About . . .

**Vaqueros** In addition to acquiring herding techniques and protective clothing from the vaqueros, American cowboys adopted much of the vaqueros' ranching vocabulary. For example, the word *lariat* comes from the Spanish *la reate*, *stampede* from *stampida*, and *lasso* from *lazo*.



### ONLINE DOCUMENT-BASED INVESTIGATION

#### A Wild West Dime Novel

At the beginning of the 20th century, the dime novel was required reading for many Americans who were fascinated by the Wild West. The dime novel pictured in this feature tells of the adventures of Stella, the girl range rider. Students can use the interactive hotspots to learn more about the typical structure of a dime novel.

**Analyze Sources** Based on its cover, do you think this novel more likely illustrates a myth or reality of the Wild West? Why? *Possible answer: Students' answers will vary. Most will suggest that the novel illustrates a myth, as it provides a romanticized view of the Old West.*

### GAME

#### Myth and Reality in the "Wild" West

Have students play the game to test their knowledge of facts about the real "Wild" West.

### READING CHECK

**Draw Conclusions** Why did the Cattle Kingdom come to an end? *Possible answer: range wars, cattle had eaten most of the prairie grass, severe winters in 1885 and 1886*

## Cattle Ranching in the West

The cattle industry was another area of rapid growth. Following the Civil War, a growing economy and population created a greater demand for beef in the East. Cattle worth \$3 to \$6 each in Texas could be sold for \$38 each in Kansas. In New York, they could be sold for \$80 each. The most popular breed of cattle was the longhorn. The longhorn breed spread quickly throughout western Texas. Because these animals needed very little water and could survive harsh weather, they were well suited to the dry, desert-like environment of western Texas. But how could Texas ranchers move the longhorns to eastern markets?

In 1867 businessman Joseph McCoy discovered a solution. He built pens for cattle in the small town of Abilene, Kansas. The Kansas Pacific Railroad line went through Abilene. As a result, cattle could be shipped by rail from there. Soon, countless Texas ranchers were making the trip north to Abilene to sell their herds of cattle.

Around the same time, cattle ranching began to expand in the Midwest. The vast open range of the Great Plains from Texas to Canada, where many ranchers raised cattle in the late 1800s, became known as the **Cattle Kingdom**. Ranchers grazed huge herds on public land called the open range. The land had once been occupied by Plains Indians and buffalo herds.

**Importance of Cowboys** The workers who took care of the ranchers' cattle were known as cowhands or cowboys. They adopted many techniques and tools from vaqueros (bah-KER-ohs), Mexican ranch hands who cared for cattle and horses. From vaqueros came the western saddle and the lariat, a rope used for lassoing cattle. The cowboys also borrowed the vaqueros' boot. Its narrow toe fit easily into the riding stirrup, and the high heel hooked the stirrup for stability. Cowboys adopted and changed the vaqueros' broad felt hat, turning it into the familiar high-peaked cowboy hat.

One of the cowboy's most important and dangerous duties was the **cattle drive**. On these long journeys, cowboys herded cattle to the market or to the northern Plains for grazing. These long drives usually lasted several months and covered hundreds of miles. Workdays on the drive were long—often up to 15 hours—and sometimes very dull. Excitement came with events such as stampedes. Frightened by a sudden noise such as a thunderclap, the whole herd would take off running wildly. Bringing the herd under control was dangerous and hard work. The **Chisholm Trail**, which ran from San Antonio, Texas, to the cattle town of Abilene, Kansas, was one of the earliest and most popular routes for cattle drives. It was blazed, or marked, by Texas cowboy Jesse Chisholm in the late 1860s.

At times, rowdy cowboys made life in cattle towns rough and violent. There were rarely shoot-outs in the street, but there often was disorderly behavior. Law officials such as Wyatt Earp became famous for keeping the peace in cattle towns.

**End of the Open Range** As the cattle business boomed, ranchers faced more competition for use of the open range. Farmers began to buy range

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### ENGLISH-LANGUAGE LEARNERS

#### Cattle Kingdom Comic Books

1. Review with students the causes of the rise of the Cattle Kingdom and reasons for its eventual decline.
2. Organize the class into several small groups. Have each group create a comic book that highlights the major events and changes that took place in the cattle industry during the mid-1800s.

3. Comic books should depict these significant details: cowboys on a cattle drive, the building of holding pens for cattle along railroad lines, the range wars, and the end of the open range.
4. Encourage students to share their comic books with the class.

\*Alternative Assessment Handbook, Rubric 3: Artwork



African American cowboy Nat Love (above); Marshal Wyatt Earp (left)

### Myth and Reality in the Wild West

No episode in American history has given rise to as many myths as the Wild West. Writers of dime novels, popular in the East, helped create the myths in the years after the Civil War. Even today, popular books, television shows, and movies continue to portray the West in ways that are more myth than reality.

**Myth:** The cowboy was a free-spirited individual.

**Reality:** Most cowboys were employees. Many joined labor unions and even went on strike.

**Myth:** Western cow towns were wild places where cowboys had gunfights, and there was little law and order.

**Reality:** Most were orderly places with active law enforcement. Showdowns rarely, if ever, occurred.

**Myth:** Almost all cowboys were Anglo Americans.

**Reality:** About 25 percent of cowboys were African Americans, and 12 percent were Hispanic. Some Native Americans also worked as cowhands.

land on the Great Plains, where cattle had once grazed. Small ranchers also began competing with large ranchers for land. Then in 1874, Joseph Glidden's invention of barbed wire allowed westerners to fence off large amounts of land cheaply. The competition between farmers, large ranchers, and small ranchers increased. This competition led to range wars, or fights for access to land.

Making matters worse, in 1885 and 1886, disaster struck the Cattle Kingdom. The huge cattle herds on the Plains had eaten most of the prairie grass. Unusually severe winters in both years made the ranching situation even worse. Thousands of cattle died, and many ranchers were ruined financially. The Cattle Kingdom had come to an end.

### The Transcontinental Railroad

As more Americans began moving West, the need to send goods and information between the East and West increased. Americans searched for ways to improve communication and travel across the country.

In 1860 a system of messengers on horseback called the **Pony Express** began to carry the mail West. The Pony Express operated from St. Joseph, Missouri, to Sacramento, California, a route of almost 2,000 miles. The business purchased over 400 horses, and riders used a relay system, switching horses at stations 10 to 15 miles apart. The Pony Express cut mail delivery time in half, from three weeks to ten days. The completion of a telegraph line to California in 1861, which sent messages much faster, quickly put the Pony Express out of business.

**Reading Check**  
Draw Conclusions  
Why did the Cattle Kingdom come to an end?



The Pony Express mail system helped speed up communication across the United States.

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## Teach the Main Idea

The transcontinental railroad succeeded in linking the eastern and western United States.

**Explain** Why did the federal government support the transcontinental railroad? *to encourage westward expansion of economy and population*

**Summarize** What were some geographic challenges railroad companies faced? *crossing mountain ranges, harsh weather, getting food and supplies to workers in remote areas*

### More About . . .

**Connect to Geography: Standard Time Zones** By the 1880s increased communication and travel between the East and the West necessitated the introduction of a standard time system. In 1883, at a Chicago meeting of railroad owners, William F. Allen proposed a new system of four equal time zones to replace the previous system of telling time based on the position of the sun. Although the new system was adopted almost immediately, it was not formally recognized until Congress passed the Standard Time Zone Act of 1918.

**The Railroads of India** As the United States was completing the world's first transcontinental railroad, Great Britain was building a huge railroad system in India to transport goods to and from remote regions. Between 1850 and 1869, Indian workers laid more than 5,000 miles of track. Workers had to build 81 bridges and 38 tunnels just to get through one mountain range. By 1900 the Indian rail network was the second largest in Asia after Russia's. The railroad carried mail, freight, and passengers.

### ▶ ONLINE INTERACTIVE VISUALS

#### Image with Text Slider: Effects of the Transcontinental Railroad

Have students explore the image by revealing additional information using the interactive slider.



### ▶ ONLINE INTERACTIVE VISUALS

#### Carousel: Buffalo Bill's Wild West Show

Students can navigate through the carousel and note similarities and differences among the images or identify a unifying theme.

## STRUGGLING READERS

### Comic Strips about the Transcontinental Railroad

1. Assign each student a different paragraph from *The Transcontinental Railroad* segment.
2. Have each student carefully read his or her paragraph several times to ensure that he or she fully understands it. Be available to assist students with difficult words or concepts.
3. Ask each student to create a one-panel comic that tells the main idea of his or her paragraph. Provide guidelines so that all panels are about the same size and shape. Tell students to write one sentence below the comic that summarizes their paragraphs and describes what they have drawn.
4. Arrange the panels into continuous comic strips so that each paragraph is illustrated. You may have several sets of comic strips depending on the number of struggling readers in your class.
5. Have students take turns studying the complete comic strips and reading them aloud.

\*Alternative Assessment Handbook, Rubric 3: Artwork



## ONLINE TIMELINES

### Railroads Change the Nation

Have students explore the map using the interactive features and answer the associated questions.

**Location** If it's 10:00 a.m. in Omaha, what time is it in Sacramento? 8:00 a.m.

In print edition, see map titled Routes West, 1870.

**Movement** According to the map, what was the westernmost city on the transcontinental railroad? Sacramento, California



Some Americans wanted to build a **transcontinental railroad**—a railroad that would cross the continent and connect the East to the West. The federal government, therefore, passed the Pacific Railway Acts in 1862 and in 1864. These acts gave railroad companies loans and large land grants that could be sold to pay for construction costs. Congress had granted more than 131 million acres of public land to railroad companies. In exchange, the government asked the railroads to carry U.S. mail and troops at a lower cost. Many railroad companies were inspired to begin laying miles of track.

**Great Race** Two companies, the Central Pacific and the Union Pacific, led the race to complete the transcontinental railroad. In February 1863 the Central Pacific began building east from Sacramento, California. At the end of the year, the Union Pacific started building west from Omaha, Nebraska.

The Union Pacific hired thousands of railroad workers, particularly Irish immigrants. Chinese immigrants made up some 85 percent of the Central Pacific workforce. The railroad's part-owner Leland Stanford praised them, but he paid them less than other laborers. Chinese crews also were given the most dangerous tasks and had to work longer hours than other railroad laborers. They took the job, however, because the \$30 a month that the Central Pacific paid was as much as ten times what they could earn in China.

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## EVALUATING INFORMATION

### Railroad Ad Campaign

1. Ask students to imagine that they work for an advertising agency in the late 1800s. A railroad company has just hired them to create a campaign to increase the public's awareness of the railroad's influence on the settlement and economic development of the West.
2. Have each student design a magazine advertisement that features text and illustrations to promote the railroad. Advertisements should stress details such as the speed of travel, improvements in communication, and the growth of western businesses.

3. Display the students' advertisements in the classroom and give students time to view them.

\*Alternative Assessment Handbook, Rubric 2: Advertisements

The Central Pacific and Union Pacific connected their tracks at Promontory, Utah, in 1869, completing the transcontinental railroad.



Railroad companies faced many geographic challenges. For example, workers for Central Pacific struggled to cross the Sierra Nevada mountain range in California. Breaking apart its rock formations required setting carefully controlled explosions using large amounts of blasting powder and the explosive nitroglycerin. And in the winter of 1866, snowdrifts more than 60 feet high trapped and killed dozens of workers. Faced with these obstacles, the Central Pacific took four years to lay the first 115 miles of track.

Meanwhile, Union Pacific workers faced harsh weather on the Great Plains. In addition, the company pressured them to work at a rapid pace—at times laying 250 miles of track in six months.

For both railroad companies, providing food and supplies for workers was vital. This job became more difficult in remote areas. The railroad companies consequently often relied on local resources. Professional hunters, such as William “Buffalo Bill” Cody, shot thousands of buffalo to feed Union Pacific workers.

**Golden Spike** Congress required the two completed rail lines to connect at Promontory, Utah. On May 10, 1869, a golden spike was used to connect the railroad tie joining the two tracks. Alexander Toponce witnessed the event.

*“Governor Stanford, president of the Central Pacific, took the sledge [hammer], and the first time he struck he missed the spike and hit the rail. What a howl went up! Irish, Chinese, Mexicans, and everybody yelled with delight. ‘He missed it’ . . . Then Stanford tried it again and tapped the spike.”*

—Alexander Toponce, from *Reminiscences of Alexander Toponce, Written by Himself*

The railroad companies were not finished, though. Following completion of the transcontinental railroad, they continued building railroads until the West was crisscrossed with rail lines.

## ONLINE ANALYZE VIDEOS

### Railroads that Tamed the West



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Explain what the narrator meant by the statement “The challenge to tame the West was far from over. In fact, it had really only just begun.” *Possible answer: The narrator meant that eventually there needed to be not just one transcontinental line, but a network of rails to connect the West to the rest of the country.*





## READING CHECK

**Find Main Ideas** How did the railroad affect the development of the West? *Possible answer: The railroad increased economic growth and the population in the West by transporting people and goods, shortening travel times, encouraging settlement by selling land, and helping businesses.*

# Print Assessment

## Review Ideas, Terms, and People

- Recall** Why did Americans move west in the years following the Civil War? *to settle land, get riches from gold or silver, and east was becoming overpopulated*
  - Draw Conclusions** What effect did the discovery of the Comstock Lode have on the West? *drew settlers out West with the idea of striking it rich*
  - Evaluate** Do you think women were important to the success of mining towns? Why or why not? *Possible answer: yes, raised families, taught at schools, and established towns*
- Recall** What led to the cattle boom in the West? *population growth led to increased demand for beef; development of longhorn breed*
  - Analyze** Why was there competition between ranchers and farmers to settle in the Great Plains? *ranchers wanted open range for grazing; farmers fenced land for crops*
  - Evaluate** What played the biggest role in ending the Cattle Kingdom? Why? *Possible answer: Overgrazing left no more food for the cattle to eat.*
- Recall** When and where did the Union Pacific and Central Pacific lines meet? *in Promontory, Utah, in 1869*
  - Describe** What role did Irish and Chinese immigrants play in opening up the West? *They provided much of the labor needed to complete the transcontinental railroad, which helped to bring settlers to the West.*

## Critical Thinking

- Identify Cause and Effect** In this lesson you learned about the kinds of economic opportunities that people found in the West. Create a graphic organizer to list these opportunities and their effects. *Mining—big business, employed many, boomtowns; Railroads—improved communication and transportation, encouraged settlement, improved economy by ease of shipping*

**Results of the Railroad** The transcontinental railroad increased both economic growth and the population in the West. Railroad companies provided better transportation for people and goods. They also sold land to settlers, which encouraged people to move West. The development of the West brought about the railroad; however, it also would prove to be the beginning of the end of the Plains Indians' way of life.

