

Westward Expansion



Essential Question

Was the United States truly destined to expand west in the 1800s?



About the Photo: Wagon trains carried hundreds of thousands of settlers across the Great Plains.

In this module you will read about the effects of westward expansion in the United States. You will also learn about how Native Americans resisted these changes.

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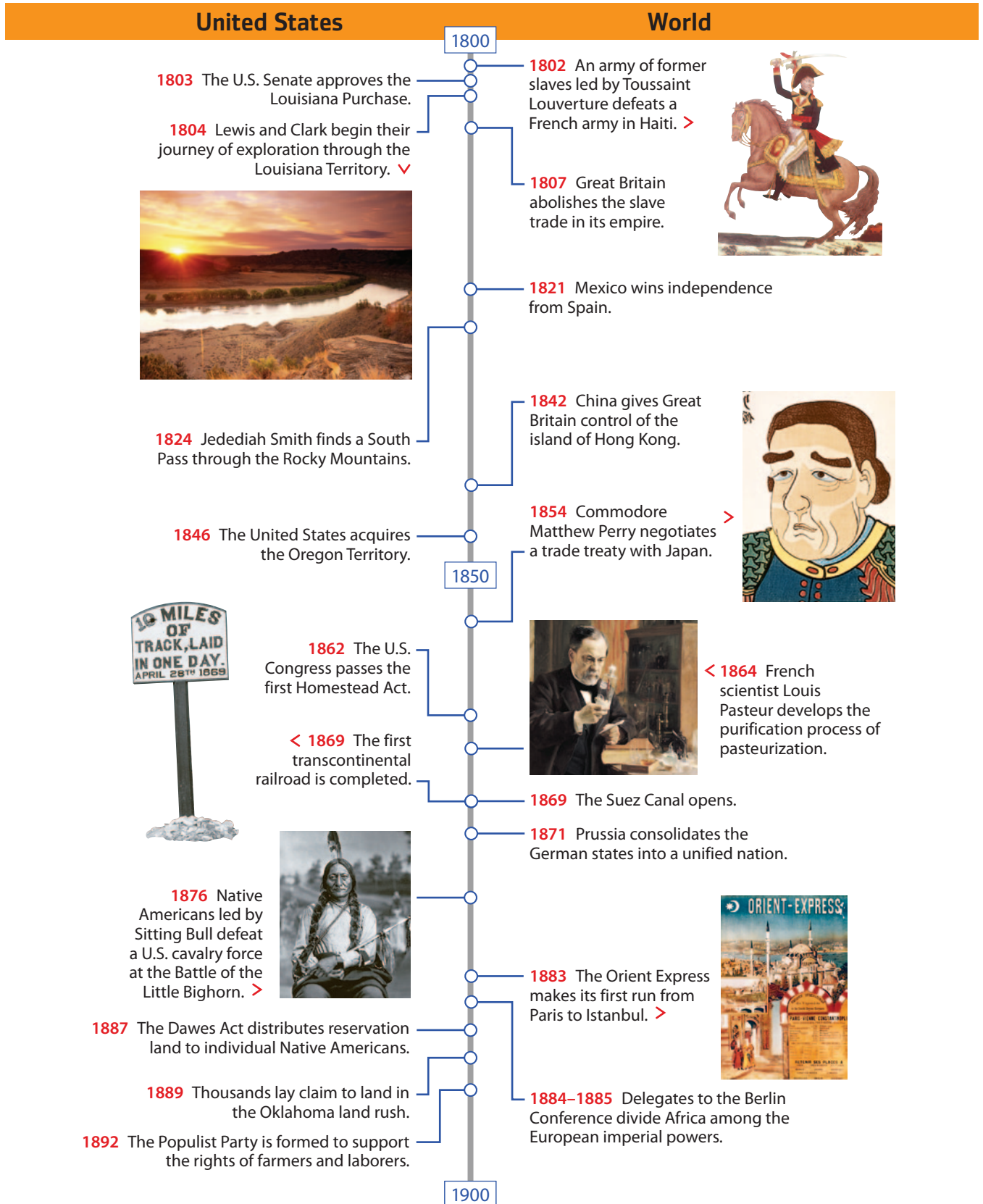
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- The Transcontinental Railroad
- The Louisiana Purchase
- Railroads that Tamed the West
- Plains Indians
- Sitting Bull: Chief of the Lakota Nation

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- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Interactive Map: Territorial Expansion of the United States, 1783–1898
- ✓ Image Carousel: Buffalo Bill’s Wild West Show



Reading Social Studies

THEME FOCUS:

Geography, Science and Technology

In this module you will follow the development of the United States from the early 1800s through the 1890s. You will learn that the country nearly doubled in size with the purchase of the Louisiana Territory in 1803. You will find out about the struggles that people faced as they later settled the Great Plains. You will learn about the technological advancements made during this time as well as the difficult geographical obstacles miners and ranchers faced in the West.

READING FOCUS:

Ask Questions to Understand

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

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

Who?

Congress

Where?

the West

How?

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

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

What?

encouraged new settlement

When?

1862

Why?

Perhaps Congress feared what would happen to western lands if they remained unsettled by U.S. citizens.

What if?

If Congress had not passed these laws, U.S. citizens might not have moved West. The United States might not have grown as quickly as it did.

You Try It!

Read the following passage and then answer the questions below.

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

Answer these questions based on the passage you just read.

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

As you read Module 11, ask questions like *who*, *what*, *when*, *where*, *why*, *how*, and *what if* to help you analyze what you are reading.

Key Terms and People

Lesson 1

Daniel Boone
Louisiana Purchase
Meriwether Lewis
William Clark
Lewis and Clark expedition
Sacagawea
Zebulon Pike
John C. Frémont
John Jacob Astor
mountain men
Oregon Trail
Santa Fe Trail
Mormons
Brigham Young

Lesson 2

frontier
Comstock Lode
boomtowns
Cattle Kingdom
cattle drive
Chisholm Trail
Pony Express
transcontinental railroad
standard time

Lesson 3

Treaty of Fort Laramie
reservations
Crazy Horse
Treaty of Medicine Lodge
buffalo soldiers
George Armstrong Custer
Sitting Bull
Battle of the Little Bighorn
Massacre at Wounded Knee
Long Walk
Chief Joseph
Geronimo
Ghost Dance
Sarah Winnemucca
assimilate
Dawes General Allotment Act

Lesson 4

Homestead Act
Morrill Act
Exodusters
sodbusters
dry farming
Annie Bidwell
National Grange
deflation
William Jennings Bryan
Populist Party

A Growing Nation

The Big Idea

Americans explored and settled in the West as the nation expanded.

Main Ideas

- As American settlers moved West, control of the Mississippi River became more important to the United States.
- Expeditions led by Lewis and Clark, Pike, and Frémont increased Americans' understanding of the West.
- During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
- Families moved into the far west and established thriving communities.

Key Terms and People

Daniel Boone
 Louisiana Purchase
 Meriwether Lewis
 William Clark
 Lewis and Clark expedition
 Sacagawea
 Zebulon Pike
 John C. Frémont
 John Jacob Astor
 mountain men
 Oregon Trail
 Santa Fe Trail
 Mormons
 Brigham Young

If YOU were there . . .

You and your family live on a small farm in Kentucky in about 1800. Raised on the frontier, you are a skillful hunter and trapper. One day at the trading post, you see a poster calling for volunteers to join the Corps of Discovery. This expedition will explore the vast region west of the Mississippi River. You think it would be exciting—but dangerous. You might never come home.

Would you volunteer to join the Corps of Discovery?

The First Westerners

For centuries, the Ohio, Cumberland, and Tennessee River valleys had been the hunting grounds of many Native American tribes. By 1800, however, thousands of white settlers had set up homesteads in these areas. The land had been opened up to settlement by an intrepid group of frontier guides known as long hunters. During months-long hunting trips, they explored and surveyed the wilderness west of the Appalachian Mountains.

Daniel Boone was one of the most famous long hunters.

From his earliest years, Boone loved the outdoor life. In time, he became a skilled hunter, trapper, and guide. In 1769 he led a group of friends on an expedition across the Appalachian Mountains via the Cumberland Gap. They were among the first whites to venture deep into the land beyond the Appalachians. Then, in 1775 Boone and about 30 other long hunters cut a continuous road through the Cumberland Gap. By the time it was finished, this Wilderness Road stretched some 300 miles. It soon became the main thoroughfare for settlers moving West. Some used a southern route called the Natchez Trace. This was an old Native American trail that ran southwest all the way to the Mississippi River.

