

UNIT

1

America Transformed

1860–1920

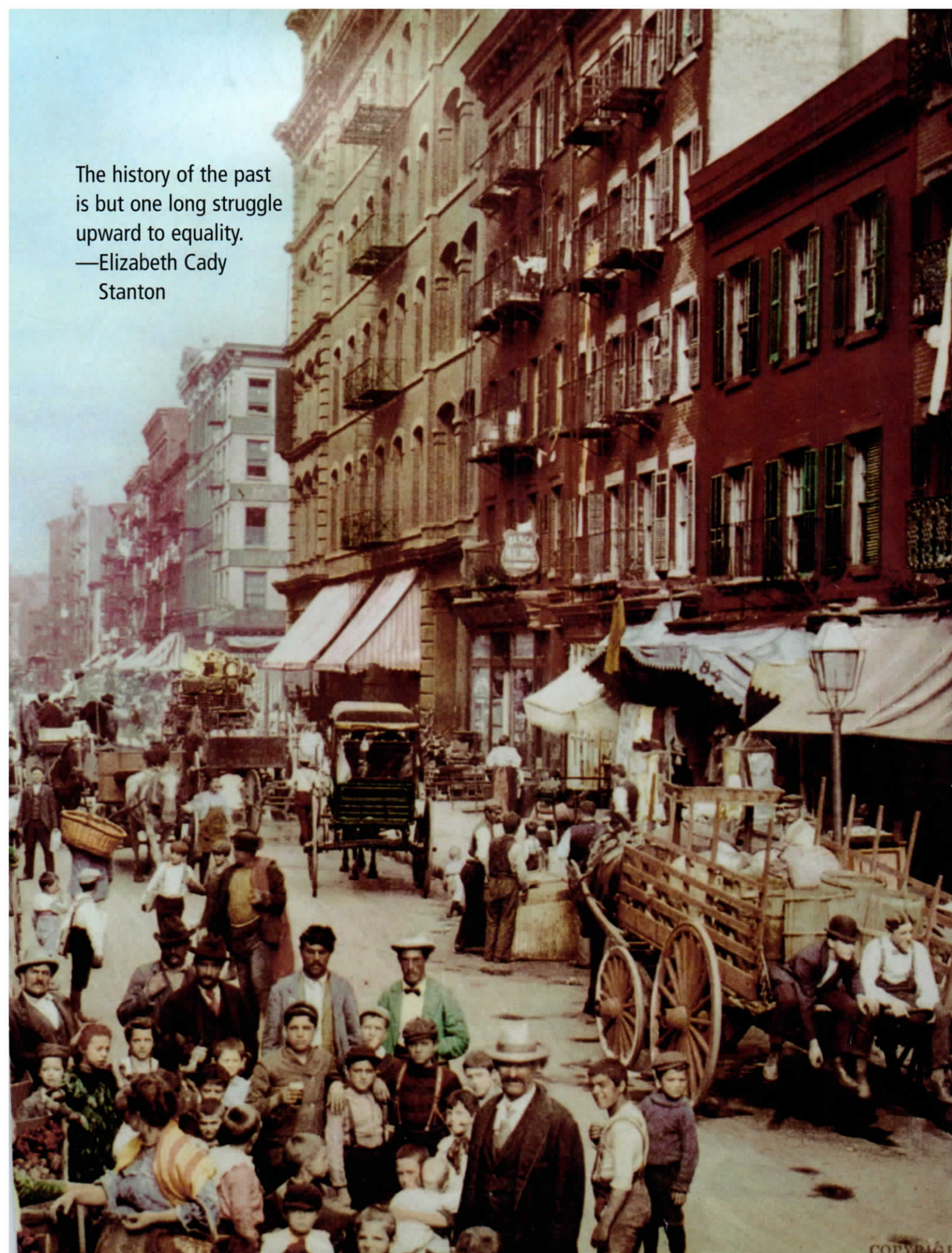
- 1** Growth in the West
1860–1900 pages 64–97
- 2** Industrialization and Immigration
1860–1914 pages 98–139
- 3** The Progressive Era
1890–1920 pages 140–161
- 4** Becoming a World Power
1880–1914 pages 162–185

Why It Matters Now

The industrialization of the United States in the 60 years after the Civil War made America a world power. But not without a price. The era is also notable for efforts to humanize the U.S. industrial system, to make it work not just for the most privileged members of our society but for everyone.



The history of the past
is but one long struggle
upward to equality.
—Elizabeth Cady
Stanton



1. Railroads Transform the Nation
2. Miners, Ranchers, and Cowhands
3. Native Americans Fight to Survive
4. Farm Economics and Populism

Growth in the West

1860–1900



ESSENTIAL QUESTION

How did the nation change as a result of westward movement after the Civil War?

CONNECT

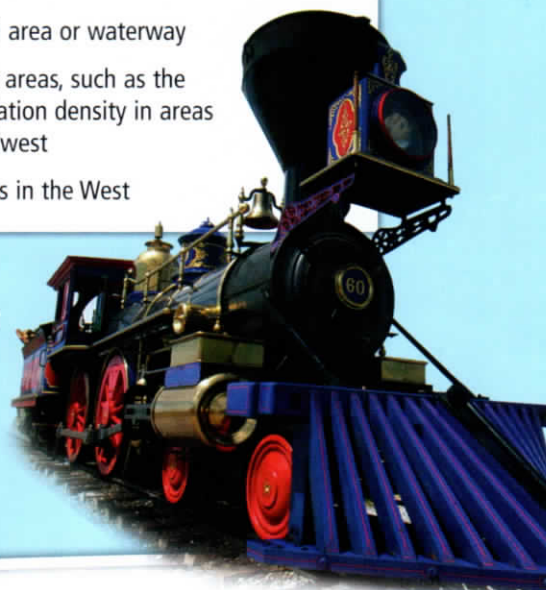
Geography & History

How might U.S. geography have affected western settlement?

Think about:

- 1 the advantages of being on a coastal area or waterway
- 2 how the population density in desert areas, such as the Southwest, compares with the population density in areas with greater rainfall, such as the Midwest
- 3 the obstacles presented by mountains in the West

A replica of a Central Pacific steam engine



This railroad advertisement shows a route in the outline of a chair.

CHICAGO & ALTON RR



1862 Congress passes Homestead Act.

Effect Offer of free land encourages western settlement.

1869 The transcontinental railroad is completed.

Effect Western settlement increases.

1860

Abraham Lincoln is elected president.

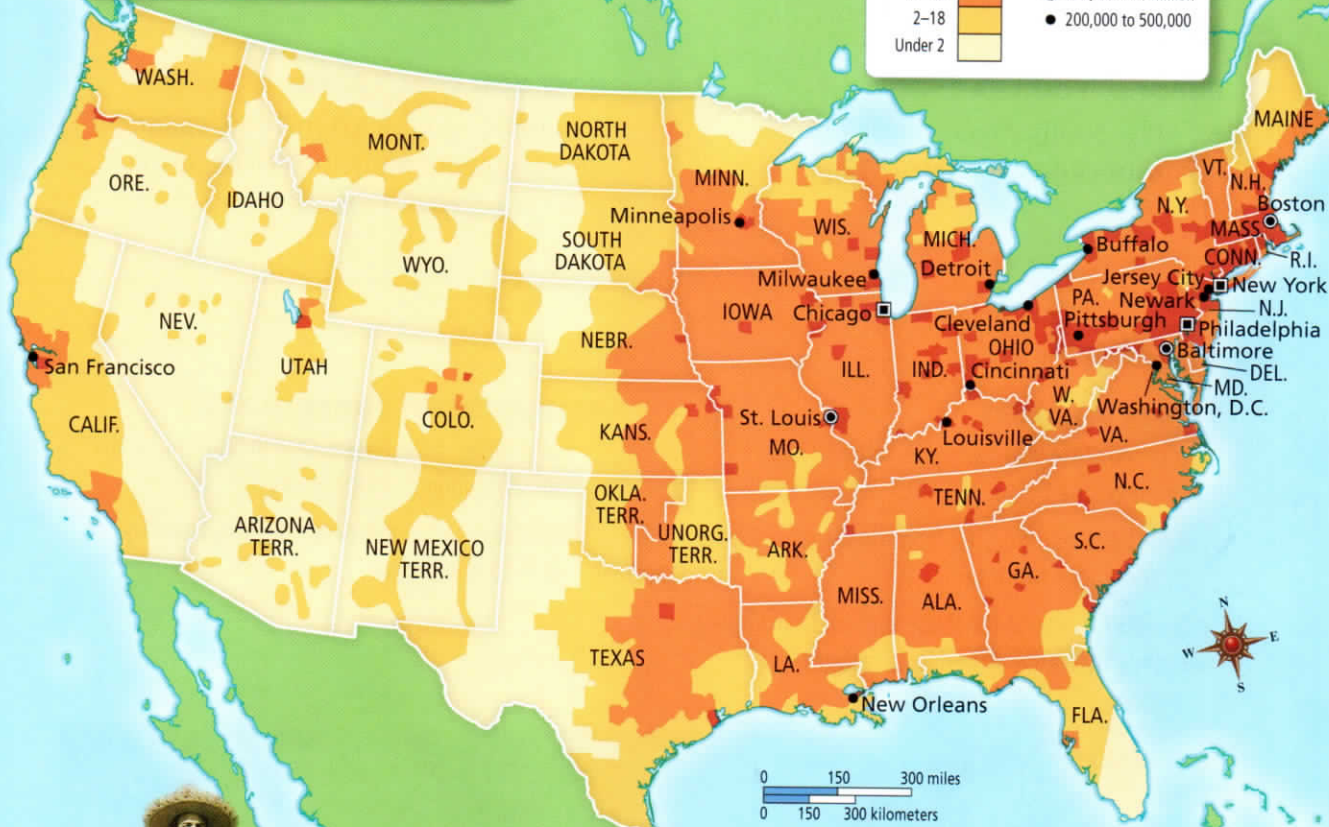
1864 Colorado militia kill peaceful Native Americans in Sand Creek Massacre.

1876 Native Americans triumph at Battle of the Little Bighorn.

Effect U.S. steps up military action.

U.S. Population Density 1900

[Click here](#) to preview western expansion @ClassZone.com



A vaquero (cowhand)
in New Mexico Territory

1892 Populist Party is founded to support rights of farmers and laborers.

1900



1887 The Dawes Act distributes reservation land to individuals.

Sioux moccasins, circa 1895

1896 William McKinley wins presidential election.

Effect Populist Party collapses.

SECTION 1

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

As white Southerners regained power, Reconstruction ended in 1877.