New railroads helped businesses. Western timber companies, miners, ranchers, and farmers shipped wood, metals, meat, and grain East by railroad. In exchange, eastern businesses shipped manufactured goods to the West. As trade between regions increased, the idea that the U.S. economy was interdependent became more widespread.

Even perceptions of time became more formal as railroad schedules began to unite areas that before had existed under different times. Before the railroads, each community determined its own time, based on calculations about the sun's travels. This system, called "solar time," caused problems for people who scheduled trains crossing a long distance. The railroad companies addressed the issue by setting up **standard time**. This system divided the United States into four time zones.

Railroad companies encouraged people to invest in the railroads, which they did—sometimes unwisely. Speculation and the collapse of railroad owner Jay Cooke's banking firm helped start the Panic of 1873. Despite such setbacks, Americans remained interested in railroad investments. By 1890 there were about 164,000 more miles of track than in 1865. Railroads had become one of the biggest industries in the United States.

**Summary and Preview** In this lesson you learned about the increased settlement of the West. In the next lesson you will learn about conflicts with Native Americans.

**Reading Check**  
Find Main Ideas  
How did the railroad affect the development of the West?

## Lesson 2 Assessment

### Review Ideas, Terms, and People

- Recall** Why did Americans move West in the years following the Civil War?
  - Draw Conclusions** What effect did the discovery of the Comstock Lode have on the West?
  - Evaluate** Do you think women were important to the success of mining towns? Why or why not?
- Recall** What led to the cattle boom in the West?
  - Analyze** Why was there competition between ranchers and farmers to settle in the Great Plains?
  - Evaluate** What played the biggest role in ending the Cattle Kingdom? Why?
- Recall** When and where did the Union Pacific and Central Pacific lines meet?
  - Describe** What role did Irish and Chinese immigrants play in opening up the West?
  - Make Generalizations** How do you think the transcontinental railroad improved people's lives?

### Critical Thinking

- Identify Cause and Effect** In this lesson you learned about the kinds of economic opportunities that people found in the West. Create a graphic organizer similar to the one below to list these opportunities and their effects.

Opportunity	Effect

## Online Assessment

1. Which of these was an effect of mining in the West?
  - ☐ The female population grew as women were recruited to run businesses.
  - ☒ The population increased greatly as people came hoping to get rich.
  - ☐ Large mining companies invested in safer mining equipment.
  - ☐ Large permanent cities developed around the mining camps.

**Alternate Question** One effect of mining in the West was the  , which experienced quick population growth and then sudden decline.

2. How did Joseph McCoy's building of cattle pens in Abilene, Kansas, affect the cattle trade?
  - ☐ It prevented frightened longhorn cattle from stampeding.
  - ☐ It helped promote the use of barbed wire during cattle drives.
  - ☒ It allowed longhorn cattle to be shipped to eastern markets.
  - ☐ It solved the problem of land use between cattle ranchers and farmers.

**Alternate Question** The construction of cattle pens in  , allowed for the shipment of cattle to eastern cities.

3. What were serious challenges for the companies building the transcontinental railroad? Select the **three** correct answers.
  - ☒ crossing mountain ranges
  - ☒ facing snowstorms and harsh weather
  - ☐ having enough land upon which to lay the tracks
  - ☐ getting enough funds to pay for construction costs
  - ☒ getting food and supplies to remote areas
  - ☐ finding workers to do dangerous tasks

**Alternate Question** Which immigrant group was often used for dangerous and difficult work on the Central Pacific Railroad?

- ☒ Chinese
- ☐ German
- ☐ Irish
- ☐ Mexican

4. **Identify Patterns** What are three reasons why people immigrated to the United States to work in western mines?

*They needed jobs. They thought they could get rich by mining. They immigrated to escape poverty.*

5. **Cause and Effect** Why was there competition over land use between ranchers and farmers in the Great Plains?

*Ranchers wanted open range for their cattle to graze, while farmers wanted fenced-in land to grow crops.*

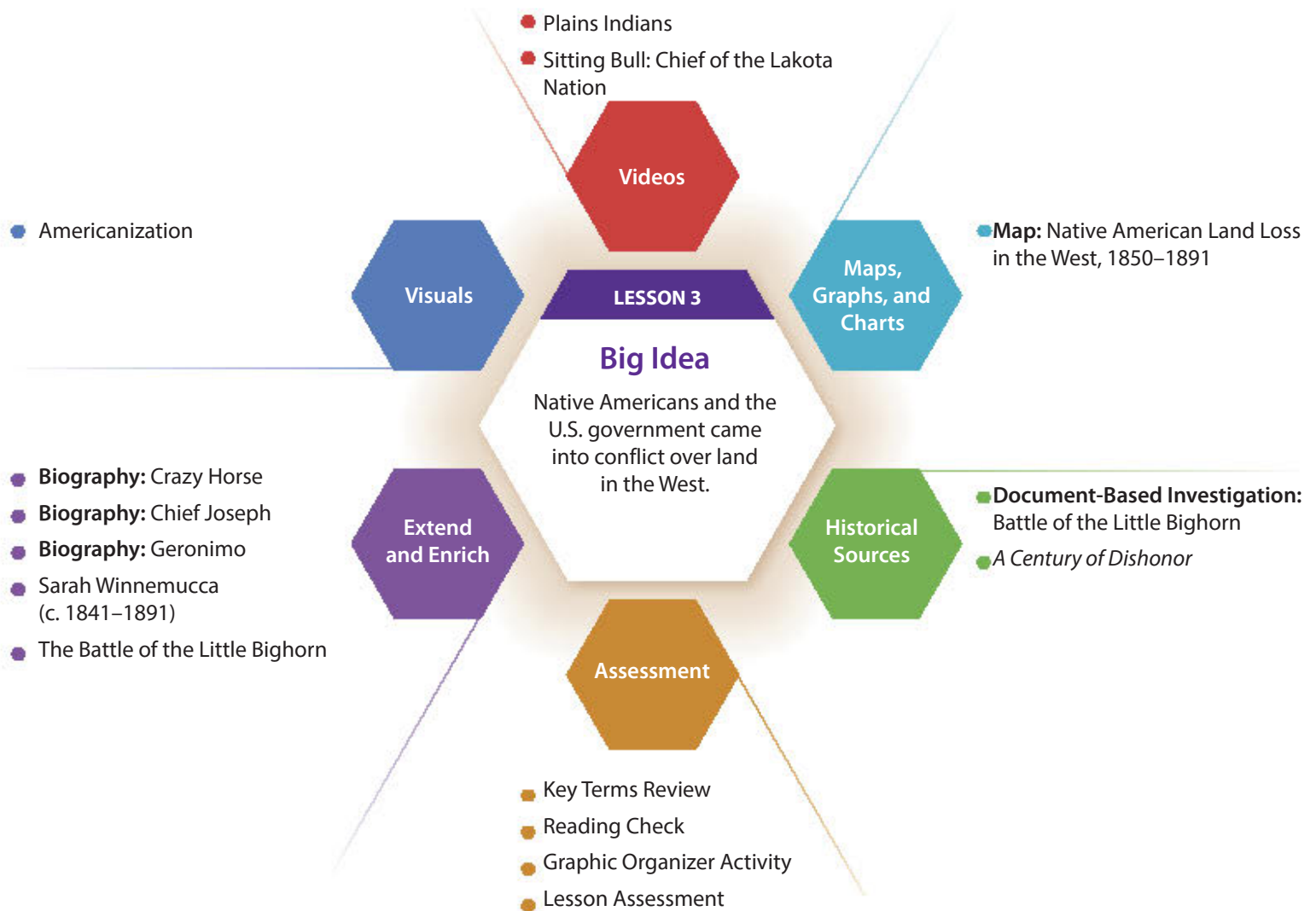
6. **Apply Concepts** What are three ways the transcontinental railroad improved the lives of people living in the United States?

*The transcontinental railroad resulted in the growth of towns. It allowed people to travel more quickly. It allowed people to have a greater availability of goods from different parts of the country.*





# Wars for the West



## Online Lesson 3 Enrichment Activities

### **Sarah Winnemucca (c. 1841–1891)**

**Biography** Students read about the life of one of the leading Native American reformers of the late 1800s. Then they envision that they are in Sarah Winnemucca's place and are going to meet with President Rutherford B. Hayes. They will write several questions that they think she might have asked the president.



### **The Battle of the Little Bighorn**

**Timeline Activity** Students read a passage to learn how decisions and actions taken by George Armstrong Custer contributed to his defeat at the Little Bighorn. After that, they create a timeline of the significant events that led up to the Battle of the Little Bighorn, paying particular attention to Custer's journey from Fort Abraham Lincoln to the Little Bighorn.





## Wars for the West

### The Big Idea

Native Americans and the U.S. government came into conflict over land in the West.

### Main Ideas

- As settlers moved to the Great Plains, they encountered the Plains Indians.
- Native Americans attempted to keep their lands through treaties with the U.S. government.
- Continued pressure from white settlement and government legislation brought the Plains Indians' traditional way of life to an end.

### Key Terms and People

Treaty of Fort Laramie  
reservations  
Crazy Horse  
Treaty of Medicine Lodge  
buffalo soldiers  
George Armstrong Custer  
Sitting Bull  
Battle of the Little Bighorn  
Massacre at Wounded Knee  
Long Walk  
Chief Joseph  
Geronimo  
Ghost Dance  
Sarah Winnemucca  
assimilate  
Dawes General Allotment Act

### If YOU were there . . .

You are a member of the Sioux nation, living in Dakota Territory in 1875. These lands are sacred to your people, and the U.S. government has promised them to you. But now gold has been found here, and the government has ordered you to give up your land. Some Sioux leaders want to fight. Others say that it is of no use, that the soldiers will win.

### Would you fight to keep your lands? Why?

### Settlers Encounter the Plains Indians

As miners and settlers began crossing the Great Plains in the mid-1800s, they pressured the federal government for more access to western lands. To protect these travelers, U.S. officials sent agents to negotiate treaties with the Plains Indians.

The Plains Indians lived in the Great Plains, which stretch north into Canada and south into Texas. Indian groups such as the Apache and the Comanche lived in and around Texas and what is now Oklahoma. The Cheyenne and the Arapaho lived in different regions across the central Plains. The Pawnee lived in parts of Nebraska. To the north were the Sioux. These groups spoke many different languages. However, they used a common sign language to communicate and they shared a similar lifestyle.

**Hunting Buffalo** For survival, the Plains Indians depended on two animals—the horse and the buffalo. The Spanish brought horses to America in the 1500s. The Plains Indians learned to ride horses, and hunters used them to follow buffalo herds year-round. While on horseback, most Plains Indian hunters used a short bow and arrows to shoot buffalo from close range.

The Plains Indians used buffalo for food, shelter, clothing, utensils, and tools. Women dried buffalo meat to make



Crazy Horse (Tashunka Witko) was a Sioux chief who fought to defend his people's way of life and resisted attempts to force the Sioux onto reservations.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU Were There . . .

#### Would you fight to keep your lands? Why?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider reasons TO fight:** the lands have been promised to you; the presence of gold does not nullify treaties; U.S. officials should be taught to honor their word

**Consider reasons NOT TO fight:** war should be avoided at all cost; U.S. forces are better equipped and more numerous; effort spent fighting a war might be better spent simply surviving

- 2. Direct Teach** Introduce the Big Idea: *Native Americans and the U.S. government came into conflict over land in the West.* Discuss causes of the conflict between Native Americans and the U.S. government.
- 3. Practice/Assess/Inquire** Draw a chart listing the following geographical areas: Great Plains, Southwest, Far West. Organize the class into groups, assigning at least one group to each area. Have groups identify ways in which Native Americans in their assigned area came into conflict with the U.S. government.
- 4. Explore (Collaborative Exploration)** Have volunteers from each group share their findings. Write their responses on the master chart for students to see.
- 5. Whole Group Close/Reflect** Have each student write a journal entry from the point of view of a Native American facing U.S. westward expansion.

\*Alternative Assessment Handbook, Rubric 7: Charts; Rubric 15: Journals

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Westward Expansion

Battle of the Little Bighorn is the third of four document-based investigations that students will analyze in the Westward Expansion Module. Art historians have identified about 1,000 paintings and drawings of the Battle of the Little Bighorn. Students can compare the painting and drawing of the Battle of the Little Big Horn by using the slider below the interactive images.

### ONLINE GRAPHIC ORGANIZER

#### Wars for the West

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following questions:

**Evaluate** What do you think is the most significant cause for Native Americans losing their lands and way of life? Why? *Answers may vary, but most responses will mention the policies of the U.S. government, which were designed to open up more land to settlement by confining Native Americans to reservations. This, and federal legislation, such as the Dawes Act, ended Native Americans' traditional way of life.*

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **Treaty of Fort Laramie, reservations, Crazy Horse, Treaty of Medicine Lodge, buffalo soldiers, George Armstrong Custer, Sitting Bull, Battle of the Little Bighorn, Massacre at Wounded Knee, Long Walk, Chief Joseph, Geronimo, Ghost Dance, Sarah Winnemucca, assimilate, Dawes General Allotment Act.**

## Teach the Main Idea

As settlers moved to the Great Plains, they encountered the Plains Indians.

