

UNIT

5

The Birth of Modern America

Why It Matters

Following the turmoil of the Civil War and Reconstruction, the United States began its transformation from a rural nation to an industrial, urban nation. This change spurred the growth of cities, the development of big business, and the rise of new technologies such as the railroads. New social pressures, including increased immigration, unionization movements, and the Populist movement in politics, characterized the period as well. Understanding this turbulent time will help you understand similar pressures that exist in your life today. The following resources offer more information about this period in American history.

Primary Sources Library

See pages 1052–1053 for primary source readings to accompany Unit 5.

 Use the American History Primary Source Document Library CD-ROM to find additional primary sources about the beginnings of the modern United States.

1865–1900



Coat and goggles worn in a horseless carriage



Chicago street scene in 1900



*“The city is the nerve center
of our civilization. It is also
the storm center.”*

—Josiah Strong, 1885



Settling the West

1865–1900

Why It Matters

After the Civil War, a dynamic period in American history opened—the settlement of the West. The lives of Western miners, farmers, and ranchers were often filled with great hardships, but the wave of American settlers continued. Railroads hastened this migration. During this period, many Native Americans lost their homelands and their way of life.

The Impact Today

Developments of this period are still evident today.

- Native American reservations still exist in the United States.
- The myth of the Western hero is prominent in popular culture.



The American Vision Video The Chapter 13 video, “Life in the West,” chronicles the early days of western settlement in the United States.



United States

PRESIDENTS

1859

- Comstock Lode of gold and silver discovered in Nevada



1864

- Sand Creek Massacre

1867

- Chisholm Trail cattle drive begins



1881

- President Garfield assassinated

1876

- Battle of the Little Bighorn

Lincoln
1861–1865

A. Johnson
1865–1869

Grant
1869–1877

Hayes
1877–1881

Garfield
1881

Arthur
1881–1885

1860

1870

1880



World

1867

- Diamonds discovered in South Africa

1868

- Cro-Magnon skeleton discovered in France

1871

- Otto von Bismarck unifies the many German states into modern Germany

1877

- First Wimbledon tennis tournament held

1881

- Japanese emperor Mutsuhito promises to establish national legislature



Mother and child in a Wyoming wheat field



1885
• First skyscraper built in Chicago

Cleveland
1885–1889



1887
• Dawes Act eliminates communal ownership of Native American reservations

B. Harrison
1889–1893



Cleveland
1893–1897



1896
• *Plessy v. Ferguson* creates “separate but equal” doctrine

McKinley
1897–1901



1890

1900

1888
• Brazil ends slavery

1894
• China begins war against Japan

1896
• Modern Olympics begin in Athens, Greece

HISTORY
Online

Chapter Overview
Visit the *American Vision* Web site at tav.glencoe.com and click on **Chapter Overviews—Chapter 13** to preview chapter information.

CLICK HERE

Guide to Reading

Main Idea

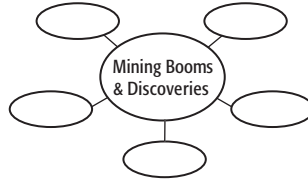
Miners and ranchers settled large areas of the West.

Key Terms and Names

placer mining, quartz mining, Henry Comstock, vigilance committee, open range, long drive, Chisholm Trail, maverick, barbed wire

Reading Strategy

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

**Reading Objectives**

- **Trace** the growth of the mining industry in the West.
- **Describe** the ways that new technology changed open-range ranching.

Section Theme

Economic Factors People migrated to the West in search of economic opportunity.

Preview of Events

★ *An American Story* ★

Miner working the Comstock Lode

Jacob Waldorf arrived in Virginia City, Nevada, in 1873 to seek his fortune in the fabled silver mines of the Comstock Lode. Like many others, he found work at one of the big mining companies. Seven days a week he toiled in a dangerous mine shaft, earning enough to support his family and buy a little stock in local mining companies. As his son John recalled:

“The favorite game with our father was stocks. . . . Mother used to say to me, ‘Some day we’re going back east,’ but for years none of the stocks in which Dad invested showed any disposition to furnish us with the price of transportation.”

In 1877 the stock Waldorf owned skyrocketed in value. “Dad’s holdings rose . . . to \$10,000 and mother began to talk of buying a farm,” John wrote. “The stock kept going upward. Dad was worth \$15,000 for at least a minute.” He waited for the stock to go even higher before selling, but instead it plummeted: “The bottom fell out of Ophi [a mining stock], and Mother’s dream farm fell with it, for Dad was broke.”

Jacob Waldorf overcame this financial setback. Earning the respect of his fellow workers, he headed the miners’ union in 1880 and later served as a state legislator.

—adapted from *A Kid on the Comstock*

Growth of the Mining Industry

The story of western mining is bigger than the individual stories of fortune seekers like Waldorf. The West’s rich deposits of gold, silver, and copper served the needs of growing industries in the East. They also brought the first wave of settlers that populated the mountain states of the West.

News of a mineral strike in an area would start a stampede of prospectors desperately hoping to strike it rich. Early prospectors would extract the shallow deposits of ore largely by hand in a process called **placer mining**, using simple equipment like picks, shovels, and pans. After these surface deposits dwindled, corporations would move in to begin **quartz mining**, which dug deep beneath the surface. As those deposits dried up, commercial mining either disappeared or continued on a restricted basis.

ECONOMICS

The Big Strike in Nevada The story of the Comstock Lode is similar to other stories of gold, silver, and copper strikes throughout the West. In 1859 a prospector named **Henry Comstock** staked a claim in Six-Mile Canyon, Nevada. The sticky, blue-gray mud found there turned out to be nearly pure silver ore. News of the Comstock strike brought hordes of miners to Virginia City, Nevada. Almost overnight the town went from a frontier outpost to a boomtown of about 30,000, boasting an opera house, shops with furniture and fashions from Europe, several newspapers, and a six-story hotel with the West's first elevator, called a "rising room." When the silver veins were exhausted several years later, the mines closed. Without the mines, the town's economy collapsed,

and most of the townspeople moved on in search of new opportunities. This cycle of boom and bust—from boomtown to ghost town—was repeated throughout the mountainous West.

During the booms, crime posed a serious problem. Prospectors fought over claims, and thieves haunted the streets and trails. Law enforcers were scarce, and self-appointed volunteers sometimes formed **vigilance committees** to track down and punish wrongdoers. In some cases, they punished the innocent or let the guilty go free, but most people in these communities respected the law and tried to deal firmly but fairly with those accused of crimes.

Mining towns such as Virginia City at first were inhabited mostly by men, but soon they attracted more women. Some women owned property and were influential community leaders. Others worked as cooks or in laundries. Still other women worked at "hurdy-gurdy" houses (named after the mechanical musical instrument), where they danced with men for the price of a drink.

