

UNIT

6

1850–1920

A Growing America

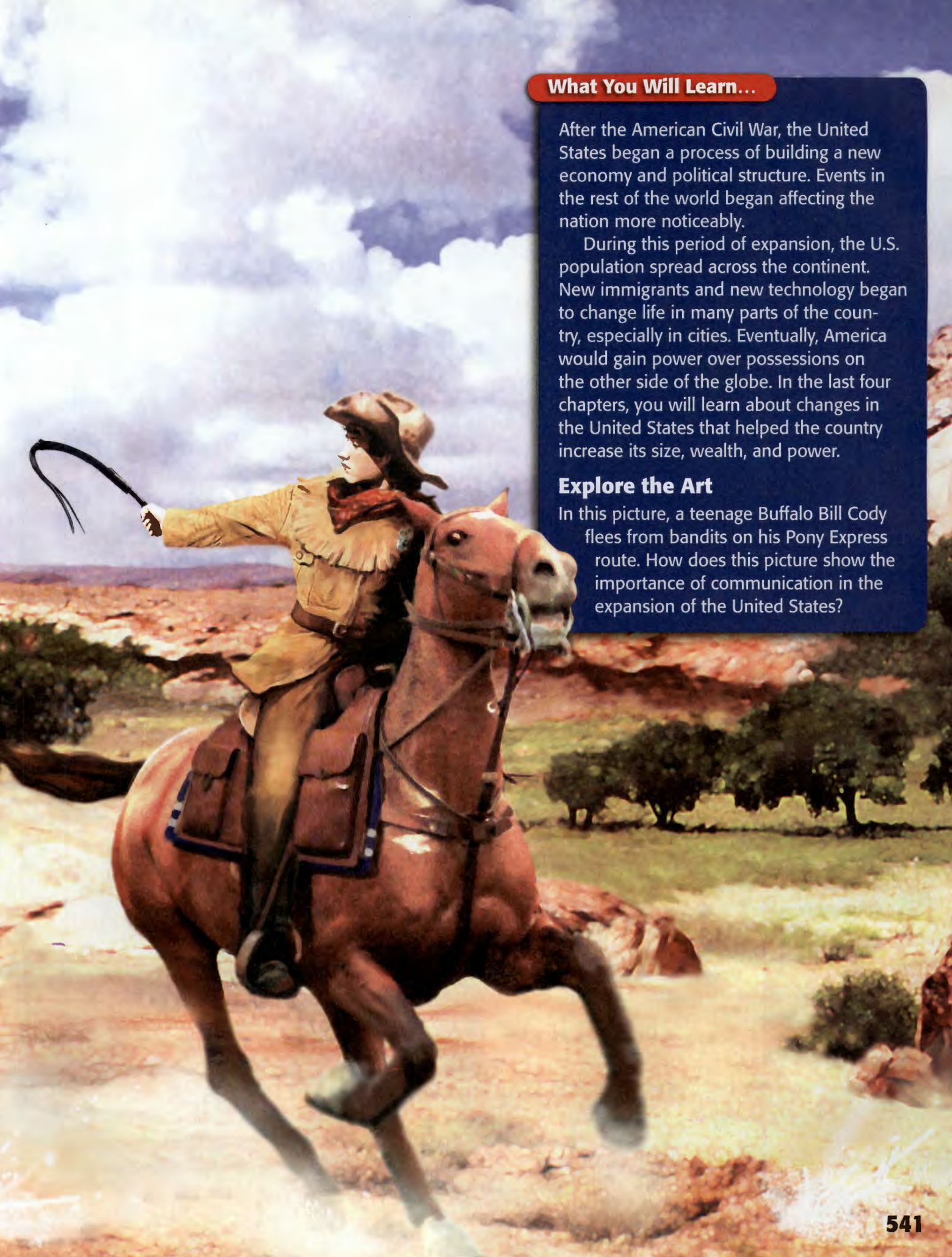


Chapter 17 Americans Move West

Chapter 18 An Industrial Nation

Chapter 19 The Spirit of Reform

Chapter 20 America Becomes a World Power



What You Will Learn...

After the American Civil War, the United States began a process of building a new economy and political structure. Events in the rest of the world began affecting the nation more noticeably.

During this period of expansion, the U.S. population spread across the continent. New immigrants and new technology began to change life in many parts of the country, especially in cities. Eventually, America would gain power over possessions on the other side of the globe. In the last four chapters, you will learn about changes in the United States that helped the country increase its size, wealth, and power.

Explore the Art

In this picture, a teenage Buffalo Bill Cody flees from bandits on his Pony Express route. How does this picture show the importance of communication in the expansion of the United States?

Americans Move West



California Standards

History–Social Science

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Analysis Skills

CS 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries.

English–Language Arts

Writing 8.2.1 Write biographies, autobiographies, short stories, or narratives.

Reading 8.2.0 Students read and understand grade-level appropriate material.

FOCUS ON WRITING

Writing a Letter Before telephones and e-mail, one way to communicate with people far away was by letter. In this chapter, you will read about the settlement of the West by European Americans. Suppose you were an Irish immigrant working on a railroad that crossed the Great Plains. What might you have seen or experienced? After you read the chapter, you will write a letter to your sister in Ireland telling her about your experiences.



UNITED STATES



1850



WORLD

1860 The Pony Express begins delivering mail between East and West.



1860

1855
Paris holds a World's Fair.

History's Impact

▶ video series

Watch the video to understand the impact of the West on American culture.



What You Will Learn...

In this chapter you will learn about how the great American West changed in the late 1800s. Settlers poured into the region and built mines, ranches, farms, and railroads. In this photo, modern pioneers re-create a wagon journey from the 1800s.

10 MILES
OF
TRACK, LAID
IN ONE DAY.
APRIL 26TH 1869

1869 The first transcontinental railroad is completed.

1874 Gold is discovered in the Black Hills of the Dakotas.

1879 Thousands of African Americans migrate from the South to Kansas.

1890 The Massacre at Wounded Knee occurs.



1870

1864 French scientist Louis Pasteur invents the purification process of pasteurization.

1880

1883 The Orient Express railway makes its first run from Paris to Istanbul.

1890

1888 Brazil abolishes slavery.



Economics

Geography

Politics

Religion

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will follow the development of the United States from the mid-1800s through the 1890s. You will learn that California was admitted to the Union in 1850. You will find out about the struggles that people

faced as the movement West continued and people settled the Great Plains. You will learn about the **technological** advancements made during this time as well as the difficult **geographical** obstacles miners and ranchers faced in the West.

Questioning

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

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

Additional reading support can be found in the **Interactive Reader and Study Guide**

Who?
Congress

Where?
the West

How?
Congress gave land to anyone who agreed to settle on it for five years.

In 1862 Congress passed two important land acts that helped open the West to settlers. The Homestead Act gave government-owned land to small farmers. Any adult who was a U.S. citizen or planned to become one could receive 160 acres of land. In exchange, homesteaders promised to live on the land for five years. The Morrill Act granted more than 17 million acres of federal land to the states. (p. 560)

What if?
If Congress had not passed these laws, people might not have moved West. The U.S. might not have grown as quickly as it did.

What?
encouraged new settlement

When?
1862

Why?
Perhaps Congress feared what would happen to Western lands if they remained unsettled.



ELA Analysis HR 1 Frame questions that can be answered by historical study and research.

HSS Reading 8.2.0 Students read and understand grade-level-appropriate material.

Key Terms and People

You Try It!

Read the following passage and then answer the questions below.

Building Communities

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

*From
Chapter 17,
p. 562*

Answer these questions based on the passage you just read.

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

As you read Chapter 17, ask questions like who, what, when, where, why, how, and what if to help you analyze what you are reading.

Chapter 17

Section 1

frontier (p. 546)
Comstock Lode (p. 547)
boomtowns (p. 548)
Cattle Kingdom (p. 549)
cattle drive (p. 549)
Chisholm Trail (p. 549)
Pony Express (p. 550)
transcontinental railroad (p. 550)

Section 2

Treaty of Fort Laramie (p. 554)
reservations (p. 555)
Crazy Horse (p. 555)
Treaty of Medicine Lodge (p. 555)
buffalo soldiers (p. 556)
George Armstrong Custer (p. 556)
Sitting Bull (p. 556)
Battle of the Little Bighorn (p. 556)
Massacre at Wounded Knee (p. 557)
Long Walk (p. 557)
Geronimo (p. 557)
Ghost Dance (p. 558)
Sarah Winnemucca (p. 558)
Dawes General Allotment Act (p. 558)

Section 3

Homestead Act (p. 560)
Morrill Act (p. 560)
Exodusters (p. 561)
sodbusters (p. 561)
dry farming (p. 561)
Annie Bidwell (p. 562)
National Grange (p. 563)
deflation (p. 564)
William Jennings Bryan (p. 564)
Populist Party (p. 564)

Academic Vocabulary

In this chapter, you will learn the following academic words:

establish (p. 548)
facilitate (p. 562)

Miners, Ranchers, and Railroads

What You Will Learn...

Main Ideas

1. A mining boom brought growth to the West.
2. The demand for cattle created a short-lived Cattle Kingdom on the Great Plains.
3. East and West were connected by the transcontinental railroad.

The Big Idea

As more settlers moved West, mining, ranching, and railroads soon transformed the western landscape.

Key Terms

frontier, p. 546
 Comstock Lode, p. 547
 boomtowns, p. 548
 Cattle Kingdom, p. 549
 cattle drive, p. 549
 Chisholm Trail, p. 549
 Pony Express, p. 550
 transcontinental railroad, p. 550



HSS 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

If YOU were there...

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

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

BUILDING BACKGROUND In the years following the Civil War, the U.S. population grew rapidly. Settlements in the West increased. More discoveries of gold and silver attracted adventurers, while the open range drew others. Thousands of former Civil War soldiers also joined the move West.

Mining Boom Brings Growth

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

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

Causes and Effects of Westward Expansion

QUICK
FACTS

Causes

- New land for settlers and ranchers
- Mineral resources
- Businesses to support settlers, ranchers, and miners
- Immigration

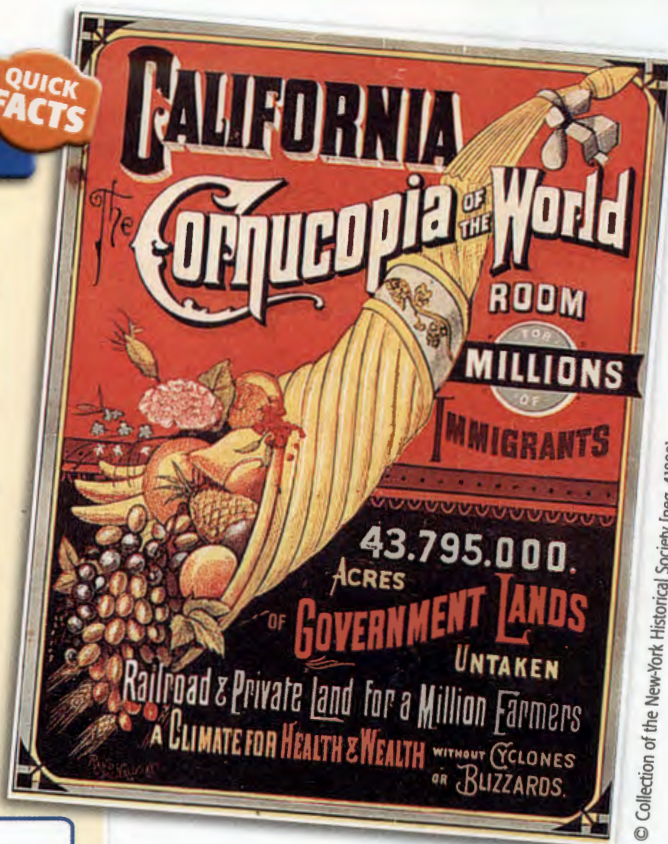
Effects

- New towns
- Railroads across the continent
- Cattle Kingdom

ANALYSIS
SKILL

INTERPRETING CHARTS

What three economic activities attracted people to the West?



© Collection of the New-York Historical Society [neg. 41800]

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

Big Business

Most of the precious metals were located in western Nevada. In 1859 miner Henry Comstock discovered a huge deposit of gold and silver in Nevada that became called the **Comstock Lode**. The deposit was incredibly rich and deep. In just the first year after its discovery, the Comstock Lode lured thousands of California miners to Nevada. Over the next 20 years, the Comstock Lode produced more than \$500 million worth of gold and silver.

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

As companies dug bigger and deeper mines, the work became more dangerous. Miners had to use unsafe equipment, such as elevator platforms without protective walls. They worked in dark tunnels and breathed

hot, stuffy air. They suffered from lung disease caused by dusty air. Miners often were injured or killed by poorly planned explosions or by cave-ins. Fire was also a great danger. Mining was therefore one of the most dangerous jobs in the country. In the West, worries about safety and pay led miners to form several unions in the 1860s.

Settlers

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

New Towns

Mining booms also produced **boomtowns**, communities that grew suddenly when a mine opened. They disappeared just as quickly when the mine closed. Most boomtowns had general stores, saloons, and boardinghouses.

Few women or families lived in boomtowns. "I was never so lonely and homesick in all my life," wrote one young woman. Women washed, cooked, made clothes, and chopped wood. They also raised families, **established** schools, and wrote for newspapers. Their work helped turn some mining camps into successful, permanent towns.

ACADEMIC VOCABULARY

establish to set up or create

READING CHECK Summarizing What risks did miners face?

The Cattle Kingdom

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

In 1867 businessman Joseph McCoy discovered a solution. He built pens for cattle in the small town of Abilene, Kansas. The Kansas

Myth and Reality in the Wild West

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

Myth: The cowboy was a free-spirited individual.

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

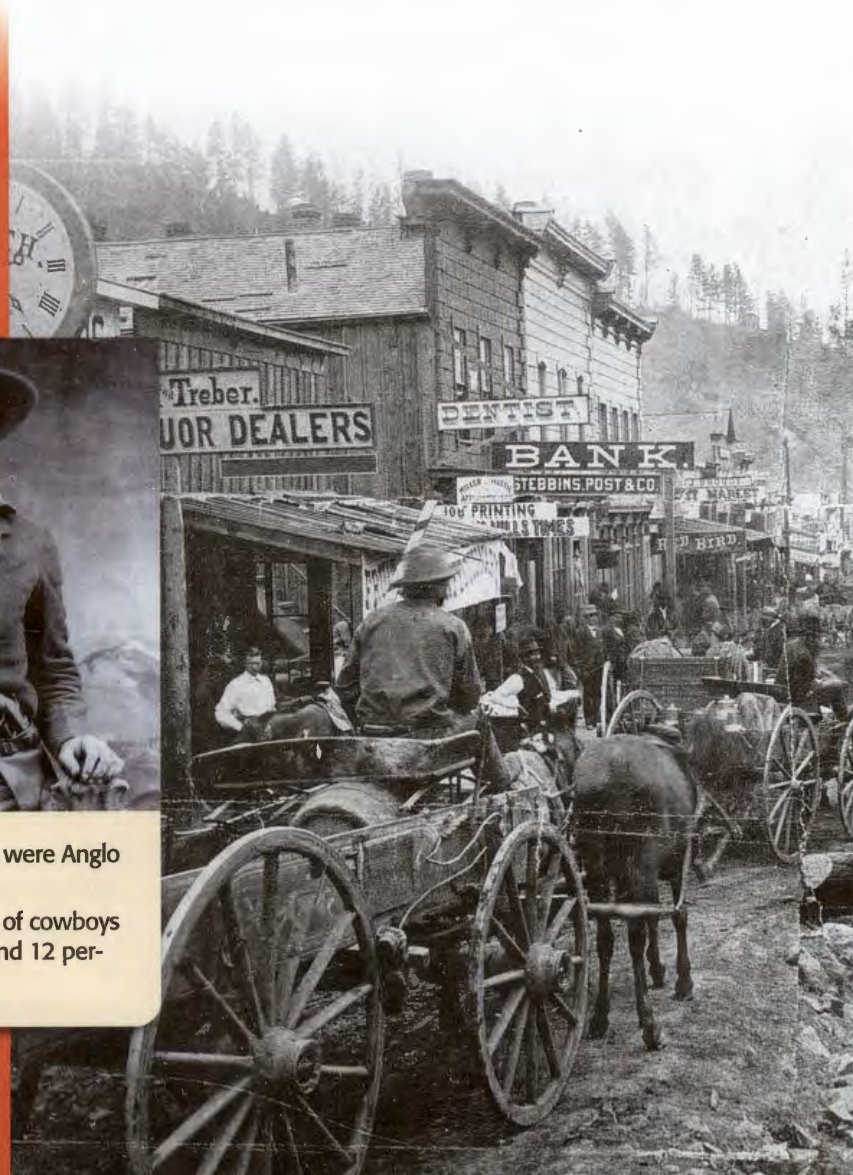
Myth: Western cowtowns were wild places where cowboys had gunfights, and there was little law and order.

