

Growth in the West 1860-1900

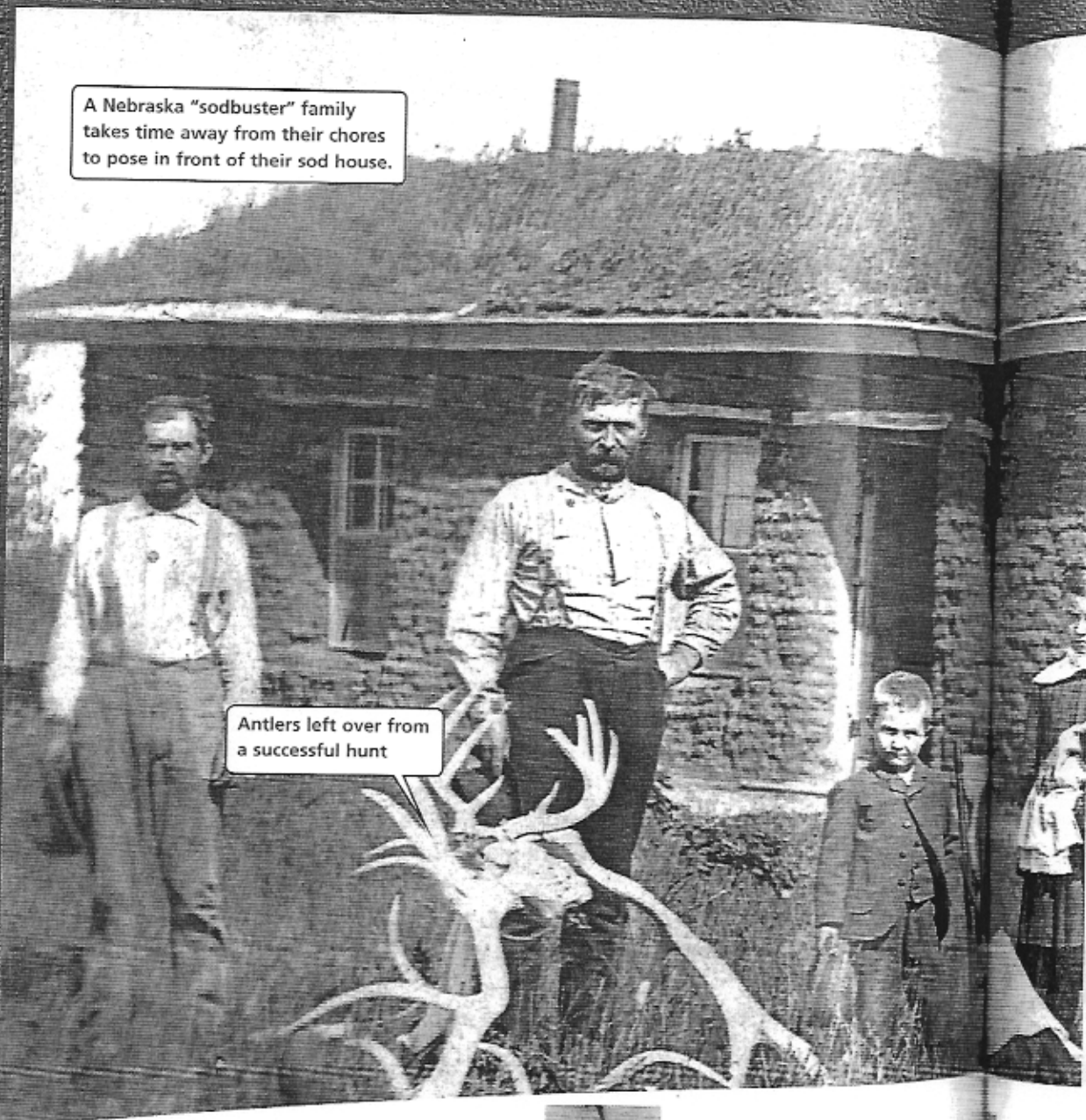
Section 1 Miners, Ranchers, and Cowhands

Section 2 Native Americans Fight to Survive

Section 3 Life in the West

Section 4 Farming and Populism

A Nebraska "sodbuster" family takes time away from their chores to pose in front of their sod house.



