

MVSU NCLB 2017 Summer Reading Institute
Westward Expansion and the Frontier

Name: Amy Ward	Name of Unit: “One Came Home”	Date: (Five (5) Days)	Grade Level: 7 th and 8 th
Objective	Procedures	Materials	Evaluation
<p>Aim: What was so important about the westward expansion of the American frontier after the Civil War?</p> <p>Goals/Objectives: Goal 4: The Great West and the Rise of the Debtor (1860s-1896) – The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.</p> <p>Objective 8.4.1: Compare and contrast the different groups of people who migrated to the West</p>	<p>Do Now/ Motivation: Day 1. Ask students what they would do if they were moving to another part of the country. Day 2. What difficulties would they face in leaving their old home and settling into a new one? Day 3. What factors would make them face these difficulties? Day 4. What would transportation be like during this time? Day 5. Would you enjoy living during this time? Why or why not? (5 minute activity)</p> <p>Day I. Agencies of Westward Expansion</p> <p style="padding-left: 20px;">A. Main engine of postwar growth was the railroad</p> <p style="padding-left: 40px;">a. Five transcontinental railroads went into service between 1869-1893</p> <p style="padding-left: 40px;">b. End of civil war (3272 miles of rail), by 1890 (72473 miles of rail)</p> <p style="padding-left: 40px;">c. Initial purpose was to link the Midwest and the south to the West Coast</p> <p style="padding-left: 40px;">d. Also spurred settlement and economic development on high plains</p> <p style="padding-left: 20px;">B. No more “Great American Desert”</p> <p style="padding-left: 40px;">a. Precipitation during 1870s-1880s was heavier than normal</p> <p style="padding-left: 40px;">b. Sod-busters built homes of barbed wire and sod</p> <p style="padding-left: 40px;">c. Bonanza farms: huge wheat farms financed by eastern capital</p>	<ul style="list-style-type: none"> - map of railroad expansion 1870-1890 - picture of sod-house on the frontier - map of mining and cattle frontier 1870s - photos of black and Hispanic cowboys - photo of reservation and schoolchildren - photo of buffalo skull piles to exemplify 	<p>Assign the following take home assignment to be completed and turned in after the lesson.</p> <p>You have decided to take your family and homestead in the West in the late 1800s. You have the following options to settle at:</p> <p>Tucson, Arizona Boise, Idaho Lecompton, Kansas Jackson, Minnesota Helena, Montana Nebraska City, Nebraska Cheyenne, Wyoming</p> <p>Research physical climate and average annual rainfall to make your decision (current reports of</p>

<p>and describe the problems they experienced.</p> <p>Objective 8.4.2: Evaluate the impact that settlement in the West had upon different groups of people and the environment.</p> <ul style="list-style-type: none"> - students will learn about the different types of people that migrated west - students will evaluate the impact that settlement in the west had on people - students will analyze the conflicts that occurred with Native Americans 	<p>C. Mining and ranching frontiers grow</p> <ul style="list-style-type: none"> a. Prospectors and boom towns became ghost towns b. Same west that is celebrated on screen c. Popularized by cowboys, cattle drives, gold rushes, stagecoaches <p>Day II. The Mining Frontier</p> <ul style="list-style-type: none"> A. By 1870s silver eclipsed silver in volume and in some years even in value B. Other minerals increased in value <ul style="list-style-type: none"> a. Copper mines opened with telephone and lightbulb inventions C. Violence was never far from the surface in the mining frontier <ul style="list-style-type: none"> a. Men ravaged the environment by hydraulic mining b. Capital-labor relations were savage c. Violent strikes causes western governors to call the militias in 10 times d. Western Federation of Miners became most militant labor unions <p>Day III. The Ranching Frontier</p> <ul style="list-style-type: none"> A. Postwar boom in the range cattle industry had its beginnings in south Texas <ul style="list-style-type: none"> a. Spaniards had introduced longhorn cattle there in 18th century b. By 1850s millions of them roamed freely in Texas plains c. Limited market for them because railroad was too far away to ship B. Civil war changed all that and depleted cattle supply 	<p>wipeout</p> <ul style="list-style-type: none"> - map of reservations 	<p>this are fine to base your reasoning on). Also include other reasons why this particular location will be the most beneficial to your family. How will you survive once you are there?</p>
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	<p>in other states</p> <ul style="list-style-type: none"> a. Railroads and markets were brought closer to western cattle b. Texans realized that longhorns could represent a fortune to them c. 1866 cowboys hit the 800 mile trail to Missouri with 260,000 cattle d. Only a few thousand actually made it, but prices convinced them to try <p>C. Ranching success continues</p> <ul style="list-style-type: none"> a. More than a million longhorns were transported in four years b. Railroads came closer, ranchers grazed cattle for free on government land <p>D. Ranching success starts to decline</p> <ul style="list-style-type: none"> a. The boom years had ended, overstocked ranges had driven down prices b. Record cold and blizzards killed hundreds of thousands of cattle c. Ranchers turned to growing hay, reduced herd size, scientific breeding <p>E. The myth of the cowboy</p> <ul style="list-style-type: none"> a. Most of them were small, wiry men because cattle could not hold larger b. Several thousand cowboys were black or Mexican c. Skillful riders, handy with the rope, tough and hardy, no gunfighters <p>Day IV. The Last Indian Frontier</p> <ul style="list-style-type: none"> A. Westward expansion doomed the free range of Plains Indians and buffalo B. Government began to force Native Americans onto 		
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	<p>reservations</p> <p>C. Began a “policy of concentration” pushing Indians on to arid plains</p> <p>Day V. Conflict with the Sioux</p> <p>A. Civil War had set in motion a generation of Indian warfare, dispossessed Indians</p> <p>B. The Sioux were herded onto Minnesota reservations in 1851</p> <p>C. August 17 a robber in which 5 white settlers were murder opened floodgates</p> <ol style="list-style-type: none"> a. They persuaded Chief Little Crow to take them on the warpath b. Over 500 white men, women and children were massacred in few weeks <p>D. Militia and army finally suppressed the uprising</p> <ol style="list-style-type: none"> a. Military court sentenced 303 to death but Lincoln reduced it to 38 <ol style="list-style-type: none"> i. The largest act of executive clemency in American history! b. Hanging of 38 Sioux on December 26, 1862 was largest mass execution to the country has ever witnessed c. Government evicted the remaining Sioux from Minnesota to the Dakotas <p>E. Battle of Little Big Horn on June 25th, 1875</p> <ol style="list-style-type: none"> a. Sioux warriors led by Sitting Bull and Crazy Horse wiped out George A. Custer and 225 men of the Seventh Calvary b. In retaliation General Sheridan crushed the Sioux and Cheyenne <p>F. Wounded Knee confrontation in the Dakota badlands</p> <ol style="list-style-type: none"> a. Led to a shootout that left 25 soldiers and 150 		
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Sioux dead