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



Myth: Almost all cowboys were Anglo Americans.

Reality: About 25 percent of cowboys were African Americans, and 12 percent were Hispanic.



Pacific Railroad line went through Abilene. As a result, cattle could be shipped by rail from there. Soon, countless Texas ranchers were making the trip north to Abilene to sell their herds of cattle.

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

Importance of Cowboys

The workers who took care of the ranchers' cattle were known as cowhands or cowboys. They borrowed many techniques and tools from vaqueros (bah-KER-ohs), Mexican ranch

hands who cared for cattle and horses. From vaqueros came the western saddle and the lariat—a rope used for lassoing cattle. The cowboys also borrowed the vaqueros' broad felt hat. However, they changed it into the familiar high-peaked cowboy hat.

One of the cowboy's most important and dangerous duties was the **cattle drive**. On these long journeys, cowboys herded cattle to the market or to the northern Plains for grazing. The trips usually lasted several months and covered hundreds of miles. The **Chisholm Trail**, which ran from San Antonio, Texas, to the cattle town of Abilene, Kansas, was one of the earliest and most popular routes for cattle drives. It was blazed, or marked, by Texas cowboy Jesse Chisholm in the late 1860s.

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

End of the Open Range

As the cattle business boomed, ranchers faced more competition for use of the open range. Farmers began to buy range land on the Great Plains where cattle had once grazed. Small ranchers also began competing with large ranchers for land. Then in 1874, the invention of barbed wire allowed westerners to fence off large amounts of land cheaply. The competition between farmers, large ranchers, and small ranchers increased. This competition led to range wars, or fights for access to land.

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

READING CHECK Drawing Conclusions

Why did the Cattle Kingdom come to an end?

FOCUS ON READING

Ask yourself questions about the information in this paragraph to help you understand the competition between farmers and ranchers.

Marshal Wyatt Earp



Deadwood, South Dakota

The Transcontinental Railroad

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

In 1860 a system of messengers on horseback called the **Pony Express** began to carry messages west. The messengers carried mail between relay stations on a route about 2,000 miles long. However, telegraph lines, which sent messages faster, quickly put the Pony Express out of business.

Some Americans wanted to build a **transcontinental railroad**—a railroad that would cross the continent and connect the East to the West. The federal government, therefore, passed the Pacific Railway Acts in 1862 and in 1864. These acts gave railroad companies loans and large land grants that could be sold to pay for construction costs. Congress had granted more than 131 million

acres of public land to railroad companies. In exchange, the government asked the railroads to carry U.S. mail and troops at a lower cost. Many railroad companies were inspired to begin laying miles of tracks.

Great Race

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

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

Routes West



GEOGRAPHY SKILLS

INTERPRETING MAPS

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

that the Central Pacific paid was as much as 10 times what they could earn in China.

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

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

For both railroad companies, providing food and supplies for workers was vital. This job became more difficult in remote areas. The railroad companies consequently often relied on local resources. Professional

hunters, such as William “Buffalo Bill” Cody, shot thousands of buffalo to feed Union Pacific workers.

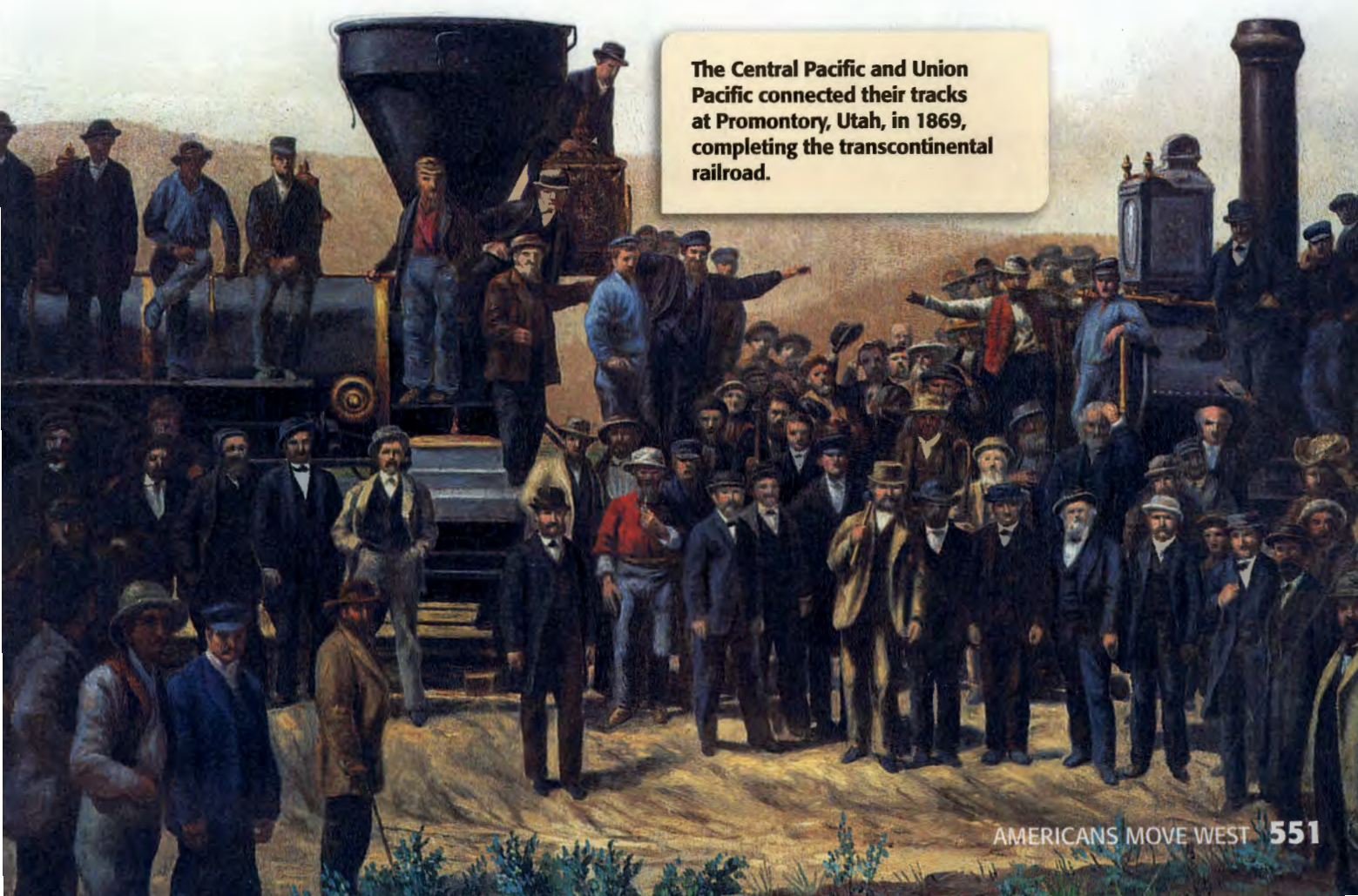
Golden Spike

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

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

—Alexander Toponce, quoted in
A Treasury of Railroad Folklore,
edited by B. A. Botkin and Alvin F. Harlo