As the region's population grew, Kentucky, Tennessee, and Ohio were admitted to the Union. Settlers in these states depended upon the Mississippi and Ohio rivers to move



Frontiersman Daniel Boone led the exploration and settlement of Kentucky.

their products to eastern markets. New Orleans, located at the mouth of the Mississippi, was a very important port. Its busy docks were filled with settlers' farm products and valuable furs bought from American Indians. Many of these cargoes were then sent to Europe. At the same time, manufactured goods passed through the port on their way upriver. As American dependence on the river grew, President Thomas Jefferson began to worry that a foreign power might shut down access to New Orleans.

Spain controlled both New Orleans and the Louisiana Territory. This region stretched west from the Mississippi River to the Rocky Mountains. Although Spain owned Louisiana, Spanish officials found it impossible to keep Americans out of the territory. "You can't put doors on open country," the foreign minister said in despair. Years of effort failed to improve Spain's position. Under a secret treaty, Spain agreed to trade Louisiana to France, passing the problem on to someone else. One Spanish officer expressed his relief. "I can hardly wait to leave them [the Americans] behind me," he said.

Reading Check

Analyze

Information

Why was New Orleans important to settlers in the western regions of the United States?

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The Louisiana Purchase and Western Expeditions



Louisiana and Western Explorers

In 1802, just before handing over Louisiana to France, Spain closed New Orleans to American shipping. Angry farmers worried about what this would do to the economy. President Jefferson asked the U.S. ambassador to France, Robert R. Livingston, to try to buy New Orleans. Jefferson sent James Monroe to help Livingston.

Napoléon and Louisiana France was led by Napoléon (nuh-POH-lay-uhn) Bonaparte, a powerful ruler who had conquered most of Europe. He wished to rebuild France's empire in North America. Napoléon's strategy was to use the French colony of Haiti, in the Caribbean, as a supply base. From there he could send troops to Louisiana. However, in the 1790s enslaved Africans, led by Toussaint Louverture (too-SAN loo-vehr-TOOR), revolted and freed themselves from French rule. Napoléon sent troops to try to regain control of the island, but they were defeated in 1802. This defeat ended his hopes of rebuilding a North American empire.

Jefferson Buys Louisiana Livingston and Monroe got a surprising offer during their negotiations with French foreign minister Charles Talleyrand. When the Americans tried to buy New Orleans, Talleyrand offered to sell all of Louisiana. With his hopes for a North American empire dashed, Napoléon had turned his attention back to Europe. France was at war with Great Britain, and Napoléon needed money for military supplies. He also hoped that a larger United States would challenge British power.

Livingston and Monroe knew a bargain when they saw one. They quickly accepted the French offer to sell Louisiana for \$15 million, and Jefferson agreed to the purchase. On October 20, 1803, the Senate approved the **Louisiana Purchase** agreement, which roughly doubled the size of the United States.

Explorers Head West President Jefferson wanted to learn more about the West and the Native Americans who lived there. He also wanted to see if there was a river route that could be taken to the Pacific Ocean. So, in 1803 Jefferson asked Congress to fund an expedition to explore the West. To lead it, he chose former army captain **Meriwether Lewis**. Lewis then chose his friend Lieutenant **William Clark** to be the co-leader of the expedition. With Clark, Lewis carefully selected about 50 skilled frontiersmen to join the Corps of Discovery, as they called their group.

In May 1804 the **Lewis and Clark expedition** began its long journey to explore the Louisiana Purchase. Lewis and Clark used the Missouri River as their highway through the unknown lands. By late October the Corps of Discovery had pushed more than 1,600 miles upriver. They spent the winter among the Mandan people. At this time, the Corps also came into contact with British and Canadian trappers and traders, who were not happy to see them. The traders feared American competition in the trade in beaver fur—and they would be proved right.

The Lewis and Clark expedition followed the Missouri River for most of the journey across the Great Plains.



Meriwether Lewis's Journal Entry

On September 17, 1804, while traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.

Analyze Historical Sources

What did Lewis find so impressive about the Great Plains?

“The shortness . . . of grass gave the plain the appearance throughout its whole extent of beautiful bowling-green in fine order . . . this scenery, already rich, pleasing, and beautiful was still farther heightened by immense herds of Buffalo, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be compre[hend]ed at one view to amount to 3000.”

—Meriwether Lewis,
quoted in *Original Journals of the Lewis and Clark Expedition*, edited by Reuben Bold Theraites



Sacagawea, whose name is believed to mean “bird woman,” contributed greatly to the success of the Lewis and Clark expedition.

In the spring of 1805, the expedition set out again. They were joined by **Sacagawea** (sak-uh-guh-WEE-uh), a Shoshone from the Rocky Mountains. Her language skills—she knew several Native American languages—and her knowledge of the geography of the region proved very useful to Lewis and Clark. Sacagawea also helped the expedition by naming plants and by gathering edible fruits and vegetables for the group. At one point, the group met with Sacagawea’s brother, who provided horses and a guide to lead the expedition across the mountains.

After crossing the Rockies, Lewis and Clark followed the Columbia River. Along the way they met the powerful Nez Percé. Like the Shoshone, the Nez Percé provided the expedition with supplies. At last, in November 1805 Lewis and Clark reached the Pacific Ocean. The explorers stayed in the Pacific Northwest during the rough winter. In March 1806 Lewis and Clark set out on the long trip home.

Lewis and Clark had not found a river route across the West to the Pacific Ocean. But they had learned much about western lands and paths across the Rockies. They used this knowledge to produce the first accurate maps of the Louisiana Territory. The explorers also established contact with many Native American groups and collected much valuable information about western plants and animals.

Other Explorations In 1806 a young army officer named **Zebulon Pike** was sent on another mission to the West. He was ordered to find the starting point of the Red River. This was important because the United States considered the Red River to be a part of the Louisiana Territory’s western border with New Spain.

Heading into the Rocky Mountains, in present-day Colorado, Pike tried to reach the summit of the mountain now known as Pikes Peak. In 1807 he traveled into Spanish-held lands until Spanish cavalry arrested him. They suspected Pike of being a spy. When he was finally released, he

returned to the United States and reported on his trip. This report offered many Americans their first description of the Southwest. Not all of Pike's information was accurate, however. For example, he described the treeless Great Plains as a desert. This led many Americans to believe, mistakenly, that the Plains region was useless for farming.

Another explorer, **John C. Frémont**, led an expedition to the Rocky Mountains in May 1842. Upon his return, Frémont compiled a report of his journey, which became a guide for future travelers to the West. It detailed the geology, botany, and climate of the region. It also crushed the mistaken belief that the West was a vast desert, attracting more settlers as a result. Buoyed by the success of his first effort, Frémont led several more surveys of the American West in the 1840s and 1850s.

Mountain Men Go West

In the early 1800s, Americans pushed steadily westward, moving even beyond the territory of the United States. They traveled by canoe and flat-boat, on horseback, and by wagon train. Some even walked much of the way.

The rush to the West occurred, in part, because of a hat. The “high hat,” made of water-repellent beaver fur, was popular in the United States and Europe. While acquiring fur for the hats, French, British, and American companies gradually killed off the beaver population in the East. Companies moved West in search of more beavers. Most of the first non-Native Americans who traveled to the Rocky Mountains and the Pacific Northwest were fur traders and trappers.

American merchant **John Jacob Astor** created one of the largest fur businesses, the American Fur Company. His company bought skins from western fur traders and trappers, who became known as **mountain men**. These adventurers were among the first to explore the Rocky Mountains and lands west of them. The knowledge they acquired helped settlers who made the westward journey. Mountain men lived lonely and often dangerous lives. They trapped animals on their own, far from towns and settlements. Mountain men such as Jedediah Smith, Manuel Lisa, Jim Bridger, and Jim Beckwourth survived many hardships during their search for wealth and adventure. To survive on the frontier, mountain men adopted Native American customs and clothing. In addition, they often married Native American women. The Indian wives of trappers often worked hard to contribute to their success.

Pioneer William Ashley saw that frequently bringing furs out of the Rocky Mountains was expensive. He asked his traders to stay in the mountains and meet once a year to trade and socialize. This practice helped make the fur trade more profitable. The yearly meeting was known as the rendezvous. At the rendezvous, mountain men and Native American trappers sold their fur to fur-company agents. One trapper described the people at a typical rendezvous in 1837. He saw Americans, Canadian French, some Europeans, and “Indians, of nearly every tribe in the Rocky Mountains.” The rendezvous was filled with celebrating and storytelling. At the same time, the meeting was also about conducting business.

Reading Check

Compare What did the expeditions of Lewis and Clark, Pike, and Frémont reveal about the West?



Jim Beckwourth was an African American fur trapper and explorer of the West in the early 1800s.

Reading Check
Draw Conclusions
How did the mountain men help to open up the West for future settlement?

