

# Unit 4 Planning Guide

UNIT PACING CHART					
Unit 4		Chapter 11	Chapter 12	Chapter 13	Unit 4
Day 1	Unit Opener	Chapter 11 Opener, Section 1	Chapter 12 Opener, Section 1	Chapter 13 Opener, Section 1	Wrap-Up/Project, Unit Assessment
Day 2		Sections 2 & 3	Section 2	Section 2	
Day 3		Chapter Assessment	Section 3	Section 3	
Day 4			Section 4	Section 4	
Day 5			Chapter Assessment	Section 5	
Day 6				Chapter Assessment	

## Teacher to Teacher



**Teresa Squires  
Osborne**  
Reynolds High  
School  
Troutdale, OR

**Immigration Panel** Create a panel of students, from your class and/or from the school, made up of first and second generation immigrants to the United States. After panel members have shown their country of origin on a map, have the student panel address the following information:

1. What is the story of your family's arrival here? Where and when did you or your parents arrive in the United States?

2. Why did your family choose to leave your native country?
3. What is different or similar about life in the United States compared to your family's native country?
4. How would your life be different if you or your parents had remained?

Have students compare the answers of the panel with the experiences of earlier immigrant groups.

## Author Note

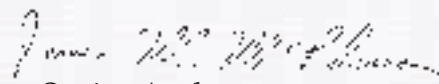
**Dear American History Teacher,**

Each of the chapters in this unit focuses on one of the three major developments in the United States during the generation after the Civil War. The Union victory removed the conflict between slavery and freedom that had entangled westward expansion before 1861, and loosened dynamic forces of expansion that filled up a million square miles of the West and brought 10 new states into the Union. Five transcontinental railroads built during these years connected the western half of the country to the rest in a continental economy of unprecedented proportions. Cattle ranching and mining became dominant features of this new West. But if for white Americans (and some African Americans) the West represented frontiers of opportunity, for Native Americans these decades spelled the doom of their once vital independent culture as they were squeezed onto smaller and smaller reservations.

All kinds of industry grew exponentially after the Civil War. A distant second to Britain in world industrial production in 1860, the United States surpassed Britain in the 1880s and, by 1900, American factories produced as much as those of Britain and Germany combined. But this growth produced a widening gap between rich and poor and violent conflict between capital and labor that at times seemed to threaten the very fabric of American society.

So did the growth of American cities, fed by large-scale immigration. The United States became a multi-ethnic and multi-cultural nation where various nationalities and languages co-existed uneasily in burgeoning cities whose institutions and infrastructures failed to keep pace with this rapid growth.

At the local, state, and national levels, government seemed unable to cope with these multiple dimensions of spatial, industrial, and population growth. All of these developments climaxed in what historians have described as "the crisis of the 1890s." Not until the post-1890s generation would the American polity begin to get a grip on these problems.



Senior Author



## Focus

### Why It Matters

Have students consider the changes that have occurred in their lifetimes as a result of technological advances. Then have them make generalizations about the effects of technological change on peoples' lives. **OL**

### Connecting to Past Learning

Have students recall social and economic conditions after the Civil War. **Ask:** *How were conditions in the North different from conditions in the South?* (The infrastructure of the North was intact and manufacturing industries were growing; the South was in ruins.) Tell students that in this unit they will learn about the rapid industrialization that took place after the Civil War, as well as reform movements that developed in response to industrialization. **OL**

### Unit Launch Activity

**Making Connections** Have students brainstorm a list of inventions or new technologies that they did not have five or ten years ago. List students' answers on the board. **Ask:** *How is your life different with these inventions or new technologies?* (Answers will vary, but students might note that communication is faster; downloading music or video is easier.) Discuss with the class how inventions and new technologies changed the lives of the people living after the Civil War. **OL**

# The Birth of Modern America

## 1865–1901

**CHAPTER 11**  
Settling the West  
1865–1890

**CHAPTER 12**  
Industrialization  
1865–1901

**CHAPTER 13**  
Urban America  
1865–1896

### Why It Matters

Following the turmoil of the Civil War and Reconstruction, the United States began its transformation from a rural nation to an industrial, urban nation linked together by railroads. New inventions and scientific discoveries fundamentally altered how Americans lived and worked. New factories employed thousands of workers; cities grew dramatically in size, and tens of millions of new immigrants flooded into the country.

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(t)William Henry Jackson/Cardozo Fine Art Gallery

### Team Teaching Activity

**Economics** Have the economics teacher compare and contrast small, entrepreneurial businesses with big businesses, and family farms with large agricultural enterprises. After the presentation, have a class discussion using the following questions: How are workers treated differently in different types of enterprises? How is family life affected by various enterprises? How does the type of enterprise in which your family is involved affect where

and how you live? What effect do economic changes such as recessions have on these types of enterprises? **OL**



## Teach

### Skill Practice

**Visual Literacy** Have students study the unit photograph. **Ask:** **What types of transportation are shown in the photograph?** (elevated rail lines, horse-drawn-cart) Based on the photograph, have students make a generalization about Chicagoans' lives at the time. (Answers will vary, but students should note that it was a time of great change.) **BL**

### Skill Practice

**Describing** Have students again review the unit photograph. **Ask:** **Based on the photograph, what concerns or issues might some citizens have?** (Answers might include overcrowding, noise pollution, air pollution, unsanitary conditions.) Given the list of issues, have students describe what concerned citizens might do. (Organize reform movements.) **OL**

Wabash Avenue and the elevated railroad in downtown Chicago, 1900.

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(t)William Henry Jackson/Cardoza Fine Art Gallery

### More About the Photo

**Visual Literacy** Because of its location, Chicago grew to be a transportation hub. To help the city's growing population move around, the city built elevated commuter rail lines, which have become known as the "L." The first line was completed in 1888.






**Teaching Tip** The NCLB Act emphasizes reading. Ask students to write down events and people they will encounter in this unit and keep the list with them as they read. When students find a person or item on the list, they should note the page number and write a brief summary. Students can use this list while studying.



## Key to Ability Levels

<b>BL</b> Below Level	<b>AL</b> Above Level
<b>OL</b> On Level	<b>ELL</b> English Language Learners

## Key to Teaching Resources

 Print Material	 Transparency
 CD-ROM or DVD	





















Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL	FOCUS						
BL	OL	AL	ELL		Daily Focus Transparencies		11-1	11-2	11-3	
TEACH										
BL	OL		ELL		Reading Skills Activity, URB			p. 21		
	OL				Historical Analysis Skills Activity, URB		p. 22			
BL	OL	AL	ELL		Differentiated Instruction Activity, URB		p. 23			
BL			ELL		English Learner Activity, URB	p. 25				
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 27				
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 29				
	OL	AL			Reinforcing Skills Activity, URB			p. 31		
	OL	AL			Critical Thinking Skills Activity, URB				p. 32	
BL	OL		ELL		Time Line Activity, URB				p. 33	
	OL				Linking Past and Present Activity, URB		p. 34			
BL	OL	AL	ELL		Primary Source Reading, URB				p. 35, 37	
BL	OL	AL	ELL		American Art and Music Activity, URB					p. 39
BL	OL	AL	ELL		Interpreting Political Cartoons Activity, URB				p. 41	
		AL			Enrichment Activity, URB				p. 45	
BL	OL		ELL		Guided Reading Activity, URB*		p. 48	p. 49	p. 50	
BL	OL	AL	ELL		Reading Essentials and Note-Taking Guide*		p. 120	p. 123	p. 126	
BL	OL	AL	ELL		Differentiated Instruction for the American History Classroom	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Unit Map Overlay Transparencies	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Unit Time Line Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Cause and Effect Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Why It Matters Chapter Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓

Note: Please refer to the *Unit 4 Resource Book* for this chapter's URB materials.

\* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
				TEACH <i>(continued)</i>						
BL	OL	AL	ELL		American Biographies				✓	
BL	OL	AL	ELL		The Living Constitution	✓	✓	✓	✓	✓
BL	OL	AL	ELL		American Issues	✓	✓	✓	✓	✓
	OL	AL	ELL		American Art and Architecture Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓
BL	OL	AL			High School American History Literature Library	✓	✓	✓	✓	✓
	OL	AL			American History Primary Source Documents Library	✓	✓	✓	✓	✓
BL	OL	AL	ELL		American Music: Hits Through History CD	✓	✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus	✓	✓	✓	✓	✓
BL	OL	AL	ELL		<i>The American Vision</i> Video Program	✓	✓	✓	✓	✓
Teacher Resources					Reading Strategies and Activities for the Social Studies Classroom	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Presentation Plus! with MindJogger CheckPoint	✓	✓	✓	✓	✓
					Success With English Learners	✓	✓	✓	✓	✓
ASSESS										
BL	OL	AL	ELL		Section Quizzes and Chapter Tests*		p. 153	p. 154	p. 155	p. 157
BL	OL	AL	ELL		Authentic Assessment With Rubrics					p. 27
BL	OL	AL	ELL		Standardized Test Practice Workbook					p. 22
BL	OL	AL	ELL		<i>ExamView® Assessment Suite</i>		11-1	11-2	11-3	Ch. 11
CLOSE										
BL			ELL		Reteaching Activity, URB					p. 43
BL	OL		ELL		Reading and Study Skills Foldables™		p. 59			
BL	OL	AL	ELL		<i>American History</i> in Graphic Novel		p. 23			

✓ Chapter- or unit-based activities applicable to all sections in this chapter.



## Using Chapter Overviews

## Teach With Technology

### What is a Chapter Overview?

A Chapter Overview provides an online section-by-section summary of the content of each chapter. It can help students review—or preview—chapter content to increase comprehension of main ideas.

### How can a Chapter Overview help my students and me?

A Chapter Overview helps you and your students review the main points from each chapter section-by-section. It can help:

- students preview chapter content
- students focus on the main ideas
- students review chapter content
- students practice reading and comprehension skills
- you devise discussion points
- you summarize the chapter for your students

Visit [glencoe.com](http://glencoe.com) and enter a **QuickPass™** code to go to a Chapter Overview.

### History ONLINE

Visit [glencoe.com](http://glencoe.com) and enter **QuickPass™** code TAV9399c11T for Chapter 11 resources.

You can easily launch a wide range of digital products from your computer's desktop with the McGraw-Hill Social Studies widget.



	Student	Teacher	Parent
<b>Media Library</b>			
• Section Audio	•		•
• Spanish Audio Summaries	•		•
• Section Spotlight Videos	•	•	•
<b>The American Vision Online Learning Center (Web Site)</b>			
• StudentWorks™ Plus Online	•	•	•
• Multilingual Glossary	•	•	•
• Study-to-Go	•	•	•
• Chapter Overviews	•	•	•
• Self-Check Quizzes	•	•	•
• Student Web Activities	•	•	•
• ePuzzles and Games	•	•	•
• Vocabulary eFlashcards	•	•	•
• In Motion Animations	•	•	•
• Study Central™	•	•	•
• Web Activity Lesson Plans		•	
• Vocabulary PuzzleMaker	•	•	•
• Historical Thinking Activities		•	
• Beyond the Textbook	•	•	•



- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

[www.jamestowneducation.com](http://www.jamestowneducation.com)



**NATIONAL GEOGRAPHIC**

Index to National Geographic Magazine:

**The following articles relate to this chapter:**

- "The American Prairie: Roots of the Sky," by Douglas H. Chadwick and Jim Brandenbur, October 1993.
- "Custer and the warriors of the plains; Ghosts on the Little Bighorn. (George Armstrong Custer)," by Robert Paul Jordan, December 1986.

**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- *The Westward Movement* (CD-ROM).

Access National Geographic's new dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)  
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)



The following videotape programs are available from Glencoe as supplements to this chapter:

- Buffalo Bill: Showman of the West (ISBN 1-56-501940-7)
- Sitting Bull: Chief of the Lakota Nation (ISBN 1-56-501684-X)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: [www.aetv.com](http://www.aetv.com)

The History Channel: [www.historychannel.com](http://www.historychannel.com)

**Reading List Generator CD-ROM**



Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 8 reading level:**

- *Laura Ingalls Wilder: Young Pioneer*, by Beatrice Gormley

**For students at a Grade 9 reading level:**

- *The Story of the Little Bighorn*, by R. Conrad Stein

**For students at a Grade 10 reading level:**

- *Wild West*, by Mike Stotter

**For students at a Grade 11 reading level:**

- *Sod Houses on the Great Plains*, by Glen Rounds

**For students at a Grade 12 reading level:**

- *In the Days of the Vaqueros: America's First True Cowboys*, by Russell Freedman



## Focus

### MAKING CONNECTIONS

#### Why Did Settlers Move West?

**Ask:** For what reasons might Americans have wanted to move west after the Civil War? Might the reasons have been different for white Americans and for African Americans? (Possible answer: Students might conclude that both white Americans and African Americans sought new lives and new economic opportunities. White settlers, however, had not been enslaved, while many formerly enslaved African American settlers moved west to escape from the sharecropping system that developed in the South after the Civil War.) **OL**

## Teach

### Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section's Guide to Reading. Focusing on these ideas will help them understand the important concepts in each section and in the chapter as a whole. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

# Settling the West

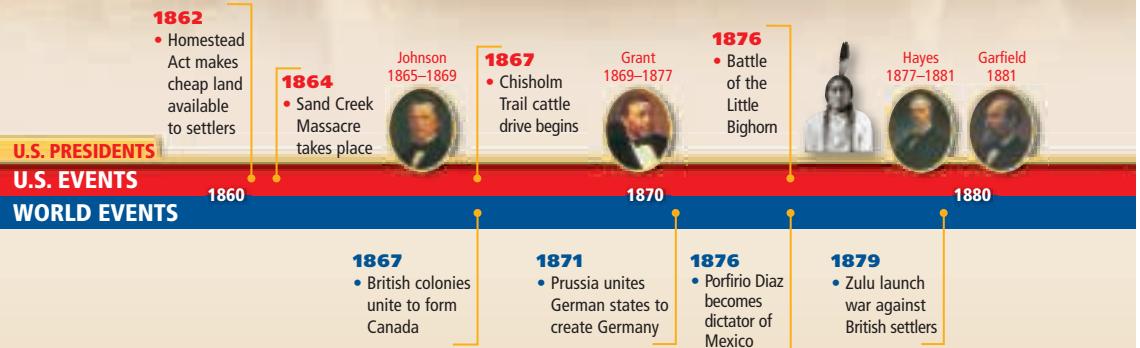
1865–1890

**SECTION 1** Miners and Ranchers

**SECTION 2** Farming the Plains

**SECTION 3** Native Americans

Cattle ranching in the American West has changed little in 140 years. Here an Apache cowboy herds cattle into a corral during spring roundup on an Arizona ranch.