Other Bonanzas Mining also spurred the development of Colorado, the Dakota Territory, and Montana. The discovery of gold near Pikes Peak in 1858 set miners on a frantic rush. Coining the phrase "Pikes Peak

TECHNOLOGY & History

Mining Sluice

Western prospectors used sluices to search riverbeds more quickly than they could with the backbreaking panning method. A sluice diverted the current of a river into earthen or wooden trenches. The water was directed to a box with metal "riffle" bars that disturbed the current, causing heavier minerals to settle to the bottom of the box. A screen at the end of the riffle box prevented the minerals from flowing out. **Why was the sluice more efficient than panning for precious minerals?**

- 1** **Sluices** were sometimes simple trenches dug into the ground. Others were made of wood.
- 2** The **riffle box** agitated the water flow with metal bars, or sometimes cobble stones or small holes.
- 3** The box, sometimes called a **"tom,"** had a **screen** to prevent the separated minerals from escaping with the water and sediment.



or Bust,” many panned for gold without success and headed home, complaining of a “Pikes Peak hoax.”

In truth, there was plenty of gold and silver in the Colorado mountains, but much of it was hidden beneath the surface and hard to extract. One of the richest strikes occurred in the late 1870s in Leadville, so called for deep deposits of lead that contained large amounts of silver. By the summer of 1879, as many as 1,000 newcomers per week were pouring into Leadville, creating one of the most legendary boomtowns dotting the mining frontier.

Overall, operations at Leadville and other mining towns in Colorado yielded more than \$1 billion worth of silver and gold (many billions in today’s

money). This bonanza spurred the building of railroads through the Rocky Mountains and transformed Denver, the supply point for the mining areas, into the second largest city in the West after San Francisco.

The discovery of gold in the Black Hills of the Dakota Territory and copper in Montana led to rapid development of the northern Great Plains. Miners flooded into the region in the 1870s. After railroads were built in the 1880s, many farmers and ranchers moved to the territory. In 1889, Congress divided the Dakota Territory and admitted North Dakota and South Dakota, as well as Montana, as new states.

 **Reading Check Explain** How did the creation of new states change the political boundaries of the Great Plains?

Linking Past & Present



Virginia City

Past: Comstock Boomtown

The wealth of its silver mines turned Virginia City, Nevada, from a leaky-tent mining town into a metropolis with five newspapers and a stock exchange. Express companies carried out silver and brought in supplies for the city’s 30,000 people.

Present: Tourist Center

Unlike many mining towns that became ghost towns, Virginia City still exists. The community depends on the tourist industry. Visitors can see the old school building, the opera house, and a mining museum. Virginia City is just a short drive from Carson City and Lake Tahoe.



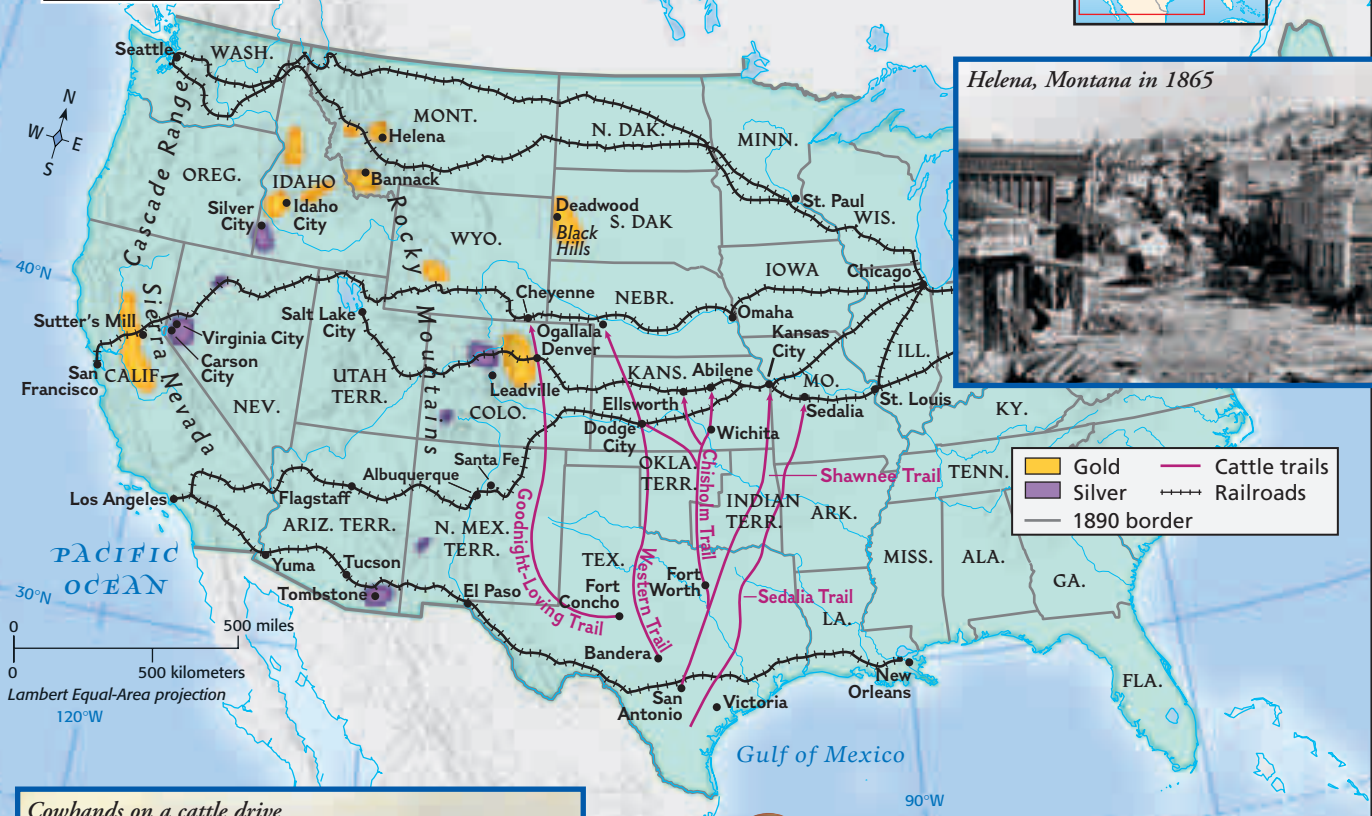
Ranching and Cattle Drives

While many Americans headed to the Rocky Mountains to mine gold and silver after the Civil War, others began building vast cattle ranches on the Great Plains. In the early 1800s, Americans did not think cattle ranches on the Great Plains were practical. Water was scarce, and cattle from the East could not survive on the tough prairie grasses. Farther south, however, in Texas, there existed a breed of cattle adapted to living on the Great Plains.

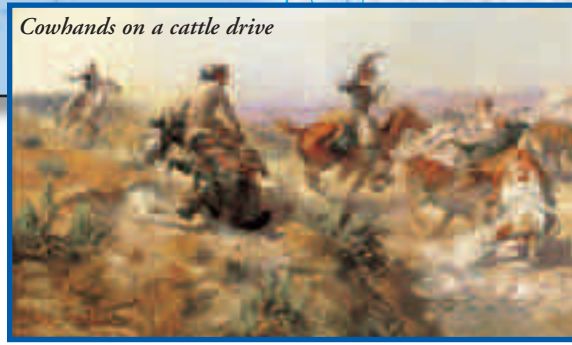
The Texas longhorn was a breed descended from Spanish cattle that had been brought to Mexico two centuries earlier. Ranchers in Mexico and Texas had allowed their cattle to run wild, and slowly a new breed—the longhorn—had emerged. Lean and rangy, the longhorn could easily survive in the harsh climate of the Plains, and by 1865, as many as 5 million of them roamed the grasslands of Texas.