- b. This was the last battle that the U.S. army and American Indians fought
- c. Wounded Knee symbolized the death of 19th century Plains Indian culture

Suppression of Other Plains Indians

- A. Massacre of Cheyenne in Colorado 1864 sparked a decade of conflict in south
- B. Discovery of gold near Pike's Peak set off a rush to Colorado in 1858-1859
- C. Government used threats, promises, firewater to get N.A.s to give up land
- D. In exchange they got a reservation at Sand Creek in southeast Colorado
- E. In 1864 hunger and resentment on reservation caused raiding of white settlements
 - a. Chief Black Kettle believed he had brought peace to warfare, returned home
 - b. At dawn November 29th Colonel Chivington surrounded and attacked
 - c. 200 women were killed, half of them women and children
- F. Notorious Sand Creek massacre set a pattern for several similar attacks on villages
- G. Army encouraged the extermination of buffalo herds to deprive Indians of food
 - a. In 1883 an expedition counted only 200 buffalo in the West
- H. Indians were left with no other alternative but to come into the reservations
 - a. By 1880s nearly all of them had done so

The "Peace Policy"

- A. Repression and reform were both part of the government's Indian policy
 - a. Reformers believed that Indians must be compelled to give up nomadic culture
 - b. They believed settling down was the first step to assimilation as Americans
 - c. They wanted them to abandon primitive hunter-gather culture
- B. President Grant at inaugural address in 1869 announced his new "Peace Policy"
 - a. He urged their civilization and ultimate citizenship
 - b. Civilization meant acceptance of white culture (English, Christian, property)
 - c. Citizenship meant allegiance to the US rather than to a tribe
- C. In 1871 century long policy of negotiating treaties with nations came to an end
 - a. Indians became wards of the nation to be civilized and prepared for citizenship
 - b. First on reservations and eventually on individually owned parcels of land carved out of the reservations
- D. Resistance from Indians led to a decade of frontier wars but some accepted their fate
 - a. With military power broken and buffalo gone most Indians had no choice
- E. The Dawes Severalty Act of 1877
 - a. Landmark legislation called for dissolution of Indian tribes as legal entities, offered them opportunity to become citizens, and allotted

	<p>each family 160 acres of farmland or 320 acres of grazing land</p> <ul style="list-style-type: none"> b. White were eager to seize reservation land and lands were open to them c. On April 22, 1889 “boomers” came to region and claimed 2 million acres of land d. Eventually white gained title to 108 million acres of former reservation land through fraud and misrepresentation <p>F. Dawes Act proved an unqualified failure to the Native Americans</p> <ul style="list-style-type: none"> a. Private ownership of land was a foreign concept to most tribes b. In most Indian cultures farming was considered woman’s work and to Americanize Indian males by telling them to give up hunting was to strip them of their manhood c. Many Indians made a successful transition, others slipped further into depression, destitution and alcoholism <p>Activity: Pass out several maps of the frontier. Have students compare the railroad expansion map of 1870-1890 to the one of mining and cattle frontiers in 1870. How is railroad expansion related to where mining and cattle ranching took place?</p> <p>Split up the class into small groups of about four or five students. On poster paper have them write down the characteristics that come to mind when they think of cowboys and then post them on the front board. As a class discuss what are the common misconceptions of cowboys and what are the</p>		
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	<p>real truths behind who they were. Pass out photos of real cowboys!</p> <p>Key Questions:</p> <p><u>Knowledge:</u> Identify an important Native American vs. US militia battle and what happened.</p> <p><u>Organizing:</u> Differentiate between the myths of cowboys and who they really were.</p> <p><u>Applying:</u> How did the extension of the railroad increase the pressure on Native American lands?</p> <p><u>Analyzing:</u> What kind of life would people encounter as they entered the frontier?</p> <p><u>Generating:</u> In your opinion was the West a land of opportunity?</p> <p><u>Integrating:</u> Design a plan for how Native Americans and white settlers could have handled land disputes without the government getting involved.</p> <p><u>Evaluating:</u> How would you have felt if it was your land being taken away unfairly?</p> <p>Application:</p> <p>What other times in history have one group of people taken over the authority of another group?</p> <p>How is the white settlers going into the Frontier and changing Native Americans way of life and their citizenship similar to what we are doing in Iraq and bringing them democracy?</p>		
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For each lesson plan, do the following:

- 1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology