

Westward Expansion

Backwards Planning Curriculum Units

Betsy Hedberg, Writer

Dr. Aaron Willis, Project Coordinator
Kerry Gordonson, Editor
Justin Coffey, Editor
Starr Balmer, Editorial Assistant
Earl Collins, Graphic Designer

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232

<http://socialstudies.com>
access@socialstudies.com
(800) 421-4246

© 2008 Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

Permission is granted to reproduce individual worksheets for classroom use only.
Printed in the United States of America

ISBN 978-1-56004-350-8

Product Code: ZP393

TABLE OF CONTENTS

Introduction.....	IV
Lecture Notes.....	S1
Student Handouts	H1
Backwards Planning Curriculum:	
Westward Expansion: Backwards Planning Activities.....	1
Project #1: Frontier Newspaper	3
Project #2: Paintings of the West—Differing Perspectives	9
Project #3: Mapping Westward Expansion.....	15
Westward Expansion: Multiple-Choice Quiz	23
Westward Expansion: Multiple-Choice Quiz Answer Key	28

How To Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

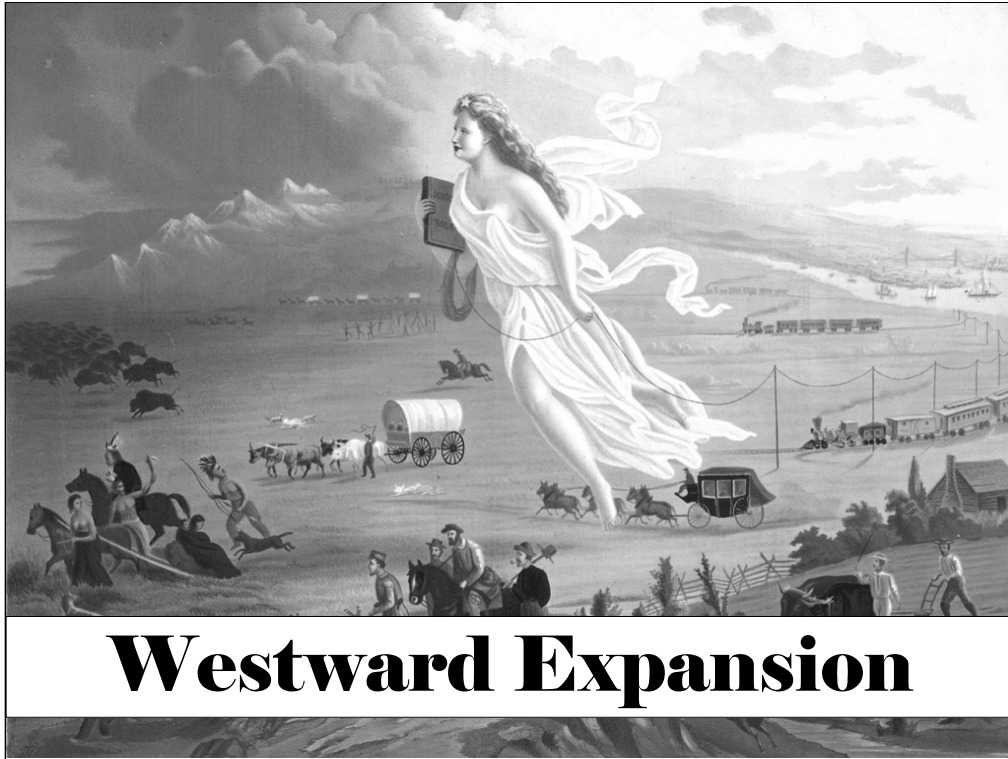
5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service



Although people had begun to move westward almost from the beginnings of European settlement in America, the era of westward expansion began in earnest in the mid-19th century. In 1803, the Louisiana Purchase doubled the size of the United States and opened a vast new territory for settlement. The Lewis and Clark expedition explored this territory in 1804 and 1805, and other explorers and fur traders continued to gather information about the West during the first half of the century. Beginning in the 1840s, pioneers set out on the Oregon Trail hoping to build new lives on the Great Plains, in the mountains, or in Oregon Territory. Over the next few decades, thousands of settlers headed West in search of farmland and gold and other minerals. In the process, the new arrivals interrupted the lifestyles and livelihoods of Native Americans and changed the Western landscape forever.

Essential Questions

- Why did Americans of European descent feel so compelled to expand the country westward?
- What might 19th-century Native Americans have said about Manifest Destiny? Why would they have taken this perspective?
- How might the country have developed differently if no gold or other precious minerals had been discovered in the West?
- What would it have been like to walk in the shoes of a 19th-century settler in the West?
- What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
- In what ways did westward expansion rely on immigration?

Defining the West

- The definition of the West has changed
- “Old West” in colonial times
- Northwest (present-day Midwest)
- West of the Missouri River

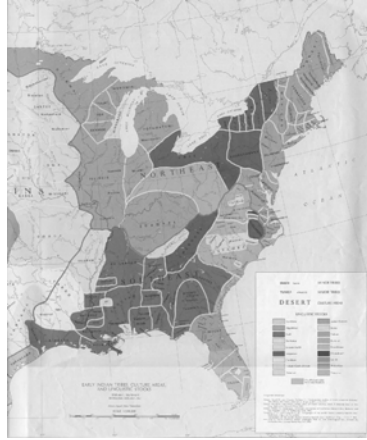


A 1794 map showing the Western Territory of the U.S., a region including present-day Wisconsin, Michigan, and Ohio (among other states)

The definition of the American West has changed drastically since the first settlers arrived in what is today the United States. During colonial times, settlers explored and settled inland river valleys and the Appalachian mountains in what is today the eastern United States. This region is sometimes referred to as the “Old West,” not to be confused with the “Wild West” of the 19th century.

As settlers continued westward, the concept of the West shifted to what we today think of as the Midwest (known in the early 19th century as the Northwest) and the Deep South. By the 1820s, settlers had crossed the Mississippi River. As the 19th century progressed, the term “the West” became associated with the lands west of the Missouri River, including the Great Plains, the Rocky Mountains, the Great Basin, California, and the present-day Southwest and Pacific Northwest.

The Myth of “Discovery”



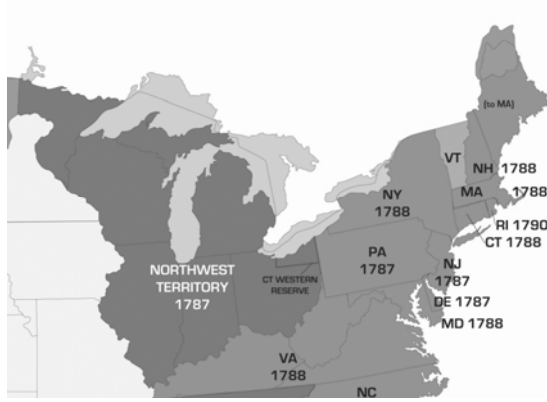
As this map shows, dozens of tribes speaking nearly 20 different languages existed in America before the Europeans came

- Native Americans already lived on the land that white explorers claimed to have “discovered”
- An extremely diverse set of cultures inhabited North America before Europeans arrived

As white explorers and settlers moved westward, they encountered numerous groups of people who already inhabited the land. They therefore only “discovered” new territories in terms of their own understanding of the continent; Native Americans had been living here for generations and did not think of their land as needing to be “discovered.”

Before Europeans arrived in North America, a large number of diverse cultures inhabited the continent. Members of these cultures spoke hundreds of languages and participated in diverse economic activities, religions, and customs. Some were hunter-gatherers, traveling in small groups over large territories throughout the year. Others established large and complex civilizations based on farming, hunting, or fishing. Some Native American cultures, such as the Pueblo tribes of the present-day Southwest and the Mississippian culture of the eastern part of the continent, built grand settlements whose ruins can still be seen today.

The Northwest Ordinance



The Northwest Ordinance gave the government control over the area in green

- Passed in 1787
- Paved the way for future expansion
- Promised property rights for Native Americans
- Settlers ultimately allowed to stay on Native American land

In 1787, the Continental Congress passed the Northwest Ordinance, establishing official governmental control over the Northwest Territory. Settlers soon headed into this region north of the Ohio River and west of Pennsylvania to the Mississippi River seeking good farmland with lower population density than in the increasingly crowded East. They established towns and farms and paved the way for future westward expansion.

The Northwest Ordinance set the example for the United States to acquire land by adding new territories and states, rather than by making existing states bigger. The territory acquired through this act would eventually become the states of Wisconsin, Michigan, Illinois, Indiana, Ohio, and part of Minnesota.

The Northwest Ordinance promised to honor the land and property rights of Native Americans. In reality, however, conflict arose between Native Americans and new settlers. A confederation of Native American groups fought for their land rights, but the Legion of the United States, an extension of the United States Army, ultimately defeated these groups, allowing settlers to permanently settle Native American land.

The Louisiana Purchase and Lewis & Clark

- U.S. purchased Louisiana Territory in 1803 from France for \$15 million
- Lewis and Clark expedition, 1803–1805
- Elicited the help of Native Americans, including Sacagawea



In 1803, the United States purchased the Louisiana Territory from France for \$15 million. President Jefferson had already planned to send an expedition to explore the far western region of the continent, and the Louisiana Purchase gave him even more incentive to do so. Jefferson wanted to find a “northwest passage” that would serve as a trade route between the Missouri River and the Pacific Ocean. He sent Meriwether Lewis and William Clark to lead the “Corps of Discovery” on this exploratory mission.

Lewis, Clark, and 31 other men set out from Illinois in 1803. During the next two years, they made a round-trip journey to the headwaters of the Missouri River, over the Bitterroot Mountains in present-day Montana and Idaho, and along the Snake and Columbia Rivers to the Pacific Ocean. Along the way, they passed through numerous Native American settlements and solicited the assistance of some of their inhabitants, including Sacagawea, a young Shoshone woman who followed the expedition to the Pacific with her husband, a French fur trapper. Sacagawea and other Native Americans helped put the expedition party in touch with people from whom they could obtain necessary supplies, including horses for carrying their gear over the mountains. The party also encountered some hostile Native American tribes, such as the Blackfeet, who did not welcome white visitors to their land.

Results of the Lewis & Clark Expedition

- Did not discover a “northwest passage”
- Collected much new valuable information
- United States claimed Oregon Country
- Sparked increasing interest in the West



Lewis and Clark meet with Native Americans in an illustration by a member of the expedition

Although the Lewis and Clark expedition could not locate a “northwest passage,” party members succeeded in gathering a wealth of information about the continent’s animals, people, plants, and terrain. The journals of the expedition, published in part in 1814 and in their entirety in 1905, detail these observations.

As a result of the Lewis and Clark expedition, the United States laid claim to Oregon Country. Great Britain and Russia also claimed this area of land, now commonly referred to as the Pacific Northwest. Russia gave up its claims to Oregon Country in 1824, and the Oregon Treaty of 1846 ended the dispute between United States and Great Britain. This treaty established the present-day boundary between the United States and Canada in the West, at the 49th parallel. The part of Oregon Country that remained in U.S. hands became Oregon Territory.

The Lewis and Clark expedition also led to an increase in the western fur trade, diplomatic relations between the United States government and Native American tribes, and increased public enthusiasm for interest in the West.

Other Expeditions



Zebulon Pike

- Zebulon Pike explored the Southwest and gathered information while in Spanish custody
- Fur traders explored and mapped western territory

After the success of the Lewis and Clark expedition, the U.S. government sponsored additional journeys to explore the West. These included the expeditions of Zebulon Pike, who explored and mapped the southern Louisiana Purchase territory. On his 1806–1807 expedition, Pike entered Spanish territory along the Rio Grande River. Spanish troops captured him and took him to Santa Fe, where he was introduced to a cartographer who shared information with him about Spanish territory. The Spanish later released Pike, who shared his new knowledge with the United States government. The descriptions in Pike's journal provided the United States with information regarding Mexican trade that would be helpful in establishing the Santa Fe Trail.

In addition to formal, government-sponsored expeditions such as Pike's, fur traders played an important role in exploring and mapping the western territories. Information from these traders' extensive migrations played a significant role in attracting new settlers to the West.

“Mountain Men”

- Western fur traders
- A multicultural group
- Most worked for fur companies
- Changing fashions diminished the fur trade



A fur trader on horseback hunting in shallow water

Western fur traders were often referred to as “mountain men,” a multicultural group that included French and Mexican citizens. They headed west to make money trapping and selling animals (particularly beaver) for their valuable fur. Wearing hats made from beaver fur became fashionable in the eastern United States and in Europe.

Some mountain men worked for themselves, but fur companies employed most of them. Although it is common to think of mountain men as leading free-spirited, independent lifestyles, company fur traders followed strict orders and hunted in organized groups. Fur traders worked closely with Native Americans, who traded animal pelts for goods such as fabrics, weapons, and tools. Native Americans also taught the mountain men about wilderness survival.

As the West became increasingly settled, beavers became less plentiful, reducing the need for fur traders. In the 1830s, European hat fashion changed from beaver to silk and felt, thus reducing the demand for beaver pelts.

Discussion Questions

1. What were some of the lasting results of the Lewis and Clark expedition?
2. What factors and developments in the late 18th and early 19th centuries facilitated westward movement?
3. Why do you think Easterners would have wanted to travel west, despite the hazards and difficulties of leaving home?

1. The Lewis and Clark expedition greatly expanded public interest in and knowledge about the western parts of the Louisiana Purchase territory. This expedition led the United States to eventually control Oregon Country and began a period of increased fur trading. It also ushered in a new era of relations between the U.S. government and Native Americans. Although many Native Americans welcomed the Corps of Discovery, subsequent generations of Native Americans became increasingly unhappy about the rapidly increasing numbers of white settlers on their land.
2. The findings of government-sponsored westward explorations, reports from fur traders, and the Northwest Ordinance all facilitated westward movement. Population growth in the East and the desire for additional farmland were also significant factors.
3. The prospect of having more land to farm—especially if they lacked significant landholdings—probably interested many Easterners, as did the sense of freedom and adventure that the West seemed to hold for them, although they did not necessarily realize the difficulties they would encounter on their journey.

The Santa Fe Trail

- Independence, Missouri, to Santa Fe
- A popular trade route between the U.S. and Mexico
- An invasion route during the Mexican-American war
- Vital to economic expansion of new U.S. territories



The Santa Fe trail appears in red

As a result of continued exploration, a series of trails took shape along which pioneers traveled from their eastern homes. The Santa Fe Trail, developed in 1821, traversed the West from Independence, Missouri, to Santa Fe in present-day New Mexico. This trail became a popular trade route between the eastern United States and Mexico, as well as a path leading settlers to new homes in the West.