In 1811 John Jacob Astor founded a fur-trading post called Astoria at the mouth of the Columbia River. Astoria was one of the first American settlements in what became known as Oregon Country. American Indians occupied the region, which was rich in forests, rivers, and wildlife. However, Britain, Russia, Spain, and the United States all claimed the land. Recognizing the huge economic value of the Pacific Northwest, the United States made treaties in which Spain and Russia gave up their claims to various areas. The United States also signed treaties with Britain allowing both countries to occupy Oregon Country, the Columbia River, and its surrounding lands.

By the 1840s the era of American fur trading in the Pacific Northwest was drawing to a close. The demand for beaver furs had fallen because fashions had changed. Too much trapping had also greatly reduced the number of beavers. Some mountain men gave up their work and moved back East. Their daring stories, however, along with the treaties made by the U.S. government, fired the imagination of many Americans.

Settling the West

The success of early pioneers convinced thousands of families and individuals to make the dangerous journey west. They traveled along a series of routes that led to New Mexico, Oregon, and Utah. Once in these places, the new pioneers claimed the land and established settlements.

The Oregon Trail Many settlers moving to Oregon Country and other western areas followed the 2,000-mile-long **Oregon Trail**, which stretched from places such as Independence, Missouri, and Council Bluffs, Iowa, west into Oregon Country. The trail followed the Platte and Sweetwater Rivers over the Plains. After it crossed the Rocky Mountains, the trail forked. The northern branch led to the Willamette Valley in Oregon. The other branch went to California and became known as the California Trail.

Traveling the trail challenged the strength and determination of pioneer families. The journey usually began after the rainy season ended in late spring and lasted about six months. The cost, about \$600 for a family of four, was high at a time when a typical worker usually made about \$1.50 per day. Young families made up most groups of settlers. They gathered in wagon trains for the trip. There could be as few as ten wagons or as many as several dozen in a wagon train. Some pioneers brought small herds of cattle with them on the trail.

Oxen, mules, or horses pulled the wagons. Pioneers often walked to save their animals' strength. They kept up a tiring pace, traveling from dawn until dusk. They faced severe hardships, including shortages of food, supplies, and water. Rough weather and geographic barriers, such as rivers and mountains, sometimes forced large numbers of pioneers to abandon their wagons. In the early days of the Oregon Trail, many Native Americans helped the pioneers, acting as guides. They also traded goods for food. Although newspapers sometimes reported Native American "massacres" of pioneers, few settlers died from Indian attacks. The settlers who arrived safely in Oregon and California found generally healthy and pleasant climates. By 1845 some 5,000 settlers occupied the Willamette Valley.

Trails Leading West



Interpret Maps

- 1. Movement** Which trails took the longest to travel?
- 2. Human-Environment Interaction** What difficulties do you think travelers on the trails faced?

The Santa Fe Trail The **Santa Fe Trail** was another important path west. It led from Independence, Missouri, to Santa Fe, New Mexico. It followed an ancient trading route first used by Native Americans. American traders loaded their wagon trains with cloth and other manufactured goods to exchange for horses, mules, and silver from Mexican traders in Santa Fe.

The long trip across blazing deserts and rough mountains was dangerous. But the lure of high profits encouraged traders to take to the trail. One trader reported a 2,000 percent profit on his cargo. The U.S. government helped protect traders by sending troops to ensure that Native Americans were not a threat.

Mormons Travel West One large group of settlers traveled to the West in search of religious freedom. In 1830 a young man named Joseph Smith founded the Church of Jesus Christ of Latter-day Saints in western New York. The members of his church became known as **Mormons**. Smith told his followers that he had found and translated a set of golden tablets containing religious teachings. The writings were called the *Book of Mormon*.

Church membership grew rapidly, but certain beliefs and practices caused Mormons to be persecuted. For example, beginning in the 1850s some Mormon men practiced polygamy—a practice in which one man is married to several women at the same time. The church outlawed this practice in 1890.

In the early 1830s Smith and his growing number of converts left New York. Many traveled on the recently completed Erie Canal and Lake Erie to Ohio, where they set up new communities. Later, they moved on and

This Mormon family took part in an early-1900s celebration of the pioneers who made the great trek along the Mormon Trail to Utah.



established communities in Missouri and Illinois. Eventually, these communities failed. The Illinois community collapsed after an anti-Mormon mob murdered Smith in 1844. Following Smith's murder, **Brigham Young** became head of the Mormon Church. Young chose what is now Utah as the group's new home, and thousands of Mormons took the Mormon Trail to the area near the Great Salt Lake, where they prospered. By 1860 there were about 40,000 Mormons in Utah.

Reading Check
Summarize How did settlers travel west, and what challenges did they face on their journey?

Summary and Preview Some of the first Americans to move West were fur traders and trappers. Settlers soon followed. In the next lesson you will learn about America's continued westward expansion.

Lesson 1 Assessment

Review Ideas, Terms, and People

- Identify** Who helped to open up the land west of the Appalachians by building the Wilderness Road?
 - Explain** Why were New Orleans and the Mississippi River important to settlers in the West?
- Summarize** Why was the Louisiana Purchase important to the United States?
 - Describe** What areas did the Lewis and Clark expedition and the Zebulon Pike and John C. Frémont expeditions explore?
 - Draw Conclusions** Why were Meriwether Lewis and William Clark chosen to lead the exploration of the Louisiana Purchase?
- Identify** Who established one of the first American settlements in Oregon Country?
 - Describe** What were the lives of mountain men like?
- Identify** What was the Oregon Trail?
 - Elaborate** Would you have chosen to leave your home to travel West? Why?

c. Summarize What difficulties led Mormons to move to Utah?

Critical Thinking

- 5. Sequence** In this lesson you learned about the westward expansion of the United States. Create a graphic organizer like the one below to rank the three most important effects of the Louisiana Purchase, from most important to least important, and explain why you chose that order.

Importance	Why
1.	
2.	
3.	

- 6. Draw Conclusions** What challenges did the westward journey present for settlers?
- 7. Make Predictions** What effects do you think westward migration of the mid-1800s would have on Native Americans?

History and Geography

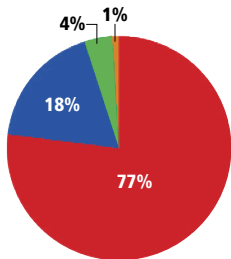
America's Growth by 1820

In 1803 the United States made the biggest land purchase in its history—the Louisiana Purchase. With this purchase, the country stretched west all the way to the Rocky Mountains. In 1819 the United States acquired Florida from Spain, gaining even more new territory. By 1820 the young American republic had roughly doubled in size, as you can see on the map. Explorers, traders, and settlers began to pour into the new lands in search of wealth, land, and a place to call home.

Oregon Country Both the United States and Great Britain claimed Oregon Country.