Mexicans had introduced cattle ranching in New Mexico, California, and Texas before these areas became part of the United States. The industry grew in part because of the **open range**—a vast area of grassland owned by the government. The open range covered much of the Great Plains and provided land where ranchers could graze their herds free of charge and unrestricted by the boundaries of private farms.

Mexican cowhands developed the tools and techniques for rounding up and driving cattle. These Hispanic herders taught American cowhands their trade and enriched the English vocabulary with words of Spanish origin, including “lariat,” “lasso,” and “stampede.”



Helena, Montana in 1865



Cowhands on a cattle drive

Geography Skills

- 1. Interpreting Maps** What cities were destination points for the Chisholm Trail?
- 2. Applying Geography Skills** Why do you think the destination cities at the end of the cattle trails are all located along railroad lines?

Before the Civil War, ranchers had little incentive to round up the longhorns. Beef prices were low, and moving the cattle to eastern markets was not practical. Two developments changed this situation: the Civil War and the construction of the railroads. During the Civil War, eastern cattle were slaughtered in huge numbers to feed the armies of the Union and the Confederacy. After the war, beef prices soared, making it worthwhile to round up the longhorns if a way could be found to move them east.

By the 1860s, railroads had reached the Great Plains. Lines ended at Abilene and Dodge City in Kansas and at Sedalia in Missouri. Ranchers and livestock dealers realized that if the longhorns were rounded up and driven north several hundred miles to the railroad, they could be sold for a huge profit and shipped east to market.

In 1866 ranchers rounded up cattle and drove about 260,000 of them to Sedalia, Missouri. Although only a fraction of the herds survived this first **long drive**, the drive overall was a tremendous success, proving that cattle could be driven north to the rail lines and sold for 10 times the price they could get in Texas.

Other trails soon opened. The route to Abilene, Kansas, became the major route north. Between 1867 and 1871, cowboys drove nearly 1.5 million head of cattle up the **Chisholm Trail** to Abilene—a town that, when filled with cowboys at the end of a drive, rivaled the mining towns in terms of rowdiness. As the railroads expanded in the West, other trails reached from Texas to more towns in Kansas, Nebraska, Montana, and Wyoming.

The Long Drive A long drive was a spectacular sight. It began with the spring roundup when ranchers met with their cowboys to collect cattle from the



Frederic Remington statue

Picturing History

Breaking Camp This painting by Charles M. Russell captures the excitement of a long cattle drive. Ranchers hired cowboys to move thousands of cattle north to railroad towns, where the cattle were then shipped east for butchering and sale in the cities. [How did the Civil War encourage the start of long cattle drives?](#)

open range. Stock from many different owners made up these herds. Only their brands showing which rancher owned the cattle distinguished them from one another. Stray calves with no identifying symbols were called **mavericks**. These were divided and branded. The combined herds moving onto the trail could number anywhere from 2,000 to 5,000 cattle.

Cowboys for major ranchers went north with the herds. Most of the cowboys in the early years of the cattle drives were former Confederate army soldiers escaping the harsh life in the South during Reconstruction. A few were Hispanic, and many were African Americans such as Nat Love. Born an enslaved man in Tennessee in 1854, Love was freed at the end of the Civil War. He went west in 1869 and applied for work with a cattle-driving outfit that included several other African American cowhands:

“After breakfast I asked the camp boss for a job as a cow boy. He asked me if I could ride a wild horse. I said ‘yes sir.’ He said if you can I will give you a job. So he spoke to one of the colored cow boys called Bronko Jim, and told him to go out and rope old Good Eye, saddle him and put me on his back. Bronko Jim gave me a few pointers and told me to look out for the horse was especially bad. . . . This

proved the worst horse to ride I had ever mounted in my life, but I stayed with him and the cow boys were the most surprised outfit you ever saw, as they had taken me for a tenderfoot, pure and simple. After the horse got tired and I dismounted the boss said he would give me a job and pay me \$30.00 per month and more later on.”

—quoted in *Life and Adventures of Nat Love*

Life for Love and the other cowboys on the trail demanded discipline, endurance, and courage, but those who survived the many dangers collected wages to spend in the towns at the end of the trail. Life in these towns was exciting, but many cowboys told exaggerated tales of daring that often supplied material for what were called “dime novels.” These adventure books sold for a dime and helped spread the myths of the “Wild West” in eastern towns and cities.

Ranching Becomes Big Business Cowboys drove millions of cattle north from Texas to Kansas and points beyond. Some of the cattle went straight to slaughterhouses, but many were sold to ranchers who were building up herds and grazing them in Wyoming, Montana, and other territories. When sheep herders moved their flocks onto the range and when farmers settled there, blocking the trails,

“range wars” broke out among competing groups. Eventually, and after considerable loss of life, the range was largely fenced off with a new invention—**barbed wire**—which enabled hundreds of square miles to be fenced off cheaply and easily.

At first, ranchers saw barbed wire as more of a threat than an opportunity. They did not want to abandon open grazing and complained when farmers put up barriers that prevented the ranchers’ livestock from roaming. Soon, however, ranchers used barbed wire to shut out those competing with them for land and to keep their animals closer to sources of food and water. For cowhands, however, barbed wire ended the excitement of long cattle drives.

The fencing in of the range was not the only reason the long drives ended. Investors from the East and from Britain poured money into the booming cattle business, causing an oversupply of animals on the market. Prices dropped dramatically in the mid-1880s and many ranchers went bankrupt. Then, in the winter of 1886 to 1887, blizzards covered the ground with snow so deep that the cattle could not dig down to the grass. Temperatures fell to more than 40 degrees below zero.

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

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

World Geography Connection



The Cowboys of Argentina

While cowboys are often considered a unique part of the American heritage, they also belong to the history of another nation, Argentina. Like the cowboys of the American West, this group of hardy and daring individuals made their living during the 1800s trying to tame the “pampas”—Argentina’s frontier grasslands. Known as “gauchos,” they rounded up wild cattle and horses on the pampas and sold their hides. Like their counterparts to the north, gauchos wore distinctive clothing—wide-brim hats, ponchos, and loose trousers tucked into low boots—and became highly romanticized and revered figures. They also went the same way as the American cowboy, eventually becoming ranch hands as big business took greater control of the cattle and herding industry. **What were the similarities between the American cowboys and the gauchos?**



SECTION 1 ASSESSMENT

Checking for Understanding

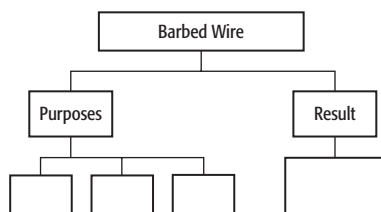
- Define:** placer mining, quartz mining, open range, long drive, maverick.
- Identify:** Henry Comstock, vigilance committee, Chisholm Trail, barbed wire.
- List** the factors that contributed to the rise of the cattle industry.
- Explain** how cattle ranching shifted from open range to an organized business operation.

