



## Chapter Preview

After the Civil War, Americans moved west in greater numbers. Miners, ranchers, and farmers settled on the Great Plains, changing the region forever. Meanwhile, Native Americans on the western lands struggled to keep their homelands.

### Section 1 16C.G.4, 16C.H.2, 16D.H.1, 18A.H.2

#### Mining and Railroads

Pages 578–581

### What You Will Learn

Miners and railroad builders helped bring new settlers to the West and link it to the rest of the nation.

### Section 2 14E.H.4, 16D.G.1, 16D.H.3, 18A.G.2

#### Native Americans Struggle to Survive

Pages 584–589

As settlers poured into the West, Native Americans struggled to maintain their way of life.

### Section 3 15D.G.3, 16C.H.1, 16C.H.2, 16E.G.2, 17A.H.2

#### The Cattle Kingdom

Pages 590–594

An extensive cattle industry developed in the West to provide meat for the nation.

### Section 4 15D.G.5, 15D.H.6, 16E.G.4, 17C.H.2

#### Farming in the West

Pages 595–599

Many western settlers took up farming and adapted their lives to meet many new challenges.



### U.S. Events

**1862**

Congress passes Homestead Act.

**1869**

Transcontinental railroad is completed.



### World Events

**1860**

**1868**

**1876**

**1864** Taiping Rebellion in China ends.

**1869** Suez Canal opens.



### Quick View Video

View the chapter video for a quick preview of the main ideas.

Cowhands drove cattle long distances along dusty trails to reach railroad towns where the cattle could be shipped east.



**1876**

Sioux defeat Custer's army at Little Big Horn.

1876

**1887**

Dawes Act breaks up Native American tribal lands.

1884

**1885** Indian National Congress forms to seek self-rule for India.

**1889**

Oklahoma opens to homesteaders.

**1892**

Populist Party organizes at national level.

1892

**1888** Brazil bans slavery.





## History Reading Skill Use Context Clues to Verify Meaning

### What was life like for Sioux families in the late 1800s?



16A.H.3, 18A.G.2,  
18A.H.6

In this chapter, you will practice using context clues to define unfamiliar words. Read the following account by Chief Standing Bear in which he describes the tasks and daily activities of a typical Lakota Sioux family. The side notes suggest ways to use context clues to define unfamiliar words.

#### Primary Source

Unfamiliar word

The Lakota Sioux were a large Plains Indian culture. They lived in tepees and hunted buffalo as their way of life. The buffalo provided many items for the Sioux, from clothing to shelter to tools.

Sinew was split for thread, coarse strands for heavy work and medium fine or very fine strands for decorative work, then folded into little bundles and placed in a sewing kit. . . .

*Split for thread describes the use of the unfamiliar word sinew.*

When the men came home from the hunt there were skins to be cleaned and tanned. . . . From rawhide were made moccasin soles, bags and trunks for holding ceremonial garments, headdresses, and other articles to be kept in neatness and order. . . .

Unfamiliar word

Here, examples give you information about the meaning of the unfamiliar word rawhide.

Grandmother, next to mother, was the most important person in the home. . . . As a storyteller, she was a delight. . . . Her sense of humor was keen, . . . she laughed as readily as we. . . .

Unfamiliar word

This phrase defines the unfamiliar word keen as it applies to sense of humor.

— Chief Standing Bear, *Cry of the Thunderbird: The American Indian's Own Story*

### Use Context Clues to Verify Meaning

- Restatements use different language to restate a word's meaning. Definitions tell you what a word means. Examples help you piece together a word's meaning by showing how the word is used.
- Also, look for comparison or contrast clues, in which unfamiliar words are described as similar to or different from familiar terms.

### Document-Based Questions

1. Who wrote this account?
2. What were some of the daily activities of a Lakota Sioux family?
3. How do you think the roles of men and women in the family differed?



## Vocabulary Builder

### Previewing High-Use Academic Words

High-Use Word	Definition	Sample History Sentence
<b>immigrate</b> (ihm mah grayt) (Section 1, p. 581)	<b>v.</b> to move to a foreign region or country	Thousands of Chinese <u>immigrated</u> to the United States to work on western railroads.
<b>manual</b> (MAN yoo ahl) (Section 1, p. 581)	<b>adj.</b> involving work done by hand	The miners were exhausted after ten hours of <u>manual</u> labor.
<b>transform</b> (trans FORM) (Section 2, p. 584)	<b>v.</b> to change in appearance or form; to change the condition of something	The arrival of horses in Spanish times <u>transformed</u> the lives of Native Americans.
<b>violate</b> (vī ah layt) (Section 2, p. 589)	<b>v.</b> to break a rule or law; to disrespect; to disturb	Time after time, the government <u>violated</u> treaties it had made with Native Americans.
<b>persist</b> (per sihst) (Section 3, p. 591)	<b>v.</b> to endure; to continue in the face of difficulty	Farmers on the frontier <u>persisted</u> despite the hardships they faced.
<b>myth</b> (mihth) (Section 3, p. 593)	<b>n.</b> story or legend; imaginary object; invented story	In discussing the "Wild West," it is difficult to separate fact from <u>myth</u> .
<b>reside</b> (ree zīd) (Section 4, p. 595)	<b>v.</b> to live (in or at); to dwell for a while; to exist (in)	The rancher <u>resided</u> in a large house with a view of distant mountains.
<b>surplus</b> (SER pluhs) (Section 4, p. 598)	<b>n.</b> excess; quantity that is left over	The company's expenses were very high that year; there was no <u>surplus</u> to invest in research.

### Previewing Key Terms and People

**vigilante**, p. 580  
**subsidy**, p. 580  
**transcontinental railroad**, p. 581  
**travois**, p. 584  
**tepee**, p. 584  
**reservation**, p. 586  
**Sitting Bull**, p. 586

**open range**, p. 590  
**cattle drive**, p. 590  
**vaquero**, p. 592  
**cow town**, p. 592  
**cattle kingdom**, p. 593  
**homesteader**, p. 595  
**sod**, p. 596

**sodbuster**, p. 596  
**sooner**, p. 598  
**grange**, p. 598  
**farm cooperative**, p. 598  
**inflation**, p. 599  
**William Jennings Bryan**, p. 599

Sitting Bull







# Mining and Railroads



## Learning Standards

- **16C.G.4** Effects of earlier economic changes
- **16C.H.2** Effects of science and technology on trade, economic institutions, and migration: 1865–present
- **16D.H.1** Roles of men, women, children: colonial period–19th c.
- **18A.H.2** Immigration patterns show shaping of U.S. cultures

## Prepare to Read



### Reading Skill

**Use Definition Clues** As you read about history, you will come across unfamiliar words. In this textbook, definitions for many unfamiliar words are included in the text that surrounds the word. When you read a word that you do not know, look at nearby sentences. The unfamiliar word may be repeated and defined.

## Vocabulary Builder

### High-Use Words

immigrate, p. 581

manual, p. 581

### Key Terms

vigilante, p. 580

subsidy, p. 580

transcontinental railroad, p. 581



**Background Knowledge** With the Civil War over, the nation turned its attention to its western frontier. This stretched from the Mississippi River to the Pacific Ocean. The frontier had prairies, mountains, and forests. Even though Americans thought of it as unsettled, it was the home of Mexican settlers and Native Americans.

Moving west, settlers first crossed the Great Plains. Most of the Plains receives little rainfall and has few trees. Thinking that crops could not grow there, settlers called the area the Great American Desert. In this section, you will learn how railroad builders and miners made the West a vital part of the nation's economy.

## Main Idea

Settlement of the West often came in a rush, but many boomtowns soon died out.



### Use Definition Clues

What is a lode? Write the sentence that provides a definition.

## Boom and Bust

In many parts of the West, settlement came in a rush. This was especially true in areas where prospectors found gold or silver. New mining towns sprang up in a flash—but many did not last long.

The gold rush of 1849 in California excited the nation. Before long, miners spread from California to the Sierra Nevada and the Rocky Mountains and to the Black Hills of the Dakota Territory.

**The Comstock Lode** Just before the Civil War, prospectors began searching for gold in the Sierra Nevada. In 1859, two Irish prospectors found the gold they were looking for. However, a third man, Henry Comstock, said the claim was on his land. The find became known as the Comstock Lode. A lode is a rich vein of ore.

At the Comstock Lode, a blue-tinted sand stuck to all the equipment and made the gold hard to dig out. The blue mud turned out to be loaded with silver. In fact, the silver was far more valuable than the gold. This was one of the richest silver mines in the world.



In the next 20 years, the Comstock Lode produced \$300 million worth of silver and made Nevada a center of mining. A tent city near the mines grew into the boomtown of Virginia City, Nevada.

**The Boom Spreads** After the Civil War, prospectors fanned out over the West. They found valuable ores in Montana, Idaho, and Colorado. They made a gold strike in South Dakota's Black Hills. In the 1890s, a gold find drew people from all over the world to Alaska.

Although each strike caused great excitement, few prospectors got rich. The ore was deep underground and expensive to extract. Comstock gave up and sold his mining rights for \$11,000 and two mules. Many other prospectors sold their claims to large mining companies. By the 1880s, western mining had become a big business.

**Boomtown Life** Tent cities like Virginia City often arose around the diggings. Soon hotels, stores, and other wood-frame buildings appeared. Mining camps quickly grew into boomtowns.

Where prospectors went, others followed. Merchants brought mule teams hauling tools, food, and clothing. Nothing was cheap in the boomtown stores. Sometimes, miners paid high prices for bottles of pure drinking water. They did not want to drink from streams that might be polluted with chemicals, like arsenic, used in mining.

Women who joined the mining boom could make a good living. Some opened restaurants. Others washed clothes or took in boarders. One woman just baked pies. In a year, she became quite wealthy.

Nearly half the miners were foreign-born. The streets of the mining towns rang with Irish accents as well as Italian, German, Spanish, Chinese, and other languages. The foreign miners often faced hostility. For example, laws restricted Chinese miners to claims abandoned by others. Mobs often drove the Chinese from towns.

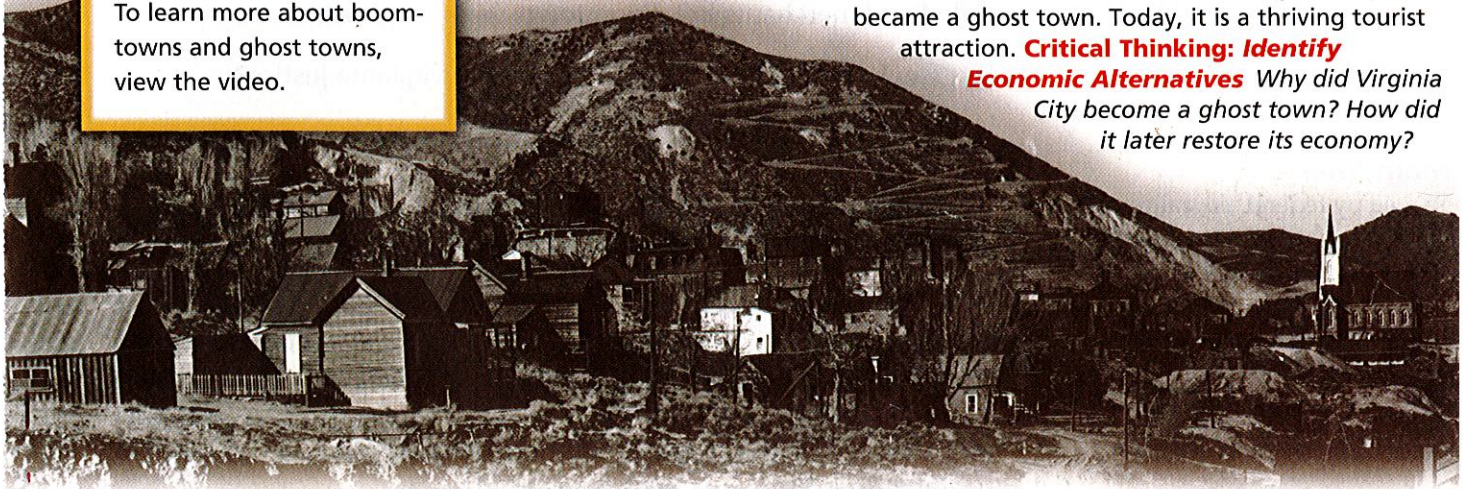


#### Explore More Video

To learn more about boomtowns and ghost towns, view the video.