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



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

Effects of the Transcontinental Railroad

QUICK
FACTS

- Increased settlement of the West
- Increased business activity and east-west trade
- Helped make the railroad industry one of the most powerful in the country



Results of the Railroad

The transcontinental railroad increased both economic growth and the population in the West. Railroad companies provided better transportation for people and goods. They also sold land to settlers, which encouraged people to move West.

New railroads helped businesses. Western timber companies, miners, ranchers, and farmers shipped wood, metals, meat, and grain east by railroad. In exchange, eastern businesses shipped manufactured goods to the West.

THE IMPACT TODAY

Today's businesses ship goods across the country using railroads, the interstate highway system, and airplanes.

Railroad companies encouraged people to put their money into the railroad business, which they did—sometimes unwisely. Railroad speculation and the collapse of railroad owner Jay Cooke's banking firm helped start the Panic of 1873. By the 1880s, many small western railroads were deeply in debt. Despite such setbacks, Americans remained interested in railroad investments. In 1865 only about 35,000 miles of railroad track existed. By 1890 there were about 199,000 miles in operation. Railroads had become one of the biggest industries in the United States.

READING CHECK **Finding Main Ideas** How did the railroad affect the development of the West?

SUMMARY AND PREVIEW In this section you learned that the mining of gold and silver, the cattle boom, the transcontinental railroad, and the opportunity for land and work increased settlement of the West. In the next section you will learn about how this settlement led to conflicts with Native Americans.

Section 1 Assessment

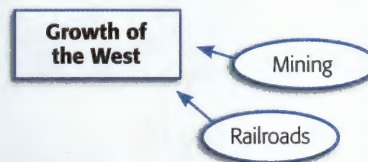
go.hrw.com
Online Quiz

KEYWORD: 558 HP17

Reviewing Ideas, Terms, and People **HSS** 8.8.2 **Critical Thinking**

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

- Comparing** Copy the graphic organizer below onto your own sheet of paper. Use it to compare how mining and railroads led to the settlement and development of the West.



FOCUS ON WRITING

- Taking Notes on Mining, Ranching, and the Railroads** As you read this section, take notes on how mining, ranching, and railroads changed the West. How might a railroad worker feel about these changes?

Wars for the West

If YOU were there...

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

Would you fight to keep your lands?

BUILDING BACKGROUND Miners, ranchers, and farmers all moved West in the years after the Civil War. The arrival of settlers and the U.S. army to the Great Plains meant the end of the way of life of the Indians who lived there. The coming of the railroad began this destruction, with the killing of thousands of buffalo. Treaties were made but did not protect Indian lands from settlers.

Settlers Encounter the Plains Indians

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

The Plains Indians lived in the Great Plains, which stretch north into Canada and south into Texas. Indian groups such as the Apache and the Comanche lived in and around Texas and

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



What You Will Learn...

Main Ideas

1. As settlers moved to the Great Plains, they encountered the Plains Indians.
2. The U.S. Army and Native Americans fought in the northern plains, the Southwest, and the Far West.
3. Despite efforts to reform U.S. policy toward Native Americans, conflict continued.

The Big Idea

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

Key Terms and People

Treaty of Fort Laramie, p. 554

reservations, p. 555

Crazy Horse, p. 555

Treaty of Medicine Lodge, p. 555

buffalo soldiers, p. 556

George Armstrong Custer, p. 556

Sitting Bull, p. 556

Battle of the Little Bighorn, p. 556

Massacre at Wounded Knee, p. 557

Long Walk, p. 557

Geronimo, p. 557

Ghost Dance, p. 558

Sarah Winnemucca, p. 558

Dawes General Allotment Act, p. 558



HSS 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

what is now Oklahoma. The Cheyenne and the Arapaho lived in different regions across the central Plains. The Pawnee lived in parts of Nebraska. To the north were the Sioux. These tribes spoke many different languages. However, they used a common sign language to communicate and they shared a similar lifestyle.

Hunting Buffalo

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

Plains Indians used buffalo for food, shelter, clothing, utensils, and tools. Women

dried buffalo meat to make jerky. They made tepees and clothing from buffalo hides, and cups and tools from buffalo horns. The Plains Indians prospered. By 1850, some 75,000 Native Americans lived on the Plains.

Struggle to Keep Land

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

*Interactive Map

Native American Land Loss in the West, 1850–1890



Tribal Councils

Native Americans have long held tribal councils to make decisions on behalf of the group. Today this tradition of Native American government continues. There are more than 500 tribal governments in the United States. Tribal governments provide a wide range of services, including law enforcement, health care, and education. Here, a member of the Blackfoot Tribal Council addresses the Montana state legislature.



ANALYSIS
SKILL

ANALYZING INFORMATION

What types of services do tribal governments provide?

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

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

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

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

READING CHECK

Summarizing What was the federal policy toward the Plains Indians in the 1860s and 1870s?