Reviewing Themes

- Economic Factors** What two developments in the late 1800s led to the decline of the cattle business?

Critical Thinking

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



Analyzing Visuals

- Examining Maps** Study the map detailing the western mining country and cattle trails on page 417. Then create your own thematic map detailing either the cattle country or the mining country.

Writing About History

- Descriptive Writing** Write a summary for a story line for a Hollywood movie. Your script should realistically portray the lives of either a miner or rancher in the West in the mid- to late 1800s. Be sure to include descriptions of people living in a western settlement.

SECTION 2 Farming the Plains

Guide to Reading

Main Idea

After 1865, settlers staked out homesteads and began farming the Great Plains.

Key Terms and Names

Great Plains, Stephen Long, Homestead Act, homestead, dry farming, sodbuster, Wheat Belt, bonanza farm

Reading Strategy

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



Reading Objectives

- **Explain** why and how people began settling the Plains.
- **Trace** the growth of commercial farming on the Plains.

Section Theme

Science and Technology The need for new farming techniques in the West led to several technological innovations.

Preview of Events



★ An American Story ★



Well hand pump

On September 15, 1884, the O’Kieffe family left their home in Nebraska and headed west across the state in a covered wagon to start a challenging new life on the open plains. The O’Kieffes faced a new environment that lacked many things that people in the East took for granted, including easy access to water and wood for building a house. Without trees to use as timber, they built their house from chunks of sod, densely packed soil held together by grass roots. To obtain water, the family had to drill a well 134 feet deep and operate the pump by hand. They let nothing go to waste. In summer, they ate the weeds from their garden as well as the vegetables, obeying the rule, “If you can’t beat ‘em, eat ‘em.”

There were other settlers in the area, and they would gather to socialize and help each other. When disaster struck, however, each family had to be prepared to face the trouble alone. In January 1888, a three-day blizzard struck without warning. As Charley, the youngest son, reflected: “By the end of the three-day blizzard we were in fine shape to take care of our stock. Many others did not fare so well; but that’s life. After all, we said to each other, this was a new country and folks had to learn how to look after themselves.”


—adapted from *Western Story: Recollections of Charley O’Kieffe*

Geography of the Plains

The O’Kieffes and their neighbors were early settlers in a region known today as the **Great Plains**. This region extends westward to the Rocky Mountains from around the 100th meridian—an imaginary line running north and south from the central Dakotas through western Texas. Rainfall on the Plains averages less than 20 inches per year, and trees grow

naturally only along rivers and streams. For centuries this open country had been home to vast herds of buffalo that grazed on the prairie grasses. Nomadic Native American groups had hunted the buffalo for food and used buffalo hides for clothing and shelter.

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

 **Reading Check** **Examining** What geographic factors created challenges to the settlement of the Great Plains in the late 1800s?

The Beginnings of Settlement


During the late 1800s several factors undermined the belief that the Plains was a “Great American Desert.” One important factor was the construction of the railroads, which provided easy access to the Great Plains. Railroad companies sold land along the rail lines at low prices and provided credit to prospective settlers. Railroads opened offices throughout the United States and in major cities in Europe where land was scarce. Posters and pamphlets proclaimed that booking passage to the Plains was a ticket to prosperity.

The catchy slogan “Rain follows the plow,” coined by a Nebraskan to sell the idea that cultivating the Plains would increase rainfall, encouraged settlers.

As if to prove the saying correct, the weather cooperated. For more than a decade beginning in the 1870s, rainfall on the Plains was well above average. The lush green of the endless prairies contradicted the popular belief that the region was a desert.

In 1862, the government also supported settlement in the Great Plains region by passing the **Homestead Act**. For a \$10 registration fee, an individual could file for a **homestead**—a tract of public land available for settlement. A homesteader could claim up to 160 acres of public land and could receive title to that land after living there for five years. Later government acts increased the size of the tracts available. The Homestead Act provided a legal method for settlers to acquire clear title to property in the West. With their property rights secured, settlers were more willing to move to the Plains.

When settlers arrived on the Plains, they often found life very difficult. The lack of trees and water forced them to build their first homes from sod cut from the ground and to drill wells up to 300 feet deep. Summer temperatures often soared over 100° Fahrenheit. Prairie fires were a constant danger. Sometimes swarms of grasshoppers swept over farms and destroyed the crops. In winter there were terrible blizzards and extreme cold. Despite these challenges, most homesteaders persisted and learned how to live in the harsh environment.

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

Picturing History

Farming the Great Plains Technology made farming the vast open plains of America feasible. Here horse-drawn binders are being used to gather hay in the late 1800s. [What other factors encouraged settlement on the Great Plains?](#)



Why It Matters

Land-Grant Colleges

To promote agriculture and manufacturing, the 1862 Morrill Act gave states large tracts of federal lands, with the requirement that part of the land be used to set up and maintain colleges. The colleges were required to offer programs in agriculture and engineering as well as traditional academic subjects. Military training programs were also required at these “land-grant colleges.” Most state agricultural and engineering schools were established under the Morrill Act. Today every state, as well as Puerto Rico, has at least one land-grant college.



◀ 4-H Programs

Extension services associated with land-grant colleges coordinate the 4-H programs that help train future farmers. 4-H offers many programs for young people ages 5 to 19.

ROTC ▶

The Reserve Officer Training Corps (ROTC) programs set up at land-grant colleges have been instrumental in providing training for the U.S. military. The program continues to provide scholarships for young Americans around the nation.



The Wheat Belt

For those who had the financial resources, farming could be very profitable on the Plains. Many inventions and new farming methods revolutionized agriculture.

One approach, called **dry farming**, was to plant seeds deep in the ground where there was enough moisture for them to grow. By the 1860s, farmers on the Plains were employing newly designed steel plows, seed drills, reapers, and threshing machines. The new machines made dry farming possible. Unfortunately, prairie soil often blew away, especially in a dry season. Many **sodbusters**, as those who plowed the soil on the Plains were called, eventually lost their homesteads through the combined effects of drought, wind erosion, and overuse of the land.

Large landholders faced similar problems, but they were able to make quick profits with the help of mechanical reapers, which speeded the harvest. Mechanical binders tied the stalks into bundles for collection. Threshing machines knocked kernels loose from the stalks. These innovations were well suited for harvesting wheat, which had the advantage of withstanding drought better than corn and some other crops. Wheat became as important to the Great Plains as cotton was to the South.

During the 1880s, many wheat farmers from Minnesota and other Midwestern states moved to the

Great Plains to take advantage of the inexpensive land and the new farming technology. This productive new **Wheat Belt** began at the eastern edge of the Great Plains and encompassed much of the Dakotas and the western parts of Nebraska and Kansas.

Commercial Farming The new machines allowed a single family to bring in a substantial harvest on a wheat farm covering several hundred acres. Some wheat farms covered up to 50,000 acres. These were called **bonanza farms** because they often yielded big profits. Like mine owners, bonanza farmers formed companies, made large investments in property and equipment, and hired laborers as needed.

ECONOMICS

Farmers Fall on Hard Times The bountiful harvests in the Wheat Belt helped the United States become the world’s leading exporter of wheat by the 1880s. American wheat growers faced rising competition, however, from other wheat-producing nations. In the 1890s, a glut of wheat on the world market caused prices to drop.