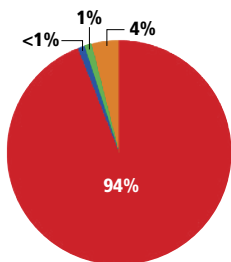


America's Population, 1820: 10.1 million



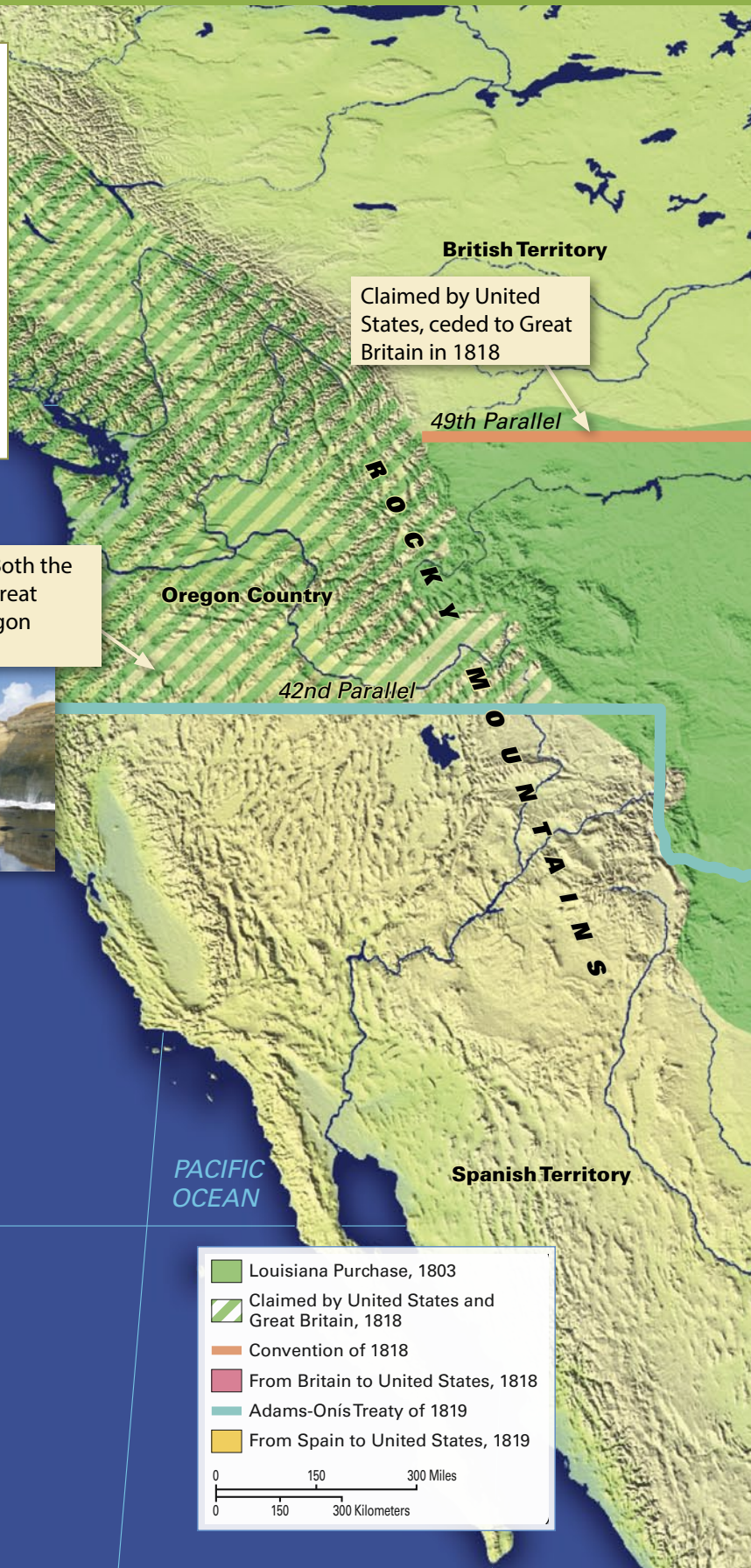
Ethnic Groups, 1820

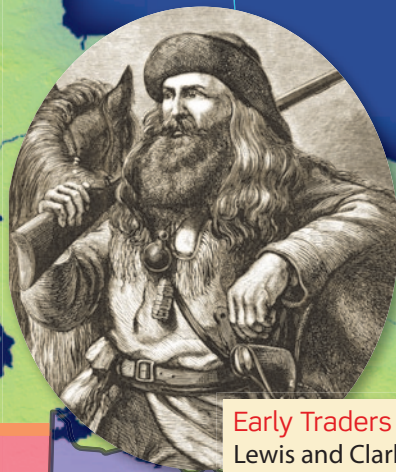
- White/European
- African American
- Native American
- Other



Religions, 1820

- Protestant
- Jewish
- Catholic
- Other





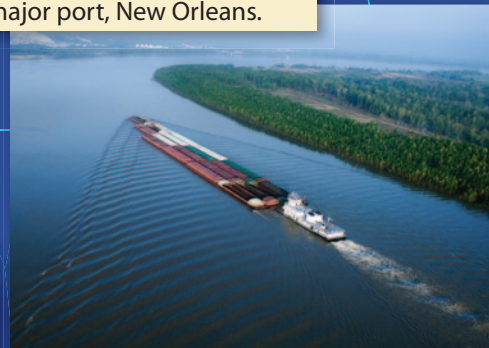
Early Traders Soon after Lewis and Clark explored the Louisiana Territory, American fur traders and trappers began setting up trading posts there. Many of these posts later became towns as more settlers arrived.



Through the Gaps Settlers crossed the Appalachians through valleys called gaps. In time, roads were built through the gaps, making it easier for settlers to head West.



The Mighty Mississippi The Mississippi River was the great highway of the United States. Americans west of the Appalachians shipped farm goods and supplies up and down the Mississippi and to its major port, New Orleans.



Interpret Maps

- 1. Movement** In which directions did the United States expand before 1820?
- 2. Region** Based on the map, why do you think the United States was interested in claiming Oregon Country?

Boom Times in the West

The Big Idea

American settlers dramatically changed the western frontier as they began to tame the land.

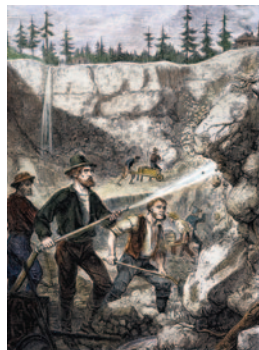
Main Ideas

- Valuable deposits of gold and silver in the West created opportunities for wealth and brought more settlers to the region.
- The cattle industry thrived on the Great Plains, supplying beef to the East.
- The transcontinental railroad succeeded in linking the eastern and western United States.

Key Terms

frontier
Comstock Lode
boomtowns
Cattle Kingdom
cattle drive
Chisholm Trail
Pony Express
transcontinental railroad
standard time

Hydraulic Mining
Miners used high-powered water jets to blast earth from a hillside in order to expose the gold in the rock.



If YOU were there . . .

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

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

Mining Boom Brings Growth

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

The frontier changed dramatically as more and more people moved westward. Settlers built homes, fenced off land, and laid out ranches and farms. Miners, ranchers, and farmers remade the landscape of the West as they adapted to their new surroundings. The geography of the West was further changed by the development and expansion of a large and successful railroad industry that moved the West's natural resources to

eastern markets. Gold and silver were the most valuable natural resources, and mining companies used the growing railroad network to bring these precious metals to the East.

Big Business Most of the precious metals were located in western Nevada. In 1859 miner Henry Comstock discovered a huge deposit of gold and silver in Nevada that became called the **Comstock Lode**. The deposit was incredibly rich



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

Reading Check
Summarize What risks did miners face?

and deep. In just the first year after its discovery, the Comstock Lode lured thousands of California miners to Nevada. Over the next 20 years, the Comstock Lode produced more than \$500 million worth of gold and silver.

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

As companies dug bigger and deeper mines, the work became more dangerous. Miners had to use unsafe equipment, such as elevator platforms without protective walls. They worked in dark tunnels and breathed hot, stuffy air. They suffered from lung disease caused by dusty air. Miners often were injured or killed by poorly planned explosions or by cave-ins. Fire was also a great danger. Mining was therefore one of the most dangerous jobs in the country. In

the West, worries about safety and pay led miners to form several unions in the 1860s.

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

New Towns Mining booms also produced **boomtowns**, communities that grew suddenly when a mine opened. They disappeared just as quickly when the mine closed. The California town of Bodie, located just southeast of Lake Tahoe, provides a vivid illustration of a mining boomtown. In the early 1870s it was a mining camp with just a handful of inhabitants. The discovery of a rich vein of gold in the late 1870s drew thousands. Within months, Bodie had become a bustling town of some 8,000 people. It had a railroad station, a school, two banks, three newspapers, two churches, and dozens of saloons. Once the gold in the mine was worked out, however, Bodie went into an equally rapid decline. By 1900 the population was less than 1,000.

Few women or families lived in even the most bustling boomtowns. “I was never so lonely and homesick in all my life,” wrote one young woman. The women who did settle there washed, cooked, made clothes, and chopped wood. They also raised families, established schools, and wrote for newspapers. Their work helped turn some boomtowns into successful, permanent towns.

Cattle Ranching in the West

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

In 1867 businessman Joseph McCoy discovered a solution. He built pens for cattle in the small town of Abilene, Kansas. The Kansas Pacific Railroad line went through Abilene. As a result, cattle could be shipped by rail from there. Soon, countless Texas ranchers were making the trip north to Abilene to sell their herds of cattle.

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

Importance of Cowboys The workers who took care of the ranchers' cattle were known as cowhands or cowboys. They adopted many techniques and tools from vaqueros (bah-KER-ohs), Mexican ranch hands who cared for cattle and horses. From vaqueros came the western saddle and the lariat, a rope used for lassoing cattle. The cowboys also borrowed the vaqueros' boot. Its narrow toe fit easily into the riding stirrup, and the high heel hooked the stirrup for stability. Cowboys adopted and changed the vaqueros' broad felt hat, turning it into the familiar high-peaked cowboy hat.

One of the cowboy's most important and dangerous duties was the **cattle drive**. On these long journeys, cowboys herded cattle to the market or to the northern Plains for grazing. These long drives usually lasted several months and covered hundreds of miles. Workdays on the drive were long—often up to 15 hours—and sometimes very dull. Excitement came with events such as stampedes. Frightened by a sudden noise such as a thunderclap, the whole herd would take off running wildly. Bringing the herd under control was dangerous and hard work. The **Chisholm Trail**, which ran from San Antonio, Texas, to the cattle town of Abilene, Kansas, was one of the earliest and most popular routes for cattle drives. It was blazed, or marked, by Texas cowboy Jesse Chisholm in the late 1860s.

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

End of the Open Range As the cattle business boomed, ranchers faced more competition for use of the open range. Farmers began to buy range



African American cowboy Nat Love (above); Marshal Wyatt Earp (left)

Myth and Reality in the Wild West

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

Myth: The cowboy was a free-spirited individual.