NOW YOU WILL LEARN

A railroad, completed in 1869, spanned the continent and helped to open the way for settlers in the West.

Vocabulary

TERMS & NAMES

transcontinental railroad railroad that spanned the U.S. continent

Great Plains the area from the Missouri River to the Rocky Mountains

frontier parts of the West that were occupied mainly by Native Americans, rather than settlers

BACKGROUND VOCABULARY

solar time time based on calculations of the sun's passage across the sky

standard time the time zones devised by railroad companies



Visual Vocabulary
Great Plains

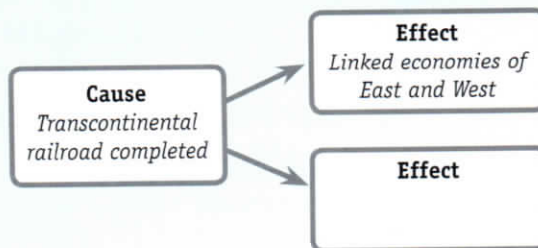
Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to note the effects of building the transcontinental railroad. Add boxes or start a new diagram as needed.



See Skillbuilder Handbook, page R7.

CAUSES AND EFFECTS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Railroads Transform the Nation

One American's Story

Ah Goong was one of many Chinese workers on the western railroads in the late 1800s. In some places, workers had to blast rock from a cliff wall. Lightweight Chinese workers were lowered in baskets hundreds of feet to the blasting site. Years later, Ah Goong's granddaughter imagined his work.

PRIMARY SOURCE

“Swinging near the cliff, Ah Goong . . . dug holes, then inserted gunpowder and fuses. . . . He struck match after match and dropped the burnt matches over the sides. At last his fuse caught; he waved, and the men above pulled hand over hand hauling him up, pulleys creaking.”

—Maxine Hong Kingston, *China Men*



Thousands of Chinese immigrants helped to build the transcontinental railroad.

The building of the transcontinental railroad changed American life. It speeded economic growth and helped open the West to settlers.

Railroads Link East and West

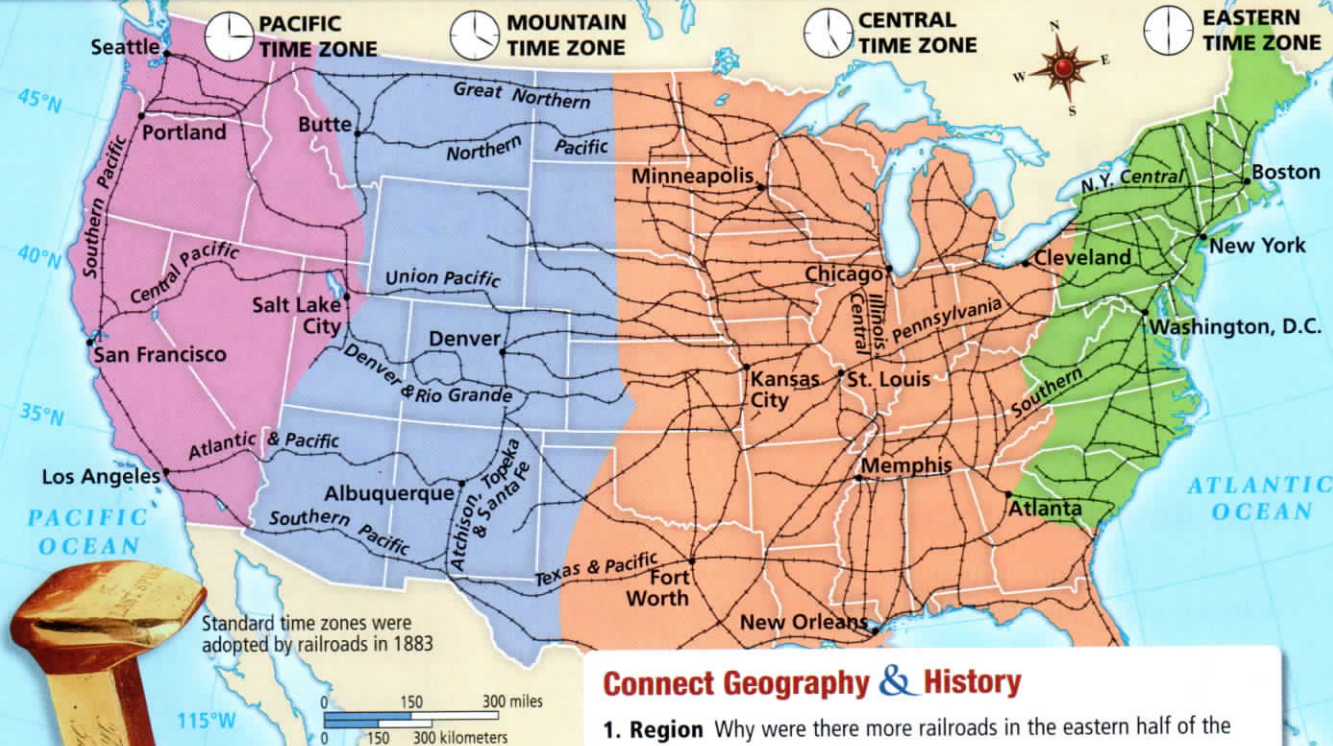
KEY QUESTION How was the first transcontinental railroad built?

For years, Americans had talked about building a **transcontinental railroad**—one that would connect the Atlantic and Pacific coasts. Such a railroad would encourage people to settle in the West and develop its economy.

Help from the Government In 1862, Congress gave the task of building the railroad to two companies: the Union Pacific and the Central Pacific. The Central Pacific was to start in Sacramento, California, and build east. The Union Pacific was to start in Omaha, Nebraska, and build west.

The federal government lent the railroad companies millions of dollars. It also passed legislation that gave them grants of public land along the track. The railroad companies could then sell the land to raise money.

Railroads of the Transcontinental Era 1865–1900



Connect Geography & History

- 1. Region** Why were there more railroads in the eastern half of the country than in the western half?
- 2. Draw Conclusions** What do you think each of the time zones was named for?
- 3. Make Inferences** Note whether more tracks run north to south, or east to west. What is a likely reason for this?

Immigrants Lay the Track Building the railroads was hard, dangerous work. Many of the workers hired by the railroad companies were immigrants with few other choices of work. In the West, the Central Pacific railroad hired many Chinese workers, who faced widespread discrimination. More than 10,000 Chinese men worked on the Central Pacific.

The Union Pacific hired workers from a variety of backgrounds. Many of its workers were Irish immigrants. After 1865, many former soldiers from both the North and the South also worked on the railroad.

Joining the Railroads In May 1869, the Central Pacific and the Union Pacific met in Utah at Promontory Summit. The Central Pacific had crossed California's rugged Sierra Nevada Mountains and laid about 700 miles of track. The Union Pacific had laid more than 1,000 miles, mostly across the **Great Plains**—the area from the Missouri River to the Rocky Mountains.

Hundreds of railroad workers, managers, and journalists gathered for a ceremony. A band played and a golden spike was hammered to honor the completion of the railroad. The transcontinental railroad was complete. By 1895, four more railroad lines were built spanning the United States.

- ▲ **CAUSES AND EFFECTS** Explain the roles of the government and immigrants in building the transcontinental railroad.

This golden spike was used in the ceremony that marked the completion of the railroad.

The Impact of the Railroads

KEY QUESTION How did the transcontinental railroad change America?

The railroads changed many things in people's lives—even timekeeping.

Railroad Time Before the railroads, each community determined its own time, based on calculations about the sun's travels. This system was called "**solar time**." Solar time caused problems for people who scheduled trains crossing a long distance. It also confused railroad travelers, who had to ask, "Is the train arriving at 2:00 our time or their time?" To solve this problem, the railroad companies set up **standard time**. This system divided the United States into four time zones. (See the map on page 68.)

Movement to the Frontier The transcontinental railroad brought settlers to the **frontier**—the parts of the West (mostly in the Great Plains) that were occupied mainly by Native Americans. Trains were a lifeline for settlers. They brought lumber, food, and other necessities. They also brought settlers and miners who laid claim to Native American land. In this way, the railroads helped weaken the Native American hold on the West.

Railroads also linked the nation economically. From the West, trains carried raw materials such as lumber, livestock, and grain eastward. These materials were processed in midwestern cities such as Chicago. From eastern cities, in turn, came manufactured goods, which were sold to westerners.

SYNTHESIZE Explain how the transcontinental railroad changed America.



This nineteenth-century railroad conductor's watch shows the time in different zones.

1

Section Assessment



ONLINE QUIZ

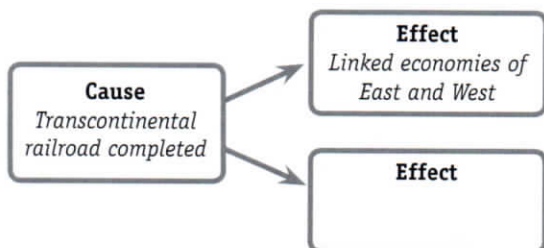
For test practice, go to
Interactive Review @ ClassZone.com

TERMS & NAMES

1. Explain the importance of
 - transcontinental railroad
 - Great Plains
 - frontier

USING YOUR READING NOTES

2. **Causes and Effects** Complete the diagram you started at the beginning of the section. Then create a diagram for each of the main events in this section.



KEY IDEAS

3. How was the transcontinental railroad financed?
4. Why did the country need a standard time?

CRITICAL THINKING

5. **Analyze Point of View** Why would the federal government have wanted a transcontinental railroad to be built?
6. **Synthesize** How did the railroads benefit the economy?
7. **Connect to Today** What changes created by the railroads are part of the business world today?
8. **Writing Letter** Suppose that you were one of the workers who helped build the railroads. Write a one-page letter to a family member explaining how your work will help to transform the nation.

SECTION 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

A railroad, completed in 1869, spanned the continent and helped to open the way for settlers in the West.

NOW YOU WILL LEARN

The mining and cattle industries contributed to population growth in western territories.