Some farmers tried to make it through lean periods by mortgaging their land—that is, they took bank loans based on the value of their property. If they failed to meet their mortgage payments, they forfeited the land to the bank and had to abandon

their farms or work them as tenants for the new owner. By 1900 tenants cultivated about one-third of the farms in the corn and wheat areas.

Adding to the problems of western farmers, a prolonged drought began in the late 1880s, killing crops and forcing many farmers to go back east. In Kansas, William Allen White, editor of the *Emporia Gazette*, described a disappointed farm family he saw returning from the western part of the state:

“There came through Emporia yesterday two old-fashioned mover wagons headed east. . . . These movers . . . had seen it stop raining for months at a time. They had heard the fury of the winter wind as it came whining across the short burned grass. . . . They have tossed through hot nights, wild with worry, and have arisen only to find their worst nightmares grazing in reality on the brown stubble in front of their sun-warped doors.”

In hard times, some homesteaders gave up and headed home, but others soon arrived to take their place.

Reading Check Identifying What technological innovations helped farmers cultivate the Plains?

Closing the Frontier

In 1890 the Census Bureau reported that settlement throughout the West had been so rapid “that there can hardly be said to be a frontier line.” In reality, much land was still unoccupied, and new settlement

continued at a brisk pace into the 1900s. The news that the frontier was closing, however, concerned those who saw it as the end of an era. They believed that unoccupied land at the frontier had provided a “safety-valve of social discontent,” the idea that Americans could always make a fresh start.

Most settlers did indeed make a fresh start, adjusting to the often hostile environment of the Plains. Water from their deep wells enabled them to plant trees and gardens. Railroads brought lumber and brick to replace sod as a building material and coal as fuel.

The O’Kieffes, who raised cattle, chickens, and a few crops, were typical of small-scale, self-sustaining homesteaders. They never got rich, but they got by. Those who struggled as the O’Kieffes did to support themselves emerged with a more realistic view of the West. It was not a land of limitless opportunity. As Charley O’Kieffe learned, the real story of the West was not about heroes who rode off into the sunset. It was about ordinary people who settled down and built homes and communities through great effort—“sterling and steady men and women whose lives were spent doing the work as it needed to be done.”

Reading Check Examining Why did some people feel that the closing of the frontier was the end of an era?

CLICK HERE



Student Web Activity Visit the *American Vision* Web site at tav.glencoe.com and click on **Student Web Activities—Chapter 13** for an activity on settling the West.

SECTION 2 ASSESSMENT

Checking for Understanding

- Define:** homestead, dry farming, sodbuster, bonanza farm.
- Identify:** Great Plains, Stephen Long, Homestead Act, Wheat Belt.
- Explain** why the Great Plains was not suitable for homesteading.

Reviewing Themes

- Science and Technology** How did the need for new farming techniques on the Great Plains result in technological innovations in agriculture?

Critical Thinking

- Analyzing** What factors contributed to the making of the Wheat Belt in the Great Plains and then to troubled times for wheat farmers in the 1890s?
- Categorizing** Use a graphic organizer similar to the one below to list the effects of technology on farming in the Great Plains.

Invention	Advantage for Farmers

Analyzing Visuals

- Examining Photographs** Study the photograph on page 421 of farmers using binding machines in western Wisconsin. Based on the terrain and the type of work they needed to do, what other types of technology would have helped farmers on the Plains?

Writing About History

- Persuasive Writing** Write an advertisement persuading people from the East and from Europe to establish homesteads in the Great Plains.

Social Studies SKILLBUILDER

Interpreting Statistics

The Railroad and Native American Population

Year	1860	1870	1880	1890	1900
Approximate miles of railroad track in U.S.:	30,000	53,000	116,000	208,000	259,000
Approximate Native American population:	351,000	323,000	318,000	265,000	248,000

Why Learn This Skill?

Often presented in graphs and tables, statistics are collections of data that are used to support a claim or an opinion. The ability to interpret statistics allows us to understand probable effects and to make predictions.

Learning the Skill

Use the following steps to help you interpret statistical information.

- **Scan** the graph or table, reading the title and labels to get an idea of what is being shown.
- **Examine** the statistics shown, looking for increases and decreases, similarities and differences.
- **Look** for a *correlation* in the statistics. Two sets of data may be related or unrelated. If they are related, we say that there is a correlation between them. In a positive correlation, as one number rises, so does the other number. In a negative correlation, as one number rises, the other number falls. For example, there is a positive correlation between academic achievement and wages, and there is a negative correlation between smoking and life expectancy. Sometimes, statistics may try to show a correlation when none exists. For example, a report that “people who go fishing are less likely to get cancer” may be statistically true but lack any real correlation.
- **Determine** the conclusions you can draw from the statistics.

Practicing the Skill

Study the table above, and then answer the following questions.

- 1 What claim does this set of statistics seem to support?
- 2 Is there a correlation between miles of railroad tracks and the Native American population? Is the correlation positive or negative? Explain.

Skills Assessment

Complete the Practicing Skills questions on page 433 and the Chapter 13 Skill Reinforcement Activity to assess your mastery of this skill.



Delivering a presentation

Applying the Skill

Interpreting Statistics Create a survey with two questions for which you believe the answers will show a correlation. For example, you might ask, “How many hours of television do you watch per day?” and “How many hours of sleep do you usually get at night?” Organize your statistics in a chart or graph. Then, look for a correlation in your data and evaluate your results. Write a paragraph summarizing your evaluation.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

SECTION 3 Native Americans

Guide to Reading

Main Idea

The settlement of the West dramatically changed the way of life of the Plains Indians.

Key Terms and Names

nomad, annuity, Little Crow, Indian Peace Commission, George A. Custer, Ghost Dance, assimilate, allotment, Dawes Act

Reading Strategy

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

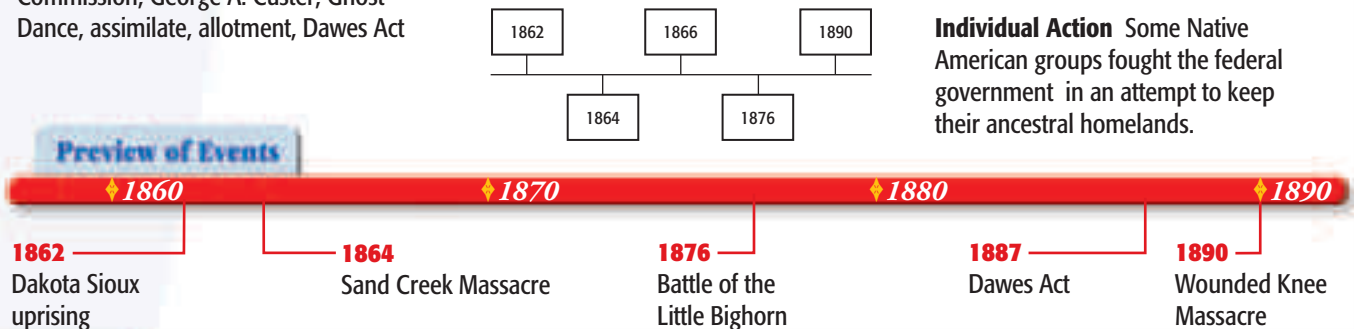
Reading Objectives

- **Discuss** conflicts that arose between the Plains Indians and American settlers.
- **Summarize** problems caused by attempts to assimilate Native Americans.