Two Views of a Historic Battle

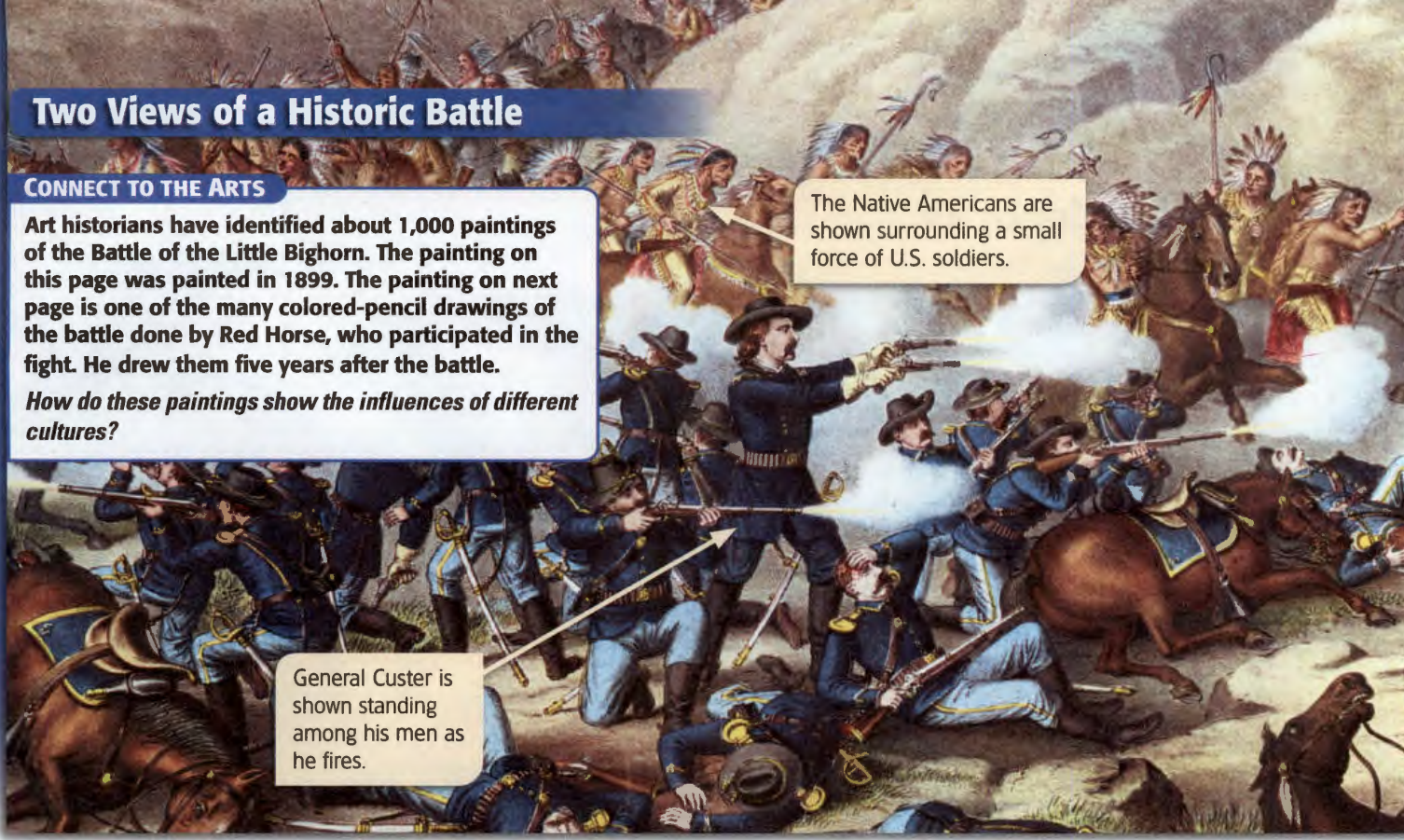
CONNECT TO THE ARTS

Art historians have identified about 1,000 paintings of the Battle of the Little Bighorn. The painting on this page was painted in 1899. The painting on next page is one of the many colored-pencil drawings of the battle done by Red Horse, who participated in the fight. He drew them five years after the battle.

How do these paintings show the influences of different cultures?

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

General Custer is shown standing among his men as he fires.



Fighting on the Plains

In the northern Plains, Southwest, and Far West, Native Americans continued to resist being moved to and confined on reservations. The U.S. government sent troops, including African American cavalry, who the Indians called **buffalo soldiers**, into the area to force the Indians to leave.

Battles on the Northern Plains

As fighting on the southern Plains came to an end, new trouble started in the north. In 1874, Lieutenant Colonel **George Armstrong Custer's** Dakota expedition confirmed gold was in the Black Hills of the Dakotas. **Sitting Bull**, a leader of the Lakota Sioux, protested U.S. demands for the land.

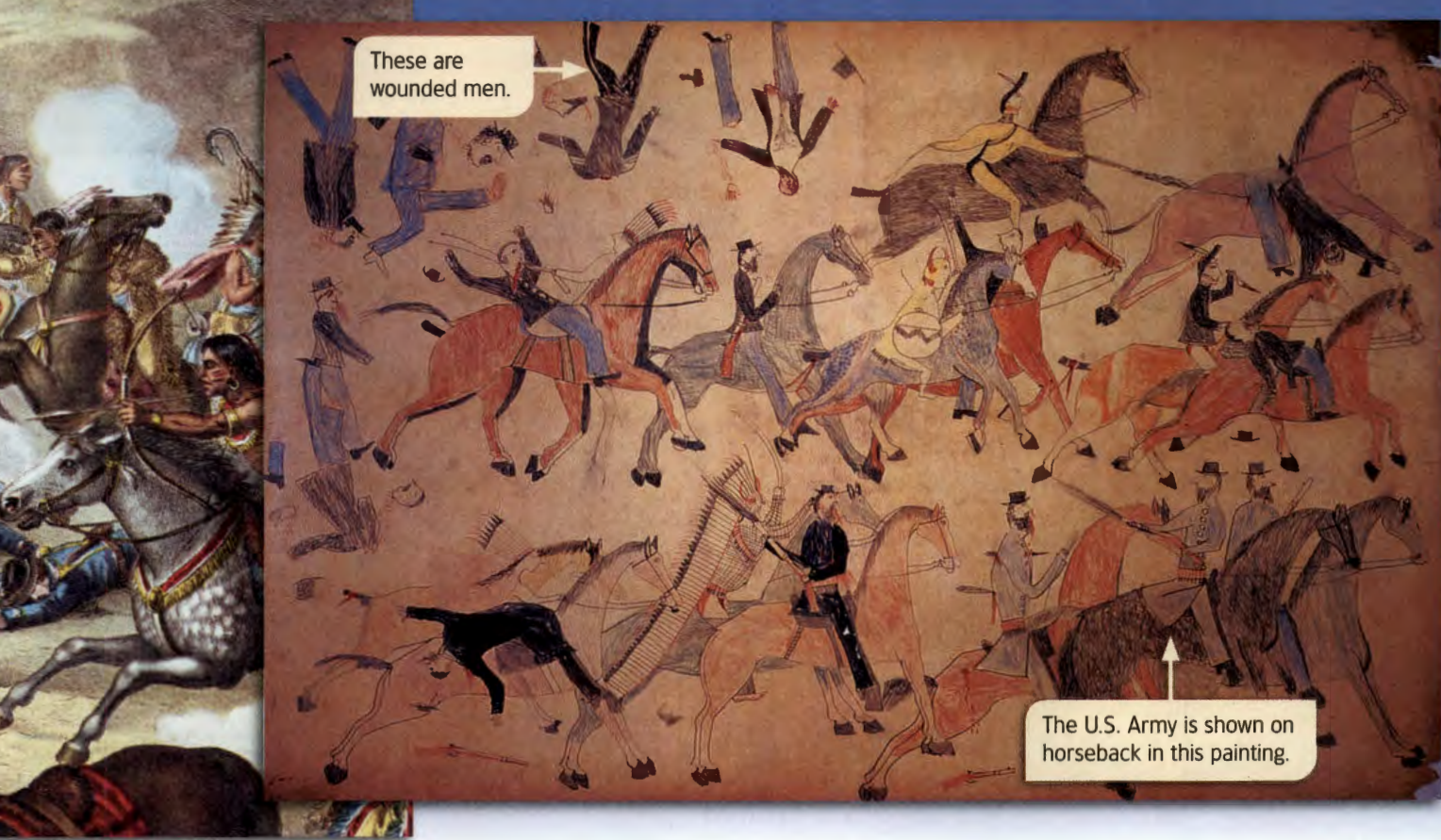
“What treaty that the whites have kept has the red man broken? Not one. What treaty that the white man ever made with us have they kept? Not one.”

—Sitting Bull, quoted in *Touch the Earth* by T.C. McLuhan

Other Sioux leaders listened to Sitting Bull and refused to give up land. Fighting soon broke out between the army and the Sioux.

On June 25, 1876, Custer's scouts found evidence of Lakota encampments along the Little Bighorn River in Montana Territory. The Cheyenne had joined with the Lakota Sioux for the summer encampments. Leading 264 of his soldiers, Custer raced ahead without waiting for any supporting forces. In the **Battle of the Little Bighorn**, Sioux forces led by Crazy Horse surrounded and defeated Custer and his troops. Newspapers called the battle “Custer's Last Stand” because his entire command was killed. It was the worst defeat the U.S. Army suffered in the West. The Battle of the Little Bighorn was also the Sioux's last major victory.

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



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

Southwest

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

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

Far West

The United States had promised to let the peaceful Nez Percé keep their land in Oregon. Within a few years, however, the government ordered the Nez Percé to a reservation in what is now Idaho. Before leaving, a few angry Nez Percé killed some local settlers and tried to escape to Canada, led by Chief Joseph. Near the border, U.S. troops overtook them and sent them to a reservation in what is now Oklahoma.