The United States government used the Santa Fe trail to invade Mexico in 1846 in the early stages of the Mexican-American War. After the war, the United States claimed control of the territory that is today New Mexico. The Santa Fe Trail subsequently became vital to the economic expansion of what we today refer to as the American Southwest. It remained in heavy use until a railroad was built along this route in 1880.

The Oregon Trail



Wagon tracks on a section of the
Oregon Trail in Nebraska

- Independence to present-day Oregon
- Became a crowded and dangerous route
- Trading stations
- Led to U.S. control of Oregon Territory

The Lewis and Clark expedition and subsequent explorations by fur traders generated interest in what is today the Pacific Northwest. The Oregon Trail developed as a route by which settlers could reach this fertile region. This trail headed northwest from Independence, Missouri, into the region of present-day Oregon. Beginning in the early 1840s, thousands of people crowded the Oregon Trail with covered wagons, taking about six months to arrive in Oregon Country.

The people on these “wagon trains” faced the dangers of Native American attacks, disease, inclement weather, food and water shortages, and encounters with dangerous animals. Despite these real dangers, settlers often exaggerated the risks of confrontation with Native Americans, and relations between the groups were often peaceful. Settlers traded with Native Americans for various items and sometimes relied on their Native American neighbors to teach them about the land.

Traders set up stations to cater to these travelers; many of these stations evolved into military forts or small towns. Fort Kearny in Nebraska, for example, was the first military fort erected specifically to help and protect people as they moved westward.

The popularity of travel to Oregon Country strengthened the United States’ claims to this region over Britain’s. The United States ultimately organized Oregon Territory in 1848.

The Oregon Trail: Famous Expeditions

- John C. Fremont
- The Donner party



John C. Fremont



Donner Peak in California,
named for the ill-fated
Donner Party

One of the most famous people to travel along the Oregon Trail was John C. Fremont. Fremont's father-in-law, Senator Thomas Hart Benton of Missouri, sent him along the trail to explore new territories and report in glowing terms about the advantages of settling in the West (Fremont actually had his wife write these reports). Fremont later explored the Sierra Nevada and parts of present-day California, Nevada, and the Pacific Northwest.

Perhaps the most famous disaster story along the route west is that of the Donner party, a family that became trapped in a snowstorm in California's Sierra Nevada mountains during the winter of 1846–1847. After following the Oregon Trail to Fort Hall, Idaho, the party headed along a more southerly route toward California along the California Trail. Some members of the party, facing starvation, cannibalized other members who had succumbed to the elements, thus contributing to the story's infamy. Of the original 87 party members, only 48 survived.

Transportation: Canals



The Erie Canal

- The Erie Canal:
 - Hudson River to Buffalo, NY
 - Connected the Great Lakes to the Atlantic Ocean
- Locks

In addition to the development of trails and roads heading west, the first half of the 19th century saw the expansion of water transportation routes, making it easier for people to trade between regions and facilitating the development of towns and cities to the west. The Erie Canal, for example, allowed trade and transportation between the Atlantic Ocean and the Great Lakes, connecting the Hudson River in eastern New York to Buffalo on the shores of Lake Erie in far western New York. Other canals serve similar functions in the northeastern United States.

The canals depended on efficient engineering technologies. For example, engineers constructed lift locks (also called boat lifts) to raise or lower boats from one elevation to another. Locks allowed canals to be built in hilly areas, enabling products to be transported over greater territory.

Transportation: Railroads

- Made canals less important
- Major wave of construction from 1830s through 1860s
- Transcontinental railroad completed in 1869
- Government support was important for success of the canals and railroads
- Henry Clay



An early railroad engine from the 1830s

The development of the railroads beginning in the 1820s made the canals less important while continuing the trend toward expansion into the western hinterlands. From 1830, the Baltimore and Ohio Railroad carried passengers and goods from Baltimore to the Ohio River. Many other railroads were constructed between 1830s and 1860s, culminating in the transcontinental railroad connecting the Atlantic to the Pacific in 1869.

These developments in transportation depended on government support. Some politicians, such as Henry Clay of Kentucky, advocated strong federal support for transportation, including railroads and canals. This advocacy made Clay and like-minded politicians popular in Ohio and other western areas in the early to mid-19th century.

Discussion Questions

1. What purposes did the various trails serve in the process of westward expansion?
2. In what ways did westward expansion depend on the technologies of the time?
3. Why was the support of politicians such as Henry Clay so important to westward expansion?

1. The trails provided established, clear (although not easy) transportation routes for settlers heading west. They also served as trade routes, thus boosting the Western economy. The U.S. government also used the trails (most notably, the Santa Fe Trail) to invade Mexico. Some promoters of western settlement, such as John Fremont and his father-in-law Thomas Hart Benton, used the trails as routes by which to document the supposed wonders of life in the West.
2. Westward expansion owed a great deal to developments in canal and railroad technology. Systems of locks allowed for the digging of canals over uneven ground, facilitating access to more locations and linking important waterways for trade and transport. Railroads surpassed canals in reach and in speed and could connect land routes to established waterways, as the Baltimore and Ohio Railroad did with that eastern port city and the Ohio River. As routes of both stretched ever farther west, settlements sprang up along the way. Without these technologies, the West would have been settled much more slowly.
3. Without politicians to secure government funding for costly construction projects, the transportation developments that enhanced westward expansion might not have been possible or at least would have occurred much more gradually, and the country would therefore have expanded westward at a much slower pace.

“Manifest Destiny”



Westward the Course of Empire Takes Its Way,
a painting influenced by the idea of Manifest
Destiny

- Coined in 1845
- Belief that God had destined the U.S. to reach the Pacific
- Justified westward expansion
- Would require the subjugation of Native Americans and “taming” of the landscape

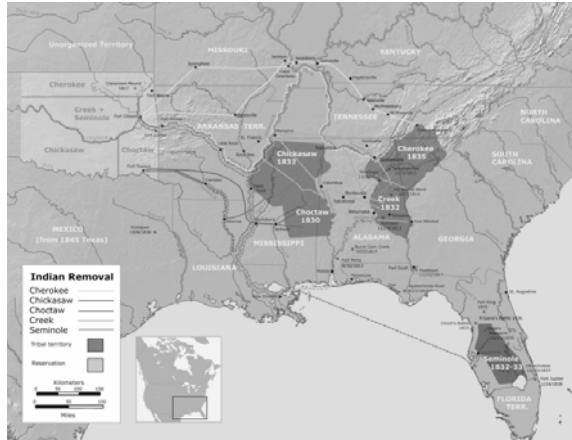
As Americans increasingly turned their sights westward, the concept of Manifest Destiny became a popular rallying cry. Coined by journalist John O’Sullivan in 1845, the phrase referred to the belief that God had clearly fated the United States to expand all the way to the Pacific, spreading its democratic values across the continent. Manifest Destiny became a major justification for expansion into Indian and Mexican territories during the 19th century.

The concept of Manifest Destiny included not only geographic expansion but also the spread of American-style democracy and European American belief systems and culture across the continent. In order for this to happen, whites would have to subdue and either exterminate or convert Native American populations to the European American way of life. The course of Manifest Destiny would also require “taming” of the Western landscape so that settlers could grow crops and replicate as best they could to the lifestyles to which they had become accustomed in the East.

Teacher’s note: You may wish to take a few minutes to discuss with students the different ways in which the painting in this slide exhibits ideas consistent with Manifest Destiny.

Indian Removal

- Pressure increased on Native American territory
- Indian Removal Act of 1830
- Forced relocation to Oklahoma Territory
- Trail of Tears



A map showing the major tribes and the routes by which the government relocated them

As settlers moved westward, pressure mounted against Native Americans. Conflict between settlers and Native Americans increased, and the United States government became more involved in the outcomes of such conflicts.

In 1829, settlers discovered gold in the Cherokee territory of northwestern Georgia. In response to this discovery, and with the support of President Andrew Jackson, Congress passed the Indian Removal Act of 1830. This law called for all Native Americans in the Southeast to be moved to new territory west of the Mississippi River, allowing white settlers to remain on Native American lands. The United States government subsequently forced members of the Cherokee, Choctaw, Creek, Seminole, and Chickasaw tribes to move from their homes to reservations in the new Oklahoma Territory.

Although the Indian Removal Act was very popular among whites, many opposed it. Much of the opposition came from Northerners and Christian missionaries, but some Southern congressmen (including Tennessee Representative David “Davy” Crockett) also came out against the bill. A heated congressional debate involved arguments over the law’s morality.

The best-known removal of this period, in which the federal government forced the Cherokee west from their Georgia homeland, was the so-called “Trail of Tears.” Some Cherokee had agreed to the move, but most insisted on staying in Georgia. In 1838, the Army forced the Cherokee to make a thousand-mile march to Oklahoma. Historians estimate that about 4000 Cherokee died along the way.

The Indian Appropriations Act

- 1851 legislation
- Placed tribes on reservations
- Designed to “protect” Native Americans from white settlement
- Strict regulation by federal government

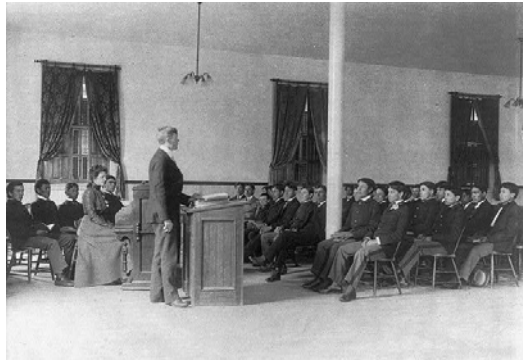


Indian chiefs and U.S. officials on the pine Ridge reservation in South Dakota

In 1851, Congress passed the Indian Appropriations Act, calling for the removal of Native Americans from their homelands and onto reservations. The government stated as its rationale that the reservations would protect Native Americans from encroaching white settlement. Reservations tended to rely on government provisions and faced strict regulations, including rationing of food and prohibitions against hunting outside of the reservations. Many reservations existed on marginal farmland, making it difficult for residents to be self-sufficient. Reservations therefore did not protect their inhabitants so much as restrict them from freedoms that other Americans enjoyed.

The BIA and Assimilation Policies

- Bureau of Indian Affairs; food and medical supplies to reservations
- Boarding schools intended to assimilate children into “mainstream” culture



Native American children at the Carlisle Indian School in Pennsylvania

The Bureau of Indian Affairs (BIA), a governmental agency founded in 1824, had the responsibility for overseeing relations between the United States government and Native Americans. Beginning around 1850, the BIA provided food and medical supplies to reservations. Not all BIA agents carried out their duties reliably and honestly, and problems arose with the fair distribution of supplies. In later decades of the 19th century, the BIA's role expanded further to include operating schools and courts. Schools intending to assimilate Native Americans into “mainstream” American society negated Native American culture, and some children were forced to move away from their families to attend “Indian boarding schools.”

These boarding schools served as models for the assimilation policies that became commonplace in the late 19th century. The government hoped that children attending these schools (often run by Christian missionaries) would adopt aspects of the broader white Christian culture and would forget about their traditional languages, religions, and ways of life. The assimilation, or “Americanization,” practices also included education in agriculture and trades. Assimilation also included suppression of Native American religions. The government used fear tactics to prevent Native American religious leaders from practicing their religions, threatening to send them to jail for decades.

Discussion Questions

1. What relationship existed between attitudes toward Native Americans and the concept of Manifest Destiny?
2. What sorts of things might settlers have done to alter the landscape to their desired specifications and to conform to the spirit of Manifest Destiny?
3. What were some ways in which the U.S. government tried to assimilate Native Americans into “mainstream” American culture? Why do you think the government saw this as important?

1. Since many people viewed Manifest Destiny as a God-given right to expand the country to the Pacific, they were able to justify displacing native Americans in religious terms. Even when seen outside of a religious context, Manifest Destiny was based on a European American sense of superiority, thus making it easy for many people to justify the subjugation of Native Americans in the name of “civilization.”
2. Answers will vary. The development of farmland in the West significantly changed the landscape, as did building roads, railroad lines, and towns. Settlements tended to displace the surrounding animal population as well as the indigenous Native American tribes. All of these furthered the concept of “taming” the wilderness, an integral component of Manifest Destiny.
3. Through the BIA, the government ran schools intended to cleanse Native Americans of their own cultures (including traditional languages, religions, and ways of life) in favor of the dominant European American culture, including converting students to Christianity. Some children were forced to attend faraway Indian boarding schools, which served the same function but could indoctrinate students completely outside of the influence of their traditional culture. The government also threatened Native Americans with incarceration for practicing their own religions. The government likely thought that since Native Americans stood in the way of expansion, destroying their cultures and replacing them with American culture would make them more amenable to government control.

Life on the Frontier

- All family members had to work
- Settlers built their own homes and made various household items from scratch
- Houses built of sod due to scarcity of trees



A sod house in North Dakota

As Americans established themselves in the West, they experienced many lifestyle changes. Women sometimes had to perform tasks that in the East would have been considered the domain of men, including farming and helping to build houses. Even young children performed chores to help with the homestead.

Because of the limited space available in the wagons they traveled in, families could only bring a few items from their homes. They generally had to leave behind treasured pieces of furniture and other large objects. Many supplies that people could easily purchase in the East had to be made from scratch in the West, creating more labor-intensive tasks for all family members.

Most pioneer families built their own homes out of logs or other local materials, although they often received help from neighbors. After building a home, the family would set up the small number of items they had brought from the East and then busy themselves by either making additional household items or purchasing them from traders or frontier stores.

Because trees were scarce on the Great Plains, many settlers built houses made of sod. Sod houses consisted of grass, roots, and dirt. Each day, family members would cut only enough sod from the earth to add to the house that day, as leftover sod would dry up and become worthless. It generally took several weeks to build a sod house. Sod houses were surprisingly comfortable, remaining relatively warm in winter and cool in the summer. Settlers often added creature comforts such as wood floors and whitewashed interior walls to make these new homes more like the ones they had left behind.

Farming on the Frontier



"Plowing on the Prairie Beyond the Mississippi"

- Terrain made farming difficult
- Steel plow (1837) made agriculture much more efficient
- Corn, wheat, livestock, and hunting
- Great risk of disease and injury

Farming proved challenging in the rugged West because of its uneven terrain, hard and rocky soil, and lack of reliable water. In 1837, John Deere invented the steel plow, which could much more easily cut through and turn over sod and the underlying soil. Settlers could therefore more efficiently plow fields and farm the unforgiving landscape. Settlers of the Great Plains typically grew corn and/or wheat. They also raised livestock and hunted for meat.