**From Boomtown to Ghost Town** In the 1870s, Virginia City, Nevada, had close to 30,000 inhabitants. When the Comstock Lode ran out, Virginia City became a ghost town. Today, it is a thriving tourist attraction. **Critical Thinking: Identify**

**Economic Alternatives** Why did Virginia City become a ghost town? How did it later restore its economy?





## Mining and Railroads in the West

MAP MASTER®

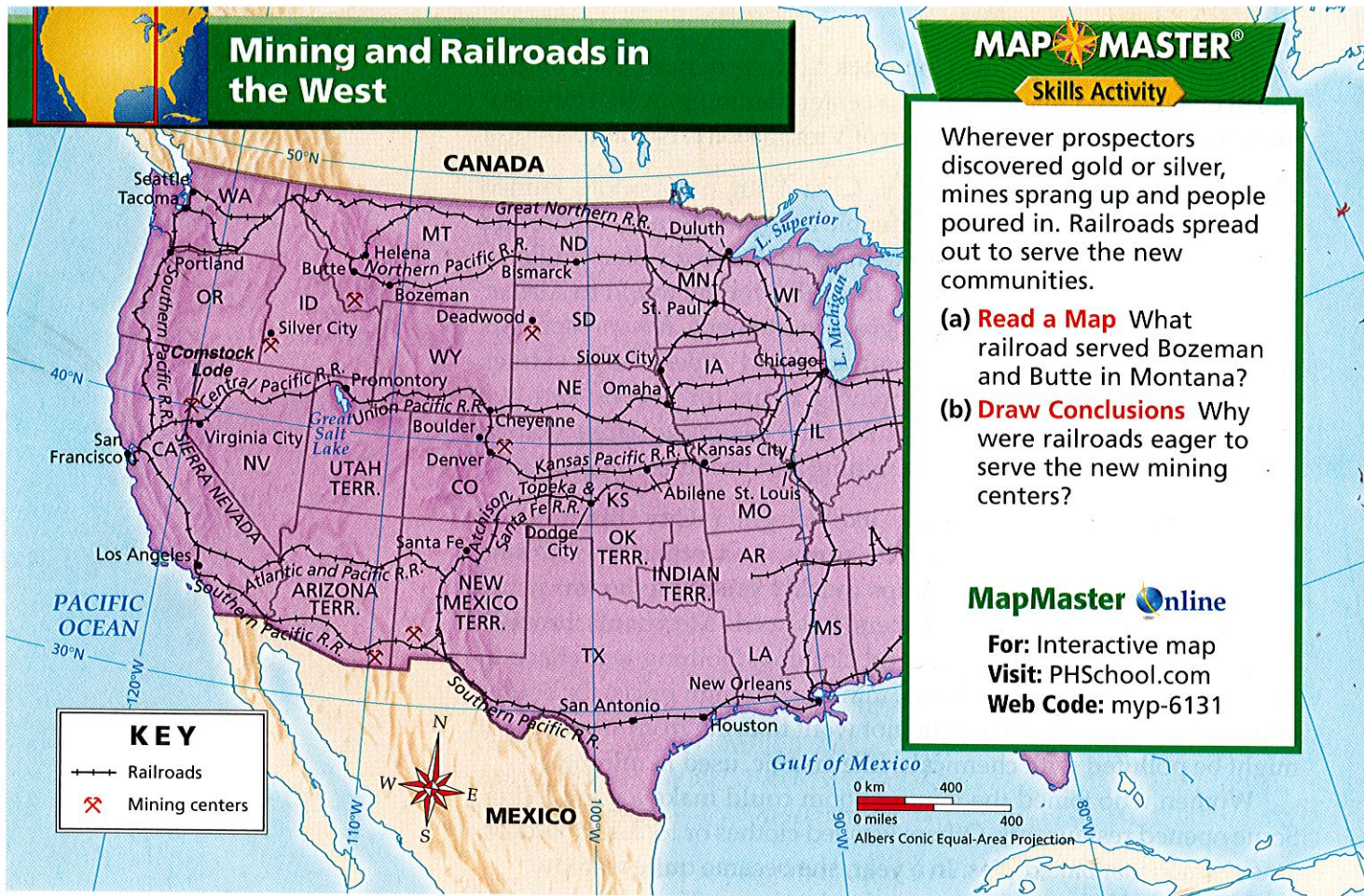
Skills Activity

Wherever prospectors discovered gold or silver, mines sprang up and people poured in. Railroads spread out to serve the new communities.

- Read a Map** What railroad served Bozeman and Butte in Montana?
- Draw Conclusions** Why were railroads eager to serve the new mining centers?

MapMaster Online

For: Interactive map  
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**Frontier Justice** Mining towns sprouted so fast that law and order were hard to find. Miners formed groups of **vigilantes**, or **self-appointed law keepers**. Such groups hunted down bandits and imposed their own rough brands of justice.

As boomtowns grew, local residents began to seek more lasting forms of government. Sheriffs, marshals, and judges replaced vigilantes. Colorado, Dakota, and Nevada organized into territories in 1861, followed by Arizona and Idaho in 1863 and Montana in 1864.

In some mining towns, all the ore was soon extracted. Mines shut down and miners moved away. With few customers, businesses failed and merchants left. Boomtowns became ghost towns.

**Checkpoint** Why did boomtowns use vigilante justice?

### Main Idea

Backed by federal aid, railroad companies had laid tracks from coast to coast by 1869.

## The Railroad Boom

Railroads raced to lay track to the mines and boomtowns. They received generous help from the federal government.

**Aid to Railroads** Before 1860, railroad lines ended at the Mississippi River. Then, the federal government began to offer subsidies. **Subsidies** are grants of land or money. For every mile of track, the government gave the railroad 10 square miles of land next to the track. Railroads got more than 180 million acres, an area the size of Texas. They also received federal loans.



**Spanning the Continent** Many westerners dreamed of a **transcontinental railroad**, a railroad line that spanned the continent. In 1862, Leland Stanford and his partners won the right to build a line eastward from Sacramento. Their railroad was the Central Pacific. Another railroad, the Union Pacific, would build west from Omaha. When the lines met, tracks would stretch from coast to coast.

The railroads hired thousands of workers—native-born whites, Mexican Americans, and African Americans. Workers also immigrated to the United States from Mexico and Ireland. The Central Pacific brought 10,000 Chinese to the United States.


The work was hazardous; the pay low. Cutting through the Sierra Nevada, Chinese manual laborers were lashed by snow and winds. Avalanches buried weeks of work in moments and killed workers by the score. Daily progress sometimes came in inches. (For more on the building of the railroad, see the Geography and History feature.)

At last, on May 10, 1869, the two lines met at Promontory, Utah. Stanford drove the final spike into the last rail with a silver mallet.

**Effects of the Railroads** New towns sprang up in the West. People and supplies poured in. Gold and silver poured out.

Rapid population growth brought political changes. Nevada became a state in 1864; Colorado in 1876; North Dakota, South Dakota, Montana, and Washington in 1889; Idaho and Wyoming in 1890.

 **Checkpoint** How did the railroads change the West?

 **Looking Back and Ahead** Gold and silver discoveries brought boomtowns to the West. Then came railroads and more settlers. In the next section, you will read how these developments affected the Native Americans who lived in the West.

### Vocabulary Builder

**immigrate** (IH mah grayt) v. to move to a foreign region or country

### Vocabulary Builder

**manual** (MAN yoo ahl) adj. involving work done by hand

## Section 1

## Check Your Progress

### Progress Monitoring online

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### Comprehension and Critical Thinking

- (a) Recall** In 1850, what region of the United States was considered the western frontier?

**(b) Detect Points of View** Explain how each of the following groups viewed the western frontier: Americans, Spanish settlers, Native Americans.
- (a) Identify** Why did the government believe it was important to extend railroad lines west?

**(b) Identify Economic Benefits** What incentives did the government offer to railroad builders to extend railroad lines westward?

### Reading Skill

- 3. Use Definition Clues** Define the term **subsidies** in the following context, and describe the clue you used: Congress offered generous subsidies to railroads. Subsidies are grants of land or money.

### Vocabulary Builder

Read each sentence. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- 4. Vigilante** groups in the West were replaced by homesteaders.

**5. The transcontinental railroad** connected the East with the West.

### Writing

- Persuasive writing always centers on an opinion—an idea about which there can be disagreement. Tell whether each of the following statements expresses an opinion or states a fact. **Statements:**

  - A valuable gold strike was made in South Dakota's Black Hills.
  - The unjust treatment of foreign miners was shameful.
  - Creating a coast-to-coast railway was the most important factor in U.S. economic history.
  - Some mining camps quickly grew into boomtowns.