**Explain** Why did U.S. officials send agents to negotiate treaties with the Plains Indians? *Miners and settlers felt unsafe traveling across the Great Plains and pressured the federal government for more access to western lands.*

**Identify** Which two animals did the Plains Indians depend on for survival? *the horse and the buffalo*

### More About . . .

**The Comanche** The Spanish were the first to use the name *Comanche*, but according to anthropologist Marvin K. Opler, the term actually came from the Ute word *Komantcia*, which means “anyone who wants to fight me all the time.” To the Spanish, *Komantcia* sounded like *Comanche*.



#### ONLINE ANALYZE VIDEOS

##### Plains Indians

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** How did religion influence the way Native Americans prepared for and fought in battle? *Individual Native Americans had their own medicine, or personal power. It was embodied in an animal or object revealed in visions or dreams. Native Americans painted representations of their animal or object on shields and other weapons they carried into battle. Prior to battle, Native Americans also dressed or painted themselves according to the requirements of their medicine. Finally, they followed certain rituals and avoided taboo objects and behaviors before going into battle.*



#### READING CHECK [DIGITAL]

**Recall** How did Plains Indians use the natural resources of the region? *They used the buffalo there for food, shelter, clothing, utensils, and tools.*

#### READING CHECK [PRINT]

**Summarize** What was the federal policy towards the Plains Indians in the 1860s and 1870s? *move Native Americans off their lands and onto reservations*



The Plains Indians depended on two animals—the horse and the buffalo.

jerky. They made tepees and clothing from buffalo hides, and cups and tools from buffalo horns. As one Sioux explained, “When our people killed a buffalo, all of the animal was utilized [used] in some manner; nothing was wasted.” The Plains Indians prospered. By 1850 some 75,000 Native Americans lived on the Plains.

**Struggle to Keep Land** Miners and settlers were also increasing in numbers—and they wanted the Indians’ land. The U.S. government tried to avoid disputes by negotiating the **Treaty of Fort Laramie**, the first major treaty between the U.S. government and Plains Indians. Two years later, several southern Plains nations signed a treaty at Fort Atkinson in Nebraska. These treaties recognized Indian claims to most of the Great Plains. They also allowed the United States to build forts and roads and to travel across Indian homelands. The U.S. government promised to pay for any damages to Indian lands.

The treaties did not keep the peace for long. In 1858 the discovery of gold in what is now Colorado brought thousands of miners to the West. They soon clashed with the Cheyenne and the Arapaho. In 1861 the U.S. government negotiated new treaties with Plains Indians. These treaties created **reservations**, areas of federal land set aside for Native Americans. The government expected Indians to stay on the reservations, which made hunting buffalo almost impossible.

Pioneers and miners continued to cross the Great Plains. Many miners used the Bozeman Trail. To protect them, the U.S. Army built forts along the trail, which ran through favored Sioux hunting grounds. The Sioux responded with war. In late 1866 a group led by **Crazy Horse**, an Oglala Sioux chief, ambushed and killed 81 cavalry troops.

In 1868, under the Second Treaty of Fort Laramie, the U.S. government agreed to close the Bozeman Trail, abandon the forts, and provide reservation land to the Sioux.

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## COLLABORATIVE LEARNING

### Plains Indians Museum Exhibit

1. Review with students the importance of the horse and buffalo to the Plains Indians.
2. Organize the class into two groups. Ask each group to create a museum exhibit that depicts the animals used by the Plains Indians, the ways that the animals were used, and why the animals were important.
3. Ask students to provide both text and visual displays or models in their exhibits.

4. Display students’ exhibits for the class to see and lead a discussion on how the lifestyle of the Plains Indians was different from that of American settlers.

\*Alternative Assessment Handbook, Rubric 3: Artwork; Rubric 14: Group Activity

**Reading Check**  
Summarize What was the federal policy toward the Plains Indians in the 1860s and 1870s?

The U.S. government also negotiated for southern Plains Indians to move off their land. In the 1867 **Treaty of Medicine Lodge**, most southern Plains Indians agreed to live on reservations. However, many Indians did not want to give up their hunting grounds. Fighting soon broke out between the Comanche and Texans. The U.S. Army and the Texas Rangers were unable to defeat the Comanche, so they cut off the Comanche's access to food and water. In 1875 the last of the Comanche war leaders surrendered.

### Fighting on the Plains

In the northern Plains, Southwest, and Far West, Native Americans continued to resist being moved to and confined on reservations. The U.S. government sent troops into the area to force the Indians to leave. These troops included African American cavalry, who the Indians called **buffalo soldiers**—a term of honor, inspired by their short, curly hair, that compared their fighting spirit to that of the buffalo.

**Battles on the Northern Plains** As fighting on the southern Plains came to an end, new trouble started in the north. In 1874 Lieutenant Colonel

Explore ONLINE!

Native American Land Loss in the West, 1850–1890



### ADVANCED/GIFTED

#### Research Modern Reservations

1. Ask students to use the library or the Internet to research modern reservations.
2. Questions students should answer include: where are the reservations located, what name do the people call themselves, what is their view of their people's history, and what challenges does reservation life pose today. Have students include information on how modern Native Americans make their living on reservations today.

3. Ask for volunteers to present their findings to the class.

\*Alternative Assessment Handbook, Rubric 30: Research

## Teach the Main Idea

Native Americans attempted to keep their lands through treaties with the U.S. government.

**Explain** What caused U.S. troops and the Sioux to begin fighting in the northern Plains? *Soldiers in the north discovered gold on Sioux land and demanded that the Sioux give the land to the U.S. government. Under the direction of Sitting Bull, the Sioux refused to give up their land.*

**Define** What was the Long Walk? *300-mile march in which the U.S. Army led Navajo captives across desert to New Mexico reservation*

### More About . . .

**Geronimo (1829–1909)** Many Apache found it difficult to get along with Geronimo. He had grown bitter after Mexican soldiers killed his mother, wife, and children. Despite this bitterness, other Apache admired Geronimo for his ability to handle difficult situations. Geronimo led his own band of troops. He was captured several times but usually managed to escape. After his final surrender in 1886, Geronimo was sentenced to perform hard labor as a prisoner of war in a Florida work camp. In 1894 he was sent to Fort Sill, Oklahoma, where he died in 1909. Geronimo is one of the few Native American leaders during the wars for the West to have died of natural causes. His courage and determination to remain free made him a legend.

### ONLINE INTERACTIVE MAPS

#### Native American Land Loss in the West, 1850–1891

Have students explore the map using the interactive features and answer the associated questions.

**Region** In which region of the United States were most battles and treaty signings located? *the Great Plains*

In print edition, see map of same title.

**Region** In what regions did Native Americans lose land in the late 1800s? *Southwest, Great Plains*





## BIOGRAPHY

### Crazy Horse

Have students read the biography of Crazy Horse, the Native American chief of Oglala Sioux who took part in the Battle of the Little Bighorn, in which General Custer was surrounded and killed. Crazy Horse himself was killed after surrendering and resisting imprisonment.

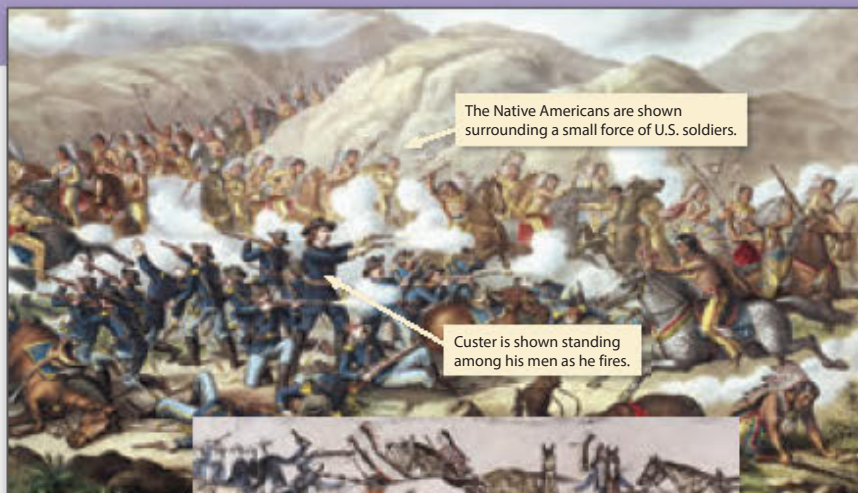
## ONLINE ANALYZE VIDEOS

### Sitting Bull: Chief of the Lakota Nation



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Why was Sitting Bull accepted as a leader by the Sioux? *He was a medicine man who made prophecies and a great warrior who had won many honors for bravery in battle. Also, he was uncompromising in his efforts to maintain the traditional Sioux way of life.*



The Native Americans are shown surrounding a small force of U.S. soldiers.

Custer is shown standing among his men as he fires.

The U.S. Army is shown on horseback in this drawing.



These horses have been captured by the Native Americans.

### Two Views of a Historic Battle

Art historians have identified about 1,000 paintings of the Battle of the Little Bighorn. The painting at the top was painted in 1899. The drawing below it is one of the many colored-pencil drawings of the battle done by Amos Bad Heart Buffalo, who based his drawing on memories from Sioux warriors who participated in the battle.

### Analyze Visuals

How do these paintings show the influences of different cultures?

**George Armstrong Custer's** soldiers discovered gold in the Black Hills of the Dakotas. **Sitting Bull**, a leader of the Lakota Sioux, protested U.S. demands for the land.

*"What treaty that the whites have kept has the red man broken? Not one. What treaty that the white man ever made with us have they kept? Not one."*

—Sitting Bull, quoted in *Life of Sitting Bull and the History of the Indian Wars of 1890–1891* by W. Fletcher Johnson

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## BIOGRAPHY

### Chief Joseph

Have students read the biography of Chief Joseph, leader of the Nez Percé who attempted to lead his people to Canada to avoid conflict with U.S. troops.

## BIOGRAPHY

### Geronimo

Have students read the biography of Geronimo, the Chiricahua Apache leader who evaded capture for years and led an extraordinary opposition struggle against white settlements in the American Southwest until his eventual surrender.

## COLLABORATIVE LEARNING

### In-Depth Oral Reports

1. Discuss with students three of the major incidents between the U.S. government and Native Americans: the Battle of the Little Bighorn, the Long Walk, and the Massacre at Wounded Knee.
2. Organize the class into three groups and have each group use the library or the Internet to conduct in-depth research on one of the incidents listed. Students should locate information about the participants of their assigned event, causes, and results of the event.
3. Have each group prepare an oral presentation of its findings, including visual aids, as needed. Each group should delegate research, illustration, and presentation tasks.
4. Have each group present its findings to the class.

\*Alternative Assessment Handbook, Rubric 14: Group Activity; Rubric 24: Oral Presentations; Rubric 30: Research



Apache leader Geronimo fought settlers on his land for more than 25 years—all the while avoiding permanent capture.

Other Sioux leaders listened to Sitting Bull and refused to give up land. During late 1875 and early 1876, many Sioux and Cheyenne warriors left their reservations. They united under the leadership of Sitting Bull and Crazy Horse. Their plan was to drive the intruders from the Black Hills. Custer was sent to force the Native Americans back onto their reservations.

On June 25, 1876, Custer's scouts found a large Sioux camp along the Little Bighorn River in Montana Territory. Leading about 200 of his soldiers, Custer raced ahead without waiting for any supporting forces. In the **Battle of the Little Bighorn**, Sioux and Cheyenne forces led by Crazy Horse surrounded and defeated Custer and his troops. Newspapers called the battle "Custer's Last Stand" because his entire command was killed. It was the worst defeat the U.S. Army suffered in the West. The Battle of the Little Bighorn was also the Sioux's last major victory in the Sioux Wars.

In 1881 Sitting Bull and a few followers returned from Canada where they had fled after Little Bighorn. They had run out of food during the hard winter. They joined the Sioux on Standing Rock Reservation in Dakota Territory.

Almost a decade later, in 1890, while following orders to arrest Sitting Bull, reservation police killed him. Many Sioux left the reservation in protest. Later that year, the U.S. Army shot and killed about 150 Sioux near Wounded Knee Creek in South Dakota. This **Massacre at Wounded Knee** was the last major military incident on the Great Plains.

**Southwest** The Navajo lived in what became Arizona and New Mexico. In 1863 the Navajo refused to settle on a reservation. In response, U.S. troops made raids on the Navajo's fields, homes, and livestock.

When the Navajo ran out of food and shelter, they started surrendering to the U.S. Army. In 1864 the army led Navajo captives on the **Long Walk**. On this brutal 300-mile march, the Navajo were forced to walk across the desert to a reservation in Bosque Redondo, New Mexico. Along the way, countless Navajo died.

**Far West** The United States had promised to let the peaceful Nez Percé keep their land in Oregon. Within a few years, however, the government ordered the Nez Percé to a reservation in what is now Idaho. A group of Nez Percé led by **Chief Joseph** resisted, and in 1877 left to seek refuge in Canada. For four months, they crossed more than 1,000 miles with army troops in pursuit. Near the border, U.S. troops overtook them and sent them to a reservation in what is now Oklahoma.

**Final Battles** By the 1880s, most Native Americans had stopped fighting. The Apache of the Southwest, however, continued to battle the U.S. Army. A Chiricahua Apache named **Geronimo** and his band led raids on both sides of the Arizona–Mexico border, avoiding capture for many years. In September 1886 Geronimo surrendered and was sent to an Apache internment camp in Florida. This ended the Apache armed resistance in the Southwest.

**Reading Check**  
Contrast How did the Apache resistance differ from that of the Navajo?

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## ONLINE DOCUMENT-BASED INVESTIGATION

### Battle of the Little Bighorn

Art historians have identified about 1,000 paintings and drawings of the Battle of the Little Bighorn. Students can compare the painting and drawing of the Battle of the Little Big Horn by using the slider below the interactive images. To see the full caption, the slider must be moved more than halfway to the left or right.

**Analyze Sources** How are these images different in style and subject matter? Why do you think they differ? *The first image is Western in style and portrays Custer and his soldiers as the focal point making a heroic stand. The second image is based on a traditional Native American style and places more emphasis on the Indians. Each one is viewing the incident from a different perspective, but both are attempting to justify and even glorify their own role in the event.*

In print edition, see images titled Two Views of a Historical Battle.

