

## Section 1:

1. What animals did the Plains Indians use, and why were they important?
2. What caused conflicts between American Indians and American settlers in the West, and what were the results of these conflicts?
3. How did the reservation system and the Dawes Act affect American Indians?

**SECTION****1****Chapter 18****The Wars for the West****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*reservations, Treaty of Fort Laramie, Crazy Horse, Treaty of Medicine Lodge, George Armstrong Custer, Sitting Bull, Battle of the Little Bighorn, Ghost Dance, Massacre at Wounded Knee, Geronimo, Sarah Winnemucca, Dawes General Allotment Act*

**I. The Plains Indians (Objective 1, pp. 546–547)****A. The Plains Indians**

1. Included the Apache, Arapaho, Cheyenne, Comanche, Pawnee, and Sioux
2. Used horses to hunt buffalo and depended on both animals for survival

**B. Treaty of Fort Laramie**

1. Negotiated to protect miners and settlers on the Plains
2. Signed with northern Plains groups in Wyoming in 1851
3. Several southern Plains groups signed a second treaty in 1853.
4. Recognized Indian claims to much of the Great Plains but allowed Americans to build forts and roads in the region and to travel across Indian lands

**II. War on the Plains (Objective 2, p. 548)****A. Reservations**—areas of federal land set aside for American Indians**B. Conflicts**

1. Sand Creek Massacre—in 1864, U.S. soldiers killed about 200 Cheyenne at Sand Creek in Colorado
2. Sioux warriors, led by **Crazy Horse**, attacked and killed U.S. cavalry troops in late 1866.
3. The United States closed the Bozeman Trail and the forts along it, and many Sioux moved to the Black Hills Reservation in the Dakota Territory.

**C. Treaty of Medicine Lodge**

1. Southern Plains groups agreed to move to reservations.
2. Many American Indians resisted but surrendered when they lost access to food.

**ASK THE STUDENTS...**

What were the terms of the Treaty of Fort Laramie?

*The treaty recognized Indian lands on the Great Plains but allowed Americans to build roads and forts in the region and to travel through Indian lands.*

**III. The U.S. War with the Sioux (Objective 2, pp. 549–550)**

**A. George Armstrong Custer**—U.S. lieutenant colonel whose men discovered gold in the Black Hills of South Dakota, the home of the Sioux Indians

**B. Sitting Bull**—Sioux leader who refused to abandon the Black Hills

**C. Battle of the Little Bighorn**

1. Fought in Montana on June 25, 1876
2. Custer and his soldiers were all killed in this last major Sioux victory.

**D. The Ghost Dance**

1. Most Sioux moved to Standing Rock Reservation in Dakota Territory.
2. **Ghost Dance**—religious revival movement started by a Paiute Indian named Wovoka; caused U.S. officials to fear a Sioux uprising
3. Sitting Bull was killed when reservation police tried to arrest him in 1890.

**E. Wounded Knee**

1. Many Sioux Indians fled the reservation after Sitting Bull's death.
2. **Massacre at Wounded Knee**—U.S. troops fired on an Indian camp at Wounded Knee Creek and killed some 150 Indians.

**IV. Indians in the Southwest and Far West (Objective 2, pp. 550–551)**

**A.** The Navajo and the Nez Percé were forced onto reservations.

**B.** The Apache

1. **Geronimo** and his followers refused to surrender to U.S. troops.
2. A large force of U.S. soldiers pursued Geronimo and forced his surrender.

**V. Policy and Protest (Objective 5, pp. 653–654)**

**A.** Reform

1. Many American Indians starved on the desolate reservations.
2. **Sarah Winnemucca**, a Paiute Indian, drew attention to reservation conditions.

**B.** The **Dawes General Allotment Act** of 1887

1. Divided reservations into individual farms; gave American Indians citizenship
2. Remaining lands were sold to settlers, and American Indians lost much land.

**ASK THE STUDENTS...**

What effect did the Dawes General Allotment Act have on American Indians?

*Because excess lands were sold when the reservations were divided into farms, American Indians lost much land.*

1. What were some of the challenges of mining in the West?
2. What obstacles did the builders of the transcontinental railroad face?
3. How did the transcontinental railroad affect the settlement and development of the West?

**SECTION****2****Chapter 18****Miners and Railroads****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*bonanza, boomtowns, transcontinental railroad, Comstock Lode, Pony Express, Pacific Railway Acts, Leland Stanford*

**I. The Mining Booms (Objective 1, pp. 553–554)****A. The Comstock Lode**

1. **Bonanza**, or a large deposit of precious ore, of gold and silver in western Nevada
2. Produced more than \$500 million in ore over a 20-year period

**B. The Mining Industry**

1. Mining became a big business as large companies bought up claims from miners who could not afford the expensive equipment required to work some mines.
2. Deep mines included dangers such as explosions and fires.
3. In response to such dangers, some miners formed labor unions.