## Transcontinental Railroad

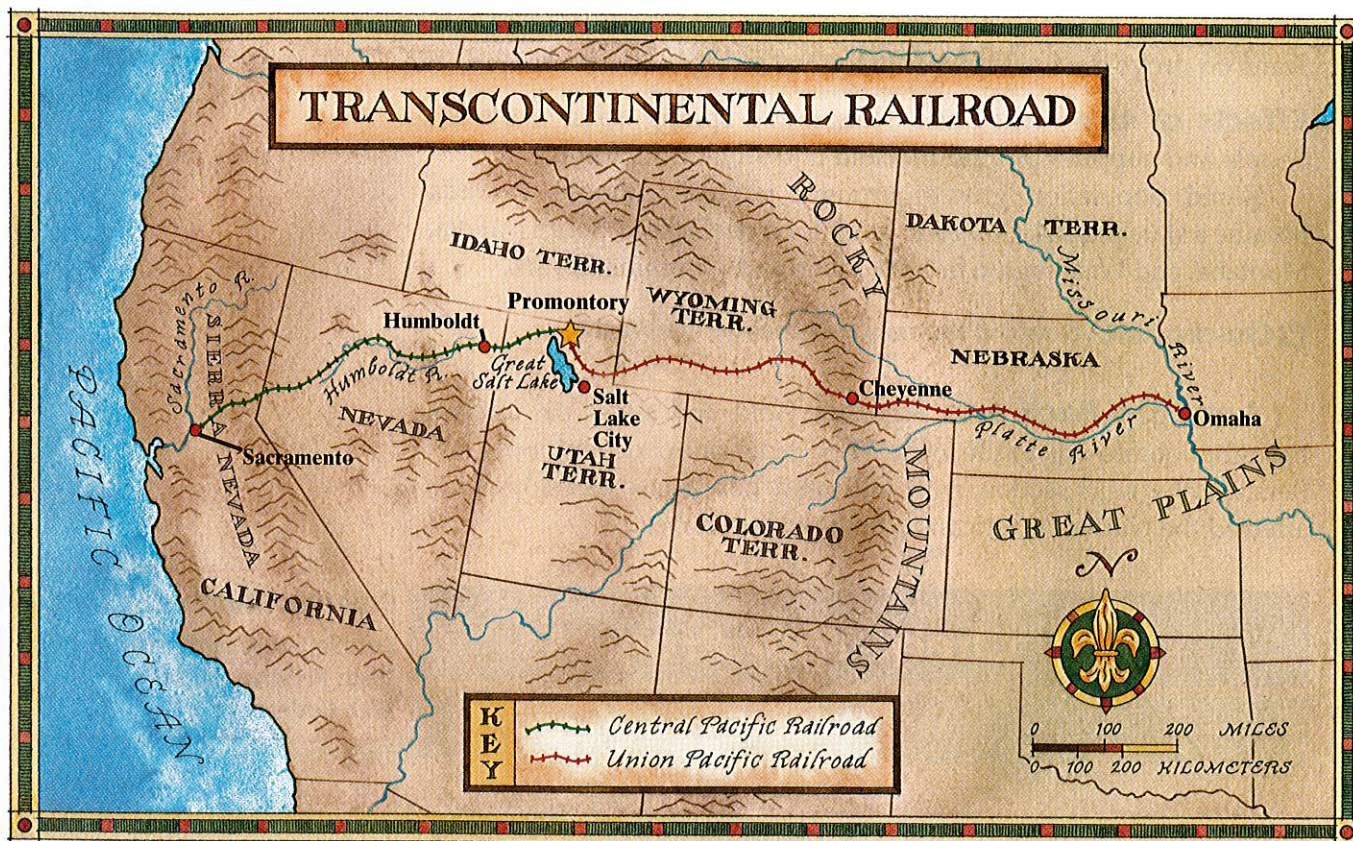


16.E.G.2, 17C.G.2, 17C.G.3

During the Civil War, Congress passed a bill that provided for the construction of a transcontinental railroad. The new law assigned two companies to build the railroad: the Central Pacific Railroad and the Union Pacific Railroad.

### Two Railroads

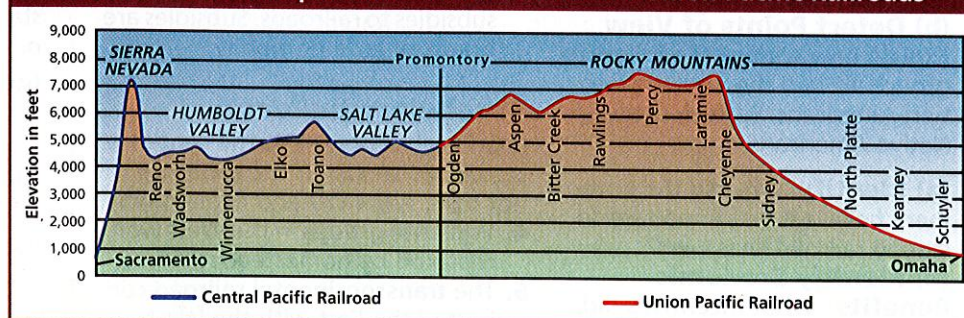
The Central Pacific headed east from Sacramento. The Union Pacific headed west from Omaha.



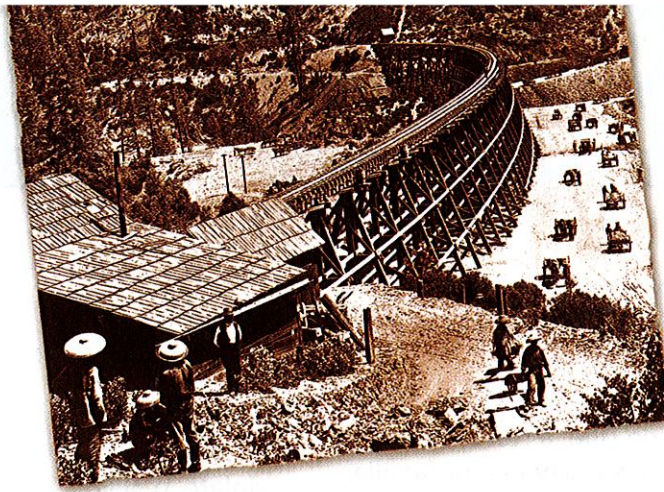
### Physical Obstacles

Foul weather and rugged landscapes hampered construction efforts on both lines. The Central Pacific took almost five years to cross the Sierra Nevada.

Cross-Sectional Map of the Central Pacific and Union Pacific Railroads







## Understand Effects: Moving West

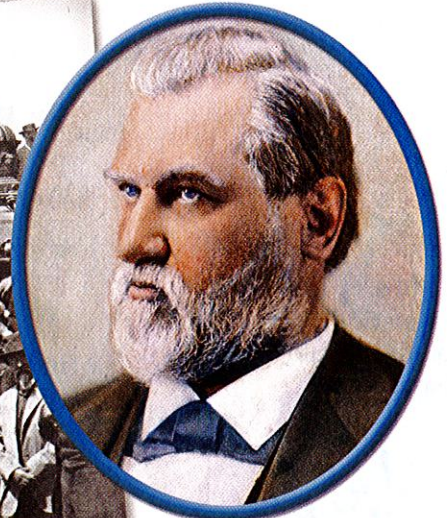
The completion of the transcontinental railroad paved the way for increased settlement of the West. Additional railroads were built in the decades after 1869, and populations of western territories surged. Native Americans were increasingly hemmed in by steady tides of new settlers.

### ▲ Blasting Through Mountains

The Central Pacific recruited large numbers of Chinese workers to build the railroad. The workers would climb down steep cliffs in the Sierra Nevada and stuff explosives into the rocks to blast tunnels.

**History Interactive**  
**Travel the Trans-**  
**continental Railroad**

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Leland Stanford

### ▲ A Golden Spike

With the engines No. 119 and Jupiter pulled nose to nose at Promontory, Utah, the railroads were joined by a golden spike on May 10, 1869. Leland Stanford, a railroad executive and later governor of California, supervised construction of the Central Pacific.

### Analyze GEOGRAPHY AND HISTORY

Write a paragraph describing how geography affected the construction of the transcontinental railroad. Think about the physical obstacles each railroad company faced along the way.





# Native Americans Struggle to Survive



## Learning Standards

- **14E.H.4** Change in diplomatic relations between U.S. and others
- **16D.G.1** How various interest groups view social status over time
- **16D.H.3** Family life in colonial/ frontier periods and 19th c.
- **18A.G.2** Art, music, and/or architecture and institutions reflect a culture

## Prepare to Read



### Reading Skill

**Use Restatement Clues** Like a definition clue, a restatement clue tells you what an unfamiliar word means. It restates in simple language what the word means. Restatement clues often follow the unfamiliar word, linked by a comma and the word *or*. This textbook often uses restatement clues to define key terms and highlights them in blue.

## Vocabulary Builder

### High-Use Words

transform, p. 584

violate, p. 589

### Key Terms and People

travois, p. 584

tepee, p. 584

reservation, p. 586

Sitting Bull, p. 586

## Main Idea

Native Americans of the Plains relied on the buffalo to meet many basic needs.

## Vocabulary Builder

**transform** (trans FORM) v. to change in appearance or form; to change the condition of something



**Background Knowledge** Mining and railroading brought people to the West and turned it into a booming region. But Native Americans struggled to survive there.

## People of the Plains

At the end of the Civil War, some 360,000 Native Americans lived in the West, mainly on the Great Plains. Many, like the Arikaras and the Lakotas, had been there for centuries.

**Life in Transition** People of the Plains lived by gathering wild foods, hunting, and fishing. Some raised crops. Early Native Americans hunted buffalo and other game on foot. The arrival of the Europeans transformed their lives. Plains nations tamed herds of wild horses, descended from tough breeds brought by the Spanish. They also traded with the French and British for guns.

With guns, Native Americans could kill more game. On horseback, they could travel faster and farther. Some groups became wanderers, carrying belongings on travois (truh VOIZ), or small sleds. They lived in tepees, cone-shaped tents made of buffalo skins.

Many Plains nations followed the buffalo herds. In winter, they trailed the herds into protected valleys and forests. In summer, when grass on the Plains grew tall, hunters tracked the buffalo as they gathered to graze.

People found many uses for the buffalo. Its meat was a protein-rich food. Horns and bones could be made into tools, and tendons could be made into thread. Buffalo hunting thus played a key role in people's survival.



**Division of Labors** In many Plains nations, women managed village life. They cared for children and prepared food. They carved tools and made clothing and tepees. Sometimes they went to war. In 1876, a Crow woman named The Other Magpie rode against the Sioux for killing her brother. In some groups, a wise woman ruled.

Men were hunters and warriors. Often, they also led religious life. One important ritual was the Sun Dance. The four-day ceremony brought together thousands of Native Americans from many nations. Men would make pledges to the Great Spirit, or ruler of the universe.

 **Checkpoint** Why was the buffalo important to many groups?

## Broken Treaties

U.S. treaties promised to safeguard Native American lands. As miners and railroad crews pushed west, they broke those treaties.

**Fort Laramie Treaty** In 1851, ten thousand people from many Plains nations gathered near Fort Laramie in Wyoming for a “big talk” with U.S. officials. The officials wanted the nations to stop following the buffalo. If they would settle permanently, the government promised to protect their lands “as long as the grass shall grow.”

No sooner had some Native American leaders signed the Fort Laramie Treaty than settlers moved onto their lands. In 1859, a gold strike at Pikes Peak in Colorado sent miners swarming to the region.

## Main Idea

Treaties to protect Native American lands were quickly broken, and wars broke out.

### Uses of the Buffalo

The buffalo was central to the life of Native Americans living on the Great Plains. It furnished not only food but also many other necessities of life. **Critical**

**Thinking: Draw Conclusions**

*Why did the nations of the Plains depend so heavily on the buffalo? How did they cope when the buffalo herds began to disappear?*



#### Covering Tepees

Buffalo hides were used to cover the tepees in which the people of the Plains lived.



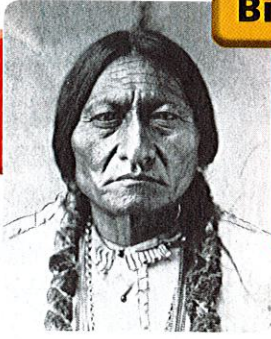
#### Keeping Warm

The hairy hides of the buffalo provided clothing and warm coverings, such as this Cheyenne robe. Buffalo tendons made a strong thread for sewing garments together.





## Biography Quest



**Sitting Bull**  
1831–1890

Sitting Bull's legend as a great Native American leader began at the age of 10, when he killed his first buffalo. During battle, a warrior would try to get close enough to the enemy to touch him. Sitting Bull excelled at this practice, called "counting coup." He was 14 when he touched his first enemy in battle. He soon became a leader known for his fearlessness in battle.

