

## 2

## Previewing the Unit

Unit 2 describes how the United States transforms itself from a mostly rural, agricultural society to an urban, industrial one. Farmers, miners, and ranchers settle all regions of the West, costing Native Americans their land. Large businesses begin to dominate the economy. Providing much of the labor for these huge new concerns are millions of immigrants who stream to the major cities of the North and East. New manufacturing and selling techniques begin to create mass consumer markets for goods and services.

## UNIT PROJECT

ERAS AND CHARACTERISTICS  
WEBPAGES

Use this project to assess student understanding of TEKS 2A and 2B.

## Tips for Teaching

- Explain to students that this unit covers the period from 1877 to 1917. Direct students to pages 194–197 for more information about major historical eras. Have them apply these eras to the content of this unit. Explain that they will create a webpage for each era that applies, in this case, two: “Westward Expansion” and “Industrialization and Urbanization.”
- Encourage them to review pages 192–193 to learn more about major characteristics of history. Point out that students must determine which of the six major characteristics best apply to each era. Suggest that they focus on two or three per era.

(continued on next page)

## CHAPTER 5

Changes on the  
Western Frontier  
1877–1900

## CHAPTER 6

A New Industrial Age  
1877–1900

## CHAPTER 7

Immigrants and  
Urbanization  
1877–1914

## CHAPTER 8

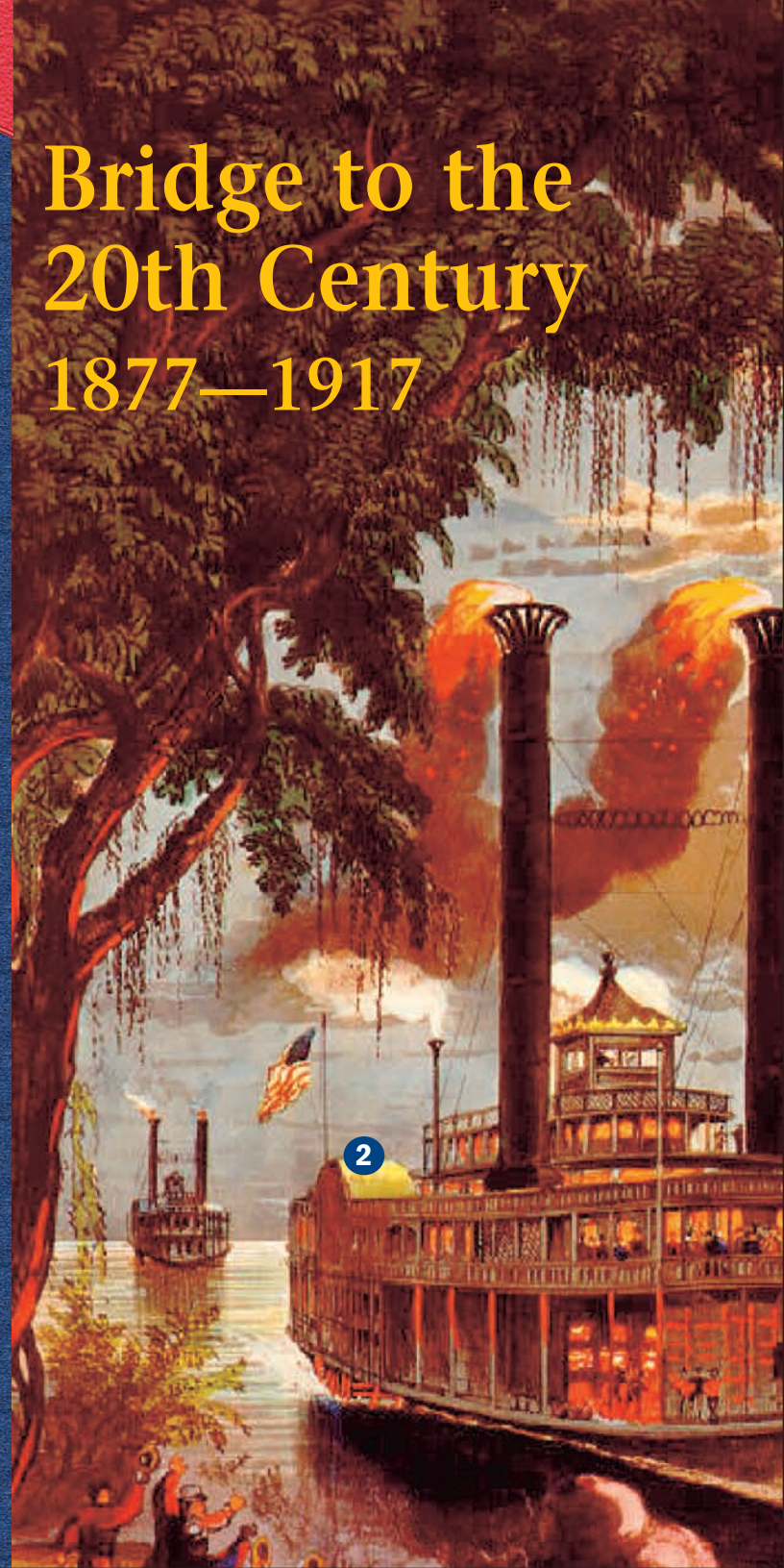
Life at the Turn of  
the 20th Century  
1877–1917

## UNIT PROJECT

This unit describes how the United States transformed itself from a rural, agricultural society to an urban, industrial one. Use your knowledge of historical eras, the unit’s content, and the major characteristics of history to identify the eras in this unit. Then create a webpage that describes the defining characteristics of each era.

*Champions of the Mississippi by Currier and Ives*

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Bridge to the  
20th Century  
1877–1917

## MORE ABOUT THE IMAGE

Rivers of North America have been an important means of transportation for centuries. As people began moving westward, waterways became a popular way to take people and supplies to their new homes. Using the water’s current made traveling down stream relatively easy. However, traveling up stream proved to be much more difficult, especially for larger craft. The introduction of paddlewheel steamboats in the mid-1800s helped revolutionize

the waterways. By the late 1800s, thousands of these boats were churning up and down America’s rivers and tributaries.

- 1 Paddlewheel boats worked best in water that was not subject to storms or high waves. They moved along large and small rivers, canals, and a few moved in coastal waters. They were of the greatest use where there were few roads or railways.

- 2 Sidewheelers had the engine placed in the center of the boat. Sternwheelers had the engines at the rear or stern of the boat. Most were built with two or three decks to carry passengers or freight.

- 3 Paddlewheel boats were a transition between early craft and metal ships that would be used later. The hull was between three and eight feet deep with a squared off stern and a pointed bow. There were no watertight bulkheads to protect the boat. If the hull was damaged, the ship sank.

- Have students include an explanation of how each characteristic applies to the era and encourage them to use a variety of primary sources, both textual and visual, to support their conclusions and add interest to their webpages.

**Rubric**

Students' webpages should . . .

- present information clearly using engaging primary sources
- clearly identify major eras addressed in the unit, with one page for "Westward Expansion" and one page for "Industrialization and Urbanization"
- clearly identify defining characteristics of each era

**HISTORY from VISUALS****Interpreting the Painting**

Currier and Ives prints allowed Americans to see color images of life in many parts of America. The prints allowed people to learn about their country and the people and activities in it. Ask students what might be learned about American life from this print. (*Huge sidewheel paddleboats moved people on the Mississippi.*) Ask students why it was important to move goods and people on the Mississippi. (*The movement allowed growth and settlement of the interior of the country.*)

**Extension** The heyday of steamboats in the United States was between 1820 and 1880. Have students do research to find out how much cargo and how many passengers moved along the Mississippi on steamboats during that time period.

























**4** The *Queen of the West* was actually the name of a sidewheeler out of Cincinnati. It was, however, not like the one pictured here. It was a side-wheel tow-boat that was converted to a ram in 1862 by Union forces. It was used in the Battle of Memphis in 1862 and even engaged an ironclad—the CSS *Arkansas*. The *Queen of the West* captured four

Confederate steamers and eventually was captured herself by Confederate forces. It was repaired and served as a Confederate warship before being sunk by Union forces.

**5** Notice the piles of wood stacked on the main deck. Because of the heat from the engines the main deck was very hot and only people who could not afford full fare would ride there.

# Changes on the Western Frontier

OVERVIEW	INSTRUCTIONAL RESOURCES	
<p><b>ESSENTIAL QUESTION</b></p> <p>How did westward migration after the Civil War affect the United States?</p> <p> <b>Focus on the Essential Question Podcast</b></p>	<p> <b>Telescoping the Times</b></p> <ul style="list-style-type: none"> <li>• Chapter Summary, pp. 9–10</li> </ul> <p> <b>Planning for Block Schedules</b></p>	<p> <b>Interactive Online Edition</b></p> <p> <b>ExamView® Assessment Suite</b> (English/Spanish)</p> <p> <b>mySmartPlanner</b></p> <p> <b>Power Presentations</b></p> <p> <b>Video:</b> Sitting Bull: Chief of the Lakota Nation</p> <p> <b>hmhsocialstudies.com</b></p>
<p><b>SECTION 1</b></p> <p><b>Cultures Clash on the Prairie</b></p> <p><b>MAIN IDEA</b> The cattle industry boomed in the late 1800s, as the culture of the Plains Indians declined.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>• Guided Reading, p. 1</li> <li>• Building Vocabulary, p. 4</li> <li>• Skillbuilder Practice, p. 5</li> <li>• Reteaching Activity, p. 7</li> <li>• Primary Source, p. 12</li> <li>• American Lives, p. 18</li> </ul> <p> <b>Lesson Plans</b>, pp. 45–46</p> <p> <b>Guided Reading Workbook</b>, Section 1</p>	<p> <b>Humanities Transparencies</b></p> <ul style="list-style-type: none"> <li>• HT13 Sierra Nevada Mountains</li> </ul> <p> <b>Video:</b> Wild West: Cattle Drive</p>
<p><b>SECTION 2</b></p> <p><b>Settling on the Great Plains</b></p> <p><b>MAIN IDEA</b> Settlers on the Great Plains transformed the land despite great hardships.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>• Guided Reading, p. 2</li> <li>• Reteaching Activity, p. 8</li> <li>• Skillbuilder Practice, p. 6</li> <li>• Geography Application, pp. 10–11</li> <li>• Primary Sources, p. 13</li> <li>• Literature, pp. 15–17</li> </ul> <p> <b>Lesson Plans</b>, pp. 47–48</p> <p> <b>Guided Reading Workbook</b>, Section 2</p>	<p> <b>Geography Transparencies</b></p> <ul style="list-style-type: none"> <li>• GT13 Railroad Land Grants, 1871</li> </ul> <p> <b>Critical Thinking Transparencies</b></p> <ul style="list-style-type: none"> <li>• CT13 Transcontinental Railroad</li> <li>• CT47 Population Changes in the West, 1850–1900</li> </ul>
<p><b>SECTION 3</b></p> <p><b>Farmers and the Populist Movement</b></p> <p><b>MAIN IDEA</b> Farmers united to address their economic problems, giving rise to the Populist movement.</p>	<p> <b>In-Depth Resources:</b> Unit 2</p> <ul style="list-style-type: none"> <li>• Guided Reading, p. 3</li> <li>• Reteaching Activity, p. 9</li> <li>• Primary Sources, p. 14</li> <li>• American Lives, p. 19</li> </ul> <p> <b>Lesson Plans</b>, pp. 49–50</p> <p> <b>Guided Reading Workbook</b>, Section 3</p>	

## ASSESSMENT

**SE** Chapter Assessment, pp. 226–227



### Formal Assessment

- Chapter Tests, Forms A, B, and C, pp. 106–117



**ExamView® Assessment Suite** (English/Spanish)



**Integrated Assessment**



**Strategies for Test Preparation**



[hmhsocialstudies.com](http://hmhsocialstudies.com) **TEST PRACTICE**

**SE** Section 1 Assessment, p. 211

**TE** Self-Assessment, p. 211



### Formal Assessment

- Section Quiz, p. 103



**Test Practice Transparencies**, TT49

**SE** Section 2 Assessment, p. 218

**TE** Self-Assessment, p. 218



### Formal Assessment

- Section Quiz, p. 104



**Test Practice Transparencies**, TT50

**SE** Section 3 Assessment, p. 223

**TE** Self-Assessment, p. 223



### Formal Assessment

- Section Quiz, p. 105



**Test Practice Transparencies**, TT51

## Chart Key:

**SE** Student Edition



Block Scheduling



MP3 Audio

**TE** Teacher's Edition



Online-only Resource



HISTORY®

Printable Resource



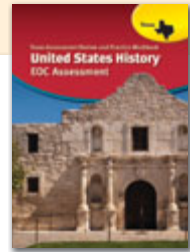
Presentation Resource

All Program Resources available @ [hmhsocialstudies.com](http://hmhsocialstudies.com)

## Supporting Resources

### Texas Assessment Review and Practice

- End-of-Course Assessment tips and sample tests to prepare students
- Teacher materials with instructional guidelines, digital flash cards, and ExamView® test banks



### Social Studies Trade Library Collections

- Premier High School U.S. History Trade Collection
- Native American Trade Collection



### Fast Track to a 5

- AP test preparation for U.S. History provides students with test-taking strategies, review, and practice exams.

For more information or to purchase these resources, go to [hmhsocialstudies.com](http://hmhsocialstudies.com)

## Differentiated Instruction

### ENGLISH LEARNERS

**Spanish/English Guided Reading Workbook**  
Sections 1–3

**Access for Students Acquiring English/ESL:**  
Spanish Translations,  
pp. 75–83

**Modified Lesson Plans for English Learners**

**Chapter Summaries**  
(English/Spanish)

### STRUGGLING READERS

**Guided Reading Workbook**  
Sections 1–3

**Telescoping the Times**  
• Chapter Summary,  
pp. 9–10

**Chapter Summaries**  
(English/Spanish)

### GIFTED AND TALENTED STUDENTS

**In-Depth Resources: Unit 2**

- Primary Sources, pp. 12–14
- American Lives: Chief Joseph, p. 18; Mary Elizabeth Lease, p. 19

## Enrichment Activities

**SE** Student Edition, pp. 200–227

- Interact With History, pp. 200–201
- Geography Spotlight, pp. 212–213
- Science & Technology, pp. 217–218
- American Literature, pp. 224–225

# CHAPTER 5: PACING GUIDE

## BLOCK SCHEDULE LESSON PLAN OPTIONS (90-MINUTE PERIOD)

### DAY 1

#### CHAPTER 5 OPENER pp. 200–201

**Class Time** 15 minutes

*Options for Pacing and Variety*

- **History from Visuals**, p. 200  
**Class Time** 15 minutes

- **Humanities Transparencies** Have students look at the picture on page 200 and Humanities Transparency 13: *Among the Sierra Nevada Mountains* for an idea of the beauty and richness of the West. Contrast how white settlers and Native Americans might view this environment.  
**Class Time** 15 minutes

#### Interact with History, p. 201

**Class Time** 15 minutes

*Options for Pacing and Variety*

- **Role-Playing** Have each student write a first-person paragraph or two on what he or she would expect to find on settling in the West, taking into account the Examine the Issues questions.  
**Class Time** 15 minutes

#### SECTION 1 pp. 202–213

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Geography Transparencies** See page 205 and the Geography Skillbuilder questions in the TE. Also, use Geography Transparency 38 with its two overlays for a visual demonstration of the land lost by Native Americans.  
**Class Time** 15 minutes

### DAY 1 continued

- **Time Saver** Ask students to read the feature on the Klondike gold rush, pp. 212–213, and discuss the questions on SE and TE page 213.  
**Class Time** 15 minutes

#### SECTION 2 pp. 214–218

**Class Time** 30 minutes

*Options for Pacing and Variety*

- **Time Saver** Have students make a bubble chart like the one on TE page 215, detailing the land offered by the government and the use people made of it.  
**Class Time** 10 minutes
- **Peer Teaching** Have students work in pairs and read A Personal Voice on page 216 about the role of the West in shaping the national character of America. Ask them to discuss and write down whether they feel this is a correct statement, or if they think the point is overemphasized. They can refute the argument by giving examples of the way other regions and forces had a lasting affect on American character, such as New England, Pennsylvania, and the southern colonies. As a class discuss their arguments.  
**Class Time** 20 minutes

### DAY 2

#### SECTION 3 pp. 219–225

**Class Time** 50 minutes

*Options for Pacing and Variety*

- **Time Saver** Ask students to look at the political cartoon on page 220, and read the sidebar included. Discuss the Skillbuilder questions.  
**Class Time** 10 minutes
- **Peer Teaching** Have students work in groups to complete the Section 3 assessment. Discuss the answers with the groups.  
**Class Time** 20 minutes
- **Internet** Have students read pp. 224–225 on Literature of the West. Then have them use the Internet to find contemporary reactions to Chief Satanta's speech, which was published in many newspapers at the time. Have them search for newspaper editorials on the speech and the situation it discusses, as well as the different reactions across the country. If they cannot find information on this topic, have them search for information on the Medicine Lodge Treaty.  
**Class Time** 25 minutes

### DAY 2 continued

#### ASSESSMENT pp. 226–227

**Class Time** 40 minutes

*Options for Pacing and Variety*

- **Time Saver** Have students share with the class their responses to the Interact with History activity on page 227.  
**Class Time** 30 minutes
- **Peer Evaluation** Have students work in groups and quiz each other on the terms and names in the chapter, and then have them work together on the Critical Thinking questions on page 226.  
**Class Time** 15 minutes

### TEACHER-TESTED ACTIVITY COAT OF ARMS

**Class Time** 30 minutes

**Task** Designing a coat of arms

**Purpose** To create an interpretive symbol of a person or a group associated with the Western frontier

### Diane M. Rodgers, Crooksville High School, Crooksville, Ohio

#### Supplies Needed

- Textbook
- Coat-of-arms facsimile
- Construction paper
- Markers
- Ruler

**Activity** Show students an example of a coat of arms or group insignia. Explain that its design is symbolic of the actions and characteristics of the person or group using it. Have students design a coat of arms for an individual, family, or other group discussed in Chapter 5. Tell them that the visual elements in their coat of arms should enable others to identify what the person or group stands for.



## ONLINE FIELD TRIP

An online field trip to a museum exhibition allows students to experience the wealth of resources in our nation's museums from the comfort of the classroom. Students visit a particular museum Web site and related sites. Online museum exhibitions are of particular value to visual learners.

## ACTIVITY OUTLINE

**Objective** Students will visit the online exhibition at the Smithsonian's National Museum of the American Indian. There, they will use visual and written sources to explore the impact of forced assimilation on Native Americans.

**Task** Students weigh the negative and positive aspects of white influence on the social, political, cultural, and personal life of Native Americans.