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

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

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

Myth: Almost all cowboys were Anglo Americans.

Reality: About 25 percent of cowboys were African Americans, and 12 percent were Hispanic. Some Native Americans also worked as cowhands.

Reading Check

Draw Conclusions
Why did the Cattle Kingdom come to an end?



The Pony Express mail system helped speed up communication across the United States.

land on the Great Plains, where cattle had once grazed. Small ranchers also began competing with large ranchers for land. Then in 1874, Joseph Glidden's invention of barbed wire allowed westerners to fence off large amounts of land cheaply. The competition between farmers, large ranchers, and small ranchers increased. This competition led to range wars, or fights for access to land.

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

The Transcontinental Railroad

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

In 1860 a system of messengers on horseback called the **Pony Express** began to carry the mail West. The Pony Express operated from St. Joseph, Missouri, to Sacramento, California, a route of almost 2,000 miles. The business purchased over 400 horses, and riders used a relay system, switching horses at stations 10 to 15 miles apart. The Pony Express cut mail delivery time in half, from three weeks to ten days. The completion of a telegraph line to California in 1861, which sent messages much faster, quickly put the Pony Express out of business.

Routes West, 1870



Some Americans wanted to build a **transcontinental railroad**—a railroad that would cross the continent and connect the East to the West. The federal government, therefore, passed the Pacific Railway Acts in 1862 and in 1864. These acts gave railroad companies loans and large land grants that could be sold to pay for construction costs. Congress had granted more than 131 million acres of public land to railroad companies. In exchange, the government asked the railroads to carry U.S. mail and troops at a lower cost. Many railroad companies were inspired to begin laying miles of track.

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

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

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

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

For both railroad companies, providing food and supplies for workers was vital. This job became more difficult in remote areas. The railroad companies consequently often relied on local resources. Professional hunters, such as William “Buffalo Bill” Cody, shot thousands of buffalo to feed Union Pacific workers.

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

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

—Alexander Toponce, from *Reminiscences of Alexander Toponce, Written by Himself*

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

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



Results of the Railroad The transcontinental railroad increased both economic growth and the population in the West. Railroad companies provided better transportation for people and goods. They also sold land to settlers, which encouraged people to move West. The development of the West brought about the railroad; however, it also would prove to be the beginning of the end of the Plains Indians' way of life.

New railroads helped businesses. Western timber companies, miners, ranchers, and farmers shipped wood, metals, meat, and grain East by railroad. In exchange, eastern businesses shipped manufactured goods to the West. As trade between regions increased, the idea that the U.S. economy was interdependent became more widespread.

Even perceptions of time became more formal as railroad schedules began to unite areas that before had existed under different times. Before the railroads, each community determined its own time, based on calculations about the sun's travels. This system, called "solar time," caused problems for people who scheduled trains crossing a long distance. The railroad companies addressed the issue by setting up **standard time**. This system divided the United States into four time zones.

Railroad companies encouraged people to invest in the railroads, which they did—sometimes unwisely. Speculation and the collapse of railroad owner Jay Cooke's banking firm helped start the Panic of 1873. Despite such setbacks, Americans remained interested in railroad investments. By 1890 there were about 164,000 more miles of track than in 1865. Railroads had become one of the biggest industries in the United States.

Summary and Preview In this lesson you learned about the increased settlement of the West. In the next lesson you will learn about conflicts with Native Americans.

Reading Check

Find Main Ideas

How did the railroad affect the development of the West?

Lesson 2 Assessment

Review Ideas, Terms, and People

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

Critical Thinking

4. **Identify Cause and Effect** In this lesson you learned about the kinds of economic opportunities that people found in the West. Create a graphic organizer similar to the one below to list these opportunities and their effects.

Opportunity	Effect

Wars for the West

The Big Idea

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

Main Ideas

- As settlers moved to the Great Plains, they encountered the Plains Indians.
- Native Americans attempted to keep their lands through treaties with the U.S. government.
- Continued pressure from white settlement and government legislation brought the Plains Indians' traditional way of life to an end.

Key Terms and People

Treaty of Fort Laramie
reservations
Crazy Horse
Treaty of Medicine Lodge
buffalo soldiers
George Armstrong Custer
Sitting Bull
Battle of the Little Bighorn
Massacre at Wounded Knee
Long Walk
Chief Joseph
Geronimo
Ghost Dance
Sarah Winnemucca
assimilate
Dawes General Allotment Act

If YOU were there . . .

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

Would you fight to keep your lands? Why?

Settlers Encounter the Plains Indians

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

The Plains Indians lived in the Great Plains, which stretch north into Canada and south into Texas. Indian groups such as the Apache and the Comanche lived in and around Texas and what is now Oklahoma. The Cheyenne and the Arapaho lived in different regions across the central Plains. The Pawnee lived in parts of Nebraska. To the north were the Sioux. These groups spoke many different languages. However, they used a common sign language to communicate and they shared a similar lifestyle.

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

The Plains Indians used buffalo for food, shelter, clothing, utensils, and tools. Women dried buffalo meat to make



Crazy Horse (Tashunka Witco) was a Sioux chief who fought to defend his people's way of life and resisted attempts to force the Sioux onto reservations.



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

jerky. They made tepees and clothing from buffalo hides, and cups and tools from buffalo horns. As one Sioux explained, “When our people killed a buffalo, all of the animal was utilized [used] in some manner; nothing was wasted.” The Plains Indians prospered. By 1850 some 75,000 Native Americans lived on the Plains.

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

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

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

In 1868 under the Second Treaty of Fort Laramie, the U.S. government agreed to close the Bozeman Trail and abandon the forts, and forced some of the Sioux onto reservations. The U.S. government also forced