### Biography Quest

**What kind of education did Sitting Bull give his children?**

**For:** The answer to the question about Sitting Bull

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**Sand Creek Massacre** In the early 1860s, new treaties forced Native Americans to give up land around Pikes Peak. Many warriors resisted. They attacked supply trains and homes.

In response, Colonel John Chivington and 700 volunteers attacked a band of Cheyennes at Sand Creek in eastern Colorado in 1864. These Cheyennes were friendly and under army protection. They raised a white flag to signal peace, but Chivington ordered his men to attack. In the end, more than 100 men, women, and children died.

**Buffalo Soldiers** The Sand Creek Massacre helped to ignite an era of war. Among the soldiers most feared on the Plains were African American veterans of the Civil War. The Native Americans called them Buffalo Soldiers. The Buffalo Soldiers fought on the Plains for 20 years. They also captured bandits from Texas to the Dakotas.

**End of the Buffalo** The giant herds of buffalo, so central to Native American life, began to shrink in the 1870s. Railroads had hunters kill the animals to feed their crews. Others also slaughtered buffalo because buffalo robes drew high prices in eastern cities. One hunter might kill 2,000 buffalo in a month.

 **Checkpoint** Why did the buffalo begin to disappear?

### Main Idea

Warfare continued even as some Native American nations tried to adapt to life on reservations.

## Last Stand for Custer and the Sioux

New treaties in the late 1860s sought to end the wars on the Plains. Federal officials urged Plains nations to settle down and farm.

**Reservations** The southern Plains nations—the Kiowas, Comanches, and Arapahos—moved to reservations in Oklahoma. A **reservation** is land set aside for Native Americans to live on. Life there was a disaster. Poor soil in Oklahoma made farming difficult.

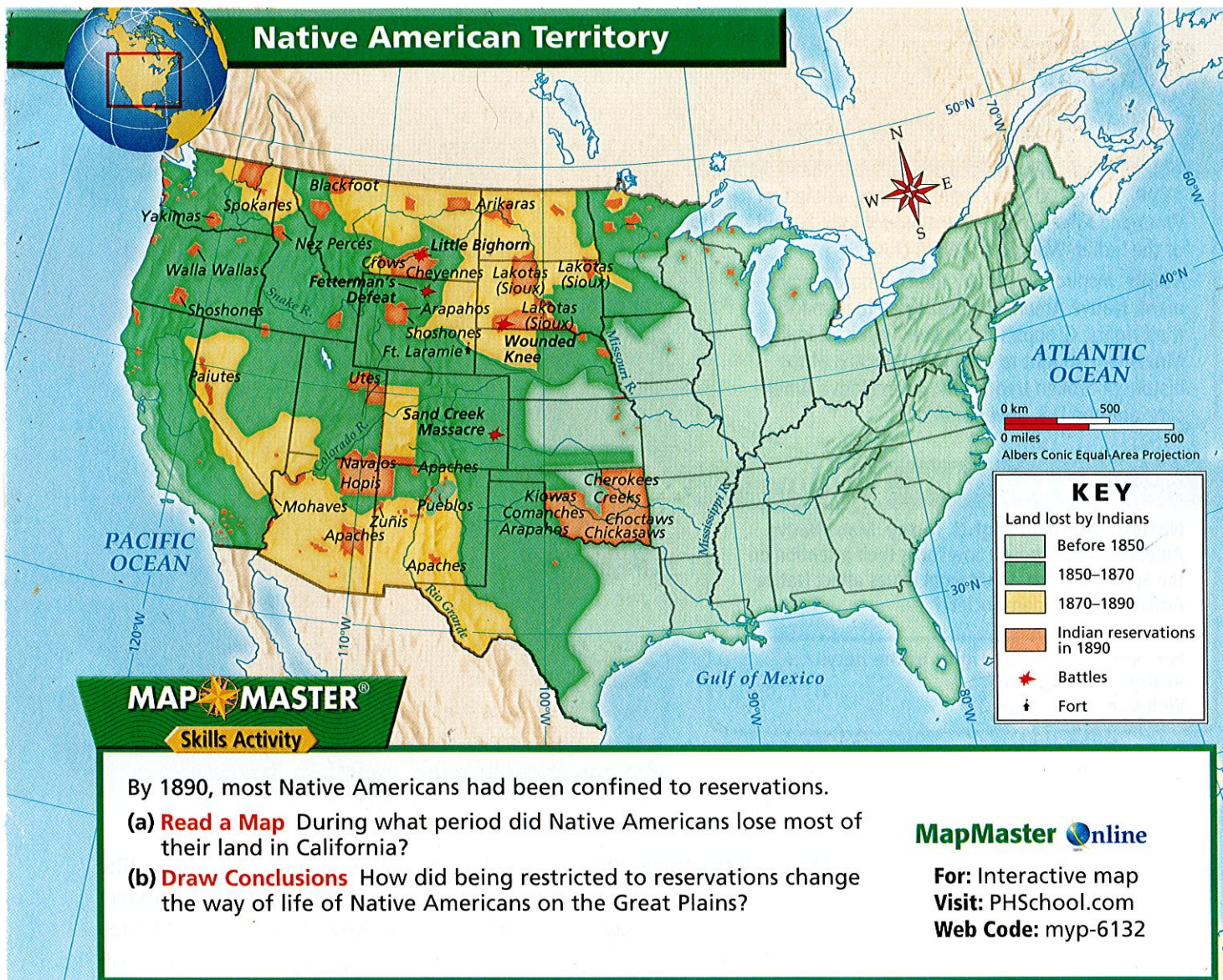
Many Sioux and Cheyennes gathered on land set aside for them in the Black Hills of the Dakotas. An 1874 gold strike brought a flood of miners. **Sitting Bull** and Crazy Horse led attacks to keep whites out.

**Little Bighorn** In June of 1876, under orders to force the Native Americans onto a reservation, Colonel George Armstrong Custer entered the Little Bighorn Valley in Montana Territory. Although outnumbered, he attacked a large band of Sioux and Cheyennes.

Custer and all his men died at the Battle of Little Bighorn. But the victory of Sitting Bull and Crazy Horse was fleeting. One Sioux recalled, "A winter or so later, more soldiers came to round us up on reservations. There were too many of them to fight now."

 **Checkpoint** Why did Custer attack at Little Bighorn?





## Other Efforts at Resistance

Other Native American nations in the West also came under pressure. Among them were the Nez Percés to the north and the Navajos and Apaches to the south.

**The Nez Percés** The Nez Percés lived where Idaho, Oregon, and Washington now meet. They bred horses and cattle in the Snake River valley. Under pressure, many agreed to go to a reservation.

Rather than see his nation humiliated, Chief Joseph fled toward Canada with a large band of Nez Percés in 1877. The U.S. Army pursued them. In 75 days, the Nez Percés traveled 1,300 miles.

The army caught the Nez Percés near Canada's border. As Chief Joseph surrendered, he said, "I shall fight no more forever."

**The Navajos** Navajos raised sheep, horses, and cattle in the Southwest. Bands of Navajos also raided settlers' farms for livestock. To stop raids, white settlers called in the army. After a series of wars, the Navajos were defeated in 1864 in Arizona. Soldiers took them on what the Navajos called a "Long Walk" to a spot near the Pecos River. There, they suffered years of disease and hunger.

## Main Idea

Efforts by Native Americans to preserve their traditional way of life did not succeed.



# Links Across Time

## Civil Rights for Native Americans

**1890** Some 200 Sioux were killed by soldiers at Wounded Knee. This incident brought the period of the Indian Wars to a violent close.

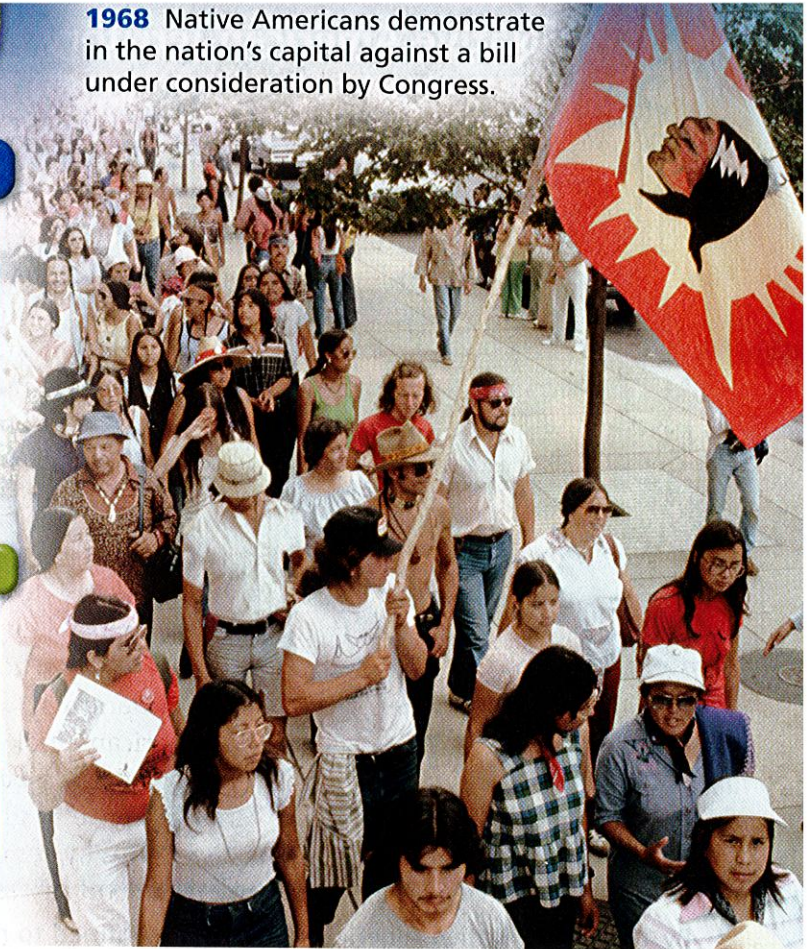
**1960s** Inspired in part by the civil rights movement, Native Americans organized to demand their rights. Groups such as the American Indian Movement sought to remind Americans of the history of broken treaties between Native Americans and the U.S. government.

## Link to Today

**Native American Rights Today** Many Native American rights groups now focus their attention on the Supreme Court. What legal issues affect Native Americans in modern society?

**For:** Native American rights in the news  
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**1968** Native Americans demonstrate in the nation's capital against a bill under consideration by Congress.



### Use Restatement Clues

What is a trance? Use a restatement clue in your answer.

**The Apaches** Fierce resistance came from Apaches like Geronimo, who refused to go to a reservation. From Mexico, Geronimo and his men attacked settlers in Arizona and New Mexico for 10 years. After his capture in 1886, he was sent to a reservation in Oklahoma.

**The Ghost Dance** Some Native Americans dreamed of returning to old ways. In the late 1880s, Native Americans across the Plains began performing a unique, swaying dance. Dancers fell into a trance, or dreamlike state. They believed they were talking to ghosts of their ancestors, so the dance was called the Ghost Dance. Dancers believed their ancestors and the buffalo would return and white people would leave the Plains. Soldiers guarding reservations saw the dance as the beginning of an uprising. In December 1890, Native American police went to a Sioux village to stop the dances. In a struggle to arrest Sitting Bull, police killed him.