**Class Time** 1 class period

## DIRECTIONS

1. Students can access the Smithsonian's Web site through **hmhsocialstudies.com**.
2. Have students enter a gallery of photographs and examine at least five photographs. Tell them to read any accompanying text and web pages.
3. Ask each student to choose the image he or she feels best sums up the idea of change for Native Americans. Take a class poll to see if students gravitated toward the same image or very different ones.
4. Using the computer or pencil and paper, have students make a two-column chart of positive changes and negative changes for Native Americans. Have them list at least three areas of positive change and three areas of negative change that they observed in the Smithsonian's online exhibition.
5. As a class, discuss the following question: On balance, was change on the western frontier positive or negative for the Native Americans who lived there?
6. **Optional Activity** Have students go online to learn more about Buffalo Bill's Wild West Show and other western-themed entertainment. Ask students to find out why these shows were so popular and what they indicated about people's attitudes toward the western United States.

CHAPTER  
5

# CHANGES ON THE WESTERN FRONTIER

Introduce the **Essential Question**

- Explain the effect of westward expansion on Native Americans.
- Describe the lives of settlers on the Great Plains.
- Address the rise of the Populist Party.

**HISTORY from VISUALS**

**Interpreting the Photograph**

Ask students to study the photograph and to describe the scene in their own words. Then ask why *owning* this land would be so attractive to so many people. (*Owning one's own land offered an opportunity for greater economic freedom and a new start in life.*)


**Time Line Discussion**

Explain to students that the time line covers key U.S. and world events during the last 40 years of the 19th century.

- Ask students what year Congress passed the Homestead Act. (1862)
- Ask students what position Chester Arthur held before becoming president, based on information in the time line. (*vice president*)
- Ask students to cite an incident on the time line that shows how western expansion affected the Native Americans. (*Western expansion was disastrous for the Native Americans, as evidenced by the massacre at Wounded Knee.*)

**Essential Question** myNotebook

How did westward migration after the Civil War affect the United States?

 **Texas Essential Knowledge and Skills (TEKS)**

3A, 3B, 5C, 12A, 13A, 15A, 26B, 27B, 29H, 31B

**SECTION 1: Cultures Clash on the Prairie**

**Main Idea** The cattle industry boomed in the late 1800s, as the culture of the Plains Indians declined.

**SECTION 2: Settling on the Great Plains**

**Main Idea** Settlers on the Great Plains transformed the land despite great hardships.

**SECTION 3: Farmers and the Populist Movement**

**Main Idea** Farmers united to address their economic problems, giving rise to the Populist movement.

Until the 1860s, the migratory Indians of Montana—including the Blackfeet shown here—followed the buffalo herds and traded peacefully with whites in the region.

1870 Red Cloud, chief of the Oglala Sioux, states his people's case in Washington, D.C.



1880 James Garfield is elected president.

1881 Garfield is assassinated. Chester Arthur becomes president.



1884 Grover Cleveland is elected president.

USA  
WORLD

1870

1880

1869 Suez Canal is opened.



1872 Secret ballot is adopted in Britain.

1881 French occupy Tunisia.

**THEMES IN CHAPTER 5**

**DIVERSITY AND NATIONAL IDENTITY**

The dreams of Native Americans, white settlers, and immigrants conflicted, and violent confrontation often resulted. Much of this conflict dealt with the use of land. Settlers believed in private property rights, but Native Americans had a different view of land.

See *Teacher's Edition note*, p. 203.

Cowboys were a melting pot of diverse cultures—whites, African Americans, Mexicans, and Native Americans. These diverse groups lived and worked together harmoniously, despite cultural clashes in the society at large.

See *Teacher's Edition note*, p. 210.

**ECONOMIC OPPORTUNITY**

A major lure of the frontier was economic opportunity. The government contributed to economic development by financing the building of railroads and making land available to settlers at little or no cost. Economic opportunity was influenced by currency issues and economic panic.

See *Teacher's Edition note*, p. 209.

myNotebook

# INTERACT WITH HISTORY

## Objectives

- To interest students in the events encompassing the settling of the West
- To help students understand the reasons for settling the frontier and how such settlement affected Native Americans

## Explore the Issues

1. Have students consider what are some of the most important jobs that would accompany the settlement of a wild and unsettled frontier region.
2. Have students think about those aspects of their culture that might keep the Native Americans and white settlers from living together peacefully.
3. Ask students to consider the notion of private property rights and how that concept differs from the view of land held by Native Americans.

**TEKS 3A** analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism **3B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business **5C** evaluate the impact of third parties, including the Populist and Progressive parties **12A** analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina **13A** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt **15A** describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century **26B** discuss the Americanization movement to assimilate immigrants and American Indians into American culture **27B** explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines **29H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons **31B** pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases



Sitting Bull: Chief of the Lakota Nation

hmhsocialstudies.com VIDEO

myNotebook

# INTERACT WITH HISTORY

It is the late 1890s. The American West is the last frontier. Ranchers, cowboys, and miners have changed forever the lives of the Native Americans who hunted on the Western plains. Now westward fever intensifies as “boomers” rush to grab “free” farm land with the government’s blessing. As you read the chapter and explore the issues below, use the annotation tools in your eBook to record your thoughts.

## Explore the Issues

- What might be some ways to make a living on the Western frontier?
- If native peoples already live in your intended home, how will you co-exist?
- How might settlers and Native Americans differ regarding use of the land?



**1896** William McKinley is elected president.

**1896** William Jennings Bryan runs for president.

**1893** Diminished U.S. gold reserve triggers the panic of 1893.

**1890** Sioux are massacred at Wounded Knee.

**1889** Oklahoma opened for settlement; the land rush begins.

1890

1900



**1893** France takes over Indochina.

**1899** Berlin Conference divides Africa among European nations.

**1900** Boxer Rebellion takes place in China.

Changes on the Western Frontier 201

## RECOMMENDED RESOURCES

### BOOKS FOR THE TEACHER

Brown, Dee. *Bury My Heart at Wounded Knee*. New York: Holt, 2001. A Native American view of the West.

McMath, Robert C., et al., eds. *American Populism: A Social History, 1877-1898*. Hill-Warp, 1992. In-depth look at the great protest movement that swept rural America.

Ward, Geoffrey C. *The West: An Illustrated History*. New York: Little, 1996.

### BOOKS FOR THE STUDENT

Freeman, Russell. *Cowboys of the Wild West*. Boston: Houghton, 2000.

Peavy, Linda and Ursula Smith. *Pioneer Women: The Lives of Women on the Frontier*. Norman: Oklahoma, 1998.

### VIDEOS

*How the West Was Lost* (3 tapes), *How the West Was Lost II* (4 tapes). Discovery Channel Home Video.

*The West*. 9-part series. Produced by Stephen Ives and Ken Burns. Time-Life Video, 1996.

### SOFTWARE

*500 Nations*. CD-ROM. Microsoft, 800-555-4512.

*The Wild West*. CD-ROM. Educational Software Institute, 800-955-5570.

### INTEGRATED TECHNOLOGY

For teacher support, visit . . .

hmhsocialstudies.com



## OBJECTIVES


- 1 Contrast the cultures of Native Americans and white settlers and explain why white settlers moved west.
- 2 Identify restrictions imposed by the government on Native Americans and describe the consequences.
- 3 Identify the government's policy of assimilation as well as continuing conflicts between Native Americans and settlers.
- 4 Trace the development of the cattle industry.
- 5 Describe both the myth and the reality of the American cowboy and explain the end of the open range.

**TEKS 3A** analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism **3B** analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business **13A** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt **26B** discuss the Americanization movement to assimilate immigrants and American Indians into American culture

## Focus & Motivate

Have students answer the following questions and save their answers to reexamine after reading the section. What are students' images of cowboys? How have movies and novels influenced those images? How true do students think those images are to the reality of life on the open range?



 **TEKS 3A, 3B, 13A, 26B**

# Cultures Clash on the Prairie

### MAIN IDEA

The cattle industry boomed in the late 1800s, as the culture of the Plains Indians declined.

### WHY IT MATTERS NOW

Today, ranchers and Plains Indians work to preserve their cultural traditions.

### Terms & Names

- Great Plains
- Treaty of Fort Laramie
- Sitting Bull
- George A. Custer
- assimilation
- Dawes Act
- Battle of Wounded Knee
- longhorn
- Chisholm Trail
- long drive

## One American's Story

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
**TAKING NOTES**

Use the graphic organizer online to take notes on cultures in the American West.

Zitkala-Ša was born a Sioux in 1876. As she grew up on the Great Plains, she learned the ways of her people. When Zitkala-Ša was eight years old she was sent to a Quaker school in Indiana. Though her mother warned her of the “white men’s lies,” Zitkala-Ša was not prepared for the loss of dignity and identity she experienced, which was symbolized by the cutting of her hair.

### A PERSONAL VOICE ZITKALA-ŠA

“I cried aloud . . . and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. . . . And now my long hair was shingled like a coward’s! In my anguish I moaned for my mother, but no one came. . . . Now I was only one of many little animals driven by a herder.”

—*The School Days of an Indian Girl*

Zitkala-Ša experienced firsthand the clash of two very different cultures that occurred as ever-growing numbers of white settlers moved onto the Great Plains. In the resulting struggle, the Native American way of life was changed forever.








## 1 The Culture of the Plains Indians

Zitkala-Ša knew very little about the world east of the Mississippi River. Most Easterners knew equally little about the West, picturing a vast desert occupied by savage tribes. That view could not have been more inaccurate. In fact, distinctive and highly developed Native American ways of life existed on the **Great Plains**, the grassland extending through the west-central portion of the United States. (See map on page 205.)


202 CHAPTER 5


## PROGRAM RESOURCES

-  In-Depth Resources: Unit 2
  - Guided Reading, p. 1
  - Building Vocabulary, p. 4
  - Skillbuilder Practice: Creating Written Presentations, p. 5
  - Reteaching Activity, p. 7
  - Primary Sources: The Battle of Little Bighorn, p. 12
  - American Lives: Chief Joseph, p. 18




-  Guided Reading Workbook
  - Section 1
-  Spanish/English Guided Reading Workbook
  - Section 1
-  Access for Students Acquiring English/ESL
  - Guided Reading (Spanish), p. 77
-  Formal Assessment
  - Section Quiz, p. 103

## INTEGRATED TECHNOLOGY

-  Humanities Transp. HT13
  - Sierra Nevada Mountains

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

## TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT49
-  Online Test Practice

To the east, near the lower Missouri River, tribes such as the Osage and Iowa had, for more than a century, hunted and planted crops and settled in small villages. Farther west, nomadic tribes such as the Sioux and Cheyenne gathered wild foods and hunted buffalo. Peoples of the Plains, abiding by tribal law, traded and produced beautifully crafted tools and clothing.

**THE HORSE AND THE BUFFALO** After the Spanish brought horses to New Mexico in 1598, the Native American way of life began to change. As the native peoples acquired horses—and then guns—they were able to travel farther and hunt more efficiently. By the mid-1700s, almost all the tribes on the Great Plains had left their farms to roam the plains and hunt buffalo.

Their increased mobility often led to war when hunters in one tribe trespassed on other tribes' hunting grounds. For the young men of a tribe, taking part in war parties and raids was a way to win prestige. A Plains warrior gained honor by killing his enemies, as well as by "counting coup" This practice involved touching a live enemy with a coup stick and escaping unharmed. And sometimes warring tribes would call a truce so that they could trade goods, share news, or enjoy harvest festivals. Native Americans made tepees from buffalo hides and also used the skins for clothing, shoes, and blankets. Buffalo meat was dried into jerky or mixed with berries and fat to make a staple food called pemmican. While the horse gave Native Americans speed and mobility, the buffalo provided many of their basic needs and was central to life on the Plains. (See chart on page 207.)

**FAMILY LIFE** Native Americans on the plains usually lived in small extended family groups with ties to other bands that spoke the same language. Young men trained to become hunters and warriors. The women helped butcher the game and prepared the hides that the men brought back to the camp; young women sometimes chose their own husbands.

The Plains Indian tribes believed that powerful spirits controlled events in the natural world. Men or women who showed particular sensitivity to the spirits became medicine men or women, or shamans. Children learned proper behavior and culture through stories and myths, games, and good examples. Despite their communal way of life, however, no individual was allowed to dominate the group. The leaders of a tribe ruled by counsel rather than by force, and land was held in common for the use of the whole tribe.

## 1 Settlers Push Westward

The culture of the white settlers differed in many ways from that of the Native Americans on the plains. Unlike Native Americans, who believed that land could not be owned, the settlers believed that owning land, making a mining claim, or starting a business would give them a stake in the country. They argued that the Native Americans had forfeited their rights to the land because they hadn't settled down to "improve" it. Concluding that the plains were "unsettled," migrants streamed westward along railroad and wagon trails to claim the land.

**THE LURE OF SILVER AND GOLD** The prospect of striking it rich was one powerful attraction of the West. The discovery of gold in Colorado in 1858 drew tens of thousands of miners to the region.



▲ A portrait of a Sioux man and woman in the late 19th century.

▼ This Yankton Sioux coup stick was used by warriors.





## Instruct

### Instruct: Objective 1

#### The Culture of the Plains Indians / Settlers Push Westward

- What were the characteristics of the Plains Indians culture?
- How did the culture of white settlers differ from that of the Plains Indians?
- Why did settlers continue to push westward?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 1

 Humanities Transparencies HT13  
• *Among the Sierra Nevada Mountains* (1868)  
by Albert Bierstadt

## Tracing Themes

### DIVERSITY AND NATIONAL IDENTITY

#### Conflicting Dreams

The dreams of white settlers and immigrants conflicted with those of Native Americans. Both groups wanted to use Western land and its resources, but while Native Americans believed that the land belonged to no one, the settlers advocated private property rights. A possible compromise might have been to set aside lands and resources for Native Americans so they could pursue their way of life. However, when it came to the issue of land, the two groups would choose confrontation and bloodshed over compromise.

### Vocabulary

**coup:** a feat of bravery performed in battle

### MAIN IDEA

#### Summarizing

▲ How did the horse influence Native American life on the Great Plains?

#### A. Answer

The horse gave them increased mobility, extending their hunting territory. But the horse also sometimes promoted greater communication, and sometimes clashes, with other tribes.

## DIFFERENTIATING INSTRUCTION

## LESS PROFICIENT READERS

### Main Ideas and Supporting Details **ELPS** 3E, 4F, 4G

On the board, write the main ideas for subsections "The Horse and the Buffalo" and "Family Life." Have students work in pairs to identify the main ideas of the section and the details that support them. Then compare lists and agree on one statement of main ideas and supporting details.

#### The Horse and the Buffalo

**Main Idea:** Horses changed how Native Americans hunted.

**Detail:** Horses made most Native Americans into buffalo hunters.

#### Family Life


**Main Idea:** Native Americans on the Plains had a strong family life.

**Detail:** Children learned culture and behavior through myths.

**Instruct: Objective 2**

**The Government Restricts Native Americans / Bloody Battles Continue**

- How did the government attempt to deal with the growing conflict between Native Americans and white settlers?
- Why did the Black Hills become a contested territory between Native Americans and whites?
- What were the consequences of the defeat of General Custer's forces?

-  **In-Depth Resources: Unit 2**
- Guided Reading, p. 1
  - Primary Sources: The Battle of Little Bighorn, p. 12

**KEY PLAYER**

**Sitting Bull**


Eager to shed his childhood nickname—Slow—Sitting Bull proved his quickness and courage by killing a buffalo at age 10. Over the years, he became a much loved and respected leader of his people. Remarkd one U.S. military official, “Since the days of Pontiac, Tecumseh, and Red Jacket, no Indian has had the power of drawing to himself so large a following . . . and molding it and wielding it against the authority of the United States.” Ask students to describe the attributes suggested by the name Sitting Bull. How might those character traits be useful to a warrior, a tribal leader, and a representative of his people?



**VIDEO**  
Sitting Bull:  
Chief of the  
Lakota Nation

hmhsocialstudies.com

**KEY PLAYER**



**SITTING BULL  
1831–1890**

As a child, Sitting Bull was known as Hunkesni, or Slow; he earned the name Tatanka Iyotanka (Sitting Bull) after a fight with the Crow, a traditional enemy of the Sioux.

Sitting Bull led his people by the strength of his character and purpose. He was a warrior, spiritual leader, and medicine man, and he was determined that whites should leave Sioux territory. His most famous fight was at the Little Bighorn River. About his opponent, George Armstrong Custer, he said, “They tell me I murdered Custer. It is a lie. . . . He was a fool and rode to his death.”

After Sitting Bull’s surrender to the federal government in 1881, his dislike of whites did not change. He was killed by Native American police at Standing Rock Reservation in December 1890.

Most mining camps and tiny frontier towns had filthy, ramshackle living quarters. Rows of tents and shacks with dirt “streets” and wooden sidewalks had replaced unspoiled picturesque landscapes. Fortune seekers of every description—including Irish, German, Polish, Chinese, and African-American men—crowded the camps and boomtowns. A few hardy, business-minded women tried their luck too, working as laundresses, freight haulers, or miners. Cities such as Virginia City, Nevada, and Helena, Montana, originated as mining camps on Native American land.

**The Government Restricts Native Americans 2**

While allowing more settlers to move westward, the arrival of the railroads also influenced the government’s policy toward the Native Americans who lived on the plains. In 1834, the federal government had passed an act that designated the entire Great Plains as one enormous reservation, or land set aside for Native American tribes. In the 1850s, however, the government changed its policy and created treaties that defined specific boundaries for each tribe. Most Native Americans spurned the government treaties and continued to hunt on their traditional lands, clashing with settlers and miners—with tragic results. **B**

**MASSACRE AT SAND CREEK** One of the most tragic events occurred in 1864. Most of the Cheyenne, assuming they were under the protection of the U.S. government, had peacefully returned to Colorado’s Sand Creek Reserve for the winter. Yet General S. R. Curtis, U.S. Army commander in the West, sent a telegram to militia colonel John Chivington that read, “I want no peace till the Indians suffer more.” In response, Chivington and his troops descended on the Cheyenne and Arapaho—about 200 warriors and 500 women and children—camped at Sand Creek. The attack at dawn on November 29, 1864 killed over 150 inhabitants, mostly women and children.

**DEATH ON THE BOZEMAN TRAIL** The Bozeman Trail ran directly through Sioux hunting grounds in the Bighorn Mountains. The Sioux chief, Red Cloud (Mahpiua Luta), had unsuccessfully appealed to the government to end white settlement on the trail. In December 1866, the warrior Crazy Horse ambushed Captain William J. Fetterman and his company at Lodge Trail Ridge. Over 80 soldiers were killed. Native Americans called this fight the Battle of the Hundred Slain. Whites called it the Fetterman Massacre.

Skirmishes continued until the government agreed to close the Bozeman Trail. In return, the **Treaty of Fort Laramie**, in which the Sioux agreed to live on a reservation along the Missouri River, was forced on the leaders of the Sioux in 1868. **Sitting Bull** (Tatanka Iyotanka), leader of the Hunkpapa Sioux, had never signed it. Although the Ogala and Brule Sioux did sign the treaty, they expected to continue using their traditional hunting grounds.

**MAIN IDEA**

**Analyzing Issues**  
**B** What was the government’s policy toward Native American land?  
**B. Answer**  
The government wanted to restrict all Native Americans to designated areas.

**Skillbuilder Answers**  
1. Little Bighorn, Wounded Knee.  
2. 1894—about 90%; 2000—less than 1%.

**ACTIVITY COOPERATIVE LEARNING**




**Cross-Cultural Debate** **ELPS** 3E, 3G

**Class Time** 30 minutes

**Task** Staging a debate between a white settler and a Native American about settlement of the West

**Purpose** To help students understand the clashes of beliefs and aims that occurred during the settlement of the West

**Directions** Assign small groups of students to represent either the Native Americans’ or the settlers’ point of view. Groups will prepare statements of their beliefs about settlement, addressing the meaning of the land itself and the methods used in settling it. The groups should present their statements in the form of a debate. Be sure students understand that they are exploring ideas more than they are trying to decide which group is on the right or wrong side of the argument.

 **Integrated Assessment**  
· Rubric 3

Shrinking Native American Lands, and Battle Sites

HISTORY from VISUALS

Interpreting the Map

Make sure students understand that the small maps indicate changes in Native American lands over time and that the large map is a more detailed version of the center small map (1894).

**Extension** Have students work in pairs to find out how the land of a particular reservation shown on the map is used today.

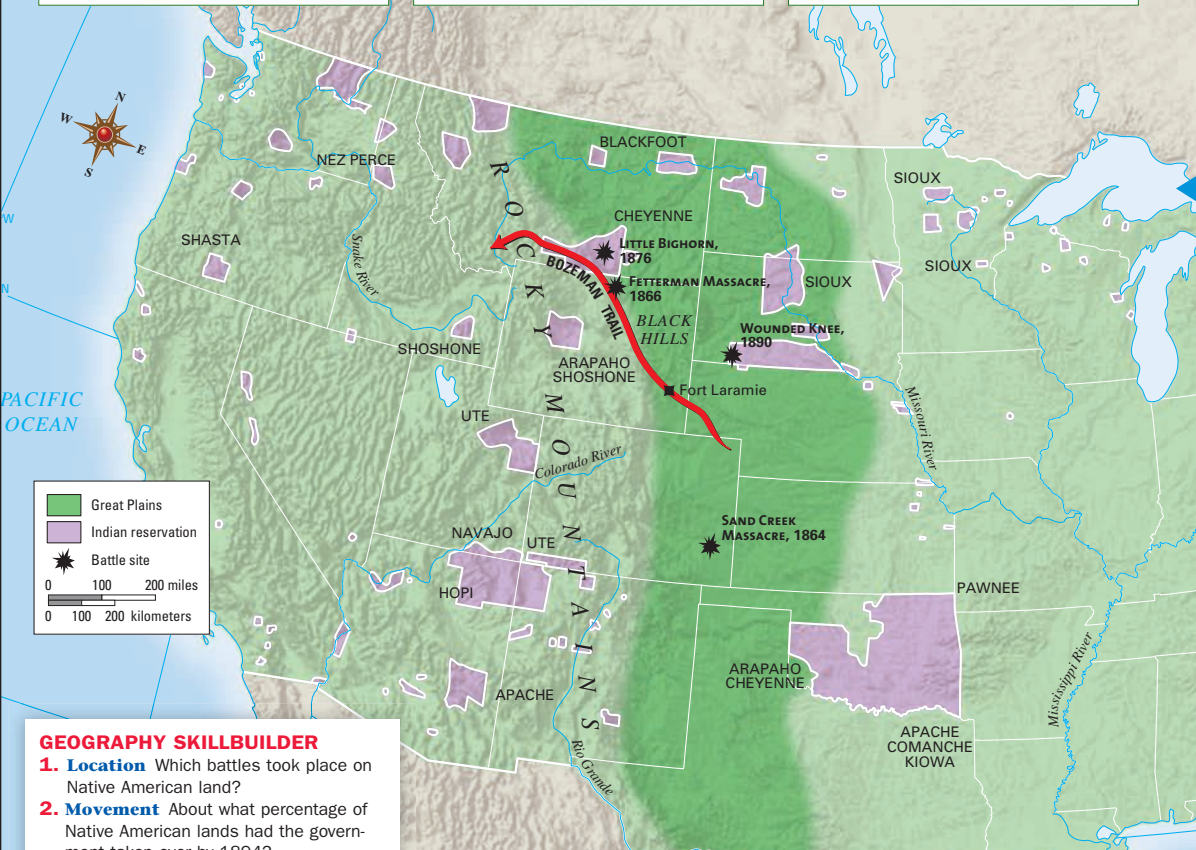
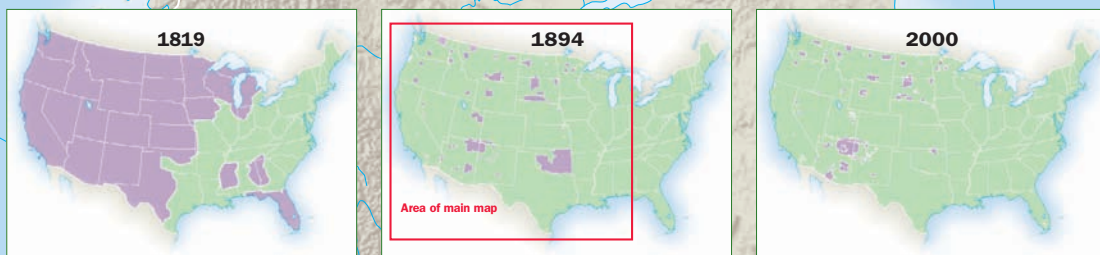
Connections Across Time

1894 AND 1990s

Indian Reservations

By 1990, there were 314 different reservations in the United States. About one in five Native Americans lived on those lands. Most of those reservations had fewer than 1,000 inhabitants. The largest reservation was the Navajo Reservation and Trust Lands, which encompasses portions of Arizona, New Mexico, and Utah, with over 140,000 residents.

Life on the reservations is difficult. In 1990, more than 20 percent of all housing units on reservations lacked adequate plumbing facilities. While about one-third of all Native Americans lived below the poverty line in 1990, the poverty rate on reservations was more than one half.



GEOGRAPHY SKILLBUILDER

- 1. Location** Which battles took place on Native American land?
- 2. Movement** About what percentage of Native American lands had the government taken over by 1894?

A Sioux encampment near the South Dakota-Nebraska border.



ACTIVITY LINK TO CIVICS

BLOCK SCHEDULING

Conflict on the Plains **ELPS** 3E, 3F, 3G

**Class Time** 45 minutes

**Task** Analyzing the causes and effects of various conflicts that were part of the Indian wars

**Purpose** To use critical thinking skills to analyze the conflict between Native Americans and whites

**Directions** Have students work in groups to do further research on a battle discussed in this section. Have groups determine the causes, the combatants, the effects, and the reactions of Native Americans and white settlers or the federal government. Then have each group discuss whether they think these conflicts could have been settled peacefully.

Integrated Assessment  
• Rubric 1

More About . . .


**George Armstrong Custer**

Lt. Col. Custer (1839-1876) went to the West after a distinguished career in the Civil War. Although he was last in his class at West Point, he became, at age 23, the youngest general in the Union Army. (He was later demoted.)

More About . . .

**The Battle of Little Bighorn**

At Sitting Bull's camp in the valley of the Little Bighorn, about 2,000 Indians had gathered. A Cheyenne woman later said, "There were more Indians . . . than I ever saw anywhere together." Custer's scouts were Crow. The scouts tried to warn Custer of the size of the Indian encampment, but Custer replied, "I guess we'll get through them in one day." When Custer finally saw the size of the Indian village, he told his scouts they could leave.

 In-Depth Resources: Unit 2  
 · Primary Sources: The Battle of Little Bighorn, p. 12

**Instruct: Objective 3**

**The Government Supports Assimilation / The Battle of Wounded Knee**

- What was the Dawes Act and what goal did it seek to achieve?
- Why was the destruction of the buffalo so detrimental to the Native American way of life?
- What were the causes and consequences of the Battle of Wounded Knee?

**2 Bloody Battles Continue**

The Treaty of Fort Laramie provided only a temporary halt to warfare. The conflict between the two cultures continued as settlers moved westward and Native American nations resisted the restrictions imposed upon them. A Sioux warrior explained why.

**A PERSONAL VOICE** GALL, A HUNKPAPA SIOUX


"[We] have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming, and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?"

—quoted in *Bury My Heart at Wounded Knee*

**RED RIVER WAR** In late 1868, war broke out yet again as the Kiowa and Comanche engaged in six years of raiding that finally led to the Red River War of 1874–1875. The U.S. Army responded by herding the people of friendly tribes onto reservations while opening fire on all others. General Philip Sheridan, a Union Army veteran, gave orders "to destroy their villages and ponies, to kill and hang all warriors, and to bring back all women and children." With such tactics, the army crushed resistance on the southern plains.

**GOLD RUSH** Within four years of the Treaty of Fort Laramie, miners began searching the Black Hills for gold. The Sioux, Cheyenne, and Arapaho protested the encroachment on their lands to no avail. In 1874, when **Colonel George A. Custer** reported that the Black Hills had gold "from the grass roots down," a gold rush was on. Red Cloud and Spotted Tail, another Sioux chief, vainly appealed again to government officials.

**CUSTER'S LAST STAND** In early June 1876, the Sioux and Cheyenne held a sun dance, during which Sitting Bull had a vision of soldiers and some Native Americans falling from their horses. When Colonel Custer and his troops reached the Little Bighorn River, the Native Americans were ready for them.

Led by Crazy Horse, Gall, and Sitting Bull, the warriors—with raised spears and rifles—outflanked and crushed Custer's troops. Within an hour, Custer and all of the men of the Seventh Cavalry were dead. By late 1876, however, the Sioux were beaten. Sitting Bull and a few followers took refuge in Canada, where they remained until 1881. Eventually, to prevent his people's starvation, Sitting Bull was forced to surrender. Later, in 1885, he appeared in William F. "Buffalo Bill" Cody's Wild West Show. 


Colonel George Armstrong Custer, 1865



The Winchester '76 rifle used by government troops, and a Sioux war bow.

**MAIN IDEA**

**Analyzing Effects**

 What were the results of Custer's last stand?

**C. Answer** Death of Custer and all his soldiers, continued raids on Native American camps, eventual defeat of the Sioux.

**3 The Government Supports Assimilation**

Around 1870, the government's Indian policy changed again. Most government officials and reformers came to support **assimilation**, a plan under which Native Americans would give up their way of life and become Americanized. This movement entailed a wholesale attack on Native American beliefs and practices, starting with tribal identity. The Bureau of Indian Affairs established boarding schools where Native American children were sent to learn about white culture.

**THE DAWES ACT** In 1887, Congress passed the **Dawes Act**, a significant step in the Americanization process. The act broke up the reservations and gave some reservation land to individual Native Americans—160 acres to each head of

**DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS**

**Identifying Supporting Details**  4G

Help students choose supporting details as answers to questions. First ask them to rewrite each head and subhead as a question:

**The Government Supports Assimilation:** *How did the government support assimilation?*

**The Dawes Act:** *What was the Dawes Act?*

**The Destruction of the Buffalo:** *How were the buffalo destroyed? or Why were the buffalo destroyed? or How did the destruction of the buffalo affect assimilation?*

Point out that finding answers to the question will provide them with details that support the main idea.

household and 80 acres to each unmarried adult. The government would sell the remainder of the reservations to settlers, and the resulting income would be used by Native Americans to buy farm implements. By 1932, whites had taken about two-thirds of the territory that had been set aside for Native Americans. In the end, the Native Americans received no money from the sale of these lands.

**THE DESTRUCTION OF THE BUFFALO** Perhaps the most significant blow to tribal life on the plains was the destruction of the buffalo. Tourists and fur traders shot buffalo for sport. U.S. General Sheridan noted with approval that buffalo hunters were destroying the Plains Indians' main source of food, clothing, shelter, and fuel. In 1800, approximately 65 million buffalo roamed the plains; by 1890, fewer than 1000 remained. In 1900, the United States sheltered, in Yellowstone National Park, a single wild herd of buffalo.

### 3 The Battle of Wounded Knee

The Sioux continued to suffer poverty and disease. In desperation, they turned to a Paiute prophet who promised that if the Sioux performed a ritual called the Ghost Dance, Native American lands and way of life would be restored.

The Ghost Dance movement spread rapidly among the 25,000 Sioux on the Dakota reservation. Alarmed military leaders ordered the arrest of Sitting Bull. In December 1890, about 40 Native American police were sent to arrest him. Sitting Bull's friend and bodyguard, Catch-the-Bear, shot one of them. The police then killed Sitting Bull. In the aftermath, Chief Big Foot led the fearful Sioux away.

**WOUNDED KNEE** On December 28, 1890, the Seventh Cavalry—Custer's old regiment—rounded up about 350 starving and freezing Sioux and took them to a camp at Wounded Knee Creek in South Dakota. The next day, the soldiers demanded that the Native Americans give up all their weapons. A shot was fired; from which side, it was not clear. The soldiers opened fire with deadly cannon.

## Connections Across Time

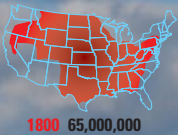
1890 AND 1973

### Wounded Knee

In February of 1973, members of the American Indian Movement (AIM), a protest organization that sought greater rights for Native Americans, led a takeover of the town of Wounded Knee. The seizure was prompted in part by anger over the recent stabbing death of young Native American by a white man who was charged only with second-degree manslaughter. AIM members also demanded a review of all Native American treaties and a U.S. Senate investigation into the plight of Native Americans. During the roughly two-month standoff, several shootouts left two Native Americans dead and one federal marshal seriously wounded. Eventually, the protesters surrendered in exchange for a promise of an investigation into Indian grievances.

## Importance of the Buffalo

The buffalo provided the Plains Indians with more than just a high-protein food source.



**THE SKULL** of the buffalo was considered sacred and was used in many Native American rituals.

**THE HORNS** were carved into bowls and spoons.



**THE BONES** of the buffalo were made into hide scrapers, tool handles, sled runners, and hoe blades. The hoofs were ground up and used as glue.

**THE HIDE** was by far the most precious part of the buffalo. Native American clothing, tepees, and even arrow shields were made from buffalo hide.



## HISTORY from VISUALS

### Reading the Infographic

Make sure students understand that, in addition to the uses of the buffalo listed at the right, the meat was a major source of food. Also, bring to their attention the similarities between the sequence of the three maps here and the one on page 205.

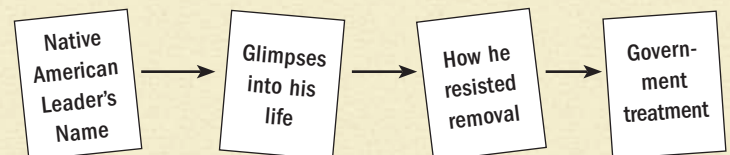
**Extension** Have students research the policies and programs that enabled the buffalo population to increase between 1870 and 2000.

## DIFFERENTIATING INSTRUCTION

## GIFTED AND TALENTED

### Creating a Storyboard **ELPS** 3B

Have students choose from Sitting Bull, Red Cloud, or another Native American leader mentioned in this section, and research his life, his efforts to resist white settlement or removal to a reservation, and his treatment by the government. Using this information, have students create a storyboard for a television presentation on the leader. Have students include quotes from and about the leader. A sample storyboard is shown at right.



In-Depth Resources: Unit 2  
· American Lives: Chief Joseph, p. 18

**NOW & THEN**


**Nez Perce in Oregon**

**Predicting Outcomes** Have students discuss how the return of the Nez Perce might benefit both the Nez Perce and Wallowa County.

**Instruct: Objective 4**

**Cattle Become Big Business**

- What influence did Spanish ranchers have on the American cowboy?
- How did the growth of railroads and cities impact the cattle business?
- Where did the Chisholm Trail run?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 1

**More About . . .**

**The Cowboy Hat**

A cowboy could tell a lot about another cowboy by looking at his hat. If the hat had a wide brim and a high crown, the wearer was from the Southwest, where he needed extra protection from the sun. If the hat had a narrow brim and a low crown, the hat's owner was probably from the northern plains, where it was very windy. A hat did more than cover a cowboy's head, though. It served as a pillow, a bucket to carry water, a fan to start a fire, and a paddle to slap a steer and control a stampede.



**NEZ PERCE IN OREGON**

Forced off their tribal lands in Wallowa County, Oregon, in 1877, the Nez Perce are returning almost 120 years later. 1999 figures put the number of Nez Perce in the Oregon area at around 3,000.

In 1997, Wallowa community leaders obtained a grant to develop the Wallowa Band Nez Perce Trail Interpretive Center—a cultural center that hosts powwows and other activities to draw tourists.

“I never thought I'd see the day,” said Earl (Taz) Conner, a direct descendant of Chief Joseph, the best known of the Nez Perce. And, in the words of Soy Redthunder, another tribe member, “[We] look at it as homecoming.”

Within minutes, the Seventh Cavalry slaughtered as many as 300 mostly unarmed Native Americans, including several children. The soldiers left the corpses to freeze on the ground. This event, the **Battle of Wounded Knee**, brought the Indian wars—and an entire era—to a bitter end. **D**

The events of this period changed the demographic composition of the American West. Lured by economic opportunities and supported by government policies that sought to move Native Americans onto reservations and to convince them to abandon their traditional culture, new settlers seeking a better life moved in and took over these lands. As you can see on the map on page 205, the land occupied by Native Americans decreased dramatically. For the most part, they were replaced by individuals from three major groups: white Americans from the East, African Americans from the South, and immigrants.

**Cattle Becomes Big Business 4**

As the great herds of buffalo disappeared, and Native Americans were forced onto smaller and less desirable reservations, horses and cattle flourished on the plains. As cattle ranchers opened up the Great Plains to big business, ranching from Texas to Kansas became a profitable investment.

**Vaqueros and Cowboys** American settlers had never managed large herds on the open range, and they learned from their Mexican neighbors how to round up, rope, brand, and care for the animals. The animals themselves, the Texas **longhorns**, were sturdy, short-tempered breeds accustomed to the dry grasslands of southern Spain. Spanish settlers raised longhorns for food and brought horses to use as work animals and for transportation.