▶ Vocabulary

TERMS & NAMES

vaquero (vah•KAIR•oh) Spanish term for cowhand

long drive journey that takes cattle by foot to a railway

vigilante (vij•uh•LAN•tee) person who takes the law into his or her own hands

buffalo soldier name Native Americans gave to African-American soldiers in the West

Mexicano (may•hi•KAH•noh) Spanish word for a person of Mexican heritage; a Spanish-speaking person in the Southwest whose ancestors had come from Mexico

Anglo English-speaking settler in the Southwest

BACKGROUND VOCABULARY

lode deposit of mineral buried in rock

boomtown town that experiences sudden growth in population or economic activity

REVIEW

black codes laws passed by Southern states that limited the freedom of formerly enslaved people



Visual Vocabulary
buffalo soldier

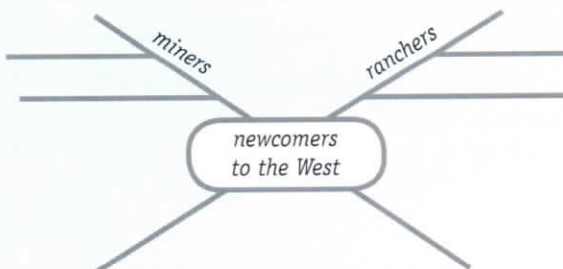
▶ Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the main branches to note facts about categories of newcomers in the West. Add stems to record important details in each category.



See Skillbuilder Handbook, page R6.

CATEGORIZE



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Miners, Ranchers, and Cowhands

One American's Story

Nat Love was born into slavery in Tennessee in 1854. After the Civil War, he became one of thousands of African Americans who journeyed west. Love's horse-taming skills landed him a job as a cowhand. He became well known for his expert horsemanship and rodeo riding and roping. In his 1907 autobiography, Love offered a lively but exaggerated account of his life.

PRIMARY SOURCE

“I carry the marks of fourteen bullet wounds on different parts of my body, most any one of which would be sufficient to kill an ordinary man. . . . Horses were shot from under me, men killed around me, but always I escaped with a trifling wound at the worst.”

—Nat Love, *The Life and Adventures of Nat Love*

Few cowhands led lives as exciting as that described by Love. However, they all helped to open a new chapter in the history of the American West.

Gold and Silver in the Mountains

KEY QUESTION How did mining affect western settlement during the late 1800s?

The discovery of precious metals in the Rockies helped draw settlers west.

Mining in the West Western gold and silver strikes, or discoveries, brought crowds of fortune seekers. The hope of striking it rich drew Americans from across the nation, as well as prospectors from all over the world. “Gold fever” attracted miners from Europe, South America, Mexico, and China.

In 1859, as many as 100,000 miners raced to what is now Colorado after gold was discovered in the mountains near Pikes Peak. The mining camp that grew up nearby became the town of Denver.



This photograph of Nat Love, the most famous African-American cowhand, appeared in his autobiography. He captioned it “In my fighting clothes.”



A silver bar

Also in 1859, prospectors hit “pay dirt” in what came to be called the Comstock Lode in western Nevada. (A **lode** is a deposit of valuable mineral buried in layers of rock.) From 1859 to 1880, the Comstock Lode produced at least \$300 million in silver and gold.

Bonanza barons, the lucky miners who became instant millionaires, built mansions in nearby Virginia City, Nevada. (The term *bonanza* refers to an especially rich mineral deposit.) Virginia City became a **boomtown**—a town that has a sudden burst of economic activity or population growth. Its population jumped from 3,000 in the 1860s to more than 30,000 in the 1870s. By 1876, the town had an opera house, several theaters, and more than 100 saloons. The writer Mark Twain described the excitement of life there.

PRIMARY SOURCE

“The sidewalks swarmed with people. . . . So great was the pack, that buggies frequently had to wait half an hour for an opportunity to cross the principal street. . . . Money was as plenty as dust; every individual considered himself wealthy . . .”

—Mark Twain, *Roughing It*

Other major strikes took place in the Black Hills of the Dakota Territory in 1874, at Cripple Creek in Colorado in 1891, and in Canada’s Yukon Territory in 1896.

The Rush Ends Unfortunately, few prospectors became rich. Most left, disappointed and poor. Large mining companies moved in after surface mines no longer yielded gold and silver. Only they could buy the heavy equipment needed to take the precious metals from underground. Soon, paid workers in company mines replaced independent prospectors. The work was hard and dangerous. Dust caused lung problems, and deadly cave-ins could trap miners hundreds of feet below the surface.

By the 1890s, the mining boom was over. Many mines closed because the costs had become too high, while the precious metals were becoming sparse. Jobless workers moved elsewhere, and once-thriving communities became ghost towns. Still, the mining boom had long-lasting effects in the West. Nevada, Colorado, and South Dakota all grew so rapidly that they soon gained statehood.

▲ **SYNTHESIZE** Describe how mining affected western settlement in the late 1800s.

The Cattle Industry

▼ **KEY QUESTION** What caused the rise and fall of the cattle industry?

While miners searched for gold and silver, a new breed of settler—the rancher—was turning the cattle industry into big business in the West. Before the railroads extended to the Great Plains, most ranchers had small herds and few employees. But rapid growth in the cattle industry greatly increased the need for cowhands, also known as cowboys or “buckaroos.”

Vaqueros and Cowhands The first cowhands, or **vaqueros**, as they were known in Spanish, came from Mexico with the Spaniards in the 1500s. They settled in the Southwest. The vaqueros helped Spanish, and later Mexican, ranchers manage their herds.

American cowhands learned how to round up, rope, brand cattle, and ride from the vaqueros. The vaqueros also had a strong influence on how cowhands dressed. American cowhands adapted the vaqueros' saddle, spurs, lariat (which they used to rope a calf or steer), and chaps—seatless leather pants, worn over regular trousers, that protect the legs from scrub brush and cactus. In addition, a number of terms used in American ranching are borrowed from the Spanish, such as *corral*, *rodeo*, and the word *ranch* itself.

A diverse group of men—and a few women—worked as cowhands. About a third of all cowhands in the West were Mexican or African American. Many Mexican cowhands were descendants of the first vaqueros. Like Nat Love, some African-American cowhands had been born into slavery. They came west at the end of Reconstruction in response to the **black codes**—laws in the South that put restrictions on the freedom of formerly enslaved people. Also among the cowhands were large numbers of former Confederate and Union soldiers.

Daily Life

THE COWHAND'S GEAR

Although the cowhand is now an American icon, his distinctive look owes much to Spanish ranchers in Mexico. The cowboy boot, for example, came to Mexico from Spain. Its design reflects Spanish traditions of decorative leather work, but is also practical—a narrow toe allows the boot to slip easily into a stirrup, which the high heel can then hook for stability.

Unlike American settlers, Mexican ranchers had years of experience working on horseback on the open range. On their feet, they wore metal spurs (far right) to control their horses. Wide-brimmed hats helped to protect them from sun and weather during long hours spent outdoors.

CRITICAL THINKING

1. **Make Inferences** Why do you think cowhands have remained popular in American culture?
2. **Summarize** How did the dress of cowhands reflect the meeting of cultures in the West?




The Long Drive In the 1860s, the extension of railroad lines from Chicago and St. Louis into Kansas brought big changes to the cattle industry. A live-stock dealer named Joseph McCoy realized that railroads could bring cattle from Texas to cities in the East. All that had to be done was for cowhands to drive Texas cattle to stockyards in Abilene, Kansas. From there, the beef could be shipped by rail. This practice came to be called the **long drive**.

McCoy's plan made cattle ranching very profitable. Cattle fed on the open range for a year or two and cost the rancher nothing. The rancher then hired cowhands to round up the cattle and take them to Abilene. Over time, cowhands followed specific trails. The principal trail was the Chisholm Trail, which stretched from San Antonio, Texas, to Abilene, Kansas. From 1867 to 1884, about 4 million cattle were driven to market on this trail.


The End of the Long Drives For about 20 years, the cattle industry boomed. The long drives grew shorter as the railroads extended farther into Texas. But by 1886, several developments brought the boom to an end.

First, the price of beef dropped sharply as the supply increased in the 1880s. Then came a new invention: barbed wire. As more settlers moved to the Great Plains, they fenced their lands with barbed wire. The open range disappeared, and cowhands could no longer pass freely over trails. Finally, in the harsh winter of 1886–1887, thousands of cattle froze to death. Many ranchers were put out of business or forced to downsize.

 **CAUSES AND EFFECTS** Explain why the cattle industry grew and then declined.

Animated GEOGRAPHY

Cattle Drive Trails

 [Click here](#) to see the interactive map
@ ClassZone.com

Connect Geography & History READING A ROUTE MAP

Route maps show the course of travel from one place to another. When reading a route map, use the key to identify the direction of the route, the legend to find the meaning of symbols and colors, and the scale to estimate the distance.

1. **Region** At what cities did the cattle trails and railroad lines intersect?
2. **Causes and Effects** How do you think the cattle trails influenced the growth and development of these cities?



The Myth and Reality of the Wild West

▼ **KEY QUESTION** How were the myth and reality of the West different?

In American myth, westerners spent their days riding horses on the open range. Popular novels and movies described a world in which white settlers became heroes, often by fighting Native Americans.

The Wild West Legends of the West often suggest that it was lawless. It is true that at first, rapidly growing cow towns had no local governments and no law officers to handle fights that broke out between cowhands.

Outlaws such as John Wesley Hardin, “Billy the Kid,” and Jesse James became famous across America. A woman named Belle Starr, the “Bandit Queen,” was a legendary horse thief. In some places, citizens formed **vigilante** groups to protect themselves. Vigilantes were people who took the law into their own hands. They caught suspected criminals and punished them without a trial. Vigilante justice sometimes consisted of hanging suspects from the nearest tree or shooting them on the spot.

Reports of this kind of violence gave rise to the idea that the West was a wild place, but the truth was that except for in a few towns at a few times, the West was no wilder than anyplace else. As towns became settled, citizens typically elected a local sheriff.

The Real West The myth of the Old West overlooked the contributions of many peoples. Large parts of the region had been Spanish-dominated for centuries, and Hispanic influence helped shape its culture. Native Americans and African Americans played important roles in ranching. Many African Americans also served in the U.S. Army in the West, where Native Americans nicknamed them “**buffalo soldiers**”—a term of honor, inspired by their short, curly hair, that compared their fighting spirit to that of the buffalo. Chinese immigrants were essential to the building of the railroads.

Western legends often emphasized the attacks by Native Americans on soldiers or settlers. But the misunderstandings and broken treaties that led to the conflicts were usually ignored in popular stories.

Historians also note that the image of the self-reliant westerner who tames the wild frontier ignores the important role played by the government in western settlement. Settlers could not have forced Native Americans off the land without the help of the army. The government also aided in the building of the railroads and offered free land that drew settlers to the West.

▲ **COMPARE AND CONTRAST** Explain how the real West differed from the myth of the Wild West.



The “Bandit Queen” Belle Starr, a famous horse thief. Belle once said of herself, “I regard myself as a woman who has seen much of life.”