Antlers left over from a successful hunt

1862
Congress passes the Homestead Act.

1864
Sand Creek Massacre

1867
The Grange is founded.



1876
Sitting Bull leads Native American warriors at the Battle of the Little Bighorn.

USA
World 1860

1861
Serfs are freed in Russia.



1871
Franco-Prussian War ends.

1876
Japan recognizes Korean independence.

Interact *with* History

It is 1865, and the Civil War has just ended. You are drawn to the West by stories of gold, silver, fertile soil, and free land, and by tales of adventure and new opportunities. Yet you know there would be hardships and unknown dangers. Your life would never be the same.

How might your life change in the West?

What Do You Think?

- What might be some of the ways to make a living in the West?
- What do you think your daily life would be like in the West?
- What would be the biggest difference in your life?



RESEARCH LINKS

CLASSZONE.COM

Visit the Chapter 19 links for more information about the American West.

The windows in this sod house are a real luxury.

1884
Grover Cleveland is elected president.

1889
Oklahoma land rush begins.

1890
Wounded Knee Massacre

1891
Farmers organize the Populist Party.

1896
William McKinley is elected president.



1900

1885
Conference on African Affairs held in Africa among European nations.

1889
First Pan-American Conference is held.

1893
France takes over Indochina.



1900
Boxer Rebellion takes place in China.

Reading Strategy: Finding Main Ideas

What Do You Know?


What do you think about when you hear terms like *cowboy* and *Wild West*? What do you already know about the people, places, and events in the West in the last half of the 19th century?

Think About

- what you have learned about the West from books, movies, and television
- what happens when different cultures clash
- your responses to the Interact with History about how the West might change your life (see page 555)




What Do You Want to Know?

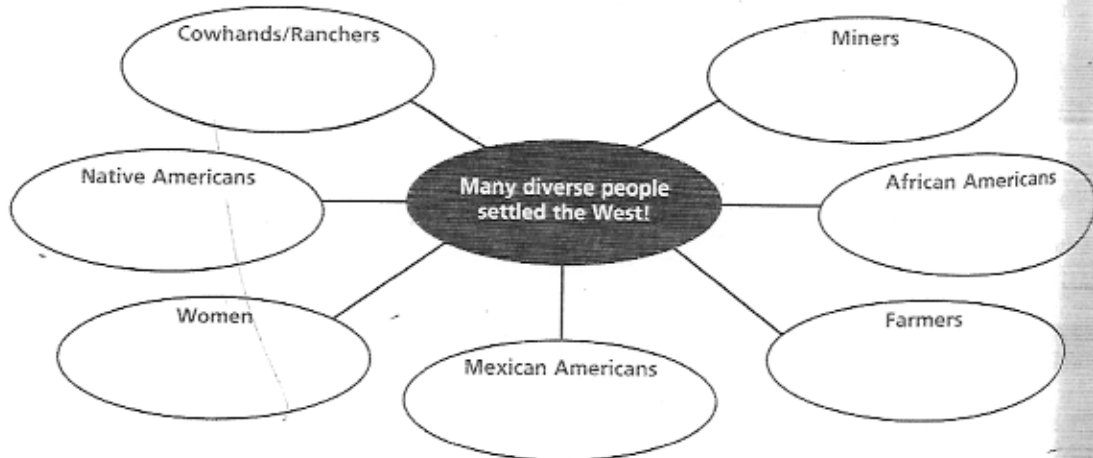
-  What details do you need to help you understand the settling of the West? Make a list of those details in your notebook before you read the chapter.

Finding Main Ideas

To make it easier for you to understand what you read, learn to find the main idea of each paragraph, topic heading, and section. Remember that the supporting details help to explain the main ideas. On the chart below, write down the main ideas about the many diverse people who settled the West.

 See Skillbuilder Handbook, page R5.

Taking Notes



Miners, Ranchers, and Cowhands

MAIN IDEA

Miners, ranchers, and cowhands settled in the West seeking economic opportunities.