**Analyze Visuals** How do these paintings show the influences of different cultures? *Western view—Sioux outnumber and surround U.S. soldiers, Custer central focus; Native American view—all combatants on horseback, dead soldiers are maimed*

#### DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

### Battle of the Little Bighorn

Art historians have identified about 1,000 paintings and drawings of the Battle of the Little Bighorn.

## IDENTIFY POINTS OF VIEW

### Memorializing Chief Joseph

**Background** For centuries, most Native Americans relied on spoken language for diplomacy, decision making, and the preservation of their history and culture. As a result, Native Americans developed a strong oral tradition.

1. Have students prepare a class memorial service for Chief Joseph that incorporates the oral tradition of Native Americans.

- Students should create short oral eulogies that praise the life of Chief Joseph. Eulogies might express the point of view of different people from Chief Joseph's life (such as members of the Nez Percé, his family, U.S. soldiers, or army leaders) or the student's point of view.
- Have students hold a class memorial for Chief Joseph at which they present their oral eulogies.

\*Alternative Assessment Handbook, Rubric 24: Oral Presentations

### READING CHECK [DIGITAL]

**Summarize** What was the federal policy toward the Plains Indians in the 1860s and 1870s? *Attempts to move Indians off their land and onto reservations resulted in battles.*

### READING CHECK [PRINT]

**Contrast** How did the Apache resistance differ from that of the Navajo? *Navajo were starved into surrender; Apache offered armed resistance for years.*



## Teach the Main Idea

Continued pressure from white settlement and government legislation brought the Plains Indians' traditional way of life to an end.

**Identify** What was the Ghost Dance? *a religious movement that predicted the return of the buffalo herds and the disappearance of white settlers*

**Evaluate** Why do you think some reformers wanted Native Americans to adopt the ways of white people? *Possible answer: foresaw Plains Indians' dependency on buffalo hunt would eventually come to an end*

## More About . . .

**The Dawes General Allotment Act** This act essentially ended the Native American traditional way of life. First, it officially abolished Native American groups. Also, it called for parceling out reservation land to individuals. Each male head of a family could claim 160 acres as a farm. Unmarried men and women could claim a smaller area. The federal government would hold the land in trust for 25 years, after which the Native Americans would gain full ownership. The act was doomed to fail since it made no provision for training and the equipment necessary for farming. In time, many Native Americans sold their land to white settlers for a fraction of its real value.

## Close Read

**The Monroe Doctrine** Have students explore the Close Read feature to aid in comprehension and understanding.

## ONLINE DOCUMENT-BASED INVESTIGATION

### A Century of Dishonor

Invite students to read this excerpt from *A Century of Dishonor* by Helen Hunt Jackson and answer the associated question.

**Analyze** According to Jackson, what are some different ways the United States has treated Native Americans? *stolen their means of living without repaying them; forced them onto reservations; treated them as foreign countries, wards, or subjects, depending on the government's own interests*

#### HISTORICAL SOURCE

### A Century of Dishonor

Helen Hunt Jackson wrote *A Century of Dishonor* because she was shocked to learn about the long history of mistreatment of Native Americans in the United States. She hoped her book would make

## A Way of Life Ends

By the 1870s many Native Americans lived on reservations, where land was usually not useful for farming or buffalo hunting. Many were starving.

A Paiute Indian named Wovoka began a religious movement, the **Ghost Dance**, that predicted the arrival of paradise for Native Americans. In this paradise, the buffalo herds would return and the settlers would disappear.

U.S. officials did not understand the meaning of the Ghost Dance. They feared it would lead to rebellion, so they tried to end the movement, which had spread to other groups, including the Sioux. After the massacre in 1890 at Wounded Knee, the Ghost Dance movement gradually died out.

In the late 1870s a Paiute Indian named **Sarah Winnemucca** called for reform—particularly of the reservation system. A writer, educator, and interpreter, she toured the country speaking on behalf of Native Americans. Her 1883 autobiography *Life Among the Paiutes* is one of the

#### BIOGRAPHY

### Chief Joseph c. 1840–1904

Chief Joseph became leader of the Nez Percé in 1871. He led his people in an effort to hold onto their homeland and to avoid war with the United States. In 1877, when the U.S. government ordered the Nez Percé to relocate



to a reservation, Chief Joseph at first agreed, but then was forced to flee. He attempted to escape into Canada with about 750 of his people. On a courageous journey across Idaho, Montana, Oregon, and Washington, they defeated pursuing troops who greatly outnumbered them. Traveling with families, and low on supplies, the Nez Percé managed to evade the U.S. Army for four months. Ultimately though, Chief Joseph saw that resistance was futile. Upon his surrender, he gave a speech that has become one of the most famous in American history.

*"I am tired of fighting. Our chiefs are killed. . . . The old men are all dead. . . . It is cold, and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are—perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands I will fight no more forever."*

—Chief Joseph, October 5, 1877

#### Identify Cause and Effect

What brought suffering to Chief Joseph and his people?

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#### BIOGRAPHY

### Chief Joseph

Have students read the biography of Chief Joseph and then answer the associated question.

**Identify Cause and Effect** What brought suffering to Chief Joseph and his people? *the advancement of white settlers onto their homeland and the knowledge that the U.S. government was seeking to relocate them to a reservation*

## ONLINE ANALYZE VISUALS

### Image Compare: Americanization

Have students explore and compare the images using the interactive slider.



Sarah Winnemucca spoke out for the fair treatment of her people.

**Reading Check**  
Summarize  
How did reformers try to influence Native Americans' lives?

practicing their own culture or speaking their own language. Many were separated from their families for years at a time.

**Summary and Preview** In this lesson you read about conflict in the settlement of the West. In the next lesson you will learn more about Great Plains settlers.

### Lesson 3 Assessment

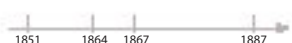
#### Review Ideas, Terms, and People

1. a. **Describe** What animals did Plains Indians depend on, and how did they use those animals?  
b. **Analyze** How did U.S. policy toward the Plains Indians change in the late 1850s?  
c. **Elaborate** Would you have agreed to move to a reservation? Why or why not?
2. a. **Describe** What events led to the Battle of the Little Bighorn?  
b. **Elaborate** Why do you think most Indian groups eventually stopped resisting the United States?
3. a. **Describe** How did the Dawes General Allotment Act affect American Indians?

b. **Predict** What effect do you think the Massacre at Wounded Knee would have on relations between Plains Indians and the United States?

#### Critical Thinking

4. **Sequence** In this lesson you learned about the major events surrounding the loss of land rights of Native Americans. Create a timeline similar to the one below to organize the events in sequence.



most significant accounts of traditional Native American culture. Writer Helen Hunt Jackson published a book in 1881 that pushed for reform of U.S. Indian policy. Titled *A Century of Dishonor*, it described the mistreatment of many Native American groups in an attempt to force the government to establish fairer policies.

Some reformers believed that Native Americans should **assimilate** by giving up traditional ways and adopting the ways of white people. The **Dawes General Allotment Act** of 1887 tried to lessen traditional influences on Indian society by making land ownership private rather than shared. The act also promised—but failed to deliver—U.S. citizenship to Native Americans. After breaking up reservation land, the government sold the acreage remaining. The act took about two-thirds of Indian land.

The U.S. government also sent many Native American children to boarding schools in an effort to “Americanize” them. The children were dressed in European-style clothes, learned English, and often spent part of the day farming or doing other work. They were discouraged from

### READING CHECK

**Evaluate** How did reformers try to influence Native Americans' lives? *Some called for policy reforms and better treatment of Native Americans. Some tried to encourage private ownership of land through the Dawes Act. Some supported “Americanization.”*

## Print Assessment

### Review Ideas, Terms, and People

1. a. **Describe** What animals did Plains Indians depend on, and how did they use those animals? *buffalo—for food, clothing, shelter; horse—to hunt buffalo*  
b. **Analyze** How did U.S. policy toward the Plains Indians change in the late 1850s? *New treaties placed Native Americans on reservations.*  
c. **Elaborate** Would you have agreed to move to a reservation? Why or why not? *Possible answer: No, because the U.S. actions were unfair and illegal.*
2. a. **Describe** What events led to the Battle of the Little Bighorn? *gold found on Black Hills reservation; Lakota Sioux refused to give up land; Custer attacked and was massacred*  
b. **Elaborate** Why do you think most Indian groups eventually stopped resisting the United States? *Possible answer: not enough weapons, soldiers, food, or shelter to continue*
3. a. **Describe** How did the Dawes General Allotment Act affect American Indians? *It led to greater loss of Native American land. It also forced Native Americans to assimilate by adopting white attitudes about land ownership.*  
b. **Predict** What effect do you think the Massacre at Wounded Knee would have on relations between Plains Indians and the United States? *Possible answer: distrust, fear*

### Critical Thinking

4. **Sequence** In this lesson you learned about the major events surrounding the loss of land rights of Native Americans. Create a timeline to organize the events in sequence. *battles and treaties of the Indian Wars; also—1864, the Long Walk; 1870s, Ghost Dance; 1886, surrender of Geronimo; 1887, Dawes General Allotment Act*

## COLLABORATIVE LEARNING

### Group Discussion

1. Discuss with students the concept of assimilation. Ensure that they understand the meaning of the term: to make alike or similar; to become absorbed into or part of.
2. Organize students into several small groups and have group members discuss the following questions: What do you think is lost and gained when a person from one culture is assimilated into another? Do you think that Native Americans lost or gained more as a result of the program of assimilation in the late 1800s? Have a member of each group act as note-taker and write down the results of the discussion.

3. Call on a volunteer from each group to read and explain their answers to the two questions. Use these presentations as a starting point for a class discussion on the advisability of forced assimilation.

\*Alternative Assessment Handbook, Rubric 11: Discussions

## Online Assessment

1. Which of these statements describes the Plains Indians correctly?
- ☐ They used agriculture to provide their food, clothing, and tools.
  - ☐ They had moved onto reservations by the time settlers moved west.

☒ They spoke different languages but were able to communicate through sign language.

☐ They were made up of several groups with different lifestyles but practiced the same religion.

**Alternate Question** Select the term from the drop-down list to complete the sentence correctly.

After the introduction of horses to the Great Plains by the Spanish in the 1500s, the Plains Indians came to depend on  for food, shelter, and clothing.

2. Which of these describes the Massacre at Wounded Knee?
- ☐ the Sioux's last major victory

☒ the last major incident of the wars on the Great Plains

☐ the battle where Geronimo surrendered

☐ the worst defeat suffered by the U.S. Army on the Great Plains

**Alternate Question** Select the response from the drop-down list to complete the sentence correctly.

In 1876, General Custer suffered the worst defeat of the U.S. Army on the Great Plains at the  against Sioux forces led by Crazy Horse and Sitting Bull.

3. How did the Dawes General Allotment Act attempt to end traditional influences on Native American society?
- ☐ by forcing Native American children to attend special schools

☒ by dividing reservation lands into individually owned plots

☐ by requiring Native Americans to become U.S. citizens

☐ by turning reservation land into publicly held farms

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In the book *A Century of Dishonor*,  called for better government policies towards Native Americans.

4. **Compare and Contrast** How did settlers, miners, and Native Americans use the land differently on the Great Plains?

*Settlers farmed and ranched. Miners looked for gold. Native Americans hunted buffalo.*

5. **Compare and Contrast** How did different Native American groups resist the arrival of settlers in the West?

*The Sioux and Apache fought the U.S. Army in several battles over a number of years. The Navajo and Nez Perce refused to move onto reservations.*

6. **Make Inferences** Why would some reformers have wanted Native Americans on the Great Plains to give up their traditional customs?

*The reformers thought that the Plains Indians' dependency on the buffalo hunt would come to an end eventually.*

# Additional Lesson Content

COLLABORATIVE LEARNING

**The Plains Indians Today**

1. Invite students to investigate modern Plains Indian groups and present their findings to the class.
2. Have students list questions they'd like to research, such as ways group members promote their culture or challenges they face today.
3. Assign pairs or small groups to research one of the Plains Indian groups (Sioux, Apache, Comanche, Crow, among others). Each group should create a poster, booklet, or PowerPoint slides to present their findings to the class.

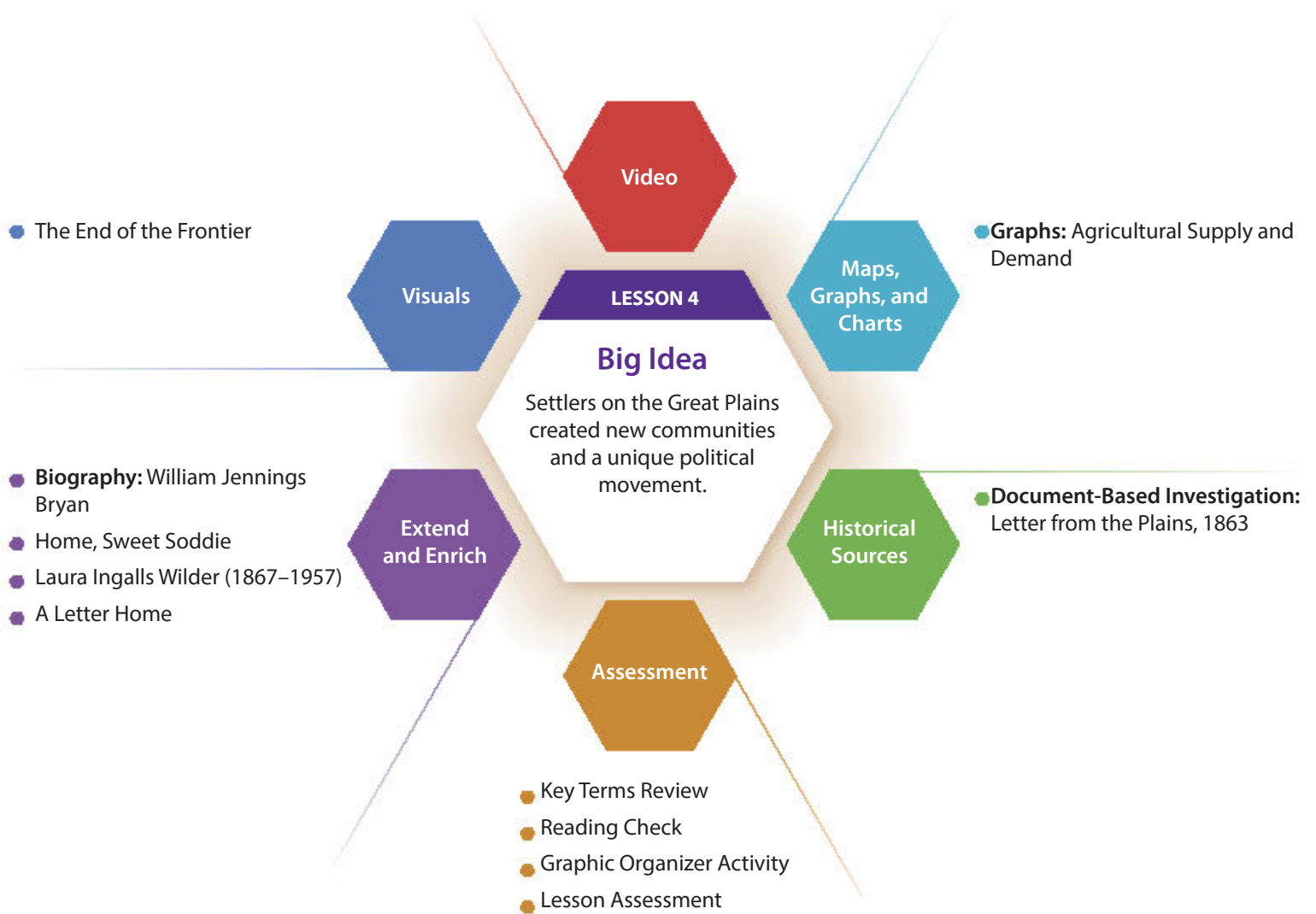
4. After each group has presented, allow time for students to compare their results and provide constructive feedback on each presentation.