As American as the cowboy seems today, his way of life stemmed directly from that of those first Spanish ranchers in Mexico. The cowboy's clothes, food, and vocabulary were heavily influenced by the Mexican *vaquero*, who was the first to wear spurs, which he attached with straps to his bare feet and used to control his horse. His *chappareras*, or leather overalls, became known as chaps. He ate *charqui*, or “jerky”—dried strips of meat. The Spanish *bronco caballo*, or “rough horse” that ran wild, became known as a bronco or bronc. The strays, or *mesteños*, were the same mustangs that the American cowboy tamed and prized. The Mexican *rancho* became the American ranch. Finally, the English words *corral* and



This 1877 painting by James Walker shows Mexican vaqueros in a horse corral. ▶

208

**MAIN IDEA**

**Analyzing Causes**

**D** What events led to the Battle of Wounded Knee?

**D. Answer** Spread of the Ghost Dance movement, killing of Sitting Bull.

**Skillbuilder Answers**

1. Abilene, Kansas; Ellsworth, Kansas; Sedalia, Missouri; Kansas City, Missouri; Ogallala, Nebraska; Cheyenne, Wyoming.
2. Cheyenne, Wyoming; Denver, Colorado; Pueblo, Colorado; Albuquerque, New Mexico.

**DIFFERENTIATING INSTRUCTION**

**STUDENTS ACQUIRING ENGLISH**

**Spanish Words, English Translations** **ELPS** 1A, 4F

On the board, write the following words from the subsection “Vaqueros and Cowboys.” Ask students to pronounce and translate each word.

- |   |                                       |
|---|---------------------------------------|
| <i>vaquero</i> (buckaroo, or cowboy)            | <i>mesteños</i> (strays, or mustangs) |
| <i>chappareras</i> (leather overalls, or chaps) | <i>rancho</i> (ranch)                 |
| <i>charqui</i> (jerky, or dried strips of meat) | <i>corral</i> (corral)                |
| <i>caballo bronco</i> (“rough horse,” or bronc) | <i>rodeo</i> (rodeo)                  |

Students might turn these words and their English translations into a set of flashcards for the section. Spanish-speaking students might pronounce these Spanish terms for their non-Spanish-speaking classmates.

**MAIN IDEA**

**Drawing Conclusions**

**E** What does the American cowboy tradition owe to the Mexican vaquero?

**E. Answer** Mexicans taught American cowboys how to rope and ride. They greatly influenced cowboys' language, clothes, food, and daily life.

**MAIN IDEA**

**Summarizing**

**F** What developments led to the rapid growth of the cattle industry?

**F. Answer** Expanded rail lines and increased demand for beef after the Civil War.

rodeo were borrowed from Spanish. In his skills, dress, and speech, the Mexican vaquero was the true forerunner of the American "buckaroo" or cowboy. **E**

Despite the plentiful herds of Western cattle, cowboys were not in great demand until the railroads reached the Great Plains. Before the Civil War, ranchers for the most part didn't stray far from their homesteads with their cattle. There were, of course, some exceptions. During the California gold rush in 1849, some hardy cattlemen on horseback braved a long trek, or drive, through Apache territory and across the desert to collect \$25 to \$125 a head for their cattle. In 1854, two ranchers drove their cattle 700 miles to Muncie, Indiana, where they put them on stock cars bound for New York City. When the cattle were unloaded in New York, the stampede that followed caused a panic on Third Avenue. Parts of the country were not ready for the mass transportation of animals.

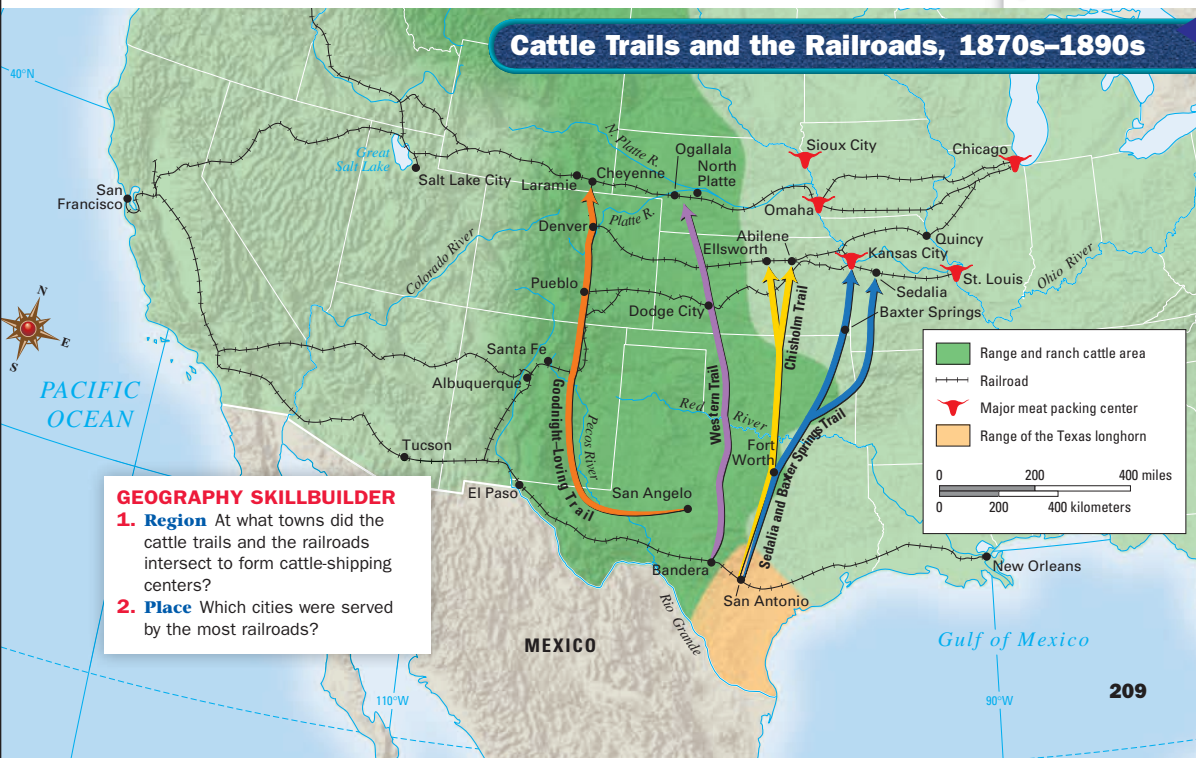
**GROWING DEMAND FOR BEEF** After the Civil War, the demand for beef skyrocketed, partly due to the rapidly growing cities. The Chicago Union Stock Yards opened in 1865, and by spring 1866, the railroads were running regularly through Sedalia, Missouri. From Sedalia, Texas ranchers could ship their cattle to Chicago and markets throughout the East. They found, however, that the route to Sedalia presented several obstacles: including thunderstorms and rain-swollen rivers. Also, in 1866, farmers angry about trampled crops blockaded cattle in Baxter Springs, Kansas, preventing them from reaching Sedalia. Some herds then had to be sold at cut-rate prices, others died of starvation. **F**

**THE COW TOWN** The next year, cattlemen found a more convenient route. Illinois cattle dealer Joseph McCoy approached several Western towns with plans to create a shipping yard where the trails and rail lines came together. The tiny Kansas town of Abilene enthusiastically agreed to the plan. McCoy built cattle pens, a three-story hotel, and helped survey the **Chisholm Trail**—the major cattle route from San Antonio, Texas, through Oklahoma to Kansas. Thirty-five thousand head of cattle were shipped out of the yard in Abilene during its first



**VIDEO**  
Wild West: Cattle Drive  
hmhsocialstudies.com

**Cattle Trails and the Railroads, 1870s–1890s**



**GEOGRAPHY SKILLBUILDER**

- 1. Region** At what towns did the cattle trails and the railroads intersect to form cattle-shipping centers?
- 2. Place** Which cities were served by the most railroads?

**Tracing Themes**

**ECONOMIC OPPORTUNITY**

**Growth of the Meat Industry**

The railroads directly influenced major meat-packing centers such as Chicago and Omaha, as well as shipping centers, such as Abilene and Sedalia. The growth of cattle ranching—which spurred Americans to settle greater amounts of western land—occurred at the expense of Native Americans. When land disputes arose between the two groups, the government tended to be more sympathetic to the needs of ranchers and meat producers because it benefited the economy.

**HISTORY from VISUALS**

**Interpreting the Map**

Have students locate the beginnings of the cattle trails and follow the arrows to their termination at railroad junctions.

**Extension** Have students work in pairs to plot three possible routes from ranch to meatpacking center. Ask them to use the map scale to measure the distances the cattle traveled on foot and by train.

**ACTIVITY COOPERATIVE LEARNING**

**B BLOCK SCHEDULING**

**Researching Cowboy Music** **ELPS** 3E, 3F

**Class Time** 45 minutes

**Task** Analyzing cowboy music for a class presentation

**Purpose** To explore the importance of music and its message about the cowboy's life

**Directions** Students should research how cowboys used music as entertainment and as a means of communication. They should select one song and prepare a written report that includes the song lyrics and an analysis of how it reflects cowboy life. Then they might play a recording or perform the song and explain it to the class.



History Through Art

Frederic Remington left Yale University after a year and a half and headed to the frontier. He worked as a rancher, a military scout, a hunter and trapper, and a reporter. Later, he devoted much of his painting and sculpting career to capturing the spirit of the untamed West. Remington's paintings and sculptures portray both the realism and fantasy of the West in a single work. *(It could be difficult, lonely work at times.)*

Instruct: Objective 5

A Day in the Life of a Cowboy / The End of the Open Range

- How did the ordinary cowboy's life differ from the popular conception of it?
- What was the long drive?
- What factors helped bring an end to the open range?

Tracing Themes

DIVERSITY AND NATIONAL IDENTITY

Cowboys

A diverse group of men worked as cowboys. A few women even rode the range. Despite their different backgrounds, these people lived and worked together in harmony and cooperation for the most part. One reason for this may have been the fact that a cowboy's worth was measured not by the color of his skin, but by his skill at riding and roping.

History Through

Art

STAMPEDED BY LIGHTNING (1908)

Painter and sculptor Frederic Remington is best known for his romantic and spirited depictions of the Western frontier. Remington liked to paint in a single dominant color. Native Americans, cowboys at work, and other familiar Western scenes were all subjects of Remington's work.

What do you learn about the work of the cowboy in this painting?



year in operation. The following year, business more than doubled, to 75,000 head. Soon ranchers were hiring cowboys to drive their cattle to Abilene. Within a few years, the Chisholm Trail had worn wide and deep.

5 A Day in the Life of a Cowboy

The meeting of the Chisholm Trail and the railroad in Abilene ushered in the heyday of the cowboy. As many as 55,000 worked the plains between 1866 and 1885. Although folklore and postcards depicted the cowboy as Anglo-American, about 25 percent of them were African American, and at least 12 percent were Mexican. The romanticized American cowboy of myth rode the open range, herding cattle and fighting villains. Meanwhile, the real-life cowboy was doing nonstop work.

**A DAY'S WORK** A cowboy worked 10 to 14 hours a day on a ranch and 14 or more on the trail, alert at all times for dangers that might harm or upset the herds. Some cowboys were as young as 15; most were broken-down by the time they were 40. A cowboy might own his saddle, but his trail horse usually belonged to his boss. He was an expert rider and roper. His gun might be used to protect the herd from wild or diseased animals rather than to hurt or chase outlaws.

**ROUNDUP** The cowboy's season began with a spring roundup, in which he and other hands from the ranch herded all the longhorns they could find on the open range into a large corral. They kept the herd penned there for several days, until the cattle were so hungry that they preferred grazing to running away. Then the cowboys sorted through the herd, claiming the cattle that were marked with the brand of their ranch and calves that still needed to be branded. After the herd was gathered and branded, the trail boss chose a crew for the long drive.

**THE LONG DRIVE** This overland transport, or **long drive**, of the animals often lasted about three months. A typical drive included one cowboy for every 250 to 300 head of cattle; a cook who also drove the chuck wagon and set up camp; and a wrangler who cared for the extra horses. A trail boss earned \$100 or more a month for supervising the drive and negotiating with settlers and Native Americans.

ACTIVITY COOPERATIVE LEARNING

BLOCK SCHEDULING

Separating Fact from Fiction ELPS 3E

Class Time 30 minutes

Task Separating facts from myths regarding the lives of cowboys

Purpose To understand the real life of a cowboy

Directions Working in small groups, students should create a chart listing various myths about cowboys along with the truths about their lives discussed in the text.

Student charts might look like this:

Myth	Truth
Good guys wore white hats.	Cowboys wore hats of different colors.

**HISTORICAL SPOTLIGHT**

**The Wild West Show**

Discuss with students how the Wild West show might have helped perpetuate the myths about cowboys and Native Americans.

**HISTORICAL SPOTLIGHT**



**THE WILD WEST SHOW**

In the 1880s, William F. Cody toured the country with a show called Buffalo Bill's Wild West. The show featured trick riding and roping exhibitions. It thrilled audiences with mock battles between cowboys and Indians. Wild Bill Hickok, Annie Oakley, Calamity Jane (shown here), and even Sitting Bull toured in Wild West shows. Their performances helped make Western life a part of American mythology.

During the long drive, the cowboy was in the saddle from dawn to dusk. He slept on the ground and bathed in rivers. He risked death and loss every day of the drive, especially at river crossings, where cattle often hesitated and were swept away. Because lightning was a constant danger, cowboys piled their spurs, buckles, and other metal objects at the edge of their camp to avoid attracting lightning bolts. Thunder, or even a sneeze, could cause a stampede. **G**

**MAIN IDEA**

**Comparing**

**G** How did the cowboy's life differ from the myth about it?

**G. Answer**  
The cowboy's life was hard, boring, and unromantic, unlike the romanticized myth of dangerous encounters and adventure.

**LEGENDS OF THE WEST** Legendary figures like James Butler "Wild Bill" Hickok and Martha Jane Burke (Calamity Jane) actually never dealt with cows. Hickok served as a scout and a spy during the Civil War and, later, as a marshal in Abilene, Kansas. He was a violent man who was shot and killed while holding a pair of aces and a pair of eights in a poker game, a hand still known as the "dead man's hand." Calamity Jane was an expert sharpshooter who dressed as a man. She may have been a scout for Colonel George Custer.

**5 The End of the Open Range**


Almost as quickly as cattle herds multiplied and ranching became big business, the cattle frontier met its end. Overgrazing of the land, extended bad weather, and the invention of barbed wire were largely responsible.

Between 1883 and 1887 alternating patterns of dry summers and harsh winters wiped out whole herds. Most ranchers then turned to smaller herds of high-grade stock that would yield more meat per animal. Ranchers fenced the land with barbed wire, invented by Illinois farmer Joseph F. Glidden. It was cheap and easy to use and helped to turn the open plains into a series of fenced-in ranches. The era of the wide-open West was over.

**Assess & Reteach**

**SECTION 1 ASSESSMENT**

Assign pairs of students to ask each other the questions and find supporting evidence in the text.


 **Formal Assessment**  
· Section Quiz, p. 103

**SELF-ASSESSMENT**

Have students look back at the questions they answered about cowboys at the beginning of the section. Ask them to note new information they learned from their reading and discuss how their ideas have changed.

**RETEACH**

Use the maps in this section to help students review the main ideas about the clashes between white settlers and Native Americans, as well as the growth of the cattle industry.

 **In-Depth Resources: Unit 2**  
· Reteaching Activity, p. 7

**SECTION 1**

**ASSESSMENT**

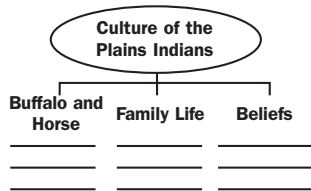
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Great Plains
- Treaty of Fort Laramie
- Sitting Bull
- George A. Custer
- assimilation
- Dawes Act
- Battle of Wounded Knee
- longhorn
- Chisholm Trail
- long drive

**MAIN IDEA**

**2. USING YOUR NOTES**

Fill in supporting details about the culture of the Plains Indians.



**CRITICAL THINKING**

**3. MAKING INFERENCES**

Why do you think the assimilation policy failed? In small groups, discuss the Americanization movement.

**Think About:**

- the experience of Native Americans such as Zitkala-Ša
- the attitudes of many white leaders toward Native Americans
- the merits of owning property
- the importance of cultural heritage

**4. ANALYZING CAUSES**

What economic opportunities drew large numbers of people to the Great Plains beginning in the mid-1800s?

**5. DRAWING CONCLUSIONS**

Identify the reasons for the rise and the decline of the cattle industry.

**Answers ASSESSMENT**

**SECTION 1**

**1. TERMS & NAMES**

- Great Plains, p. 202
- Treaty of Fort Laramie, p. 204
- Sitting Bull, p. 204
- George A. Custer, p. 206
- assimilation, p. 206
- Dawes Act, p. 206
- Battle of Wounded Knee, p. 208
- longhorn, p. 208

Chisholm Trail, p. 209  
long drive, p. 210

**2. USING YOUR NOTES**

**Buffalo and Horse:** source of food, clothes, shelter, and transportation;  
**Family Life:** communal property and government, individualism valued;  
**Beliefs:** focus on the present, world inhabited by spirits

**3. MAKING INFERENCES**

Discussions should include opinions about why the assimilation policy failed as well as the causes and effects of the Americanization movement.

**4. ANALYZING CAUSES**

Growth of the railroads, the burgeoning cattle industry, and government support of "free land."

**5. DRAWING CONCLUSIONS**

**Rise:** the seizure of Native American lands; the adaptation of the longhorn to the Plains; the growing demand for beef; **Decline:** overgrazing; bad weather; barbed wire and end of the open plains.

## GEOGRAPHY SPOTLIGHT

## Objectives

- To discuss how miners dealt with challenges presented by physical and human geographic factors during the Klondike Gold Rush
- To identify the impact of the Klondike Gold Rush on the settlement of Seattle and the Alaska Territory

## Focus &amp; Motivate

Students might be interested to know that the phrase *strike it rich* originated during the American gold rush of 1849. The term was later generalized to include other sources of quick wealth. Discuss with students natural resources other than gold that figure in the modern American idea of striking it rich. Students might mention oil and precious stones, such as diamonds.

## HISTORY from VISUALS

## Interpreting the Map

Ask students to use their knowledge of U.S. geography to identify the countries they see on the map. (*Russia, Canada, the United States*) Ask them to compare land and water routes from Seattle to the Alaska Territory, thinking about challenges the physical geography might present on their journey. (*mountains, rivers, land barriers, weather, storms, snow*)

## GEOGRAPHY SPOTLIGHT

## The Klondike Gold Rush

“Gold! Gold! Gold!” shouted the headline of the *Seattle Post Intelligencer* on July 17, 1897. A huge gold strike had been made along the Klondike River in Canada’s remote Yukon Territory near the Alaska border. Soon gold was discovered on the Alaska side of the border as well. As word reached Seattle and spread, the lure of gold inspired thousands of people to rush to the West. Over the next year, about 100,000 Americans stampeded to the Klondike in search of fortune. The region’s physical geography and its human geographic factors, such as communication and transportation networks, human-environment interaction, and economic development, had a significant impact on the Klondike Gold Rush.