384 Chapter 11 Settling the West  
(bc)The Granger Collection, New York

## Section 1

### Miners and Ranchers

**Ask:** What economic opportunities did miners and ranchers seek? (Miners sought to strike it rich quickly; ranchers saw their ranches as a long-term economic investment.) Point out that in Section 1 students will learn about the impact of miners and ranchers on Western settlement. **OL**

## Section 2

### Farming the Plains

**Ask:** What difficulties might farmers have faced as they worked the new land? (hard soil that was difficult to plow; lack of rain; few trees from which to build cabins for shelter) Point out that in Section 2 students will learn how land once called “The Great American Desert” became the most productive farmland in the world. **OL**

**MAKING CONNECTIONS**

**Why Did Settlers Move West?**

After the Civil War, many American settlers continued migrating to the western frontier. The lives of western miners, farmers, and ranchers were filled with hardships.

- *Why do you think settlers continued migrating west when life on the Great Plains was so difficult?*
- *When the frontier closed, what effect do you think this had on American society?*

**More About the Photo**

**Visual Literacy** Despite the success of ranching in the late 1800s, cowboys received little of the profits. Cattle hands who endured the grueling 800 mile drive from Texas to Kansas earned only \$30 dollars a month. Because of this, most cowboys were young men looking for temporary work. Many other drivers were African Americans, who were barred from other types of jobs and found a sense of freedom on the trails.

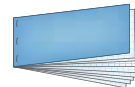
**FOLDABLES™**  
Study Organizer

**Dinah Zike's Foldables**

**Dinah Zike's Foldables** are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike's Reading and Study Skills Foldables booklet.

**FOLDABLES**

**Summarizing Displacement** Make a Sentence Strips Foldable to represent how the arrival of settlers changed the American West. Choose an event and create a flip book. On the front of each strip write the event and its location. Write a brief explanation of how the event changed the West.



**History ONLINE** Visit [glencoe.com](http://glencoe.com) and enter **QuickPass™** code TAV9846c11 for Chapter 11 resources.

Chapter 11 Settling the West 385

**1887**

- Dawes Act eliminates communal ownership of Native American reservations

Arthur  
1881–1885



Cleveland  
1885–1889



Harrison  
1889–1893



Cleveland  
1893–1897



McKinley  
1897–1901



1890

1900

**1886**

- Gold is discovered in South Africa

**1891**

- Russia begins Trans-Siberian railway and many settlers head east to Siberia

**Section 3**

**Native Americans**

**Ask:** *Why did conflicts arise between Native Americans and the settlers?* (Miners, ranchers, and farmers took Native Americans' land and destroyed their sources of food.) Point out that in Section 3 students will learn about how the American government tried to settle the conflicts between the Native Americans and the settlers. **OL**

**History ONLINE**

Visit [glencoe.com](http://glencoe.com) and enter **QuickPass™** code TAV9399c11T for Chapter 11 resources, including a Chapter Overview, Study Central™, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.

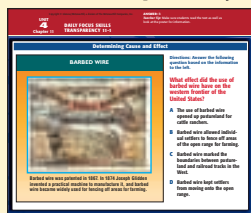


## Focus



## Bellringer

## Daily Focus Transparency 11-1



## Guide to Reading

**Answers may include:** silver in Nevada (Comstock Lode), lead and silver in Leadville, Colorado, gold in Colorado, gold in Dakota Territory, copper in Montana, copper in Arizona



## Section Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 11, Section 1 video at [glencoe.com](http://glencoe.com) or on the video DVD.

## Resource Manager

## Section 1



Section Audio



Spotlight Video

## Miners and Ranchers

## Guide to Reading

## Big Ideas

**Geography and History** Miners and ranchers settled large areas of the West.

## Content Vocabulary

- vigilance committee (p. 387)
- hydraulic mining (p. 389)
- open range (p. 390)
- long drive (p. 391)
- hacienda (p. 392)
- barrios (p. 393)

## Academic Vocabulary

- extract (p. 388)
- adapt (p. 390)
- prior (p. 390)

## People and Events to Identify

- Henry Comstock (p. 386)
- boomtown (p. 386)

## Reading Strategy

**Organizing** As you read about the development of the mining industry, complete a graphic organizer listing the locations of mining booms and the discoveries made there.



Mining and ranching attracted settlers to western territories that soon had populations large enough to qualify for statehood. People mined for gold, silver, and lead, or shipped longhorn cattle to the East.

## Growth of the Mining Industry

**MAIN Idea** The discovery of gold, silver, and other minerals attracted thousands of settlers who established new states on the frontier.

**HISTORY AND YOU** Do you remember reading about the 1849 California gold rush? Read on to learn how mineral discoveries shaped the settlement of the West.

Mining played an important role in the settling of the American West. Beginning with the California gold rush, and continuing throughout the late 1800s, wave after wave of prospectors came to the region hoping to strike it rich mining gold, silver, and other minerals. Demand for minerals rose dramatically after the Civil War as the United States changed from a farming nation to an industrial nation. Mining in the West also encouraged the building of railroads to connect the mines to factories back east.

## Boomtowns

In 1859 a prospector named **Henry Comstock** staked a claim in Six-Mile Canyon, near Virginia City, Nevada. Frustrated by his failure to find any gold, Comstock sold his claim a few months later. He had not realized that the sticky, blue-gray clay that made mining in the area difficult was in fact nearly pure silver ore.

News of the Comstock Lode, as the strike came to be called, brought a flood of eager prospectors to Virginia City. So many people arrived that, in 1864, Nevada was admitted as the 36th state. The Comstock Lode generated more than \$230 million and helped the Union finance the Civil War.

The story of the Comstock Lode was replayed many times in the American West. News of a mineral strike would start a stampede of prospectors. Almost overnight, tiny frontier towns were transformed into small cities. Virginia City, for example, grew from a town of a few hundred people to nearly 30,000 in just a few months. It had an opera house, shops with furniture and fashions from Europe, several newspapers, and a six-story hotel.

These quickly growing towns were called **boomtowns**. Using the word “boom” this way began in the late 1800s. It refers to a time of rapid economic growth.

**R** Reading Strategies

## Teacher Edition

- Using Context Clues, p. 390
- Read Prim. Sources, p. 392

## Additional Resources

- Guided Read. Act., URB p. 48
- Am. History in Graphic Novel, p. 23

**C** Critical Thinking

## Teacher Edition

- Making Gen., p. 388
- Identify. Central Issues, p. 391
- Predict. Conseq., p. 392

## Additional Resources

- Link. Past and Present, URB p. 34
- Quizzes and Tests, p. 153

**D** Differentiated Instruction

## Teacher Edition

- Visual/Spatial, p. 388
- Kinesthetic, p. 393

## Additional Resources

- Diff. Instruction Act., URB p. 23
- Eng. Learner Act., URB p. 25
- Foldables, p. 59

**W** Writing Support

## Teacher Edition

- Descrip. Writing, pp. 389, 390

## Additional Resources

- Content Vocab. Act., URB p. 27
- Acad. Vocab. Act., URB p. 29

**S** Skill Practice

## Teacher Edition

- Reading a Graph, p. 387

## Additional Resources

- Hist. Analysis Skills Act., URB p. 22
- Read. Essen., p. 120

### S Skill Practice

## Analyzing GEOGRAPHY

1. Nevada, Idaho, Arizona Territory, Colorado
2. Arizona and New Mexico; Answers will vary but may include climate, location of deposits near border with Mexico, in the case of New Mexico few deposits would have attracted fewer settlers.
3. It increased

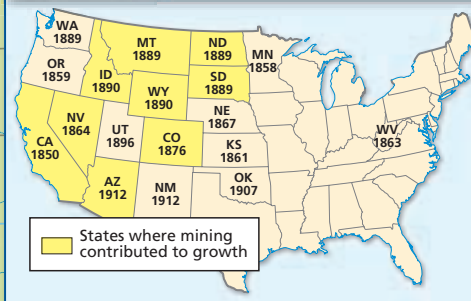
## Analyzing GEOGRAPHY

1. **Location** In which states or territories were the four largest silver deposits located?
2. **Region** Which territories were the last to enter as states? Why might this have been so?
3. **Human-Environment Interaction** What happened to gold production after 1895?

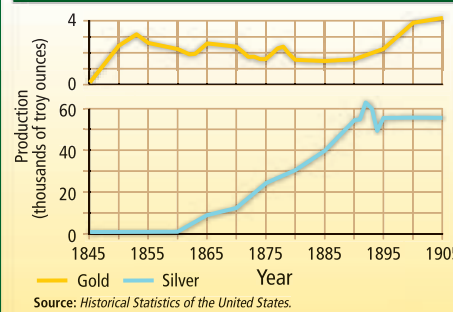
See *StudentWorks™ Plus* or [glencoe.com](http://glencoe.com).

Boomtowns could not last forever because, eventually, the mines that supported the economy would be used up. A few boomtowns were able to survive when the mines closed, but many did not. Instead, they went “bust”—a term borrowed from card games that refers to players losing all of their money. In Virginia City, for example, the mines were exhausted by the late 1870s, and the economy collapsed. Most residents moved on; by 1930, Virginia City had only 500 residents. Other towns were completely abandoned, becoming “ghost-towns.”

**NATIONAL GEOGRAPHIC** **New States, 1850–1912**



### Gold and Silver Production, 1845–1905



## Making the Move West

(Chapter Project continued on page 167)



**C Critical Thinking****Making Generalizations**

Have students reread this paragraph. Note that it states that unsuccessful miners “headed home.” Have them think about what other actions unsuccessful miners might have taken. Have students write a paragraph describing an alternate action. **OL**

**D Differentiated Instruction**

**Visual/Spatial** Have students work in small groups to create a thematic map showing important mining towns in Colorado, the Dakota Territory, and Montana. Encourage students to use library and Internet resources to locate the information needed to construct their maps. Display the maps throughout the classroom. **OL**

**Additional Support****Mining Leads to Statehood**

Mining also spurred the development of Colorado, Arizona, the Dakotas, and Montana. After gold was discovered in 1858 in Colorado near Pikes Peak, miners rushed to the area, declaring “Pikes Peak or Bust.” Many panned for gold without success and headed home, complaining of a “Pikes Peak hoax.”

In truth, the Colorado mountains contained plenty of gold and silver, although much of it was hidden beneath the surface and hard to **extract**. Deep deposits of lead mixed with silver were found at Leadville in the 1870s. News of the strike attracted as many as 1,000 newcomers a week, making Leadville one of the West’s most famous boomtowns.

Operations at Leadville and other mining towns in Colorado yielded more than \$1 billion worth of silver and gold (many billions in today’s money). This bonanza spurred the building of railroads through the Rocky Mountains and transformed Denver, the supply point for the mining areas, into the second largest city in the West, after San Francisco.

Three railroads, the Denver and Rio Grande Western, the South Park and Pacific, and the

Colorado Midland all made stops at towns in the mining region.

The discovery of gold in the Black Hills of the Dakota Territory and copper in Montana drew miners to the region in the 1870s. When the railroads were completed, many farmers and ranchers settled the area. In 1889 Congress admitted three new states: North Dakota, South Dakota, and Montana.

In the Southwest, the Arizona Territory followed a similar pattern. Miners had already begun moving to Arizona in the 1860s and 1870s to work one of the nation’s largest copper deposits. When silver was found at the town of Tombstone in 1877, however, it set off a boom that attracted a huge wave of prospectors to the territory.

The boom lasted less than 10 years, but in that time, Tombstone became famous for its lawlessness. Marshall Wyatt Earp and his brothers gained their reputations during the famous gunfight at the O. K. Corral there in 1881. Although Arizona did not grow as quickly as Colorado, Nevada, or Montana, by 1912 it had enough people to apply for statehood, as did the neighboring territory of New Mexico.

**PAST & PRESENT****New Mining Technology**

In the late 1800s, mining companies developed a new technology—hydraulic mining—to remove large quantities of earth and process it for minerals. Miners generated a high-pressure spray by directing water from nearby rivers into narrower and narrower channels, through a large canvas hose and out a giant iron nozzle called a monitor. Using a powerful high-pressure blast of water, “a handful of men,” as one journalist wrote, “took out the very heart of a mountain.”

Although hydraulic mining is no longer used in the United States, the invention of earth-moving machines such as bulldozers and excavators has made it possible to continue to dig for minerals by removing large quantities of earth. This kind of mining is called open-pit mining or strip mining. It has many of the same problems faced by hydraulic miners. Specifically, something has to be done with the leftovers. The processed ore is usually pumped to a pond, where the water evaporates. These ponds can often be toxic because of the chemicals and minerals that are left after the ore is removed.

**1866**

▲ The high-pressure water washed the loose earth into large sluices, or ditches that carried the water and earth into riffle boxes. The boxes agitated the water, causing the silver or gold to settle out. The leftover debris, called tailings or “slickens,” was then washed into a nearby stream.

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**Activity: Collaborative Learning**

**Constructing a Plan** Organize students into several groups and ask groups to construct a plan for a late-1800s Western town. Students should use their book, the Internet, and other sources to find examples of how towns were organized in the West and the types of buildings and amenities that were located in towns. Suggest that groups consider the following

points in preparing their plans: the buildings they will include and their location; the building materials, energy sources, and landscaping they want to use; and the public facilities they will include. Have each group draw a pictorial map of their town and accompany it with a short report explaining the choices they made in planning.

## Mining Technology

Extracting minerals from the rugged mountains of the American West required ingenuity and patience. Early prospectors extracted shallow deposits of ore in a process called placer mining, using simple tools like picks, shovels, and pans.

Other prospectors used sluice mining. Sluices were used to search riverbeds more quickly than the panning method. A sluice diverted the current of a river into trenches. The water was directed to a box with metal “riffle” bars that caused heavier minerals to settle to the bottom of the box. A screen at the end of the box prevented the minerals from escaping with the water and sediment.

When deposits near the surface ran out, miners began **hydraulic mining** to remove large quantities of earth and process it for minerals. Miners sprayed water at very high pressure against the hill or mountain they were mining. The water pressure washed away the dirt, gravel, and rock, and exposed the minerals beneath the surface.

Hydraulic mining began in California, near Nevada City. It effectively removed large quan-

tities of minerals and generated a lot of tax money for local and state governments. Unfortunately, it also had a devastating effect on the local environment. Millions of tons of silt, sand, and gravel were washed into local rivers. The sediment raised the riverbed, and the rivers began overflowing their banks, causing major floods that wrecked fences, destroyed orchards, and deposited rocks and gravel on what had been good farm soil.