WHY IT MATTERS NOW

The mining and cattle industries that developed then still contribute to American economic growth.

TERMS & NAMES

frontier	long drive
Great Plains	vaquero
boomtown	vigilante

ONE AMERICAN'S STORY

Nat Love was born a slave in Tennessee in 1854. After the Civil War, he was one of thousands of African Americans who left the South and went west. In 1869, Love headed for Dodge City, Kansas

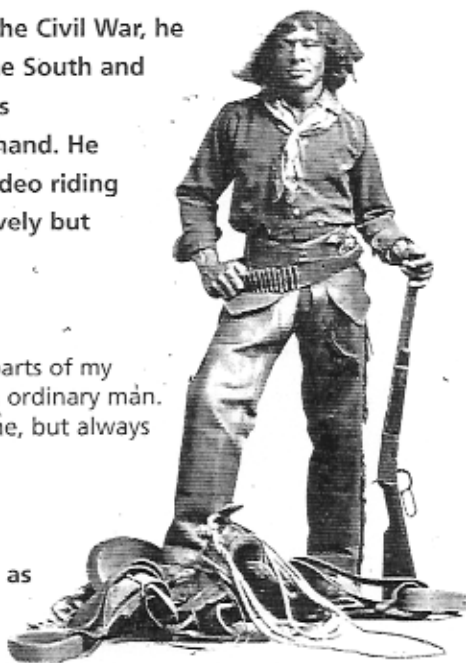
Love's horse taming skills landed him a job as a cowhand. He became well known for his expert horsemanship and rodeo riding and roping. In his 1907 autobiography, Love offered a lively but exaggerated account of his life.

A VOICE FROM THE PAST

I carry the marks of fourteen bullet wounds on different parts of my body, most any one of which would be sufficient to kill an ordinary man. . . . Horses were shot from under me, men killed around me, but always I escaped with a trifling wound at the worst.

Nat Love, *The Life and Adventures of Nat Love*

As you will read in this section, few cowhands led lives as exciting as that described by Nat Love, but they all helped to open a new chapter in the history of the American West.



Nat Love was an African-American cowhand who became a rodeo star.

Geography and Population of the West

In the mid-1800s, towns such as St. Joseph and Independence, Missouri, were jumping-off places for settlers going west. They were the last cities and towns before the frontier. The **frontier** was the unsettled or sparsely settled area of the country occupied largely by Native Americans.

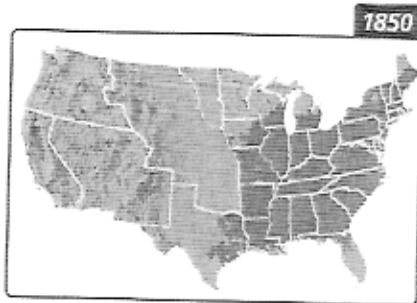
Many white settlers thought of the **Great Plains**—the area from the Missouri River to the Rocky Mountains—as empty. (See map on page 558.) Few had been attracted to its rolling plains, dry plateaus, and deserts. However, west of the Rockies, on the Pacific Coast, settlers had followed miners streaming into California after the 1849 gold rush. By 1850, California had gained statehood. Oregon followed in 1859.

Taking Notes

Use your chart to take notes about miners, ranchers, and cowhands.

Many diverse people settled the West!

The Western Frontier, 1850–1890



GEOGRAPHY SKILLBUILDER

Interpreting Maps

- 1. Region** What change took place in the far western coastal area from 1850 to 1890?
- 2. Human-Environment Interaction** Which areas of the West generally were unsettled?

The Great Plains had few trees, but its grasslands were home to about 300,000 Native Americans in the mid-1800s. Most followed the buffalo herds that rumbled across the open plains. Despite the presence of these peoples, the United States claimed ownership of the area.

Railroads played a key role in settling the western United States. Trains carried the natural resources of the West—minerals, timber, crops, and cattle—to eastern markets. In turn, trains brought miners, ranchers, and farmers west to develop these resources further. As the railroads opened new areas to white settlement, they also helped to bring an end to the way of life of the West's first settlers—the Native Americans.