## COMMUNICATION AND TRANSPORTATION

Once gold was discovered, it took time for word to spread. In July 1897, the steamer *Portland* docked in Seattle with a group of successful Klondike gold miners and their riches aboard. Newspapers and telegraphs carried word of their success around the world. About 10,000 Seattle residents headed for Alaska to try their luck. People from elsewhere began to flock to Seattle, hoping to make it north to the goldfields before winter. From Seattle, there were two main routes: one mostly by water, through the Bering Sea to the Yukon River, and one primarily over land, involving a boat to Skagway, Alaska, followed by a trek along the Dyea Trail over Chilkoot Pass or the White Pass Trail over White Pass. Unfortunately, the water route was expensive, so many miners were forced to use the grueling overland routes. The trip was long, cold, and difficult. For example, at a certain point the Dyea Trail became too steep for pack animals, and miners had to lug their supplies up a steep snow staircase, often making several trips. Conditions were harsh, and starvation, malnutrition, and exposure to cold were serious problems. Many gave up, and several died.

## RECOMMENDED RESOURCES

## BOOKS

London, Jack. *Novels and Stories*. New York: Viking, 1982. “*Call of the Wild*,” “*White Fang*,” “*Klondike*,” “*To Build a Fire*,” and other tales.

Marks, Paula Mitchell. *Precious Dust*. New York: William Morrow, 1994. Mining and prospecting in the gold rush.

Seelye, John, ed. *Stories of the Old West*. New York: Penguin, 1994. Tales of mining and cattle ranches.

Twain, Mark. *Roughing It*. Berkeley: U of California P, 1996. Twain’s witty 1872 account of his experiences in the mining camps and towns of the West after the Civil War.

Ward, Geoffrey. *The West: An Illustrated History*. Boston: Little,

1996. Companion volume to the 1996 PBS series.

## VIDEOS

*Had You Lived Then: Life in a Gold Mining Camp*. AIMS.

*The Way West*. PBS Video, 1994. A 6-hour miniseries from the California gold rush to the Battle of Wounded Knee.

## SOFTWARE

*America Goes West*. Queue. Mountain men, placer gold, ranch life, and other aspects of the American West.

## INTEGRATED TECHNOLOGY

For teacher support, visit . . .

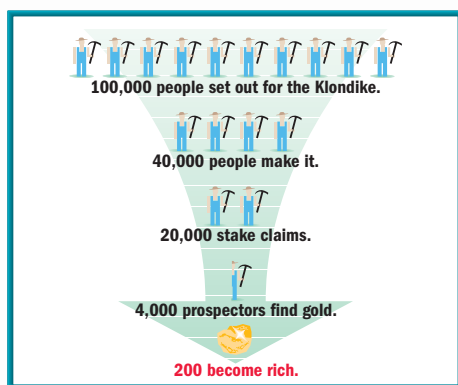
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#### HUMAN-ENVIRONMENT INTERACTION

Miners' efforts to reach the Klondike goldfields were further complicated by the supplies they had to bring with them. Canadian officials required that miners bring enough provisions for a year, or nearly a ton of goods. Prospectors brought groceries, clothing, hardware, tents, and sleds. Prospectors made slow progress on their journeys north, having to move a year's worth of supplies over rough terrain. The image at left shows men with their supplies preparing to tackle Chilkoot Pass around 1898.

Those who reached the goldfields still had to deal with the issue of how to find and extract gold. Some gold could be found in creeks, but most was in the soil around the creeks. In the winter, miners used fires to heat the frozen ground, which allowed them to haul out mounds of frozen gravel. Then, during the summer, they would shovel the gravel into a sluice, a trough through which water flowed, and the water would carry off lightweight materials, leaving the gold to sink to the bottom. The mother-and-son prospecting team shown above are using a sluice in Fairbanks, Alaska.



#### ECONOMIC DEVELOPMENT AND POPULATION SHIFTS

Unfortunately, the odds of striking it rich were not good, as the graphic above shows. Most of the prospectors who reached the Klondike came away disappointed. The best gold-bearing creeks had already been claimed, and the reports of "gold for the taking" had been greatly exaggerated. The greatest economic impact was on the towns in the region. For instance, as many as three-fourths of the prospectors passed through Seattle, and the money from the supplies they purchased there boosted the economy considerably. Cities also developed near the goldfields. About 30,000 people settled in Dawson City in the Yukon Territory. The population of Vancouver doubled, and in Edmonton, it tripled.

#### THINKING CRITICALLY

##### CONNECT TO HISTORY

**1. Drawing Conclusions** What physical and human geographic factors impacted the Klondike Gold Rush? What effects did these factors have?

##### CONNECT TO TODAY

**2. Researching Mining Towns** Research the history of a mining town that developed due to the Klondike Gold Rush. Does the town still benefit from its period as a boom town? Present a short report on how the gold rush influenced the town's development.

[hmhsocialstudies.com](http://hmhsocialstudies.com) RESEARCH WEB LINKS

Changes on the Western Frontier 213

## Instruct

1. What precious mineral drew many miners to the the Alaska Territory during the late 1800s?
2. What physical challenges did the miners face on their way to the Alaska Territory?
3. How did the Klondike Gold Rush affect settlement in the West?

#### MAKING PERSONAL CONNECTIONS

Ask if any students have been in a mine. What was the experience like? How would they tolerate the dangers, heat, poor air, and cramped quarters?

#### More About . . .

##### Mining Hazards

In very deep mines, the pressure within the rock sometimes caused it to explode, killing miners with flying debris. Miners also were careless with the copper blasting caps they used. When children found the caps, they sometimes accidentally set off an explosion. In some mining camps, an average of one boy a week lost fingers in such mishaps.

#### More About . . .

##### Placer Mining

The word *placer* comes not from the English word *place*, but from the Spanish word *placer*, which means "sandbar," one of the places that placer deposits are found. Placer deposits are created when gold-bearing rock is eroded and the particles are washed downstream. Because gold is heavier than other minerals, it is deposited more quickly, often in places like sandbars, where the current of the stream slows down.

#### THINKING CRITICALLY: ANSWERS

**1. DRAWING CONCLUSIONS** The remote location, limited travel options, and weather were barriers for miners to travel to the Klondike region. The overland route meant travel over mountain passes and cold, harsh weather conditions. Once there, miners also dealt with the challenges of extracting gold from the frozen soil and the disappointment of less gold than promised. Human geographic factors such as the supply requirements implemented by Canadian officials also presented a challenge.

#### 2. RESEARCHING MINING TOWNS

##### Rubric

Reports should . . .

- focus on a single town
- trace the town's experience in time order
- explain how discovery of gold established or expanded the town
- discuss the town's attempts to survive beyond the gold rush

## OBJECTIVES

- 1 Explain the rapid settlement of the Great Plains due to homesteading.
- 2 Describe how early settlers survived on the plains and transformed them into profitable farm land.

**TEKS 12A** analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina **15A** describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century **27B** explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines

## Focus & Motivate


Ask students to think about the students who set the trends in their school and what they have in common.


## Instruct

### Instruct: Objective 1

#### Settlers Move Westward to Farm


- How did the transcontinental railroad open up the West for settlement?
- How did the federal government encourage western settlement?
- What steps did the government take to preserve the nation's dwindling open land space?


 **In-Depth Resources: Unit 2**  
• Guided Reading, p. 2  
• Geography Application: Land Regions of the West, p. 10


 **Critical Thinking Transparencies CT13, CT47**  
• Transcontinental Railroad  
• Populations Changes in the West, 1850-1900


 **Geography Transparencies GT13**  
• Railroad Land Grants, 1871


## PROGRAM RESOURCES

 **In-Depth Resources: Unit 2**  
• Guided Reading, p. 2  
• Reteaching Activity, p. 8  
• Geography Application: Land Regions of the West, p. 10  
• Primary Sources: Letter from a Woman Homesteader, p. 13  
• Literature: from *My Antonia*, pp. 15-17


 **Guided Reading Workbook**  
• Section 2


 **Spanish/English Guided Reading Workbook**  
• Section 2


 **Access for Students Acquiring English/ESL**  
• Guided Reading (Spanish), p. 78

 **Formal Assessment**  
• Section Quiz, p. 104


## INTEGRATED TECHNOLOGY


 Geography Transp. GT13


 Critical Thinking Transp. CT13, CT47

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## TEST-TAKING RESOURCES

 Strategies for Test Preparation

 Test Practice Transparencies TT50

 Online Test Practice



## SECTION 2

 **TEKS 12A, 15A, 27B**

# Settling on the Great Plains

### MAIN IDEA

Settlers on the Great Plains transformed the land despite great hardships.

### WHY IT MATTERS NOW

The Great Plains region remains the breadbasket of the United States.

### Terms & Names

- Homestead Act
- exoduster
- soddy
- Morrill Act
- bonanza farm

## One American's Story

### [hmsocialstudies.com](http://hmsocialstudies.com) TAKING NOTES

Use the graphic organizer online to take notes about settling the Great Plains.

When Esther Clark Hill was a girl on the Kansas prairie in the 1800s, her father often left the family to go on hunting or trading expeditions. His trips left Esther's mother, Allena Clark, alone on the farm.

Esther remembered her mother holding on to the reins of a runaway mule team, "her black hair tumbling out of its pins and over her shoulders, her face set and white, while one small girl clung with chattering teeth to the sides of the rocking wagon." The men in the settlement spoke admiringly about "Lenny's nerve," and Esther thought that daily life presented a challenge even greater than driving a runaway team.



### A PERSONAL VOICE ESTHER CLARK HILL

"I think, as much courage as it took to hang onto the reins that day, it took more to live twenty-four hours at a time, month in and out, on the lonely and lovely prairie, without giving up to the loneliness."

—quoted in *Pioneer Women*

As the railroads penetrated the frontier and the days of the free-ranging cowboy ended, hundreds of thousands of families migrated west, lured by vast tracts of cheap, fertile land. In their effort to establish a new life, they endured extreme hardships and loneliness.

▲ Plains settlers, like this woman depicted in Harvey Dunn's painting *Pioneer Woman*, had to be strong and self-reliant.

## 1 Settlers Move Westward to Farm

It took over 250 years—from the first settlement at Jamestown until 1870—to turn 400 million acres of forests and prairies into flourishing farms. Settling the second 400 million acres took only 30 years, from 1870 to 1900. Human geographic factors such as federal land policy and the completion of transcontinental railroad lines made this rapid settlement possible.

**RAILROADS OPEN THE WEST** From 1850 to 1871, the federal government made huge land grants to the railroads—170 million acres, worth half a billion

B. Answer  
By making land available cheaply through various land grants.

dollars—for laying track in the West. In one grant, both the Union Pacific and the Central Pacific received 10 square miles of public land for every mile of track laid in a state and 20 square miles of land for every mile of track laid in a territory.

In the 1860s, the two companies began a race to lay track. The Central Pacific moved eastward from Sacramento, and the Union Pacific moved westward from Omaha. Civil War veterans, Irish and Chinese immigrants, African Americans, and Mexican Americans did most of the grueling labor. In late 1868, workers for the Union Pacific cut their way through the solid rock of the mountains, laying up to eight miles of track a day. Both companies had reached Utah by the spring of 1869. Fifteen years later, the country boasted five transcontinental railroads. The rails to the East and West Coasts were forever linked.

The railroad companies sold some of their land to farmers for two to ten dollars an acre. Some companies successfully sent agents to Europe to recruit buyers. By 1880, 44 percent of the settlers in Nebraska and more than 70 percent of those in Minnesota and Wisconsin were immigrants. **A**

**GOVERNMENT SUPPORT FOR SETTLEMENT** Another powerful attraction of the West was the land itself. In 1862, Congress passed the **Homestead Act**, offering 160 acres of land free to any citizen or intended citizen who was head of the household. From 1862 to 1900, up to 600,000 families took advantage of the government's offer. Several thousand settlers were **exodusters**—African Americans who moved from the post-Reconstruction South to Kansas.

Despite the massive response by homesteaders, or settlers on this free land, private speculators and railroad and state government agents sometimes used the law for their own gain. Cattlemen fenced open lands, while miners and woodcutters claimed national resources. Only about 10 percent of the land was actually settled by the families for whom it was intended. In addition, not all plots of land were of equal value. Although 160 acres could provide a decent living in the fertile soil of Iowa or Minnesota, settlers on drier Western land required larger plots to make farming worthwhile.

Eventually, the government strengthened the Homestead Act and passed more legislation to encourage settlers. In 1889, a major land giveaway in what is now Oklahoma attracted thousands of people. In less than a day, land-hungry settlers claimed 2 million acres in a massive land rush. Some took possession of the land before the government officially declared it open. Because these settlers claimed land sooner than they were supposed to, Oklahoma came to be known as the Sooner State. **B**

**A. Answer**  
They made it possible for people to travel quickly and also recruited settlers.

**MAIN IDEA**

**Analyzing Causes**

**A** How did the railroads help open the West?

**Vocabulary**

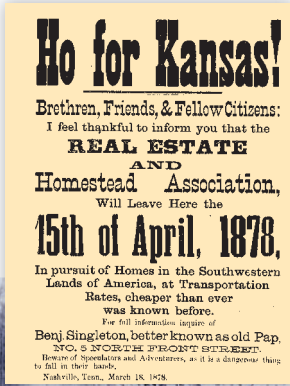
**speculator:** a person who buys or sells something that involves a risk on the chance of making a profit

**MAIN IDEA**

**Analyzing Effects**

**B** In what ways did government policies encourage settlement of the West?

Posters like the one shown here drew hundreds of thousands of settlers to the West. Among the settlers were thousands of exodusters—freed slaves who had left the South.



**More About . . .**

**Building the Railroads**

On the Central Pacific line, more than 90 percent of the labor force, about 12,000 people, were Chinese. They labored under extremely difficult conditions—including avalanches and 40-foot snow drifts—for as little as \$30–\$35 a month. White workers often received about the same pay but got board and lodging.

**More About . . .**

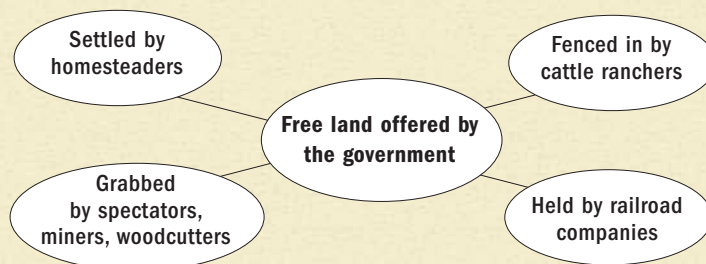
**The Exodusters**

To reach Kansas, many former slaves took riverboats as far as St. Louis, but others walked the entire way to Kansas. In 1877, former slaves from Kentucky started a settlement in northwest Kansas that they named Nicodemus. To survive their first winter before they could harvest a crop, some of the new Kansans worked for the Kansas Pacific Railroad, while others earned money by selling buffalo bones. By 1887, Nicodemus was a thriving town with churches, a store, and two newspapers.

**DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS**

**Previewing and Visualizing** **ELPS** 1C, 4D, 4G

Preview the text on page 215 under “Government Support for Settlement.” Point out that the free land in the Homestead Act was intended only for the homesteaders; the government encouraged settlers to use their private property rights and farm this land. However, only 10 percent of the land was actually homesteaded. Others also took advantage of the offer. Have students read the text on page 215 and fill in information in a concept web, such as the one shown on the right.



More About . . .


**The Frontier and the U.S. Census Bureau**

In 1890, the U.S. Census Bureau issued a momentous report. It stated that “at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line.” In other words, the federal government had declared the frontier closed.

**Instruct: Objective 2**

**Settlers Meet the Challenges of the Plains**

- What forms of shelter did the plains settlers develop?
- What technology did settlers rely on to help them tame the prairie?
- What hardships did farmers face in the late 1800s?

 In-Depth Resources: Unit 2  
 · Guided Reading, p. 2  
 · Literature: from *My Antonia*, pp. 15–17

A pioneer family stands in front of their soddy near Coburg, Nebraska, in 1887. ▶

**THE CLOSING OF THE FRONTIER** These federal policies provided significant economic incentives that changed the country forever as settlers gobbled up western land. The transcontinental railroad made it easier than ever for settlers to reach points further west. It also presented a source of land as railroads sold their federal allotments to settlers. The Homestead Act, with its offer of free land, also had a huge economic impact as nearly 2 million people applied for claims.

For decades the U.S. Census Bureau had monitored the extent of American settlement. The frontier, according to the bureau, existed at the point where the population totaled fewer than 2 people per square mile. In 1890, the Census Bureau declared that the country no longer had a continuous frontier line—the frontier no longer existed. To many, the frontier was what had made America unique. In an 1893 essay entitled “The Significance of the Frontier in American History,” the historian Frederick Jackson Turner agreed.

**A PERSONAL VOICE** FREDERICK JACKSON TURNER

“American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character.”

—“The Significance of the Frontier in American History”

Today many historians question Turner’s view. They think he gave too much importance to the frontier in the nation’s development and in shaping a special American character. **C**

**2 Settlers Meet the Challenges of the Plains**

While the physical geography of the Plains included the fertile land that lured settlers, it also caused extreme hardships such as droughts, floods, fires, blizzards, and locust plagues. Still, settlers found ways to adapt and the number of people living west of the Mississippi River grew from 1 to almost 30 percent of the nation’s population between 1850 and 1900.

**DUGOUTS AND SODDIES** Since trees were scarce, most settlers built their homes from the land itself. Many pioneers dug their homes into the sides of ravines or small hills. A stovepipe jutting from the ground was often the only clear sign of such a dugout home.

Those who moved to the broad, flat plains often made freestanding houses by stacking blocks of prairie turf. Like a dugout, a sod home, or **soddy**, was warm in



216

**Background**  
 The U.S. Census Bureau is the permanent collector of timely, relevant data about the people and economy of the United States.

**C. Answer**  
 That it shaped the American character.

**MAIN IDEA**

**Summarizing**

**C** What was Turner’s view of the role of the American frontier in 1893?

**Vocabulary**


**locust:** any of numerous grasshoppers that travel in large swarms, often doing great damage to crops

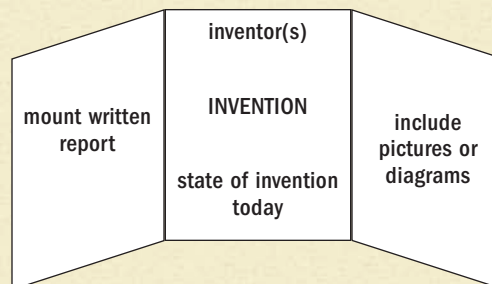
**DIFFERENTIATING INSTRUCTION**

**GIFTED AND TALENTED**

**Exploring and Invention**

Have interested students research the origins of one of the inventions listed in the Science & Technology feature on page 217. Tell students to use library sources and the Internet to write a brief report about how the invention came about, including the person or persons involved in the invention and the process it followed from idea to reality. Have students use their report to create a visual on their invention to display in the classroom. Trifold posterboards work well, as shown at right.