Connecting History

American Spirit

Most of the buffalo soldiers were Civil War veterans who had been organized into six all-black regiments in 1866. These regiments had the lowest rates of desertion in the Army and earned the greatest number of Congressional Medals of Honor.

Population Growth

KEY QUESTION What led to population growth in western cities and the Southwest?

Parts of the West seemed to grow overnight. While some cities prospered, however, most of the region remained sparsely settled.

Mining Centers and Railroad Hubs Denver, Colorado, is just one of the western cities that grew up quickly after a gold or silver rush. Miners who flocked to the “Pikes Peak” gold rush of 1859 stopped in Denver to buy supplies. Not even a town in 1857, Denver was the capital of Colorado Territory by 1867. A decade later, it became the capital of the state of Colorado. The decision by Denver citizens to build a railroad to link their city with the transcontinental railroad had contributed to the boom. In 1860, it had about 2,600 residents. By 1890, it had nearly 107,000.

The railroads brought rapid growth to a number of western towns. Omaha, Nebraska, began to flourish as a meat-processing center for cattle ranches in the area. Des Moines grew into a bustling transportation hub in central Iowa. Portland, Oregon, became a regional market for fish, grain, and lumber.

COMPARING *Population of Western Cities*

Some of today's most important western cities sprung up during the last half of the nineteenth century. Others, however, like Virginia City, Nevada (below left), went from boomtown in the 1870s to ghost town by the early 1900s.



CITY	1860	1890
Denver, Colorado	4,749	106,713
Des Moines, Iowa	3,965	50,093
Kansas City, Missouri	4,418	132,716
Omaha, Nebraska	1,883	140,452
Portland, Oregon	2,874	46,385

Sources: *Population Abstract of the United States, 1999*

CRITICAL THINKING

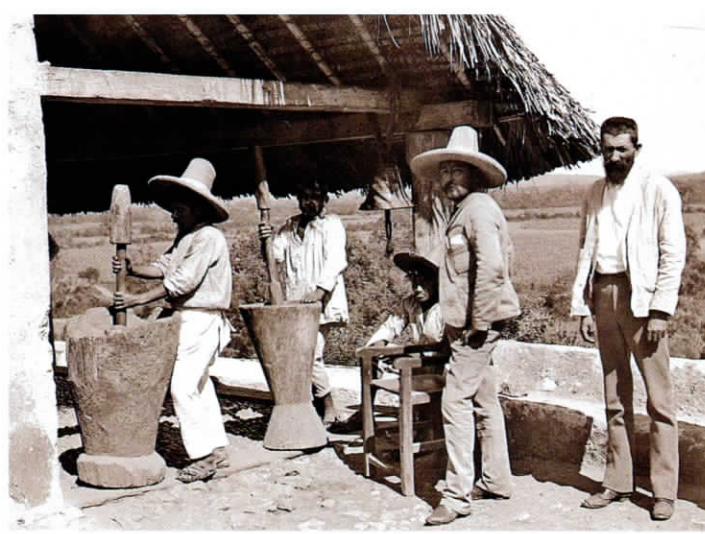
- 1. Compare and Contrast** Which city had the largest increase in numbers of people from 1860 to 1890?
- 2. Make Generalizations** Which cities had similar rates of growth?

Growth in the Southwest For centuries the Southwest had been home to people of Spanish descent whose ancestors had come from Mexico. These Spanish speakers thought of themselves as Mexican and **Mexicanos**.

In the 1840s, both the annexation of Texas and Mexico's defeat in the Mexican War brought much of the Southwest under the control of the United States. Soon after, many English-speaking white settlers—called **Anglos** by the Mexicanos—began arriving. These settlers were drawn to the Southwest by opportunities in ranching, farming, and mining. Their numbers grew in the 1880s and 1890s, as railroads connected the region with the rest of the country.

The increase of Anglos in the Southwest caused Mexicanos to lose economic and political power and land. Mexicanos claimed their land through grants from Spain and Mexico. But American courts did not usually recognize these grants. One Mexicano remarked that “the North Americans . . . consider us unworthy to form with them one nation and one society.” It was only in New Mexico Territory that Hispanic society survived despite Anglo-American settlement.

CAUSES AND EFFECTS Explain the causes of population growth in western cities and the Southwest.



Mexicanos in Colorado grinding coffee, c. 1890.

2

Section Assessment



ONLINE QUIZ

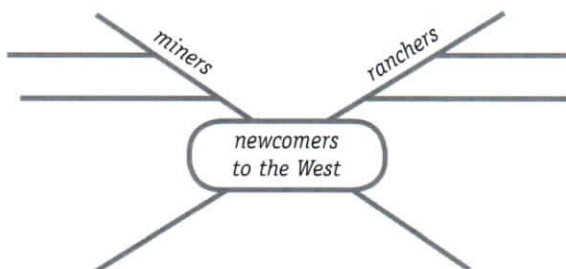
For test practice, go to
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TERMS & NAMES

- Explain the importance of
 - vaquero
 - long drive
 - vigilante
 - buffalo soldier
 - Mexicano
 - Anglo

USING YOUR READING NOTES

- Categorize** Complete the diagram you started at the beginning of this section.



KEY IDEAS

- What effect did gold and silver strikes have on small towns?
- What did cowhands learn from vaqueros?
- What was the purpose of the long drive?

CRITICAL THINKING

- Summarize** What role did miners play in the settlement of the West?
- Problems and Solutions** Why did vigilante groups arise in some areas?
- Causes and Effects** What factors led to the development of western cities?
- Science** Use the Internet to research how metallic ore deposits form in rock, and how these deposits are mined. Explain your findings in labeled diagrams.

SECTION 3

Reading for Understanding

Key Ideas

BEFORE, YOU LEARNED

The mining and cattle industries contributed to population growth in western territories.

NOW YOU WILL LEARN

Native Americans of the Great Plains fought to maintain their way of life as settlers poured onto their lands.

Vocabulary

TERMS & NAMES

Sand Creek Massacre 1864 attack in which as many as 200 Cheyenne were killed by the Colorado militia

Sitting Bull Sioux chief who led the attack on Custer at the Battle of the Little Bighorn

George A. Custer commander of U.S. troops at the Battle of the Little Bighorn



Visual Vocabulary
George A. Custer

Battle of the Little Bighorn 1876 battle in which Sioux and Cheyenne killed an entire force of U.S. troops

Dawes Act 1887 law that distributed reservation land to individual Native American owners

Wounded Knee Massacre mass killing by U.S. soldiers of as many as 300 unarmed Sioux at Wounded Knee, South Dakota, in 1890

BACKGROUND VOCABULARY

nomadic characterized by moving from place to place

REVIEW

reservation land set aside by the U.S. government for Native American tribes

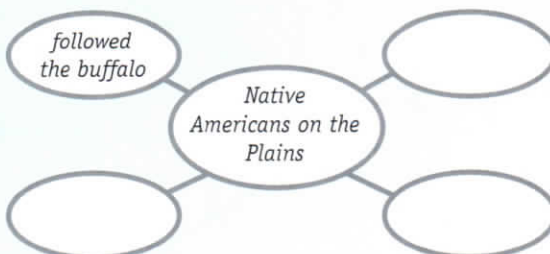
Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the center box to record the main idea, and use the outer ovals to note important details. Add ovals or start a new diagram as needed.



See Skillbuilder Handbook, page R4.

MAIN IDEAS AND DETAILS



GRAPHIC ORGANIZERS

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Native Americans Fight to Survive

One American's Story

Buffalo Bird Woman was a Hidatsa who lived almost 100 years. She was born around 1839 in a Native American village on the Knife River. The federal government later forced her family onto a **reservation**—land set aside for Native American tribes. In old age, Buffalo Bird Woman looked back on her early years.

PRIMARY SOURCE

“Sometimes at evening I sit, looking out on the . . . Missouri [River]. . . In the shadows I seem . . . to see our Indian village, with smoke curling upward from the earth lodges; and in the river's roar I hear the yells of the warriors, the laughter of . . . children as of old.”

—Buffalo Bird Woman, quoted in *Native American Testimony*

As white settlers claimed Native American lands, Plains peoples fought a losing battle to save both their lands and their way of life.



Buffalo Bird Woman

Native Americans on the Plains

KEY QUESTION What was life like for Native Americans on the Great Plains?

Before the arrival of Europeans in the 1500s, most Native American tribes on the Great Plains lived in villages along rivers and streams. They tended crops of beans, squash, and corn. Hunters stalked deer and elk, as well as the vast buffalo herds that inhabited the region.

Horses and Buffalo In the early 1500s, the Spanish brought the first horses to the Great Plains. The arrival of horses changed how the Plains peoples lived. By the late 1700s, most Plains tribes kept their own herds of horses. Hunters traveled far from their villages on horseback in search of buffalo, which were central to the lives of Plains tribes.

Plains tribes ate buffalo meat and used its hide for clothing and tepees. They made its bones and horns into tools. Buffalo chips (dried manure) were used for fuel. Plains tribes followed the buffalo herds, developing a way of life that was **nomadic**—characterized by moving from place to place.

Broken Promises In the 1830s, the U.S. government had forced Native Americans of the Southeast to move onto the Great Plains. White settlers believed the Plains region was too dry for farming. But by the 1850s, some settlers who were crossing the Plains to Oregon and California saw possibilities for farming and ranching there. They pressured the government to take lands from Native Americans and make them available for settlers.

In 1851, the government called the Sioux, Cheyenne, Arapaho, and other Plains tribes together near Fort Laramie in present-day Wyoming. In the First Treaty of Fort Laramie (1851), government officials set boundaries for tribal lands. Many Plains tribes signed the treaty—they saw no other choice.

 **SUMMARIZE** Describe Native American life on the Great Plains in the early 1800s.

 **ONLINE BIOGRAPHY**

For more on these leaders, go to the **Research & Writing Center** @ ClassZone.com



History Makers Native American Leaders

Sitting Bull c. 1831–1890

Sitting Bull was a Sioux war chief and spiritual leader. He fought U.S. troops over rights to Sioux land in several battles, most famously at the Little Bighorn. He remained an outspoken critic of the U.S. government until the end of his life.

Chief Joseph 1840–1904

Faced with forced removal, Nez Perce chief Joseph prepared to leave his land peacefully. But three young men massacred a group of whites. Fearing reprisal, Joseph helped lead a legendary retreat over four months and more than 1,000 miles.

Geronimo c. 1829–1909

Apache leader Geronimo fought settlers on his land for more than 25 years—all the while avoiding permanent capture by the U.S. and Mexican armies. In 1886, he became the last Native American leader to formally surrender to the U.S. government.