Mining in the West

In 1859, gold and silver strikes drew fortune seekers to Colorado and Nevada. As many as 100,000 miners raced to the Rocky Mountains in Colorado after gold was discovered near Pikes Peak. Also in 1859, prospectors hit “pay dirt” at the Comstock Lode in western Nevada. (A lode is a deposit of a valuable mineral buried in layers of rock.) From 1859 to 1880, the Comstock mine produced some \$300 million in silver and gold.

Nearby Virginia City, Nevada, became a **boomtown**, a town that has a sudden burst of economic or population growth. Population jumped from 3,000 in the 1860s to over 20,000 in the 1870s. The writer Samuel Clemens, better known as Mark Twain, captured the excitement of life there.

A VOICE FROM THE PAST

The sidewalks swarmed with people. . . . Money was as plenty as dust; [everyone] considered himself wealthy. . . . There were . . . fire companies, brass bands, banks, hotels, theaters . . . gambling palaces . . . street-fights, murders, . . . riots, . . . and a half dozen jails . . . in full operation.

Mark Twain, *Roughing It*

Other major strikes took place in the Black Hills of South Dakota in 1874 and at Cripple Creek, Colorado, in 1891. In 1896, gold was discovered in

Reading History

A. Making

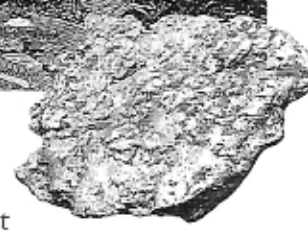
Inferences Why were railroads so important to the West?

Vocabulary

strike: valuable discovery of a precious mineral

Reading History

B. Recognizing Effects Why did large mining companies replace individual prospectors?



Miners brought ore, like the gold nugget shown, from underground mines that dotted the hillsides.

Canada's Yukon Territory. News of the strike set off a fresh epidemic of gold fever. Prospectors rushed to the Yukon's Klondike region.

The chance to strike it rich drew Americans from both East and West coasts. Gold fever also attracted miners from other parts of the world, including Europe, South America, Mexico, and China. Unfortunately, few prospectors became rich. Most left, disappointed and broke.

Early miners used panning and sluicing to wash sand and gravel from a stream to separate out any bits of precious metal, as you read in Chapter 13. Large mining companies moved in after surface mines no longer yielded gold or silver. Only they could buy the costly, heavy equipment needed to take the precious metals from underground. Water cannons blasted away hillsides to expose gold deposits. In other places, workers sank shafts thousands of feet into the ground to create underground mines. These new methods recovered more precious metals, but in the process stripped hillsides of vegetation and left rivers polluted.

Paid workers in company mines replaced independent prospectors. The work was hard and dangerous. Dust caused lung problems, and deadly cave-ins could trap miners hundreds of feet below the surface.

By the 1890s, the mining boom was over. Many mines closed because the costs had become too high, and the quality of the ore had dropped. Jobless workers moved elsewhere. Once-thriving communities became ghost towns. Still, the mining boom had lasting effects. Nevada, Colorado, and South Dakota all grew so rapidly that they soon gained statehood.

The Rise of the Cattle Industry

The cattle trade had existed in the Southwest since the Spanish arrived there in the 1500s. But cattle herds remained small until the Civil War. There were few buyers for Western beef because there was no efficient way to get the beef to markets in the more heavily populated cities of the East. The ranchers mostly sold their cattle locally.

The extension of railroad lines from Chicago and St. Louis into Kansas by the 1860s brought changes. An Illinois livestock dealer named Joseph McCoy realized that railroads could bring cattle from Texas ranches to meat-hungry Eastern cities. Cowhands had only to drive cattle herds north from Texas to his stockyards in Abilene, Kansas. From there, the beef could be shipped to Chicago and points east by rail car.

Reading History

B. Recognizing

Effects Why did

large mining

companies

replace individual

prospectors?

History

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McCoy's plan turned cattle ranching into a very profitable business. Cattle fed on the open range for a year or two and cost the rancher nothing. Ranchers then hired cowhands to round up the cattle and take them to Abilene. There they were sold for as much as ten times their original price. The success of the Abilene stockyards spurred the growth of other Kansas cow towns, including Wichita and Dodge City. The cattle drives to cow towns along the railways were called the **long drives**.