 Integrated Assessment  
 · Rubric 3



winter and cool in summer. Soddis were small, however, and offered little light or air. They were havens for snakes, insects, and other pests. Although they were fireproof, they leaked continuously when it rained.

**WOMEN'S WORK** Virtually alone on the flat, endless prairie, homesteaders had to be almost superhumanly self-sufficient. Women often worked beside the men in the fields, plowing the land and planting and harvesting the predominant crop, wheat. They sheared the sheep and carded wool to make clothes for their families. They hauled water from wells that they had helped to dig, and made soap and candles from tallow. At harvest time, they canned fruits and vegetables. They were skilled in doctoring—from snakebites to crushed limbs. Women also sponsored schools and churches in an effort to build strong communities.

**TECHNICAL SUPPORT FOR FARMERS** Establishing a homestead was challenging. Once accomplished, it was farming the prairie, year in and year out, that became an overwhelming task. In 1837, John Deere had invented a steel plow that could slice through heavy soil. In 1847, Cyrus McCormick began to mass-produce a reaping machine. But a mass market for these devices didn't fully develop until the late 1800s with the migration of farmers onto the plains.

Other new and improved devices made farm work speedier—the spring-tooth harrow to prepare the soil (1869), the grain drill to plant the seed (1841), barbed wire to fence the land (1874), and the corn binder (1878). Then came a reaper that could cut and thresh wheat in one pass. By 1890, there were more than 900 manufacturers of farm equipment. In 1830, producing a bushel of grain took about 183 minutes. By 1900, with the use of these machines, it took only 10 minutes. These inventions made more grain available for a wider market. **D**

**AGRICULTURAL EDUCATION** The federal government supported farmers by financing agricultural education. The **Morrill Act** of 1862 and 1890 gave federal land to the states to help finance agricultural colleges, and the Hatch Act of 1887 established agricultural experiment stations to inform farmers of new developments. Agricultural researchers developed grains for arid soil and techniques for dry farming, which helped the land to retain moisture. These innovations enabled the dry eastern plains to flourish and become “the breadbasket of the nation.”

**D. Answer** Inventions such as barbed wire, the steel plow, and the reaper, helped farmers increase production and led to the development of bonanza farms.

#### MAIN IDEA

#### Summarizing

**D** How did new inventions change farming in the West?

Science
&
Technology

### INVENTIONS THAT TAMED THE PRAIRIE

On the Great Plains, treeless expanses, root-filled soil, and unpredictable weather presented challenges to farming.



**BARBED WIRE** Barbed wire prevented animals from trampling crops and wandering off.



**REAPER** By speeding up harvesting, the reaper saved crops from inclement weather.



**STEEL PLOW** The steel plow made planting more efficient in root-filled soil.



**STEEL WINDMILL** In regions of unpredictable rainfall, the steel windmill prevented crop dehydration by bringing up underground water for irrigation.

Changes on the Western Frontier 217

### More About . . .

#### Women of the Plains

Women played an essential role in taming the plains. In addition to working alongside their husbands planting and harvesting crops, women also taught their children before schools were established, and made by hand many of the products the family wore, ate, and used. Women also doctored their families and livestock.



**In-Depth Resources:** Unit 2

· Primary Sources: Letter from a Woman Homesteader, p. 13

### Science & Technology

#### Inventions That Tamed the Prairie

Help students to recognize that the inventions enabled settlers to farm the often dry and harsh terrain of the prairie. Ask students how the windmill helped to improve farming on the frontier. (*provided water in a semiarid part of the country*) Ask why the reaper was an important part of farming. (*reduced crop loss from bad weather conditions*)

### ACTIVITY COOPERATIVE LEARNING



### BLOCK SCHEDULING

#### Advertising Agricultural Inventions **ELPS** 3B, 3E

**Class Time** 45 minutes

**Task** Creating advertisements for one of the agricultural inventions pictured on page 217

**Purpose** To help students understand the importance of the inventions in cultivating the plains

**Directions** Assign groups of three or four students to plan, write, and illustrate advertising posters or leaflets for barbed wire, the steel plow, the reaper, or the steel windmill. The advertisement should be directed at new settlers. Students may wish to include the history of the invention and a diagram showing how it is used. Ask a student representative from each group to present their advertisement to the class.



**Integrated Assessment**

· Rubric 5





More About . . .

**Bonanza Farms**

The labor needed to plow and harvest the bonanza farms was seasonal. A farm that required only a few hands most of the year might need 150 men for the April plowing and 400 men for the fall harvesting. Harvesting crews moved from one farm to another, from south to north, during the summer. According to the writer Hamlin Garland, “They reached our neighborhood in July, arriving like a flight of unclean birds, and vanished into the north as mysteriously as they had appeared.”

▲ Bonanza farms like this one required the labor of hundreds of farm hands and horses.

**FARMERS IN DEBT** Elaborate machinery was expensive, and farmers often had to borrow money to buy it. When prices for wheat were higher, farmers could usually repay their loans. When wheat prices fell, however, farmers needed to raise more crops to make ends meet. This situation gave rise to a new type of farming in the late 1870s. Railroad companies and investors created **bonanza farms**, enormous single-crop spreads of 15,000–50,000 acres. The Cass-Cheney-Dalrymple farm near Cassleton, North Dakota, for example, covered 24 square miles. By 1900, the average farmer had nearly 150 acres under cultivation. Some farmers mortgaged their land to buy more property, and as farms grew bigger, so did farmers’ debts. Between 1885 and 1890, much of the plains experienced drought, and the large single-crop operations couldn’t compete with smaller farms, which could be more flexible in the crops they grew. The bonanza farms slowly folded into bankruptcy.

Farmers also felt pressure from the rising cost of shipping grain. Railroads charged Western farmers a higher fee than they did farmers in the East. Also, the railroads sometimes charged more for short hauls, for which there was no competing transportation, than for long hauls. The railroads claimed that they were merely doing business, but farmers resented being taken advantage of. “No other system of taxation has borne as heavily on the people as those extortions and inequalities of railroad charges” wrote Henry Demarest Lloyd in an article in the March 1881 edition of *Atlantic Monthly*.

Many farmers found themselves growing as much grain as they could grow, on as much land as they could acquire, which resulted in going further into debt. But they were not defeated by these conditions. Instead, these challenging conditions drew farmers together in a common cause.

**Vocabulary mortgage:** to legally pledge property to a creditor as security for the payment of a loan or debt

**Vocabulary extortion:** illegal use of one’s official position or powers to obtain property or funds

**Assess & Reteach**

**SECTION 2 ASSESSMENT**

Have pairs of students split questions 2–5. Each student should present the answers for his or her two questions to the other for discussion and modification, if necessary.

Formal Assessment  
· Section Quiz, p. 104

**SELF-ASSESSMENT**

Have students review the questions they could not answer. Ask them to find the answer in the text and then to write an additional question to test their understanding of the problematic concept.

**RETEACH**

Use the Science & Technology feature on page 217 to review the problems that settlers faced on the plains.

In-Depth Resources: Unit 2  
· Reteaching Activity, p. 8



**ASSESSMENT**

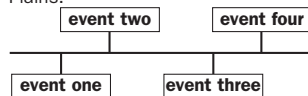
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Homestead Act
- soddy
- bonanza farm
- exoduster
- Morrill Act

**MAIN IDEA**

**2. USING YOUR NOTES**

Create a time line of four events that shaped the settling of the Great Plains.



How might history be different if one of these events hadn’t happened?

**CRITICAL THINKING**

**3. EVALUATING**

How successful were government efforts to promote settlement of the Great Plains? How did the economic impact of these efforts contribute to the close of the frontier? **Think About:**

- the growth in population on the Great Plains
- the role of railroads
- the Homestead Act

**4. DRAWING CONCLUSIONS**

Review the changes in technology that influenced the life of settlers on the Great Plains in the late 1800s. Explain how specific needs of settlers in the region led to these technological innovations.

**5. IDENTIFYING PROBLEMS**

How did the railroads take advantage of farmers?



**ASSESSMENT Answers**

**1. TERMS & NAMES**

- Homestead Act, p. 215
- exoduster, p. 215
- soddy, p. 216
- Morrill Act, p. 217
- bonanza farm, p. 218

**2. USING YOUR NOTES**

- 1862: Homestead Act
- 1869: Completion of the first transcontinental railroad
- 1874: Development of barbed wire
- 1889: Oklahoma land rush

**3. EVALUATING**

The Transcontinental Railroad made travel to the West easier and the Homestead Act provided free land to settlers. Both factors brought people west to live and contributed to the successful close of the frontier in the late 19th century.

**4. DRAWING CONCLUSIONS**

To combat dry, root-filled soil and unpredictable weather, technologies such as steel plows, drills, and reaping machines helped people meet needs.

**5. IDENTIFYING PROBLEMS**

Railroads charged plains farmers a higher fee than they did farmers in the east; they charged more for short hauls and forced the farmers deeper into debt.

SECTION  
3

TEKS 3A, 3B, 5C

# Farmers and the Populist Movement

## MAIN IDEA

Farmers united to address their economic problems, giving rise to the Populist movement.

## WHY IT MATTERS NOW

Many of the Populist reform issues, such as income tax and legally protected rights of workers, are now taken for granted.

## Terms & Names

- Oliver Hudson Kelley
- Grange
- Farmers' Alliances
- Populism
- bimetallism
- gold standard
- William McKinley
- William Jennings Bryan

## One American's Story

hmhsocialstudies.com  
TAKING NOTES

Use the graphic organizer online to take notes about the Populist Party.

As a young adult in the early 1870s, Mary Elizabeth Lease left home to teach school on the Kansas plains. After marrying farmer Charles Lease, she joined the growing Farmers' Alliance movement and began speaking on issues of concern to farmers. Lease joked that her tongue was "loose at both ends and hung on a swivel," but her golden voice and deep blue eyes hypnotized her listeners.

### A PERSONAL VOICE MARY ELIZABETH LEASE

"What you farmers need to do is to raise less corn and more Hell! We want the accursed foreclosure system wiped out. . . . We will stand by our homes and stay by our fire-sides by force if necessary, and we will not pay our debts to the loan-shark companies until the Government pays its debts to us."

—quoted in "The Populist Uprising"

Farmers had endured great hardships in helping to transform the plains from the "Great American Desert" into the "breadbasket of the nation," yet every year they reaped less and less of the bounty they had sowed with their sweat.



▲ Mary Elizabeth Lease, the daughter of Irish immigrants, was a leader of the Populist Party.

## 1 Farmers Unite to Address Common Problems

In the late 1800s, many farmers were trapped in a vicious economic cycle. Prices for crops were falling, and farmers often mortgaged their farms so that they could buy more land and produce more crops. Good farming land was becoming scarce, though, and banks were foreclosing on the mortgages of increasing numbers of farmers who couldn't make payments on their loans. Moreover, the railroads were taking advantage of farmers by charging excessive prices for shipping and storage.

Changes on the Western Frontier 219

## OBJECTIVES

- 1 Identify the problems farmers faced and their cooperative efforts to solve them.
- 2 Explain the rise and fall of the Populist Party.

TEKS 3A analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism 3B analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business 5C evaluate the impact of third parties, including the Populist and Progressive parties

## Focus & Motivate

Have students read the One American's Story of Mary Elizabeth Lease and discuss how she might have come to be such a vocal promoter of the cause of farmers.

## Instruct

### Instruct: Objective 1

#### Farmers Unite to Address Common Problems

- What economic problems did many farmers face during the late 1800s?
- Why did farmers favor "cheap money"?
- How did farmers try to address their problems and grievances?



In-Depth Resources: Unit 2

- Guided Reading, p. 3
- American Lives: Mary Elizabeth Lease, p. 19

## PROGRAM RESOURCES

- In-Depth Resources: Unit 2
  - Guided Reading, p. 3
  - Reteaching Activity, p. 9
  - Primary Sources: Cross of Gold Speech, p. 14
  - American Lives: Mary Elizabeth Lease, p. 19
- Guided Reading Workbook
  - Section 3

- Spanish/English Guided Reading Workbook
  - Section 3
- Access for Students Acquiring English/ESL
  - Guided Reading (Spanish), p. 79
- Formal Assessment
  - Section Quiz, p. 105

## INTEGRATED TECHNOLOGY

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## TEST-TAKING RESOURCES

- Strategies for Test Preparation
- Test Practice Transparencies TT51
- Online Test Practice

Analyzing Political Cartoons

SKILLBUILDER ANSWERS

1. They're at the mercy of the railroads, and their warnings are being ignored by businessmen and industrialists.
2. the railroad and business communities

More About . . .

U.S. Currency

The U.S. monetary system was established by the Coinage Act of 1792. It was a bimetallic system in which both gold and silver were used as legal tender. The government began issuing paper currency during the Revolutionary War, but it printed so much that the money became almost worthless. It was not until the 1860s that the government again issued paper money, "greenbacks," that could not be exchanged for gold or silver. Paper currency is no longer backed by any metal.

More About . . .

Richard Parks Bland

It was little surprise that Congressman Richard Parks Bland was a co-sponsor of the Bland-Allison Act. Known for his undying support of the bimetallic standard of currency or "Free Silver," Bland very much identified with the groups who supported such a standard the most—frontier farmers and laborers. Born in Kentucky, Bland spent 10 years as a miner, prospector, and school teacher in California, Colorado, and Nevada. What's more, the rural Missouri district that he represented was made up mostly of miners, farmers, and others who would benefit from "cheap money."

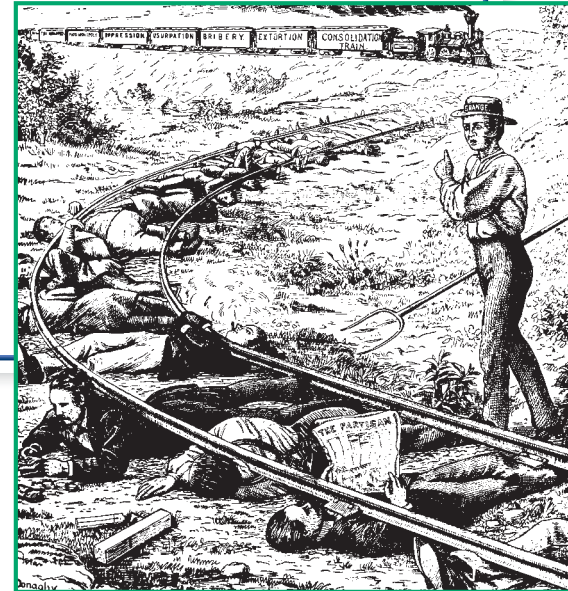
Analyzing Political Cartoons

THE PLIGHT OF THE FARMERS

Farmers were particularly hard hit in the decades leading to the financial panic of 1893. They regarded big business interests as insurmountable enemies who were bringing them to their knees and leaving them with debts at every turn. This cartoon is a warning of the dangers confronting not only the farmers but the entire nation.

SKILLBUILDER Analyzing Political Cartoons

1. How does this cartoon depict the plight of the farmers?
2. Who does the cartoonist suggest is responsible for the farmers' plight?



**ECONOMIC DISTRESS** The troubles of the farmers were part of a larger economic problem affecting the entire nation. During the Civil War, the United States had issued almost \$500 million in paper money, called greenbacks. Greenbacks could not be exchanged for silver or gold money. They were worth less than hard money of the same face value. Hard money included both coins and paper money printed in yellow ink that could be exchanged for gold. After the war, the government began to take the greenbacks out of circulation.

Retiring the greenbacks caused some discontent. It increased the value of the money that stayed in circulation. It meant that farmers who had borrowed money had to pay back their loans in dollars that were worth more than the dollars they had borrowed. At the same time they were receiving less money for their crops. Between 1867 and 1887, for example, the price of a bushel of wheat fell from \$2.00 to 68 cents. In effect, farmers lost money at every turn. **A**

Throughout the 1870s, the farmers and other debtors pushed the government to issue more money into circulation. Those tactics failed—although the Bland-Allison Act of 1878 required the government to buy and coin at least \$2 million to \$4 million worth of silver each month. It wasn't enough to support the increase in the money supply that the farmers wanted.

**PROBLEMS WITH THE RAILROADS** Meanwhile, farmers paid outrageously high prices to transport grain. Lack of competition among the railroads meant that it might cost more to ship grain from the Dakotas to Minneapolis by rail than from Chicago to England by boat. Also, railroads made secret agreements with middlemen—grain brokers and merchants—that allowed the railroads to control grain storage prices and to influence the market price of crops.

Many farmers mortgaged their farms for credit with which to buy seed and supplies. Suppliers charged high rates of interest, sometimes charging more for items bought on credit than they did for cash purchases. Farmers got caught in a cycle of credit that meant longer hours and more debt every year. It was time for reform. **B**

**THE FARMERS' ALLIANCES** To push effectively for reforms, however, farmers needed to organize. In 1867, **Oliver Hudson Kelley** started the Patrons of

**B. Answer**  
Deflation, high railroad rates, cycle of mortgage and debt.

MAIN IDEA

Analyzing Issues

**A** Why did farmers think that an increased money supply would help solve their economic problems?

**A. Answer**  
It would increase prices for their products.

MAIN IDEA

Analyzing Causes

**B** What were some of the causes of farmers' economic problems?

ACTIVITY LINK TO LANGUAGE ARTS

B BLOCK SCHEDULING

Reacting to Farm Problems

Class Time 45 minutes

Task Writing a letter to a newspaper commenting on the problems of farmers in the 1870s

Purpose To identify the problems and responses of farmers in the West and the South

Directions Have students assume the roles of farmers, railroad owners, bankers, or industrialists and write letters to the newspaper commenting on one of these statements:

- 1) The railroads are unfair to farmers.
- 2) The federal government has a responsibility to help farmers.
- 3) Falling prices are the fault of farmers.
- 4) The government has no right to regulate the railroads.

Integrated Assessment  
· Rubric 5

Husbandry, an organization for farmers that became popularly known as the **Grange**. Its original purpose was to provide a social outlet and an educational forum for isolated farm families. By the 1870s, however, Grange members spent most of their time and energy fighting the railroads. The Grange's battle plan included teaching its members how to organize, how to set up farmers' cooperatives, and how to sponsor state legislation to regulate railroads.

The Grange gave rise to other organizations, such as **Farmers' Alliances**. These groups included many others who sympathized with farmers. Alliances sent lecturers from town to town to educate people about topics such as lower interest rates on loans and government control over railroads and banks. Spellbinding speakers such as Mary Elizabeth Lease helped get the message across.

Membership grew to more than 4 million—mostly in the South and the West. The Southern Alliance, made up of white Southern farmers, was the largest. About 250,000 African Americans belonged to the Colored Farmers' National Alliance. Some alliance members promoted cooperation between black and white alliances, but most members accepted the separation of the organizations.