In the 1880s farmers fought back by suing the mining companies. In 1884 federal judge Lorenzo Sawyer ruled in favor of the farmers. He declared hydraulic mining a “public and private nuisance” and issued an injunction stopping the practice.

Congress eventually passed a law in 1893 allowing hydraulic mining if the mining company created a place to store the sediment. By then most mining companies had moved to quartz mining—the kind of mining familiar to people today—in which deep mine shafts are dug, and miners go underground to extract the minerals.

**Reading Check** **Explaining** What role did mining play in the development of the American West?

August 1995

▼ Mining is still very important to the western economy. The Kennecott Copper Mine in Bingham Canyon, Utah, is the largest human-made excavation in the world. The mine is 2½ miles wide and ¾ mile deep. It supplies approximately 15% of all copper used in the United States.



▲ An example of the problems of open-pit mining can be seen at the Berkeley Pit copper mine in Montana (above). When the mine closed, groundwater flooded the pit. The water passed through mineral deposits and became very acidic and contaminated with chemicals. Cleanup is scheduled for 2018 once a treatment plant has been built.

### MAKING CONNECTIONS

- Comparing** How was mining in the 1880s similar to mining today?
- Problem-Solving** How might mining companies avoid damaging the environment and still extract the minerals they need?

## W Writing Support

**Descriptive Writing** Invite students to use library and Internet resources to write a one-page essay describing the process of quartz mining; students should describe the method and note how it differs from hydraulic mining. Encourage students to share their essays with the class. **OL**

### MAKING CONNECTIONS

#### Answers:

- Both kinds of mining damage Earth and create the problem of what to do with the byproducts. Both then and now, mining was and is important to the economy.
- Students' answers will vary but may mention reclamation projects

### ✓ Reading Check

#### Answer:

Prospectors and others came to the area, giving it enough people to apply for statehood.

## Additional Support

### Activity: Collaborative Learning

**Creating a Thematic Map** **Ask:** **What effects did the mining industry have upon the West?** (Possible answers: populated the West, led to statehood for western territories) Divide students into small groups. Have the groups create thematic maps showing the locations men-

tioned under the heading “Growth of the Mining Industry.” Some of the locations that should be included are: Virginia City, NV; Leadville, CO; Black Hills, Dakota Territory; Montana; Arizona Territory. **OL**



**R** Reading Strategy

**Using Context Clues** Have students reread the first two paragraphs on this page. Using clue words and phrases such as “cattle from the East could not survive” and “these cattle had been allowed to run wild and, slowly, a new breed—the longhorn—emerged,” ask students to define the term *adapted*. Students should note that the term means, “to change to fit a new purpose.” **BL**

**W** Writing Support

**Descriptive Writing** Ask students to find books in the library about the long drives. Then have students write letters describing to family members their experiences during a cattle drive. Students should include details such as daily routines, problems they had to solve, and wildlife they may have encountered. **OL**

## Additional Support

## Ranching and Cattle Drives

**MAIN Idea** Ranchers built vast cattle ranches on the Great Plains and shipped their cattle on railroads to eastern markets.

**HISTORY AND YOU** What images come to mind when you think of cowboys? Read on to learn about the realities of life as a cowboy in the West.

While many Americans headed to the Rocky Mountains to mine gold and silver, others began herding cattle on the Great Plains. Americans had long believed it was impossible to raise cattle in the region. Water was scarce, and cattle from the East could not survive on the tough prairie grasses. In Texas, however, lived a breed of cattle that had **adapted** to the Great Plains—the Texas longhorn.

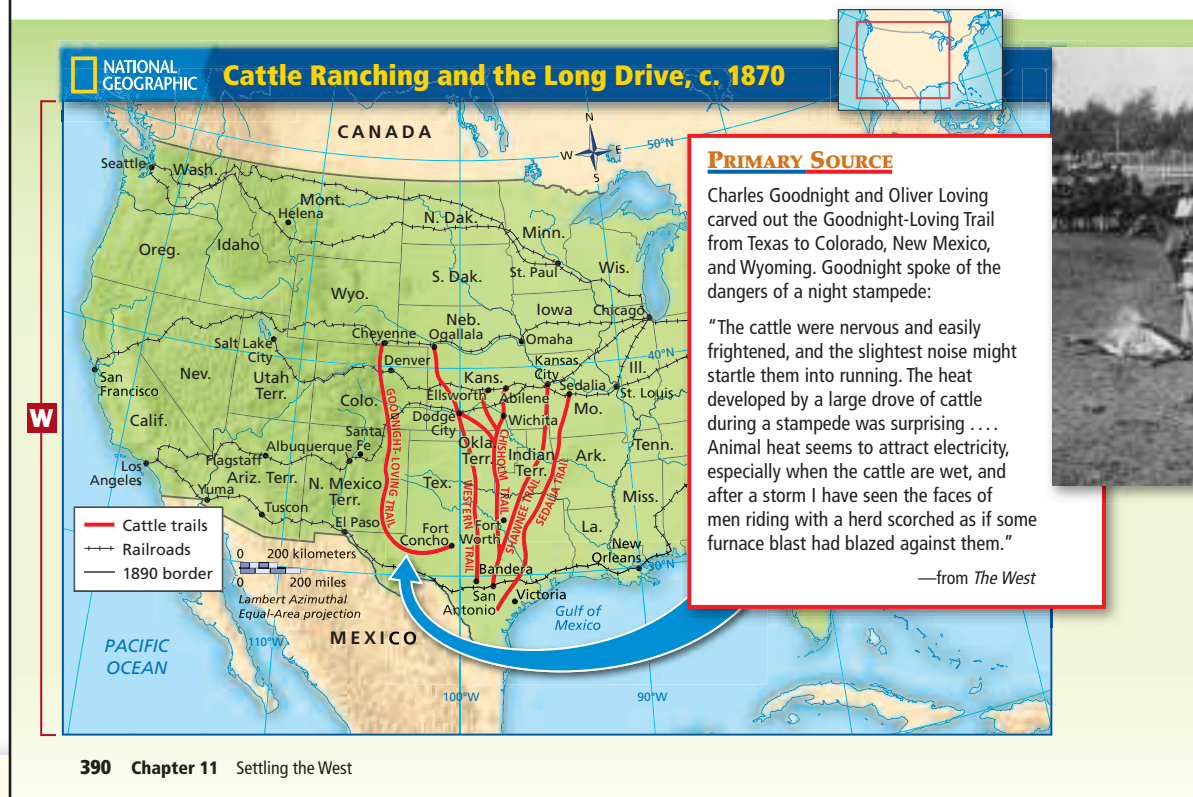
The longhorn was descended from Spanish cattle introduced two centuries earlier. These cattle had been allowed to run wild and, slowly, a new breed—the longhorn—had emerged.

Lean and rangy, the longhorn could easily survive the harsh climate of the Plains. By 1865, some 5 million roamed the Texas grasslands.

Cattle ranching also prospered on the Plains because of the **open range**, a vast area of grassland that the federal government owned. The open range covered much of the Great Plains and provided land where ranchers could graze their herds free of charge and unrestricted by private property.

## The Long Drive Begins

**Prior** to the Civil War, ranchers had little incentive to round up the longhorns. Beef prices were low, and moving cattle to eastern markets was not practical. The Civil War and the coming of the railroads changed this situation. During the Civil War, eastern cattle were slaughtered in huge numbers to feed the armies of the Union and the Confederacy. After the war, beef prices soared and ranchers looked for a way to round up the longhorns and sell them to eastern businesses.



## Activity: Interdisciplinary Connection

**Mathematics: Longhorns, Long Drives, Long Distances** To make a profit, the ranchers of South Texas had to get their huge herds of cattle to market. This lengthy process included the long drive—taking herds of cattle north to be loaded onto railway cars and then shipping the cattle to slaughterhouses in cities such as Chicago. Using the map key on the map on this page, have students calculate

the approximate distance from Fort Concho to Cheyenne and then from Cheyenne to Chicago. (800 miles (approximately 1287 km); 800 miles (approximately 1287 km)) Then have students determine the approximate distance of the Shawnee Trail and then the approximate distance from Kansas City to Chicago. (600 miles (approximately 965 km); just less than 400 miles (approximately 644 km)) **Ask:** *Why*

*might ranchers choose one route over another?* (Answers may include: Ranchers would have started the long drive from near their ranch; some routes may have been less likely to be attacked by Native Americans.) **OL**

By the 1860s, railroads had reached the Great Plains. Lines ended at Abilene and Dodge City in Kansas and at Sedalia in Missouri. Ranchers and livestock dealers realized that if they could move the cattle as far as the railroad, the longhorns could be sold for a huge profit and shipped east to market.

In 1866 ranchers began rounding up the longhorns and drove about 260,000 of them to Sedalia, Missouri. Most of the cattle did not survive this first **long drive**, but those that survived sold for 10 times the price they would have brought in Texas. Other trails soon opened. The route to Abilene, Kansas, became the major route north. Between 1867 and 1871, cowboys drove nearly 1.5 million head of cattle up the Chisholm Trail from southern Texas to Abilene. As the railroads expanded in the West, other trails reached from Texas to more towns in Kansas, Nebraska, Montana, and Wyoming.

A long drive was a spectacular sight. In the spring, ranchers met with their cowboys to round up cattle from the open range. Stock from many different owners made up these

herds. Cowboys from major ranches went north with the herds. The only way to tell them apart was by the brands burned onto their hides by branding irons. Stray calves without brands were called mavericks. These were divided and branded. The herds could number anywhere from 2,000 to 5,000 cattle.

## Ranching Becomes Big Business

Cowboys drove millions of cattle north from Texas to Kansas and points beyond. Some of the longhorns went straight to slaughterhouses, but others were sold to ranchers who were building up herds in Wyoming, Montana, and other territories. Sheep herders moved their flocks onto the range and farmers settled there, blocking the trails. “Range wars” broke out among groups competing for land. Eventually, after much loss of life, hundreds of square miles were fenced cheaply and easily with a new invention—barbed wire.

At first, ranchers did not want to abandon open grazing and complained when farmers put up barriers that prevented the ranchers’ livestock from roaming. Soon, however, ranchers used barbed wire to shut out those competing with them for land and to keep their animals closer to sources of food and water. For cowboys, however, barbed wire ended the adventure of the long cattle drive.

The fencing of the range was not the only reason the long drives ended. Investors from the East and from Britain had poured money into the booming cattle business, causing an oversupply of animals on the market. Prices plummeted in the mid-1880s and many ranchers went bankrupt. Then, in the winter of 1886–1887, blizzards buried the Plains in deep snow, and temperatures dropped as low as 40 degrees below zero. Massive numbers of cattle froze or starved to death.

The cattle industry survived this terrible blow, but it was changed forever. The day of the open range had ended. From that point on, herds were raised on fenced-in ranches. New European breeds replaced longhorns, and the cowboy became a ranch hand.

**Reading Check** **Analyzing** How did heavy investment in the cattle industry affect the industry as a whole?



▼ Women help rope and brand cattle at the J. W. Lough ranch in Kansas, 1891.

### Analyzing VISUALS

- Explaining** What were two by-products of a cattle stampede?
- Analyzing** Why did the cattle trails north stop where they did?

## Activity: Interdisciplinary Connection

**Economics** Explain the basic principles of supply and demand in a free market economy. Have students formulate generalizations on the impact of supply and demand on the boom and bust in the cattle industry. (Possible examples: *Because of a large supply of cattle and a huge*

*demand for meat, profits in the cattle industry increased. Profits decreased when the supply of meat was greater than the demand for it.*) Discuss students’ generalizations and use the generalizations to construct a basic supply-and-demand graph. **OL**

## C Critical Thinking

### Identifying Central Issues

Ask students to review the conflict between the ranchers and the farmers on the Western plains.

**Ask:** What is the main issue at the root of the conflict between these two groups? (The two groups wanted to use the land for different purposes and did not see a means of compromise.) **OL**

## Analyzing VISUALS DBQ

**Answers:**

- animal heat and the apparent attraction of electricity to wet cattle
- They all stopped at main railroad lines to ship cattle east.

## ✓ Reading Check

**Answer:**

It caused an oversupply of cattle, which drove prices down. Many ranchers went bankrupt.

## Additional Support



## C Critical Thinking

### Predicting Consequences

Remind students that thousands of Mexicans became American citizens when the United States acquired the Mexican Cession in 1848. **Ask:** What were some of the characteristics of these new citizens? (*spoke Spanish, were Roman Catholic*) Have students write an essay predicting how these new citizens might interact with the English-speaking settlers who moved into these lands. **AL**

## R Reading Strategy

### Reading Primary Sources

Have students reread the primary source on this page and summarize the skills of the vaquero. **OL**

## Analyzing VISUALS

### Answers:

1. He may be a performer. His colorful, decorated clothing is not suitable for ranching.
2. All ages/families worked farms; all had to work to support the family because as white settlers moved in, the status of Mexican Americans fell.

## Additional Support

## Settling the Hispanic Southwest

**MAIN Idea** The arrival of new settlers changed life for Hispanics in the Southwest.

**HISTORY AND YOU** Do you remember reading about New Spain? Read on to learn how the Hispanic community changed when the Southwest became part of the United States.

For centuries, much of what is today the American Southwest belonged to Spain's empire. After Mexico won its independence, the region became the northern territories of the Republic of Mexico. When the United States defeated Mexico in 1848 and took control of the region, it acquired the Spanish-speaking population living there. According to the Treaty of Guadalupe Hidalgo ending the war, the region's residents retained their property rights and became American citizens.

In California, the Spanish mission system had collapsed by the early 1800s. In its place,

a society dominated by a landholding elite had emerged. These landowners owned vast **haciendas**—huge ranches that covered thousands of acres. The heavy influx of “Forty-Niners” during the California gold rush, however, changed this society dramatically. California's population grew from 14,000 to 100,000 in two years. Suddenly, Hispanic Californians were vastly outnumbered.

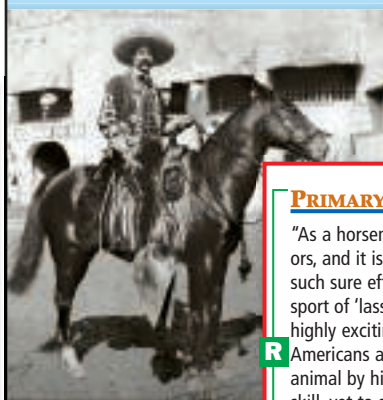
Some Hispanic Californians welcomed the newcomers and the economic growth that resulted. Others distrusted the English-speaking prospectors, who tried to exclude them from the mines. When California achieved statehood in 1850, Hispanics served in many state and local offices. Increasingly, however, the original Hispanic population found their status diminished and, frequently, they were relegated to lower-paying and less desirable jobs.