Frontier life demanded vigorous labor and some good luck. Crops relied on adequate rainfall and pest-free growing seasons, conditions that could not always be met. Drought and insect plagues could ruin an entire season's crops, placing families at the risk of starvation if they could not purchase or trade for additional food supplies. In addition, settlers succumbed to disease in large numbers. Smallpox, cholera, malaria, yellow fever, and other infectious diseases posed significant dangers to pioneer families. The intensive nature of pioneer farm work placed settlers at high risk for accidents, and many women and babies died during childbirth.

Immigrants on the Frontier

- Immigrants settled the frontier
- Mostly Europeans, including Germans and Scandinavians
- Representatives traveled to Europe to entice people to emigrate



The Haymakers, by Herbjørn Gausta, a Norwegian immigrant

Many immigrants made the trek west to settle on the frontier. Most came from Europe; their countries of origin depended in large part on the time period. For instance, Germans arrived in large numbers in the 1850s, fleeing political upheaval that followed a failed revolution; they settled in the present-day Midwest. Scandinavians (mainly Swedes and Norwegians seeking political or religious freedom as well as fertile farmland) settled the Upper Midwest and Great Plains in the second half of the 19th century.

Representatives from states, territories, railroads, and steamship companies traveled to Europe to entice people to consider moving to the American West. They showed them pictures of large, fertile farms—an intriguing draw when compared to the dwindling farmland in Europe.

Women on the Frontier



Frontier women standing before a sod house

- Women settled with their husbands and children
- Played a central role in their new homes
- Kept traditional roles and added new ones

Most women who settled on the frontier did so with their husbands and children, rather than on their own. Many frontier women became homesick after leaving their social networks and extended families in the East. Nevertheless, women played a central role in establishing new homes, farms, and communities. While they continued their traditional roles of raising children, cooking, spinning wool, sewing clothes, and caring for the house, women also raised livestock, tended vegetable gardens, made butter and soap, cared for the ill and injured, and performed numerous other tasks that frontier life required. Women also had to spend much of their time making household items that they would have simply bought from stores when they lived in the East.

Women's Suffrage

- Wyoming territory gave women the right to vote in 1869
- Utah, Idaho, and Colorado granted women's suffrage by 1900



A political cartoon portraying George Washington with activists Stanton and Anthony

The women's suffrage movement (the movement in favor of giving women the right to vote) had been growing throughout the 19th century, particularly in eastern states. This effort accelerated during the 1848 Seneca Falls Convention in New York, at which female activists such as Elizabeth Cady Stanton and Lucretia Mott announced an increased nationwide effort toward legalizing women's suffrage. Many women felt unjustly excluded from the terms of the 14th and 15th Amendments to the Constitution, which guaranteed equal treatment for all citizens and the right to vote regardless of race—but not gender.

Residents of territories along the frontier tended to regard women and men much more equally, due in part to the spirit of independence that life in sparsely populated areas fostered, but especially because of women's necessary participation in the backbreaking labor that surviving on the frontier required. In 1869, Wyoming Territory became the first territory or state to allow women the right to vote. By 1900, Utah, Idaho, and Colorado had also granted women's suffrage. The 19th Amendment to the U.S. Constitution, finally ratified in 1920, gave all women in the U.S. the right to vote.

Note to teacher: You may wish to take a few minutes to analyze this cartoon with the class. Titled "The Apotheosis of Suffrage," it shows George Washington flanked by Elizabeth Cady Stanton and Susan B. Anthony; on the edges are two female figures labeled "Wyoming" and "Utah." Ask students what message they think the artist is trying to convey here.

Discussion Questions

1. What were some of the biggest difficulties of frontier life? Why do you think so many people “stuck it out” rather than return east?
2. Why do you think that territories and states such as Wyoming, Utah, and Colorado were the first to grant women the right to vote?

1. Settlers on the frontier faced disease, injury, drought, insect plagues, and numerous other potentially life-threatening difficulties. They had left their families and friends and often had no close neighbors once on the frontier. They had to make most of their own possessions, having typically left many of their prized belongings back East. Still, many settlers remained stubbornly determined to make their Western homesteads successful. Those who stayed did so for various reasons, including lack of funds to return home, pride, and curiosity about how successful their new land could one day become.
2. Residents of territories along the frontier tended to regard women and men much more equally, due in part to the spirit of independence that life in sparsely populated areas fostered, but especially because of women’s necessary participation in the backbreaking labor that survival on the frontier required.

California Under Spanish and Mexican Rule



A California mission in the late 1700s

- Spanish missions
- Mexico took control after independence
- *Ranchos*
- Non-Mexican settlers

In the 18th century, Spain began to establish missions in what is now California. The founders of these religious settlements built them in a chain along the Pacific Coast—from San Diego in the south to present-day Sonoma, north of San Francisco—and had constructed 21 by 1823. From these missions, the Spanish aimed to spread Catholicism to California's Native Americans and to control the surrounding territory for permanent settlement by Spain. The missions became a part of Mexico when Mexico gained independence from Spain in 1821.

In the 1830s, private citizens began to buy the missions and other lands, converting them into large estates and ranches (*ranchos*). The wealthy landowners, or *rancheros*, primarily raised and sold cattle. Throughout the 1820s into the 1840s, non-Mexican settlers gradually entered California to trap, farm, and log.

The California Gold Rush

- Gold discovered at Sutter's Mill in 1848
- '49'ers
- African Americans
- Immigrants, including Chinese and Latin Americans
- Few became rich



An advertisement offering miners passage to California

In 1848, James Marshall, an employee at John Sutter's sawmill in the California Sierra Nevada foothills, discovered flakes of gold on the sawmill property. This discovery at Sutter's Mill did not remain a secret for long and ushered in the California Gold Rush. Thousands of people came from other parts of the United States and even other countries to seek their fortune. The Gold Rush began in earnest in 1849, leading to the miners' nickname of "49ers." While most of the miners were men, women came to California as entrepreneurs hoping to make money from the increased economic activity, along with their husbands, or as prostitutes.

Many African Americans joined the throngs headed to California in search of gold. Some came forcibly as slaves with Southern slave owners to help with the difficult work. Others arrived as free men for the same reasons as white migrants. San Francisco and Sacramento became political, economic, and spiritual centers for African Americans, who joined the middle class in significant numbers in these cities.

Chinese, Latin American, Australian, New Zealand, and European immigrants flocked to California in response to the discovery of gold. Chinese and Latin American immigrants in particular faced discrimination. In 1850, the California State Legislature enacted a tax on foreign miners, requiring them to pay \$20 a month for the privilege of mining in the state.

While many gold seekers who arrived early (in 1848 and early 1849) made money in the mines, very few latecomers earned a profit. Many didn't even make it to California, dying en route of disease or accident. Others died in mining camps, which had high rates of injury.

Life During the Gold Rush



Illustrations of miners at the saloon and playing cards

- Little law-and-order authority in the mining camps
- Miners developed their own rules
- “Wild West” atmosphere

During the California Gold Rush, mining camps had little governmental organization and not much law-and-order. The early miners described a free-for-all atmosphere in which anyone could set up camp and try their luck in the mines without the interference of authorities. This atmosphere changed quickly, however, as miners began to structure their own set of rules and regulations, particularly with regard to how a person could stake a claim to gold. Nevertheless, mining camps tended to have a “Wild West” atmosphere. Many miners found little to do in their free time but play cards and spend their meager earnings at the saloon.

The Gold Rush: Outcomes

- California became a state in 1850
- Spurred transportation improvements
- Native Americans driven from their homelands
- Environmental impacts



Gold mining in California; note the ravaged landscape

California's economy grew rapidly as a result of the Gold Rush. San Francisco and Sacramento transformed from sleepy hamlets to important urban centers. California became a state in 1850 and quickly leapt to major national and international importance. This prominence led to a push toward improving transportation to the West Coast, including plans for what became the transcontinental railroad.

This economic activity also pushed Native Americans off their traditional homelands and increased their susceptibility to disease, starvation, and attacks. Gold mining itself also had adverse environmental impacts. Mining residue, including gravel and toxic chemicals, polluted streams and lakes and destroyed sensitive habitats.

Texas



A battle during the Mexican-American War
(artist's conception)

- American colonists in Mexican Texas
- The Alamo
- Battle of San Jacinto
- Republic of Texas
- Statehood in 1845
- The Mexican-American War

The state of Texas also came out of territory originally under Spanish control. After Mexico won independence from Spain in 1821, Texas became a part of Mexico. During the 1820s, between 25,000 and 30,000 Americans established colonies in Texas with the permission of the Mexican government. In 1830, however, Mexican officials stopped allowing Americans to settle in Texas, and relations between American settlers and the Mexican government deteriorated.

After General Antonio Lopez de Santa Anna became Mexico's dictator in 1834, American colonists revolted. They succeeded in taking San Antonio, but Santa Anna's army marched in to reclaim the town. The American revolutionaries took refuge in the Alamo, an old Spanish mission in central San Antonio. The Mexican attack on the Alamo lasted from February 23 to March 6, 1836, ending in a Mexican victory and the death of the Americans.

Inspired by a desire to avenge the defeat at the Alamo, and with the rallying cry of "Remember the Alamo," the American-Texan army regrouped under the command of Sam Houston. They successfully defeated Santa Anna and his army in the Battle of San Jacinto on April 21, 1836. Following this battle, Texas became an independent republic.

Although most Texans hoped Texas would become a state, this movement was controversial in the United States because slavery existed legally in Texas. After considerable debate in Washington, Texas was eventually admitted as a state in 1845. Even after Texas became a state, the United States and Mexico argued about the new state's boundaries, and the tensions escalated into war. The two countries fought each other in the Mexican-American War from 1846 to 1848.

Additional Territorial Acquisitions

- Mineral exploration increased rapidly
- Treaty of Guadalupe Hidalgo
- U.S. acquired California, Nevada, Utah, and parts of Wyoming, Colorado, Arizona, and New Mexico
- Gadsden Purchase



Mineral exploration increased rapidly during the mid-19th century, not only in California but also in other western regions. Each time word got out about the discovery of gold or another valuable mineral, new settlers would flock to the region in the hopes of becoming rich. These areas included silver mines in Arizona and gold mines in Colorado.

The territories to which miners flocked had become part of the United States after the Treaty of Guadalupe Hidalgo in 1848. This treaty ended the Mexican-American War (1846–1848), which the United States and Mexico fought to determine the boundaries of the new state of Texas. As a result of the war, Mexico ceded to the United States land that would eventually become the states of California, Nevada, and Utah, as well as parts of Wyoming, Colorado, Arizona, and New Mexico. The United States then divided this land into Utah Territory, New Mexico Territory, and in 1850, the state of California.

After the war, the United States continued to have border conflicts with Mexico. This was especially true in the area directly south of the New Mexico Territory. The United States wanted this land for a possible southern route for a transcontinental railroad. In 1848, Secretary of War James Gadsden negotiated to buy this land from Mexico for \$10 million. This transaction became known as the Gadsden Purchase, and it finalized the boundaries of the continental United States.

Discussion Questions

1. How did Spain's method for settling present-day California differ from the way in which the U.S. eventually did?
2. Why did mining camps during the California Gold Rush have a "Wild West" atmosphere?
3. In what ways do you think the Mexican-American War affected patterns of western settlement?

1. Spain's method involved sending priests from its territory in present-day Mexico up the coast to establish a series of religious settlements, or missions. From these bases of operation, Spanish Catholics could proselytize to the local Native Americans and, more importantly, make a claim to control the surrounding areas. While non-Mexican settlers had for decades been moving into the region after the Spanish lost control of it, American settlement did not begin in earnest until after the Mexican-American War, when the Gold Rush gave many more people reason to move to California, now a territory of the U.S.
2. The camps were not governed by traditional municipal or state governments (California did not become a state until 1850). At first, miners had to fend for themselves. They later adopted their own rules, but there were no governmental bodies per se to enforce them. Heavy drinking at the mining camp saloons contributed to a sense of lawlessness.
3. Mexico's loss in the Mexican-American War resulted in the cession of an enormous amount of land to the U.S., most of which became the American Southwest. U.S. ownership of this land spurred settlement in the territories carved from it, which only increased once people discovered deposits of precious metals in places such as Arizona (silver) and Colorado (gold).

The Question of Slavery in New Territories

- Deeply divisions over slavery
- Kansas and Nebraska allowed residents to decide
- “Bleeding Kansas”
- Became free states



A political cartoon satirizing the Kansas conflicts

As the country added new western territories, heated debate arose over whether these territories should allow slavery. Kansas and Nebraska, for example, became territories in 1854. The Kansas-Nebraska Act, which formally established the two territories, allowed the territories' residents to vote on whether to allow slavery. Kansas soon turned into a battleground between free-soilers and proslavery advocates. Antislavery organizations sent in abolitionist settlers, while proslavery “border ruffians” crossed over from the neighboring slave state of Missouri. Political tensions ultimately erupted into outright violence when a gang of proslavery forces sacked and burned much of the free-soil town of Lawrence in 1856. John Brown, a militant abolitionist who would later become famous for his attack on the federal arsenal at Harpers Ferry in Virginia, responded to the Lawrence attack by slaughtering five proslavery settlers near Pottawatomie Creek. Thereafter until the Civil War, proslavery and antislavery forces in Kansas waged periodic armed battles against one another. The spectacle of “Bleeding Kansas” haunted the nation, bringing it one step closer to civil war. Antislavery forces eventually won out, and Kansas became a state in 1861, followed by Nebraska in 1867.

The Homestead Act



Homesteaders in front of their log cabin-style house

- 1862
- Families could settle 160 acres
- Fierce competition for land
- Displaced more Native Americans

The Homestead Act of 1862 allowed families to settle 160 acres of government land in the West, primarily in the Great Plains region. The family paid a small fee and promised to plant crops and build a home on the property and to live there for at least five years. After fulfilling these requirements, the government granted them official ownership of the land.

The Homestead Act proved very popular and sparked a wave of competition for the best land. Settlers felt a sense of urgency to stake their claims. It was not uncommon for more than one person or family to stake a claim on the same land simultaneously, sometimes leading to conflict.

As a result of the Homestead Act, most of the land on the Great Plains suitable for agriculture was settled by 1900. The Homestead Act placed increased pressure on Native Americans who still inhabited the Great Plains. As more settlers moved west and claimed land, Native Americans found themselves increasingly forced onto reservations. However, the reservations that already existed became smaller, as the government took more and more land away from the Native Americans.