CRITICAL THINKING

1. **Compare and Contrast** What did these three leaders have in common?
2. **Analyze Point of View** How do you think these three leaders viewed the U.S. government?



History through Art

Native Americans Resist

KEY QUESTION How did Native Americans resist white efforts to take their land?

Some Sioux resisted signing the Laramie Treaty. They chose to fight for their land.

Bloodshed on the Plains In 1864, Colorado militia opened fire on a peaceful Cheyenne village along Sand Creek. As many as 200 Cheyenne men, women, and children were killed in what became known as the **Sand Creek Massacre**.

The Plains tribes responded with attacks on settlements and soldiers. The government sought to end the fighting. In 1868, the Second Treaty of Fort Laramie gave tribes a large reservation in the Black Hills of South Dakota. Then, in 1874, white prospectors found gold in the Black Hills. Miners flooded onto Sioux land. Two Sioux chiefs, **Sitting Bull** and Crazy Horse, united to push back the intruders.

PRIMARY SOURCE

“We did not give our country to you; you stole it. You come here to tell lies; when you go home, take them with you.”

—Sitting Bull

By the 1870s, the Cheyenne decided to fight back, too. On June 25, 1876, the Seventh Cavalry of the United States, commanded by Lieutenant Colonel **George A. Custer**, confronted several thousand Sioux and Cheyenne near the Little Bighorn River in Montana. In the **Battle of the Little Bighorn**, Custer and all of his men were killed.

Battle of the Little Big Horn

A Lakota Sioux chief, Kicking Bear (c. 1846–1904) fought in the Battle of the Little Bighorn. He made this painting of it more than twenty years later at the request of artist Frederic Remington. White Americans had great curiosity about the battle, but no U.S. soldiers had survived to describe it. In Kicking Bear’s painting, Custer is on the left, wearing yellowish buckskins. The ghost-like figures in the upper left, behind the bodies of the soldiers, represent the spirits of the dead. The figures in the middle are the Sioux chiefs Sitting Bull, Rain-in-the-Face, Crazy Horse, and Kicking Bear.

CRITICAL VIEWING How does Kicking Bear’s painting show the viewer the result of the battle?

In response, the government stepped up military action. Little Bighorn would be the last major Native American victory. In 1877, Crazy Horse surrendered, and Sitting Bull and his followers fled to Canada. In 1881, Sitting Bull surrendered and was eventually sent to a reservation.

Conflict in the Northwest and Southwest The Nez Perce (nehz PURS) lived in Idaho, eastern Oregon, and Washington. In the 1860s, the government took their land and forced them onto a reservation in Idaho. A group of Nez Perce led by Chief Joseph resisted, and in 1877 fled to seek refuge in Canada. Over four months, they crossed more than 1,000 miles with army troops in pursuit. When the army caught up, Chief Joseph was forced to surrender, saying, "I will fight no more, forever."


In the Southwest, both the Navajos and Apaches fought being removed to reservations. U.S. troops ended Navajo resistance in Arizona in 1863 by burning Navajo homes and crops. Most Navajos were forced to take what they called the "Long Walk," a brutal journey of 300 miles to a reservation in eastern New Mexico. Hundreds died on the way.

In the 1870s and 1880s, a group of Apache led by Geronimo resisted being relocated to a reservation. They raided settlements across the Southwest. Geronimo was captured several times but always managed to escape. In 1886, he finally surrendered and was sent to prison. He said, "Once I moved about like the wind. Now I surrender."

 **MAIN IDEAS & DETAILS** Describe how Native Americans resisted white settlement.

A pile of buffalo skulls on the Great Plains, 1870s

A Way of Life Ends

 **KEY QUESTION** What caused the end of Plains peoples' traditional way of life?

While white settlers moved westward, Plains peoples struggled to remain free.

The End of the Buffalo Newcomers threatened the buffalo upon which Plains tribes depended. Once, up to 60 million buffalo had roamed the Plains. But hired hunters killed buffalo to feed railroad crews and supply eastern factories with leather. Beginning in the 1870s, hunters killed at least 1 million buffalo a year. By the 1880s, the buffalo were dying out and most Plains peoples were being forced onto reservations.

Forced Assimilation Some whites believed that assimilation—adopting the dominant culture—was the way for Native Americans to survive. The **Dawes Act** of 1887 was intended to encourage Native Americans to farm alongside settlers. It divided tribal lands into plots for each family.

In the end, the Dawes Act did little to benefit Native Americans. Not all wanted to be farmers. Those who did lacked the tools and money to be successful. Over time, many sold their land for a fraction of its real value to white land promoters or settlers.

The U.S. government also sent many Native American children to boarding schools in an effort to assimilate or “Americanize” them. The children were dressed in European-style clothes, learned English, and typically spent part of the day farming or doing other manual labor. Many were kept away from their families for years at a time. Disease was rampant, and hundreds died.

Wounded Knee Massacre With their cultures under attack and their lands disappearing, some Native Americans turned to a prophet named Wovoka. He described a hopeful vision of a new age in which whites would leave the West and the buffalo would return.

A key part of Wovoka’s teachings was a ceremony called the Ghost Dance. When Sioux gathered for a Ghost Dance in 1890, white officials thought they were preparing for war. On December 29, at Wounded Knee Creek in South Dakota, troops opened fire, killing more than 200 Sioux men, women, and children in what became known as the **Wounded Knee Massacre**. It was the last armed conflict with Native Americans in the West.



A shirt worn in the Ghost Dance ceremony

CAUSES AND EFFECTS Explain the events that ended the Plains Indians’ traditional way of life.

3

Section Assessment



ONLINE QUIZ

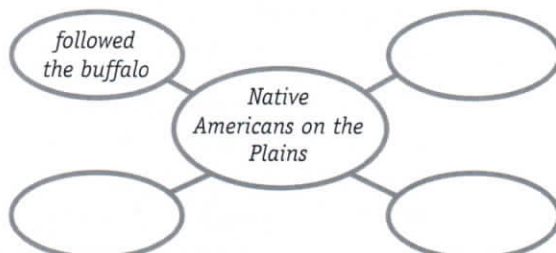
For test practice, go to
Interactive Review @ ClassZone.com

TERMS & NAMES

- Explain the importance of
 - Sand Creek Massacre
 - Battle of the Little Bighorn
 - Sitting Bull
 - Dawes Act
 - George A. Custer
 - Wounded Knee Massacre

USING YOUR READING NOTES

- Main Ideas & Details** Complete the diagram you started at the beginning of the section. Include key events and note their importance.



KEY IDEAS

- How was the buffalo important to Native Americans on the Great Plains?
- What caused conflict between Native Americans and settlers on the Great Plains?

CRITICAL THINKING

- Causes and Effects** How did the Battle of the Little Bighorn affect U.S. government policy?
- Analyze Point of View** Why do you think Chief Joseph, Crazy Horse, Sitting Bull, and Geronimo chose to surrender? What other choices might they have made?
- Form and Support Opinions** What do you think was the most important factor in bringing about the end of the Plains peoples’ way of life? Explain.
- Art** Draw two pictures of Native American life on the Plains that contrast life before and after the flood of settlers.

Native American Land Losses

Native Americans were the sole inhabitants of the Great Plains for thousands of years. In the 1850s, the U.S. government began to take possession of Plains land and set aside specific areas for different tribes.

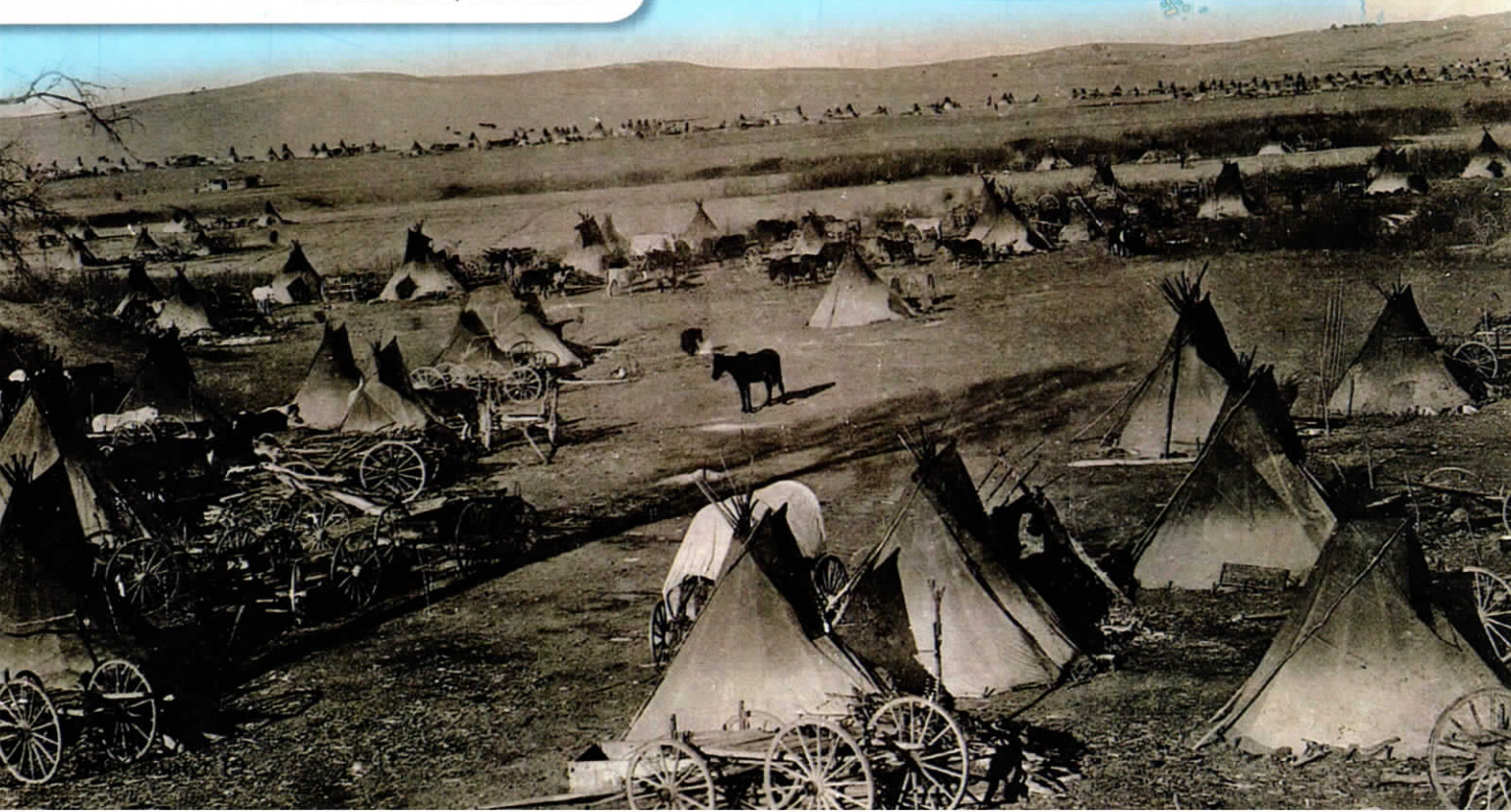
This brought conflicts with Native Americans, who did not believe that the land could be bought and sold. Said Sioux chief Crazy Horse: "One does not sell the land people walk on."