Final Battles

By the 1880s, most Native Americans had stopped fighting. The Apache of the Southwest, however, continued to battle the U.S. army. A Chiricahua Apache named **Geronimo** and his small band of raiders avoided capture for many years. In September 1886, Geronimo surrendered, ending the Apache armed resistance.

READING CHECK **Contrasting** How did the Apache resistance differ from that of the Navajo?

Conflict Continues

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

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

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

In the late 1870s, a Paiute Indian named **Sarah Winnemucca** called for reform. She gave lectures on problems of the reservation system. Writer Helen Hunt Jackson published a book that pushed for reform of U.S. Indian policy in 1881.



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

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

READING CHECK Evaluating How did reformers try to influence Native Americans' lives?

SUMMARY AND PREVIEW In this section you read about conflict in the settlement of the West. In the next section you will learn more about Great Plains settlers.

Section 2 Assessment

go.hrw.com

Online Quiz

KEYWORD: SS8 HP17

Reviewing Ideas, Terms, and People HSS 8.12.2 Critical Thinking

- a. Describe** What animals did Plains Indians depend on, and how did they use those animals?

b. Analyze How did U.S. policy toward the Plains Indians change in the late 1850s?

c. Elaborate Would you have agreed to move to a reservation? Why or why not?
- a. Describe** What events led to the **Battle of the Little Bighorn**?

b. Elaborate Why do you think most Indian groups eventually stopped resisting the United States?
- a. Describe** How did the **Dawes General Allotment Act** affect American Indians?

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

- Identifying Cause and Effect** Copy the chart below. Use it to list the causes and effects of conflicts between the United States and Native Americans on the Great Plains.

Causes	Conflicts	Effects

FOCUS ON WRITING

- Taking Notes on the Wars for the West** As you read this section, take notes on the wars between the U.S. government and the Plains Indians. How might a railroad worker have experienced these conflicts?

Chief Joseph

What would you do to protect your home and your ways of life?

When did he live? 1840–1904

Where did he live? Chief Joseph lived in the Wallowa Valley, the Nez Percé homeland, in present-day Oregon.

What did he do? Chief Joseph led his people in an effort to hold on to the Nez Percé homeland and to avoid war with the United States. For years, Joseph and a band of Nez Percé refused to move as white settlers moved into the valley. Finally, after being threatened with attack, Joseph gave in. An army led by General Oliver Otis Howard eventually chased the Nez Percé across Idaho, Wyoming, and Montana. They were sent to a reservation in modern-day Oklahoma, where many died.

Why is he so important? Chief Joseph's surrender speech earned him a place in American history. The band of 700 people, including only 200 warriors, made a courageous three-month, 1,400-mile trek, hoping to cross into Canada for protection. Exhausted, hungry, and freezing, Joseph's people collapsed just short of the Canadian border. In later years, the chief spoke about what had happened.

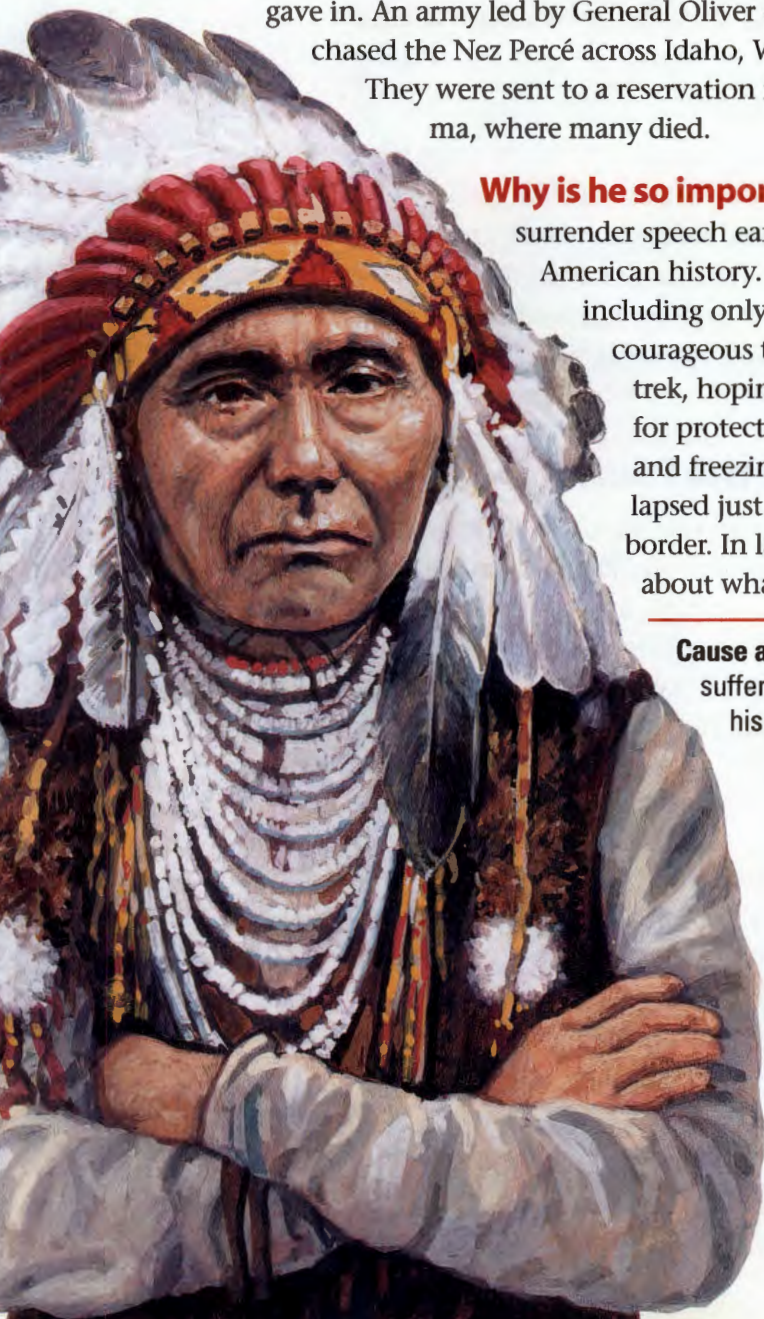
Cause and Effect What brought suffering to Chief Joseph and his people?

Chief Joseph of the Nez Percé nation tried to protect his people from the advancement of white settlers.

Speech

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

—Chief Joseph of the Nez Percé, surrender speech, October 5, 1877



Farming and Populism

What You Will Learn...

Main Ideas

1. Many Americans started new lives on the Great Plains.
2. Economic challenges led to the creation of farmers' political groups.
3. By the 1890s, the western frontier had come to an end.

The Big Idea

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

Key Terms and People

Homestead Act, p. 560

Morrill Act, p. 560

Exodusters, p. 561

sodbusters, p. 561

dry farming, p. 561

Annie Bidwell, p. 562

National Grange, p. 563

deflation, p. 564

William Jennings Bryan, p. 564

Populist Party, p. 564



HSS 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.12.8 Identify the characteristics and impact of Grangerism and Populism.

If YOU were there...

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

Would you decide to become a homesteader?

BUILDING BACKGROUND By the 1870s and 1880s, the Great Plains had been 'tamed' and made more welcoming to settlers. The end of the open cattle range was coming, and the Indian wars were nearly over. The government moved to encourage permanent settlements in the West by offering land to homesteaders.

New Lives on the Plains

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

Settling the Plains

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

The promise of land and a life free of discrimination also drew a large group of African Americans West. In 1879, some

20,000 to 40,000 southern African Americans moved to Kansas. Known as **Exodusters**, these southerners made a mass exodus, or departure from the South. A number of black communities soon developed.