Oklahoma Land Rushes

- 1880s and 1890s
- Land previously occupied by Native Americans
- Settlers included Europeans and former slaves
- First land run on April 22, 1889
- “Sooners”



Oklahoma Land Rush, 1889

The competition for land continued for several decades after the Homestead Act, as the government made more land available for settlement. In the late 1880s and the 1890s, settlers made several runs to claim territory previously occupied by Native Americans in what is today Oklahoma. During these land rushes (also called “land grabs” or “land runs”), settlers poured into areas immediately after the government declared them open to settlement, rushing to try to secure a good 160-acre plot. Some settlers came from as far as Europe to take advantage of this newly available land. Others included former slaves, many of whom settled together to form new African American communities.

The first Oklahoma land run occurred in 1889. By April 22, around 50,000 people had congregated on the border of the Oklahoma Unassigned Lands awaiting their chance to claim 160 acres. The land run began at noon, and the crowd rushed into the newly opened area in search of the best claims. By the end of the day, settlers had essentially created entire towns. Although the government generally wanted settlers to enter a lottery to participate in this process, many ignored this rule. People who staked their claims before the government legally opened the land became known as “Sooners.”

New Territories



- New territories organized in the 1860s
- No territorial constitutions
- Territorial governments under direct federal control
- Eventually became states

During the 1860s, the government organized much of its western land into territories. Each territory had a capital city and a territorial government. These territories included:

- Colorado and Dakota (1861)
- Idaho, Arizona, New Mexico, and Washington (1863)
- Montana (1864)
- Wyoming and Utah (1868)

Territories differed from states in that they had no constitution, and the the United States government directly controlled the territorial governments. All of these territories would later become states, although the boundaries of Dakota Territory would change, eventually leading to the division of this territory into North Dakota and South Dakota.

African Americans Migrating From the South

- Difficulties for Southern African Americans after the Civil War
- Migration westward, particularly to Kansas
- “Exodusters”
- Mostly remained poor, yet better off than if they had stayed in the South



“Exodusters” en route to Kansas

At the time President Abraham Lincoln signed the Homestead Act into law, the nation had been engaged in the Civil War for about a year. The Civil War ended in 1865, bringing an end to slavery but ushering in a new era of uncertainty and struggle for African Americans in the South. Southern states passed laws prohibiting African Americans from owning land, and the Ku Klux Klan and other racist groups became more powerful as Southern whites feared retaliation from former slaves. African Americans in the South also faced exclusion from white society and serious challenges to their voting rights.

As a result, many African Americans migrated from the South and into the new western territories and states. This exodus accounted for much of the increasing African American population in the West. Owing to its long association with the abolitionist cause, Kansas gained at least 6000 migrants from the South between 1870 and 1880. This group of African Americans became known as the “Exodusters” (a combination of “exodus” and “dust,” referring to the landscape).

African Americans who migrated to Kansas remained poor compared to whites, but prospered when compared to their counterparts who stayed in the South. In the relatively progressive West, they were able to own land and businesses and to vote freely in elections.

The Pony Express



An advertisement for Pony Express riders

- Mail could take over six months to arrive from the East
- Pony Express started in 1860
- Mail transmitted by riders on horseback
- Ended in 1861

As the West became increasingly settled, demand increased for more efficient systems of communication between the far-flung corners of the country. Initially, someone who wanted to send a message from the eastern part of the country to the West Coast would have to deliver the letter via ship around the tip of South America or by ship and land over the Isthmus of Panama in Central America. This process could take six months or longer.

Understanding the need for a better method of transporting mail, a group of Missouri businessmen founded the Pony Express in 1860. This new system allowed mail to be carried on horseback from St. Joseph, Missouri, to Sacramento, California, in about ten days. The company established stables approximately ten miles apart along the entire route. A Pony Express rider would ride one horse ten miles at a full gallop, arriving at the next station to change horses and continue on his journey. After about 100 miles, the rider would take a break and let another rider continue.

Due to the advent of the telegraph, the Pony Express operated for only a year and a half.

The Telegraph

- Transmitted written messages over electrical wires
- Connected many places in the East by 1850
- Pacific Telegraph Act of 1860
- First transcontinental telegraph in 1861



Men installing telegraph poles on the prairie

Telegraph technology allowed people to transmit written messages (referred to as telegrams, cables, or wires) through electrical wires over long distances. Samuel Morse invented the telegraph in the 1830s and helped develop the patterns of electrical signals for sending messages in the 1840s. By 1850, telegraph lines connected many parts of the East Coast, allowing people to communicate with each other over long distances almost instantly.

The federal government quickly realized the importance of this new technology, passing the Pacific Telegraph Act of 1860 to facilitate the construction of a coast-to-coast telegraph network. The Western Union company won a contract to install telegraph wires across parts of the country that did not already have them, including the Great Plains. The first transcontinental telegraph line was completed in 1861; the Pony Express shut down just two days later.

The telegraph remained a popular method of communication until the 20th century, when long-distance telephone connections became widespread and affordable.

The Transcontinental Railroad



The driving of the golden spike,
Promontory Point, Utah, 1869

- Coast-to-coast railroad line
- Would facilitate trade and western settlement
- Chinese and Irish immigrant labor
- Completed in 1869

For decades, the United States government and many influential business leaders had been pressing for a coast-to-coast railroad connection. The completion of such a railroad, they believed, would make it much easier to conduct commerce throughout the country as well as encourage settlement in the West. Interest in this railroad increased during the Civil War as a way to unite the Northern states and territories. The overall goal of a coast-to-coast railroad connection correlated with the nation's continued sense of Manifest Destiny.

The transcontinental railroad joined the Union Pacific Railroad of the East with the Central Pacific Railroad of the West. Its construction required a tremendous amount of labor, mostly on the part of immigrants. Most laborers on the Union Pacific had emigrated from Ireland, while most immigrants building the Central Pacific came from China. Many of these Chinese laborers had worked in California gold mines and related service industries; railroad companies recruited them for their tendency to work hard under extremely hazardous conditions and for much lower pay than Caucasian workers. Work on the Central Pacific involved blasting tunnels through mountains, which cost many Chinese immigrant workers their lives.

In 1869, a ceremony at Promontory Summit (Promontory Point) in Utah marked the meeting of the two lines. There, Central Pacific president Leland Stanford drove the famous golden spike into the ground to symbolize the completion of the transcontinental railroad.

The Transcontinental Railroad: Outcomes

- Increased westward migration
- Bison nearly exterminated
- Loss of bison helped keep Native Americans on reservations



Hunters shooting at a herd of bison from a train and along the tracks

The transcontinental railroad significantly increased the rate of westward migration and accelerated the destruction of Native American cultures in the West. It also contributed to a rapidly changing Western landscape, as farmland and ranchland replaced prairie and plains. By 1890, almost none of the vast herds of American bison (buffalo) remained on the Great Plains.

With the government's approval, commercial hunters, settlers (wanting to maintain land for their own cattle to graze), and railroad interests (hoping to prevent interference with railroad operations) exterminated most of the country's bison. This extermination suited the government's goal of keeping Native Americans on reservations, since many Native Americans traditionally relied on hunting buffalo for their food and shelter.

Discussion Questions

1. What might have been the pros and cons facing an African American family who considered migrating from the South into Kansas after the Civil War?
2. Why do you think competition was so fierce for land upon the passage of the Homestead Act?
3. In what ways did the transcontinental railroad help the nation achieve its perceived “Manifest Destiny”?

1. The primary “cons” for this migration would have been facing uncertainty and leaving the familiar, including family members and friends (even though life in the South at the time was less than ideal for African Americans). The “pros” would have been new opportunities, including the possibility of owning land, starting a business, voting, and facing less discrimination than in the South.
2. Settlers rushed westward in hopes of being able to claim the best land available. Not all western land could support agriculture, and settlers experienced in farming could probably guess as to which land might be the most suitable for planting. No one wanted to be left with a poor plot of land or to be excluded altogether, and most settlers didn’t want to or didn’t have the money to move any further west than necessary.
3. The transcontinental railroad rapidly increased the rate at which people and goods could be transported from coast to coast. It helped unify economic interests from the coasts and the central regions and made easterners feel more connected to their western counterparts (and vice versa). The railroad therefore increased not only actual connection between disparate parts of the country but also the perception of the continent as a unified entity. It also sped up the decimation of Native Americans and the Western landscape, thus “taming” these “uncivilized” features to conform to European American standards.

Bison



Bison grazing on the Great Plains

- Vast herds in the millions
- Native Americans hunted sustainably
- Settlers and professional hunters drove the bison almost to extinction
- U.S. government actively supported hunting

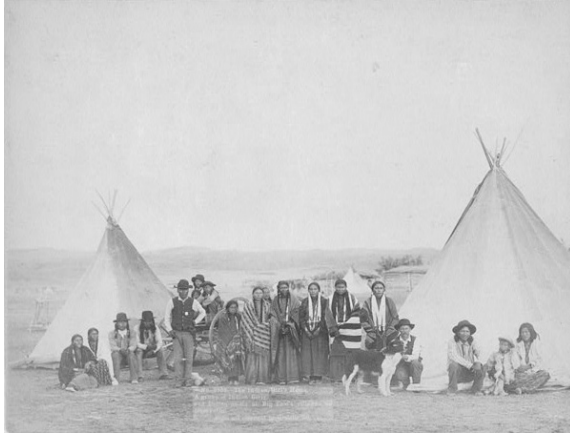
When settlers arrived in the West, the Great Plains were home to millions of American bison (also known incorrectly as “buffalo”). These large animals were crucial to the Native American way of life on the plains. Native Americans relied on bison meat for food, bison skins for clothing and shelter, and other parts of the animal for a wide variety of uses, including glue, sinew for bows, and cooking grease.

Although Native Americans killed many bison, the vast herds remained sustainable and did not face extinction until white settlers began hunting them. Settlers hunted bison for their skins, wasting the rest of the animal. The U.S. government actively encouraged bison hunting in order to promote cattle ranching and keep Native Americans on reservations (if there were few bison left to hunt, there would be less incentive for Native Americans to leave the reservations).

Bison hunting became a significant commercial practice as well, with professional hunters such as Buffalo Bill Cody killing thousands. Bison parts became popular commercial products in Europe as well as the eastern United States. Due to the extent of this hunting, the bison had become almost extinct by the mid-1880s. The loss of the bison herds proved another “nail in the coffin” to the traditional Native American way of life.

Indian Reservations

- U.S. government supported continuing removal onto reservations
- Attempts to “civilize” Native Americans
- Treaties
- Forced relocation



Indians on a reservation in the early 20th century

Throughout the era of westward expansion, settlers and Native Americans came into conflict. As more settlers moved west, the U.S. government continued to sanction the relocation of Native American tribes to reservations. Leaving the lands of their ancestors meant significant changes for Native Americans. Many reservations lacked cultivable land, meaning that residents often faced starvation. On some reservations, the government sanctioned attempts to “civilize” Native Americans by making them convert to Christianity and attend European American–style schools.

As the government created new reservations, it signed treaties with Native American tribes promising to honor the boundaries of their new land. As pressure mounted due to increased settlement, however, settlers often objected to the treaties and called for access to more land; the government generally allowed the treaties to be broken.

Throughout the late 19th century, both Native Americans and white settlers objected to the reservation policies, albeit for different reasons. Whites tended to feel that the reservations took up too much land, while Native Americans didn’t want to be moved onto reservations at all.

The government often forcibly relocated tribes that refused to move to reservations on their own. In 1884, a court ruled that settlers could legally move onto land that the government had given to Native Americans under the treaties signed in the 1860s. This ruling made the situation even worse for Native Americans, as it gave white settlers free rein to move onto land that had been legally promised to Native Americans.

The Indian Wars

- U.S. government entered into armed conflict with tribes
- Sand Creek Massacre (1864)
- Battle of the Little Bighorn (1876)
- Wounded Knee Massacre (1890)
- Apache conflicts



The tension between the government and Native Americans resulted in a number of battles and massacres, collectively called the “Indian Wars.” Some of the most famous conflicts included:

- The Sand Creek Massacre (1864): Militia of the Colorado Territory killed up to 200 Cheyenne and Arapahoe, including women, children, and the elderly
- The Battle of the Little Bighorn (1876): A government plan to return Native Americans who had left their reservations resulted in a Lakota/Northern Cheyenne victory (commanded by Sitting Bull and Crazy Horse) over General George Custer’s 7th Cavalry (often referred to as “Custer’s Last Stand”)
- The Wounded Knee Massacre (1890): The 7th Cavalry, while under orders to disarm a group of Lakota Sioux who adhered to the newly formed Ghost Dance religion, killed over 300 Lakota, bringing the era of major battles between the U.S. and the Sioux to a close

The Wounded Knee Massacre brought an end to the Indian Wars on the Great Plains. Some conflicts continued in the Apache territory of the Southwest until the mid-1890s, but the capture of Apache chief Geronimo in 1886 substantially weakened the Apache forces in the area. By the 1890s, Native American populations throughout the West dwindled in number and succumbed to the effects of decades of warfare and disease.

The Sand Creek Massacre



Artist's conception of Chivington's attack

- Treaty of Fort Laramie (1851)
- Gold discovered in Colorado
- Treaty of Fort Wise (1861)
- Chivington's attack on Sand Creek (1864)
- Aftermath included increased attacks on settlers

In 1851, the U.S. government and several Native American tribes signed the Treaty of Fort Laramie. This treaty promised much of the central Great Plains land to Native Americans. When settlers discovered gold in Colorado in 1858, however, the treaty came under dispute. Settlers migrated through the treaty's land en route to the gold mines in the Rocky Mountains, and the Colorado territorial government decided that it wanted to control more of this land. The Native American tribes signed a new treaty in 1861 (the Treaty of Fort Wise), against the wishes of many of their members.

Many Cheyenne, Arapaho, and other Native Americans continued to live on the land that had been ceded in the Treaty of Fort Wise. Conflict between Native Americans and settlers increased. Eventually, a group of Cheyenne decided to declare peace. The U.S. government guaranteed that an encampment at Sand Creek would be considered peaceful and would not be attacked.

Despite this reassurance, on November 29, 1864, two Colorado cavalries and some soldiers from New Mexico, under the command of John Chivington, attacked the encampment and killed most of the people there. The dead included many women, children, and older men (most of the younger men had gone off to hunt, believing their families would be safe). Chivington later returned to the site to kill the wounded who had not died in battle and to scalp many of the dead.

The Sand Creek Massacre wreaked havoc on the Cheyenne and Arapaho tribes and led to increased attacks against white settlers, particularly by a band of Cheyenne known as the "Dog Soldiers." The U.S. government investigated Chivington's conduct, but he was never brought to justice. The American public nevertheless reacted to the massacre with outrage.