Fearful of further violence, a band of Sioux tried to flee to safety. Army troops surrounded them at Wounded Knee Creek in South Dakota. As the Sioux were giving up their guns, a shot rang out. The troops opened fire with machine guns and rifles. Nearly 200 Sioux men, women, and children were killed. Some 30 soldiers died.

The Battle of Wounded Knee marked the end of the era of Indian Wars. "A people's dream died there," said one chief.

 **Checkpoint** What was the purpose of the Ghost Dance?



## The Failure of Reform

Reformers criticized the government for its harsh treatment of Native American nations. Criticism grew as more groups were forced onto reservations in the late 1800s.


**Calls for Reform** Susette La Flesche knew all about the calamity befalling Native Americans. Her father was an Omaha chief. In lectures and articles, she told of the destruction of native culture.

In 1881, inspired by La Flesche, the poet Helen Hunt Jackson wrote *A Century of Dishonor*. The book recorded the many treaties violated by the government at Native American expense. Alice Fletcher also promoted native rights. She became an agent for the U.S. Bureau of Indian Affairs, which dealt with Native Americans.

**The Dawes Act** Hoping to improve Native American life, Congress passed the Dawes Act in 1887. It tried to end Native Americans' wandering and turn them into farmers. Native American males each received 160 acres to farm. The act set up schools to make Native American children more like other Americans.

The Dawes Act failed. Few Native Americans took to farming. Many sold their land cheaply to dishonest whites. Federal agents replaced native leaders, and Native Americans had to give up traditional ways like the buffalo hunt. As a result, they remained poor. Many grew dependent on the government for food and supplies.

 **Checkpoint** What was the purpose of the Dawes Act?

 **Looking Back and Ahead** As settlers poured into the West, buffalo grew scarce. Native Americans were moved onto reservations and forced to change their way of life. In the next section, you will read how some of the settlers made a living in the West.

### Main Idea

The Dawes Act encouraged Native Americans to become farmers, but it failed.

### Vocabulary Builder

**violate** (vī ah layt) v. to break a rule or law; to disrespect; to disturb

## Section 2 Check Your Progress

### Progress Monitoring Online

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### Comprehension and Critical Thinking

- (a) Describe** How did guns and horses change the lives of Plains Native Americans?

**(b) Analyze Cause and Effect** What were the short- and long-term effects of hunting buffalo on Native American life?
- (a) Identify** Who was Chief Joseph?

**(b) Detect Points of View** In 1879, Chief Joseph appeared before Congress. He said, "Treat all men alike. Give them all the

same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief." What was Chief Joseph trying to tell Congress? How do you think members of Congress responded to his words?

### Reading Skill

- Use Restatement Clues** Use a restatement clue to define the term **tepees** in the following sentence: They lived in cone-shaped tepees, portable tents made of buffalo skins.

### Vocabulary Builder

- Write two definitions for each key term: **travois**, **reservation**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Find three pieces of evidence in this section that support or refute the following opinion: In the nineteenth century, the U.S. government treated Native Americans in an unfair way.





# The Cattle Kingdom



## Learning Standards

- **15D.G.3** Specialization usually increases productivity
- **16C.H.1** Trade's impact on U.S. place or region: 1865–present
- **16C.H.2** Effects of science and technology on trade, economic institutions, and migration: 1865–present
- **16E.G.2** Development of transportation and communication networks
- **17A.H.2** How to display spatial information

## Prepare to Read



### Reading Skill

**Use Example Clues** Writers may offer clues to a word's meaning by giving examples. Consider this sentence: "Canines such as poodles and spaniels make good companions." The examples show that *canines* means "dogs." A writer may describe an example in depth or tell what something does to help you visualize the unfamiliar word. Look for the phrases *such as* and *for example*.

## Vocabulary Builder

### High-Use Words

persist, p. 591

myth, p. 593

### Key Terms

open range, p. 590

cattle drive, p. 590

vaquero, p. 592

cow town, p. 592

cattle kingdom, p. 593



**Background Knowledge** You have read how Native Americans were forced onto reservations. Now, you will learn how ranchers created a cattle industry that supplied beef to the nation.

## Main Idea

The coming of railroads gave western ranchers a way to get cattle to distant markets.



### Use Example Clues

What is an example of an open range? What does this term mean?

## The Rise of the Cattle Industry

For years, wild cattle wandered the open range, or unfenced land, of Texas. Called longhorns for their broad horns, they needed almost no care. They survived on prairie grass and watering holes.

**Means and Markets** The herds of cattle had grown from strays lost by Spanish ranchers. As American settlers moved in, they set up new ranches. But they did not bother to round up the stray herds because they had no means of getting the cattle to distant markets.

As railroads swept across the Plains in the 1860s, Texans at last saw a way to reach those markets. Protein-rich beef was in demand to feed city dwellers in the East and miners and soldiers in the West.

**The Long Drives** Ranchers began rounding up the cattle in the 1860s. They hired cowhands—skilled riders who know how to herd cattle—to move the cattle to rail lines in Kansas, Missouri, and Wyoming. Some rail lines were as far away as 1,000 miles.

Spring was an ideal time to begin a cattle drive—the herding and moving of cattle over long distances. Grass grew tall, and rivers flowed full from spring rains. The work was so demanding that cowhands brought a number of horses so that each day a fresh one would be available.



The long drives lasted two to three months. They followed well-worn trails. To the east lay the famous Chisholm Trail from San Antonio, Texas, to Abilene, Kansas. To the west, the Goodnight-Loving Trail led to rail towns in Wyoming. In just one year, as many as 600,000 cattle might be moved north.

**✓Checkpoint** Why did cattle drives cover long distances?

## Life on the Trail

Life on the trail was hard and dangerous. The long cattle drives tested the nerve and skill of every cowhand.

**A Risky Ride** Andy Adams had driven many herds north. Never before had he seen cattle going blind with thirst. All he could do was "let them pass." When the crazed cattle finally sniffed out water and drank, their sight returned.

Cowhands such as Andy Adams kept the herds together as the cattle moved along the trails. The cowhands developed nerves of steel, staying calm even in times of extreme stress. Trip after trip, they persisted in performing their exciting but dangerous job.

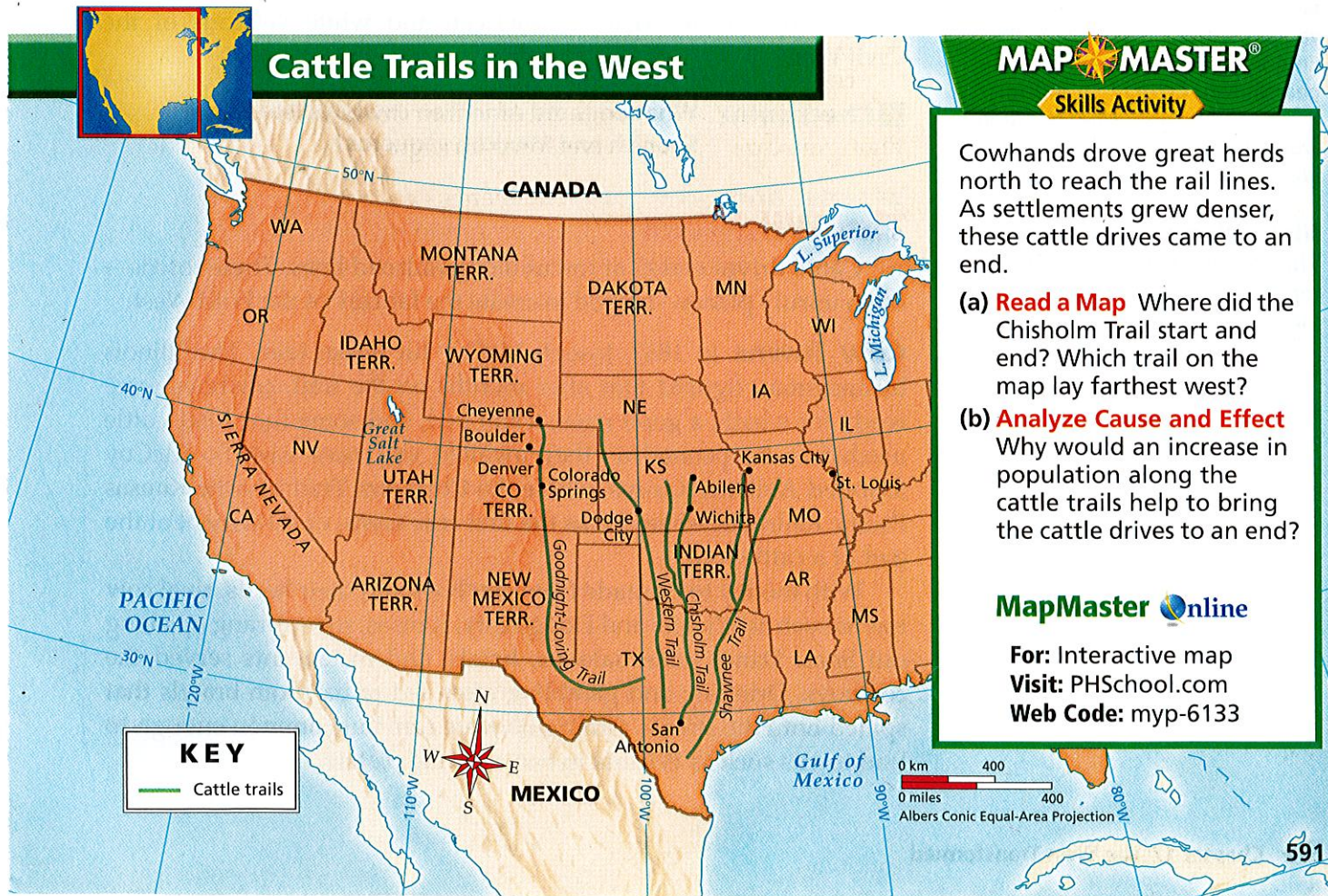
Herding cattle was certainly risky. A lightning bolt could send a herd stampeding in all directions. Swift river currents sometimes carried the longhorns away, and cowhands would have to struggle to get the panicked animals back on solid ground. Cowhands also fought grass fires, pulled the cattle from swamps, and chased off thieves.

## Main Idea

Cowhands, working long hours for low pay, learned skills developed earlier by Spanish and Mexican vaqueros.