As they had done with Native Americans, settlers from the East clashed with Mexican Americans over land. Across the region, many Hispanics lost their land to the new settlers.

### PRIMARY SOURCE

#### Hispanics in the Southwest

In the mid-19th century, most Hispanics in the Southwest lived on large haciendas where they worked in the fields harvesting crops or helped tend cattle.



A fancily dressed vaquero, known as a *charro*, poses for a photo in 1890.

### PRIMARY SOURCE

“As a horseman, [the vaquero] has no superiors, and it is mounted that he operates with such sure effect against the wild animals. The sport of ‘lassoing’ wild bulls and other cattle is highly exciting, and one of which all Spanish Americans are passionately fond. To catch the animal by his horns or neck requires much skill, yet to seize him with certainty by the leg, when at the top of his speed, requires greater practice and dexterity.”

—from *Gleason's Pictorial Drawing-Room Companion*, 1852



▲ Hispanic farmworkers harvest grapes in southern California in 1905.

### Analyzing VISUALS

1. **Making Generalizations** Based on the appearance of the vaquero in the photo at left, what generalizations can you make about the man?
2. **Analyzing** What do you notice about the types of people who were farmworkers? Why might this be so?

## Activity: Collaborative Learning

**Land Ownership** In the Treaty of Guadalupe Hidalgo, the United States promised that Hispanics living on the territory the United States gained could retain their property and became American citizens. As settlers moved into the area, they also claimed territory. American courts frequently sided with settlers and revoked

Mexican American property rights. **Ask:** How might the Hispanics living in the western territories have reacted to becoming American citizens? (*Possible Answers: some may have been happy, others frightened or angry*) Have students split into small groups. Have each group use library or Internet resources to find out how life

changed for Mexican Americans living in the West. Pretending they are Mexican Americans whose property rights have been revoked, students should write a persuasive letter to the president requesting that their property rights be reinstated. **AL**

## Section 1 REVIEW

Mexican American claims to the land often dated back to Spanish land grants. These grants were hundreds of years old and defined the boundaries of property in vague terms. When ownership of a property was claimed by more than one person, American courts frequently held that the old land grants were insufficient proof of ownership. This allowed others to stake claim to the property. In some instances, outright fraud was used to take land illegally from Mexican Americans.

The cattle boom of the 1870s and 1880s had a tremendous impact on Hispanics in the Southwest, where many had long worked as vaqueros (the Spanish word for “cowboys”). Vaqueros developed the tools and techniques for managing cattle. They taught American cowboys their trade and enriched the English language with words of Spanish origin, including “lariat,” “lasso,” and “stampede.”

With the increasing demand for beef in the eastern United States, English-speaking ranchers wanted to expand their herds and claimed large tracts of land of Mexican origin. In some cases, the Hispanic population fought back. In New Mexico, residents of the town of Las Vegas were outraged when English-speaking ranchers tried to fence in land that had long been used by the community to graze livestock. In 1889 a group of Hispanic New Mexicans calling themselves *Las Gorras Blancas* (white caps) raided ranches owned by English-speakers, tore down their fences, and burned their barns and houses. The raids finally ended in 1890 when the governor threatened to call in federal troops.

Despite the influx of English-speaking settlers, Hispanics in New Mexico remained more influential in public affairs than did their counterparts in California and Texas. Hispanics remained the majority, both in population and in the territorial legislature. In addition, a Hispanic frequently served as New Mexico’s territorial delegate to Congress.

As more railroads were built in the 1880s and 1890s, the population of the Southwest continued to swell. The region not only attracted Americans and European immigrants, but also immigrants from Mexico. Mexican immigrants worked mainly in agriculture and on the railroads. In the growing cities of the Southwest—such as El Paso, Albuquerque, and Los Angeles—Hispanics settled in neighborhoods called **barrios**. Barrios had Spanish-speaking businesses and Spanish-language newspapers and they helped keep Hispanic cultural and religious traditions alive. As native Californian Mariano Guadalupe Vallejo explained in 1890:

**PRIMARY SOURCE**

“No class of American citizens is more loyal than the Spanish Californians, but we shall always be especially proud . . . to honor the founders of our ancient families, and the saints and heroes of our history since the days when Father Junipero planted the cross at Monterey.”

—quoted in *Foreigners in Their Native Land*

**Describing** How did vaqueros contribute to the cattle industry in the West?

**Vocabulary**

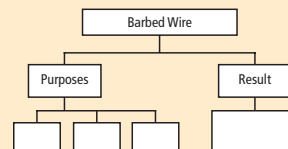
1. **Explain** the significance of: Henry Comstock, boomtown, vigilance committee, hydraulic mining, open range, long drive, hacienda, barrios.

**Main Ideas**

2. **Explaining** How did hydraulic mining affect the environment?
3. **Stating** What caused the decline of the cattle business in the late 1800s?
4. **Describing** How did the gold rush change society in California?

**Critical Thinking**

5. **Big Ideas** How did mining contribute to the development of the West?
6. **Organizing** Use a graphic organizer similar to the one below to list the ways barbed wire was used and the result of using barbed wire on the Great Plains.



7. **Analyzing Visuals** Sketch a map of the western cattle trails. Then compare your map to the one on page 390, and list the differences between the two maps.

**Writing About History**

8. **Descriptive Writing** Write a summary for a story line for a Hollywood movie. Your script should realistically portray the life of either a miner or rancher in the West in the mid- to late 1800s.

**History ONLINE**

**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.

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**D Differentiated Instruction**

**Kinesthetic** Have students create a map of the Southwestern United States today, showing present-day state boundaries. Students should find out the current percentage of the Hispanic population of each state and display this data on the map. **BL**

**Reading Check**

**Answer:**  
developed tools and techniques for managing cattle

**Assess****History ONLINE**

**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

**Summarizing Ask:** Why did miners and ranchers move to the Great Plains? (They sought new economic opportunities.) **OL**

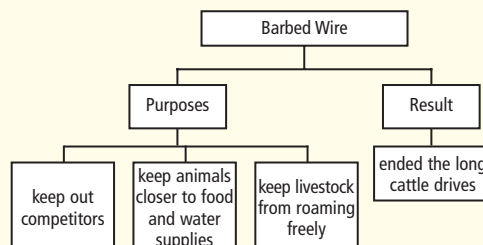
## Section 1 REVIEW

**Answers**

1. All definitions can be found in the section and the Glossary.
2. Millions of tons of silt, sand, and gravel were washed into local rivers.
3. An oversupply of cattle drove down prices, and the winter of 1886 to 1887 killed a large number of cattle.
4. More settlers moved into the state. Spanish-speaking people became the minority, and their status diminished.

5. People moved west, towns sprung up, and railroads expanded.

6.



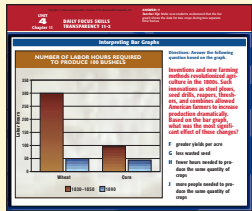
7. Maps should include rail lines, towns, and trails. Students’ list should correctly note any differences.
8. Students’ summaries will vary but should reflect facts found in the section.

## Focus



## Bellringer

## Daily Focus Transparency 11-2



## Guide to Reading

## Answers:

offered 160 acres of land to settlers under Homestead Act; later legislation increased size of land given to settlers; opened Oklahoma Territory for settlement



## Section Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 11, Section 2 video at [glencoe.com](http://glencoe.com) or on the video DVD.

## Resource Manager

## Section 2



Section Audio



Spotlight Video

## Farming the Plains

## Guide to Reading

## Big Ideas

**Group Action** After 1865 settlers staked out homesteads and began farming the Great Plains.

## Content Vocabulary

- homestead (p. 395)
- dry farming (p. 396)
- sodbuster (p. 396)
- bonanza farm (p. 397)

## Academic Vocabulary

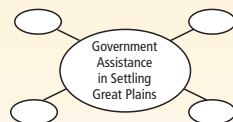
- prospective (p. 394)
- innovation (p. 396)

## People and Events to Identify

- Great Plains (p. 394)
- Stephen Long (p. 394)
- Homestead Act (p. 395)
- Wheat Belt (p. 397)

## Reading Strategy

**Organizing** As you read about the settlement of the Great Plains, complete a graphic organizer similar to the one below by listing the ways the government encouraged settlement.



The Homestead Act encouraged settlers to move to the Great Plains. Although life was difficult, settlers discovered that wheat could be grown on the Great Plains using new technologies. By 1890 there was no longer a true frontier in the United States.

## The Beginnings of Settlement

**MAIN Idea** Settlers staked out homesteads and began farming the region.

**HISTORY AND YOU** Would you move to a region with extreme weather such as drought and blizzards? Read on to learn how settlers coped with the harsh environment of the Great Plains.

The population of the **Great Plains** grew steadily in the decades after the Civil War. Land once thought to be worthless for farming was transformed into America's wheat belt. Homesteaders faced many challenges. Without trees to use as timber, many early settlers built their homes from chunks of sod, densely packed soil held together by grass roots. To obtain water, they had to drill wells more than 100 feet deep and operate the pump by hand. Nothing was wasted. Homesteader Charley O'Kieffe recalled eating weeds from the garden, as well as the vegetables, joking that he was obeying the rule, "If you can't beat 'em, eat 'em."

O'Kieffe and his neighbors were early settlers on the Great Plains. This region extends westward to the Rocky Mountains from around the 100th meridian—a line of longitude running north and south from the central Dakotas through western Texas. It is dry grassland where trees grow naturally only along rivers and streams. For centuries this open country had been home to vast herds of buffalo that grazed on the prairie grasses. Nomadic Native American groups had hunted the buffalo for food and used buffalo hides for clothing and shelter.

Major **Stephen Long**, who explored the region with an army expedition in 1819, called it the "Great American Desert" and concluded that it was "almost wholly unfit for cultivation." He predicted that the scarcity of wood and water would prove to be "an insuperable obstacle in . . . settling the country."

During the late 1800s, several developments undermined the assumption that the region was uninhabitable. One important factor was the construction of the railroads. Railroad companies sold land along the rail lines at low prices and provided credit to **prospective** settlers. Pamphlets and posters spread the news to city dwellers across Europe and America that cheap farm land was theirs to claim if they were willing to move.

## R Reading Strategies

## Additional Resources

- Read. Skills Act., URB p. 21
- Guided Read. Act., URB p. 49

## C Critical Thinking

## Teacher Edition

- Draw. Concl., p. 397

## Additional Resources

- Quizzes and Tests, p. 154

## D Differentiated Instruction

## Teacher Edition

- English Learners, p. 395

## W Writing Support

## Teacher Edition

- Expository Writing, p. 396
- Persuasive Writing, p. 396

## S Skill Practice

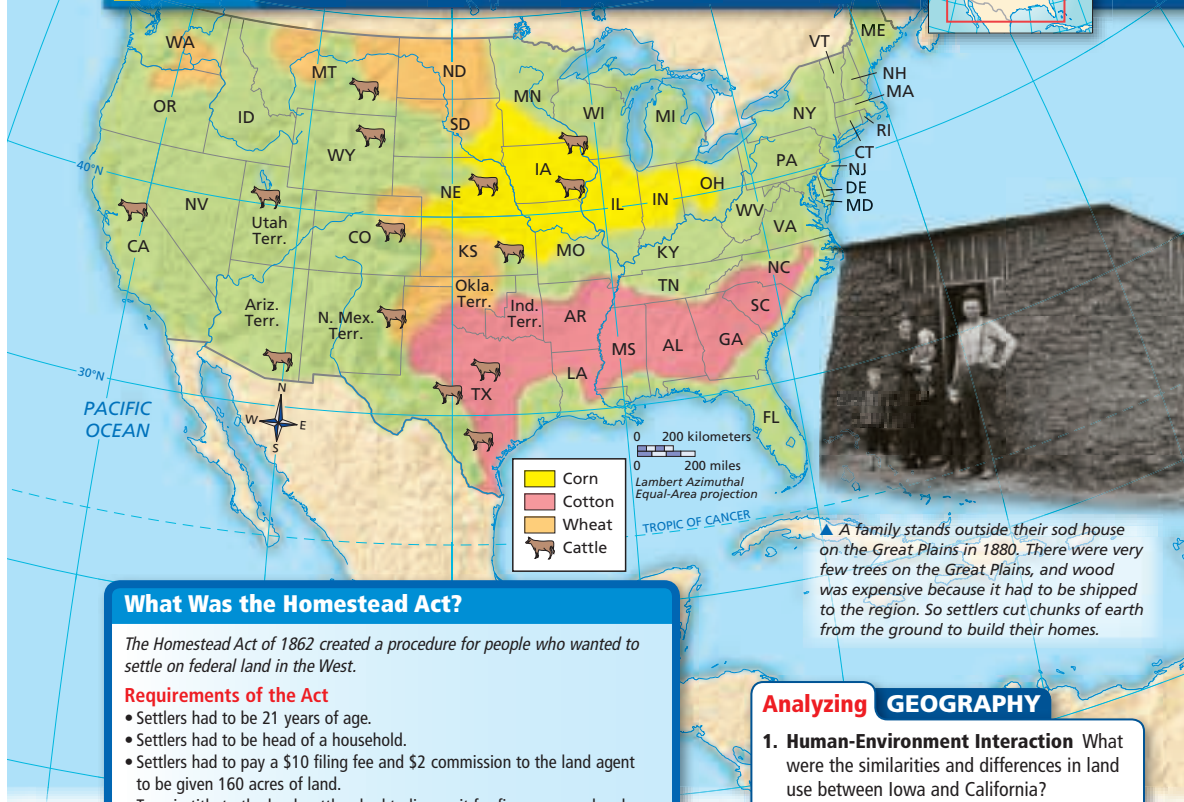
## Additional Resources

- Reinforcing Skills Act., URB p. 31
- Read. Essen., p. 123





## Farming the American West, 1870–1900



### What Was the Homestead Act?

The Homestead Act of 1862 created a procedure for people who wanted to settle on federal land in the West.

#### Requirements of the Act

- Settlers had to be 21 years of age.
- Settlers had to be head of a household.
- Settlers had to pay a \$10 filing fee and \$2 commission to the land agent to be given 160 acres of land.
- To gain title to the land, settlers had to live on it for five years, and make improvements such as building a house and clearing land for farming.
- Alternatively, settlers could buy the land for \$1.25 per acre after six months.