The Battle of the Little Bighorn

- 1876
- Custer's 7th Cavalry attacked a Cheyenne and Lakota encampment
- 7th Cavalry defeated; Custer killed
- Custer celebrated as a hero
- Controversy continues over what happened

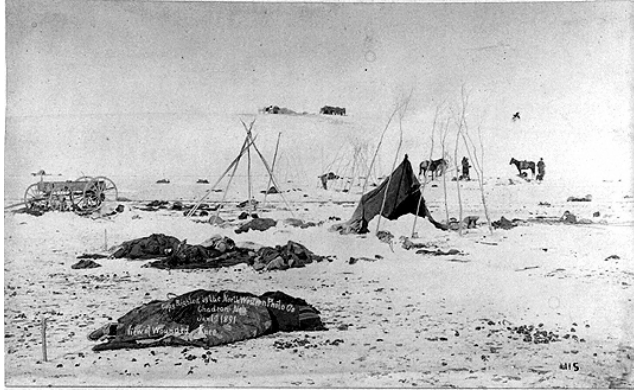


An illustration depicting Custer's Last Stand

In 1876, the United States Army sent several dispatches to the northern Great Plains to search for and capture Cheyenne and Lakota who had intentionally left their reservations. On June 25, George Armstrong Custer led the 7th Cavalry to attack a large Native American encampment near the Little Bighorn River in southeastern Montana Territory. Having miscalculated the size of the encampment and the difficulty of the terrain, Custer and his men experienced a sound defeat at the hands of the Lakota, led by chief and spiritual leader Sitting Bull and chief Crazy Horse. Custer and more than 250 of his men were killed.

Custer received full military honors posthumously for his role in the Battle of the Little Bighorn. The American public viewed him as a hero who had met a tragic death. Controversy continues over exactly what happened in this battle and whether Custer or his subordinates were to blame for their defeat.

The Wounded Knee Massacre



Dead Lakota after the Wounded Knee Massacre

- 1890
- Ghost Dance
- Sitting Bull's arrest
- The massacre
- End of the Indian Wars

By 1890, the Lakota and other cultures of the Great Plains found themselves at the brink of complete annihilation. With the buffalo gone and the government confining Native Americans to reservations, many Lakota turned to the Ghost Dance for reassurance. The Ghost Dance, a spiritual ceremony and dance, promoted the belief that the Lakota nation would be renewed and that all white people would perish. The BIA (Bureau of Indian Affairs) banned the Ghost Dance as subversive and threatening, but it spread throughout Lakota territory nonetheless.

As a result of the Ghost Dance's popularity, the government decided to round up several Lakota leaders. On December 15, 1890, government agents killed Sitting Bull while trying to arrest him. Sitting Bull's half-brother, Big Foot, then led a group of Lakota to the Pine Ridge Reservation in present-day South Dakota, where the army forced the group to encamp at Wounded Knee. On December 29, someone fired a shot amidst a tense standoff between the Lakota and the army. Army soldiers set off their rapid-fire Hotchkiss guns, and the Lakota raced for their weapons and for cover. Debate still exists over the exact course of events.

At the end of the massacre, about 300 Lakota were dead, and the Ghost Dance movement and Indian Wars came to an end. The U.S. government awarded 20 medals of honor to participating Army members.

“Buffalo Soldiers”



Members of an African American regiment

- African American army regiments in the West
- Fought in the Indian Wars
- Very successful in battle; some earned medals of honor

The United States Army during this time period included six regiments of African American soldiers (two cavalry and four infantry, led by white officers). First formed in 1866, these regiments succeeded the United States Colored Troops, who had fought in the Civil War. Members of these regiments received the nickname “buffalo soldiers,” though historians disagree as to the reason: some say that the Cheyenne called them “wild buffalo” for their toughness and fighting prowess, while others think it refers to their hair resembling a buffalo’s wooly coat. These regiments fought most significantly in the Indian Wars in the Southwest and Great Plains, earning several medals of honor among them, and also participated in road building and other civil projects.

White Attitudes Toward Native Americans

- Various views and attitudes
- Portrayals of Native Americans in literature, drawings, cartoons, etc.
- Edward Curtis photographs



The Indian as an uncivilized threat (political cartoon)



The Indian as "noble savage"
(Edward Curtis photo)

Throughout the era of the Indian Wars, the European-American public held a range of views of Native Americans. For example, Native Americans were variously regarded as threatening, war-mongering, submissive, dependent, noble, and admirable. Political cartoons, drawings, poems, works of literature, and photographs portrayed these perceived qualities and perpetuated numerous stereotypes of Native Americans.

In the early 20th century, photographer Edward Curtis received a commission to photograph and document the remaining examples of traditional Native American life before they disappeared forever. Curtis aimed to record Native American life as it really was, rather than to perpetuate stereotypes. He took more than 40,000 photographs and also made audio recordings of Native American music and speech. Much of this documentation provides the only recorded history of specific tribes.

Cowboys



A *vaquero* about to rope a steer

- *Vaqueros*
- Mexican and Native American cowboys
- Civil War soldiers
- Former slaves
- Difficult and lonely work

The original cowboys hailed from Mexico, where they were known as *vaqueros*. By the late 19th century, many Mexicans and Native Americans worked on cattle ranches in the West. Many who had served as soldiers in the Civil War headed west to “cattle country” after the war, as did many former slaves. They sought work and adventure in the growing cattle industry.

The realities of life in the West did not always live up to the idealized images common in movies and on television. Cowboys worked very hard and spent most of their time doing mundane tasks rather than chasing Indians or herding cattle. Their main work involved tending cattle herds and individual cattle, including:

- Leading cattle to and from pastures
- Protecting cattle as they grazed
- Mending equipment
- Rounding up and branding calves twice each year

This work required that cowboys be adept with ropes and other tools, skilled at maneuvering on horseback, and able to tolerate long stretches of often lonely work outdoors.

Cattle Drives

- Led cattle to trains headed east
- Meatpacking industry expanded in Chicago
- Chisholm Trail
- Chuck wagon and wranglers
- Era ended by 1890s



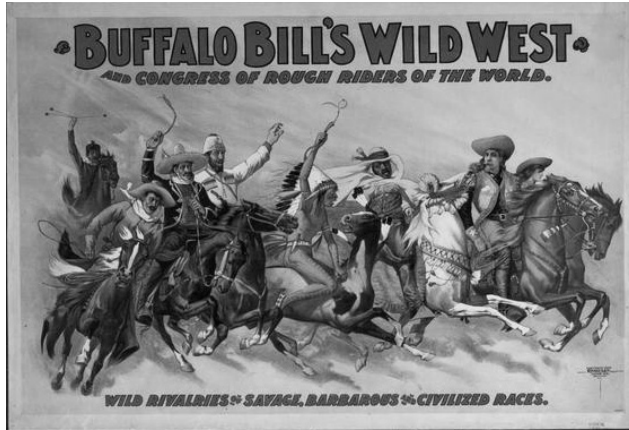
Cowboys herding cattle on the prairie

Cowboys occasionally participated in cattle drives, which involved leading thousands of cattle to railroad stations often hundreds of miles away from their range, to be sent to eastern slaughterhouses and meatpacking plants. Cattle drives became especially common during the post–Civil War era, when the meatpacking industry in Chicago expanded rapidly. One popular route for cattle drives, from Texas to Abilene, Kansas, became known as the “Chisholm Trail.” In Abilene, cattle would be transferred onto railcars headed for Chicago. Other towns from which cattle were shipped included Wichita and Dodge City, Kansas.

On the drives, cowboys took turns tending the cattle day and night. They traveled with a cooking crew and a “chuck wagon” containing food and other provisions. Wranglers looked after extra horses when they were not being ridden.

The era of the cattle drives ended by the 1890s, when it became common for meatpacking operations to be closer to the rangeland and more areas had easy railroad access.

Romantic Notions of the West



A poster advertising Buffalo Bill's Wild West Show

- Arts and media stoked public fascination
- “Anything goes” spirit
- Cowboys and Indians
- Buffalo Bill

For people who lived in the East or in other countries, the American West served as an object of romantic fascination. Literature, art, drama, and other media portrayed the West as a region of grand adventure, with a lawless “anything goes” attitude, multiple dangers, and exotic, rugged scenery. The ideal of the fearless cowboy, the noble Indian warrior, and brave, industrious settlers became engraved in the American psyche.

Certain individuals became legendary symbols of the American West. For example, William Frederick “Buffalo Bill” Cody (1846–1917) became famous for his Wild West Show after spending years working various jobs on the frontier, including delivering mail on the Pony Express and serving as a scout for the U.S. Army. The Wild West Show portrayed an idealized vision of the West, complete with Native American warriors and cowboys.

Paintings of the West

- Hudson River School
- Albert Bierstadt
- Thomas Moran
- Moran's paintings played a role in the creation of Yellowstone National Park in 1872



The Grand Canyon of the Yellowstone,
as painted by Thomas Moran

Landscape paintings in the mid-19th century often highlighted dramatic western scenery. Some members of an artist group known as the Hudson River School, which typically depicted the rural landscapes of New York and New England, began traveling west and painting scenes of mountain ranges and Native American tribes. These somewhat realistic, yet often romanticized portrayals helped Easterners gain an appreciation for the spectacular Western landscape, as well as an idealized view of the coexistence of humans and nature in these places. For example, Albert Bierstadt exaggerated the use of light in his large canvases of Western mountains, thus making the scenery appear divine.

In 1871, Thomas Moran explored the area that is today Yellowstone National Park, making numerous sketches of the region in conjunction with photographer William Henry Jackson. Upon returning to his studio in the East, Moran painted watercolors based on his sketches and Jackson's photographs. In an effort to promote the designation of Yellowstone as the country's first national park, some of Moran's colleagues displayed his works in the Capitol building in Washington D.C. This showing helped influence congressmen to vote in favor of establishing Yellowstone National Park in 1872.

Turner's "Frontier Thesis"



Frederick Jackson Turner

- Frederick Jackson Turner, 1893—"The Significance of the Frontier in American History"
- Western frontier shaped the American identity
- More democratic, optimistic, and individualistic
- The frontier was now closed

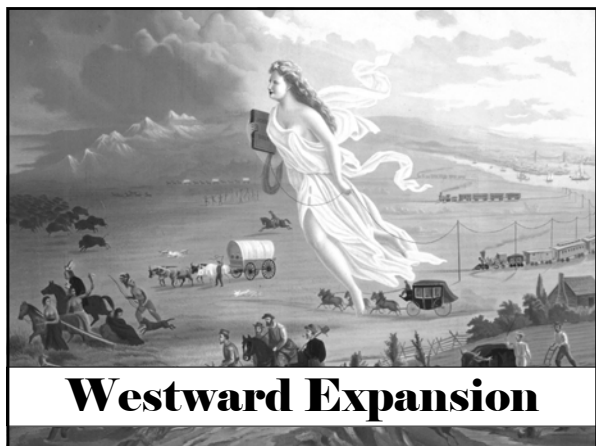
In 1893, historian Frederick Jackson Turner delivered a paper titled "The Significance of the Frontier in American History." In this paper, Turner outlined his "frontier thesis." He believed that the western frontier of the United States had shaped the American character and created a culture of individualism and invention. He believed that the wild and "savage" nature of the frontier, combined with the "civilizing" qualities of the people who settled there, created a unique American dynamic. As settlers and their descendants spent more time in the West, they adapted their European sensibilities to the Western realities, becoming more democratic, individualistic, optimistic, and independent of rigid structures. Turner argued that the frontier had now closed, ending an important chapter in United States history. He feared that without the frontier, the United States would change its character back to a more hierarchical, less democratic, and less optimistic and individualistic country.

By 1890 the West had largely been settled. Despite the West's abundance of rangeland and farms, most westerners lived in cities. The character of the West had indeed changed from a region of exploration to an area that was well-mapped, and whose territory was fully claimed. Nevertheless, for many people much of the West remained a region of opportunity and an attractive alternative to the more traditional and hierarchical character of the East.

Discussion Questions

1. What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion and Native Americans?
2. Why do you think Easterners and foreigners held romanticized notions of the American West?
3. Why do you think landscape paintings of the West proved so influential in its settlement and preservation?

1. Nineteenth-century legislation and military activity revealed that the government viewed westward expansion as its legitimate right (and “Manifest Destiny”) and intended to do whatever was necessary to achieve this goal. Making and breaking treaties with Native Americans, forcibly relocating them to ever-smaller reservations, and fighting almost exclusively on the side of encroaching settlers, illustrate the government's disregard for the human costs of westward expansion.
2. It is not uncommon for people to form unrealistic ideas about other places that seem foreign or intriguing. People from outside the American West were attracted to the region's stunning natural scenery and to images of its “exotic” people and animals. Many people fantasized about the West even if they had no intention of going there. They saw the West as an exciting counterpart to the settled East.
3. These paintings fed the public's curiosity about the Western landscape and people. The paintings both contributed and spoke to the public's romantic notions of the West. They highlighted the unique qualities of the Western landscape and, as the West became more settled, promoted the West as a place worth preserving.



Essential Questions

- Why did Americans of European descent feel so compelled to expand the country westward?
- What might 19th-century Native Americans have said about Manifest Destiny? Why would they have taken this perspective?
- How might the country have developed differently if no gold or other precious minerals had been discovered in the West?
- What would it have been like to walk in the shoes of a 19th-century settler in the West?
- What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
- In what ways did westward expansion rely on immigration?

Defining the West

- The definition of the West has changed
- “Old West” in colonial times
- Northwest (present-day Midwest)
- West of the Missouri River



A 1794 map showing the Western Territory of the U.S., a region including present-day Wisconsin, Michigan, and Ohio (among other states)

The Myth of “Discovery”



As this map shows, dozens of tribes speaking nearly 20 different languages existed in America before the Europeans came

- Native Americans already lived on the land that white explorers claimed to have “discovered”
- An extremely diverse set of cultures inhabited North America before Europeans arrived

The Northwest Ordinance



The Northwest Ordinance gave the government control over the area in green

- Passed in 1787
- Paved the way for future expansion
- Promised property rights for Native Americans
- Settlers ultimately allowed to stay on Native American land

The Louisiana Purchase and Lewis & Clark

- U.S. purchased Louisiana Territory in 1803 from France for \$15 million
- Lewis and Clark expedition, 1803–1805
- Elicited the help of Native Americans, including Sacagawea



Results of the Lewis & Clark Expedition

- Did not discover a “northwest passage”
- Collected much new valuable information
- United States claimed Oregon Country
- Sparked increasing interest in the West



Lewis and Clark meet with Native Americans in an illustration by a member of the expedition

Other Expeditions



Zebulon Pike

- Zebulon Pike explored the Southwest and gathered information while in Spanish custody
- Fur traders explored and mapped western territory

“Mountain Men”

- Western fur traders
- A multicultural group
- Most worked for fur companies
- Changing fashions diminished the fur trade



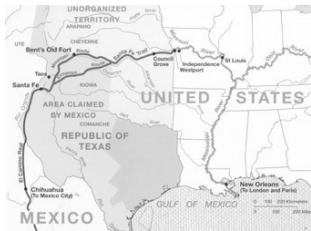
A fur trader on horseback hunting in shallow water

Discussion Questions

1. What were some of the lasting results of the Lewis and Clark expedition?
2. What factors and developments in the late 18th and early 19th centuries facilitated westward movement?
3. Why do you think Easterners would have wanted to travel west, despite the hazards and difficulties of leaving home?