Reading Check

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

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

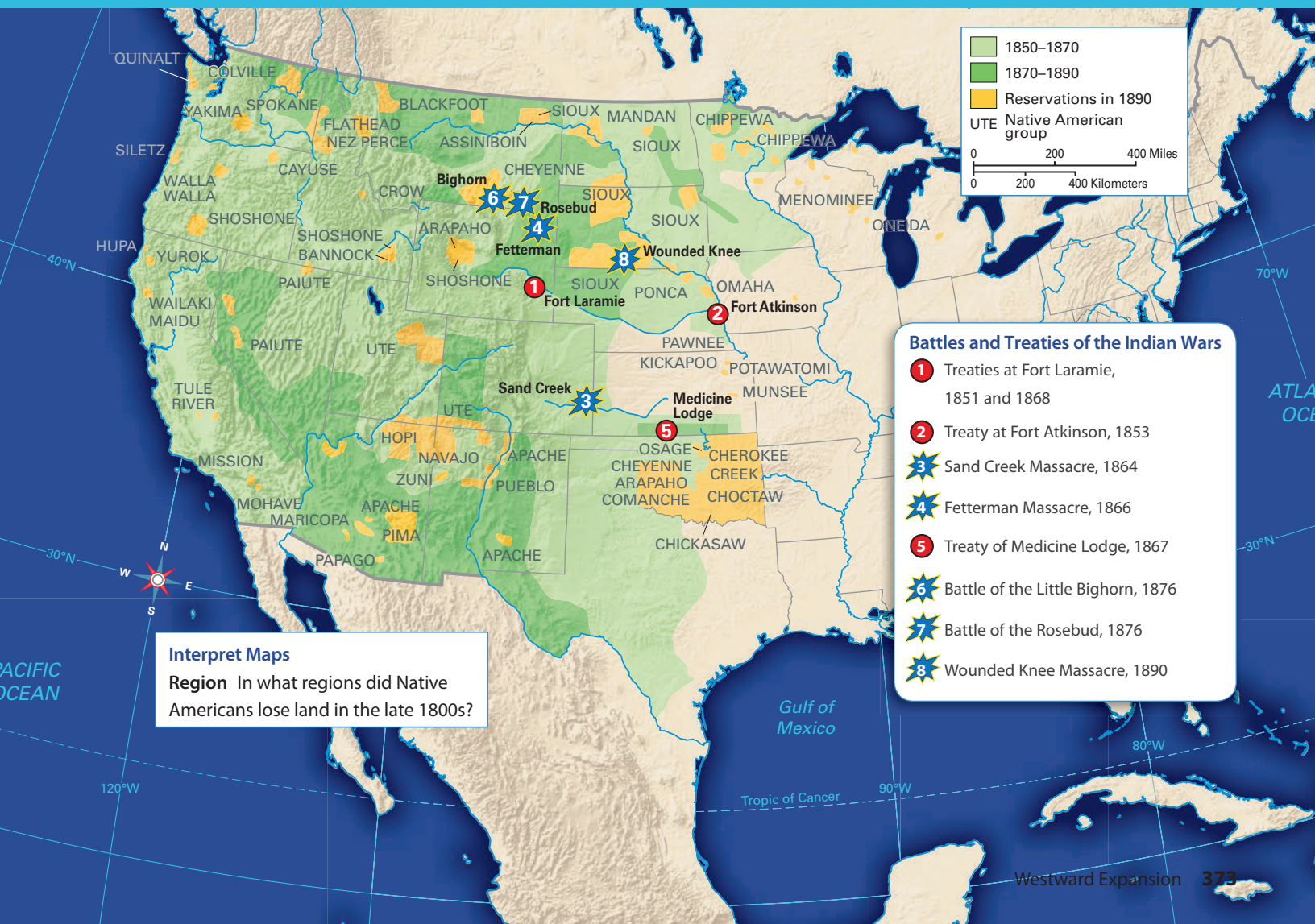
Fighting on the Plains

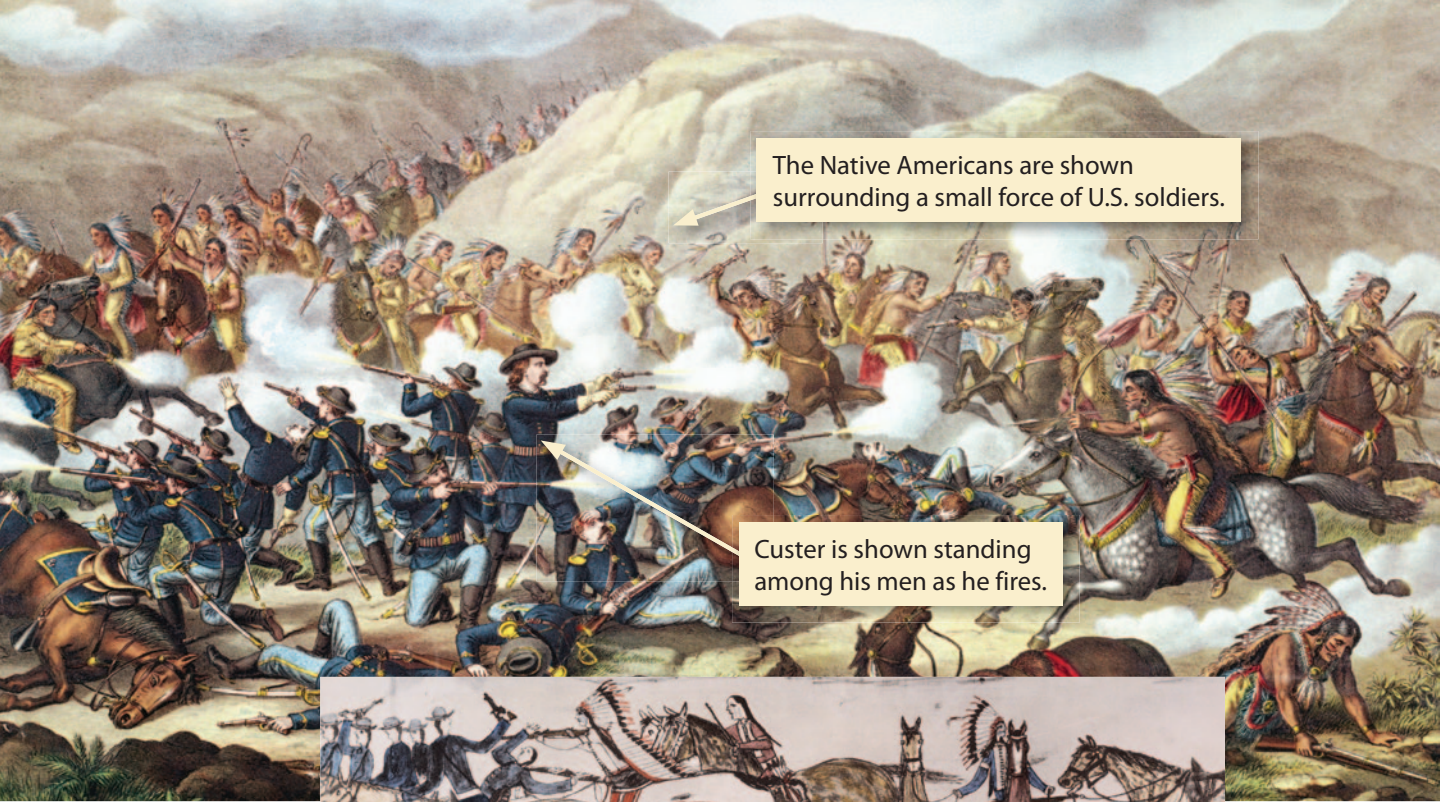
In the northern Plains, Southwest, and Far West, Native Americans continued to resist being moved to and confined on reservations. The U.S. government sent troops into the area to force the Indians to leave. These troops included African American cavalry, who the Indians called **buffalo soldiers**—a term of honor, inspired by their short, curly hair, that compared their fighting spirit to that of the buffalo.

Battles on the Northern Plains As fighting on the southern Plains came to an end, new trouble started in the north. In 1874 Lieutenant Colonel

▶ Explore ONLINE!

Native American Land Loss in the West, 1850–1890





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

Custer is shown standing among his men as he fires.



The U.S. Army is shown on horseback in this drawing.

These horses have been captured by the Native Americans.

Two Views of a Historic Battle

Art historians have identified about 1,000 paintings of the Battle of the Little Bighorn. The painting at the top was painted in 1899. The drawing below it is one of the many colored-pencil drawings of the battle done by Amos Bad Heart Buffalo, who based his drawing on memories from Sioux warriors who participated in the battle.

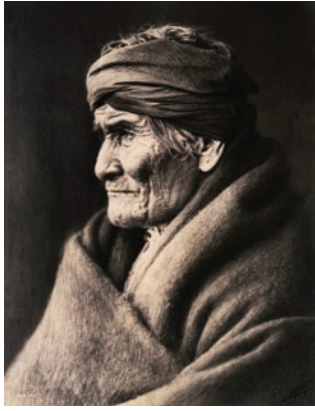
Analyze Visuals

How do these paintings show the influences of different cultures?

George Armstrong Custer's soldiers discovered gold in the Black Hills of the Dakotas. **Sitting Bull**, a leader of the Lakota Sioux, protested U.S. demands for the land.

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

—Sitting Bull, quoted in *Life of Sitting Bull and the History of the Indian Wars of 1890–1891* by W. Fletcher Johnson



Apache leader Geronimo fought settlers on his land for more than 25 years—all the while avoiding permanent capture.

Other Sioux leaders listened to Sitting Bull and refused to give up land. During late 1875 and early 1876, many Sioux and Cheyenne warriors left their reservations. They united under the leadership of Sitting Bull and Crazy Horse. Their plan was to drive the intruders from the Black Hills. Custer was sent to force the Native Americans back onto their reservations.

On June 25, 1876, Custer's scouts found a large Sioux camp along the Little Bighorn River in Montana Territory. Leading about 200 of his soldiers, Custer raced ahead without waiting for any supporting forces. In the **Battle of the Little Bighorn**, Sioux and Cheyenne forces led by Crazy Horse surrounded and defeated Custer and his troops. Newspapers called the battle "Custer's Last Stand" because his entire command was killed. It was the worst defeat the U.S. Army suffered in the West. The Battle of the Little Bighorn was also the Sioux's last major victory in the Sioux Wars.

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

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

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

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

Far West The United States had promised to let the peaceful Nez Percé keep their land in Oregon. Within a few years, however, the government ordered the Nez Percé to a reservation in what is now Idaho. A group of Nez Percé led by **Chief Joseph** resisted, and in 1877 left to seek refuge in Canada. For four months, they crossed more than 1,000 miles with army troops in pursuit. Near the border, U.S. troops overtook them and sent them to a reservation in what is now Oklahoma.

Final Battles By the 1880s, most Native Americans had stopped fighting. The Apache of the Southwest, however, continued to battle the U.S. Army. A Chiricahua Apache named **Geronimo** and his band led raids on both sides of the Arizona–Mexico border, avoiding capture for many years. In September 1886 Geronimo surrendered and was sent to an Apache internment camp in Florida. This ended the Apache armed resistance in the Southwest.

Reading Check
Contrast How did the Apache resistance differ from that of the Navajo?

A Way of Life Ends

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

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

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

In the late 1870s a Paiute Indian named **Sarah Winnemucca** called for reform—particularly of the reservation system. A writer, educator, and interpreter, she toured the country speaking on behalf of Native Americans. Her 1883 autobiography *Life Among the Paiutes* is one of the

BIOGRAPHY

Chief Joseph c. 1840–1904

Chief Joseph became leader of the Nez Percé in 1871. He led his people in an effort to hold onto their homeland and to avoid war with the United States. In 1877, when the U.S. government ordered the Nez Percé to relocate

to a reservation, Chief Joseph at first agreed, but then was forced to flee. He attempted to escape into Canada with about 750 of his people. On a courageous journey across Idaho, Montana, Oregon, and Washington, they defeated pursuing troops who greatly outnumbered them. Traveling with families, and low on supplies, the Nez Percé managed to evade the U.S. Army for four months. Ultimately though, Chief Joseph saw that resistance was futile. Upon his surrender, he gave a speech that has become one of the most famous in American history.