A Nebraskan coined the slogan “Rain follows the plow” to sell the idea that cultivating the Plains would increase rainfall. The weather seemed to cooperate. For more than a decade beginning in the 1870s, rainfall on the Plains was well above average. The lush green of the plains contradicted assertions that the region was a desert.

In 1862 the government encouraged settlement on the Great Plains by passing the **Homestead Act**. For a \$10 registration fee, an individual could file for a **homestead**—a tract of public land available for settlement. A homesteader could claim up to 160 acres of land and could receive title to that land after living there for five years. Later government legislation increased the size of the tracts available. With

their property rights assured, more settlers moved to the Plains.

Settlers often found life very difficult on the Plains. In addition to building sod houses and drilling deep wells for water, they faced summer temperatures greater than 100°F. Prairie fires were a frequent danger. Sometimes swarms of grasshoppers swept over farms and destroyed the crops. In winter there were terrible blizzards and extreme cold. Despite these challenges and hardships, most homesteaders persisted and gradually learned how to live in the difficult environment.

**Reading Check** **Analyzing** What is the relationship between private property rights and the settlement of the Great Plains?

### Analyzing GEOGRAPHY

- 1. Human-Environment Interaction** What were the similarities and differences in land use between Iowa and California?
- 2. Region** In what region of the country were both cattle raised and cotton grown?

## Teach

### D Differentiated Instruction

**English Learners** Have students work together in small groups to create posters or pamphlets convincing Americans to move to the Great Plains. Display the pamphlets and posters around the classroom. Have students vote on which ones are most convincing and explain why they think so. **BL**

### Analyzing GEOGRAPHY

#### Answers:

1. Both raised cattle. Iowa also grew corn.
2. Texas

### ✓ Reading Check

#### Answer:

The government promised land to settlers who stayed for five years, thus encouraging settlers to come to the Great Plains.

## Hands-On Chapter Project Step 2

### Making the Move West

**Step 2: Preparing for the Trip** Pairs of students continue to plan their trip west to begin a new farm on the Great Plains.

**Directions** Write the Big Idea on the board. Tell the pairs of students that they will make a list of the items they will need to take with them as they move west. Based on the information in the text, as well as library and Internet sources, students should first identify the items needed for survival in the Great

Plains. Remind students to consider what resources they might find in their new locale as well as weather conditions. Next have pairs review their chosen route and the methods of transportation they will use. Have the pairs review their lists to determine if all the items can be taken with them given their proposed methods of transportation. Remind students that, in addition to personal items such as clothing, they will likely need to bring tools and farm implements. They may also consider bringing some live-

stock or other farm animals with them. Have students consider the weight, bulk, and portability of the items on their list. Also, have them consider if any items on their list will spoil during the trip west. Pairs should prepare a final list based on their research.

**Putting it Together** Ask volunteers to explain what they are going to pack and why. Next have pairs share what they have learned about the Big Idea while preparing for the trip. **OL**

(Chapter Project continued on page 399)



## W<sub>1</sub> Writing Support

**Expository Writing** Have students find out details about the process of dry farming, and write a one-page essay describing the process. **OL**

## W<sub>2</sub> Writing Support

**Persuasive Writing** Ask students to find books in the library about the lives of farmers in the Great Plains between the 1860s and 1890s. Have them use information from their books to assume the point of view of a settler and write a persuasive letter to a family member back East. The letter should encourage the family member to move to the Great Plains and should describe the settler's daily life, challenges, and successes. **OL**

## Analyzing VISUALS

Answers:

1. wind
2. horses

## Differentiated Instruction

Reinforcing Skills Activity 11, URB p. 13

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## The Wheat Belt

**MAIN Idea** As a result of new farming methods and machinery, settlers on the Great Plains were able to produce large amounts of wheat.

**HISTORY AND YOU** Do you remember learning about the way the cotton gin changed Southern life? Read on to learn how agricultural practices changed life on the Plains.

**History ONLINE**  
Student Web Activity Visit [glencoe.com](http://glencoe.com) and complete the activity on settling the West.

Many new farming methods and inventions in the nineteenth century revolutionized agriculture. One approach, called **dry farming**, was to plant seeds deep in the ground, where there was enough moisture for them to grow. By the 1860s farmers on the Plains were using plows, seed drills, reapers, and threshing machines. These new steel machines made dry

farming possible. Unfortunately, soil on the plains could blow away during a dry season. Many **sodbusters**, as those who plowed the Plains were called, eventually lost their homesteads through the combined effects of drought, wind erosion, and overuse of the land.

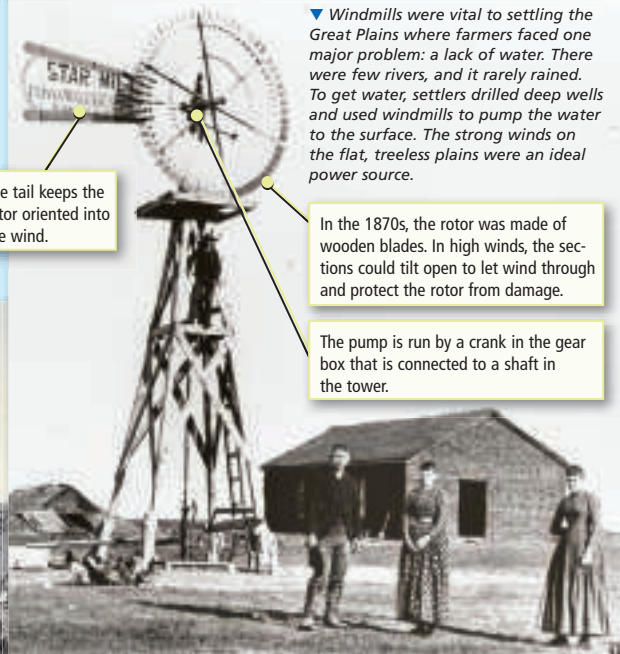
Large landholders could invest in mechanical reapers and steam tractors that made it easier to harvest a large crop. Threshing machines knocked kernels loose from the stalks. Mechanical binders tied the stalks into bundles for collection. These **innovations** were well suited for harvesting wheat, a crop that could endure the dry conditions of the Great Plains.

During the 1880s many farmers from the Midwest moved to the Great Plains to take advantage of the inexpensive land and the new

## TECHNOLOGY & HISTORY

**Farm Machinery** Farmers are indebted to the inventions of John Deere and Cyrus McCormick. Deere's steel plow broke through the hard ground. McCormick's mechanical reaper did the work of five men. Later inventions included a mechanical harrow to help prepare the ground for seeds and a grain drill to plant seeds.

Technology made farming the vast open plains of America feasible. Here, horse-drawn binders are being used to gather hay in the late 1800s.



Windmills were vital to settling the Great Plains where farmers faced one major problem: a lack of water. There were few rivers, and it rarely rained. To get water, settlers drilled deep wells and used windmills to pump the water to the surface. The strong winds on the flat, treeless plains were an ideal power source.

The tail keeps the rotor oriented into the wind.

In the 1870s, the rotor was made of wooden blades. In high winds, the sections could tilt open to let wind through and protect the rotor from damage.

The pump is run by a crank in the gear box that is connected to a shaft in the tower.

## Analyzing VISUALS

1. **Identifying** What was used to power the windmill?
2. **Analyzing Visuals** In addition to field hands, what else did farmers using mechanical harvesting machines need?

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(I)State Historical Society of Wisconsin

## Organizing Information: Sequencing Events

- Objective:** Read a newspaper article and outline the sequence of events described.
- Focus:** Choose an article from a recent newspaper or newsmagazine. Read the article.
- Teach:** Circle words that show the chronological structure of the event or events described.
- Assess:** Make a list of circled words. Discuss what each word tells about the order of events.
- Close:** Draw a time line or diagram and order the event or events from the article.

## Differentiated Instruction Strategies

- BL** Read the news article and determine words that show chronological order.
- AL** Write a short essay predicting why the farming techniques used on the Great Plains were harmful to the region's ecosystem.
- ELL** Write a few sentences about your daily activities. Use as many words that indicate chronological order as you can.

farming technology. The **Wheat Belt** began at the eastern edge of the Great Plains and encompassed much of the Dakotas and parts of Nebraska and Kansas. The new machines allowed a single family to bring in a substantial harvest on a wheat farm covering several hundred acres. Some wheat farms covered up to 50,000 acres. These were called **bonanza farms** because they yielded big profits. Like mine owners, bonanza farmers formed companies, invested in property and equipment, and hired laborers as needed.

## Farmers Fall on Hard Times

The bountiful harvests in the Wheat Belt helped the United States become the world's leading exporter of wheat by the 1880s. Then things began to go wrong. A severe drought struck the Plains in the late 1880s, destroying crops and turning the soil to dust. In addition, competition from farmers in other countries began to increase. By the 1890s a glut of wheat on the world market caused prices to drop. Some farmers tried to make it through these difficult times by mortgaging their land—that is, they borrowed money based on the value of their land. If they failed to meet their mortgage payments, they forfeited the land to the bank. Some who lost their land continued to work it as tenant farmers, renting the land from its new owners. By 1900 tenants cultivated about one-third of the farms on the Plains.

## Closing the Frontier

On April 22, 1889, the government opened one of the last large territories for settlement. Within hours, more than 10,000 people raced to stake claims in an event known as the Oklahoma Land Rush. The next year, the Census Bureau reported that there was no longer a true frontier left in America. In reality, there was still a lot of unoccupied land, and new settlement continued into the 1900s, but the “closing of the frontier” marked the end of an era. It worried many people, including historian Frederick Jackson Turner. Turner believed that the frontier had provided a “safety-valve of social discontent.” It was a place where Americans could always make a fresh start.

Most settlers did indeed make a fresh start, adapting to the difficult environment of the Plains. Water from their deep wells enabled them to plant trees and gardens. Railroads brought lumber and brick to replace sod as a building material, as well as coal for fuel. They also brought manufactured goods from the East, such as clothes and household goods. Small-scale farmers rarely became wealthy, but they could be self-sufficient. Typical homesteaders raised cattle, chickens, and a few crops. The real story of the West was not one of limitless opportunity, nor one in which heroes rode off into the sunset. It was about ordinary people who settled down and built homes and communities through great effort.

**Identifying** What technological innovations helped farmers cultivate the Plains?

## Section 2 REVIEW

### Vocabulary

- 1. Explain** the significance of: Great Plains, Stephen Long, Homestead Act, homestead, dry farming, sodbuster, Wheat Belt, bonanza farm.

### Main Ideas

- 2. Identifying** How did the Homestead Act encourage settlement of the Plains?
- 3. Explaining** What factors contributed to the making of the Wheat Belt in the Great Plains and then to troubled times for wheat farmers in the 1890s?

### Critical Thinking

- 4. Big Ideas** What challenges did Plains farmers face?
- 5. Organizing** Make a graphic organizer similar to the one below that lists the effects of technology on farming in the Great Plains.

Invention	Advantage for Farmers

- 6. Analyzing Visuals** Examine the photograph on page 396 of farmers using machinery. Based on the terrain and the type of work they needed to do, what other types of technology would have helped farmers on the Plains?

### Writing About History

- 7. Persuasive Writing** Write an advertisement to persuade people from the East and Europe to establish homesteads on the Great Plains.

### History ONLINE

**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.

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## C Critical Thinking

**Drawing Conclusions** Historian Frederick Jackson Turner believed the spirit of the United States was tied to westward expansion. When the frontier closed, he concluded that the period that had fostered individualism and economic opportunity had ended. Have students write an essay defending or refuting Turner's ideas. **AL**

### Reading Check

#### Answer:

the mechanical reaper, steam tractor, threshing machines

## Assess

### History ONLINE

**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Summarizing Ask:** **What caused economic hardship for farmers?** (*severe drought, a wheat glut, and competition from foreign countries*) **OL**

## Section 2 REVIEW

## Answers

- All definitions can be found in the section and the Glossary.
- Individuals could file for 160 acres of public land and would receive the title after living and making improvements on the land for five years.
- the Homestead Act, new farming techniques and equipment; good harvests and world competition led to a glut that caused prices to drop
- difficult climate: hot summers and harsh cold winters; lack of wood for homes; had

to dig deep wells for water; drought; grasshoppers; prairie fires

- | Invention          | Advantage for Farmers |
|--------------------|-----------------------|
| mechanical reapers | speeded harvesting    |
| mechanical binders | tied stalks           |
| threshing machines | knocked kernels loose |

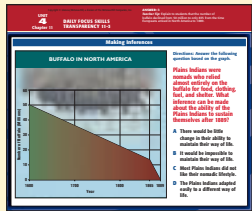
- Answers may include telegraph for communication.
- Advertisements will vary but should reflect information presented in the section.

## Focus



## Bellringer

## Daily Focus Transparency 11-3



## Guide to Reading

1862-Dakota Sioux Uprising: deaths of settlers and Native Americans

1864-Sand Creek Massacre: formation of the Indian Peace Commission

1866-Fetterman's Massacre: U.S. Army defeat

1876-Battle of Little Big Horn: Native American victory

1890-Wounded Knee: about 200 Lakota died

## Section Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 11, Section 3 video at [glencoe.com](http://glencoe.com) or on the video DVD.

## Resource Manager

## Section 3



Section Audio



Spotlight Video

## Native Americans

## Guide to Reading

## Big Ideas

**Culture and Beliefs** Settling the West dramatically changed the way of life of the Plains Indians.

## Content Vocabulary

- nomad (p. 398)
- annuity (p. 398)
- assimilate (p. 403)
- allotment (p. 403)

## Academic Vocabulary

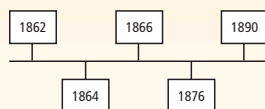
- relocate (p. 398)
- ensure (p. 400)
- approximately (p. 403)

## People and Events to Identify

- Sand Creek Massacre (p. 400)
- Indian Peace Commission (p. 400)
- George A. Custer (p. 401)
- Chief Joseph (p. 402)
- Dawes Act (p. 403)

## Reading Strategy

**Sequencing** As you read about the crises facing Native Americans during the late 1800s, complete a time line to record the battles between Native Americans and the United States government and the results of each.



As settlers entered Native American lands on the Great Plains, clashes grew more common. Conflicts continued as the government tried to force Native Americans onto reservations and encouraged them to assimilate into the culture of the United States.