The Santa Fe Trail

- Independence, Missouri, to Santa Fe
- A popular trade route between the U.S. and Mexico
- An invasion route during the Mexican-American war
- Vital to economic expansion of new U.S. territories



The Santa Fe trail appears in red

The Oregon Trail



Wagon tracks on a section of the Oregon Trail in Nebraska

- Independence to present-day Oregon
- Became a crowded and dangerous route
- Trading stations
- Led to U.S. control of Oregon Territory

The Oregon Trail: Famous Expeditions

- John C. Fremont
- The Donner party



John C. Fremont



Donner Peak in California,
named for the ill-fated
Donner Party

Transportation: Canals



The Erie Canal

- The Erie Canal:
 - Hudson River to Buffalo, NY
 - Connected the Great Lakes to the Atlantic Ocean
- Locks

Transportation: Railroads

- Made canals less important
- Major wave of construction from 1830s through 1860s
- Transcontinental railroad completed in 1869
- Government support was important for success of the canals and railroads
- Henry Clay



An early railroad engine from the 1830s

Discussion Questions

1. What purposes did the various trails serve in the process of westward expansion?
2. In what ways did westward expansion depend on the technologies of the time?
3. Why was the support of politicians such as Henry Clay so important to westward expansion?

“Manifest Destiny”

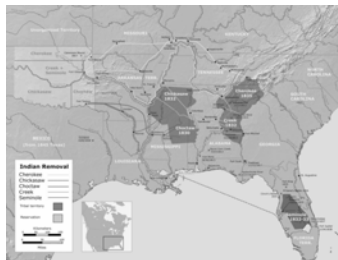


Westward the Course of Empire Takes Its Way, a painting influenced by the idea of Manifest Destiny

- Coined in 1845
- Belief that God had destined the U.S. to reach the Pacific
- Justified westward expansion
- Would require the subjugation of Native Americans and “taming” of the landscape

Indian Removal

- Pressure increased on Native American territory
- Indian Removal Act of 1830
- Forced relocation to Oklahoma Territory
- Trail of Tears



A map showing the major tribes and the routes by which the government relocated them

The Indian Appropriations Act

- 1851 legislation
- Placed tribes on reservations
- Designed to “protect” Native Americans from white settlement
- Strict regulation by federal government



Indian chiefs and U.S. officials on the pine Ridge reservation in South Dakota

The BIA and Assimilation Policies

- Bureau of Indian Affairs; food and medical supplies to reservations
- Boarding schools intended to assimilate children into “mainstream” culture



Native American children at the Carlisle Indian School in Pennsylvania

Discussion Questions

1. What relationship existed between attitudes toward Native Americans and the concept of Manifest Destiny?
2. What sorts of things might settlers have done to alter the landscape to their desired specifications and to conform to the spirit of Manifest Destiny?
3. What were some ways in which the U.S. government tried to assimilate Native Americans into “mainstream” American culture? Why do you think the government saw this as important?

Life on the Frontier

- All family members had to work
- Settlers built their own homes and made various household items from scratch
- Houses built of sod due to scarcity of trees



A sod house in North Dakota

Farming on the Frontier



"Plowing on the Prairie Beyond the Mississippi"

- Terrain made farming difficult
- Steel plow (1837) made agriculture much more efficient
- Corn, wheat, livestock, and hunting
- Great risk of disease and injury

Immigrants on the Frontier

- Immigrants settled the frontier
- Mostly Europeans, including Germans and Scandinavians
- Representatives traveled to Europe to entice people to emigrate



The Haymakers, by Herbjørn Gausta, a Norwegian immigrant

Women on the Frontier



Frontier women standing before a sod house

- Women settled with their husbands and children
- Played a central role in their new homes
- Kept traditional roles and added new ones

Women's Suffrage

- Wyoming territory gave women the right to vote in 1869
- Utah, Idaho, and Colorado granted women's suffrage by 1900



A political cartoon portraying George Washington with activists Stanton and Anthony

Discussion Questions

1. What were some of the biggest difficulties of frontier life? Why do you think so many people “stuck it out” rather than return east?
2. Why do you think that territories and states such as Wyoming, Utah, and Colorado were the first to grant women the right to vote?

California Under Spanish and Mexican Rule



A California mission in the late 1700s

- Spanish missions
- Mexico took control after independence
- *Ranchos*
- Non-Mexican settlers

The California Gold Rush

- Gold discovered at Sutter's Mill in 1848
- '49'ers
- African Americans
- Immigrants, including Chinese and Latin Americans
- Few became rich



An advertisement offering miners passage to California

Life During the Gold Rush



Illustrations of miners at the saloon and playing cards

- Little law-and-order authority in the mining camps
- Miners developed their own rules
- "Wild West" atmosphere

The Gold Rush: Outcomes

- California became a state in 1850
- Spurred transportation improvements
- Native Americans driven from their homelands
- Environmental impacts



Gold mining in California; note the ravaged landscape

Texas



A battle during the Mexican-American War
(artist's conception)

- American colonists in Mexican Texas
- The Alamo
- Battle of San Jacinto
- Republic of Texas
- Statehood in 1845
- The Mexican-American War

Additional Territorial Acquisitions

- Mineral exploration increased rapidly
- Treaty of Guadalupe Hidalgo
- U.S. acquired California, Nevada, Utah, and parts of Wyoming, Colorado, Arizona, and New Mexico
- Gadsden Purchase



Discussion Questions

1. How did Spain's method for settling present-day California differ from the way in which the U.S. eventually did?
2. Why did mining camps during the California Gold Rush have a "Wild West" atmosphere?
3. In what ways do you think the Mexican-American War affected patterns of western settlement?

The Question of Slavery in New Territories

- Deeply divisions over slavery
- Kansas and Nebraska allowed residents to decide
- "Bleeding Kansas"
- Became free states



A political cartoon satirizing the Kansas conflicts

The Homestead Act



Homesteaders in front of their log cabin-style house

- 1862
- Families could settle 160 acres
- Fierce competition for land
- Displaced more Native Americans

Oklahoma Land Rushes

- 1880s and 1890s
- Land previously occupied by Native Americans
- Settlers included Europeans and former slaves
- First land run on April 22, 1889
- “Sooners”



Oklahoma Land Rush, 1889

New Territories



- New territories organized in the 1860s
- No territorial constitutions
- Territorial governments under direct federal control
- Eventually became states

African Americans Migrating From the South

- Difficulties for Southern African Americans after the Civil War
- Migration westward, particularly to Kansas
- “Exodusters”
- Mostly remained poor, yet better off than if they had stayed in the South



“Exodusters” en route to Kansas

The Pony Express



An advertisement for Pony Express riders

- Mail could take over six months to arrive from the East
- Pony Express started in 1860
- Mail transmitted by riders on horseback
- Ended in 1861

The Telegraph

- Transmitted written messages over electrical wires
- Connected many places in the East by 1850
- Pacific Telegraph Act of 1860
- First transcontinental telegraph in 1861



Men installing telegraph poles on the prairie

The Transcontinental Railroad



The driving of the golden spike, Promontory Point, Utah, 1869

- Coast-to-coast railroad line
- Would facilitate trade and western settlement
- Chinese and Irish immigrant labor
- Completed in 1869

The Transcontinental Railroad: Outcomes

- Increased westward migration
- Bison nearly exterminated
- Loss of bison helped keep Native Americans on reservations



Hunters shooting at a herd of bison from a train and along the tracks

Discussion Questions

1. What might have been the pros and cons facing an African American family who considered migrating from the South into Kansas after the Civil War?
2. Why do you think competition was so fierce for land upon the passage of the Homestead Act?
3. In what ways did the transcontinental railroad help the nation achieve its perceived “Manifest Destiny”?

Bison



Bison grazing on the Great Plains

- Vast herds in the millions
- Native Americans hunted sustainably
- Settlers and professional hunters drove the bison almost to extinction
- U.S. government actively supported hunting

Indian Reservations

- U.S. government supported continuing removal onto reservations
- Attempts to “civilize” Native Americans
- Treaties
- Forced relocation



Indians on a reservation in the early 20th century

The Indian Wars

- U.S. government entered into armed conflict with tribes
- Sand Creek Massacre (1864)
- Battle of the Little Bighorn (1876)
- Wounded Knee Massacre (1890)
- Apache conflicts



The Sand Creek Massacre



Artist's conception of Chivington's attack

- Treaty of Fort Laramie (1851)
- Gold discovered in Colorado
- Treaty of Fort Wise (1861)
- Chivington's attack on Sand Creek (1864)
- Aftermath included increased attacks on settlers

The Battle of the Little Bighorn

- 1876
- Custer's 7th Cavalry attacked a Cheyenne and Lakota encampment
- 7th Cavalry defeated; Custer killed
- Custer celebrated as a hero
- Controversy continues over what happened



An illustration depicting Custer's Last Stand

The Wounded Knee Massacre



Dead Lakota after the Wounded Knee Massacre

- 1890
- Ghost Dance
- Sitting Bull's arrest
- The massacre
- End of the Indian Wars

"Buffalo Soldiers"



Members of an African American regiment

- African American army regiments in the West
- Fought in the Indian Wars
- Very successful in battle; some earned medals of honor

White Attitudes Toward Native Americans

- Various views and attitudes
- Portrayals of Native Americans in literature, drawings, cartoons, etc.
- Edward Curtis photographs



The Indian as an uncivilized threat (political cartoon)



The Indian as "noble savage" (Edward Curtis photo)

Cowboys



A *vaquero* about to rope a steer

- *Vaqueros*
- Mexican and Native American cowboys
- Civil War soldiers
- Former slaves
- Difficult and lonely work

Cattle Drives

- Led cattle to trains headed east
- Meatpacking industry expanded in Chicago
- Chisholm Trail
- Chuck wagon and wranglers
- Era ended by 1890s



Cowboys herding cattle on the prairie

Romantic Notions of the West



A poster advertising Buffalo Bill's Wild West Show

- Arts and media stoked public fascination
- “Anything goes” spirit
- Cowboys and Indians
- Buffalo Bill

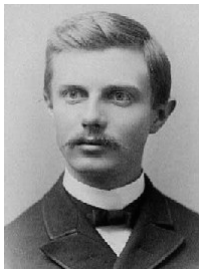
Paintings of the West

- Hudson River School
- Albert Bierstadt
- Thomas Moran
- Moran’s paintings played a role in the creation of Yellowstone National Park in 1872



The Grand Canyon of the Yellowstone,
as painted by Thomas Moran

Turner’s “Frontier Thesis”



Frederick Jackson Turner

- Frederick Jackson Turner, 1893—“The Significance of the Frontier in American History”
- Western frontier shaped the American identity
- More democratic, optimistic, and individualistic
- The frontier was now closed

Discussion Questions

1. What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion and Native Americans?
2. Why do you think Easterners and foreigners held romanticized notions of the American West?
3. Why do you think landscape paintings of the West proved so influential in its settlement and preservation?

Westward Expansion: Backwards Planning Activities

Stage 1: Identify Desired Results

Enduring understandings:

- The westward expansion of the United States was closely related to the concept of Manifest Destiny, which many used as justification for America's territorial expansion
- The story of westward expansion involved settlers moving onto land already occupied by Native Americans
- The discovery of gold in the West played a pivotal role in westward expansion
- Life in the West was very challenging and did not generally live up to the idealized and romantic notions that people sometimes have ascribed to it
- Throughout the period of westward expansion, federal legislation reflected the public's growing desire to move west and usually enabled such movement
- Westward expansion involved not just white Europeans, but immigrants and slaves as well

Essential questions:

- Why did Americans of European descent feel so compelled to expand the country westward?
- What might 19th-century Native Americans have said about Manifest Destiny? Why would they have taken this perspective?
- How might the country have developed differently if no gold or other precious minerals had been discovered in the West?
- What would it have been like to walk in the shoes of a 19th-century settler in the West?
- What did 19th-century federal legislation and military activity reveal about the government's attitude toward westward expansion?
- In what ways did western expansion rely on immigration?

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. How population growth, exploration, trade, and legislation facilitated the westward expansion of the United States 2. The significance of the California Gold Rush 3. Patterns of interaction between the United States government, settlers, and Native Americans 4. How the concept of Manifest Destiny contributed to westward expansion 5. What it was like to live on the frontier 6. The role of women, African Americans, and immigrants in westward expansion and in frontier life 7. How paintings and other romantic portrayals of the West helped shape attitudes toward westward expansion 	<ol style="list-style-type: none"> 1. Research and draw connections between exploratory expeditions, territorial acquisitions, commerce, legislation, government and settler attitudes, and white–Native American relations 2. Identify differing perspectives regarding the positives and negatives of westward expansion 3. Describe Manifest Destiny and relate it to events of the 19th century 4. Envision and describe what it might have been like to migrate to and settle on the frontier, both for white men and for women and minorities 5. Identify some ways in which the West was portrayed and perceived in the 19th century

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Questions for class discussion of subject matter in the PowerPoint presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students will create and present their unit projects
- Posttest made up of multiple-choice questions covering the presentation, and one or more essential questions as essay questions

Project #1: Frontier Newspaper

Overview:

An excellent way for students to better understand a historical time period is to put themselves in the shoes of people who lived at that time. In this lesson, students work in groups to create newspapers from particular locations or regions on the 19th-century frontier. They research frontier life and compile their findings into news and feature articles, editorials, and other reports that might have appeared in actual frontier newspapers

Objectives:

As a result of completing the lesson, students will

- Be familiar with the types of content typically found in 19th-century newspapers
- Understand some details of life on the frontier
- Understand some of the perspectives of 19th-century settlers

Time required:

Five to seven class periods

Methodology:

Ask students to describe some of the things they know about life on the American frontier in the mid- to late-19th century. They might mention things they have learned about housing, work, school, and other aspects of pioneer daily life. List their ideas on the board.

Divide the class into groups of three or four. Explain that they will pretend to be journalists and editors for a frontier newspaper. Each group will create a newspaper with at least six articles, plus some illustrations and advertisements.

Ask groups to research 19th-century newspapers. If they type “19th-century newspaper” into a search engine, they will probably get several intriguing results. They might also try the specific search “How to read a 19th-century newspaper.” Ask them to see if they can find out about typical components and layouts of 19th-century newspapers, then have them record this information in section 1 of the Student Handout to keep in mind for their own newspapers.

Have students use section 2 of the Student Handout to research the topics for their frontier newspapers. They should begin by browsing the Library of Congress American Memory Web site (<http://memory.loc.gov/ammem/index.html>), and then conduct further Internet or library research. They’ll use the chart on this handout to record their research findings.

When using the American Memory resource, students will probably find the best material in the “Immigration, American Expansion” section. Ask each group to choose one general geographical area to research in order for the newspaper to be as realistic and consistent as possible. For example, if a group selects California as its region, it would not want to include news stories about events or daily life on the Great Plains. For California, students might look at the materials in “California First-Person Narratives” and “The Chinese in California, 1850–1925” sections. If they choose the Great Plains region, they would want to investigate documents in the “Prairie River Settlement, Nebraska” section.

Ask groups to divide the responsibilities of writing at least six newspaper articles between group members. If students are in groups of four, each student should write one article; the remaining articles may either be co-written, or groups may divide up the tasks of writing additional articles and creating the illustrations.

The newspapers should include the following components:

- At least two news articles that talk about something that happened recently in this region (students can write about actual events or make up something based on occurrences typical of that time and place, such as discovering a new gold deposit, or a drought on the Plains)
- At least one editorial presenting an opinion of something that’s been going on in the region
- At least one feature article about a person or place of particular interest in the region (students may use a real person or place or make something up based on their research)
- Other articles to make a total of six (e.g., weather reports, crop reports, a calendar of community events, a report from a local social or political club, letters to the editor, obituaries)
- Illustrations, including:
 - Images to accompany each news and feature story
 - Advertisements (at least three)
 - Weather map (optional)
 - Other charts or graphs (optional)

In writing their articles, students should cover the six journalistic questions: Who, Where, When, What, Why, and How.

Have groups type their articles and create their newspapers either on the computer or on 8½" x 11" sheets of paper stapled together.

Once students have completed their newspapers, discuss as a class the things they have learned from this process. What did they find out about daily life on the frontier? What new information surprised them? What do they find the most interesting or unusual about the things they’ve learned in this project? What would they like to learn more about? How has this project helped them understand frontier life?

Evaluation:

Use a rubric to evaluate groups’ newspapers. A sample rubric follows this lesson.

Part 1:

1. What sections did a 19th-century newspaper usually include?
2. In what ways were 19th-century newspapers different from newspapers today?

Part 2:

Your group will write at least six newspaper articles. You should base these articles on information you gather from Internet and (optionally) from library resources. (See the search suggestions below).

The newspapers should include the following components:

- At least **two news articles** that talk about something that happened recently in this region (you may write about actual events or make up something based on occurrences that were typical for that time and place, such as discovering a new gold deposit, or a drought on the Great Plains)
- At least **one editorial** presenting an opinion on something that's been going on in the region
- At least **one feature article** about a person or place of particular interest in the region (you may use a real person or place or make something up based on your research)
- **Other articles to make a total of six** (ideas include weather reports, crop reports, a calendar of community events, a report from a local social or political club, letters to the editor, or obituaries)
- **Illustrations**, including:
 - Images to accompany each news and feature story
 - Advertisements (at least three)
 - Weather map (optional)
 - Other charts or graphs (optional)

Your research will help you determine what topics your newspaper will cover.

Suggestions for Searching:

Begin by browsing the Library of Congress American Memory Web site (<http://memory.loc.gov/ammem/index.html>). Go to the "Immigration, American Expansion" section. Choose one general geographic area to focus on. Then find text about and photos of this area (e.g., California, Nebraska/the Great Plains).

You will find some good information here, but you might need to conduct further research to find out more about the topic. This will be particularly true when looking at photographs and drawings; you will probably want to search for more information about the topic or place depicted in the photo or drawing.

As you conduct your research, think about which topics might make interesting news articles, editorials, feature stories, and other types of articles. Also, think of products and businesses that the newspaper might advertise. Use the chart below to record information that will help you create your newspaper. Write these ideas in the appropriate boxes in this chart:

Frontier Newspaper Research Chart

Topics for news articles:	
Topics for editorials (topics an editor might have a strong opinion about):	
Topics for a feature story (a story about a person or place of interest in this region):	
Topics for other articles:	
Ideas for illustrations:	
Ideas for advertisements:	

Frontier Newspaper Rubric

Criterion:	Level 1 (0–10 points):	Level 2 (11–20 points):	Level 3 (21–30 points):	Level 4 (31–40 points):	Group score:
Evidence of research	Articles demonstrate little evidence of research	Articles demonstrate some evidence of research	Articles demonstrate clear evidence of research	Articles demonstrate evidence of considerable research	
Realistic presentation of scenarios	Articles present scenarios that appear to be fanciful and could not have occurred in this time and place	Articles present some scenarios that seem improbable	Articles present more or less realistic scenarios, based on adequate research	Articles present highly realistic scenarios, based on solid research	
Attention to detail	Newspaper leaves out many of the required sections and/or lacks depth and detail	Newspaper leaves out some of the required sections and/or lacks much depth or detail	Newspaper contains all the required sections, but lacks some depth or detail	Newspaper contains all the required sections and is very thorough and detailed in its presentation	
Overall neatness	Very messy and/or difficult to follow	Somewhat messy and/or difficult to follow	Neatly presented and relatively easy to follow; perhaps somewhat unclear	Extremely neat and easy to follow	

Project #2: Paintings of the West— Differing Perspectives

Overview:

The PowerPoint describes the importance of 19th-century western landscape painting in shaping the American public's perceptions of the West. This lesson asks students to analyze two paintings from this era, one very famous and one less so. They assess the paintings' overall messages and consider these paintings from the perspective of Native Americans. Finally, students create their own "paintings" from a 19th-century Native American perspective and write paragraphs to describe their creations.

Objectives:

As a result of completing this lesson, students will:

- Interpret some of the ways in which 19th-century artists portrayed the west and westward expansion
- Understand the relationship between some 19th-century paintings and the concept of Manifest Destiny
- Imagine and communicate how Native Americans might have reacted to these paintings and the messages they conveyed

Time required:

Two to three class periods

Methodology:

Ask students to recall the section in the PowerPoint that discusses the Thomas Moran painting *Grand Canyon of the Yellowstone*. Why do they think this painting was so influential? What might it have led people to believe about the West? In general, why do students think paintings have often been influential in shaping people's perceptions of a place (especially before the extensive use of photography)?

Have students (as a class, or in pairs or small groups) search the Web for the painting titled *Westward the Course of Empire*, by Emanuel Leutze (1861). This painting is actually a mural on a wall of the United States Capitol building. It may be difficult to see all the details of this painting online, so students might want to save it to their computers and enlarge it using a graphics program. Ask students to look carefully at this painting and answer the questions in Section 1 of the Student Handout.

Discuss students' impressions of this painting. How did they answer the questions on the handout?

Ask students to search for the similarly titled painting *Westward the Star of Empire Takes Its Way*, by Andrew Melrose (1867). Have them answer the questions about this painting in section 2 of the Student Handout.

Discuss briefly the differences between this painting and the Leutze painting. In what ways are they similar? What different messages do they convey? What does each painting reveal about the artist's attitude toward Manifest Destiny? What does each painting suggest about public attitudes toward westward expansion and Manifest Destiny during the 1860s?

Review students' understanding of Native American reactions to westward expansion, and of the concept of Manifest Destiny. Depending on how much students have covered this topic in other lessons, it might be beneficial for them to use the Internet and/or the library to research this topic. How did Native Americans typically respond to the influx of settlers, to the changing landscape, and to the federal government? How did they tend to feel about these changes?

Make sure students understand that the term "Native American" describes a highly diverse group of people, including numerous tribes and individuals within the tribes. Students would therefore expect to have seen a variety of reactions to westward expansion within this diverse population. Ask them to focus on the reactions they have learned about in their readings and lessons.

Have students complete the Venn diagrams in Section 3 of the Student Handout, showing the similarities and differences between possible Native American and white reactions to paintings of westward expansion.

Discuss their diagrams as a class. Ask students to again consider how Native Americans of the American West might have reacted to each of the paintings students have seen in this lesson. If a Native American artist had been given the opportunity to consult with Leutze or Melrose, what guidance might he or she have provided concerning how the paintings should look and how they portrayed the West?

Ask students to work either individually or in pairs to create their own "paintings" of the West of the mid- to late 19th century from the perspective of a Native American painter. They cannot know exactly how a Native American painter might have portrayed a Western landscape, but they should take their best educated guess based on what they have learned about Native American reactions to westward expansion. Likewise, they need not research types of traditional Native American art (although that might make a good lesson extension), but they may simply draw or paint their depiction.

Have students write paragraphs to accompany their "paintings." They should discuss the details of the work, explain its meaning, and tell why they decided to draw as they did. Their paragraphs should refer to specific examples of things they've included in the "paintings."

Have students share their "paintings" with the class, either in brief individual presentations or in the form of an exhibit in which each student's art is displayed around the room.

Close with a class discussion regarding the overall themes that emerged in students' work. What did students learn from this project? Did they find it thought-provoking? How did it affect their understanding of the differing perspectives on westward expansion?

Evaluation:

Use a rubric to evaluate students' examinations of the paintings, as evidenced by their answers to the questions in the Student Handout. Also use a rubric to assess their drawings and paragraphs. For the drawings, focus on their overall understanding of the concepts rather than on their artistic abilities. See the "Paintings of the West Rubric," which may either be used as is or adapted.

Paintings of the West: Differing Perspectives

Student Handout

Part 1:

Search the Web for the painting titled *Westward the Course of Empire*, by Emanuel Leutze (1861). Examine the painting closely (you might want to save it to your computer and enlarge it using a graphics program in order to better see the details). As you look at the painting, answer these questions about it:

1. Where is this painting set? What do you think is going on in the painting? Who do you see?
2. What are the people in the center (on the rocks in the foreground) doing? Why do you think the man is gesturing with his right arm?
3. What do you think the men on the background rock are doing?
4. Look at the right side of the painting. Who is arriving?
5. If you zoom in on the picture, you can see some people in the trees on the left. These people are Native Americans. What do you think they are doing?
6. What does the sky look like? Why do you think the artist would have chosen to paint the sky in this way?
7. What do you think is this painting's overall message? How does it relate to Manifest Destiny?
8. This painting is actually a mural in the United States Capitol building. What does this tell you about the importance of the painting's message?

9. How do you think a 19th-century Native American might have reacted to this painting? Why?

Part 2

Search the Web for the painting titled *Westward the Star of Empire Takes Its Way*, by Andrew Melrose (1867). (Hint: include the author's name in your search.) This is not nearly as famous a painting as the previous one, so you will find fewer examples of it online. Try to find one that is clear enough for you to see the deer crossing the railroad tracks. Examine the painting closely (you might want to save it to your computer and enlarge it using a graphics program in order to better see the details). As you look at the painting, answer these questions about it:

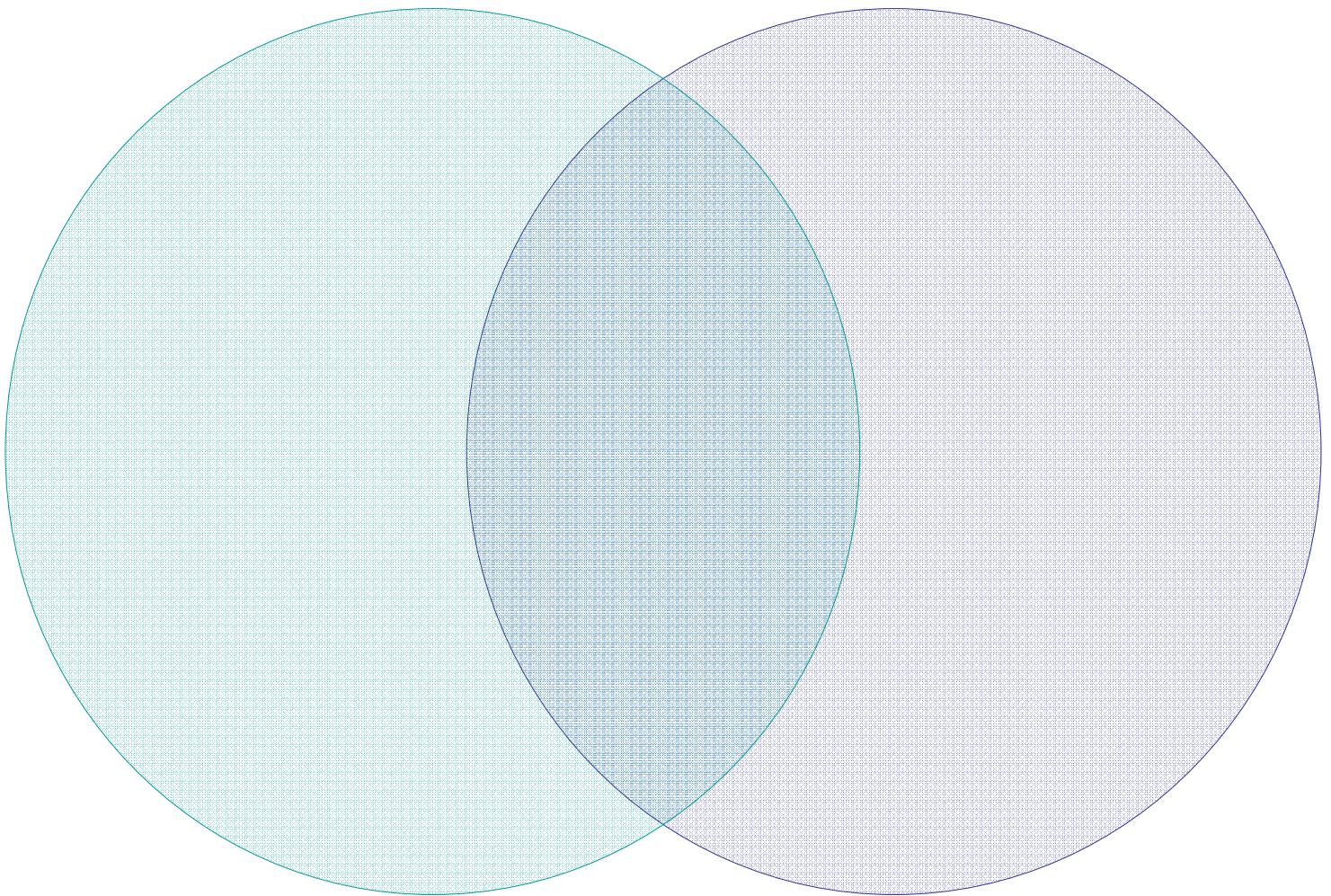
1. Where is this painting set?
2. What does the train represent? Why do you think its light is so bright?
3. What is going on in the foreground, on the railroad tracks? Why do you think the artist chose to feature this movement?
4. Compare the areas to the right and the left of the tracks. In what ways do they differ? Why do you think the artist showed this contrast?
5. What does the sky look like? Why do you think the artist would have chosen to paint the sky in this way?
6. What do you think is this painting's overall message? How does it relate to Manifest Destiny?
7. How do you think a 19th-century Native American might have reacted to this painting? Why?

Part 3

Complete this Venn diagram to show the similarities and differences between possible Native American and white reactions to paintings of westward expansion.

Native American reactions:

White reactions:



Paintings of the West Rubric

Criterion:	Poor (0–5):	Fair (6–10):	Good (11–15):	Excellent (16–20):	Student score:
Answers to questions on handout: Evidence of careful examination of the paintings	Student has not paid close attention to either painting, and/or has not bothered to make educated guesses as to the paintings' components and overall messages	Student has examined both paintings with a moderate level of scrutiny, or has only looked at one painting in detail; student has made some adequate educated guesses as to the paintings' components and overall messages	Student has examined both paintings in some detail, making good educated guesses as to the paintings' components and overall messages	Student has examined both paintings thoroughly and with care, demonstrating a clear idea of the paintings' components and overall messages	
Drawing: Overall understanding of possible Native American reactions to westward expansion	Drawing demonstrates little understanding of possible Native American reactions	Drawing demonstrates some understanding of possible Native American reactions	Drawing demonstrates good understanding of possible Native American reactions	Drawing demonstrates excellent understanding of possible Native American reactions	
Paragraphs: Specific examples and details to illustrate the ideas conveyed in the painting	Provides no specific examples, or examples provided do not make sense	Provides few specific examples	Provides several specific examples	Provides numerous examples that accurately illustrate the ideas conveyed	

Paragraphs: Neatness, grammar, and spelling	Paragraph contains numerous grammatical and/or spelling mistakes, or is presented in a very sloppy manner	Paragraph contains some grammatical and/or spelling mistakes, or is somewhat carelessly presented	Paragraph contains a few grammatical and/or spelling mistakes, but is presented neatly	Paragraph contains almost no grammatical and/or spelling mistakes, and is very neatly presented	
---	---	--	---	---	--

Project #3: Mapping Westward Expansion

Overview

Students work in pairs or small groups to create illustrated maps that feature some of the most significant relationships and developments between the United States government, settlers, and Native Americans during the 19th century. Through this process, they also gain a better understanding of United States geography and the precise locations of various events they've learned about.

Objectives:

As a result of completing this lesson, students will be able to:

- Identify the locations of some major events and developments pertaining to settler/government–Native American relations
- Identify the relationships between these events and developments
- Describe these events and developments in clear and concise language
- Explain the overall purpose and benefits of an illustrated map

Time:

Three to four class periods

Methodology:

Hold a brief class discussion reviewing some of the major interactions between whites (including the United States government and settlers) and Native Americans during the 19th century. Students should consider not only battles and massacres, but also legislation, discoveries (e.g., gold), expeditions, construction projects (e.g., the transcontinental railroad), and any other developments that affected Native Americans or that involved interactions between whites and Native Americans.

It's likely that many students might be unclear about where these events and developments took place. For example, they might not know the exact route of the transcontinental railroad or the location of the Sand Creek Massacre. Explain that this lesson will help them gain a better understanding of where things occurred and of the relationships between the people and places involved. In addition, by geographically and visually representing the locations of important events and developments they may be better able to remember details about them and their overall significance.

Ask students to work in groups of two or three to determine what they believe to be the 15 most significant events and developments involving relations between whites and Native Americans

during the era of westward expansion. They may refer to the PowerPoint and other resource materials. Have students list and describe these 15 events and developments in the chart on the Student Handout.

Give each group a very large piece of white butcher paper. Ask students to draw outlines of the continental United States on this paper. The outlines should take up the majority of the paper. With pencils, students should spend enough time to draw their maps as carefully and accurately as possible. They should not draw state boundaries.

Have students refer to their charts and a United States map to determine the places they will be mapping. Ask them to write each item's name, date or date range, and location, and to draw a descriptive illustration in the appropriate place on their maps. It's fine for their illustrations to be cartoon-like, as long as they relate in some clear way to the event or development. They will need to make their drawings and text small enough to accommodate 15 places on the map, most of which will presumably be in the western part of the continent.

In determining the location of items on their maps, students will need to be as precise as they can, since the maps won't have state or territorial boundaries. If they're drawing something with a vague location, such as the Homestead Act, they should be as specific as it makes sense to be; for example, they could place this illustration in the middle of the Great Plains region.

Next to each illustration, students should write a short caption (15–30 words) describing that event or development and its relevance to white–Native American relations. A typical caption might include a phrase that sums up what the illustration is about, plus one or two details that describe it (e.g., “The transcontinental railroad connected the east and west coasts. It made westward expansion occur much faster, but more Native Americans lost their land after it was built.”).

After students have finished their maps, ask them to look carefully at what they've included. What relationships can they see between the various items they've placed on the maps? Which of these events directly caused other events on the map? Which events are related to each other in more subtle ways? It may be helpful to discuss these questions as a class, using groups' maps as references.

Ask students to use pencil to lightly draw arrows between events that they believe to be related in a cause-and-effect way. They may draw darker lines to represent strong cause-and-effect relationships and lighter lines to represent weaker relationships. They will probably end up with many lines and arrows on their maps.

As a class, discuss the interrelationships between the events depicted on students' maps. How well do the maps visually portray the reality that many—if not all—of the significant events and developments students identified are related to each other?

Conclude with a discussion regarding the ways in which a geographical and visual representation (a map) can help people understand history. Ask students how this project has helped them understand westward expansion in general and the relationships between whites and Native

Americans in particular. What are the limitations of learning from maps? What other visual representations can help people of all ages learn about history (e.g., timelines, charts)?

Evaluation:

Use a rubric to evaluate students' work. A sample rubric is included at the end of this lesson, or you may use another one of your choice.

Mapping Westward Expansion Student Handout

Your assignment is to make an illustrated map showing interactions between whites (including the United States government and settlers) and Native Americans during the 19th century.

Begin by determining what you feel were the 15 most significant events and developments involving relations between whites and Native Americans during the era of westward expansion. These may include conflicts, battles, legislation and other governmental decisions, reactions to governmental decisions, major discoveries, expeditions, construction projects, and anything else of significance. You may refer to the PowerPoint and other resource materials.

Once you have worked with your group to determine the 15 most significant events and developments, list them on this chart along with the relevant dates, specific locations, and the reason each one is significant. You will refer to this chart when creating your map.

Event or development in white–Native American relations:	Date or date range:	Location:	Why it's on your list of the most significant events and developments (what is so important about it?):

Event or development in white–Native American relations:	Date or date range:	Location:	Why it’s on your list of the most significant events and developments (what is so important about it?):

Mapping Westward Expansion Rubric

Criterion:	Poor (0–5):	Fair (5–10):	Good (10–15):	Excellent (15–20):	Group score:
Description of 15 significant events or developments	Map does not include 15 items, or the descriptions are very unclear and/or irrelevant	Map includes 15 items, but some of the descriptions are unclear and/or irrelevant	Map includes 15 items, and the descriptions are mostly clear and accurate	Map includes 15 items, and the descriptions are extremely clear and accurate	
Arrows showing the relationships between events and developments	Map does not include arrows showing these relationships, or the relationships are highly inaccurate	Map includes only a few relationships, or includes many that are inaccurate	Map includes many accurate relationships, with a few missing or inaccurate ones	Map includes many accurate relationships, with no apparent errors	
Overall neatness	Map is very messy and/or difficult to follow	Map is somewhat messy and/or difficult to follow	Map is neatly presented and relatively easy to follow, perhaps with a few unclear areas	Map is extremely neat and easy to follow	

Westward Expansion: Multiple-Choice Quiz

1. Which of the following was not a result of the Lewis and Clark expedition?
 - a. The United States claimed Oregon Country
 - b. The United States government entered into diplomatic relations with Native American tribes
 - c. Easterners became increasingly interested in the West
 - d. The western fur trade gradually declined

2. Which was least likely to be a reason that someone would set out along the Oregon Trail?
 - a. Available farmland had decreased in the East
 - b. Easterners knew that they had nothing to fear from Native American tribes along the route
 - c. People heard that Oregon Country had a great deal of fertile farmland
 - d. Heading west along the Oregon Trail spoke to many people's sense of adventure and to the romance and intrigue of the West

3. What made the Erie Canal so important?
 - a. It connected the Atlantic Ocean with the Mississippi River
 - b. It provided an efficient connection between the Atlantic Ocean and the Great Lakes
 - c. It made it easier to build the western railroads
 - d. It had a special type of lock called a "lift lock"

4. Which is the correct order of events, from earliest to latest?
 - a. Indian Removal Act; Trail of Tears; Indian Appropriations Act; Battle of the Little Bighorn
 - b. Indian Appropriations Act; Indian Removal Act; Trail of Tears; Battle of the Little Bighorn
 - c. Trail of Tears; Indian Appropriations Act; Battle of the Little Bighorn; Indian Removal Act
 - d. Indian Removal Act; Trail of Tears; Battle of the Little Bighorn; Indian Appropriations Act

5. Which of the following was not a key aspect of Manifest Destiny?
- a. The United States was destined to expand its territory to the Pacific
 - b. Native Americans should be “civilized” to conform to European American standards
 - c. All inhabitants of the United States should have a right to democratically decide how to live and be governed
 - d. God had granted the United States the right to span the Atlantic and Pacific coasts
6. Which of the following occurred as a result of the Indian Appropriations Act?
- a. The Bureau of Indian Affairs (BIA) was created
 - b. The government decided that Native Americans should not live on reservations
 - c. The government effectively protected Native Americans from white settlers
 - d. The government began an active policy of relocating Native Americans onto reservations
7. Which of the following might have been a common complaint of pioneer settlers?
- a. “I miss all the nice furniture we had in our old home”
 - b. “I wish we didn’t live so close to our neighbors”
 - c. “It’s a pity our farm is so much smaller than our farm back in New York”
 - d. “This sod house is way too hot in the summer”
8. What were some of the challenges of farming on the Great Plains?
- a. Flooding, spongy soil, and invasive plant species
 - b. Insect pests, flooding, and expensive land
 - c. Drought, insect pests, and soil that was hard to plow
 - d. The lack of good plows, unpredictable weather, and low supplies of seed
9. Which of the following is not a true statement about the California Gold Rush?
- a. San Francisco remained a small, sleepy town until the 1880s
 - b. Many Native Americans were forced off their land as a result of an increasing population and exploration for gold
 - c. Some African Americans came to California as slaves to help slave owners look for gold
 - d. Foreigners had to pay a tax to mine in the state of California

10. Which of the following statements is true?

- a. California was the only state or territory in which gold was discovered and mined
- b. Sutter's Mill was a center for silver mining as well as gold mining
- c. Gold was discovered in other states and territories, including Colorado
- d. A great many miners who arrived in California after 1850 became very wealthy

11. What was the Treaty of Guadalupe Hidalgo?

- a. The treaty in which the United States purchased vast amounts of western land from the French
- b. The treaty that ended the dispute between the United States and Great Britain over Oregon Country
- c. The treaty that ended the Mexican-American War and designated California as the premier gold mining state
- d. The treaty that ended the Mexican-American War and ceded most of the present-day Southwest and California to the United States

12. What was one result of the Kansas-Nebraska Act?

- a. Kansas and Nebraska established a peaceful agreement to prohibit slavery in their territories
- b. Fighting broke out between proslavery and antislavery interests in Kansas and Nebraska Territories
- c. Nebraska became known as "Bleeding Nebraska"
- d. Residents of Kansas and Nebraska Territories voted to allow slavery

13. Which of the following was not a provision of the Homestead Act?

- a. Homesteaders could settle 160 acres
- b. Homesteaders had to live on their new land for five years
- c. Homesteaders had to pay annual rent on the land to the government
- d. Homesteaders had to build a house on their property

14. Who were the Exodusters?

- a. Chinese immigrant laborers on the Transcontinental Railroad
- b. African Americans who moved to California during the Gold Rush
- c. African American slaves who became free once they moved to Kansas
- d. African Americans who moved into Kansas from the South

15. Which statement about the Transcontinental Railroad is false?

- a. The Transcontinental Railroad was a government-supported humanitarian project and had little relationship to business
- b. The Transcontinental Railroad helped fulfill some of the goals of Manifest Destiny
- c. The Transcontinental Railroad joined the Central Pacific Railroad with the Union Pacific Railroad
- d. The railroad companies paid immigrants less than they paid European Americans

16. Which of the following would a Native American living on the Great Plains in the 1870s most likely have said?

- a. "At least my family has not been forced onto a reservation yet"
- b. "The bison are disappearing so rapidly; will there be any left to hunt?"
- c. "The U.S. Army fights brutally, but at least they spare the women and children"
- d. "Everyone in my community agrees that it is time to surrender to the United States government"

17. Which of the following is one reason that bison nearly became extinct?

- a. Native Americans overhunted the bison
- b. Native Americans had been forced onto reservations
- c. Demand for bison parts was high, not only in the United States but also in Europe
- d. "Buffalo Bill" Cody killed thousands of bison

18. Who were the "buffalo soldiers"?

- a. Army regiments consisting of African American and Chinese-American soldiers
- b. African Americans who built roads and worked on the Transcontinental Railroad
- c. African Americans who earned medals of honor in the Civil War
- d. African Americans who fought in the Indian Wars

19. Which of the following statements would a cowboy most likely have said?

- a. “Darn, we have a lot of calves to brand today!”
- b. “I’m so glad I get to go on a cattle drive every other week”
- c. “I’m rather clumsy, so it’s a good thing I don’t have to learn how to use a rope”
- d. “I’m lucky to have such a well developed social life”

20. Which statement about 19th-century western landscape paintings is the most accurate?

- a. Artists portrayed the western landscape with the utmost accuracy, never exaggerating or romanticizing their subjects
- b. Nineteenth-century landscape paintings had little influence on the public or on politicians
- c. Artists painted western landscapes based on stories of what the West looked like, rather than firsthand experience
- d. Artists often painted romanticized images of the West

Westward Expansion: Multiple-Choice Quiz Answer Key

1. d
2. b
3. b
4. a
5. c
6. d
7. a
8. c
9. a
10. c
11. d
12. b
13. c
14. d
15. a
16. b
17. c
18. d
19. a
20. d