Native American Lands 1819

Land reserved for Native Americans



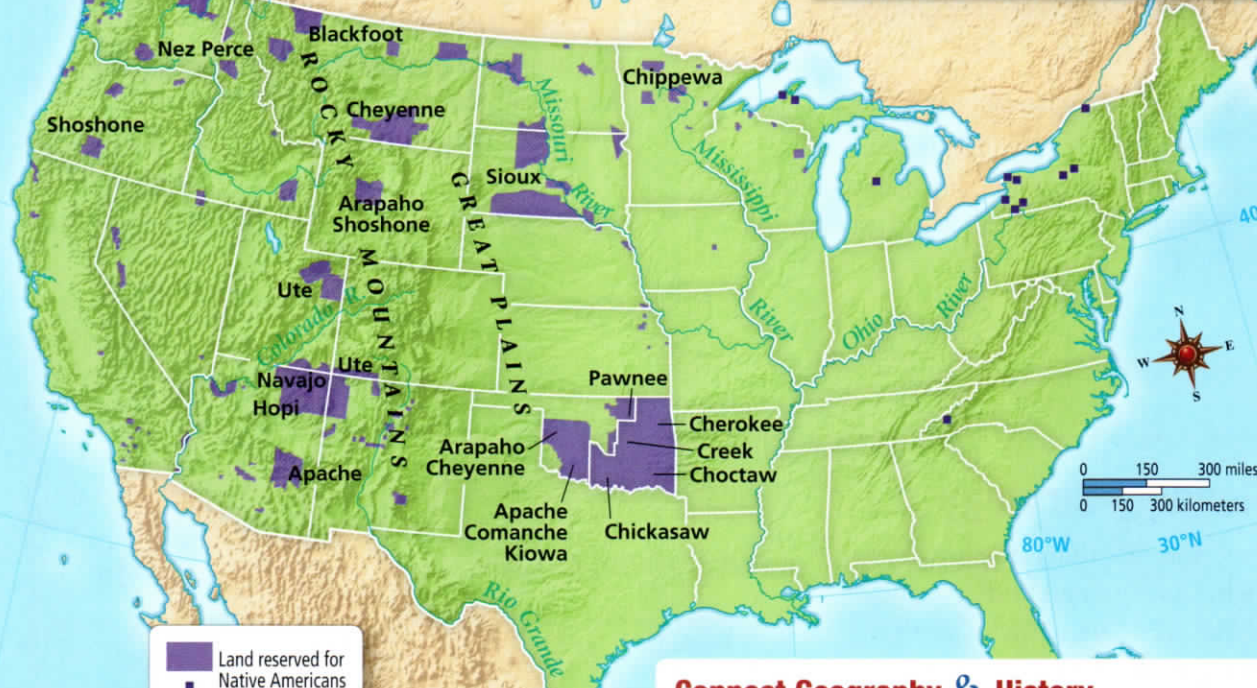
(clockwise from upper left)
Omaha calumet (ceremonial pipe);
Sioux/Arapaho storage bag;
Sioux moccasins; Haida basket





The U.S. government laid claim to the Great Plains mainly to satisfy settlers' demands for farmland. "Are we then to give up [our ancestors'] sacred graves to be plowed for corn?" Sioux chief Red Cloud asked before an 1866 battle with U.S. troops. But Native Americans were severely outnumbered. By the 1890s, nearly all had been forced onto reservations.

Native American Lands 1894



Connect Geography & History

- 1. Movement** What was the major change that took place in the West between 1819 and 1894?
- 2. Draw Conclusions** Why might the U.S. government setting boundaries for tribal lands have led to conflict between Native Americans and settlers?



See Geography Handbook, pages A14–A17.

SECTION 4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Native Americans of the Great Plains fought to maintain their way of life as settlers poured onto their lands.

NOW YOU WILL LEARN

A wave of farmers moved to the Plains in the 1800s and faced many economic problems.

▶ Vocabulary

TERMS & NAMES

Homestead Act 1862 law that offered 160 acres free to anyone who agreed to live on and improve the land for five years

Exodusters name for African Americans who settled on the Great Plains

sodbusters name for pioneer farmers on the Great Plains

Grange organization formed in 1867 to meet the social needs of farm families

Populist Party political party formed in 1890s that wanted a policy that would raise crop prices

gold standard a policy under which the government backs every dollar with a certain amount of gold

William Jennings Bryan Democratic and Populist candidate for President in 1896 who advocated a policy of free silver

BACKGROUND VOCABULARY

sod the top layer of prairie soil that contains thick, tightly tangled grass roots

▶ Reading Strategy

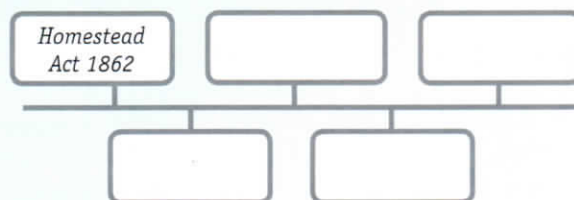
Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to record significant events in the order in which they occurred.



See Skillbuilder Handbook, page R5.



SEQUENCE EVENTS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Farm Economics and Populism

One American's Story

From 1865 to 1900, about 800,000 Swedes left their homeland in northern Europe. Most, like Olaf Olsson, were drawn to America by the promise of land. Shortly after he arrived in 1869, Olsson wrote home to tell friends and family about the opportunities that awaited them.

PRIMARY SOURCE

“We do not dig gold with pocket knives, we do not expect to become . . . rich in a few days or in a few years, but what we aim at is to own our own homes. . . . The advantage which America offers is not to make everyone rich at once, without toil and trouble, but . . . that the poor . . . can work up little by little.”

—Olaf Olsson, quoted in *The Swedish Americans*

Many immigrants and native-born Americans shared Olsson's optimism about the hope of possessing their own land.

The Great Land Giveaway

KEY QUESTION How did the federal government encourage western settlement?

Millions of farmers saw the Great Plains as an incredible opportunity.

Free Land Attracts Farmers For years, many Americans had been asking their government to make western land available. But people in the South feared that a westward migration would create more nonslave states. In 1862, after the South had left the Union, the government answered the call for free land by passing the **Homestead Act**. This law offered 160 acres of free land to anyone who agreed to live on and improve the land for five years.



The hope of land ownership motivated settlers such as the McCarty family in Custer County, Nebraska.

Connecting History

Expanding Liberty


The Homestead Act was a well-timed opportunity for enslaved African Americans. It took effect the same day President Lincoln issued the Emancipation Proclamation, which abolished slavery: January 1, 1863.

Those who took advantage of the Homestead Act were called homesteaders. Many European immigrants became homesteaders. So did some African Americans from the South who went westward to escape violence and poverty, especially after Reconstruction ended in 1877. They compared themselves to the Hebrews in the biblical book of Exodus who escaped slavery in Egypt and called themselves **Exodusters**.

Railroads Profit from Free Land From 1850 to 1871, the government gave millions of acres of public land to the railroads to promote railroad expansion. The railroads resold much of the land to settlers. This made the railroad companies rich and supplied new customers for railroad services. The railroads' sales pitch worked. In the 1860s, so many Swedes and Norwegians settled in Minnesota that a local editor wrote, "It seems as if the Scandinavian Kingdoms were being emptied into this state."

 **ANALYZE POINT OF VIEW** Explain the appeal of the Homestead Act.

Farm Life on the Frontier

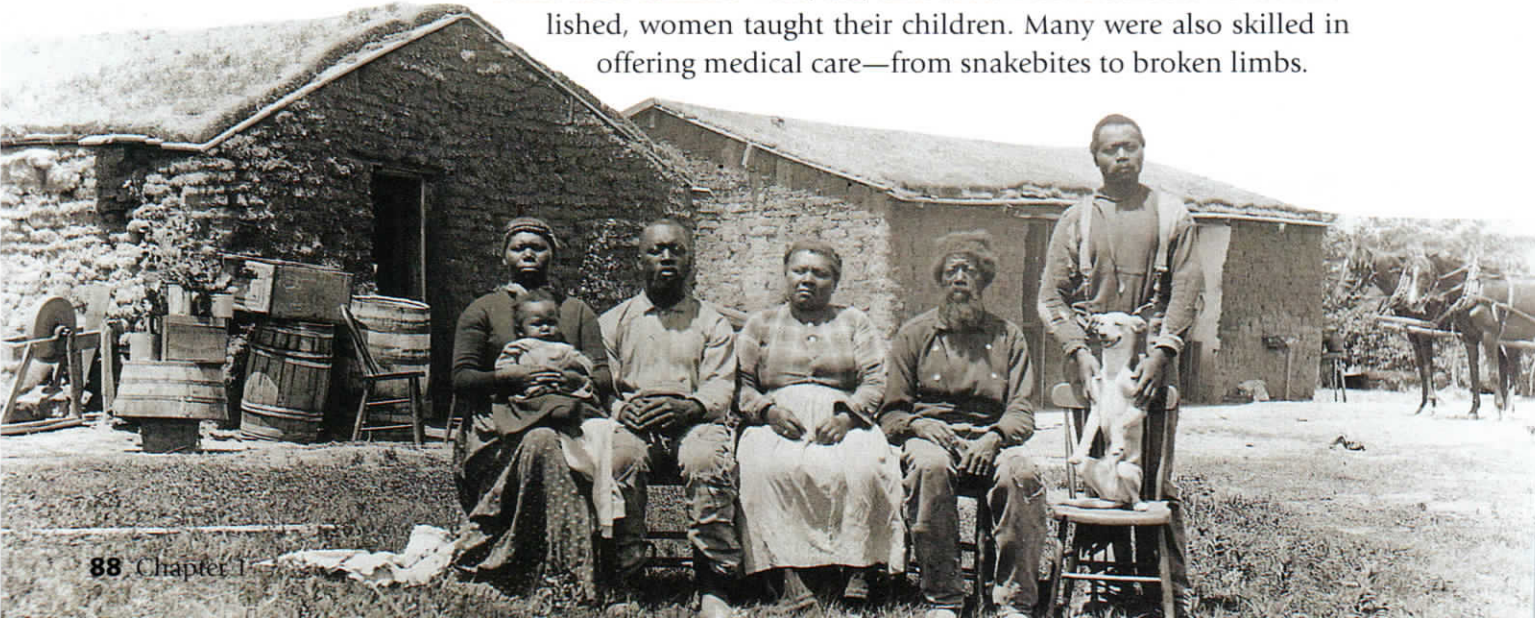
 **KEY QUESTION** What was life like for farmers on the frontier?