## Struggles of the Plains Indians

**MAIN Idea** The settlement of the West dramatically altered the way of life of the Plains Indians.

**HISTORY AND YOU** Can you recall a situation in which someone broke a promise to you? Do you remember your reaction? Read on to learn how Native Americans responded when the federal government broke treaties.

For centuries the Great Plains were home to many groups of Native Americans. Some lived in communities as farmers and hunters, but many were **nomads** who roamed vast distances, following their main source of food—the buffalo.

The groups of Plains Indians were similar in many ways. Plains Indian nations were divided into bands consisting of up to 500 people. A governing council headed each band, but most members participated in making decisions. Most lived in extended family groups and believed in the spiritual power of the natural world.

The ranchers, miners, and farmers who moved onto the Plains deprived Native Americans of their hunting grounds, broke treaties guaranteeing certain lands to the Plains Indians, and often forced them to **relocate** to new territory. Native Americans resisted by attacking wagon trains, stagecoaches, and ranches. Occasionally, an entire group would go to war against nearby settlers and troops.

## The Dakota Sioux Uprising

The first major clash began in 1862, when the Dakota people (also known as the Sioux) launched a major uprising in Minnesota. The Sioux had agreed to live on a reservation in exchange for **annuities**, or annual payments from the government. The annuities, however, frequently got caught up in bureaucracy and corruption and never reached them. By 1862 many lived in desperate poverty and faced possible starvation. When Chief Little Crow asked local traders to provide food on credit, one replied, "If they are hungry, let them eat grass or their own dung." Two weeks later, when the Dakota took up arms, that trader was found dead with his mouth stuffed with grass.

Little Crow reluctantly agreed to lead this uprising. He wanted to wage war against soldiers, not civilians, but he was unable to keep

## R Reading Strategies

## Additional Resources

- Guided Read. Act., URB p. 50

## C Critical Thinking

## Teacher Edition

- Draw. Concl., p. 401
- Analy. Info., p. 402
- Comparing, p. 403

## Additional Resources

- Interp. Pol. Cartoons, URB p. 41
- Authentic Assess. p. 27
- Quizzes and Tests, p. 155

## D Differentiated Instruction

## Teacher Edition

- Advanced Learners, p. 399
- Visual/Spatial, p. 400

## Additional Resources

- Am. Art and Music Act., URB p. 39
- Reteach. Act., URB p. 43
- Enrich. Act., URB p. 45

## W Writing Support

## Teacher Edition

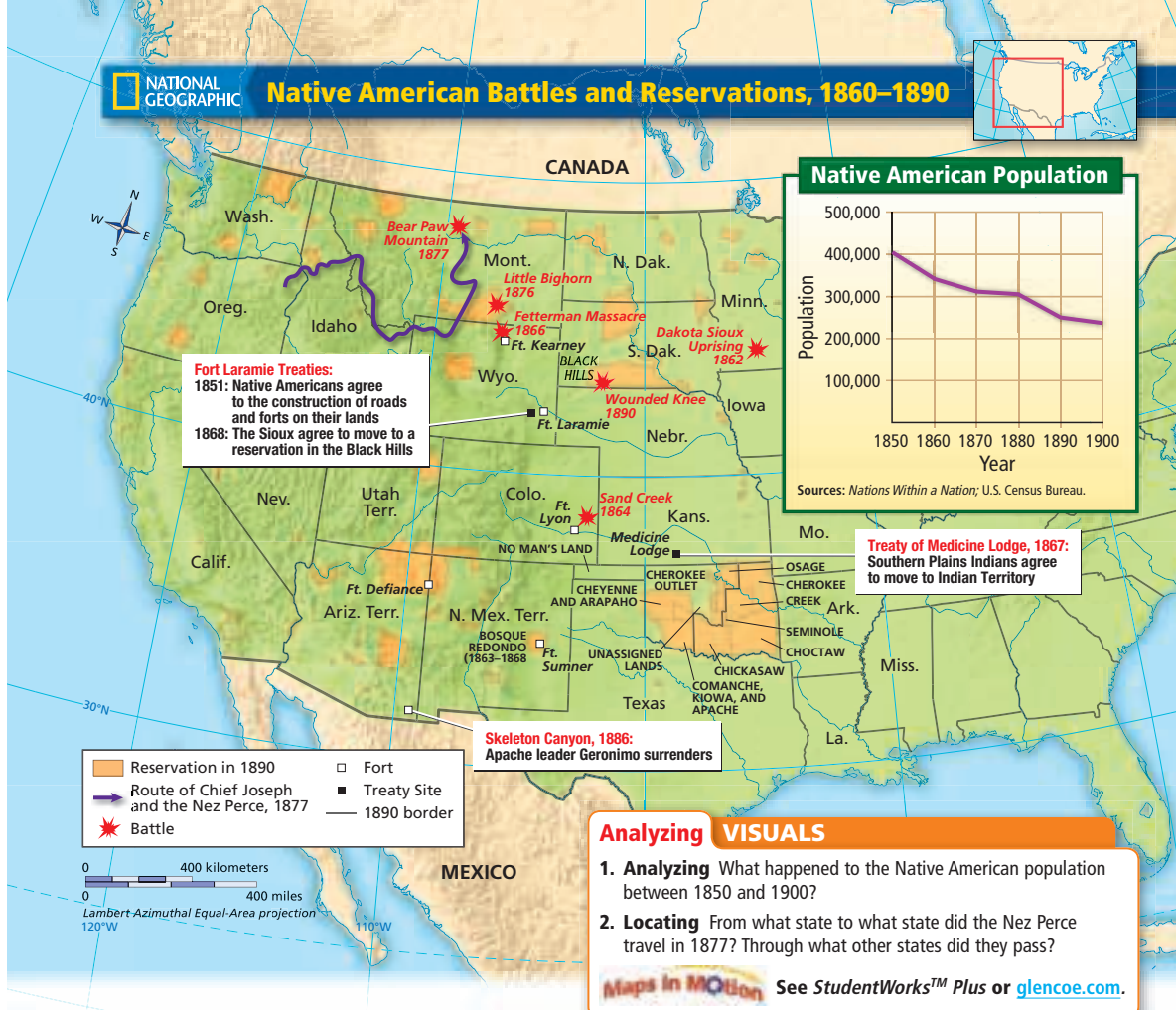
- Narrative Writing, p. 399
- Persuasive Writing, p. 400
- Descriptive Writing, p. 401

## S Skill Practice

## Additional Resources

- Critical Thinking Skills Act., URB p. 32
- Time Line Act., URB p. 33
- Read. Essen., p. 126





angry Dakota from slaughtering hundreds of settlers in the area.

After the rebellion was suppressed, a military tribunal sentenced 307 Dakota to death. After reviewing the evidence, President Lincoln reduced the number to 38. Others fled the reservation when federal troops arrived and became exiles in a region that bore their name—the Dakota Territory.

## Red Cloud's War

The Dakota Territory was home to another Sioux tribe, the Lakota. The Lakota were a nomadic tribe who fought hard to keep control

of their hunting grounds, which extended from the Black Hills westward to the Bighorn Mountains. They had battled rival groups for this country and did not intend to let settlers have it. Leading them were chiefs Red Cloud, Crazy Horse, and Sitting Bull.

The army suffered a major defeat during “Red Cloud’s War” of 1866–1868. The army was constructing forts along the Bozeman Trail, the path used to reach the Montana gold mines. In December 1866, Crazy Horse, a religious leader and war chief, tricked the fort’s commander into sending Captain William Fetterman and about 80 soldiers out to pursue what they thought was a small raiding party.

**D**  
**W**

## Teach

### D Differentiated Instruction

**Advanced Learners** Have students research the geography and mineral resources of the Black Hills. Have students use their findings to write a one-page essay explaining why white settlers wanted to remove Native Americans from the Black Hills.

**AL**

### W Writing Support

**Narrative Writing** Have students find out about one leading Native American chief, such as Red Cloud, Crazy Horse, or Sitting Bull. Have students write a brief narrative describing the life of the leader chosen. **BL**

### Analyzing VISUALS

**Answers:**

1. declined dramatically
2. Oregon to Montana; Idaho and Wyoming

## Hands-On Chapter Project Step 3

## Making the Move West

**Step 3: Take the Trip** Students will describe the various people they will likely meet on their journey westward.

**Directions** Write the Big Idea on the board. Have the pairs of students refer to the map they created in Step 1. Using information from the textbook, as well as library or Internet resources, students should research the types of people they will likely encounter on their trip westward. For example, as

they move through towns and cities, they might meet merchants, innkeepers, and bankers. As they pass through established farmland, they might meet other small farmers. Finally, as they approach their destination, they might encounter native peoples. Based on their research, students should create brief personal profiles of five different individuals that they will likely meet along the way. Remind pairs to provide a physical description of the people, identify their occupations, and describe

their daily lives. Students should also include how they interacted with each of the five people they profiled.

**Putting it Together** Ask volunteers to describe the people they have met on their journey westward. **OL**

(Chapter Project continued on the Visual Summary page)

**W Writing Support**

**Persuasive Writing** Have interested students assume the role of an assistant to territorial governor John Evans and write a letter to Cheyenne Chief Black Kettle attempting to persuade him to go to Fort Lyon. Remind students to provide solid and compelling reasons to Chief Black Kettle. **OL**

**D Differentiated Instruction**

**Visual/Spatial** Have students use their textbooks and library and Internet resources to create two maps of Native American reservations. One map should show the reservations before the formation of the Indian Peace Commission and the other should show the reservations after the Commission. Use the maps to discuss how the federal government tried to gain authority over Native Americans in the Great Plains. **AL**

**Reading Check****Answer:**

creating two large reservations for the Sioux and for the Southern Plains Indians

**Additional Support****Teacher Tip**

**Collaborative Learning** This activity requires students to do research, write, and illustrate. The activity allows students with different levels to work together. As you form groups, consider the needed skills and choose students accordingly.

Hundreds of warriors were waiting in ambush and wiped out the entire unit (an event that became known as Fetterman's Massacre). The Sioux continued to resist any military presence in the region, and in 1868 the army abandoned its posts along the trail.

**Sand Creek**

**W** In the 1860s tensions began to rise between the miners coming into Colorado in search of silver and gold and the Cheyenne and Arapaho who already lived there. As the number of settlers increased, bands of Native Americans began raiding wagon trains and stealing cattle and horses from ranches. By the summer of 1864, trade had come to a standstill, dozens of homes had been burned, and an estimated 200 settlers had been killed. The territorial governor, John Evans, ordered the Native Americans to surrender at Fort Lyon, where he said they would be given food and protection. Those who failed to report would be subject to attack.

Although several hundred Native Americans surrendered at the fort, many others did not. In November 1864, Chief Black Kettle brought several hundred Cheyenne to the fort, not to surrender but to negotiate a peace deal. The fort's commander did not have the authority to negotiate, and he told Black Kettle to make camp at Sand Creek while he waited for orders. Shortly afterward, Colonel John Chivington of the Colorado Volunteers was ordered to attack the Cheyenne at Sand Creek.

When Chivington stopped at Fort Lyon, he was told that the Native Americans at Sand Creek were waiting to negotiate. Chivington replied that, since the Cheyenne had been attacking settlers, including women and children, there could be no peace. The events that followed became known as the **Sand Creek Massacre**.

What actually happened at Sand Creek is unclear. Some witnesses stated afterward that Black Kettle had been flying both an American flag and a white flag of truce, which Chivington ignored. Others reported that the American troops fired on the unsuspecting Native Americans and then brutally murdered hundreds of women and children. Still others described a savage battle in which both sides fought ferociously for two days. Fourteen sol-

diers died, but the number of Native Americans reported killed varied from 69 to 600. One general later called Chivington's attack "the foulest and most unjustifiable crime in the annals of America." The truth of what really happened is still debated.

**A Doomed Plan for Peace**

**D** In light of escalating conflict with Native Americans on the Great Plains, Congress took action. In 1867 Congress formed an **Indian Peace Commission**, which proposed creating two large reservations on the Plains, one for the Sioux and another for Native Americans of the southern Plains. Agents from the federal government's Bureau of Indian Affairs would run the reservations. The army would deal with any groups that refused to report or remain there.

Reservations were not a new idea. Both Puritan and Jesuit missionaries had used them in colonial days to separate Native American nations from one another. The reservations were also intended to encourage Native Americans to adopt white culture. After the American Revolution, the Iroquois (who called themselves the Haudenosaunee) were placed on reservations in western New York. These reservations, however, existed to separate Native Americans and citizens of the United States. Nearly a century later, reservations were based exclusively on keeping the Native Americans separate from American citizens.

The reservation system was again tested after the California gold rush. California, Oregon, and Washington all tried reservations as a way to minimize conflicts between Native Americans and settlers.

The Indian Peace Commission's plan was doomed to failure. Pressuring Native American leaders into signing treaties, as negotiators did at Medicine Lodge Creek in 1867, did not **ensure** that chiefs or their followers would abide by them, nor could they prevent settlers from violating their terms. Those who did move to reservations faced much the same conditions that drove the Dakota Sioux to violence—poverty, despair, and the corrupt practices of American traders.

**Explaining** What proposal did the Indian Peace Commission present to the Plains Indians?

**Activity: Collaborative Learning**

**Conflicting Evidence Ask:** **Why are the details of the Sand Creek Massacre still being debated?** (*Historians have received conflicting eyewitness accounts; reports of the massacre may have been tarnished by the observers' personal biases.*) Organize the class into small groups. Have each group use library or Internet resources

to find different primary sources, eyewitness accounts, or secondary sources of the fateful events surrounding the Sand Creek Massacre. Have each group analyze its findings and write a report on its conclusions. Each group should also illustrate its findings with maps, drawings, or dioramas. **OL**

## The Last Native American Wars

**MAIN Idea** Settlers and Native Americans fought for land and cultural traditions.

**HISTORY AND YOU** Can you identify parts of the world where development is destroying local cultures? Read how the destruction of the buffalo changed some Native American cultures.

By the 1870s many Native Americans on the southern Plains had left the reservations in disgust. They preferred hunting buffalo on the open plains, so they joined others who had also shunned the reservations. Buffalo, however, were rapidly disappearing as settlers killed off thousands of the animals.

Following the Civil War, professional buffalo hunters invaded the area, seeking buffalo hides for markets in the East. Other hunters killed merely for sport, leaving carcasses to rot. Then railroad companies hired sharpshooters to kill large numbers of buffalo that were obstructing rail traffic and used them to feed the workers.

The army, determined to force Native Americans onto reservations, encouraged buffalo killing. By 1889 very few of the animals remained.