## Vocabulary Builder

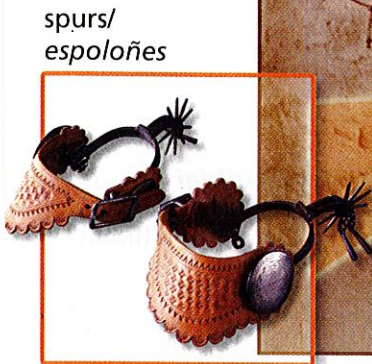
**persist** (per sihst) v. to endure; to continue in the face of difficulty



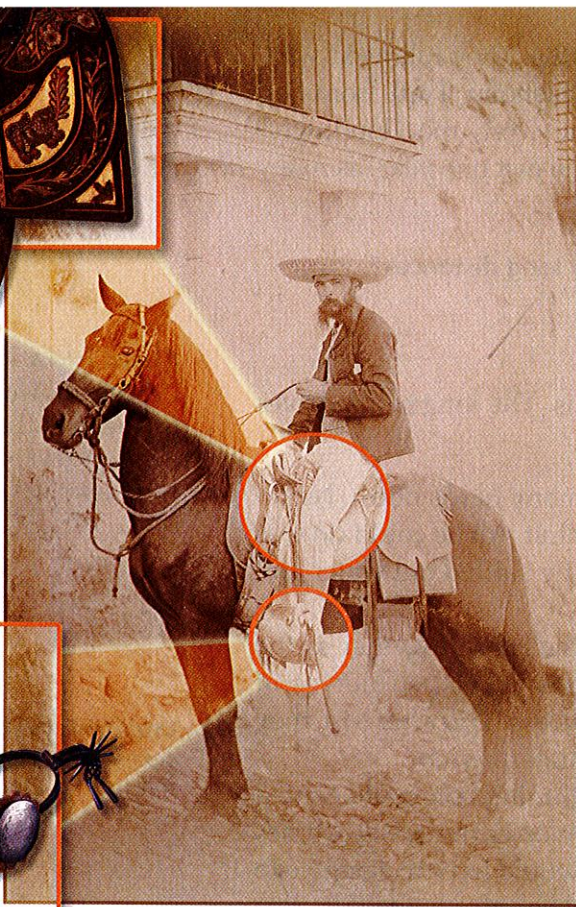




saddle/  
silla de  
montar



spurs/  
espoleños



### Outfitting a Vaquero

Cowhands borrowed much from early Spanish and Mexican vaqueros. The labels provide the English and Spanish names of the gear shown. **Critical Thinking: Frame Questions** What question would you want to ask a vaquero about the objects pictured here?

### Main Idea

The West gained an exaggerated reputation for lawlessness and violence.

On the hot, dusty trails, cowhands could spend 18 hours a day in the saddle. Yet, for all their efforts, they earned wages of less than \$1 a day. Like mining, cattle ranching relied on a workforce of low-paid laborers.

**Spanish Roots** The cowhands driving herds north owed much to Spanish and Mexican vaqueros (vah KAYR os). **Vaquero** (from *vaca*, meaning “cow”) is the Spanish word for cowhand, or cowboy. Vaqueros tended cattle on ranches in Mexico, California, and the Southwest.

When Americans started to herd cattle, they learned from vaqueros how to ride, rope, and brand. Cowboys wore Mexican spurs and leather chaps that kept their legs safe from thorny shrubs. The broad-brimmed cowboy hat came from the Mexican *sombrero*, or “hat that provides shade.” Cowboys used a leather lariat, or lasso (from the Spanish word *lazo*), to catch cattle and horses.

Approximately one third of all western cowhands were Mexican. Many others were African American and white veterans of the Civil War.

**Checkpoint** What skills did American cowboys learn from Spanish and Mexican vaqueros?

## The Wild West

Cattle drives ended at towns along railroad lines. These towns—often unruly places—helped to create the fantasy of the Wild West.

**Cow Towns** In 1867, Joseph McCoy hit on an idea. The Illinois businessman figured that after months on the trail, cowboys were ready for a bath, a good meal, a soft bed, and some fun. Also, cattle needed to be penned as they awaited shipment east. So McCoy founded Abilene, Kansas, where the Chisholm Trail met the Kansas Pacific Railroad. Abilene was the first **cow town, or settlement at the end of a cattle trail**.

With money to be made from cowboys and their herds, rival cow towns such as Wichita and Dodge City, Kansas, soon sprang up along rail lines. Dance halls, saloons, hotels, and restaurants served the cowboys. Drinking and gambling often led to barroom brawls that spilled onto the streets. Gunfights were rare but common enough to lead towns such as Wichita to ban carrying pistols.



**The Myth of the West** Rough-and-tumble life in cow towns helped to spread the myth of the West as a place of violence, adventure, and endless opportunity. Easterners called it the Wild West.

No one did more to promote this fantasy than William “Buffalo Bill” Cody. A former buffalo hunter, Cody created a traveling Wild West show in 1883. Gun-slinging cowboys and Native Americans performed daring feats of sharp shooting and horseback riding. They staged performances depicting frontier events, including Custer’s Last Stand. Annie Oakley broke the stereotype of the dainty woman with shooting as precise as any man’s.

The myth of the Wild West had some basis in fact. But, as you have read, the West was also being transformed. Native Americans were being forced onto reservations. Mining and ranching were big businesses. Independent miners were becoming wage earners, like cowboys. Even wild cow towns were being quieted down by settlers and ministers who wanted peaceful communities for their families and their faiths.

 **Checkpoint** How true was the myth of the Wild West?

### Vocabulary Builder

**myth** (mihth) *n.* story or legend; imaginary object; invented story

## Boom and Bust in the Cattle Kingdom

The cattle boom lasted from the 1860s to the 1880s. The region dominated by the cattle industry and its ranches, trails, and cow towns came to be called the cattle kingdom. Ranchers made large profits as herds and markets grew. But then the cattle industry collapsed.

**The Cattle Boom** At the height of the cattle boom, ranchers could buy a young calf for \$5 and sell a mature steer for \$60. Even after the expense of a cattle drive, profits were extremely high.

### Main Idea

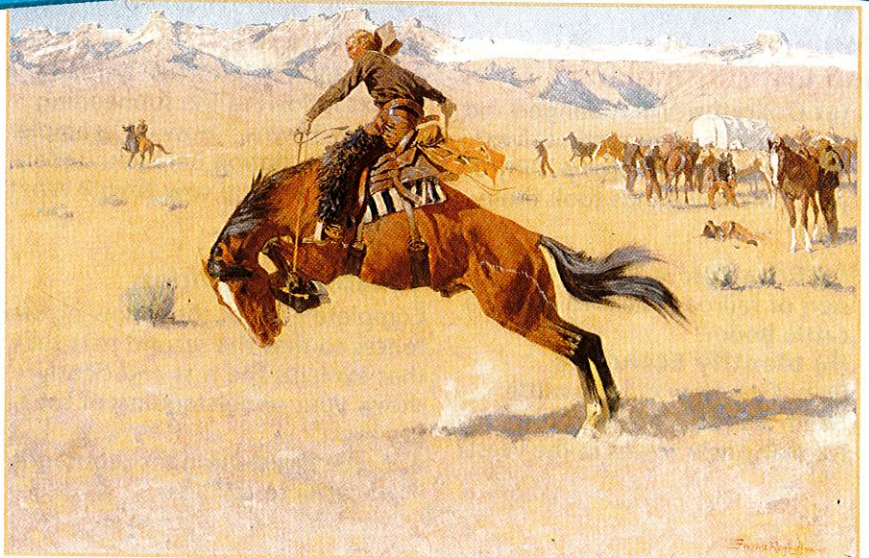
Overstocking and a spell of bad weather eventually put an end to the cattle boom.

### Links to Art

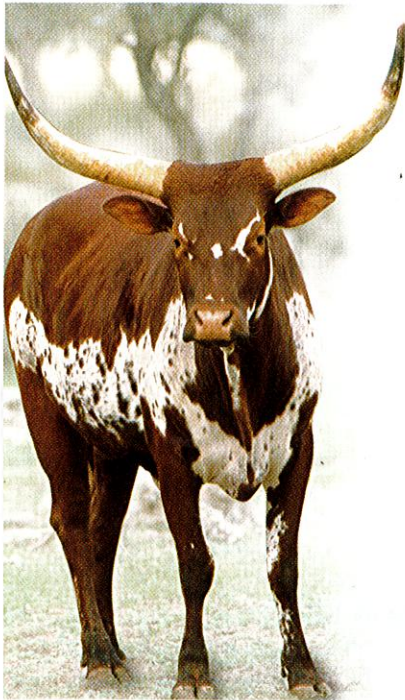
#### ***Cold Morning on the Range, 1904***

by Frederic Remington

Frederic Remington was a Yale-educated easterner who became a famous painter and sculptor of western scenes. His work highlighted such themes as self-reliance and mastery over nature. In *Cold Morning on the Range* (seen here), he portrays a rider in the process of taming a wild horse. **Critical Thinking:** **Evaluate Information** How do you think Remington’s work added to the myth of the Wild West?







### Texas Longhorn

The horns of longhorn cattle can be six feet wide or more. The cattle use them for both attack and defense.

Profits rose still higher with the introduction of new breeds of cattle. These breeds caught fewer diseases and had more meat than longhorns. As a result, backers from the East and Europe invested millions in huge cattle companies. The ranches of one company alone covered almost 800 square miles in three states.

**The Boom Ends** By the mid-1880s, more than 7 million cattle roamed the open range. That was more than the land could feed. Then, beginning in 1886 and 1887, a cycle of scorching summers and frigid winters killed millions of cattle. Meanwhile, an economic depression threw many city dwellers out of work. Demand for beef dropped.

To make things worse, sheep began competing with cattle for prairie grasses across the Plains. Farmers fenced in the open range to keep cattle away from crops. Without free grazing for their herds, ranchers had to buy expensive feed.

Giant cattle ranches slowly gave way to smaller spreads that grew their own feed. As railroads expanded, their lines moved closer to the ranches. Large roundups and long cattle drives vanished. The cattle boom was over.

**Checkpoint** What factors ended the cattle boom?

**Looking Back and Ahead** As railroads pushed across the West, the cattle industry boomed. Cowhands moved herds north on long drives to meet trains that took the cattle east. The cattle boom lasted into the 1880s. In the next section, you will read how farming changed the West.

## Section 3

## Check Your Progress

### Progress Monitoring

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### Comprehension and Critical Thinking

1. (a) **Describe** What dangers did cowhands face on cattle drives?  
(b) **Draw Conclusions** Why do you think cowhands took these risks?
2. (a) **Recall** How did the expansion of railroads help to create a cattle boom?  
(b) **Identify Economic Benefits** How did the cattle boom lead to economic prosperity for many new towns in the West?

### Reading Skill

3. **Use Example Clues** Reread the text following the subheading "Cow Towns." How do example and description help you understand the term **cow town**? What is a cow town?

### Vocabulary Builder

Complete each of the following sentences so that the second part further explains the first and clearly shows your understanding of the key term.

4. **Cattle drives** brought thousands of cattle to rail lines; \_\_\_\_\_.

5. **Vaqueros** tended cattle herds; \_\_\_\_\_.

6. The **cattle kingdom** supplied meat to a growing nation; \_\_\_\_\_.

### Writing

7. Based on what you have read in this section about the Wild West myth, write an opinion about the effects of this myth on American life. Back up your opinion with reasons and examples from the section and from your own knowledge.





# Farming in the West



## Learning Standards

- **15D.G.5** Technology has led to new and improved products
- **15D.H.6** New technologies over time and impact on economy
- **16E.G.4** Environment affected a cultural group: post-1500
- **17C.H.2** Aspects of nature that influence location of human activities

## Prepare to Read



## Reading Skill

### Use Comparison or Contrast

**Clues** Comparison and contrast can also help you define unfamiliar words. Comparison clues show how an unfamiliar word is similar to a familiar word, phrase, or example. Look for signal words such as *similar to* or *like* to highlight these clues. Contrast clues show how an unfamiliar word is different from a familiar word, phrase, or example. Look for signal words such as *unlike* or *instead* to highlight these clues.