Western homesteads also were attractive to immigrants. Norwegian, Swedish, Danish, German, and Czech immigrants formed many small communities on the Great Plains.

Farming the Plains

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

In the 1890s, western Plains farmers began **dry farming**, a new method of farming that shifted the focus away from water-dependent crops such as corn. Instead, farmers grew more hardy crops like red wheat. In addition, by the 1880s, mechanical farming was becoming common. By using machinery, farmers could work much more quickly on large fields with fewer workers. Farmers shipped their harvest east by train. From there, crops were shipped overseas. The Great Plains soon became known as the breadbasket of the world.

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

Primary Source

LETTER

Letter from the Plains, 1863

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

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

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

—quoted in *Sources in American History*

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

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



Building Communities

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

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

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

READING CHECK Comparing and Contrasting

How were settlers' lives alike and different from their lives in the East?

Farmers' Political Groups

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

Farm Incomes Fall

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

The National Grange

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

ACADEMIC VOCABULARY

facilitate to bring about

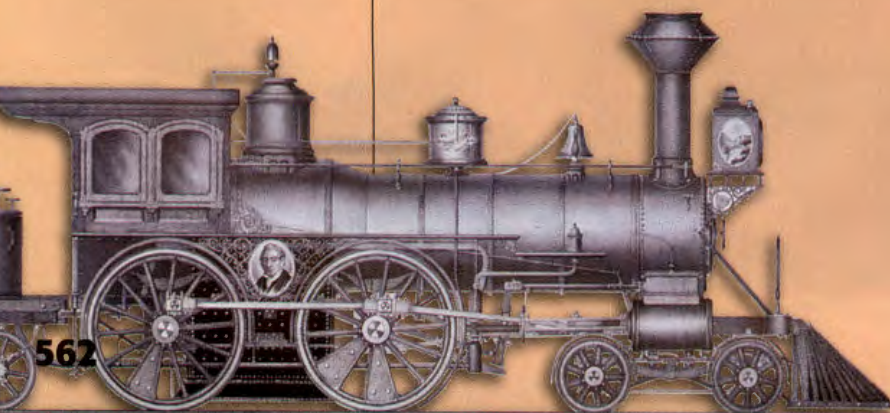
Time Line

Farming and the Rise of Populism

1862 President Lincoln signs the bill that authorizes the transcontinental railroad.

1867 The National Grange is founded.

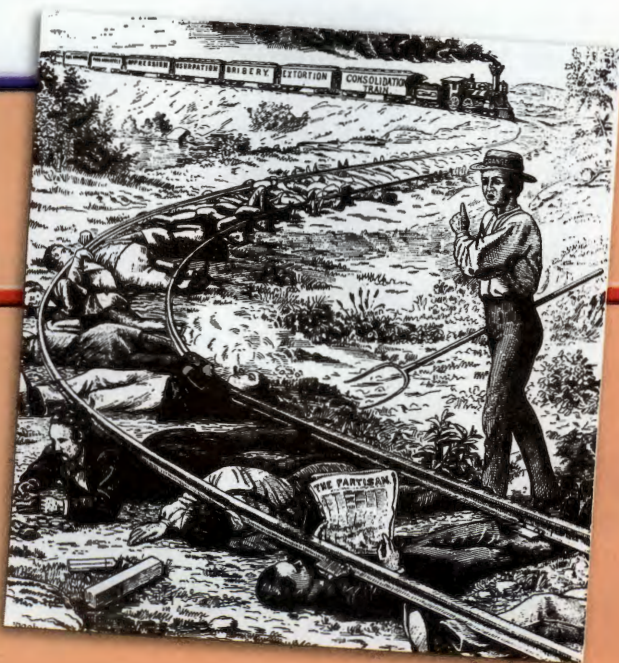
1879
Exodusters move to Kansas.



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

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

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



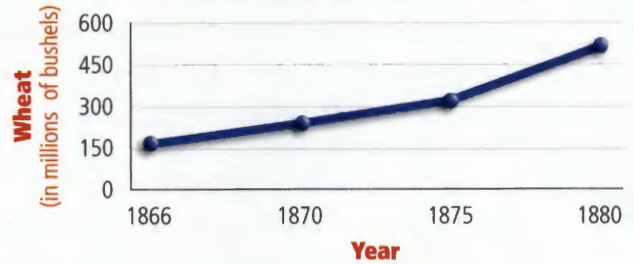
Agricultural Supply and Demand

CONNECTING TO ECONOMICS

Supply is the amount of a good that is available. **Demand** is the amount of a good that people want to buy. When supply exceeds demand, prices fall.

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

Wheat Production, 1866–1880



Wheat Prices, 1866–1880



1887 The Interstate Commerce Commission is formed to regulate railroad prices.

1896 The Populist Party backs William Jennings Bryan as the Democratic presidential candidate.

1892
The national Populist Party is formed.

ANALYSIS SKILL READING TIME LINES

How many years after the authorization of the transcontinental railroad was the Interstate Commerce Commission created?

Free Silver Debate

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

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

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

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

Populist Party

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

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

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

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

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

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

BIOGRAPHY

William Jennings Bryan

1860–1925

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

Making Inferences Why was Bryan's support of Populist ideas important?

READING CHECK Summarizing Why did farmers, laborers, and reformers join to form the Populist Party?



Guthrie, Oklahoma

Oklahoma Land Rush

- The rush began at noon on April 22, 1889.
- Some witnesses said they could feel the ground shake as 50,000 people raced to claim land.
- Single women and widows could claim land on an equal basis with men.
- Many settlers were dismayed to find some people had claimed land before the rush legally began. These people were called sooners.

End of the Frontier

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

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

In all, settlers claimed more than 11 million acres of former Indian land in the famous Oklahoma land rush. This huge wave of pioneers was the last chapter of the westward movement. By the early 1890s, the frontier had ceased to exist in the United States.

READING CHECK Finding Main Ideas

What event signaled the closing of the frontier?

SUMMARY AND PREVIEW In this section you read about the challenges settlers faced. In the next chapter you will read about the growth of America's industrial power and how that growth affected American lives.

Section 3 Assessment

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Online Quiz

KEYWORD: SS8 HP17

Reviewing Ideas, Terms, and People **HSS 8.8.2, 8.12.8**

- a. Describe** What groups settled in the Great Plains?

b. Explain How did the U.S. government make lands available to western settlers?

c. Elaborate Would you have chosen to settle on the frontier? Why or why not?
- a. Recall** What was the goal of the **National Grange**?

b. Make Inferences Why did the **Populist Party** want the government to own railroads and telegraph and telephone systems?

c. Evaluate Do you think farmers were successful in bringing about economic and political change? Explain.
- a. Recall** What was the Oklahoma land rush?

b. Explain Why did the frontier cease to exist in the United States?

Critical Thinking

- Comparing and Contrasting**

Copy the diagram onto your own sheet of paper. Use it to show the similarities and differences among the National Grange, the Farmers' Alliances, and the Populist Party.



FOCUS ON WRITING

- Taking Notes on Farming the Great Plains** As you read this section, take notes on the growth of farming on the Great Plains. How did farmers interact with the railroads? What changes might have been apparent to a railroad worker?

Social Studies Skills

Analysis

Critical Thinking

Participation

Study

Comparing Migration Maps

Define the Skill

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

Learn the Skill

Follow these steps to compare information on maps.