Farmers on the Plains quickly found that life there was not easy. Winter brought deep snows. In spring, melting snow caused flooding. Then came summer, with its harsh winds and soaring temperatures. To make matters worse, wood and water were in short supply.

A Shortage of Wood and Water Because the Plains were nearly treeless, farmers had to find other building material for their cabins and fuel for their fireplaces. They built homes from blocks of **sod**—the top layer of prairie soil that contains thick, tightly tangled grass roots. These farmers were called **sodbusters**. For fuel, they burned corncobs or "cow chips" (dried manure). In some places, they had to dig wells more than 280 feet deep. Blizzards, prairie fires, tornadoes, grasshoppers, and drought added to the miseries of life.

Lives of Women Women played a central role in settling the frontier. They worked beside men on the farm. They had to make by hand many of the items their families wore, ate, and used. Before schools were established, women taught their children. Many were also skilled in offering medical care—from snakebites to broken limbs.

The Shores family of Custer County, Nebraska, with sod buildings. What do you think it would be like to live in a sod house?



Although most went west with their families, thousands of women claimed land on their own. Most such women were in their twenties and had never been married, but others were older—even in their sixties. Some women homesteaders were divorced or widowed; some were single mothers. Like the men who homesteaded, many were motivated by the dream of owning their own land. It is estimated that about 5 percent of claims for public land were filed by women, though in some areas the figure was much higher.

Western women gained legal rights more quickly than women in the East. In 1869, Wyoming Territory became the first state or territory to grant women the right to vote. In 1870, it became the first to allow women to serve on juries. By the 1890s, women could vote in Utah, Colorado, and Idaho.

Improvements in Farming New inventions helped Plains farmers meet some of the challenges of frontier life. A steel plow invented by John Deere in 1837 and improved upon by James Oliver in 1868 sliced through the tough sod of the prairie. Windmills adapted to the Plains pumped water from deep wells to the surface. Barbed wire allowed farmers to fence in land and livestock. Reapers made the harvesting of crops much easier, and threshers helped farmers to separate grain or seed from straw.

These inventions also made farm work more efficient. From 1860 to 1890, farmers doubled their production of wheat.

 **MAIN IDEAS & DETAILS** Describe what life was like for frontier farmers.

Connecting History

Rights & Responsibilities

Although some western women could vote in state and local elections, none could vote in federal elections until 1920, when the 19th Amendment secured voting rights for all American women.

CONNECT To Today

FARMING: THEN & NOW

The first settlers struggled to break up the soil of the Great Plains, which was held together by tall prairie grasses. Early farm machinery was pulled by horses or by hand.

Modern-day farming has much more powerful equipment, such as the harvester shown here. Farm machines are often computerized. Sometimes, a worker can remotely operate a plow or tractor.

The agricultural cycle is still reflected in today's nine-month school schedule. This schedule dates from a time when most Americans participated in farming. School was dismissed for the summer so that children could help with farm work.

CRITICAL THINKING

1. **Evaluate** What are some of the advantages of modern-day farming?
2. **Compare and Contrast** What does modern-day farming have in common with farming long ago?



Farmers Organize

KEY QUESTION What economic problems did farmers face?

In the 1870s, farmers in the West and South watched with alarm as prices for their crops dropped lower and lower. One reason for lower prices was overproduction. Farmers were able to grow more food more easily because additional farmland had been opened up, and machines had improved.

The Problems of Farmers Not only were farmers receiving less money for their crops, but they also had to spend more to run a farm. Farming machinery was expensive, and railroads were charging higher rates to ship crops to market. As a result, farmers, angry over lower profits, began to organize to seek solutions to their problems.

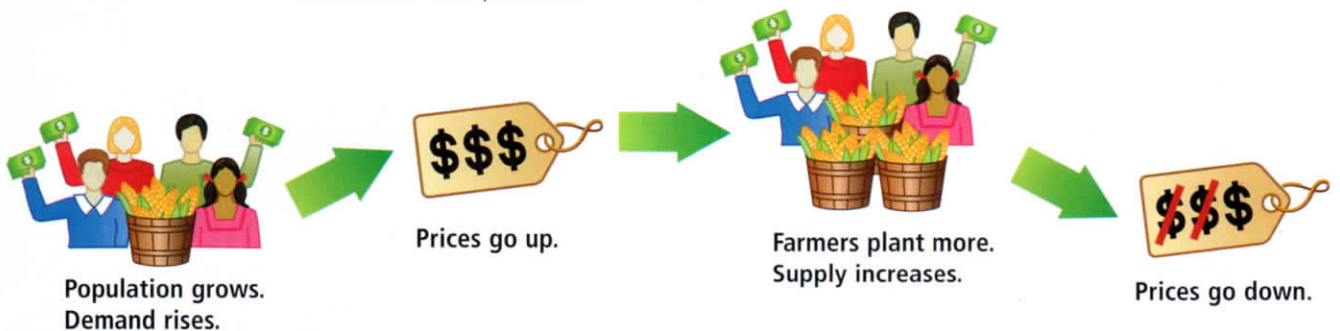
In 1867, farmers had formed a group called the **Grange**, officially known as the Patrons of Husbandry. Its main purpose at first had been to meet the social needs of farm families. However, as economic conditions got worse, Grange members, known as Grangers, took action. They formed cooperatives—organizations that are owned and run by their members. The cooperatives bought grain elevators and sold crops directly to merchants. This allowed farmers to keep more of their profits.

CONNECT *Economics and History*

SUPPLY AND DEMAND

In the 1870s, Plains farmers experienced hard times, some of which followed big harvests. How did good harvests create hard times? The answer is the law of supply and demand.

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



CRITICAL THINKING

- Summarize** Explain why consumers would buy more of a product when the price is lower, and less when the price is higher.
- Causes and Effects** Suppose that in the 1870s, farmers had found an additional new market for their supplies. Would this have been likely to drive prices up or down? Why?

Farmers Demand Action Farmers also began to demand action from the government. Grangers asked states to regulate railroad freight rates and storage charges. Illinois, Minnesota, Wisconsin, Iowa, and Missouri did so. In 1877, the Supreme Court backed the farmers in their fight against the railroads. In *Munn v. Illinois*, the Court ruled that states and the federal government could regulate the railroads because this business served the public interest.

The Rise of Populism In the early 1890s, several farm groups joined together to form a new political party called the **Populist Party**, or People's Party.

The Populists wanted the government to adopt a "free silver" policy, or the unlimited coining of silver. Since silver was plentiful, more money would be put in circulation. They believed that increasing the money supply would cause inflation. Inflation, in turn, would result in rising prices. Higher prices for crops would help farmers pay back the money that they had borrowed to improve their farms.

Opponents of free silver wanted to keep the **gold standard**. Under the gold standard, the government backs every dollar with a certain amount of gold. Since the gold supply is limited, fewer dollars are in circulation, and inflation is less likely.

In the 1892 presidential election, the Populist Party called for a free silver policy, government ownership of railroads, and other reforms. The Populist candidate, James B. Weaver, lost to Grover Cleveland. But he won more than a million votes—a good showing for a third-party candidate.

The Election of 1896 Four years later, the Populists joined the Democratic Party in supporting **William Jennings Bryan** for president. Bryan urged the Democratic convention to support free silver.

PRIMARY SOURCE

“Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the street of every city in the country. . . . [We] . . . answer . . . their demand for a gold standard by saying . . . : You shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.”

—William Jennings Bryan, “Cross of Gold” speech



History Makers

William Jennings Bryan 1860–1925

A Midwest native, William Jennings Bryan was nicknamed “the Great Commoner” because he embraced the causes of farmers and other working people. He championed their interests against the power of big business and the banks.

Bryan served two terms in Congress and made three unsuccessful bids for the presidency. He was an influential speaker and political leader for more than 30 years, even after leaving elective office. Many reforms that he fought for, such as an eight-hour workday and woman suffrage, later became law.

CRITICAL THINKING


1. **Make Inferences** How did the reforms Bryan fought for reflect his concern for working people?
2. **Connect to Today** What public figures today have some of the same qualities as Bryan?



For more on William Jennings Bryan, go to the **Research & Writing Center** @ ClassZone.com

In the election of 1896, money issues mattered much more to voters than they had in the previous election. The nation had suffered through an economic crisis—the Panic of 1893. The Republican candidate, William McKinley, favored the gold standard. He warned that “free silver” would mean higher prices for food and other goods.

On election day, farmers in the South and the West voted overwhelmingly for Bryan. But McKinley, who was backed by industrialists, bankers, and other business leaders, won the East and the election by about half a million votes. This election was the beginning of the end for the Populist Party.

 **PROBLEMS AND SOLUTIONS** Explain how the Populist Party sought to address the economic problems faced by farmers.

CONNECT to the Essential Question

How did the nation change as a result of westward movement after the Civil War?



Transcontinental railroad built

- Economies of East and West linked
- Frontier settlement increases
- Standard time established



Mining and cattle industries develop

- Miners, ranchers, and cowhands settle in the West and Southwest
- Mexicanos lose economic and political power
- Mining centers and cow towns grow into western cities



U.S. government takes Native American lands

- U.S. army and Native Americans clash in bloody battles
- Buffalo herds are destroyed; nomadic ways of Plains Indians end
- Native Americans forced onto reservations



Congress passes the Homestead Act

- Settlers claim western land
- Plains becomes farming region
- Farmers become political force

CRITICAL THINKING Summarize How did the population of the West change during the late 1900s? How did the U.S. government help to create this change?

The Closing of the Frontier

KEY QUESTION What events symbolized the frontier's closing?

By 1890, fenced fields had replaced the open frontier.

The Oklahoma Land Rush The last lands not claimed by settlers were in the area called Indian Territory. At the blast of a starting gun on April 22, 1889, thousands rushed to claim 2 million acres that had been inhabited by Native Americans. In May 1890, the area became Oklahoma Territory.

In 1890, 17 million people lived between the Mississippi and the Pacific. That year, the Census Bureau declared that the frontier no longer existed.