\*Alternative Assessment Handbook, Rubric 29: Presentations





# Farming and Populism



## Online Lesson 4 Enrichment Activities

### Home, Sweet Soddie

**Art Activity** Students learn more about the soddies of the Great Plains and then draw a floor plan for their own sod house.



### A Letter Home

**Writing Activity** Students imagine they are Irish immigrants who had worked on building the transcontinental railroad and now plan to become farmers on the Great Plains. In that role, they will write letters about life on the Great Plains as a way of learning more about settling the West.

### Laura Ingalls Wilder (1867–1957)

**Biography** Students read about the life and times of the author of the *Little House* books. Then they consider the changes that Laura Ingalls Wilder experienced in her life and how her stories might have changed as time passed.



# Teach the Big Idea

## 1. Whole Class Open/Introduction

If **YOU** Were There . . .

**Would you decide to become a homesteader?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider the PROS:** railroads have made this move a possibility; free land would allow you to begin an exciting new life; you would learn new skills and learn about the West

**Consider the CONS:** a single person may not be able to manage the work; you would be alone for the first time in your life; there would be no one you know to help if things go badly

- 2. Direct Teach** Introduce the Big Idea: *Settlers on the Great Plains created new communities and a unique political movement.* Discuss the events that signaled the end of the western frontier.
- 3. Practice/Assess/Inquire** Create a chart, titled *Farmers on the Great Plains*, with three columns headed *Reasons for Moving*, *Challenges of Farming*, and *Political Challenges*, for students to see. Have students identify facts for each topic.
- 4. Explore (Collaborative Exploration)** As you review the lesson, have students help you fill in the chart with the appropriate information.
- 5. Whole Group Close/Reflect** Ask students to create a poster to encourage individuals and families to move west.

\*Alternative Assessment Handbook, Rubric 7: Charts; Rubric 28: Posters

## ▶ ONLINE DOCUMENT-BASED INVESTIGATION

### Westward Expansion

Letter from the Plains, 1863, is the last of four document-based investigations that students will analyze in the Westward Expansion Module. In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa. Students can activate the audio button beneath the historical source to hear the letter read aloud.

DOCUMENT-BASED INVESTIGATION | HISTORICAL SOURCE

#### Letter from the Plains, 1863

In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa.

## Farming and Populism

If **YOU** were there . . .

You are a female schoolteacher in Wisconsin in 1880. You live and teach in a small town, but you grew up on a farm and are used to hard work. Now you are thinking about moving West to claim free land from the government. You could teach in a school there, too. You think it would be an exciting adventure, but your family is horrified that a single woman would move West on her own.

**Would you decide to become a homesteader?**

### New Lives on the Plains

In 1862 Congress passed two important land grant acts that helped open the West to settlers. The **Homestead Act** gave government-owned land to small farmers. Any adult who was a U.S. citizen or planned to become one could receive 160 acres of land. In exchange, homesteaders promised to live on the land for five years. The **Morrill Act** granted more than 17 million acres of federal land to the states. The act required each state to sell this land and to use the money to build colleges to teach agriculture and engineering.

Pioneers like this family often lived in houses made of sod because there were few trees for lumber on the Plains.



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## COLLABORATIVE LEARNING

### Write a Position Paper on Government Policy

- Tell students to think about ways governments today can influence where people settle and live. Possibilities include immigration policy and tax subsidies to encourage people to buy homes or renovate houses in economically depressed areas.
- Organize the class into several groups, assigning each group one of the brainstormed topics. Then have each group prepare a short position paper on the government policy, either supporting it or opposing it.
- Have each group present its position paper to the class. Discuss issues raised by the papers.

\*Alternative Assessment, Rubric 37: Writing Assignments



This family of African Americans moved to the West in order to build new lives after the Civil War.

**Settling the Plains** People from all over the country moved West. Many farming families moved from areas where farmland was becoming scarce or expensive, such as New England. Many single women moved West. The Homestead Act granted land to unmarried women, which was unusual for the time.

In the late 1870s, large numbers of African Americans began to move West. Some fled the South because of violence and repression. The end of Reconstruction in 1877 led to harsh new segregation laws. Also, the withdrawal of federal troops left African Americans unprotected from attacks by such groups as the Ku Klux Klan. Benjamin “Pap” Singleton, a former slave from Tennessee, inspired others. Born in Nashville in 1809, Singleton fled slavery several times. Eventually he got to the North and settled in Detroit. There, he helped runaway slaves escape to Canada. After the Civil War, he returned to Tennessee. He wanted to help freed African Americans buy farmland. However, white landowners refused to sell. So he urged African Americans to leave the South and build their own communities in Kansas and elsewhere in the West.

By 1879 some 20,000 southern African Americans had moved to Kansas. Many others settled in Missouri, Indiana, and Illinois. These African American migrants were known as **Exodusters** because they had made a mass exodus, or departure, from the South.

The promise of free land also drew thousands of Europeans to the West. Scandinavians from Norway, Sweden, Denmark, and Finland came to the northern Great Plains in the 1870s. Many Irish who had helped to build the railroads decided to settle on the Plains. Russians also came to the Plains, bringing with them their experience of farming on the vast steppes, or grasslands, of their homeland. Germans and Czechs created many small farming communities on the Plains, especially in Texas.

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## Teach the Main Idea

Many Americans started new lives on farms on the Great Plains.

**Recall** How did the Homestead Act and the Morrill Act open up the West? *land grants to small farmers; land for states to sell to build colleges*

**Summarize** What were some of the challenges of farming on the Plains? *extreme weather, tough sod*

**Make Inferences** Why did the Plains farmers give up on crops such as corn? *not enough water on the Plains*

## More About . . .

**Blizzards on the Plains** Winter weather was said to be particularly harrowing on the Great Plains. Blizzard winds carried fine ice particles through the air with such force that no animal or person could stand to be exposed to the wind for very long. When these storms hit, settlers placed ropes along the perimeters of their houses to serve as guides to keep them from getting lost and freezing to death in the blinding snow and extreme cold.

**1874 Locust Plague** In 1874 a locust plague hit the Great Plains, blocking out the sun. The pests devoured not only crops but also the wool off live sheep and the clothes off people’s backs!

## ONLINE GRAPHIC ORGANIZER

### Farming and Populism

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Understand Cause and Effect** Create a chronology of five causes and events that describes the settling and the closing of the frontier. *Students’ chronologies will differ but should include a description of five events discussed in the lesson and each one’s causes.*

## ONLINE LESSON FLIP CARDS

### Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson’s key terms and people: **Homestead Act, Morrill Act, Exodusters, sodbusters, dry farming, Annie Bidwell, National Grange, deflation, William Jennings Bryan, Populist Party.**

## STRUGGLING READERS

### Make a Two-Column Table

1. To help students identify the groups that settled the Great Plains and why they moved there, draw a two-column table with the headings *Groups* and *Reasons for Moving*.
2. Have students copy and complete the table. Then review the answers as a class.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

## COLLABORATIVE LEARNING

### Daily Life on the Plains Mural

1. Organize students into small groups and review with them the information in *Farming the Plains*.
2. Have each group create a mural depicting a day in the life of a settler and how settlers adapted to their environment.
3. Display students’ murals in the classroom and ask each group to explain the activities it has depicted in its mural.

\*Alternative Assessment Handbook, Rubric 3: Artwork; Rubric 14: Group Activity



## ONLINE DOCUMENT-BASED INVESTIGATION

### Letter from the Plains, 1863

In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa. Students can activate the audio button beneath the historical source to hear the letter read aloud.

**Analyze Sources** What might be some of the differences between Norway and Svendsen's new home in Iowa? *Possible answer: She likely found the weather to be hotter and stormier in Iowa.*

#### DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

##### Letter from the Plains, 1863

In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa.

"I remember I used to wonder when I heard that it would be impossible to keep the milk here as we did at home. Now I have learned that it is indeed impossible because of the heat here in the summertime . . . It's difficult, too, to preserve the butter. One must pour brine [salt water] over it or salt it.

The thunderstorms are so violent that one might think it was the end of the world . . . Quite often the lightning strikes down both cattle and people, damages property, and splinters sturdy oak trees into many pieces."

#### READING CHECK

**Compare and Contrast** How were settlers' lives alike and different from their lives in the East? *Alike—farming was important, established schools and churches; Different—extreme weather, different crops, difficult conditions*

#### Historical Source

##### Letter from the Plains, 1863

In a letter to her family in Norway, immigrant Gro Svendsen describes her new life as a farmer on the plains of Iowa.

##### Analyze Historical Sources

What might be some of the differences between Norway and Svendsen's new home in Iowa?

"I remember I used to wonder when I heard that it would be impossible to keep the milk here as we did at home. Now I have learned that it is indeed impossible because of the heat here in the summertime . . . It's difficult, too, to preserve the butter. One must pour brine [salt water] over it or salt it.

The thunderstorms are so violent that one might think it was the end of the world . . . Quite often the lightning strikes down both cattle and people, damages property, and splinters sturdy oak trees into many pieces."

—quoted in *Frontier Mother: The Letters of Gro Svendsen*



Laura Ingalls Wilder (right) wrote the *Little House on the Prairie* series based on her childhood in a settler family.

**Academic Vocabulary**  
facilitate to make easier

**Farming the Plains** Plains farmers had many unique challenges. The seasons were extreme. Weather could be harsh. Also, the root-filled sod, or dirt, beneath the Plains grass was very tough. The hard work of breaking up the sod earned Plains farmers the nickname **sodbusters**.

In the 1890s western Plains farmers began **dry farming**, a new method of farming that shifted the focus away from water-dependent crops such as corn. Instead, farmers grew more hardy crops like red wheat. In addition, new inventions helped Plains farmers meet some of the challenges of frontier life. A steel plow invented by John Deere in 1837 and improved upon by James Oliver in 1868 sliced through the tough sod of the prairie. Windmills adapted to the Plains pumped water from deep wells to the surface. Barbed wire allowed farmers to fence in land and livestock. Reapers made the harvesting of crops much easier, and threshers helped farmers to separate grain or seed from straw.

These inventions also made farm work more efficient. During the late 1800s, farmers greatly increased their crop production. They shipped their harvest east by train. From there, crops were shipped overseas. The Great Plains soon became known as the breadbasket of the world.

**Building Communities** Women were an important force in the settlement of the frontier. They joined in the hard work of farming and ranching and helped build communities out of the widely spaced farms and small towns. Their role in founding communities **facilitated** a strong voice in public affairs. Wyoming women, for example, were granted the vote in the new state's constitution, which was approved in 1869. **Annie Bidwell**, one of the founders of Chico, California, used her influence to support a variety of moral and social causes such as women's suffrage and temperance.

**Reading Check**  
Compare and Contrast How were settlers' lives alike and different from their lives in the East?

Many early settlers found life on their remote farms to be extremely difficult. Farmers formed communities so that they could assist one another in times of need. One of the first things that many pioneer communities did was establish a local church and school.

Children helped with many chores around the farm. Author Laura Ingalls Wilder was one of four children in a pioneer family. Wilder's books about settlers' lives on the prairie are still popular today.

### Farmers' Political Groups

From 1860 to 1900, the U.S. population more than doubled. To feed this growing population, the number of farms tripled. With modern machines, farmers in 1900 could harvest a bushel of wheat almost 20 times faster than they could in 1830.

**Farm Incomes Fall** The combination of more farms and greater productivity, however, led to overproduction. Overproduction resulted in lower prices for crops. As their incomes decreased, many farmers found it difficult to pay bills. Farmers who could not make their mortgage payments lost their farms and homes. Many of these homeless farmers became tenant farmers who worked land owned by others. By 1880 one-fourth of all farms were rented by tenants, and the number continued to grow.

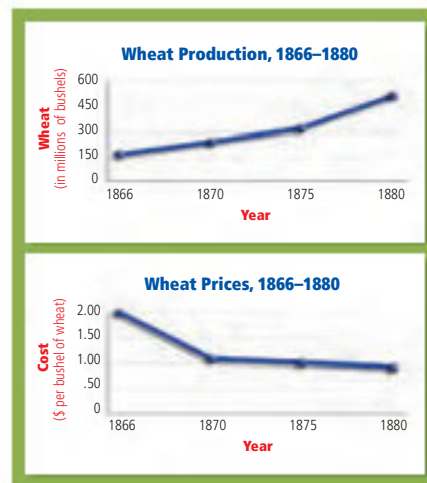
**The National Grange** Many farmers blamed businesspeople—wholesalers, brokers, grain buyers, and especially railroad owners—for making money at their expense. As economic conditions worsened, farmers began to follow the example of other workers. They formed associations to protect and help their interests.