### Battle of the Little Bighorn

In 1876 prospectors overran the Lakota Sioux reservation in the Dakota Territory to mine gold in the Black Hills. The Lakota saw no reason they should abide by a treaty that American settlers were violating, so many left the reservation that spring to hunt near the Bighorn Mountains in southeastern Montana.

The government responded by sending an expedition commanded by General Alfred H. Terry. Lieutenant Colonel **George A. Custer** and the Seventh Cavalry were with the expedition. Custer underestimated the fighting capabilities of the Lakota and Cheyenne. On June 25, 1876, ignoring orders, and acting on his own initiative, he launched a three-pronged attack in broad daylight on one of the largest groups of Native American warriors ever assembled on the Great Plains.

## C Critical Thinking

**Drawing Conclusions** The buffalo of the Great Plains were slaughtered for many reasons.

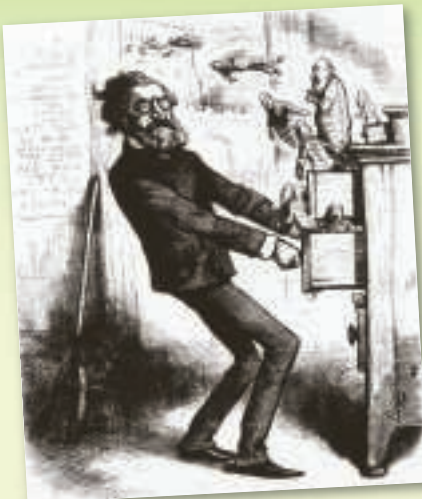
**Ask:** **What was the main reason the U.S. army sought to eliminate the buffalo?** (to force Native Americans onto reservations) Have students find out more about the slaughter of the buffalo in the late 1800s. Then have them write a brief essay explaining their findings. **AL**

## W Writing Support

**Descriptive Writing** Have students find more about the Battle of Little Bighorn. Then have students write a one-page essay describing the battle from the viewpoint of either the Native Americans or the American cavalry. **OL**

### POLITICAL CARTOONS PRIMARY SOURCE

#### Government Native American Policies



▲ This cartoon from 1878 shows Secretary of the Interior Carl Schurz investigating the Indian "bureau."



▲ This cartoon is labeled "The Reason of the Indian Outbreak" and quotes General Miles who said the "Indians are starved into rebellion."

### Analyzing VISUALS

- Examining** Who does the cartoon on the right blame for the problems of Native Americans?
- Analyzing** According to the cartoon on the left, why was the Indian Bureau unable to help Native Americans?

### Analyzing VISUALS

#### Answers:

- General Miles and the Bureau of Indian Affairs
- Agents were fraudulent, dishonest, and corrupt.

## Additional Support

### Activity: Collaborative Activity

**Newspaper Page** Organize the class into groups to create a newspaper page highlighting details from the Battle of Little Bighorn. Have each group choose whether to describe the Native Americans' or the American soldiers' view of the battle. Have students research the Battle

of Little Bighorn using their book, the Internet, and other sources. Groups should illustrate their newspaper page with drawings depicting a scene from the battle. Have each group compose their newspaper page on a computer using desktop publishing software.



## People IN HISTORY

## Answer:

**Custer:** Custer might persevere despite overwhelming odds

**Sitting Bull:** Sitting Bull wanted it to be remembered that he was the last Lakota to surrender his rifle.

## C Critical Thinking

### Analyzing Information

Remind students that the army forced the Nez Perce to move to Oklahoma. **Ask:** How did this action by the U.S. government affect the rights of these Native Americans? (It denied them basic rights guaranteed under the Constitution.)

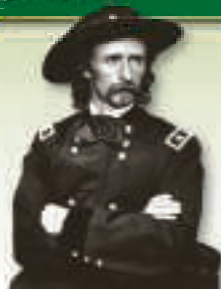
## People IN HISTORY

### George Custer

1839–1876

George Custer, who graduated at the bottom of his West Point class, became an unlikely hero during the Civil War. During the many cavalry charges he led, 11 horses were shot out from under him. At the age of 23, he became the youngest Union Army general. When Custer later commanded the Seventh Cavalry in the West, the Cheyenne called him “Yellow Hair,” because he wore his curly blond hair to his shoulders. Custer wore buckskins for battle, though he wore velvet uniforms in the camp. He spent many hours studying military tactics and reading military history. He risked his own career to testify against the corruption of the Indian Bureau. In anger at his testimony, President Grant removed him from command. However, the public outcry in favor of Custer led to his return to command, a decision that cost the lives of Custer and all his troops.

**How did Custer's actions in the Civil War indicate what he might do in other combat situations?**



### Sitting Bull

c. 1831–1890

The great Lakota chief Sitting Bull faced his first battle at age 14, in a raid against the Crow tribe. As a young man he joined two groups, a warrior society known as Strong Heart and a group that worked for tribal welfare, Silent Eaters. Sitting Bull became chief when he was 37 years old. A holy man as well as a warrior, Sitting Bull led Native Americans in sun dances and prayers to the Great Spirit. After his victory at the Little Bighorn, Sitting Bull led his people to Canada to avoid the reservation system. In 1881, with his people facing starvation, Sitting Bull led them to Montana. He asked his son to hand the commanding officer of Fort Buford his rifle, hoping to show that “he has become a friend of the Americans.” Sitting Bull also asked it to be remembered that “I was the last man of my tribe to surrender my rifle.” Four years later, he briefly joined Buffalo Bill's Wild West show. He was killed by a Lakota, as he had seen in a vision five years before: A Lakota policeman shot him in a scuffle trying to keep the great chief from joining a Ghost Dance, which had been outlawed.

**How did Sitting Bull wish to be remembered?**



The Native American forces first repulsed a cavalry charge from the south. Then they turned on Custer and his 210 soldiers and killed all but one of them. One Lakota warrior recalled the scene afterward: “The soldiers were piled one on top of another, dead, with here and there, an Indian among the soldiers. Horses lay on top of men, and men on top of horses.”

Newspaper accounts portraying Custer as a victim of a massacre produced a public outcry in the East, and the army stepped up its campaign against Native Americans on the Plains. Sitting Bull fled with his followers to Canada, but the other Lakota were forced to return to the reservation and give up the Black Hills.

## Flight of the Nez Perce

Farther west, the Nez Perce people, led by **Chief Joseph**, refused to be moved to a smaller reservation in Idaho in 1877. When the army came to relocate them, they fled their homes and embarked on a journey of more than 1,300 miles. Finally, in October 1877, Chief Joseph surrendered, and he and his followers were exiled to Oklahoma. His speech summarized the hopelessness of their cause:

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(r)The Granger Collection, New York

### PRIMARY SOURCE

“Our chiefs are killed. . . . The little children are freezing to death. My people . . . have no blankets, no food. . . . Hear me, my chiefs; I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.”

—quoted in *Bury My Heart at Wounded Knee*

## Tragedy at Wounded Knee

Native American resistance came to a final and tragic end on the Lakota Sioux reservation in 1890. Defying the orders of the government, the Lakota continued to perform the Ghost Dance, a ritual that celebrated a hoped-for day of reckoning when settlers would disappear, the buffalo would return, and Native Americans would reunite with their dead ancestors.

Federal authorities had banned the ceremony fearing it would lead to violence. They blamed the latest defiance on Chief Sitting Bull, who had returned from Canada, and sent police to arrest the chief. Sitting Bull's supporters tried to stop the arrest. In the exchange of gunfire that followed, the chief himself was killed.

## Additional Support

## Leveled Activities

### BL Reading Skills Activity, URB p. 21

**Identifying the Main Idea**

**DISCUSSING THE SKILL**

Authors often organize their writing by stating a main idea and then supporting it with details. The main idea is the central thought the author is trying to get across. Details are the facts and examples that support the main idea. You can find the main idea by looking at the topic sentence, which is usually the first sentence of a paragraph. The main idea is often stated in a topic sentence, which is usually the first sentence of a paragraph. The main idea is often stated in a topic sentence, which is usually the first sentence of a paragraph.

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

1. What is the main idea of the paragraph?

2. What details are used to support the main idea?

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

### OL Linking Past and Present Activity, URB p. 34

**Linking Past and Present Activity 11**

**Grabbing the Gold**

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

1. What is the main idea of the paragraph?

2. What details are used to support the main idea?

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

### AL Enrichment Activity, URB p. 45

**Enrichment Activity 11**

**Two Views on Native Americans**

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

1. What is the main idea of the paragraph?

2. What details are used to support the main idea?

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

### ELL Content Vocabulary Activity, URB p. 27

**Content Vocabulary Activity 11**

**Settling the West, 1865–1890**

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

1. What is the main idea of the paragraph?

2. What details are used to support the main idea?

**DISCUSSING THE SKILL**

Read the following paragraph and then answer the questions below.

The American Indians in the United States have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years. The first thing they began to grow was wheat. They began to grow wheat in the 1840s, and by the 1850s, they were exporting it to other countries. By the 1860s, they were exporting it to all parts of the world. The American Indians have been the world's leading exporters of wheat for 150 years.

A group of Ghost Dancers then fled the reservation, and the army went after them. On December 29, 1890, as troops tried to disarm them at Wounded Knee Creek, gunfire broke out. A deadly battle ensued, taking the lives of 25 U.S. soldiers and approximately 200 Lakota men, women, and children.

## The Dawes Act

Some Americans had long opposed the treatment of Native Americans. In her 1881 book *A Century of Dishonor*, Helen Hunt Jackson detailed the years of broken promises and injustices. Her descriptions of events such as the massacre at Sand Creek sparked new debate on the issue. Some Americans believed the solution was to encourage Native Americans to **assimilate**, or be absorbed, into American society as landowners and citizens. This meant dividing reservations into individual **allotments**, where families could become self-supporting.

This policy became law in 1887 when Congress passed the **Dawes Act**. This act allotted to each head of household 160 acres of reservation land for farming; single adults received 80 acres, and 40 acres were allotted for children. The land that remained after all members had received allotments would be sold to American settlers, with the proceeds going into a trust for Native Americans.

This plan failed to achieve its goals. Some Native Americans succeeded as farmers or ranchers, but many had little training or enthusiasm for either pursuit. Like homesteaders, they often found their allotments too small to be profitable, so they sold them. Some Native American groups had grown attached to their reservations and hated to see them transformed into homesteads for settlers as well as Native Americans.

In the end, the assimilation policy proved a dismal failure. No legislation could provide a satisfactory solution to the Native American issue, because there was no entirely satisfactory solution to be had. The Native Americans were doomed because they were dependent on buffalo for food, clothing, fuel, and shelter. When the herds were wiped out, Native Americans on the Plains had no way to sustain their way of life, and few adopted American settlers' lifestyles in place of their traditional cultures.

The Dawes Act granted citizenship to Native Americans who stayed on their allotments for 25 years. Few qualified, and it was not until 1924 that Congress passed the Citizenship Act, granting all Native Americans citizenship. Some states—Arizona, Maine, and New Mexico—did not grant Native Americans the right to vote until after World War II.

Under Franklin Roosevelt's New Deal, the policies of assimilation and allotments finally ended in 1934. The Indian Reorganization Act reversed the Dawes Act's policy of assimilation. It restored some reservation lands, gave Native American tribes control over those lands, and permitted them to elect tribal governments.

**Reading Check** **Cause and Effect** What effect did Helen Hunt Jackson's book *A Century of Dishonor* have?

## Section 3 REVIEW

### Vocabulary

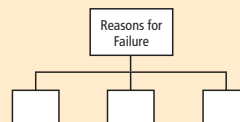
1. **Explain** the significance of: nomad, annuity, Sand Creek Massacre, Indian Peace Commission, George A. Custer, Chief Joseph, assimilate, allotment, Dawes Act.

### Main Ideas

2. **Comparing** In what ways were the different groups of the Plains Indians similar?
3. **Discussing** Why do you think the government's policy of assimilation of Native Americans was a failure?

### Critical Thinking

4. **Big Ideas** How did Native Americans respond to the loss of land from white settlement of the Great Plains?
5. **Organizing** Use a graphic organizer similar to the one below to list the reasons the government's plans to move the Plains Indians onto reservations failed.



6. **Analyzing Visuals** Examine the map of battle sites and reservations on page 399. Then, from the point of view of a historian, explain the actions taken against Native Americans within the historical context of the time.

### Writing About History

7. **Descriptive Writing** Assume the role of a Plains Indian. Write a journal entry describing how you feel about the Dawes Act and how it has affected your life.

### History ONLINE

**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com) and click on Study Central.

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## C Critical Thinking

**Comparing** Have students use library or Internet resources to find more information about the Dawes Act and the Indian Reorganization Act. Have students create a bulletin board display comparing the two laws. **BL**

## Assess

### History ONLINE

**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Summarizing Ask:** **Why did settlers and Native Americans come into conflict?** (*Native Americans sought to maintain traditional ways of life, while settlers wanted their land*) **OL**

### Reading Check

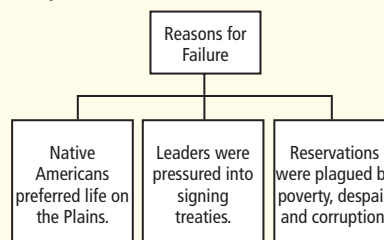
**Answer:** It sparked debate on the treatment of Native Americans.

## Section 3 REVIEW

## Answers

1. All definitions can be found in the section and the Glossary.
2. many were nomadic, divided into bands with a governing council heading each band, lived in extended family groups, believed in spiritual power of natural world
3. Answers may include: Native Americans were unwilling or unable to change their way of life. They received no training in farming and their allotments were too small to be profitable.

4. Some attacked wagon trains and ranches, going to war against nearby settlers and troops
- 5.



6. Answers may vary. Accept different viewpoints as long as the reasoning is sound and based on facts.
7. Students' journal entries will vary. Entries should be written from the perspective of a Native American.



You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from [glencoe.com](http://glencoe.com).

### Determining Cause and Effect

The Visual Summary lists the causes and effects of settlers moving west to the Great Plains. Have students use the information provided to create a cause-and-effect flow chart illustrating these events. **BL**

**Descriptive Writing** Have students select one of the three major occupations that affected the settlement of the Great Plains—mining, ranching, or farming—and write a paragraph describing why a settler might move west to pursue one of those ways of life. **OL**

## Causes of Settlers Moving West to the Great Plains

### Mining

- Deposits of gold, silver, and copper are discovered.
- New technologies, such as hydraulic mining, make it possible to remove vast quantities of ore.

### Ranching

- Wild longhorn cattle, found to survive well on the Plains, are available in large numbers to be rounded up.
- Railroads provide an easy way to ship cattle to eastern markets.

### Farming

- Congress passes the Homestead Act in 1862.
- New farming technologies, including new plows, reapers, and drills, make it possible to farm on the Plains.
- Railroads advertise for settlers and bring necessities such as lumber and coal to the Plains.

► Tens of thousands of settlers headed west, lured by the possibility of striking it rich mining gold or silver. This photo shows miners standing beside a stack of silver ingots in Leadville, Colorado, c. 1880.



► A Plains family stands atop their reaper on their Nebraska farm in the 1890s. Technology such as the reaper made farming the Great Plains practical.



▲ Although the Dawes Act was intended to assimilate Native Americans, traditional ways of life persisted. Above, a Cheyenne woman uses a stone mortar and pestle to grind wild cherries outside her home in the 1890s.

## Effects of Settling the Great Plains

- Miners arrive in such large numbers that Colorado, the Dakotas, Nevada, and Montana are able to become states.
- Hydraulic mining damages the environment in some areas and interferes with farming.
- The Great Plains becomes the nation's Wheat Belt, growing tens of thousands of acres of wheat.
- The arrival of miners, ranchers, and farmers leads to conflict with Native Americans.
- The federal government fights several wars with the Native Americans, establishes reservations, and passes the Dawes Act to assimilate Native Americans.

### Hands-On Chapter Project Step 4: Wrap Up

## Making the Move West

**Step 4: Describing the Trip** Students will synthesize what they have learned in Steps 1, 2, and 3.

**Directions** Write the Essential Question on the board. Have students refer to their maps, their lists, and the personal profiles of the people they encountered on the trip westward. Using this information and what they have learned, students should write a brief paragraph describing the most difficult part

of moving westward. Ask volunteers to share their observations and list them on the board. Discuss their thoughts and observations.

**Putting It Together** Next, have students write a letter to a neighbor left behind in upstate New York. Students should describe how they decided where to move, what items they took with them, what route they traveled, and who they met along the way. Students should also describe difficulties

they encountered along the way. Finally, they should conclude their letter—either recommending that their neighbor should join them on the Great Plains or recommending that the neighbor stay in upstate New York. **OL**



## Reviewing Vocabulary

Directions: Choose the word or words that best completes the sentence.

- Cattle ranching developed on the Great Plains as a result of the \_\_\_\_\_, which was a vast area of grassland owned by the government.  
**A** open range  
**B** long drive  
**C** barbed wire  
**D** Chisholm Trail
- The government promoted settlement in the Great Plains by allowing individuals to file for a \_\_\_\_\_, which let people claim public land as their own.  
**A** bonanza farm  
**B** mine permit  
**C** homestead  
**D** reservation
- The challenges of farming on the Great Plains led to new agricultural techniques and technologies. \_\_\_\_\_ required the invention of seed drills to place crop seeds deep in the ground where moisture was more plentiful.  
**A** Sodbusting  
**B** Bonanza farming  
**C** Reservations  
**D** Dry farming
- \_\_\_\_\_ were yearly payments made by the United States government to Native Americans on reservations.  
**A** Nomads  
**B** Allotments  
**C** Sodbusters  
**D** Annuities
- In the early 1800s, society in California was dominated by landowners who lived on large  
**A** barrios.  
**B** haciendas.  
**C** bonanza farms.  
**D** homesteads.

### Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	390–391	394–395	396	398	392	388	390–391	392–393

## Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

### Section 1 (pp. 386–393)

- In 1889 the discovery of gold and copper led to the rapid development of the northern Great Plains with the following states being formed:  
**A** Montana, North Dakota, South Dakota.  
**B** Montana, Wyoming, Idaho.  
**C** North Dakota, South Dakota, Iowa.  
**D** North Dakota, South Dakota, Nebraska.
- The open range was closed to grazing with the use of  
**A** the long drive.  
**B** barbed wire.  
**C** hydraulic mining.  
**D** placer mining.
- Why did *Las Gorras Blancas* carry out night raids in New Mexico?  
**A** The English-speaking ranchers claimed land used by the community to graze livestock.  
**B** Vaqueros were outlawed by the English-speaking ranchers.  
**C** The English-speaking majority in the legislature closed the barrios.  
**D** The Hispanic minority did not want New Mexico to join the United States.

### TEST-TAKING TIP

Look at each question to find clues to support your answer. Try not to get confused by the wording of the question. Then look for an answer that best fits the question.

**GO ON** 

## Reviewing Main Ideas

**6. A** North Dakota, South Dakota, and Montana were admitted as states in 1889. Developing a rhyme or acrostic can help students remember facts like this one. Consider pairing up students to create rhymes or acrostics to share with the class.

**7. B** A careful reading of the question should lead students to the correct answer. The key words in the question are “closed to grazing.” Barbed wire literally fenced in, or closed, the open range.

**8. A** English-speaking ranchers began fencing in community land, causing *Las Gorras Blancas* to raid their homes. Students may be tempted to choose *B*, which also mentions English-speaking ranchers. It is important that students read each answer choice carefully to avoid choosing a similar sounding, but incorrect, answer.

## Answers and Analyses Reviewing Vocabulary

**1. A** Students who are unsure of the answer should look for the answer that is closest in meaning to “vast area of grassland.” *B* and *C* are incorrect because neither describes a place. Long drive refers to cattle drives, and barbed wire is an object. The Chisholm Trail was not a vast area of grassland. Only open range makes sense.

**2. C** Choice *A* is a distracter that may confuse students. Bonanza farms were large wheat farms that made large profits. Homesteads were tracts of land. A homesteader’s \$10 registration fee could allow them to claim up to 160 acres of land. Thinking about this “purchase” as settlers “buying a home” may help students remember the definition of homestead.

**3. D** A lack of steady rain on the Great Plains encouraged the dry farming techniques and the new agricultural inventions that made farming in this climate more likely to be successful.

**4. D** Students who have trouble answering this question will most likely have trouble choosing between “allotments” and “annuities.” Remind these students that annuities are yearly, or annual, payments. The shared word root may help them retain the definition of annuities.

**5. B** Choice *A* is incorrect. *Barrios* are Spanish-speaking neighborhoods. Bonanza farms and homesteads were on the Great Plains, not California. Haciendas were huge ranches in California. If students have trouble with this question, have them review “Settling the Hispanic Southwest” on page 392.

**9. C** Using the process of elimination can help lead students to the correct answer. *A* is incorrect; long cattle drives were a result of settlement, not a cause. The Great Plains do not get large amounts of rainfall, so *B* can be eliminated. It is unlikely that dry, windy weather would provide an incentive to farm. *C* is correct. The Homestead Act allowed people the opportunity to own land and contributed to the expansion of the Plains.

**10. D** Wind is not a factor that affects growing crops. Students should eliminate *B* and *C* based on what they have learned about the geography of the Plains. Review innovations such as mechanical reapers and steam tractors that helped make wheat farming suitable.

**11. B** It is important that students understand what the frontier represented to Americans: a place of opportunity that offered the chance of a fresh start. For many, the frontier also represented the ideas of freedom and adventure.

**12. C** The two proposed reservations were for the Sioux and the Southern Plains Indians. Students should remember that the reservations were based on keeping Native Americans separate from American citizens to keep the peace.

**13. D** In this question, the correct choice is the one that is opposite the three other choices. *A*, *B*, and *C* would be positive and respectful to Native Americans. However, the American government was not respectful of Native American lands and culture. White Americans felt superior to Native Americans, and sought to make Native Americans more like Americans of European descent with actions such as the passage of the Dawes Act.

### Section 2 (pp. 394–397)

- 9.** Which of the following factors provided an incentive for people to farm the Great Plains?
- A** long cattle drives
  - B** large amounts of rainfall
  - C** the Homestead Act
  - D** dry, windy weather
- 10.** Why was wheat a suitable crop to grow on the Great Plains?
- A** The environment was windy.
  - B** Wheat needs more water than corn.
  - C** Wheat requires large amounts of rainfall.
  - D** New innovations were suited for harvesting wheat.
- 11.** Why were some Americans concerned about the closing of the frontier?
- A** People were worried that Native Americans might revolt.
  - B** People were worried that the idea of Americans traveling west to make a new start had come to an end.
  - C** Some farmers wanted more land to increase their political power with the federal government.
  - D** Settlers worried about the cost of supplies with the increased number of homesteaders.

### Section 3 (pp. 398–403)

- 12.** The Indian Peace Commission was formed to end the conflict with Native Americans on the Great Plains. They proposed
- A** a treaty to end the Battle of the Little Bighorn.
  - B** federal regulations for hunting buffalo.
  - C** creating two large reservations for the Plains Indians.
  - D** removing Sitting Bull from power.
- 13.** The aim of the Dawes Act of 1887 was to
- A** restore previously taken land to Native American tribes.
  - B** maintain traditional Native American cultures.
  - C** end all governmental contact with Native Americans.
  - D** assimilate Native Americans into American culture.

#### Need Extra Help?

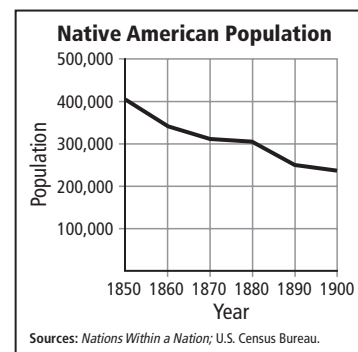
If You Missed Questions . . .	9	10	11	12	13	14	15	16
Go to Page . . .	394–395	396–397	397	400	402–403	401–403	398–403	401–403

### Critical Thinking

Directions: Choose the best answers to the following questions.

- 14.** The Native American wars that occurred between 1860 and 1890 were mainly the result of
- A** disputes over the spread of slavery.
  - B** conflict with Mexico over Texas and California.
  - C** the search for gold in California.
  - D** the movement of settlers onto the Great Plains.

Base your answers to questions 15 and 16 on the chart below and your knowledge of Chapter 11.



- 15.** What does the graph indicate about the Native American population between 1850 and 1900?
- A** The Native American population was over 400,000 in 1860.
  - B** The Native American population increased over 50 years.
  - C** The Native American population declined between 1840 and 1850.
  - D** The Native American population was less than 300,000 in 1890.
- 16.** What factor caused the Native American population to decline sharply between 1880 and 1890?
- A** increase in reservation land
  - B** conflict with American settlers from the East
  - C** increase in the number of wild buffalo
  - D** conflict with Hispanic settlers

### Critical Thinking

**14. D** Only choice *D* relates to Native Americans. Point out to students that careful reading of the answer choices reveals that the first three involve disputes or events that had little if anything to do with Native Americans. The movement of settlers onto the Great Plains displaced the Native Americans who lived there.

**15. D** Students should examine each choice and compare each one to the graph. The Native American population was between

200,000 and 300,000 according to the graph, so *D* is correct.

**16. B** Although the graph does show a decline in the Native American population, it does not explain reasons for this decline. Therefore, students must rely on their knowledge of the chapter. *B* is the only choice that makes sense, based on the chapter.

17. Placer mining is a process by which
- A deep mine shafts are dug and miners go underground to extract the minerals.
  - B miners use simple tools like picks, shovels, and pans to extract shallow deposits of minerals.
  - C a number of men use a high-pressure blast of water to loosen large quantities of earth and remove the minerals.
  - D earth-moving machines remove large quantities of earth to remove the minerals.
18. Vigilance committees performed what function?
- A found new lodes
  - B ensured that mining companies did not harm the environment
  - C supervised the building of western railroads
  - D enforced law and order in boomtowns
19. What type of mining allowed sediment into the local rivers, causing them to overflow and flood the area?
- A placer mining
  - B quartz mining
  - C hydraulic mining
  - D panning mining
20. Why did the Dakota Sioux clash with local traders and settlers in 1862?
- A Annuity payments never reached them, resulting in poverty.
  - B Other Native American tribes claimed the area as their own.
  - C Settlers began to increase in the area, disregarding the local treaties.
  - D Buffalo hunters invaded the area and killed the remaining buffalo.

## Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

In the late 1860s, the U.S. government adopted a policy of forcing Native Americans onto small reservations. Many Native Americans refused to move and fought to maintain their traditional way of life. In the excerpt that follows, Satanta, a chief of the Kiowa, responds to the government's policy:

*"I have heard that you intend to settle us on a reservation near the mountains. I don't want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die. I have laid aside my lance, bow, and shield, and yet I feel safe in your presence. I have told you the truth. I have no little lies hid about me, but I don't know how it is with the commissioners. Are they as clear as I am? 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 . . . . Has the white man become a child that he should recklessly kill and not eat? When the red men slay game, they do so that they may live and not starve."*

—quoted in *Bury My Heart at Wounded Knee*

21. What reasons does Satanta give for not wanting to settle on a reservation?
22. How does Satanta view the white settlers' approach to the land and the resources on it?

## Extended Response

23. Write an essay comparing two different perspectives of the settlement of the West. Analyze how the views of Native Americans and white settlers differed on settling the Great Plains. How did each group view the government's involvement and the environment? The essay should include an introduction, at least three paragraphs, and a conclusion that supports your position.

STOP

## History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 11 at [glencoe.com](http://glencoe.com).

### Need Extra Help?

If You Missed Questions . . .	17	18	19	20	21	22	23
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20. A The Dakota Sioux experienced poverty and starvation because their annuities never reached them. They did not clash with other Native American tribes. Local traders refused to help the Sioux, resulting in harsh feelings.

## Document-Based Questions

21. Students should state that Satanta enjoyed his nomadic life. Point students to the beginning of the passage, in which he states, "I do not want to settle. I love to roam over the prairies."

22. Students' answers should include: Satanta thinks the white man does not respect his land. He says the white men kill buffalo recklessly.

## Extended Response

23. Students' responses will vary, but their answers must address the different views of white settlers and Native Americans. Students must provide adequate support for their claims, as well.

17. B Review the section on Mining Technology on page 161 with students. Placer mining is described in the first paragraph as mining with simple tools. Placer mining was only useful for mining on the surface, however. The other answer choices differ from the correct answer in that they describe more advanced mining techniques.

18. D Remind students that vigilance means "watchfulness." Vigilance committees watched over boomtowns, enforcing law and order. B is

a distracter, but students should be aware that there was no concern for the environment involved in early mining.

19. C The root hydra- is used for water, which may help students recall that hydraulic mining uses water to remove quantities of earth, which students should relate to flooding.

## History ONLINE

Have students visit the Web site at [glencoe.com](http://glencoe.com) to review Chapter 11 and take the Self-Check Quiz.

### Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.