## Vocabulary Builder

### High-Use Words

reside, p. 595

surplus, p. 598

### Key Terms and People

homesteader, p. 595

sod, p. 596

sodbuster, p. 596

sooner, p. 598

grange, p. 598

farm cooperative, p. 598

inflation, p. 599

William Jennings Bryan, p. 599



**Background Knowledge** While ranchers and cowhands were building a cattle kingdom, hundreds of thousands of farmers were flooding onto the Great Plains.

## Homesteading

By 1900, half a million farmers had settled on the Great Plains. Many were attracted by an offer of free land.

**Homestead Act** During the Civil War, Congress passed the Homestead Act of 1862. It offered a 160-acre plot to anyone who resided on the land for five years. Congress wanted to give the poor a chance to own farms. Thousands became **homesteaders**—**settlers who acquired free land from the government**—on the Great Plains.

But few had the money to move west and start a farm. Also, land companies took over large areas illegally. And on the dry Plains, 160 acres was too small to grow enough grain to profit. Only one homesteader in three lasted the required five years.

**Railroads Promote Farming** In fact, railroads promoted more farming than did the Homestead Act. More farms meant more shipping for western railroads. So the railroads gave away some of the 180 million acres they got from the government. They recruited thousands of people from the eastern United States, Ireland, Germany, and Scandinavia to settle on the Great Plains.



**Checkpoint** How did the Homestead Act help people gain land?

## Main Idea

Would-be settlers could get a homestead from the government or land from railroad companies.

## Vocabulary Builder

reside (ree zĭd) v. to live (in or at); to dwell for a while; to exist (in)



## Main Idea

New techniques and inventions helped settlers adapt to the difficult life on the Plains.

## A Hard Life on the Plains

Life on the Great Plains was not easy. Water was scarce, and crops were hard to grow. Farmers struggled to make ends meet.

**Busting Sod** The first farmers on the eastern Plains staked out sites near water and trees. Later arrivals continued on to the treeless prairie. The farther west one went, the drier the climate became.

The soil of the Plains was fertile. It was covered with a thick **sod**, or a surface layer of earth in which the roots of grasses tangle with soil. With little rain, sod baked into a hardened mass. Early settlers, lacking wood, cut sod into bricks to build walls. Two rows of sod bricks made walls that kept homes cool in summer and warm in winter.

**New Farming Methods** Farmers broke through the tough sod with plows. The sod often cracked plows made of wood or iron. In 1877, John Deere of Illinois invented a sodbusting plow made of steel. Steel plows were stronger and lighter than other plows.

**Plains farmers, or sodbusters** as they were known, used machines called drills to plant crops. The drills buried seeds deep in the ground where there was moisture. Farmers used reapers to harvest crops and threshers to beat off the hard coverings of the grains.

Water often lay hundreds of feet below ground. Farmers used windmills to pump the water out. To keep cattle from trampling crops, farmers put up fences. Lacking wood, they used barbed wire. Joseph Glidden, an Illinois farmer, invented this twisted metal wire in 1874.

# Sodbusters

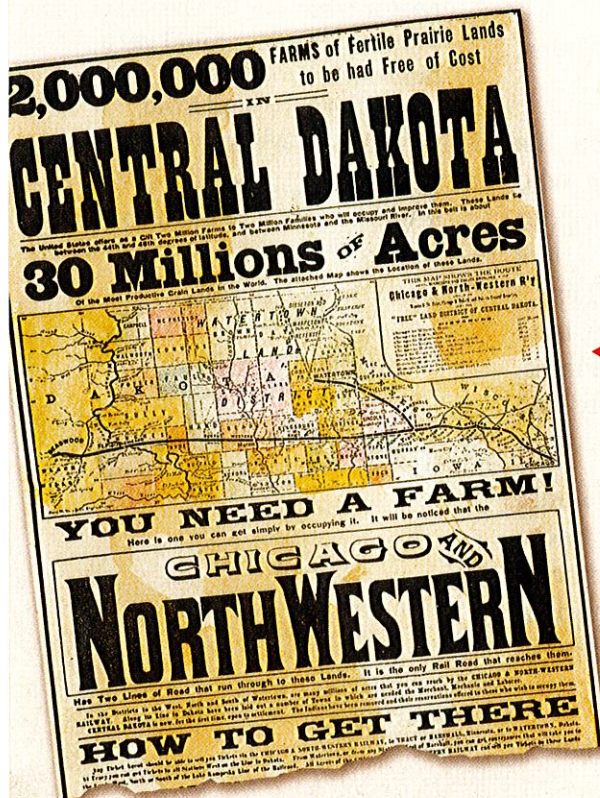
Thickly matted grass roots held the fertile Plains soil in a tight grip. Even with a four-horse plow, sodbusting (breaking up the sod) was backbreaking work. Worse, once exposed by plowing, the fertile soil might be blown away by winds. **Critical Thinking:** *Clarify Problems* What problems did settlers face on the Plains? How did they overcome their problems?

### ◀ Railroads Lure Settlers

Railroads, eager for customers, offered free land to lure settlers to the Great Plains. People came from eastern cities and from many countries in Europe.

### Sod ▶

Deep, thick roots allowed grasses to thrive in areas of the Great Plains that received limited amounts of moisture.





**Farm Families** Whole families worked on the farms. Men labored from dawn to dusk. Children tended animals and helped with other chores. Life was also hard for women. Besides keeping house, they helped plant and harvest. They educated children. They nursed the sick. They sewed clothing, preserved food, and made such basics as candles and soap.

**Exodusters** Thousands of African Americans, many of them former slaves, streamed onto the Plains. By the early 1880s, perhaps 70,000 African Americans had settled in Kansas. These settlers were known as Exodusters because they believed they were like the Jews fleeing slavery in Egypt, a biblical story told in the book of Exodus.

Some Exodusters took up farming. Others moved to towns. Men often worked as hired hands and women as laundresses.

**The Spanish Southwest** In the Southwest along the border with Mexico, arriving settlers found Spanish-speaking farmers and sheepherders. Many had been there since before the Mexican-American War, when the United States had acquired this territory.

The coming of the railroads brought more immigrants from Mexico. Many helped build the new lines. Some of the older Hispanic residents were large landowners, known as *ricos* (REE kos). They fought to keep their lands, deeded under Spanish or Mexican law.

 **Checkpoint** Who were the sodbusters and the Exodusters?



**Use Comparison or Contrast Clues**

What comparison clue is included in this paragraph to help you define the term *Exodusters*? What are Exodusters?

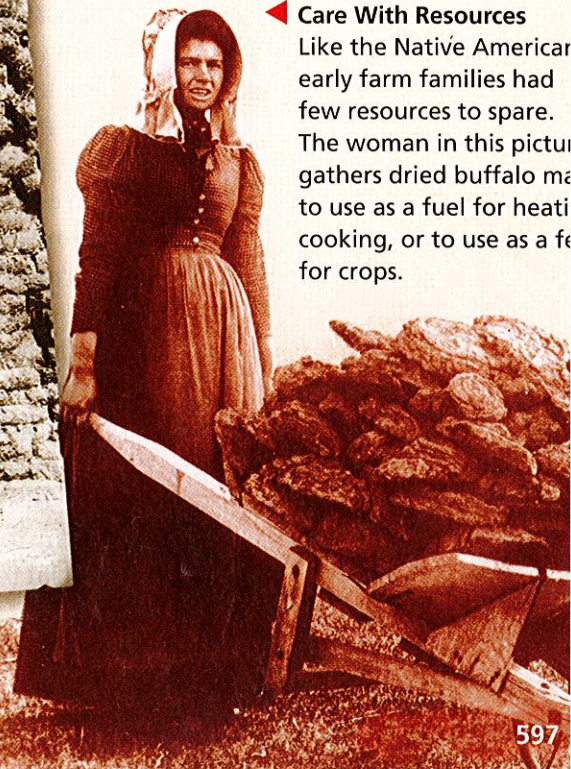


◀ **A Sod House**

Settlers cut sod into bricks that they used to construct sturdy sod houses like the one at

◀ **Care With Resources**

Like the Native American early farm families had few resources to spare. The woman in this picture gathers dried buffalo manure to use as a fuel for heating, cooking, or to use as a fertilizer for crops.





## Main Idea

A rush for land in Oklahoma in 1889 signaled the closing of the western frontier.

## Main Idea

Facing an economic crisis, farmers formed groups like the National Grange and the Populist Party.

## Vocabulary Builder

**surplus** (SER pluhs) *n.* excess; quantity that is left over

# A Last Rush for Land

By the 1880s, few areas on the Plains remained free to settlers. The federal government agreed to open Oklahoma to homesteaders.

**Boomers and Sooners** In April 1889, nearly 100,000 people gathered at a line near present-day Oklahoma City. These were the “boomers.” They had come to claim some of the 2 million acres of free homesteads in what was once Indian Territory.

At noon, a volley of gunfire signaled the start of the Oklahoma Land Rush. A few **people, known as sooners, had already sneaked onto the land.** They jumped from hiding and grabbed the best land. Other rushes followed until all 2 million acres had been claimed.

**The Frontier Closes** In 1890, the national census reported that the United States no longer had land available for homesteading. In the West, “there can hardly be said to be a frontier line,” the report stated.

 **Checkpoint** Where was the last land rush in the West?

# Farmers Organize

Wheat and grain from Plains farms fed the growing cities of America and Europe. A few big farmers prospered. But small farmers faced an economic crisis and quickly organized to end it.

**Crisis on the Farm** The more grain that farmers hauled to market, the lower grain prices fell. Farmers were producing a **surplus** of crops. One Kansas farmer complained that “we are poorer by many dollars than we were years ago.”

Small farmers were hit the hardest by low grain prices. Many had borrowed money for land and machinery. As prices fell, Plains farmers could not repay their loans and lost their land. In the South, tenants and sharecroppers fell deeper into debt as cotton prices fell.

**Cooperatives and Political Parties** Many farmers lived in poverty and isolation. Some communities began to form **granges, groups of farmers who met for lectures, sewing bees, and other events.** In 1867, local granges joined to form the National Grange.

What began as a social and educational movement evolved into an economic protest. In the 1870s and 1880s, Grangers demanded the same low rates from railroads and warehouses that were given to big farmers. They elected state officials who passed laws limiting rates.

A group called the Farmers’ Alliance organized in the late 1870s to help farmers. It set up **farm cooperatives—groups of farmers who pool their money to make large purchases of tools, seed, and other supplies at a discount.** In the South, both whites and blacks joined the Alliance.

In 1892, unhappy farmers joined with members of labor unions to form the Populist Party. This was a political party that pushed for social reforms. It demanded public ownership of railroads and warehouses to control rates, a tax on income to replace property taxes, an eight-hour workday, and other reforms.



Populists wanted to use silver in addition to gold as a basis for the money supply. With more money circulating, Populists hoped to see **inflation, or a general rise in prices**. They believed rising grain prices would help farmers pay off their debts. In that way, the farmers could avoid foreclosure—the taking of property to settle a debt. Summing up Populist demands, Kansas activist Mary Elizabeth Lease said:


“We want money, land, and transportation. We . . . want the power to make loans direct from the government. We want the accursed foreclosure system wiped out. . . .”

—Mary Elizabeth Lease, 1890 speech

**The Election of 1896** In the presidential election of 1896, Populists supported Democrat **William Jennings Bryan**, known as the “Great Commoner.” Bryan won the votes of farmers from the South and West for supporting the use of silver to raise prices.