**Explore ONLINE!**

#### Agricultural Supply and Demand

**Connect to Economics** The amount of goods available for sale is the supply. The willingness and ability of consumers to buy goods is called demand. The law of supply and demand says that when supply increases or demand decreases, prices fall. By contrast, when supply decreases or demand rises, prices rise.

What happened to the price of wheat as the supply increased?



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## Teach the Main Idea

Economic challenges led to the creation of farmers' political groups.

**Finding Main Ideas** Why did farm incomes fall?

*Overproduction led to falling crop prices.*

**Identify** What is the National Grange? *a social and educational organization for farmers*

**Make Judgments** What did the 1896 election results say about Americans' view on the free silver debate? *Possible answers: most opposed to it; not a big enough concern for majority to choose Bryan*

### More About . . .

**The National Grange** The National Grange, the nation's oldest national agricultural organization, is still in existence today and has approximately 300,000 members nationwide. Instead of focusing mainly on agriculture, the organization now aids persons in rural communities. Some of the issues that the organization deals with today are rural highways and infrastructure, rural schools, regional dairy compacts, and the preservation of farmland.

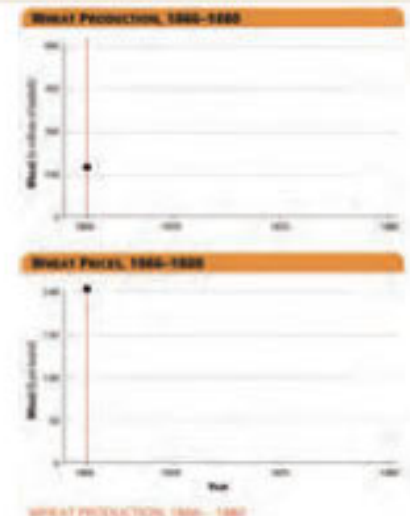
**Connect to Economics: Inflation** Supporters of the Free Silver movement, including many Plains farmers, were essentially demanding inflationary money. When the supply of circulating currency rises beyond the needs of trade, the oversupply of currency leads to a general increase in the price of goods and services. Inflation can stimulate businesses and help wages rise, but the increase in wages often does not make up for the increase in the prices.

### ONLINE INTERACTIVE GRAPHS

#### Agricultural Supply and Demand

Have students explore the interactive graphs and answer the associated question.

**Interpret Graphs** What happened to the price of wheat as the supply increased? *It decreased.*



Westward Expansion 381

### FINDING MAIN IDEAS

#### Letters to Congress

1. Ask students to imagine that they are Plains farmers living during the late 1800s.
2. Review with students some of the economic and political challenges farmers faced during this period.
3. Next, ask students to imagine that they have been asked to lead a local group of farmers campaigning for political and economic change. Have each student write a letter to Congress listing the group's goals that they would like politicians to address.

4. Ask for volunteers to read some of their goals to the class.

\*Alternative Assessment Handbook, Rubric 43: Writing to Persuade

## BIOGRAPHY

### William Jennings Bryan

Have students read the biography of William Jennings Bryan and then answer the associated question.

**Make Inferences** Why was Bryan's support of Populist ideas important? *His speech supporting Populist ideas earned him a presidential nomination.*



## READING CHECK

**Summarize** Why did farmers, laborers, and reformers join to form the Populist Party? *They hoped to gain power and make changes to benefit common interests.*



After the founding of the National Grange, other groups, including the Farmers' Alliance, formed to advance the interests of farmers.

One such organization was founded by Oliver Hudson Kelley, who toured the South in 1866 for the U.S. Department of Agriculture. Kelley saw firsthand how the country's farmers suffered. Afterward, Kelley and several government clerks formed the National Grange of the Patrons of Husbandry in 1867. The **National Grange** was a social and educational organization for farmers. (*Grange* is an old word for "granary.") Local chapters were quickly founded, and membership grew rapidly.

The Grange campaigned for political candidates who supported farmers' goals. The organization also called for laws that regulated rates charged by railroads. The U.S. Supreme Court ruled in 1877 that the government could regulate railroads because they affected the public interest. In 1886 the Court said that the federal government could only regulate companies doing business across state lines. Rate regulation for railroad lines within states fell to the state governments.

In February 1887 Congress passed the Interstate Commerce Act, providing national regulations over trade between states and creating the Interstate Commerce Commission to ensure fair railroad rates. However, the commission lacked power to enforce its regulations.

**Free Silver Debate** Money issues also caused problems for farmers. Many farmers hoped that help would come from new laws affecting the money supply.

Since 1873 the United States had been on the gold standard, meaning that all paper money had to be backed by gold in the treasury. As a result, the money supply grew more slowly than the nation's population and led to **deflation**—a decrease in the money supply and overall lower prices. One solution was to allow the unlimited coining of silver and to back paper currency with silver. This was the position of those in the Free Silver movement.

During the late 1870s, there was a great deal of support for the Free Silver movement. Many farmers began backing political candidates who favored free silver coinage. One such candidate was **William Jennings Bryan** of Nebraska.

The two major political parties, however, largely ignored the money issue. After the election of 1888, the Republican-controlled Congress passed the Sherman Silver Purchase Act. The act increased the amount of silver purchased for coinage. However, this did not help farmers as much as they had hoped.

**Populist Party** To have greater power, many farmers organized to elect candidates who would help them. These political organizations became known as the Farmers' Alliances.

In the 1890 elections the Alliances were a strong political force. State and local wins raised farmers' political hopes. At a conference in Cincinnati, Ohio, in 1891, Alliance leaders met with labor and reform groups. Then, at a convention in St. Louis in February 1892, the Alliances formed a new national political party.

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## COLLABORATIVE LEARNING

### 1896 Presidential Debate

1. Organize the class into two groups to conduct a debate. Have one group represent the supporters of William Jennings Bryan and the other represent supporters of William McKinley.
2. Have students divide and delegate responsibilities so that some students conduct research, others write speeches, and some prepare debate points and rules for debate. Each group will nominate one person to act as the presidential candidate. Then stage a mock presidential debate.

3. At the end of the debate, have students vote for one of the candidates. Discuss with students the reasons their election results were the same as or different from the historical results.

\*Alternative Assessment Handbook, Rubric 10: Debate; Rubric 30: Research

### William Jennings Bryan

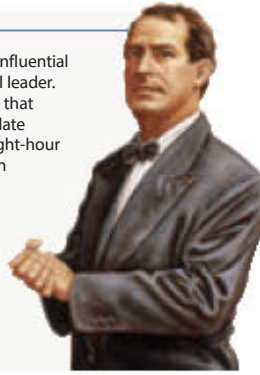
1860–1925

William Jennings Bryan was born in Illinois but moved to Nebraska when he finished law school. He was elected Nebraska's first Democratic Congress member in 1890. Through his political campaigns and work as a newspaper editor, he became one of the best-known supporters of Populist ideas. After a dramatic speech at the 1896 Democratic National Convention, Bryan was nominated for the presidency. He was the youngest presidential candidate up to that time. Although he lost the election, he

continued to be an influential speaker and political leader. Many of the reforms that he fought for in the late 1800s, such as an eight-hour workday and woman suffrage, later became law.

#### Make Inferences

Why was Bryan's support of Populist ideas important?



The new party was called the **Populist Party**, and it called for the government to own railroads and telephone and telegraph systems. It also favored the "free and unlimited coinage of silver." To gain the votes of workers, the Populists backed an eight-hour workday and limits on immigration.

The concerns of the Populists were soon put in the national spotlight. During the Panic of 1893, the U.S. economy experienced a crisis that some critics blamed on the shortage of gold. The failure of several major railroad companies also contributed to the economic problems.

The Panic of 1893 led more people to back the Populist call for economic reform. In 1896 the Republicans nominated William McKinley for president. McKinley was firmly against free coinage of silver. The Democrats nominated William Jennings Bryan, a strong supporter of the Free Silver movement.

The Populists had to decide between running their own candidate, and thus splitting the silver vote, or supporting Bryan. They decided to support Bryan. The Republicans had a well-financed campaign, and they won the election. McKinley's victory in 1896 marked the end of both the Populist Party and the Farmers' Alliances.

### End of the Frontier

By 1870 only small portions of the Great Plains remained unsettled. For most of the next two decades, this land remained open range.

In March 1889, government officials announced that homesteaders could file claims on land in what is now the state of Oklahoma. This land had belonged to Creek and Seminole Indians. Within a month, about 50,000 people rushed to Oklahoma to stake their claims.

In all, settlers claimed more than 11 million acres of former Indian land in the famous Oklahoma land rush. This huge wave of pioneers was the

**Reading Check**  
Summarize Why did farmers, laborers, and reformers join to form the Populist Party?

## Teach the Main Idea

By the 1890s the rapid changes and growth of the western frontier had stabilized.

**Recall** To whom did the land claimed by homesteaders in the Oklahoma land rush previously belong? *Creek and Seminole Indians*

**Evaluate** Why do you think so many people rushed to Oklahoma to claim land? *Possible answer: It was one of the last remaining places in the United States open for settlement.*

### More About . . .

**Oklahoma Land Rush** Between 1889 and 1895, five land rushes brought thousands of new settlers to Oklahoma. The largest land rush occurred in 1893. On September 16 of that year, some 100,000 settlers claimed 7 million acres of land in an area of northern Oklahoma known as the Cherokee Outlet.

### ONLINE INTERACTIVE VISUALS

#### Image with Text Slider: The End of the Frontier

Have students explore the image by revealing additional information using the interactive slider.



## ANALYZE INFORMATION

### Land Rush Political Cartoons

1. Discuss the text on the Oklahoma land rush with students. Then organize students into small groups and have groups draw up lists of reasons to give the land to settlers and reasons not to give the land away. (Assist groups by mentioning the following: Reasons to give the land to settlers—to spur development; to encourage farming. Reasons not to give away land—it belonged to Native Americans.)

2. Have groups evaluate their lists and decide which position they support.
3. Have each group member create a political cartoon supporting his or her position on the land rush.
4. Ask for volunteers to display and explain their cartoons to the class.

\*Alternative Assessment Handbook, Rubric 14: Group Activity; Rubric 27: Political Cartoons



## READING CHECK

**Find Main Ideas** What event signaled the closing of the frontier? *Oklahoma land rush, statement by Census Bureau*

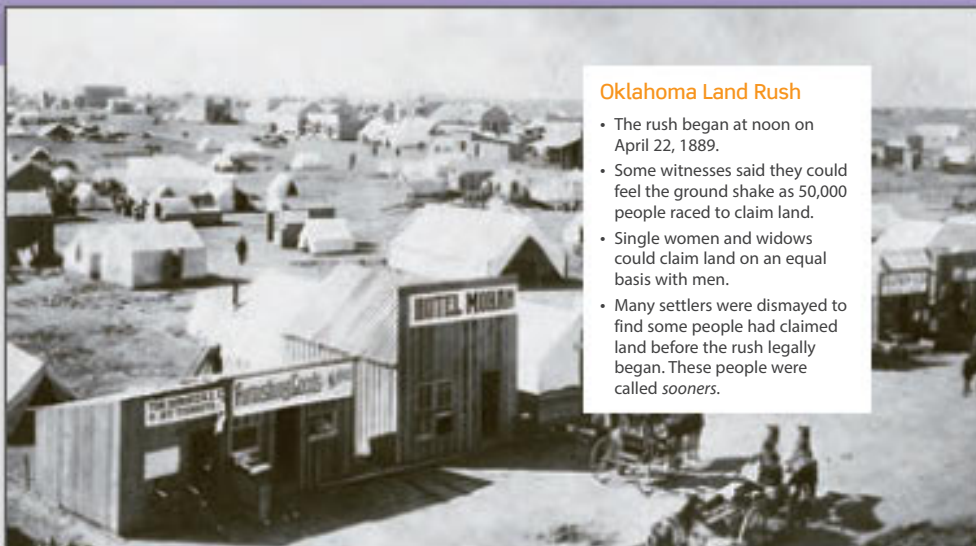
## Print Assessment

### Review Ideas, Terms, and People

- Describe** What groups settled in the Great Plains? *farming families, single women, Exodusters, immigrants*
  - Explain** How did the U.S. government make lands available to western settlers? *Homestead and Morrill acts*
  - Elaborate** Would you have chosen to settle on the frontier? Why or why not? *Possible answers: no, too dangerous, risky; yes, good opportunities*
- Recall** What was the goal of the National Grange? *economic, social, and educational improvements for farmers*
  - Make Inferences** Why did the Populist Party want the government to own railroads and telegraph and telephone systems? *to help control prices*
  - Evaluate** Do you think farmers were successful in bringing about economic and political change? Explain. *Possible answer: yes, Interstate Commerce Act ensured fair rates*
- Recall** What was the Oklahoma land rush? *50,000 people rushed to Oklahoma to stake claims on newly opened territory.*
  - Explain** Why did the frontier cease to exist in the United States? *Americans had settled all frontier land and what was left of the open range.*

### Critical Thinking

- Compare and Contrast** In this lesson you learned about the reasons for the rise of populism in the United States. Create a table to explain why Populists sought the changes they did. *ownership of railroads, telephone/telegraph systems—to ensure fair rates for these services; free coinage of silver—to combat deflation; eight-hour workday and limits on immigration—to gain the votes of workers*



Guthrie, Oklahoma

**Reading Check**  
Find Main Ideas  
What event signaled the closing of the frontier?

last chapter of the westward movement. From the time it began gathering information, the U.S. Census Bureau had mapped a “frontier line” along the edge of western population. The 1890 census showed that more than 20 million people lived between the Mississippi River and the Pacific coast. “There can hardly be said to be a frontier line,” a Bureau report stated. The disappearance of the “line” is considered the closing of the frontier.