### HISTORICAL SPOTLIGHT

#### THE COLORED FARMERS' NATIONAL ALLIANCE

A white Baptist missionary, R. M. Humphrey, organized the Colored Farmers' National Alliance in 1886 in Houston, Texas. Like their counterparts in the white alliances, members of the local colored farmers' alliances promoted cooperative buying and selling. Unlike white organizations, however, the black alliances had to work mostly in secret to avoid racially motivated violence at the hands of angry landowners and suppliers.

### HISTORICAL SPOTLIGHT

#### The Colored Farmers' National Alliance

Discuss with students why landowners and suppliers were more hostile to African-American farmers than to white farmers.

#### Vocabulary

**regulate:** to control or direct according to a rule or law

## 2 The Rise and Fall of Populism

Leaders of the alliance movement realized that to make far-reaching changes, they would need to build a base of political power. **Populism**—the movement of the people—was born with the founding of the Populist, or People's, Party, in 1892. On July 2, 1892, a Populist Party convention in Omaha, Nebraska, demanded reforms to lift the burden of debt from farmers and other workers and to give the people a greater voice in their government.

**THE POPULIST PARTY PLATFORM** The economic reforms proposed by the Populists included an increase in the money supply, which would produce a rise in prices received for goods and services; a graduated income tax; and a federal loan program. The proposed governmental reforms included the election of U.S. senators by popular vote, single terms for the president and the vice-president, and a secret ballot to end vote fraud. Finally, the Populists called for an eight-hour workday and restrictions on immigration.

The proposed changes were so attractive to struggling farmers and desperate laborers that in 1892 the Populist presidential candidate won almost 10 percent of the total vote. In the West, the People's Party elected five senators, three governors, and about 1,500 state legislators. The Populists' programs eventually became the platform of the Democratic Party and kept alive the concept that the government is responsible for reforming social injustices. **C**

**THE PANIC OF 1893** During the 1880s, farmers were overextended with debts and loans. Railroad construction had expanded faster than markets. In February 1893, the Philadelphia and Reading Railroad went bankrupt, followed by the Erie, the Northern Pacific, the Union Pacific, and the Santa Fe. The government's gold supply had worn thin, partly due to its obligation to purchase silver. People panicked and traded paper money for gold. The panic also spread to Wall Street, where the prices of stocks fell rapidly. The price of silver then plunged, causing silver mines to close. By the end of the year, over 15,000 businesses and 500 banks had collapsed.

**C. Answer** increase in the money supply; graduated income tax, federal loan program; election to U.S. senate by popular vote; single terms for president and vice president; secret ballot; eight-hour workday; immigration restrictions.

#### MAIN IDEA


#### Summarizing

**C** What was the Populist Party platform?

### Instruct: Objective 2

#### The Rise and Fall of Populism

- What reforms did the Populist Party promote?
- What were the causes and consequences of the Panic of 1893?
- Why did the Populist movement collapse?

 In-Depth Resources: Unit 2  
• Guided Reading, p. 3

### Connections Across Time

#### 1892 AND TODAY

#### Populism

The Populist Party may have been short-lived, but the term *populism* remains very much alive in today's political lexicon. While the Populists of the late 1800s fought for the rights of farmers and laborers and battled the railroad companies, today's political analysts often hang the label of *populist* on a candidate fighting for middle-class families and blue collar workers against big corporations. In the current political landscape, however, where nearly all candidates rely on corporate donations to help them cover the increasingly exorbitant cost of campaigning, it is often difficult to claim the title of populist.

## ACTIVITY COOPERATIVE LEARNING

### Researching Populist Reforms **ELPS** 3C, 3E

**Class Time** 45 minutes

**Task** Writing a report on the outcome of the reforms promoted by the Populist Party


**Purpose** To help students understand the Populist platform and to recognize that minor political parties can have far-reaching effects

**Directions** Using history texts, encyclopedias, or the Internet, student groups will research one of the platform planks of the Populist Party mentioned on page 221. They should determine if the reform has subsequently been enacted, if the issue is still being debated, or if it has now been forgotten. Finally, they will write a report on the issue to be shared with the class. Remind student groups that their reports should contain a variety of sentence types and connecting words to improve audience engagement.


KEY PLAYER

William Jennings Bryan

William Jennings Bryan was known as the “silver-tongued orator from Nebraska.” His powerful voice and his strong beliefs in the “common people” won him two terms in Congress and a presidential nomination at age 36. He made and lost two more bids for president in 1900 and 1908. Although he never again held elective office, Bryan remained influential in the Democratic Party. He was appointed secretary of state by Woodrow Wilson in 1912. Many reforms that he fought for, such as an eight-hour workday and woman suffrage, later became law. Ask students how they think Bryan was able to influence reform without being elected president.

 In-Depth Resources: Unit 2  
 · Primary Sources: Cross of Gold Speech, p. 14

KEY PLAYER



WILLIAM JENNINGS BRYAN  
1860–1925

William Jennings Bryan might be considered a patron saint of lost causes, largely because he let beliefs, not politics, guide his actions. He resigned his position as secretary of state (1913–1915) under Woodrow Wilson, for example, to protest the president’s movement away from neutrality regarding the war in Europe.

Near the end of his life, he went to Tennessee to assist the prosecution in the Scopes “monkey trial,” contesting the teaching of evolution in public schools. He is perhaps best characterized by a quote from his own “Cross of Gold” speech: “The humblest citizen in all the land, when clad in the armor of a righteous cause, is stronger than all the hosts of error.”

Investments declined, and consumer purchases, wages, and prices also fell. Panic deepened into depression as 3 million people lost their jobs. By December 1894, a fifth of the work force was unemployed. Many farm families suffered both hunger and unemployment. **D**

**SILVER OR GOLD** Populists watched as the two major political parties became deeply divided in a struggle between different regions and economic interests. Business owners and bankers of the industrialized Northeast were Republicans; the farmers and laborers of the agrarian South and West were Democrats.

The central issue of the campaign was which metal would be the basis of the nation’s monetary system. On one side were the “silverites,” who favored **bimetallism**, a monetary system in which the government would give citizens either gold or silver in exchange for paper currency or checks. On the other side were President Cleveland and the “gold bugs,” who favored the **gold standard**—backing dollars solely with gold.

The backing of currency was an important campaign issue because people regarded paper money as worthless if it could not be turned in for gold or silver. Because silver was more plentiful than gold, backing currency with both metals, as the silverites advocated, would make more currency (with less value per dollar) available. Supporters of bimetallism hoped that this measure would stimulate the stagnant economy. Retaining the gold standard would provide a more stable, but expensive, currency.

**BRYAN AND THE “CROSS OF GOLD”** Stepping into the debate, the Populist Party called for bimetallism and free coinage of silver. Yet their strategy was undecided: should they join forces with sympathetic candidates in the major parties and risk losing their political identity, or should they nominate their own candidates and risk losing the election?

As the 1896 campaign progressed, the Republican Party stated its firm commitment to the gold standard and nominated Ohioan **William McKinley** for president. After much debate, the Democratic Party came out in favor of a combined gold and silver standard, including unlimited coinage of silver. At the Democratic convention, former Nebraska congressman **William Jennings Bryan**, editor of the *Omaha World-Herald*, delivered an impassioned address to the assembled

MAIN IDEA

Analyzing Causes

**D** What caused the panic of 1893?

**D. Answer** Overexpansion of key industries, especially the railroads, and a shrinking federal gold reserve.

HISTORY from VISUALS

Reading the Chart

Suggest to students that they first read the chart vertically to understand how the Gold Bug and Silverite positions may lead respectively to deflation and inflation. Then have them read it horizontally to recognize contrasts in the characteristics of the two positions.

**Extension** Ask students what information for each side would be placed in a category labeled Harm.

Gold Bugs and Silverites		
	Gold Bugs	Silverites
Who They Were	bankers and businessmen	farmers and laborers
What They Wanted	gold standard less money in circulation	bimetallism more money in circulation
Why	Loans would be repaid in stable money.	Products would be sold at higher prices.
Effects	<b>DEFLATION</b> <ul style="list-style-type: none"> <li>• Prices fall.</li> <li>• Value of money increases.</li> <li>• Fewer people have money.</li> </ul>	<b>INFLATION</b> <ul style="list-style-type: none"> <li>• Prices rise.</li> <li>• Value of money decreases.</li> <li>• More people have money.</li> </ul>

ACTIVITY

SKILLBUILDER LESSON



BLOCK SCHEDULING

Creating Written Presentations

**Explaining the Skill** The first step in planning a written presentation is to determine the purpose of the presentation and its audience. Next, the main points and supporting details should be identified. Then the material can be written in the appropriate form, such as letters, journal entries, speeches, radio scripts, position papers, or reports.

**Applying the Skill** Have each student write a letter to the editor of a newspaper on behalf of the party of his or her choice, either the Republicans (McKinley) or the Democrats (Bryan). If writing for the Republicans, the letter should tell why the gold standard is important; a letter for the Democrats should extol the virtues of having both gold- and silver-backed money.

delegates. An excerpt of what has become known as the “Cross of Gold” speech follows.

**A PERSONAL VOICE** WILLIAM JENNINGS BRYAN

“Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.”

—Democratic convention speech, Chicago, July 8, 1896



▲ William Jennings Bryan’s “Cross of Gold” speech inspired many cartoonists.

**HISTORY from VISUALS**

**Reading the Cartoon**

Make sure students recognize the central symbols in the cartoon—the crown of thorns and the cross of gold referred to in Bryan’s speech. Discuss with students the connection of the two symbols to the Christian religion, particularly to Jesus Christ as savior. Ask students if they think Bryan thought of himself as a savior of the working class.

**Extension** Have students write one or two sentences explaining how Bryan adapted this meaning to suit his political purposes.

**MAIN IDEA**

**Analyzing Issues**

**E** Why was the metal that backed paper currency such an important issue in the 1896 presidential campaign?

**E. Answer** Because people thought that paper currency had value only if it could be turned in for precious metals, such as gold or silver.

Bryan won the Democratic nomination. When the Populist convention met two weeks later, the delegates were both pleased and frustrated. They liked Bryan and the Democratic platform, but they detested the Democratic vice-presidential candidate, Maine banker Arthur Sewall. Nor did they like giving up their identity as a party. They compromised by endorsing Bryan, nominating their own candidate, Thomas Watson of Georgia, for vice-president, and keeping their party organization intact. **E**

**THE END OF POPULISM** Bryan faced a difficult campaign. His free-silver stand had led gold bug Democrats to nominate their own candidate. It also weakened his support in cities, where consumers feared inflation because it would make goods more expensive. In addition, Bryan’s meager funds could not match the millions backing McKinley. Bryan tried to make up for lack of funds by campaigning in 27 states and sometimes making 20 speeches a day. McKinley, on the other hand, campaigned from his front porch, while thousands of well-known people toured the country speaking on his behalf.

McKinley got approximately 7 million votes and Bryan about 6.5 million. As expected, McKinley carried the East, while Bryan carried the South and the farm vote of the Middle West. The voters of the industrial Middle West, with their fear of inflation, brought McKinley into office.

With McKinley’s election, Populism collapsed, burying the hopes of the farmers. The movement left two powerful legacies, however: a message that the downtrodden could organize and have political impact, and an agenda of reforms, many of which would be enacted in the 20th century.

**Assess & Reteach**

**SECTION 3 ASSESSMENT**

Have students answer the questions, then exchange papers to assess their answers.

Formal Assessment  
· Section Quiz, p. 105

**SELF-ASSESSMENT**

Have students identify two incorrect or weak answers they had given and discuss those questions with their classmates. Then ask them to revise their answers.

**RETEACH**

Make a problem-solution chart on the board and ask students to fill it in with the problems that farmers faced and the solutions they proposed to solve them. Then discuss how effective those solutions were.

In-Depth Resources: Unit 2  
· Reteaching Activity, p. 9

**SECTION 3**

**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Oliver Hudson Kelley
- Farmers’ Alliances
- bimetallism
- William McKinley
- Grange
- Populism
- gold standard
- William Jennings Bryan

**MAIN IDEA**

**2. USING YOUR NOTES**

Identify the causes of the rise of the Populist Party and the effects the party had.



Which effect has the most impact today? Explain.

**CRITICAL THINKING**

**3. HYPOTHESIZING**

What do you think were the most significant factors in bringing an end to the Populist Party? **Think about:**

- monetary policy
- third-party status
- source of popular support
- popular participation policy

**4. MAKING INFERENCES**

How did the Grange and the Farmers’ Alliances pave the way for the Populist Party?

**5. EVALUATING**

How effective was the Populist Party in achieving its goals as a third party?

**Answers ASSESSMENT**

**SECTION 3**

**1. TERMS & NAMES**

- Oliver Hudson Kelley, p. 220
- Grange, p. 221
- Farmers’ Alliances, p. 221
- Populism, p. 221
- bimetallism, p. 222
- gold standard, p. 222
- William McKinley, p. 222
- William Jennings Bryan, p. 222

**2. USING YOUR NOTES**

**Causes:** Falling prices for crops, inability to repay loans, excessive railroad prices  
**Effects:** New ideas that later became law, political forum for addressing special interests, message of hope to downtrodden

**3. HYPOTHESIZING**

Rankings will vary but should be supported with examples from the text.

**4. MAKING INFERENCES**

The Grange informed members on issues that affected them. It raised questions on issues that would become the basis of the Populist Party.

**5. EVALUATING**

Although the Populist Party did not have enough support to win an election as a third party, the Populist movement showed that people could join together

to try to gain more power and voice in government. The Populist Party proposed many economic and social reforms that later were incorporated into the Democratic Party. They later backed William Jennings Bryan for President. After his defeat, Populism collapsed but the ideas lived on.

AMERICAN  
LITERATURE

## Objectives

- Learn how the literature of the West reflected its diverse population.
- Learn views of the American frontier expressed in the works of literature.

## Focus &amp; Motivate

Have students comment on what roles they think stories, tales, yarns, songs, and ballads served in the changing West. Then have students brainstorm a list of the types of heroes, plain folk, and problems depicted in the literature of the West.

## More About . . .

## The Diverse Literature of the West

The years following the Civil War brought an explosion of life, movement, and progress. In the West, the novel and short story continued to develop. Native Americans produced not only oratory but a long tradition of myths, tales, and poetry. Among settlers, a wave of poetry, song, and folk tales burst forth, recreating the lives and tales of lumberjacks, miners, railroad workers, cowboys, and outlaws. Songs like “The Old Chisolm Trail” and “Git Along, Little Dogies” as well as tall tales about Paul Bunyan are all expressions of the West.

## AMERICAN LITERATURE (1850–1900)

## Literature of the West

After gold was discovered in California, Americans came to view the West as a region of unlimited possibility. Those who could not venture there in person enjoyed reading about the West in colorful tales by writers such as Mark Twain (Samuel Clemens) and Bret Harte. Dime novels, cheaply bound adventure stories that sold for a dime, were also enormously popular in the second half of the 19th century.

Since much of the West was Spanish-dominated for centuries, Western literature includes legends and songs of Hispanic heroes and villains. It also includes the haunting words of Native Americans whose lands were taken and cultures threatened as white pioneers moved west.



▲ Mark Twain

## THE CELEBRATED JUMPING FROG OF CALAVERAS COUNTY

The American humorist Samuel Clemens—better known as Mark Twain—was a would-be gold and silver miner who penned tales of frontier life. “The Celebrated Jumping Frog of Calaveras County” is set in a California mining camp. Most of the tale is told by Simon Wheeler, an old-timer given to exaggeration.

“Well, Smiley kep’ the beast in a little lattice box, and he used to fetch him downtown sometimes and lay for a bet. One day a feller—a stranger in the camp, he was—come acrost him with his box, and says:

“‘What might it be that you’ve got in the box?’

“And Smiley says, sorter indifferent-like, ‘It might be a parrot, or it might be a canary, maybe, but it ain’t—it’s only just a frog.’

“And the feller took it, and looked at it careful, and turned it round this way and that, and says, ‘H’m—so ‘tis. Well, what’s he good for?’

“‘Well,’ Smiley says, easy and careless, ‘he’s good enough for one thing, I should judge—he can outjump any frog in Calaveras County.’

“The feller took the box again, and took another long, particular look, and give it back to Smiley, and says, very deliberate, ‘Well,’ he says, ‘I don’t see no p’int about that frog that’s any better’n any other frog.’

“‘Maybe you don’t,’ Smiley says. ‘Maybe you understand frogs and maybe you don’t understand ‘em; maybe you’ve had experience, and maybe you ain’t only a amateur, as it were. Anyways, I’ve got my opinion, and I’ll resk forty dollars that he can outjump any frog in Calaveras County.’”

—Mark Twain, “The Celebrated Jumping Frog of Calaveras County” (1865)

## RECOMMENDED RESOURCES

## BOOKS

Bierhorst, John, ed. *In the Trail of the Wind: American Indian Poems and Ritual Orations*. New York: Farrar, Strauss, and Giroux, 1998.

Cather, Willa. *O Pioneers!* New York: Eighteen Hundred Seventy Three Press, 2000. Cather’s first farm novel depicts pioneer life in Nebraska.

Muir, John. *The Mountains of California*. San Francisco: Sierra Club Books, 1989. Early travel and description by America’s premier naturalist explorer.

Norris, Frank. *McTeague: A Story of San Francisco*. Oxford U. P., 2000. Characters struggle with the American dream of success.

Velie, Alan R., ed. *American Indian Literature*. Norman: U of Oklahoma, 1991. Anthology that includes songs, tales, memoirs, oratory, poetry, and fiction.

## SOUND RECORDINGS

*Black Elk Speaks*. Berkeley, Ca: Audio Literature, 1991. Recording of Black Elk as told to John G. Neihardt, abridged from the book of the same title.

## VIDEOS

*Call of the Wild*. Carlsbad, Ca: Bridgestone Multimedia, 1994. Motion picture drama based on Jack London’s tale of wilderness survival in Alaska.

## INTEGRATED TECHNOLOGY

For teacher support, visit . . .

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**TEXAS TYPES—THE COWBOY**

William Lawrence “Larry” Chittenden left his home in New Jersey in 1883 and made his way to Texas. Once there, he partnered with his uncle to establish a ranch near Anson in Jones County. He eventually became known as the poet-ranchman of Texas after the 1893 publication of *Ranch Verses*, a collection of his poems about ranch life in Texas.

He wears a big hat and big spurs and all that,  
And leggins of fancy fringed leather;  
He takes pride in his boots and the pistol he shoots,  
And he’s happy in all kinds of weather.

He is fond of his horse—’t is a bronco, of course,  
For, oh, he can ride like the Devil;  
He is old for his years, and he always appears  
To be foremost at round-up or revel.

—William Lawrence Chittenden, “Texas Types—The Cowboy” (1893)



Vaquero (modeled 1980/cast 1990), Luis Jiménez. National Museum of American Art/Art Resource, New York.