Historians' View of the Frontier Many people believed that the frontier was what had made America unique. In 1893, historian Frederick Jackson Turner wrote an influential essay on the frontier, saying "The existence of an area of free land, . . . and the advance of American settlement westward, explain American development." To Turner, the frontier had meant opportunity.

But many historians today think that Turner gave too much importance to the frontier in shaping an American character. They point out that the United States remains a land of opportunity long after the frontier's closing.

 SUMMARIZE Describe the events that symbolized the closing of the frontier.

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
EASY PAYMENTS



PERFECT TITLE
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED GRAZING AGRICULTURAL
IRRIGABLE DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SCALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
KANSAS	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent of U. S. Indian School at any one of the following places:

CALIFORNIA: Bakersfield. Corcoran. Hanford. Lemoore. Manteca. Merced. Palo Alto. Pittsburg. San Jose. Stockton. Tulare. Visalia.	CONNECTICUT: Hartford. Meriden. New Britain. New Haven. Stamford. Waterbury.	ILLINOIS: Chicago. Joliet. Springfield. Urbana.	INDIANA: Columbus. Ellettsburg. Hannibal. Keosauqua. Marion. Newburgh. Perry. Tipton. Waverly.
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WALTER L. FISHER,

Secretary of the Indian Land Sales.

ROBERT G. VALENTINE,

Commissioner of Indian Affairs.

This poster advertised the sale of Native American lands by the U.S. government.

4

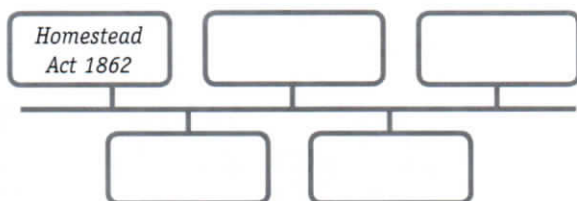
Section Assessment

TERMS & NAMES

1. Explain the importance of
 - Homestead Act
 - Exoduster
 - sodbuster
 - Grange
 - Populist Party
 - gold standard
 - William Jennings Bryan

USING YOUR READING NOTES

- 2. Sequence Events** Complete the diagram to show the most important events of this section.



ONLINE QUIZ

For test practice, go to
Interactive Review @ ClassZone.com

KEY IDEAS

3. What attracted European immigrants and African Americans to the West?
4. How did new inventions help farmers meet the challenges of the Plains?
5. What were the goals of the Populist Party?

CRITICAL THINKING

- 6. Summarize** What steps did farmers take to seek solutions to their problems?
- 7. Compare and Contrast** What were the arguments for and against “free silver”?
- 8. Evaluate** Reread the quote from the essay by Frederick Jackson Turner, above. What did he mean by “an area of free land”? Was it really free?
- 9. Writing Report** Research sod houses. Write a short report that explains how prairie grass held the sod together, and list the advantages and disadvantages of building with sod.

THE WILD WEST

America's fascination with the idea of the "Wild West" began even before the frontier closed. Why did the West capture the popular imagination?



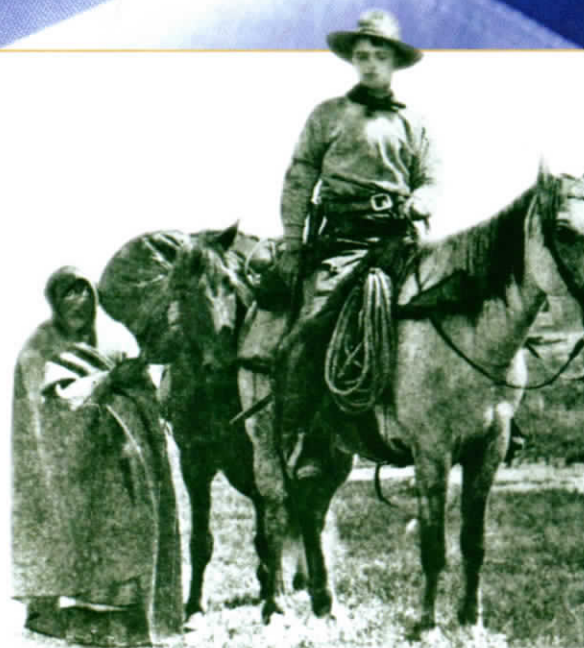
BUFFALO BILL'S WILD WEST

William "Buffalo Bill" Cody (below right), a buffalo hunter turned showman, dramatized legends of the West in his Wild West Show of the 1880s. The show brought reenactments of frontier life across the country and to Europe. Marksman Annie Oakley (above) was a star attraction. She could shoot a dime in the air from 90 feet away.

Activity

Make a WANTED poster!

Research one of the outlaws mentioned on page 75, or another outlaw who became part of western legend. Create a WANTED poster for the person. Include images, quotes, and infamous deeds.



THE PONY EXPRESS

From April 1860 to October 1861, the Pony Express carried mail by relay. Riders switched horses at stations 10 or 15 miles apart on a route covering nearly 2,000 miles. All riders had to weigh less than 125 pounds; the youngest was only 11 years old.





Chapter Summary

1 Key Idea

A railroad, completed in 1869, spanned the continent and helped to open the way for settlers in the West.

2 Key Idea


The mining and cattle industries contributed to population growth in western territories.

3 Key Idea

Native Americans on the Great Plains fought to maintain their way of life as settlers poured onto their lands.

4 Key Idea

A wave of farmers moved to the Plains in the 1800s and faced many economic problems.

 For detailed Review and Study Notes go to **Interactive Review** @ **ClassZone.com**

Name Game

Use the Terms & Names list to identify each sentence online or on your own paper.

1. In the mid-1800s, this part of the West was occupied mainly by Native Americans.

frontier



- | | |
|---|---------------------|
| 2. I taught American cowhands how to rope and ride. | A. vaquero |
| 3. This was invented by the railroad companies. | B. vigilante |
| 4. I took the law into my own hands. | C. buffalo soldier |
| 5. I was given this nickname by Native Americans in the West. | D. Sitting Bull |
| 6. This brought cattle on foot to railway centers. | E. frontier |
| 7. I was an African American who settled on the Great Plains. | F. long drive |
| 8. I built my home from the dense soil of the Plains. | G. Exoduster |
| 9. This allowed settlers to get free western land. | H. sodbuster |
| 10. I was defeated at the Battle of the Little Bighorn. | I. Dawes Act |
| | J. vaquero |
| | K. standard time |
| | L. George A. Custer |
| | M. Homestead Act |

Activities

FLIPCARD

Use the online flipcards to quiz yourself on the terms and names introduced in this chapter.

Native Americans in this region
followed the buffalo herds.

ANSWER
Great Plains



GEOGAME

Use this online map to reinforce your knowledge of the locations of western cities, especially railroad hubs that boomed in the late 1800s. Drag and drop each city name in the list at its location on the map. A scorecard helps you keep track of your progress online.

Chicago
Omaha
St. Louis
Kansas City
Minneapolis

More items online



VOCABULARY

Explain the significance of each of the following.

1. transcontinental railroad
2. vaquero
3. boomtown
4. sodbusters
5. Wounded Knee Massacre
6. standard time
7. long drive
8. lode
9. Dawes Act
10. gold standard

Explain how the terms and names in each group are related.

11. Sitting Bull, George Custer, Battle of the Little Bighorn
12. Grange, Populist Party, William Jennings Bryan
13. Homestead Act, frontier, Exodusters

KEY IDEAS

1 Railroads Transform the Nation (pages 66–69)

14. How did the government encourage the building of the first transcontinental railroad?
15. How did the railroad affect the frontier?

2 Miners, Ranchers, and Cowhands (pages 70–77)

16. What economic opportunities drew large numbers of people to the West beginning in the 1860s?
17. What ended the boom in the cattle business?

3 Native Americans Fight to Survive (pages 78–83)

18. Why did the U.S. government take land from Native Americans on the Great Plains?
19. What were the results of the Battle of the Little Bighorn?

4 Farm Economics and Populism (pages 86–93)

20. What problems in the 1890s led farmers to take political action?
21. Why was the Oklahoma Land Rush significant?

CRITICAL THINKING

22. **Causes and Effects** What were the main reasons that settlers moved to the West?
23. **Compare and Contrast** Fill in the chart comparing the building of the Union Pacific and Central Pacific railroads. Which workers do you think had the more difficult route? Why?

Railroad	Route	Workers	Physical Challenges
<i>Union Pacific</i>			
<i>Central Pacific</i>			

24. **Summarize** How did U.S. government policy toward Native Americans change as white settlers moved westward?
25. **Form and Support Opinions** What do you think would be the most difficult challenge in starting a new life on the Great Plains? Explain.
26. **Make Inferences** This image from 1873 depicts the benefits of membership in the Grange. What does the central image suggest about how being part of the Grange might affect an individual farmer?





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- Test-Taking Strategies & Practice at the front of this book

DOCUMENT-BASED QUESTIONS

Part 1: Short Answer

Analyze each document, and answer the questions that follow.

DOCUMENT 1



1. Briefly tell what the people shown in the painting are doing and why.

DOCUMENT 2

PRIMARY SOURCE

“Do not misunderstand me, but understand me fully with reference to my affection for the land. I never said the land was mine to do with as I chose. The one who has the right to dispose of it is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours.”

—Chief Joseph (Nez Perce)

2. Summarize Chief Joseph's beliefs about land ownership. How did they contrast with the beliefs of the U.S. government?

PART 2: Essay

3. In two or three short paragraphs, explain how western settlement changed the lives of Native Americans. Use information from your answers to Part 1 and your knowledge of U.S. history.

YOU BE THE HISTORIAN

27. **Form and Support Opinions** Which groups of people do you think benefited most from western settlement? Which groups did not benefit? Explain.
28. **Analyze Point of View** Chief Joseph said, “It makes my heart sick when I remember all the good words and broken promises.” What did he mean by this?
29. **Compare and Contrast** How did the lives of western settlers during the late 1800s compare with the myth of the Wild West?
30. **Make Inferences** Why do you think women in the West were the first women to gain the right to vote?
31. **Connect to Today** Choose a western city from a map of the United States. How might its location have contributed to its growth?



Answer the

ESSENTIAL QUESTION

How did the nation change as a result of westward movement after the Civil War?

Written Response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as events that encouraged western settlement. Use the Rubric Response below to guide your thinking and writing.

Response Rubric

A strong response will

- discuss events that opened the West to settlers
- explore the role of the mining and cattle industries
- explain how the U.S. government encouraged western settlement
- analyze the effects of settlement on Native Americans