**Summary and Preview** In this lesson you read about the challenges settlers in the West faced. Despite these difficulties, the promise of open land and a fresh start continued to lure Americans westward.

### Lesson 4 Assessment

#### Review Ideas, Terms, and People

- Describe** What groups settled in the Great Plains?
  - Explain** How did the U.S. government make lands available to western settlers?
  - Elaborate** Would you have chosen to settle on the frontier? Why or why not?
- Recall** What was the goal of the National Grange?
  - Make Inferences** Why did the Populist Party want the government to own railroads and telegraph and telephone systems?
  - Evaluate** Do you think farmers were successful in bringing about economic and political change? Explain.

- Recall** What was the Oklahoma land rush?

- Explain** Why did the frontier cease to exist in the United States?

#### Critical Thinking

- Compare and Contrast** In this lesson you learned about the reasons for the rise of populism in the United States. Create a table similar to the one below to explain why Populists sought the changes they did.

Change sought	Reason why



## Online Assessment

1. How did the Homestead Act of 1862 help to settle the West?
  - ☐ The law granted free land to companies to finance railroad construction.
  - ☐ The law persuaded settlers to buy as much western land as possible.

- ☒ The law encouraged settlers to move west by offering free land.
- ☐ The law sold discounted land to cattle ranchers.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Following Reconstruction,  left the South to escape harsh segregation laws and settled on the Great Plains.

2. How did the National Grange attempt to help farmers?
  - ☒ It called for increased regulation of railroad rates.
  - ☐ It promoted improvements in farming equipment.
  - ☐ It called for the unlimited coining of silver.
  - ☐ It promoted an eight-hour workday.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

During the late 1800s, many farmers saw their incomes fall due to  that resulted in lower crop prices.

3. What was the central claim of historian Frederick Jackson Turner's frontier thesis?
  - ☐ The American doctrine of manifest destiny inspired settlers to live and thrive on the frontier.
  - ☐ The frontier was now closed, as shown by people living in nearly every part of the United States.
  - ☒ The American values of independence, ingenuity, and self-reliance allowed for the settlement of the frontier.
  - ☐ The frontier was now closed, as shown by so many people living between the Mississippi River and the Pacific Ocean.

**Alternate Question** Select the answer choice from the drop-down box to complete the sentence correctly.

Frederick Jackson Turner's  claimed that the character of the United States was determined by the values exhibited by western settlers.

4. **Draw Conclusions** Why did so many farmers on the Great Plains stop growing crops such as corn?

*The Great Plains did not receive enough rainfall to grow crops such as corn, and there were not enough water wells available to overcome that lack of rainfall. Crops such as corn require a significant amount of water to grow well.*

5. **Draw Conclusions** Based on the results of the 1896 election, what can be concluded about how most voters viewed the free silver debate?

*The issue of free silver was not important enough to most voters to choose William Jennings Bryan as president.*

6. **Find Main Ideas** Why did so many settlers rush to Oklahoma to claim land in 1889?

*It was some of the last remaining land open for settlement.*



# Social Studies Skills

## Compare Migration Maps

### Define the Skill

One of the best ways of using geography to learn history is by comparing maps. This skill allows you to see changes over time. It also helps you see relationships between one factor, such as population growth, and another factor, such as transportation routes or economic activities in an area.

### Learn the Skill

Follow these steps to compare information on maps.

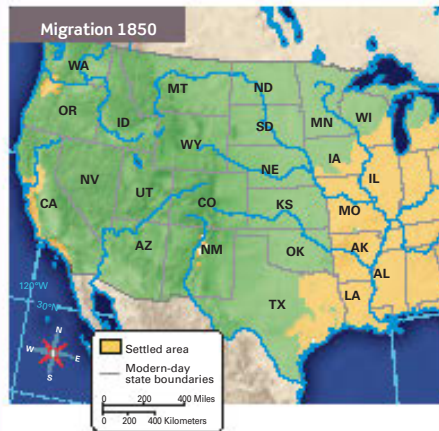
1. Apply basic map skills by reading the title and studying the legend and symbols for each map.
2. Note the date of each map and the area it covers. Maps compared for changes over time should include the same areas. Those used to look for relationships should have similar dates.
3. Note similarities or differences. Closely examine and compare each map's patterns and symbols.
4. Apply critical thinking skills. Make generalizations and draw conclusions about the relationships you find.

### Practice the Skill

Use the maps below to answer the following questions.

1. What present-day state was unsettled by Americans in 1850 and almost completely settled in 1890?
2. Which other two present-day states show the most settlement by Americans from 1850 to 1890?

3. Why do you think the West coast was settled before the interior of the United States?
4. According to the maps, how might rivers have shaped the settlement of the West?



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# Social Studies Skills

## Compare Migration Maps

Give students a set amount of time to compare the 1850 and 1890 maps and list all the similarities and differences they can detect between the two. When time is up, ask for volunteers to share some of the similarities and differences they listed. As needed, correct students' interpretation. List the similarities and differences for students to see and discuss them. Then have each student write a few sentences summarizing U.S. migration and settlement from 1850 to 1890. Ask for volunteers to read their summaries to the class.

1. What present-day state was unsettled by Americans in 1850 and almost completely settled in 1890? *Kansas*
2. Which other two present-day states show the most settlement by Americans from 1850 to 1890? *California and Nebraska*
3. Why do you think the West Coast was settled before the interior of the United States? *People arrived on the coast by ship and settled there first. Geographic features, such as mountains and desert, slowed migration and settlement inland.*
4. According to the maps, how might rivers have shaped the settlement of the West? *The maps show that people settled along or near rivers.*

## Print Assessment

### Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. In 1803 Congress approved the \_\_\_\_\_, which added former French territory in the West to the United States.  
*Louisiana Purchase*
2. Members of the Church of Jesus Christ of Latter-day Saints were known as \_\_\_\_\_. *Mormons*
3. \_\_\_\_\_ were fur traders and trappers who lived west of the Rocky Mountains and in the Pacific Northwest.  
*Mountain men*
4. The \_\_\_\_\_ Trail, which ran from Missouri to New Mexico, was an important route for trade between American and Mexican merchants. *Santa Fe*
5. \_\_\_\_\_ lead the 7th Cavalry in the Battle of the Little Bighorn. *George Armstrong Custer*
6. The \_\_\_\_\_ gave government-owned land to small farmers. In return the farmers had to live on the land for at least five years. *Homestead Act*
7. A Paiute Indian named \_\_\_\_\_ worked hard to reform the reservation system. *Sarah Winnemucca*
8. The \_\_\_\_\_ Trail was one of the most popular routes for cattle drives. *Chisholm*
9. The huge deposit of gold and silver found in Nevada in 1859 was known as the \_\_\_\_\_. *Comstock Lode*
10. Formed in 1867, the \_\_\_\_\_ was a social and educational organization for farmers. *National Grange*

### Comprehension and Critical Thinking

#### LESSON 1

11. a. **Identify** Which routes did settlers use to move into the land west of the Appalachians? *Wilderness Road, Natchez Trace*
- b. **Draw Conclusions** What are three ways in which the United States benefited from the Louisiana Purchase? *gained a large increase in territory, new resources, land for farming and livestock, and control of New Orleans*
- c. **Evaluate** Do you think that Napoléon made a wise decision when he sold Louisiana to the United States? Explain your answer. *Possible answers: Yes, he needed to focus on Europe; No, New Orleans was a major port city, and the Louisiana Territory held potential resources.*

## Module 11 Assessment

### Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. In 1803 Congress approved the \_\_\_\_\_, which added former French territory in the West to the United States.
2. Members of the Church of Jesus Christ of Latter-day Saints were known as \_\_\_\_\_.
3. \_\_\_\_\_ were fur traders and trappers who lived west of the Rocky Mountains and in the Pacific Northwest.
4. The \_\_\_\_\_ Trail, which ran from Missouri to New Mexico, was an important route for trade between American and Mexican merchants.
5. \_\_\_\_\_ lead the 7th Cavalry in the Battle of the Little Bighorn.
6. The \_\_\_\_\_ gave government-owned land to small farmers. In return the farmers had to live on the land for at least five years.
7. A Paiute Indian named \_\_\_\_\_ worked hard to reform the reservation system.
8. The \_\_\_\_\_ Trail was one of the most popular routes for cattle drives.
9. The huge deposit of gold and silver found in Nevada in 1859 was known as the \_\_\_\_\_.
10. Formed in 1867, the \_\_\_\_\_ was a social and educational organization for farmers.

### Comprehension and Critical Thinking

#### Lesson 1

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#### Lesson 2

12. a. **Recall** Why were many Americans eager to move to the western frontier?
- b. **Analyze** How did railroads and ranching change the landscape of the West?
- c. **Elaborate** In your opinion, which made the greatest changes to the

West—mining, ranching, or railroads? Explain your answer.

#### Lesson 3

13. a. **Describe** What was life like for the Plains Indians before and after the arrival of large numbers of American settlers?
- b. **Draw Conclusions** Why did the spread of the Ghost Dance movement cause concern for U.S. officials?
- c. **Elaborate** What do you think about the reservation system established by the United States?

#### Lesson 4

14. a. **Identify** What political organizations did western farmers create? Why did farmers create these organizations?
- b. **Analyze** How did women participate in the settling of the American frontier?
- c. **Predict** How might the end of the frontier in the United States affect the nation?

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### ONLINE DOCUMENT-BASED INVESTIGATION

#### Westward Expansion

Have students complete and review all of the DBI activities in **Part 1**.

Use this Compare/Contrast Essay Rubric to score students' work in **Part 2**.

**RUBRIC** Students' essays should:

- identify similarities and differences appropriate to the topic
- attempt comparisons from parallel categories of items
- cite at least three sources of appropriate text evidence from Part 1 in support of their comparisons
- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

#### Write a Compare and Contrast Essay

Almost as soon as settlement began, the West became a popular subject in memoirs, literature, and art. But portrayals of the West often strayed from the facts. Write an essay in which you compare and contrast the myths and reality of westward expansion. Be sure to cite specific evidence from at least three sources in your response.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

## Module 11 Assessment, continued

### Review Themes

15. **Geography** Through what geographic regions did the Lewis and Clark expedition travel?
16. **Geography** What geographic obstacles did miners, ranchers, and railroad workers face in the West?
17. **Science and Technology** What types of technology did farmers on the Great Plains use, and how did it benefit them?

### Reading Skills

**Ask Questions to Understand** Use the Reading Skills taught in this module to answer the question about the reading selection below.

For survival, Plains Indians depended on two animals—the horse and the buffalo. The Spanish brought horses to America in the 1500s. Plains Indians learned to ride horses, and hunters used them to follow buffalo herds year-round.

18. Write two or three questions you have about the information in the passage above. Remember to use the five Ws—Who? What? When? Where? and Why?

### Social Studies Skills

**Compare Migration Maps** Use the Social Studies Skills taught in this module to answer the question about the map below.



19. According to the map above, for what reasons did settlers migrate to the West?
  - a. for mining, ranching, and farming
  - b. for jobs in manufacturing
  - c. for the homes in the major cities there
  - d. for the fishing industry

### Focus on Writing

20. **Write a Job Description** Write a job description for a cowboy. Note the skills required for the job and the equipment needed. Also outline a typical workday for a cowboy. To add interest to your description, include appropriate visual materials.

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### LESSON 2

12. a. **Recall** Why were many Americans eager to move to the western frontier? *to make money as miners, farmers, or cattle ranchers*  
b. **Analyze** How did railroads and ranching change the landscape of the West? *open plains were fenced, grass was eaten by cattle, railroad tracks were built over much of the land, and new towns were built*  
c. **Elaborate** In your opinion, which made the greatest changes to the West—mining, ranching, or railroads? Explain your answer. *Possible answer: railroads; brought many new settlers and new economic opportunities to the West*

### LESSON 3

13. a. **Describe** What was life like for the Plains Indians before and after the arrival of large numbers of American settlers? *Before—had their own land, could hunt and live traditionally; After—struggled, lost their land, killed or forced onto reservations where it was hard to find enough food*  
b. **Draw Conclusions** Why did the spread of the Ghost Dance movement cause concern for U.S. officials? *The movement promoted the idea of a paradise where settlers disappeared, so U.S. officials may have seen this as a threat of rebellion or violence against them.*  
c. **Elaborate** What do you think about the reservation system established by the United States? *Answers will vary, but students should show an understanding of the reservation system.*

### LESSON 4

14. a. **Identify** What political organizations did western farmers create? Why did farmers create these organizations? *National Grange, Farmers' Alliances, and the Populist Party; they were formed to protect farmers' interests.*  
b. **Analyze** How did women participate in the settling of the American frontier? *raised families, ran businesses, taught schools, helped establish towns, influenced moral and social causes*  
c. **Predict** How might the end of the frontier in the United States affect the nation? *possible answers—overuse of natural resources, no more room for expansion, eventual overcrowding, and lack of available land*

## Essential Question ESSAY

Was the United States truly destined to expand west in the 1800s?

**RUBRIC** Students' essays should:

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write a persuasive essay answering this question. Your essay should include key people, events, and turning points in the westward expansion of the country. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

(continued)



## Print Assessment (*continued*)

### Review Themes

15. **Geography** Through what geographic regions did the Lewis and Clark expedition travel? *Great Plains, Rocky Mountains, Pacific coastal region*
16. **Geography** What geographic obstacles did miners, ranchers, and railroad workers face in the West? *mountain ranges, harsh weather, and having to work in remote areas that were hard to get food and supplies to*
17. **Science and Technology** What types of technology did farmers on the Great Plains use, and how did it benefit them? *Mechanical farm equipment such as the steel plow made it easier to farm the dry, hard soil of the Plains. Windmills pumped water from deep wells to the surface. Reapers made the harvesting of crops much easier. These technological developments made farm work more efficient.*

### Reading Skills



**Ask Questions to Understand** Use the Reading Skills taught in this module to answer the question about the reading selection below.

For survival, Plains Indians depended on two animals—the horse and the buffalo. The Spanish brought horses to America in the 1500s. Plains Indians learned to ride horses, and hunters used them to follow buffalo herds year-round.