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

—Chief Joseph, October 5, 1877

Identify Cause and Effect

What brought suffering to Chief Joseph and his people?





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

Reading Check

Summarize

How did reformers try to influence Native Americans' lives?

lish, and often spent part of the day farming or doing other work. They were discouraged from practicing their own culture or speaking their own language. Many were separated from their families for years at a time.

Summary and Preview In this lesson you read about conflict in the settlement of the West. In the next lesson you will learn more about Great Plains settlers.

most significant accounts of traditional Native American culture. Writer Helen Hunt Jackson published a book in 1881 that pushed for reform of U.S. Indian policy. Titled *A Century of Dishonor*, it described the mistreatment of many Native American groups in an attempt to force the government to establish fairer policies.

Some reformers believed that Native Americans should **assimilate** by giving up traditional ways and adopting Anglo-American gender and family roles, cultural and social practices, and language. The **Dawes General Allotment Act** of 1887 tried to lessen traditional influences on Indian society by making land ownership private for male-headed households rather than shared communally. The act also promised—but failed to deliver—U.S. citizenship to Native Americans. After breaking up reservation land, the government sold the acreage remaining. The act took about two-thirds of Indian land.

The U.S. government also sent many Native American children to boarding schools in an effort to “Americanize” them. The children were dressed in European-style clothes, learned English,

Lesson 3 Assessment

Review Ideas, Terms, and People

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

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

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

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

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

Critical Thinking

- 4. Sequence** In this lesson you learned about the major events surrounding the loss of land rights of Native Americans. Create a timeline similar to the one below to organize the events in sequence.



Farming and Populism

The Big Idea

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

Main Ideas

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

Key Terms and People

Homestead Act

Morrill Act

Exodusters

sodbusters

dry farming

Annie Bidwell

National Grange

deflation

William Jennings Bryan

Populist Party

If YOU were there . . .

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

Would you decide to become a homesteader?

New Lives on the Plains

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

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





This family of African Americans moved to the West in order to build new lives after the Civil War.

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

In the late 1870s, large numbers of African Americans began to move West. Some fled the South because of violence and repression. The end of Reconstruction in 1877 led to harsh new segregation laws. Also, the withdrawal of federal troops left African Americans unprotected from attacks by such groups as the Ku Klux Klan. Benjamin “Pap” Singleton, a former slave from Tennessee, inspired others. Born in Nashville in 1809, Singleton fled slavery several times. Eventually he got to the North and settled in Detroit. There, he helped runaway slaves escape to Canada. After the Civil War, he returned to Tennessee. He wanted to help freed African Americans buy farmland. However, white landowners refused to sell. So he urged African Americans to leave the South and build their own communities in Kansas and elsewhere in the West.

By 1879 some 20,000 southern African Americans had moved to Kansas. Many others settled in Missouri, Indiana, and Illinois. These African American migrants were known as **Exodusters** because they had made a mass exodus, or departure, from the South.

The promise of free land also drew thousands of Europeans to the West. Scandinavians from Norway, Sweden, Denmark, and Finland came to the northern Great Plains in the 1870s. Many Irish who had helped to build the railroads decided to settle on the Plains. Russians also came to the Plains, bringing with them their experience of farming on the vast steppes, or grasslands, of their homeland. Germans and Czechs created many small farming communities on the Plains, especially in Texas.

Letter from the Plains, 1863

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

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

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

—quoted in *Frontier Mother: The Letters of Gro Svendsen*

Analyze Historical Sources

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



Laura Ingalls Wilder (right) wrote the *Little House on the Prairie* series based on her childhood in a settler family.

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

In the 1890s western Plains farmers began **dry farming**, a new method of farming that shifted the focus away from water-dependent crops such as corn. Instead, farmers grew more hardy crops like red wheat. In addition, new inventions helped Plains farmers meet some of the challenges of frontier life. A steel plow invented by John Deere in 1837 and improved upon by James Oliver in 1868 sliced through the tough sod of the prairie. Windmills adapted to the Plains pumped water from deep wells to the surface. Barbed wire allowed farmers to fence in land and livestock. Reapers made the harvesting of crops much easier, and threshers helped farmers to separate grain or seed from straw.

These inventions also made farm work more efficient. During the late 1800s, farmers greatly increased their crop production. They shipped their harvest east by train. From there, crops were shipped overseas. The Great Plains soon became known as the breadbasket of the world.

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

Academic Vocabulary

facilitate to make easier

Reading Check

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

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

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

Farmers' Political Groups

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

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

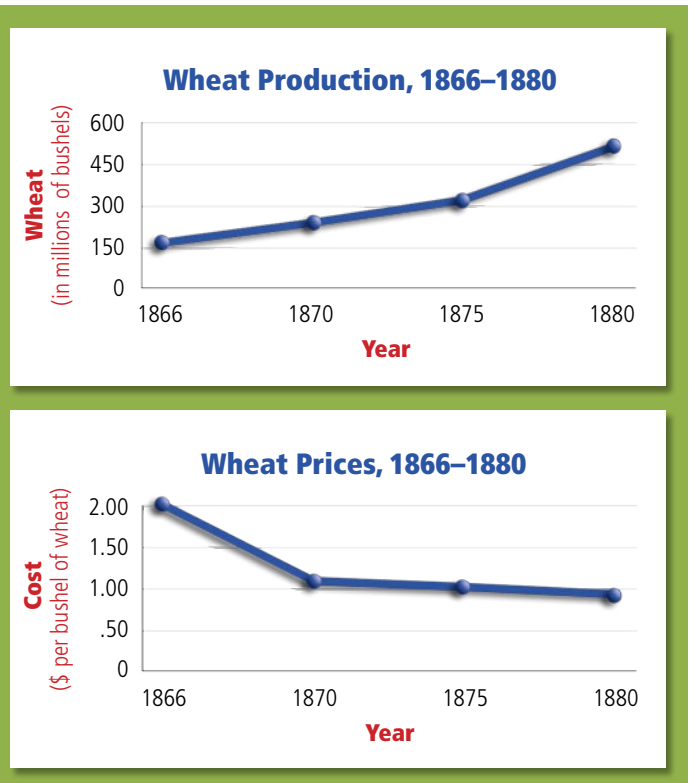
The National Grange Many farmers blamed businesspeople—wholesalers, brokers, grain buyers, and especially railroad owners—for making money at their expense. As economic conditions worsened, farmers began to follow the example of other workers. They formed associations to protect and help their interests.

 Explore ONLINE!

Agricultural Supply and Demand

Connect to Economics The amount of goods available for sale is the supply. The willingness and ability of consumers to buy goods is called demand. The law of supply and demand says that when supply increases or demand decreases, prices fall. By contrast, when supply decreases or demand rises, prices rise.

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





After the founding of the National Grange, other groups, including the Farmers' Alliance, formed to advance the interests of farmers.

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

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

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

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

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

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

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

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

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

William Jennings Bryan

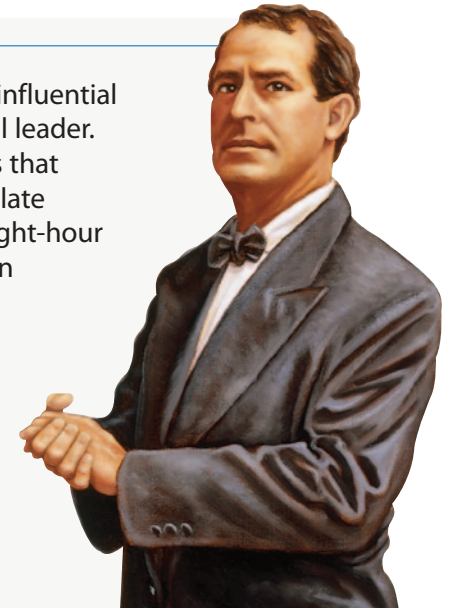
1860–1925

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

continued to be an influential speaker and political leader. Many of the reforms that he fought for in the late 1800s, such as an eight-hour workday and woman suffrage, later became law.

Make Inferences

Why was Bryan's support of Populist ideas important?



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

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

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

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

End of the Frontier

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

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

In all, settlers claimed more than 11 million acres of former Indian land in the famous Oklahoma land rush. This huge wave of pioneers was the

Reading Check
Summarize Why did farmers, laborers, and reformers join to form the Populist Party?