Over time, cowhands followed specific trails across the plains. The first was the Chisholm Trail, which stretched from San Antonio, Texas, to Abilene, Kansas. It was named for Jesse Chisholm, a trader who marked the northern part of the route. From 1867 to 1884, about four million cattle were driven to market on this trail. As cattle raising became more profitable, ranching spread north across the plains from Texas to Montana.

Vaqueros and Cowhands

The first cowhands, or *vaqueros*, as they were known in Spanish, came from Mexico with the Spaniards in the 1500s. They settled in the Southwest. The *vaqueros* helped Spanish, and later Mexican, ranchers manage their herds. From the *vaquero*, the American cowhand learned to rope and ride. Cowhands also adapted the saddle, spurs, lariat (which they used to rope a calf or steer), and chaps of the *vaqueros*.

About one in three cowhands in the West was either Mexican or African-American. Many Mexican cowhands were descendants of the *vaqueros*. Some African-American cowhands were former slaves. They came west at the end of Reconstruction because the enactment of Black Codes in the South put restrictions on their freedom. Also among the cowhands were a large number of former Confederate and Union soldiers.

ReadingHistory

C. Reading a Map

Use the map on page 581 to locate the Chisholm Trail.

Background
Chaps, from the Spanish word *chaperejos*, were seatless leather pants worn over trousers to protect legs from scrub brush, snakes, and cactus.

ReadingHistory

D. Analyzing

Causes What caused the decline of cattle ranching on the open range?

daily life

LIFE OF A COWHAND: THE ROUNDUP

During some parts of the year, the cowhand's life was downright dull. While cattle grazed on the open range, cowhands sat around the ranch, repairing their gear and doing odd jobs. The pace quickened at roundup time in the spring and fall.

For several weeks, 150 to 250 cowhands from nearby ranches rode hundreds of miles locating cattle. Cowhands from each ranch collected their cattle, removed sick or weak animals, and branded new calves. Then the cowhands were ready for the long drive. A roundup by vaqueros is shown in this painting by James Walker.

The "Wild West"

At first, the rapidly growing cow towns had no local governments. There were no law officers to handle the fights that broke out as cowhands drank and gambled after a long drive. A more serious threat to law and order came from "con men." These swindlers saw new towns as places to get rich quick by cheating others.

Vocabulary
con man: a person who cheats victims by first gaining their confidence



Section 1

1. Terms & N

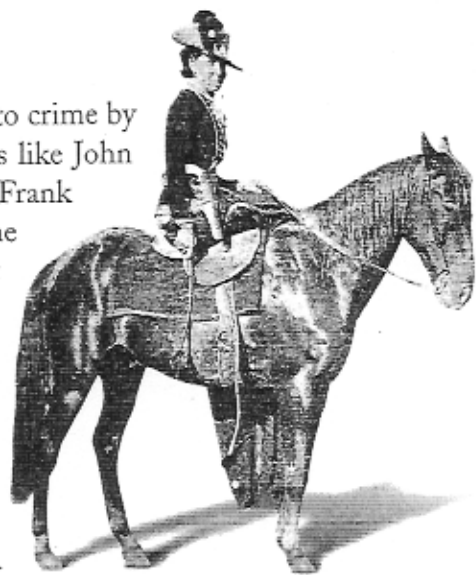
Explain the significance

- frontier
- Great Plains
- boomtown
- long drive
- vaquero
- vigilante

ACTIVITY OP
LANGUAGE I
MUSIC

Some Union and Confederate veterans were led to crime by hard feelings left over from the Civil War. Outlaws like John Wesley Hardin, "Billy the Kid," and Jesse and Frank James made crime a way of life. Some women became outlaws, too. Belle Starr, better known as the Bandit Queen, was a legendary horse thief.

For protection, citizens formed vigilante groups. **Vigilantes** were people who took the law into their own hands. They caught suspected criminals and punished them without a trial. Vigilante justice often consisted of hanging suspects from the nearest tree or shooting them on the spot. As towns became more settled, citizens elected a local sheriff or asked the federal government for a marshal. These law officers would arrest lawbreakers and hold them in jail until the time of trial.