18. Write two or three questions you have about the information in the passage above. Remember to use the five Ws—Who? What? When? Where? and Why?  
*Possible answers might include: What animals did the Plains Indians depend on for survival? What uses did the Plains Indians have for buffalo?*

### Social Studies Skills

**Compare Migration Maps** Use the Social Studies Skills taught in this module to answer the question about the map below.



19. According to the map above, for what reasons did settlers migrate to the West?
  - a. *for mining, ranching, and farming*
  - b. for jobs in manufacturing
  - c. for the homes in the major cities there
  - d. for the fishing industry

### Focus On Writing

20. **Write a Job Description** Write a job description for a cowboy. Note the skills required for the job and the equipment needed. Also outline a typical workday for a cowboy. To add interest to your description, include appropriate visual materials.

**RUBRIC** Students' essays should:

- *identify the skills needed to perform the job of a cowboy*
- *describe the equipment a cowboy needs.*
- *detail a cowboy's typical workday*
- *include three or four appropriate images*

## Online Assessment

- In what year did the Louisiana Purchase occur?
  - ☐ 1801
  - ☒ 1803
  - ☐ 1802
  - ☐ 1804
- Why was the Louisiana Purchase important to the growth of the United States?
  - ☐ It extended the borders of the country to the Pacific Ocean.
  - ☒ It roughly doubled the size of the country.
  - ☐ It acquired ports for new trading partners in Europe.
  - ☐ It nearly tripled the size of the country.
- During the 1800s, people took different trails west for different reasons. Select the correct button in the table to indicate the primary reason why people took each trail.
 

	Fertile Land	Religious Freedom	Trade
Mormon Trail	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Oregon Trail	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Santa Fe Trail	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
- Why was the Cattle Kingdom important?
  - ☐ It encouraged a mass migration from the South.
  - ☐ It allowed for an orderly settlement on the Great Plains.
  - ☒ It provided an important food supply for a growing population in the East.
  - ☐ It provided an important source of employment for thousands of people in the West.
- Which of these were effects of the transcontinental railroad? Select the **three** correct answers.
  - ☐ more land for the open range
  - ☐ more expensive shipping rates
  - ☐ increased public ownership of land
  - ☒ faster transportation between regions
  - ☒ more raw materials shipped to the East
  - ☒ more manufactured goods shipped to the West
- Drag the answer choices into the boxes to complete the sentence correctly. During the building of the two parts of the transcontinental railroad, two ethnic groups made up the majority of workers: the   A  , who worked on the Central Pacific; and the   B  , who worked on the Union Pacific.
  - ☒ A. Chinese
  - ☐ D. French
  - ☒ B. Irish
  - ☐ E. Japanese
  - ☐ C. Spanish

- Which of these events is considered the last major incident between the U.S. Army and Native Americans on the Great Plains?
  - ☐ Long Walk
  - ☐ Treaty at Fort Laramie
  - ☐ Battle of the Little Bighorn
  - ☒ Wounded Knee Massacre
- Drag the answer choices into the boxes to complete the table correctly. During the late 1800s, two reformers critical of U.S. policy regarding Native Americans included   D  , whose book, *Life Among the Paiutes*, described traditional Native American life, and   B  , whose book, *A Century of Dishonor*, called for fairer government policy toward Native American groups.
  - ☐ A. William Jennings Bryan
  - ☒ B. Helen Hunt Jackson
  - ☐ C. Chief Joseph
  - ☒ D. Sarah Winnemucca
  - ☐ E. Wovoka
- How did the U.S. government attempt to "Americanize" Native American children in the late 1800s?
  - ☒ by sending them to boarding schools and having them give up traditional customs
  - ☐ by allowing them to farm on their own reservations and speak their own language
  - ☐ by breaking up their reservation lands and selling individual farm plots
  - ☐ by promoting their education in traditional crafts and customs
- Which of these laws helped promote western settlement following the Civil War?
  - ☐ Dawes General Allotment Act
  - ☒ Homestead Act
  - ☐ Sherman Silver Purchase Act
  - ☐ Interstate Commerce Act
- Which of these groups settled on the Great Plains during the late 1800s? Select the **four** correct answers.
  - ☐ Carpetbaggers
  - ☒ Germans
  - ☒ Exodusters
  - ☒ Russians
  - ☐ Spanish
  - ☐ Scalawags
  - ☒ Scandinavians
- Drag a goal of each political group next to the name of that group. Two goals will not be used.
 

Group	Goal
National Grange	C
Free Silver movement	A
Populist Party	E

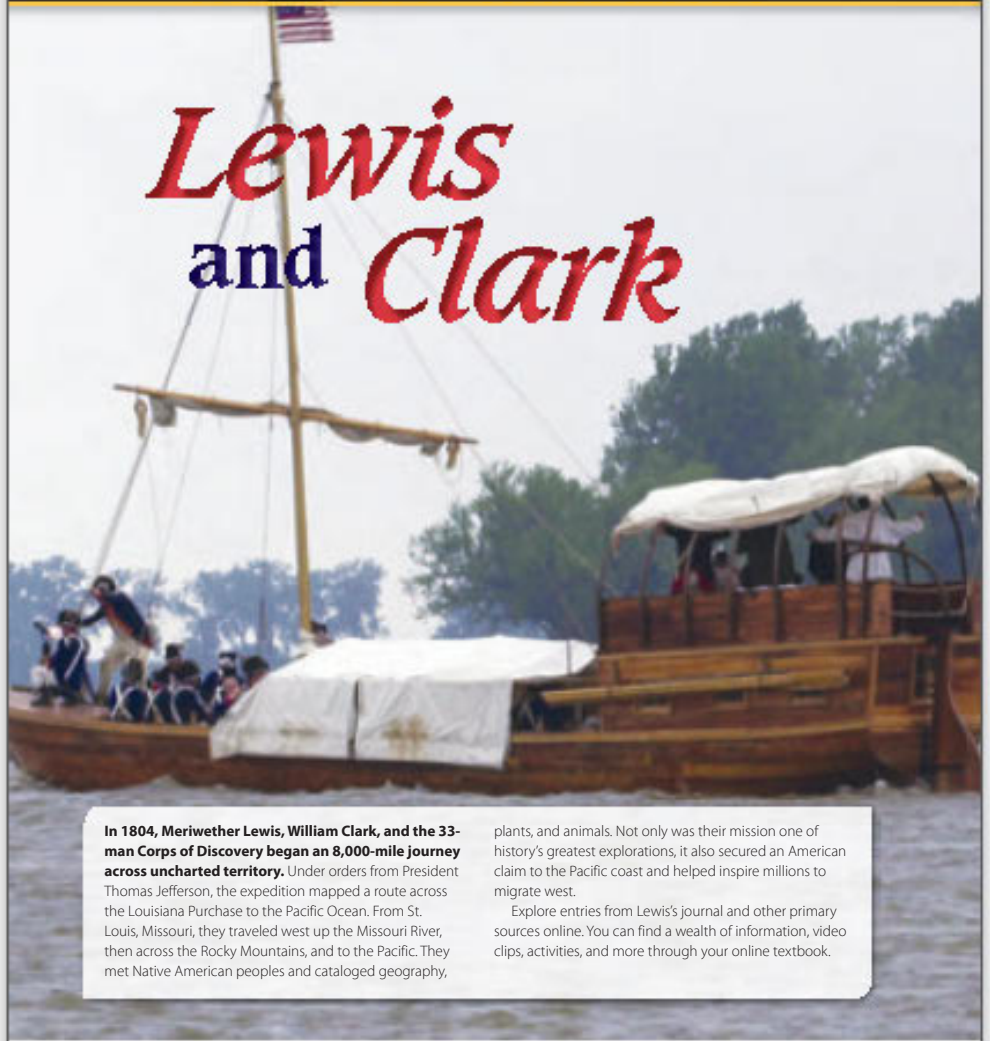
- ☒ A. backing paper currency with silver
- ☐ B. colleges to teach agriculture and engineering
- ☒ C. federal regulation of railroad rates
- ☐ D. free western land to settlers
- ☒ E. government ownership of telegraphs, telephones, and railroads

## Online Multimedia Connections

In this Multimedia Connection, students will learn about several key events in the Lewis and Clark expedition. They will watch and discuss short video clips on the outset of the expedition, spending the winter of 1804–1805 with the Mandan tribe in North Dakota, crossing the treacherous Rocky Mountains, and spending time at the winter encampment in Oregon at Fort Clatsop on the Pacific coast.



## MULTIMEDIA CONNECTIONS



**In 1804, Meriwether Lewis, William Clark, and the 33-man Corps of Discovery began an 8,000-mile journey across uncharted territory.** Under orders from President Thomas Jefferson, the expedition mapped a route across the Louisiana Purchase to the Pacific Ocean. From St. Louis, Missouri, they traveled west up the Missouri River, then across the Rocky Mountains, and to the Pacific. They met Native American peoples and cataloged geography,

plants, and animals. Not only was their mission one of history's greatest explorations, it also secured an American claim to the Pacific coast and helped inspire millions to migrate west.

Explore entries from Lewis's journal and other primary sources online. You can find a wealth of information, video clips, activities, and more through your online textbook.

387 MC1 MULTIMEDIA CONNECTIONS

... the Indian woman  
recognized the point of a high  
plain to our right which she  
informed us was not very  
distant from the summer  
retreat of her nation on a river  
beyond the mountains which  
runs to the west.”

— Meriwether Lewis



#### “Lewis’s Journal, Entry 1”

Read an excerpt from Meriwether Lewis’s journal that details Sacagawea’s assistance during the journey.



Go online to view these and other HISTORY® resources.



#### Underway on the Missouri

Watch the video to see how the Corps of Discovery sailed up the Missouri River to begin their expedition.



#### Making Friends Upriver

Watch the video to see which Native American peoples the Corps met and traded with as they made their journey west.



#### The Shores of the Pacific

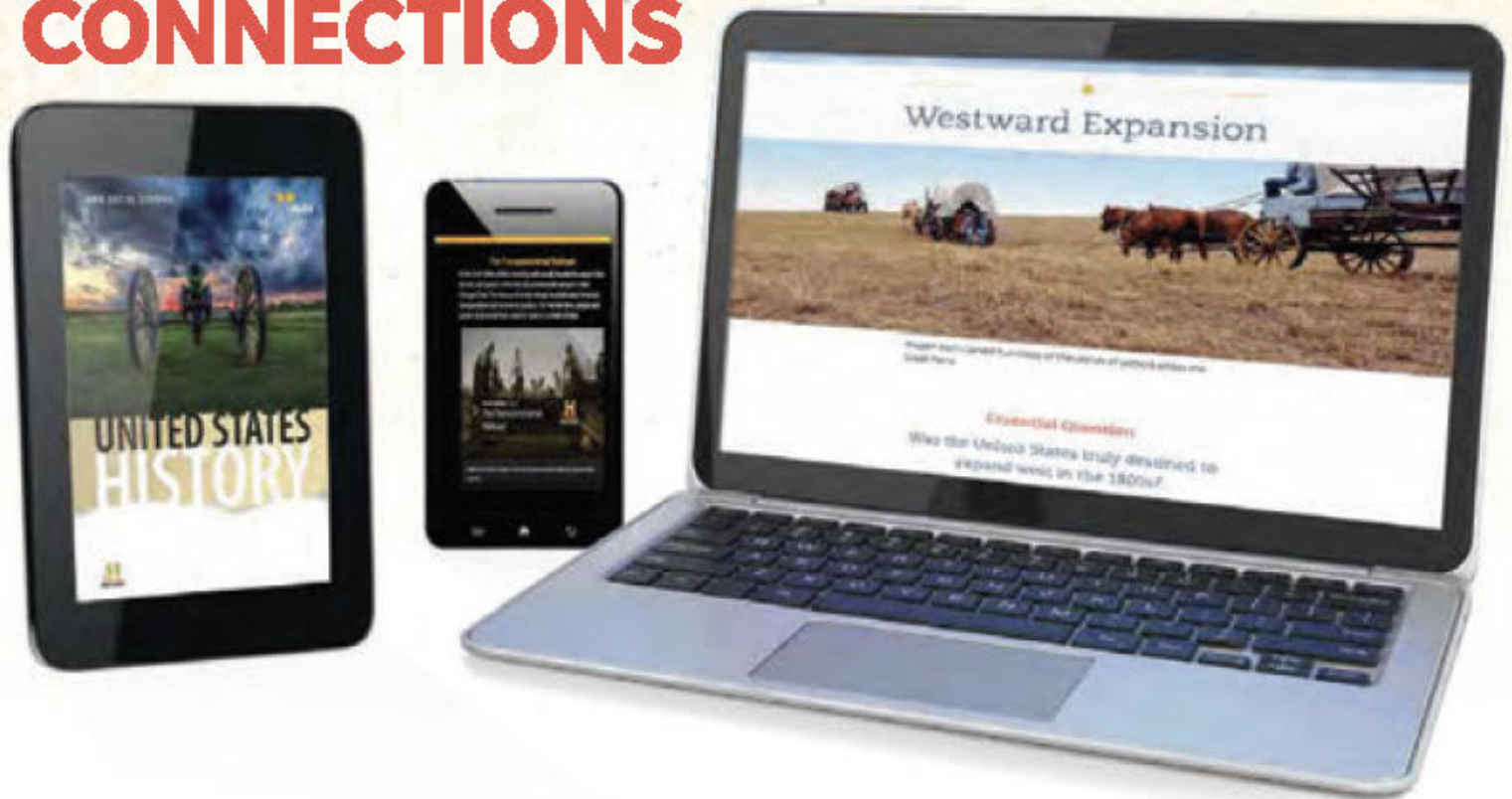
Watch the video to see how the Corps tried to adapt to a different climate and the new peoples that they met along the Pacific coast.

LEWIS AND CLARK 387 MC2



# HMH SOCIAL STUDIES

## UNCOVER THE CONNECTIONS



For more information visit:  
[hmhco.com/hmh-social-studies](http://hmhco.com/hmh-social-studies)

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