**CHIEF SATANTA’S SPEECH AT THE MEDICINE LODGE CREEK COUNCIL**

Known as the Orator of the Plains, Chief Satanta represented the Kiowa people in the 1867 Medicine Lodge Creek negotiations with the U.S. government. The speech from which this excerpt is taken was delivered by Satanta in Spanish but was translated into English and widely published in leading newspapers of the day.

All the land south of the Arkansas belongs to the Kiowas and Comanches, and I don’t want to give away any of it. I love the land and the buffalo and will not part with it. I want you to understand well what I say. Write it on paper. Let the Great Father [U.S. president] see it, and let me hear what he has to say. I want you to understand also, that the Kiowas and Comanches don’t want to fight, and have not been fighting since we made the treaty. I hear a great deal of good talk from the gentlemen whom the Great Father sends us, but they never do what they say. I don’t want any of the medicine lodges [schools and churches] within the country. I want the children raised as I was. When I make peace, it is a long and lasting one—there is no end to it. . . . A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry. I have spoken.

—Chief Satanta, speech at the Medicine Lodge Creek Council (1867)



▲ Chief Satanta

**THINKING CRITICALLY**

**1. Comparing and Contrasting** Compare and contrast the views these selections give of the American frontier in the second half of the 19th century. Use details from the selections to help explain your answer.

**2. [hmhsocialstudies.com](http://hmhsocialstudies.com) INTERNET ACTIVITY**  From the gauchos of the Argentine pampas to the workers on Australian sheep stations, many nations have had their own versions of the cowboys of the American West. Use the links for American Literature to research one such nation. Prepare a bulletin-board display that shows the similarities and differences between Western cowboys and their counterparts in that country.

*Changes on the Western Frontier* 225

**Instruct**

1. What different forms did the literature of the West take?
2. What were some of the more prominent themes in the literature of the West?
3. Based on these literature selections, what was life like on the frontier?

**MAKING PERSONAL CONNECTIONS**

Ask students what books they have read and films they have seen about the American West, especially the American West of the late 1800s. Ask how the West and its people are portrayed in these works.

**More About . . .****Chief Satanta**

During and after the Civil War, Chief Satanta participated in many raids along the Santa Fe Trail. Officials tried Satanta and other Native Americans for these attacks and sentenced them to death. Indian rights groups protested, arguing that the Indians’ actions were in the context of a war and thus not deserving of such a harsh punishment. Officials ultimately spared Satanta’s life and even paroled him. He was subsequently accused of conducting more raids and again brought into custody. Professing his innocence, Satanta grew weak and despondent behind bars. He eventually died in the prison hospital. Some Kiowa claim he was murdered.

**THINKING CRITICALLY: ANSWERS**

**COMPARING AND CONTRASTING** The selection from Mark Twain shows a male world in which men live in camps, and competing appears to be a recreation. Chief Satanta’s speech reflects the changing frontier, as whites consistently encroach upon Native American lands. William Lawrence Chittenden’s poem “Texas Types—The Cowboy” provides a description of the life and personality of a Texas cowboy.

**INTERNET ACTIVITY Rubric**

Displays should . . .

- spotlight the cowboys of a single country other than the United States
- offer several comparisons with and contrasts between the selected cowboy and the cowboy of the American West
- contain strong visual images and brief captions or labels that provide additional information



**TERMS & NAMES**

1. Homestead Act, p. 215
2. Sitting Bull p. 204
3. assimilation, p. 206
4. Morrill Act, p. 217
5. exoduster, p. 215
6. George A. Custer, p. 206
7. William Jennings Bryan, p. 222
8. William McKinley, p. 222
9. Populism, p. 221
10. Grange, p. 221

**MAIN IDEAS**

1. Native Americans—hunters and gatherers; settlers—farmers. Native Americans—communal property; settlers—personal property. Native Americans—migratory; settlers—stationary.
2. It was a failure.
3. With the growth of cities, the market for beef increased. The development of railroads provided a link between the cattle frontier and the cities.
4. Economic incentives such as free land and technological advances such as railroad lines caused many people to migrate very quickly to the West. As a result, when more white settlers came, the demographic patterns changed. Native Americans were pushed off their land and the frontier shrank as the continuous frontier line disappeared.
5. The Homestead Act and the Morrill Land Grants.
6. They built houses in the sides of hills or out of sod. They worked extremely long hours. Every member of a family contributed.
7. High railroad shipping rates; crop failures; increasing loans and changing currency values.
8. Using silver for coinage and backing the dollar with both gold and silver would put more money in circulation. This would raise prices for farmed goods and help farmers to repay their debts.

**CRITICAL THINKING**

1. **Using Your Notes Physical Geography:** difficult farming, challenging weather conditions. **Human Geography:** population growth, new mechanical farming technologies, new crops and farming methods.
2. **Analyzing Motives** Answers will vary, but students should mention the plight of farmers, immigrants, and former slaves before the rush westward; the use of pri-



**TERMS & NAMES**

For each term or name below, write a sentence explaining its connection to changes on the Great Plains.

- |                  |                           |
|------------------|---------------------------|
| 1. Homestead Act | 6. George A. Custer       |
| 2. Sitting Bull  | 7. William Jennings Bryan |
| 3. assimilation  | 8. William McKinley       |
| 4. Morrill Act   | 9. Populism               |
| 5. exoduster     | 10. Grange                |

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions.

**Cultures Clash on the Prairie** (pages 202–211)

1. Identify three differences between the culture of the Native Americans and the culture of the white settlers on the Great Plains.
2. How effective was the Dawes Act in promoting the assimilation of Native Americans into white culture?
3. Why did the cattle industry become a big business in the late 1800s?
4. What were the causes of westward expansion? How did westward expansion affect U.S. demographic patterns?

**Settling on the Great Plains** (pages 214–218)

5. What measures did the government take to support settlement of the frontier?
6. How did settlers overcome the challenges of living on the Great Plains?

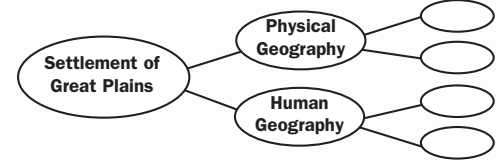
**Farmers and the Populist Movement**

(pages 219–223)

7. What economic problems confronted American farmers in the 1890s?
8. According to farmers and other supporters of free silver, how would bimetallism help the economy?

**CRITICAL THINKING**

1. **USING YOUR NOTES** Create a diagram analyzing the impact of physical and human geographic factors on the settlement of the Great Plains.



2. **ANALYZING MOTIVES** In 1877, Nez Perce Chief Joseph said, “My people have always been the friends of white men. Why are you in such a hurry?” Why do you think white people hurried to settle the West, with so little regard for Native Americans? Give evidence from the chapter to support your position.
3. **MAKING GENERALIZATIONS** Look at the Geography Spotlight feature on pages 212-213. How did physical and human geographic factors impact the Klondike Gold Rush?

**VISUAL SUMMARY CHANGES ON THE WESTERN FRONTIER**

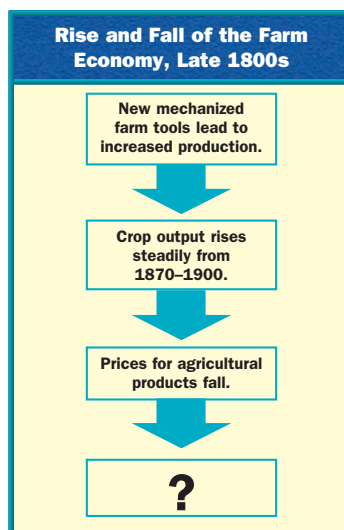
vate property rights to claim ownership of land previously occupied by Native Americans; the entrepreneurial spirit of America in the 1800s; and a disregard for Native Americans due to bias and prejudice.

3. **Making Generalizations Physical geographic features:** The remote

nature of the Yukon Territory made it difficult to travel to the goldfields. Miners took expensive water route or challenging land route, dealing with a cold, snowy climate. **Human geographic features:** Limited communication and transportation networks provided challenges. Word about the gold

didn't spread until miners first came to Seattle. People then traveled to Seattle and on to the Yukon. Travel north was long and arduous. Local officials required miners to purchase supplies.

Use the flowchart and your knowledge of U.S. history to answer question 1.



1. Which effect accurately completes the flowchart?
- A Farmers have less money to repay loans, and many lose their farms.
  - B Small farmers live off the land, so are not affected by the economy.
  - C Wealthy farmers hoard gold, rather than depend on paper money.
  - D The government subsidizes farmers to help them pay their bills.

Use the quotation and your knowledge of U.S. history to answer question 2.

“[We] have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming, and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?”

—Gall, a Hunkpapa Sioux, quoted in *Bury My Heart at Wounded Knee*

2. What was Gall’s view of future relations between the Plains Indians and the settlers?
- F peaceful coexistence
  - G further conflict
  - H mutual respect
  - J equality before the law
3. How did the invention of barbed wire change the look of the Western frontier?
- A It endangered wildlife.
  - B It ended the cattle frontier.
  - C It increased cattle stocks.
  - D It enriched the cow towns.

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INTERACT WITH HISTORY

myWriteSmart

Think about the issues you recorded in myNotebook as you read the chapter. Suppose you are a frontier settler. Write a letter to the family members you left behind describing your journey west and how you are living now. Use information from the chapter to provide some vivid impressions of life on the frontier. Use myWriteSmart in your eBook to write your letter.

FOCUS ON WRITING

myWriteSmart

You are a historian studying the development of the American West. Write an essay explaining how Americans settled the West in the late 1800s and how the region changed as a result. Use specific examples to support your main idea. Use myWriteSmart in your eBook to write your essay.

COLLABORATIVE LEARNING



Work in pairs to research federal policy toward Native Americans between 1830 and 1890. Then work together to create a time line identifying key events that shaped the policy and the relationships between whites and Native Americans during the time period. Begin your time line with the passage of the Indian Removal Act in 1830 and end it with the Battle of Wounded Knee in 1890.

INTERACT WITH HISTORY

myWriteSmart

Rubric

The letter should . . .

- describe the journey westward
- reference living arrangements
- provide a colorful description of aspects of life on the frontier

FOCUS ON WRITING

myWriteSmart

Rubric

The essay should . . .

- have a clear main idea
- analyze the effects of the settlement of the American West
- include specific examples

COLLABORATIVE LEARNING

Rubric

The time line should . . .

- identify key events
- demonstrate sufficient research
- begin in 1830 and end in 1890

TEXAS TEST PRACTICE

1. The correct answer is letter A. Letter B is not correct because all farmers are affected by the economy. Letter C is not correct because the flow chart does not address gold or paper money. Letter D is not correct because government subsidies are not addressed.
2. The correct answer is letter G. Letter F is not correct because Gall speaks of fighting, not being peaceful. Letter H is not correct because Gall does not seem to believe the lifestyle of Native Americans is being respected. Letter J is not correct because Native Americans did not receive equality before the law.
3. The correct answer is letter B. Letter A is not correct because wildlife was not endangered. Letter C is not correct because the question asked about the look of the frontier, not about changes in herd size. Letter D is not correct because grazing lands were enclosed, not cow towns.

UNIT PROJECT

ERAS AND CHARACTERISTICS WEBPAGES

The Unit Project is introduced on page 198 of the student text.

Tips for Teaching

- Point out to students that the webpages they create in this unit should remain consistent with the style and tone they adopted in Unit 1.
- Have students review pages 194–197 to determine that this chapter’s content fits within the “Westward Expansion” era.
- Redirect students’ attention to pages 192–193 and encourage students to review the chapter with these characteristics in mind and to add appropriate characteristics and supporting materials to their webpages.



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 106–117

## END-OF-CHAPTER SKILL ACTIVITY

### Objectives

- To analyze and interpret social studies information on a map
- To compare and contrast information shown on maps
- To use information from maps to pose and answer questions about geographic patterns and distributions

## Instruct

Share these tips with students as they study the maps.

1. Read both the title and legend to identify what is being compared.
2. When comparing maps, pay close attention to note the similarities and differences on both maps.
3. Identify titles, labels, map legends, and scale. Note any differences and inconsistencies when interpreting the data.
4. Consider how the information is shown. How has the artist chosen to show differences in geographic patterns and distributions? Do the maps use different symbols or colors to show this information?

### End-of-Chapter Skill Activity

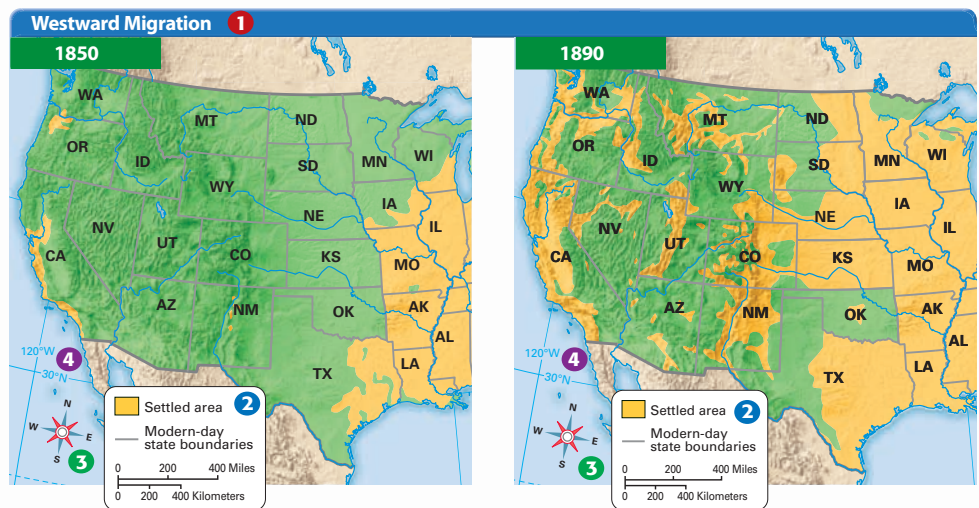
## Interpreting Historical Maps

### DEFINING THE SKILL

A **map** is a representation of features on Earth's surface. Historians use different types of maps to locate historical events, to demonstrate how geography has influenced history, and to illustrate human interaction with the environment. A **historical map** provides information about a place at a certain time in history. It can illustrate information such as population density, economic activity, political alliances, battles, and movement of people and goods. Knowing how to use historical maps can help you see how places have changed over time. For example, these historical maps show current state boundaries and differences in western migration and settlement in 1850 and 1890.

### UNDERSTANDING THE SKILL

**STRATEGY: COMPARE INFORMATION ON MAPS** Use information from multiple sources to pose and answer questions about geographic distribution and patterns at different time periods. The maps below show westward migration in 1850 and 1890. Together, they show the effects of western migration over time.



- 1 **Read the title of the maps.** The title will help you identify the subject and purpose of each map. Here the maps show western migration between 1850 and 1890. Pose a historical question about the subject of the map, such as “What present-day state not settled by 1850 was completely settled by 1890?” or “Why do you think people settled the West Coast before they settled the interior of the United States?”
- 2 **Use the legend to interpret the map in order to answer your historical question.** The legend explains the symbols and colors on the map. Use this information to determine how places have changed over time.
- 3 **Look at the scale and compass rose.** The scale shows you what distances are represented. The compass rose shows you which direction on the map is west and where the West Coast is located.
- 4 **Find where the map area is located on Earth.** These maps span the area primarily above 30° N and on or east of 120° W.

227 SK1

### DIFFERENTIATING INSTRUCTION

#### Understanding Vocabulary

**ELPS** 1F, 2C, 2D, 3D, 4C, 4E

Use linguistic accommodation to help students understand the following terms and concepts. Have beginning ELLs pronounce the words. Have intermediate ELLs create dictionary entries. Have advanced ELLs use the words in sentences to show understanding. Have advanced high ELLs explain the terms to another student.

#### Defining the Skill

**representation:** an item created to stand for something else  
**environment:** the whole natural world  
**population density:** a measurement of how many people live in a given area  
**alliances:** partnerships or agreements of friendship to achieve a common goal  
**boundaries:** borders that indicate where one area of land ends and another begins

#### Strategy, page SK1

**distribution:** how something is arranged within an area  
**patterns:** the repetition or arrangement of items  
**migration:** movement from one area to another  
**interior:** the inside part of an area

#### Applying the Skill

**reservations:** areas of land set apart by the government on which Native Americans were sent to live

**STRATEGY: MAKE A CHART** A chart can help you understand historical maps. Relate the map to the five geographic themes by making a chart. The five themes are described on page xv. In your chart, analyze distributions and find patterns.

Location	Place	Region	Movement	Human-Environment Interaction
The midwestern to western United States; Below 20° N and primarily east of 120° W.	An area that is primarily landlocked but the western area and southeastern area border water. There are rivers that cross many states. There are mountainous areas.	The maps show contemporary state boundaries in the western, southwestern, midwestern, and northwestern regions of the United States.	People migrated west and settled throughout the area between the Midwest and California. Areas now known as MN, IA, TX, KS, NE, SD, ND, CO, NM, and CA saw the biggest growth during this time.	The pattern shows the population largely distributed in areas off the map or on the eastern edge in 1850. The population distribution became more dense in the west by 1890. There are still large areas with less settlement in 1890, but many of these seem to be located near mountainous areas.

## APPLYING THE SKILL

Turn to Chapter 5, Section 1, page 205 in your book. Use the maps to pose and answer historical questions and interpret social studies information, including geographic patterns and distributions shown on maps. Use the information shown on the maps to make a table or chart that records your answers to the questions that you posed about Native American lands in 1819 and 1894.

### 1. Read the title of the map.

Look at the title of the big map as well as the labels on the smaller inset maps. What dates are covered on each map? What does this information tell you about the subject and purpose of these maps? What historical question can you ask about Native American lands and reservations?

### 2. Use the legend to interpret the map in order to answer your historical question.

What information can help answer your historical question? Compare and contrast the small inset maps. How have geographic patterns and distributions changed over time? What has stayed the same?

### 3. Look at the scale and compass rose.

Look at the compass rose. What area of the United States had the most Indian reservations in 1819?

### 4. Find where the map area is located on Earth.

Are there specific coordinates that help you explain the changes you see happening over time on the maps?

## Applying the Skill: Answers

- 1819, 1894, and 2000; This information tells us that the maps show how Native American lands have shrunk in size over the past two hundred years. Questions will vary, but may include the following: How did Native Americans lose their land? Why did so much land get taken in the 1800s? What else was happening at this time? Are there still Native American reservations today?
- Students can use information from the lesson and the map to learn more about what was happening that caused Native Americans to lose their land. They can use information in the legend such as battles and reservations to show that Native Americans fought to save their land. They should note the pattern of Native American land shrinking dramatically over time. They should point out that in 2000, the remaining reservations were distributed primarily in the western part of the country, as they were in 1819.
- the western half of the country
- Lines of latitude and longitude on the big map can help students identify locations.

Students' charts should reflect the information above.