Bankers and business owners claimed rising prices would ruin the economy. They backed Republican William McKinley and his gold-alone standard. McKinley won. Republicans took both the White House and Congress for the first time in decades. The Populists faded. Although the major parties absorbed many of their ideas, most Americans saw no link between farm problems and their own.

 **Checkpoint** What did the Populists demand?

 **Looking Back and Ahead** Farmers found it hard to make a living, so they organized to demand reforms. In the next chapter, you will read about the rise of big business and labor.



These presidential campaign buttons show the two major candidates in 1896. William McKinley (right) won for the Republicans. William Jennings Bryan (left) had the backing of Democrats and Populists but lost.

## Section 4 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) **Recall** What was a homesteader?

(b) **Explain Problems** What were three problems associated with the Homestead Act?
- (a) **Recall** What is a surplus?

(b) **Clarify Problems** How did a surplus of grain contribute to low grain prices? How did the National Grange, the Farmers' Alliance, and the Populist Party try to address the economic crisis caused by low prices?

### Reading Skill

- Use Comparison or Contrast Clues** Define the term **inflation** in the following sentence: Like the wind under a child's runaway balloon, inflation pushed prices higher and higher.

### Vocabulary Builder

Answer the following questions in complete sentences that show your understanding of the key terms.

- How did tough **sod** make living on the Great Plains difficult?
- Why were Great Plains farmers called **sodbusters**?
- Who were the **sooners**?

- How did forming a **farm cooperative** help farmers?
- How did Populists think **inflation** would help them economically?

### Writing

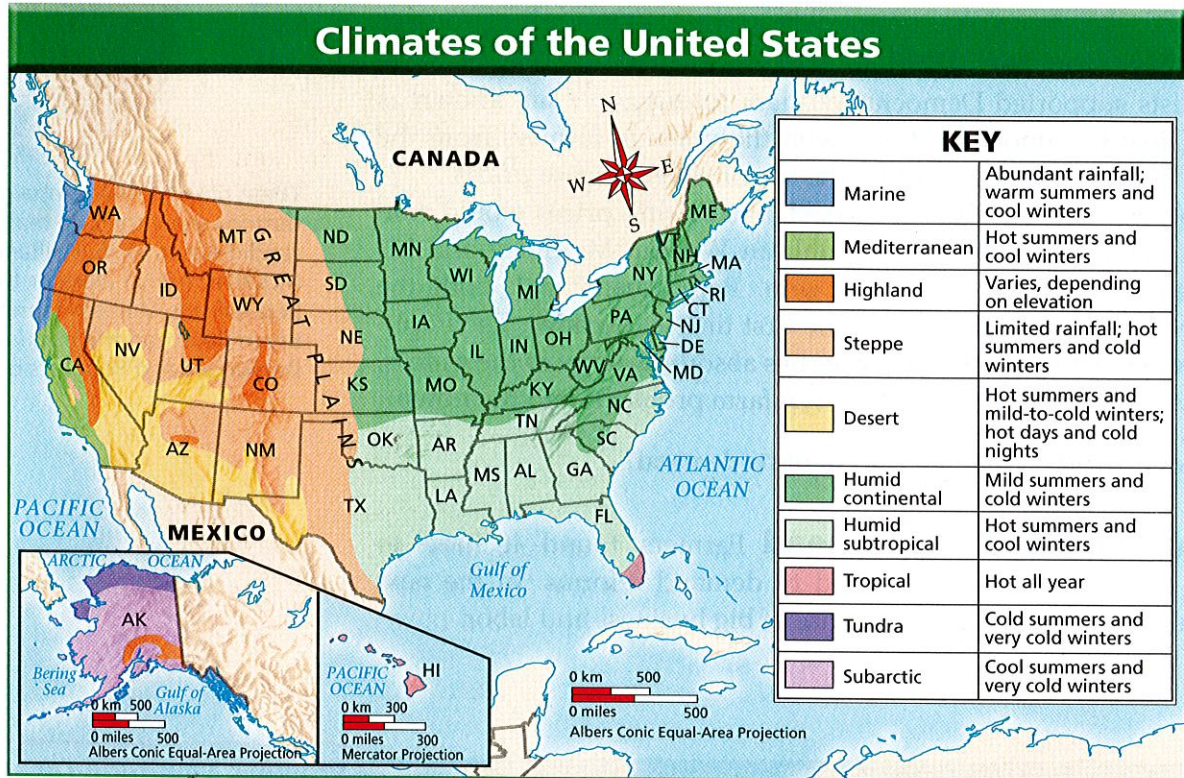
- Imagine that you will be writing an editorial meant to influence readers of your school newspaper about coed sports teams. Write a few sentences creating an audience profile describing these readers. Think about who they are: How old are they? What types of interests do they have? What sports interest them the most?



As you learned in the Skills for Life in the previous chapter, thematic maps focus on topics such as agricultural products, migrations, or physical regions. The map below is a climate map. Climate refers to the average weather of a place over a period of time. The visual information included on a climate map can help you understand the economy of a region.



**17B.G.2, 17B.G.3,  
17B.H.1**



### Learn the Skill

Use these steps to interpret climate maps.

- 1 Use the map key to read the map.** The map key explains special symbols and colors used on the map.
- 2 Look for patterns on the map.** Study the information on the map to notice trends or patterns.
- 3 Make inferences.** Make generalizations. Use the information on the map to make a general statement about the climate.

### Practice the Skill

Answer the following questions about the map on this page.

- 1 Use the map key to read the map.** What does the key on this map tell you? What do the colors tell you? What other information is on this key?
- 2 Look for patterns on the map.** How does the climate change as you move across the Great Plains states from east to west?
- 3 Make inferences.** How do you think the climate of the Great Plains affects farming?

### Apply the Skill

See the Review and Assessment at the end of this chapter.



## Chapter Summary

## Section 1

## Mining and Railroads

- Gold and silver strikes in the West attracted many newcomers.
- Some mining towns became ghost towns after the metals were mined out.
- Immigrants came to the West from many countries to help build railroads.
- In 1869, a transcontinental railroad linked the East with the West.

## Section 2

## Native Americans Struggle to Survive

- Native Americans lost their lands, despite treaties aimed at protecting them.
- Native American nations were forced onto reservations.
- Native Americans fought for their way of life.
- The 1887 Dawes Act tried to promote new ways of living among Native Americans.

## Section 3

## The Cattle Kingdom

- Railroads provided a way for cattle ranchers to get their herds to distant markets.
- Unruly cattle towns helped to give rise to the myth of the Wild West.
- Economic depression, bad weather, and the fencing of crops brought the cattle boom to an end in the late 1800s.

## Section 4

## Farming in the West

- Free land for homesteaders helped to populate the Great Plains.
- Plains settlers faced a hard and isolated life.
- Disgruntled farmers and workers organized to demand reforms from government.
- The Populist Party shook up American politics in the 1890s.

## Key Concepts

These notes will help you prepare for questions about key concepts.

## The Western Frontier Disappears

## Causes

- Gold and silver are discovered.
- A transcontinental railroad is built.
- The Homestead Act is passed.

## Effects

- Mining towns rise and fall.
- More settlers, including immigrants, move west.
- Native American nations lose their lands.
- Wars break out between Native Americans and the U.S. Army.

## Native Americans: A Chronology

- **1851** The Fort Laramie Treaty is signed.
- **1859** Miners discover gold at Pikes Peak, Colorado.
- **1864** The Sand Creek Massacre occurs in eastern Colorado.
- **1874** Gold is found in the Black Hills.
- **1876** Sioux and Cheyennes defeat Custer's forces at the Battle of Little Bighorn.
- **1887** Congress passes the Dawes Act.
- **1890** Nearly 200 Sioux die in the Battle of Wounded Knee.

## Facts About Cowhands and Farmers

## Cowhands

- Spanish and Mexican vaqueros passed on many skills.
- About one third of all western cowhands were Mexican.
- Cowhands worked long hours for low pay.

## Farmers

- Farmers overcame great difficulties to survive on the Plains.
- Crop surpluses kept prices low.
- Farmers joined together to demand reforms.



## Vocabulary Builder

### Key Terms

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

1. Plains Indians used **travois** in their travels; \_\_\_\_\_.
2. Farmers thought **inflation** would benefit farm prices; \_\_\_\_\_.
3. **Vaqueros** were important in cattle ranching; \_\_\_\_\_.
4. Railroads benefited from generous government **subsidies**; \_\_\_\_\_.

## Comprehension and Critical Thinking

5. (a) **Describe** What difficulties did immigrants face in mining towns?  
(b) **Evaluate Information** How did immigrants help to develop the West?
6. (a) **List** What types of changes did the transcontinental railroad bring to the West?  
(b) **Draw Inferences** What were the effects of the building of railroads on Native Americans?
7. (a) **List** Describe three ways in which Native Americans made use of buffalo.  
(b) **Recall** Why did the buffalo begin to disappear from the Great Plains in the 1870s?  
(c) **Draw Conclusions** How did the disappearance of the buffalo change the lives of Native Americans?
8. (a) **Summarize** How did the U.S. government and settlers treat Native Americans?  
(b) **Detect Points of View** What do you think the Native American chief meant when he said after the Battle of Wounded Knee, "A people's dream died there"?
9. (a) **Recall** Who was Buffalo Bill Cody?  
(b) **Apply Information** Why do you think Americans characterize the West as "wild"?
10. (a) **Describe** What was life like for individuals who settled on the Great Plains?  
(b) **Draw Conclusions** Why do you think families risked moving west?

## History Reading Skill

11. **Use Context Clues** Choose four key terms or other unfamiliar words from this chapter. Write sentences that define these words. Include at least one of each clue type: example, comparison or contrast, definition, or restatement.

## Writing

12. **Choose one of the following issues discussed in this chapter:**
  - the rise and fall of the cattle kingdom;
  - the settlement of the West and disappearance of the frontier;
  - relations between Native Americans and the U.S. government.

State an opinion about the issue, and list several facts and reasons from the chapter to support your opinion.

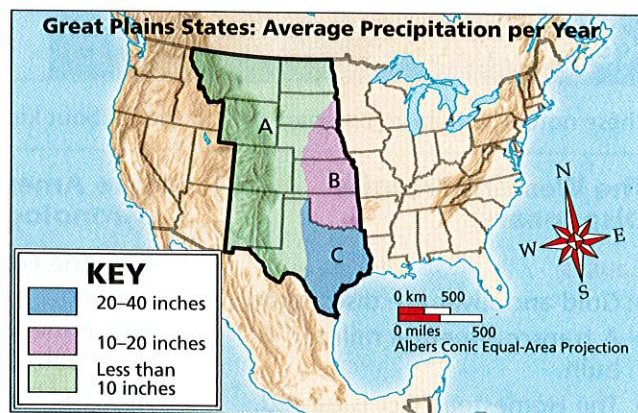
13. **Write a Narrative:**

Write one or two diary entries from the point of view of a family member who is moving west in the 1870s. Describe why your family is moving west and how you feel about it. Tell what you expect to see in the West and the type of life you think you will have.

## Skills for Life

### Interpret a Climate Map

Use the map below to answer the questions.



14. Study the key. What does the green color mean?
15. As you move east to west across the Great Plains states, how does the amount of precipitation change?
16. How do you think the amount of rain in the Great Plains states affects farming there?