Section Theme

Individual Action Some Native American groups fought the federal government in an attempt to keep their ancestral homelands.

Preview of Events



★ An American Story ★



Ten Bears

In October 1867, a Comanche chief named Ten Bears arrived with other Native American leaders and their followers at Medicine Lodge Creek in present-day Kansas to meet with federal treaty-makers and army officers. The federal officials wanted them to sign a treaty agreeing to move to confined areas called reservations and to submit to American authority. In return, the government offered them food, housing, instruction in farming, and other assistance. After listening to the treaty-makers, Ten Bears spoke against moving to a reservation:

“That which you say we must now live on is too small. The Texans have taken away the places where the grass grew the thickest. . . . The white man has the country which we loved, and we only wish to wander on the prairie until we die.”

In the end, Ten Bears and the other chiefs had little choice but to sign the treaty. The army’s main representative at the council, General William Tecumseh Sherman, told them bluntly that they would have to accept the deal: “You can no more stop this than you can stop the sun or moon; you must submit and do the best you can.”

—adapted from *Tribes of the Southern Plains*

Culture of the Plains Indians

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

Despite their differences, the groups of Plains Indians were similar in many ways. They lived in extended family networks and had a close relationship with nature. Plains

Indian nations, sometimes numbering several thousand people, were divided into bands consisting of up to 500 people. A governing council headed each band, but most members participated in making decisions. Gender determined the assignment of tasks. Women generally performed domestic tasks: rearing children, cooking, and preparing hides. Men performed tasks such as hunting, trading, and supervising the military life of the band. Most Plains Indians practiced a religion based on a belief in the spiritual power of the natural world.

 **Reading Check** **Comparing** In what ways were different groups of Plains Indians similar?

Cultures Under Pressure

As ranchers, miners, and farmers moved onto the Plains, they deprived Native Americans of their hunting grounds, broke treaties guaranteeing certain lands to the Plains Indians, and often forced them to relocate to new territory. Native Americans resisted by

attacking wagon trains, stagecoaches, and ranches. Occasionally an entire group would go to war against nearby settlers and troops. The first major clash on the Plains began in 1862, when the Sioux people in Minnesota launched a major uprising.

The Dakota Sioux Uprising The Dakota Sioux had agreed to live on a small reservation in Minnesota. In exchange for moving to the reservation, the United States government issued **annuities**, or payments to reservation dwellers, at least once per year. The annuities, however, amounted to only between 5 and 30 cents an acre, and much of that money ended up in the hands of American traders. These traders often made up stories about debts owed to them by the Dakota, and they took the annuities as payments.

Congress made things worse for the Dakota in 1862 by delaying annuities. By August the payments were a month late, and some of the Dakota were starving. Chief **Little Crow** asked traders to provide his people food on credit. “If they are hungry,” trader Andrew Myrick replied, “let them eat grass or their

 NATIONAL
GEOGRAPHIC

MOMENT in HISTORY

THE END OF A WAY OF LIFE

Medicine Crow, a war chief of the Crow people, solemnly poses for a photographer during a conference in Washington, D.C., in 1880. The Crow and the Sioux were ancestral enemies, and so Medicine Crow and his warriors agreed to act as scouts against the Sioux for the soldiers and settlers of the Great Plains. The Crows' valiant service, however, could not preserve their independence. By 1890 all of the Plains Indians, including the Crow, had been confined to reservations.



own dung.” Two weeks later, the Dakota rose up in arms, and Myrick was found shot to death with grass stuffed in his mouth.

Little Crow reluctantly agreed to lead this uprising. He wanted to wage war against soldiers, not civilians, but he was unable to keep angry Dakota from slaughtering settlers in the area. Hundreds died before troops arrived from St. Paul and put down the uprising.

A military tribunal sentenced 307 Dakota to death for taking part in the hostilities, but President Lincoln reviewed the evidence and reduced the number executed to 38. Many others who fled the reservation when the troops arrived became exiles in a region that bore their name—the Dakota Territory.

Lakota Sioux Defend Their Territory Following the Dakota uprising, the army sent patrols far out onto the northern Great Plains to prevent further trouble among the Sioux there. This action did more to stir up hostilities than to prevent them, for it brought troops into contact with another branch of the Sioux—the nomadic Lakota—who had offered refuge to Native Americans from Minnesota. The Lakota fought hard to keep control of their hunting grounds, which extended from the Black Hills westward to the Bighorn Mountains. They had battled rival groups for this country and did not intend to let settlers have it. Leading them were chiefs Red Cloud, Crazy Horse, and Sitting Bull.

The army suffered a stunning defeat at the hands of Red Cloud’s forces in Wyoming in December 1866. Army troops were operating a fort on the Bozeman Trail, used by prospectors to reach gold mines in Montana. Crazy Horse, a religious leader as well as a war chief, lured the troops into a deadly trap. He tricked the fort’s commander into sending Captain William Fetterman and about 80 soldiers out to pursue what they thought was a small raiding party. Hundreds of warriors were waiting in ambush and wiped out the entire detachment.

Sand Creek Fetterman’s Massacre, as this battle came to be called, was just one example of the growing hostilities between settlers and Native Americans. Another incident, the **Sand Creek Massacre**, took place along Sand Creek in eastern Colorado.

In the 1860s, tensions began to rise between the Cheyenne and Arapaho peoples and the miners who had flocked to Colorado in search of gold and silver. As the number of settlers increased, bands of Native Americans began raiding wagon trains and stealing cattle and horses from ranches. By the summer of 1864, travelers heading to Denver or the mining camps were no longer safe. Trade had come to a

Fact

Fiction

Folklore

Buffalo Bill’s Wild West Show Many Americans who never set foot on the Great Plains enjoyed a make-believe excursion there through a Wild West show. Various promoters staged these popular extravaganzas, but the most famous was Buffalo Bill’s Wild West Show.

Members of the cast performed a mock buffalo hunt with real buffalo, and they reenacted Custer’s defeat at the Little Bighorn. Among the stars of the show was Annie Oakley, a sharpshooter from Ohio who appeared in Western outfit and dazzled both the audience and her fellow performers.



standstill, dozens of ranches had been burned, and an estimated 200 settlers had been killed. The territorial governor, John Evans, ordered the Native Americans to surrender at Fort Lyon, where he said they would be given food and protection. Those who failed to report would be subject to attack.

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

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

What actually happened at Sand Creek is unclear. Some witnesses stated afterward that Black Kettle had been flying both an American flag and a white flag of truce, which Chivington ignored. Others reported the American troops fired on the unsuspecting Native Americans, then brutally murdered hundreds of women and children. Still others described a savage battle in which both sides fought ferociously for two days. Fourteen soldiers died, but the number of Native Americans reported killed varied from 69 to 600, with some witnesses stating that very few

women or children died. General Nelson Miles later called Chivington's attack "the foulest and most unjustifiable crime in the annals of America," but a Senate committee investigating the incident decided that Chivington should not be charged. The truth of what really happened remains unknown.