**C. The Miners**

1. Came from all parts of the globe
2. Mexican, Mexican American, and Chinese miners often faced discrimination.

**ASK THE STUDENTS...**

Why were individual miners unable to compete with large mining companies?

*Many mines required expensive equipment that individuals could not afford.*

**II. Mining Towns (Objective 1, pp. 554–555)**

**A. Boomtowns**—communities that sprang up when mines opened and disappeared when mines shut down

**B. Women in Mining Towns**

1. Few women lived in mining towns, and they faced lonely lives of hard work.
2. Contributed to the economy by making clothes, cooking, and chopping wood

**ASK THE STUDENTS...**

What was life like for women in mining towns?

*lonely and filled with hard work, such as making clothes and chopping wood*

### III. Linking East and West (Objective 2, p. 555)

#### A. The Pony Express

1. Formed in 1860
2. Used a system of messengers on horseback to carry mail along a route some 2,000 miles long
3. Put out of business by the telegraph system

#### B. The Railroads

1. **Transcontinental railroad**—railway to connect the eastern and western U.S.
2. **Pacific Railway Acts**—laws passed in 1862 and 1864 that gave railroad companies loans and land grants to cover the cost of railroad construction
3. In exchange for the land grants, railroad companies agreed to carry U.S. mail and troops at lower rates.

### IV. The Great Race (Objective 2, p. 556)

- A. The Central Pacific and Union Pacific railroad companies led the race to complete the transcontinental railroad.
- B. Workers
  1. Included immigrants and Civil War veterans
  2. **Leland Stanford** of the Union Pacific praised Chinese workers but paid them lower wages and gave them dangerous tasks.
- C. Transcontinental railroad completed at Promontory, Utah, in 1869.

#### **ASK THE STUDENTS...**

Who performed the labor for the railroad companies?

*Laborers included Civil War veterans and immigrants such as Chinese workers.*

### V. The Effects of the Railroads (Objective 3, p. 557)

- A. Increased population growth in the West by bringing settlers to the region
- B. Improved the western economy by transporting goods to and from the West
- C. Railroad speculation created wealth, but unwise investments in railroad companies also contributed to economic crises such as the Panic of 1873.

#### **ASK THE STUDENTS...**

What benefits did the railroads bring to the western United States?

*Railroads contributed to population and economic growth.*

1. What led to the cattle boom?
2. What was life like for cowboys?
3. What caused the decline of the Cattle Kingdom?

**SECTION**

**3**

**Chapter 18**

## The Cattle Kingdom

### ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

*Texas longhorn, open range, range rights, vaqueros, roundup, cattle drive, range wars, Joseph McCoy, Cattle Kingdom, Elizabeth Collins, Nat Love, Chisholm Trail*

### I. The Cattle Boom (Objective 1, pp. 558–559)

#### A. The Texas Longhorn

1. Descended from Spanish and English breeds
2. Lean and tough but able to survive harsh conditions on the Plains

#### B. Meeting Demand

1. Population and economic growth in the eastern United States after the Civil War led to an increased demand for beef.
2. A steer worth \$3 to \$6 in Texas might sell for \$80 in New York.
3. Distance and cattle diseases made driving western cattle to eastern markets impossible.
4. In 1867 **Joseph McCoy** built cattle pens in Abilene, Kansas, near a railhead.
5. Texans drove their cattle north to the railheads for shipment east.

#### C. The Cattle Kingdom

1. Included the many ranches that stretched from Texas north to Canada
2. **Open range**—public lands on which ranchers grazed huge herds of cattle

### II. The Ranches (pp. 559–560)

#### A. Elizabeth Collins

1. Realized the profits that could be made from cattle ranching
2. Became known as the Cattle Queen of Montana

#### B. Owning Land

1. Some ranches, such as the XIT in Texas, were enormous.
2. Rather than buy land, some ranchers purchased **range rights**, or water rights, to ponds and rivers.
3. Control of range rights reduced ranching competition because water was scarce.

**ASK THE STUDENTS...**

What role did Joseph McCoy play in creating the Cattle Kingdom?

*built cattle pens near railheads, ranchers drove their cattle north for shipping*

**III. The Cowboys (Objective 2, p. 560)**

**A. Mexican Influence**

**1. Vaqueros**—Mexican ranch hands who cared for cattle and horses

**2.** Contributions included the western saddle, the lariat, and leather chaps

**B. Mexican Americans and African Americans, such as Nat Love, worked as cowboys.**

**C. Roundup**—gathering cattle together for purposes such as branding

**ASK THE STUDENTS...**

What influence did Mexican ranching have on cowboys?