Oklahoma Land Rush

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



Guthrie, Oklahoma

Reading Check

Find Main Ideas

What event signaled the closing of the frontier?

last chapter of the westward movement. From the time it began gathering information, the U.S. Census Bureau had mapped a “frontier line” along the edge of western population. The 1890 census showed that more than 20 million people lived between the Mississippi River and the Pacific coast. “There can hardly be said to be a frontier line,” a Bureau report stated. The disappearance of the “line” is considered the closing of the frontier.

Summary and Preview In this lesson you read about the challenges settlers in the West faced. Despite these difficulties, the promise of open land and a fresh start continued to lure Americans westward.

Lesson 4 Assessment

Review Ideas, Terms, and People

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

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

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

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

c. Evaluate Do you think farmers were successful in bringing about economic and political change? Explain.

- a. Recall** What was the Oklahoma land rush?

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

Critical Thinking

- Compare and Contrast** In this lesson you learned about the reasons for the rise of populism in the United States. Create a table similar to the one below to explain why Populists sought the changes they did.

Change sought	reason why

Social Studies Skills

Compare Migration Maps

Define the Skill

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

Learn the Skill

Follow these steps to compare information on maps.

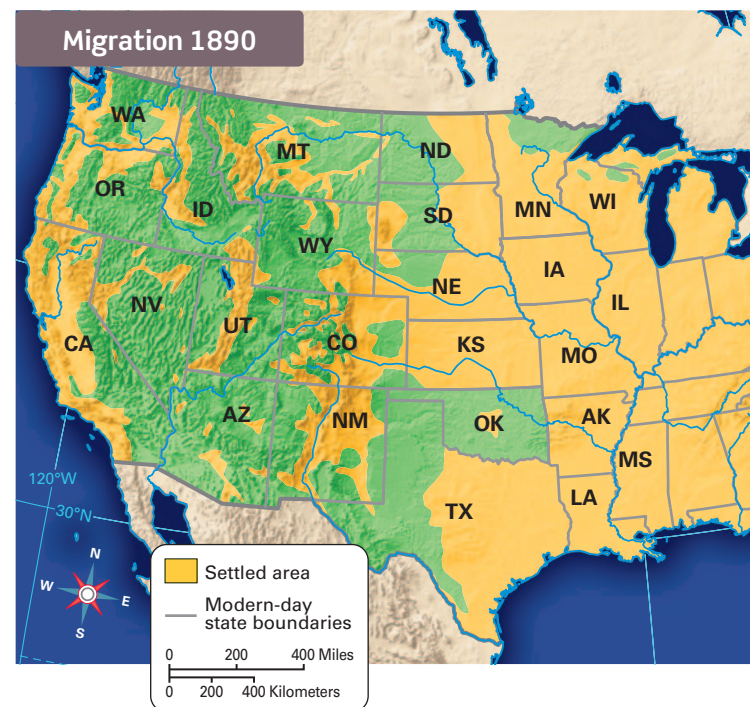
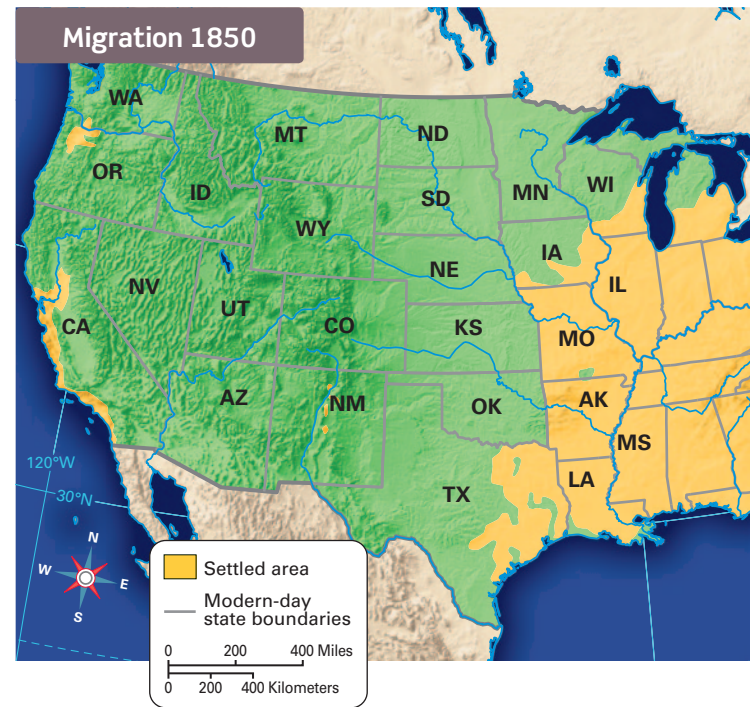
1. Apply basic map skills by reading the title and studying the legend and symbols for each map.
2. Note the date of each map and the area it covers. Maps compared for changes over time should include the same areas. Those used to look for relationships should have similar dates.
3. Note similarities or differences. Closely examine and compare each map's patterns and symbols.
4. Apply critical thinking skills. Make generalizations and draw conclusions about the relationships you find.

Practice the Skill

Use the maps below to answer the following questions.

1. What present-day state was unsettled by Americans in 1850 and almost completely settled in 1890?
2. Which other two present-day states show the most settlement by Americans from 1850 to 1890?

3. Why do you think the West coast was settled before the interior of the United States?
4. According to the maps, how might rivers have shaped the settlement of the West?



Module 11 Assessment

Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. In 1803 Congress approved the _____, which added former French territory in the West to the United States.
2. Members of the Church of Jesus Christ of Latter-day Saints were known as _____.
3. _____ were fur traders and trappers who lived west of the Rocky Mountains and in the Pacific Northwest.
4. The _____ Trail, which ran from Missouri to New Mexico, was an important route for trade between American and Mexican merchants.
5. _____ lead the 7th Cavalry in the Battle of the Little Bighorn.
6. The _____ gave government-owned land to small farmers. In return the farmers had to live on the land for at least five years.
7. A Paiute Indian named _____ worked hard to reform the reservation system.
8. The _____ Trail was one of the most popular routes for cattle drives.
9. The huge deposit of gold and silver found in Nevada in 1859 was known as the _____.
10. Formed in 1867, the _____ was a social and educational organization for farmers.

Comprehension and Critical Thinking

Lesson 1

11. **a. Identify** Which routes did settlers use to move into the land west of the Appalachians?
b. Draw Conclusions What are three ways in which the United States benefited from the Louisiana Purchase?
c. Evaluate Do you think that Napoléon made a wise decision when he sold Louisiana to the United States? Explain your answer.

Lesson 2

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

Lesson 3

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

Lesson 4

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

Module 11 Assessment, continued

Review Themes

15. **Geography** Through what geographic regions did the Lewis and Clark expedition travel?
16. **Geography** What geographic obstacles did miners, ranchers, and railroad workers face in the West?
17. **Science and Technology** What types of technology did farmers on the Great Plains use, and how did it benefit them?

Reading Skills



Ask Questions to Understand Use the Reading Skills taught in this module to answer the question about the reading selection below.

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

18. Write two or three questions you have about the information in the passage above. Remember to use the five Ws—Who? What? When? Where? and Why?

Social Studies Skills

Compare Migration Maps Use the Social Studies Skills taught in this module to answer the question about the map below.



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

Focus on Writing

20. **Write a Job Description** Write a job description for a cowboy. Note the skills required for the job and the equipment needed. Also outline a typical workday for a cowboy. To add interest to your description, include appropriate visual materials.



Lewis and *Clark*

In 1804, Meriwether Lewis, William Clark, and the 33-man Corps of Discovery began an 8,000-mile journey across uncharted territory. Under orders from President Thomas Jefferson, the expedition mapped a route across the Louisiana Purchase to the Pacific Ocean. From St. Louis, Missouri, they traveled west up the Missouri River, then across the Rocky Mountains, and to the Pacific. They met Native American peoples and cataloged geography,

plants, and animals. Not only was their mission one of history's greatest explorations; it also secured an American claim to the Pacific coast and helped inspire millions to migrate west.

Explore entries from Lewis's journal and other primary sources online. You can find a wealth of information, video clips, activities, and more through your online textbook.

... the Indian woman recognized the point of a high plain to our right which she informed us was not very distant from the summer retreat of her nation on a river beyond the mountains which runs to the west.”

— Meriwether Lewis



“Lewis’s Journal, Entry 1”

Read an excerpt from Meriwether Lewis’s journal that details Sacagawea’s assistance during the journey.



Go online to view these and other **HISTORY**® resources.



Underway on the Missouri

Watch the video to see how the Corps of Discovery sailed up the Missouri River to begin their expedition.



Making Friends Upriver

Watch the video to see which Native American peoples the Corps met and traded with as they made their journey west.



The Shores of the Pacific

Watch the video to see how the Corps tried to adapt to a different climate and the new peoples that they met along the Pacific coast.

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