GOVERNMENT

A Doomed Plan for Peace Fetterman's Massacre and the Sand Creek Massacre, along with several other incidents, convinced Congress that something had to be done to end the growing conflict with Native Americans on the Great Plains. In 1867 Congress formed an **Indian Peace Commission**, which proposed creating two large reservations on the Plains, one for the Sioux and another for southern

Plains Indians. Agents from the federal government's Bureau of Indian Affairs would run the reservations. The army would be given authority to deal with any groups that refused to report or remain there.

This plan was doomed to failure. Pressuring Native American leaders into signing treaties, as negotiators had done at Medicine Lodge Creek in 1867, did not ensure that chiefs or their followers would abide by the terms. Those who did move to reservations faced much the same conditions that drove the Dakota Sioux to violence—poverty, despair, and the corrupt practices of American traders.

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



The Last Native American Wars

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

Following the Civil War, professional buffalo hunters invaded the area, seeking buffalo hides for markets in the East. Other hunters killed merely for sport, leaving carcasses to rot. Then railroad companies hired sharpshooters to kill large numbers of buffalo that were obstructing rail traffic. The army, determined to force Native Americans onto reservations, encouraged buffalo killing. By 1889 very few of the animals remained.

Battle of the Little Bighorn In 1876 fortune hunters overran the Lakota Sioux reservation in South Dakota to mine gold in the Black Hills. The Lakota saw no reason why they should abide by a treaty that American settlers were violating, and many left the reservation that spring to hunt near the Bighorn Mountains in southeastern Montana.

The government responded by sending an expedition commanded by General Alfred H. Terry. Lieutenant Colonel **George A. Custer**, commander of the Seventh Cavalry, was with the expedition. An impulsive officer, Custer underestimated the fighting capabilities of the Lakota and Cheyenne.

On June 25, 1876, Custer launched a three-pronged attack in broad daylight on one of the largest groups of Native American warriors ever assembled on the Great Plains. It consisted of about 2,500 Lakota and Cheyenne warriors camped along the Little Bighorn River.

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

Profiles IN HISTORY

Sitting Bull 1831–1890

In June 1876, a showdown loomed between Custer's troops and the Lakota Sioux who had left their reservation. Lakota chief Sitting Bull sought help for his people from the supreme power they called *Wakan Tanka*, or the "Great Mystery," by performing the Sun Dance.

Before dancing, an assistant made many small cuts in the chief's arms and shoulders. Then Sitting Bull raised his bleeding arms to heaven and danced around a sacred pole with his eyes on the sun. He continued to dance through the night and into the next day, when he entered a death-like trance. When he revived, he told of a vision in which he saw white soldiers upside down. The Lakota were encouraged by Sitting Bull's dream and the sacrifice he had made for them. Many felt that his Sun Dance helped bring them victory over Custer.



Sitting Bull remained devoted to the traditional religious practices of his people even after he and his followers reluctantly returned to the reservation under pressure from the army. Federal authorities regarded ceremonies like the Sun Dance—practiced in one form or another by many Plains Indians—as heathen and subversive. In 1883 the federal government outlawed the Sun Dance and many other Native American religious rites.

Newspapers portrayed Custer as the victim of a massacre. The army stepped up its campaign against the Native Americans. Sitting Bull fled with followers to Canada, but the other Lakota were forced to return to the reservation and give up the Black Hills.

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

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

—quoted in *Bury My Heart at Wounded Knee*

Tragedy at Wounded Knee Native American resistance to federal authority finally came to a tragic end on the Lakota Sioux reservation in 1890. Defying

the orders of the government agent, the Lakota continued to perform the **Ghost Dance**, a ritual that celebrated a hoped-for day of reckoning when settlers would disappear, the buffalo would return, and Native Americans would reunite with their deceased ancestors. The government agent blamed the latest defiance on Sitting Bull, who had returned to the reservation from Canada, and he sent police to arrest the chief. Sitting Bull's supporters resisted the police, and the chief himself died in an exchange of gunfire.

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

 **Reading Check Summarizing** What was the outcome of the battle at the Little Bighorn River?

Assimilation

Some Americans had long opposed the treatment of Native Americans. Author Helen Hunt Jackson described the years of broken promises and assaults on Native Americans in her book, *A Century of Dishonor*, published in 1881. Jackson's descriptions of events such as the massacre at Sand Creek sparked discussions—even in Congress—of better treatment for Native Americans. Some people believed that the situation would improve only if Native Americans could **assimilate**, or be absorbed,

into American society as landowners and citizens. That meant breaking up reservations into individual **allotments**, where families could become self-supporting.

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

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

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

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

SECTION 3 ASSESSMENT

Checking for Understanding

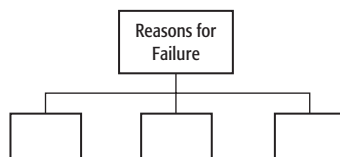
- Define:** *nomad, annuity, assimilate, allotment.*
- Identify:** Little Crow, Indian Peace Commission, George A. Custer, Ghost Dance, Dawes Act.
- Analyze** how Native Americans responded to land lost due to white settlement of the Great Plains.

Reviewing Themes

- Individual Action** How did Chief Joseph resist the government's attempts to move the Nez Perce to reservations?

Critical Thinking

- Analyzing** Why do you think the government's policy of assimilation of Native Americans was a failure?
- Organizing** Use a graphic organizer similar to the one below to list the reasons that the government's plans to move the Plains Indians onto reservations failed.



Analyzing Visuals

- Analyzing Maps** Examine the map of battle sites and reservations on page 428. Then, from the point of view of a historian, explain the actions taken against Native Americans within the historical context of the time.

Writing About History

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



Gertrude Simmons Bonnín (Zitkala Sa) was a talented and educated Native American woman who spent her life fighting against prejudice toward Native American culture and women. Through her contributions in the fields of literature, music, and politics, Bonnín aimed at creating understanding between the dominant white and Native American cultures. As a woman of mixed white and Native American ancestry, she embodied the need for the two cultures to live cooperatively. In the following excerpt from her essay, *An Indian Teacher Among Indians*, she describes a reunion with her mother after being away from home teaching for several years.

Read to Discover

What evidence do you see of the “generation gap”—the differences between parents and children—in the passage?

Reader’s Dictionary

position: job

steadfastly: faithfully

avenge: get even for

from An Indian Teacher Among Indians

by Gertrude Simmons Bonnín

“Mother, why is not your house cemented? Do you have no interest in a more comfortable shelter? . . .”

“You forget, my child, that I am now old, and I do not work with beads any more. Your brother Dawee, too, has lost his position, and we are left without means to buy even a morsel of food,” she replied.

Dawee was a government clerk in our reservation when I last heard from him. I was surprised upon hearing what my mother said concerning his lack of employment. Seeing the puzzled expression on my face, she continued: “Dawee! Oh, has he not told you that the Great Father at Washington sent a white son to take your brother’s pen from him? Since then Dawee has not been able to make use of the education the Eastern school has given him.”