*Vaqueros contributed the western saddle, the lariat, and leather chaps.*

**IV. Cattle Drives and Cattle Towns (Objective 2, p. 561)**

**A. Cattle drive**—long journey on which cowboys herded cattle to market or to the northern Plains for grazing

**B.** Routes north included the **Chisholm Trail**, which ran from San Antonio, Texas, to Abilene, Kansas.

**C. Cattle Towns**

**1.** Businesses such as boardinghouses, hotels, and restaurants served the cowboys.

**2.** Life in cattle towns could be rough and violent, but shoot-outs were rare.

**V. The End of the Open Range (Objective 3, pp. 562–563)**

**A.** Barbed wire enabled farmers and ranchers to close off their land at a low cost.

**B. Range wars**—competition between large ranchers and some farmers and small ranchers for the remaining western lands and valuable water sources

**C. Disaster in the Cattle Kingdom**

**1.** In the mid-1880s an economic depression caused cattle prices to drop.

**2.** Overgrazing and then unusually severe winters in 1885 and 1886 killed thousands of cattle and financially ruined many ranchers.

**ASK THE STUDENTS...**

What problems did cattle ranchers face in the 1880s?

*They had to deal with financial hardship as a result of falling cattle prices, overgrazing, and severe winters that killed thousands of cattle.*

1. What groups settled the Great Plains, and what were their reasons for moving there?
2. How did the environment of the Great Plains affect settlers' farming methods?
3. What was life on the Great Plains like for settlers, and how did they adapt to the conditions?

**SECTION****4****Chapter 18****Farming the Great Plains****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*sodbusters, dry farming, Homestead Act, Morrill Act, Exodusters, Cyrus McCormick*

**I. New Lands for Settlement (Objective 1, pp. 564–565)****A. Homestead Act**

1. An 1862 law that gave government-owned land to small farmers
2. Settlers received 160 acres of land in exchange for a small fee and a promise to live on the land for five years.

**B. Morrill Act**

1. Granted more than 17 million acres of federal land to the states
2. Required the states to sell this land to raise money for building colleges

**C. In 1889 the U.S. government opened up to homesteaders more than 11 million acres of former Indian lands in Oklahoma; caused the Oklahoma land rush.****ASK THE STUDENTS...**

In what ways did the federal government promote western settlement?

*passed laws such as the Homestead Act and the Morrill Act, which made land available to settlers, and opened up former Indian lands in Oklahoma to settlement*

**II. Settling the Plains (Objective 1, pp. 565–566)**

- A.** Some settlers came from places such as New England, where land was very expensive, while others were descendants of earlier pioneers to the Midwest.
- B.** The Homestead Act granted land to single women to promote families in the West.
- C. Exodusters**—southern African Americans who migrated West in search of economic opportunity and equal rights
- D.** The Homestead Act granted immigrants land if they agreed to become citizens.

**ASK THE STUDENTS...**

Why did some African Americans leave the South to settle in the West?

*They sought the economic opportunity and equal treatment that they did not receive in the South.*

**III. Farming on the Plains (Objective 2, pp. 566–567)**

**A. Challenges on the Plains**

1. Plains settlers faced a dry climate with temperature extremes.
2. Weather such as blizzards and tornadoes was a reality of Plains life.

**B. New Farming Techniques**

1. John Deere's steel plow cut through the thick sod of the Plains, which earned Plains farmers the nickname **sodbusters**.
2. **Dry farming**—new method of farming that focused on growing crops that needed less water and leaving part of fields unplanted each year to preserve water in the soil; enabled Plains farmers to survive drought years better
3. **Cyrus McCormick** invented farming machines that increased productivity.

**C. Technology enabled the Great Plains to become the “breadbasket of the world.”**

**ASK THE STUDENTS...**

Why was John Deere's plow a useful tool to Plains farmers?

*The steel plow could cut through the thick sod of the Plains.*

**IV. Daily Life on the Plains (Objective 3, p. 568)**

**A. Because wood was scarce, Plains families often built houses out of sod.**

**B. Chores**

1. Washing clothes included making soap and building a fire to heat water.
2. Women's chores included preparing meals and growing vegetables.
3. Farm families were often large, and children performed chores.

**V. Communities on the Great Plains (Objective 3, p. 569)**

**A. Communities provided aid and assistance to their members.**

**B. Churches often served as community meeting places.**

**C. Schools**

1. Schools were often one-room buildings in which students of all ages learned together.
2. Few children had schoolbooks, and many children went to school only part of the year because they had to help with farm work the rest of the time.
3. Teachers were usually young women with little money.

**ASK THE STUDENTS...**

What was the typical Plains school like?

*It was usually a one-room building in which children of all ages learned at the same time.*