Bandit Queen Belle Starr sits atop a horse she just might have stolen.

End of the Long Drives

For about 20 years, the cattle industry boomed. As the railroads extended farther west and south into Texas, the long drives grew shorter. The future looked bright. But by 1886, several developments had brought the cattle boom to an end. First, the price of beef dropped sharply as the supply increased in the early 1880s. It fell from more than \$30 a head to \$7. Then came the newly invented barbed wire. As more settlers moved to the Great Plains to farm or raise sheep, they fenced in their lands with barbed wire. The open range disappeared, and cattle could no longer pass freely over the trails. Finally, in the harsh winter of 1886–1887, thousands of cattle on the northern Plains froze to death. Many ranchers were put out of business.

Meanwhile, as the mining and cattle industries were developing, the Native Americans of the Great Plains were being pushed off their land, as you will read in the next section.

Reading History

D. Analyzing

Causes What caused the decline of cattle ranching on the open range?

Section 1 Assessment

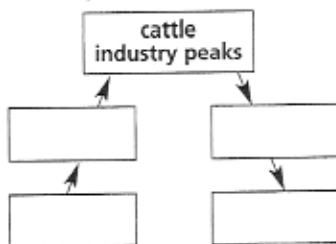
1. Terms & Names

Explain the significance of:

- frontier
- Great Plains
- boomtown
- long drive
- vaquero
- vigilante

2. Using Graphics

Use a diagram to review the rise and fall of the cattle industry.



3. Main Ideas

- a. What economic opportunities drew large numbers of people to the West beginning in the 1860s?
- b. How did the transcontinental railroad spur Western settlement?
- c. What did cowhands learn from the *vaqueros*?

4. Critical Thinking

Evaluating Could cattle ranchers have stopped the decline of the cattle industry that occurred in the late 1880s?

THINK ABOUT

- economic causes
- impact of weather
- changing settlement patterns

ACTIVITY OPTIONS

LANGUAGE ARTS

MUSIC

Do research on a legendary figure of the West such as Wyatt Earp, "Calamity Jane," or Nat Love. Then write a **biographical sketch** or **song** about the person.

Native Americans Fight to Survive

MAIN IDEA

The Native Americans of the Great Plains fought to maintain their way of life as settlers poured onto their lands.

WHY IT MATTERS NOW

The taking of their lands led to social and economic problems for Native Americans that continue to this day.

TERMS & NAMES

reservation

Sand Creek

Massacre

Sitting Bull

George A. Custer

Battle of the Little
Bighorn

Wounded Knee
Massacre

Dawes Act

ONE AMERICAN'S STORY

Buffalo Bird Woman was a Hidatsa who lived almost 100 years. She was born in 1840. As a child, she and her family made their home along the Missouri River. Later the federal government forced her family onto a reservation. A **reservation** is land set aside for Native American tribes.

The federal government attempted to "Americanize" Native American children, including Buffalo Bird Woman, by sending them away to boarding schools. But Buffalo Bird Woman struggled to hold on to Hidatsa customs. As an old woman, she looked back on her early years.

A VOICE FROM THE PAST

Sometimes at evening I sit, looking out on the . . . Missouri [River]. . . In the shadows I seem . . . to see our Indian village, with smoke curling upward from the earth lodges; and in the river's roar I hear the yells of the warriors, the laughter of . . . children as of old.

Buffalo Bird Woman, quoted in *Native American Testimony*, edited by Peter Nabokov

As white settlers claimed Native American lands, Plains peoples fought a losing battle to save not only their homes but their way of life.

Taking Notes

Use your chart to take notes about Native Americans.

Many diverse people settled the West!

Native American Life on the Plains

Before the arrival of Europeans in the 1500s, most Plains tribes lived in villages along rivers and streams. The women tended crops of beans, corn, and squash. The men hunted deer and elk and in the summer stalked the vast buffalo herds that inhabited the Plains.