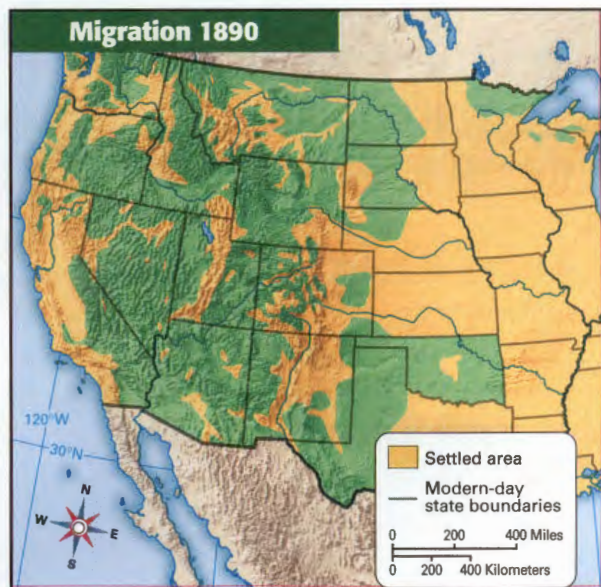
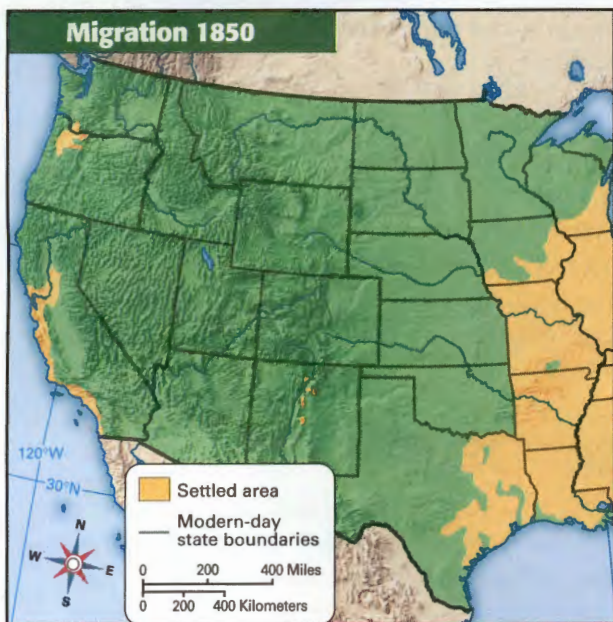
- 1 Apply basic map skills by reading the title and studying the legend and symbols for each map.
- 2 Note the date of each map and the area it covers. Maps compared for changes over time should include the same areas. Those used to look for relationships should have similar dates.

- 3 Note similarities or differences. Closely examine and compare each map's patterns and symbols.
- 4 Apply critical thinking skills. Make generalizations and draw conclusions about the relationships you find.

Practice the Skill

Use the maps below to answer the following questions.

1. What present-day state was unsettled by Americans in 1850 and almost completely settled in 1890?
2. Which other two present-day states show the most settlement by Americans from 1850–1890?
3. Why do you think the West coast was settled before the interior of the United States?
4. According to the maps, how might rivers have shaped the settlement of the West?



Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

**QUICK
FACTS**

The American West



As settlers moved to the West, they came into conflict with American Indians. The U.S. government defeated Indian resistance and moved many tribes to reservations.



The completion of the transcontinental railroad in 1869 opened the West to more settlement. Gold and silver strikes also drew people hoping to get rich.



The railroads helped make the rise of the Cattle Kingdom possible. Cowboys drove huge herds of cattle from ranches to railway stations to be shipped to the East.



Farmers settled the Great Plains in large numbers. They overcame many hardships to make the Plains the breadbasket of America.

Reviewing Vocabulary, Terms, and People

- Who was the leader of the 7th Cavalry in the Battle of the Little Bighorn?
 - Cyrus McCormick
 - Leland Stanford
 - William Jennings Bryan
 - George Armstrong Custer
- What act gave millions of acres of federal lands to the states, which were to sell them and use those funds to build agricultural and engineering colleges?
 - Morrill Act
 - Sherman Act
 - Pacific Railway Act
 - Interstate Commerce Act
- Which frontier woman was instrumental in supporting reform efforts in the West?
 - Sarah Winnemucca
 - Laura Ingalls Wilder
 - Annie Bidwell
 - Lucretia Mott

Comprehension and Critical Thinking

SECTION 1 (Pages 546–552) HSS 8.8.2

- Recall** Why were many Americans eager to move to the western frontier?
 - Analyze** How did railroads and ranching change the landscape of the West?
 - Elaborate** In your opinion, which made the greatest changes to the West—mining, ranching, or railroads? Explain your answer.

SECTION 2 (Pages 553–558) HSS 8.12.2

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

SECTION 3 (Pages 560–565) **HSS 8.8.2, 8.12.8**

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

Reviewing Themes

- 7. Geography** What geographic obstacles did miners, ranchers, and railroad workers face in the West?
- 8. Science and Technology** What types of technology did farmers on the Great Plains use, and how did it benefit them?

Using the Internet

go.hrw.com

KEYWORD: SS8 US17

- 9. Activity: Creating a Presentation** Our view of the settlement of the west is heavily influenced by popular culture. Writers, painters, and illustrators provided a steady flow of words and images that sensationalized life in the American West. Later, film makers and television producers also contributed to the myth of the *Wild West*. “When legend becomes fact,” said one actor in the classic western movie *The Man Who Shot Liberty Valance*, “print the legend.” How does legend affect our view of this part of our history? Enter the activity keyword. Analyze the myths and realities of the West and the ways in which they shaped our view of that time period. Then create a visual display or PowerPoint presentation to present your research.

Reading Skills

Understanding Through Questioning Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

For survival, Plains Indians depended on two animals—the horse and the buffalo. The Spanish brought horses to America in the 1500s. Plains Indians learned to ride horses, and hunters used them to follow buffalo herds year-round. (p. 554)

- 10.** Write two or three questions you have about the information in the passage above. Remember to use the five W’s—Who? What? When? Where? and Why?

Social Studies Skills

Comparing Migration Maps Use the Social Studies Skills taught in this chapter to answer the questions about the map below.



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

FOCUS ON WRITING

- 12. Writing Your Letter** Review your notes. Then write a letter to your sister back in Ireland about your experiences on the Great Plains. Describe all the changes you have seen. Use colorful language and precise details to make your sister feel as though she were there.



Standards Assessment

DIRECTIONS: Read each question and write the letter of the best response.

1

- Government ownership of railroads
- Free and unlimited coinage of silver
- An eight-hour day for industrial workers
- Strict limits on foreign immigration
- Election of officials who will help farmers

Which of the following intended to accomplish the changes listed above in American society?

- A the Morrill Act
- B the Populist Party
- C the National Grange
- D the Homestead Act

2 The goal of many reformers who wanted to help Native Americans in the late 1800s was to

- A get Indians to adopt the ways of white people.
- B return to Indians all the land that had been taken from them.
- C relocate all the nations to create an American Indian state in Oklahoma.
- D negotiate treaties to bring peace to the frontier.

3 What played the *most* important part in the growth of the West's population and economy between 1865 and 1900?

- A the mining industry
- B the Cattle Kingdom
- C the Populist Party
- D the railroad

4 In general, the policy of the United States government toward Native Americans in the West was to

- A send the army to track them down, engage them in battle, and kill them.
- B move them onto reservations and open their homelands to white settlers.
- C kill all the buffalo so that they could not continue their traditional way of life.
- D drive them into Canada or Mexico to be dealt with by that country's government.

5 The biggest problem facing western farmers in the late 1800s was

- A a scarcity of good, cheap land to farm.
- B their lack of organization to achieve change.
- C overproduction and low crop prices.
- D the threat of attacks by Native Americans.

Connecting with Past Learning

6 In Grade 7 you learned about the relationship of serfs to the land during the feudal period in Europe. Which group in the United States in the late 1800s had a relationship to the land that was similar to the serfs' relationship?

- A reservation Indians
- B Exodusters
- C dry farmers
- D vaqueros

7 The living conditions that reservation Indians faced in the late 1800s were most like those faced in earlier times by

- A small farmers in the South.
- B Loyalists during the Revolution.
- C Irish immigrants in the North.
- D African American slaves.