I found no words with which to answer satisfactorily. I found no reason with which to cool my inflamed feelings. . . .

Turning to my mother, I urged her to tell me more about Dawee’s trouble, but she only said: “Well, my daughter, this village has been these many winters a refuge for white robbers. The Indian cannot complain to the Great Father in Washington without suffering outrage for it here. . . .”



A Native American reservation

“My child, there is only one source of justice, and I have been praying steadfastly to the Great Spirit to avenge our wrongs,” she said, seeing I did not move my lips.

My shattered energy was unable to hold longer any faith, and I cried out desperately: “Mother, don’t pray again! The Great Spirit does not care if we live or die!”

Analyzing Literature

- 1. Recall and Interpret** Why did Bonnín’s brother lose his job?
- 2. Evaluate and Connect** How does Bonnín’s mother react to the injustice of the “Great Father in Washington”? How does Bonnín herself react?

Interdisciplinary Activity

Drama In small groups, assume the roles of Bonnín, her mother, and her brother, and extend the passage by imagining what might happen when Dawee returns.

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- | | | |
|------------------|-----------------|----------------|
| 1. placer mining | 6. homestead | 11. annuity |
| 2. quartz mining | 7. dry farming | 12. assimilate |
| 3. open range | 8. sodbuster | 13. allotment |
| 4. long drive | 9. bonanza farm | |
| 5. maverick | 10. nomad | |

Reviewing Key Facts

- Identify:** Henry Comstock, Great Plains, Stephen Long, Little Crow, Indian Peace Commission, George A. Custer, Dawes Act.
- What led to the start of boomtowns, and what caused their decline?
- What new invention finally brought an end to the open range on the Great Plains?
- How did the railroads boost the settlement of the West?
- Why was wheat a suitable crop to grow on the Great Plains?
- What events brought the way of life of the Plains Indians to an end?

Critical Thinking

- Analyzing Themes: Economic Factors** Do you think that people moved to and settled in the West primarily for economic reasons? Why or why not?

- Drawing Conclusions** Why do you think that so many people were willing to give up their homes and move to mining towns and homesteads in the West?
- Forming an Opinion** How do you think a peaceful settlement might have been reached between the Native Americans and the U.S. government?
- Interpreting Primary Sources** In the late 1860s, the U.S. government adopted a policy of forcing Native Americans onto small reservations in the Black Hills of Dakota and barren regions of Oklahoma. The government forced many Native American chiefs to sign treaties and to promise to move onto the reservations. Many Native Americans, however, refused to move and fought to maintain their traditional way of life. In the excerpt that follows, Satanta, a chief of the Kiowa, responds to the government's policy. Read the excerpt and answer the questions that follow:

“I have heard that you intend to settle us on a reservation near the mountains. I don't want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die. I have laid aside my lance, bow, and shield, and yet I feel safe in your presence. I have told you the truth. I have no little lies hid about me, but I don't know how it is with the commissioners. Are they as clear as I am? A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber; they kill my buffalo;

Chapter Summary

Mining and Ranching

- Discovery of gold, silver, and copper attracted settlers to Colorado, the Dakota Territory, Nevada, and Montana
- Growth of cattle and sheep ranching attracted settlers to Texas, Montana, Wyoming, and other western areas

Farming

- Cheap land of Homestead Act encouraged settlement
- Farming technology and climate moderation made the Great Plains into the Wheat Belt

Native Americans

- Federal government forced Plains Indians off their lands with promise of receiving new land
- White settlers moved into lands promised to Native Americans
- Slaughter of buffalo removed a major part of Native American way of life

Role of Railroads

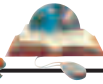
Provided easy way to ship sheep and cattle to Eastern markets

Brought scarce timber and coal to the Great Plains; advertised for settlers

Helped displace Native Americans by moving settlers west, taking lands, and promoting buffalo slaughter

CLICK HERE

HISTORY
Online



Self-Check Quiz

Visit the *American Vision* Web site at tav.glencoe.com and click on **Self-Check Quizzes—Chapter 13** to assess your knowledge of chapter content.

and when I see that, my heart feels like bursting; I feel sorry. . . . Has the white man become a child that he should recklessly kill and not eat? When the red men slay game, they do so that they may live and not starve.”

—quoted in *Bury My Heart at Wounded Knee*

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

24. **Organizing** Use a graphic organizer to list the factors that promoted the settlement of the West.



Practicing Skills

25. **Interpreting Statistics** Examine the chart on Native American populations displayed on this page. Then use the steps you learned about interpreting statistics to answer the following questions.
- a. According to this data, is there a positive or a negative correlation between Native American population and the passage of time?
 - b. Based on this correlation, what conclusions can you draw about Native American population after 1900?

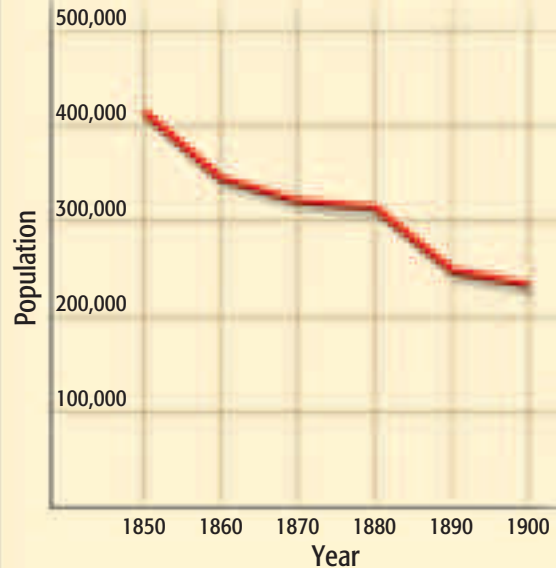
Writing Activity

26. **Portfolio Writing** Watch an older movie about the West. Look critically at the movie's depiction of cowhands and Native Americans. Write a movie review in which you assess how accurately the movie portrays the West. Place the review in your portfolio.

Chapter Activity

27. **Technology: Using the Internet** Search the Internet for sites about old mining towns (ghost towns) in the West. Many of these towns are tourist attractions today. Find out the location and history of a few of these towns, as well as the points of interest. Incorporate the information in a brochure for tourists interested in taking a "ghost town" vacation.

Native American Population



Source: *Nations Within a Nation*.

Geography and History

28. The graph above shows Native American population from 1850 to 1900. Study the graph and answer the questions below.
- a. **Interpreting Graphs** What does the graph indicate about Native American populations between 1850 and 1900?
 - b. **Understanding Cause and Effect** What factor caused the Native American populations to decline sharply between 1880 and 1890?



Standardized Test Practice

Directions: Choose the best answer to the following question.

Which of the following did NOT make it easier for settlers to live and farm on the Great Plains?

- A Government assistance such as the Homestead Act
- B New technology such as the mechanical reaper and the combine
- C New farming techniques such as dry farming
- D The absence of land speculators

Test-Taking Tip: When you are not sure of an answer, it can be helpful to use the process of elimination. Eliminate the answers that you know are incorrect. For instance, machinery such as the reaper *did* make it easier for farmers to work more land at a quicker pace. Therefore, you can eliminate answer B.