In the early 1540s, the Spanish brought the first horses to the Great Plains. The arrival of horses changed the way of life of the Plains people. They quickly became expert riders. By the late 1700s, most Plains tribes kept their own herds of horses. Mounted on horseback, hunters traveled far from their villages seeking buffalo.



Buffalo Bird Woman

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Reading

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Before 1850

1850-1870

1870-1890

Native Ameri
reservations

Never formal
by treaty

The buffalo was central to the life of Plains tribes. Its meat became the chief food in their diet, while its skins served as portable shelters called tipis. Plains women turned buffalo hides into clothing, shoes, and blankets and used buffalo chips (dried manure) as cooking fuel. Bones and horns became tools and bowls. Over time, many Plains tribes developed a nomadic way of life tied to buffalo hunting.

Vocabulary
nomadic:
wandering from
place to place

A Clash of Cultures

When the federal government first forced Native American tribes of the Southeast to move west of the Mississippi in the 1830s, it settled them in Indian Territory. This territory was a huge area that included almost all of the land between the Missouri River and Oregon Territory. Most treaties made by the government with Native Americans promised that this land would remain theirs "as long as Grass grows or water runs."

Unfortunately, these treaty promises would be broken. Government policy was based on the belief that white settlers were not interested in the Plains. The land was considered too dry for farming. However, as wagon trains bound for Oregon and California crossed the Great Plains in the 1850s, some pioneers saw possibilities for farming and ranching on its grasslands. Soon white settlers moved onto the prairies.

These settlers pressured the federal government for more land. They also wanted protection from Native Americans in the area. In 1851, the government responded by calling the Sioux, Cheyenne, Arapaho, and

Reading History

A. Analyzing Causes What was the major source of conflict between white settlers and Native Americans?

Native American Lands in the West, 1850–1890

INTERACTIVE



MAJOR EVENTS OF THE INDIAN WARS

- 1 Sand Creek Massacre, 1864
- 2 Fetterman Massacre, 1866
- 3 Battle of the Little Bighorn, 1876
- 4 Geronimo surrenders, 1886
- 5 Wounded Knee Massacre, 1890

GEOGRAPHY SKILLBUILDER Interpreting Maps

1. **Location** In which area of the West did most of the major battles take place?
2. **Movement** What was the major change that took place in the West between 1850 and 1890?

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Buffalo Bird Woman

First by
Americans
Before 1850
1850–1870
1870–1890
Native American
reservations in 1890
Never formally ceded
by treaty

other Plains tribes together near Fort Laramie in present-day Wyoming. Government officials tried to buy back some Native American land and also set boundaries for tribal lands. Many Plains tribes signed the First Treaty of Fort Laramie (1851)—they saw no other choice.

But some Cheyennes and Sioux resisted. They preferred conflict with settlers and soldiers to the restrictions of reservation life. In southeastern Colorado, bands of Cheyenne warriors attacked miners and soldiers. In response, about 1,200 Colorado militia led by Colonel John Chivington opened fire on a peaceful Cheyenne village along Sand Creek in 1864. More than 150 Cheyenne men, women, and children were killed in what came to be known as the **Sand Creek Massacre**.

The Plains tribes reacted to such attacks by raiding white settlements. One of the fiercest battles took place in Montana. There the government had begun to build a road called the Bozeman Trail across Sioux hunting grounds. To stop construction, the Sioux attacked construction workers. In 1866, Captain W. J. Fetterman and 80 troopers stumbled into a deadly ambush set by the Sioux. All the soldiers were killed in what was called the Fetterman Massacre.

Such incidents finally forced the government to try to find a way to end the fighting. In 1868, U.S. officials signed the Second Treaty of Fort Laramie with the Sioux, Northern Cheyenne, and Arapaho. The treaty gave these tribes a large reservation in the Black Hills of South Dakota.

ReadingHistory

B. Reading a Map
Locate the site of the Sand Creek Massacre on the map on page 563.

ReadingHistory

C. Recognizing Effects What were the results of the Battle of the Little Bighorn?

Background
Nez Perce means “pierced nose” in French. French-Canadian trappers gave this name to these Native American people because some of them wore jewel in their noses.

HISTORY throughART

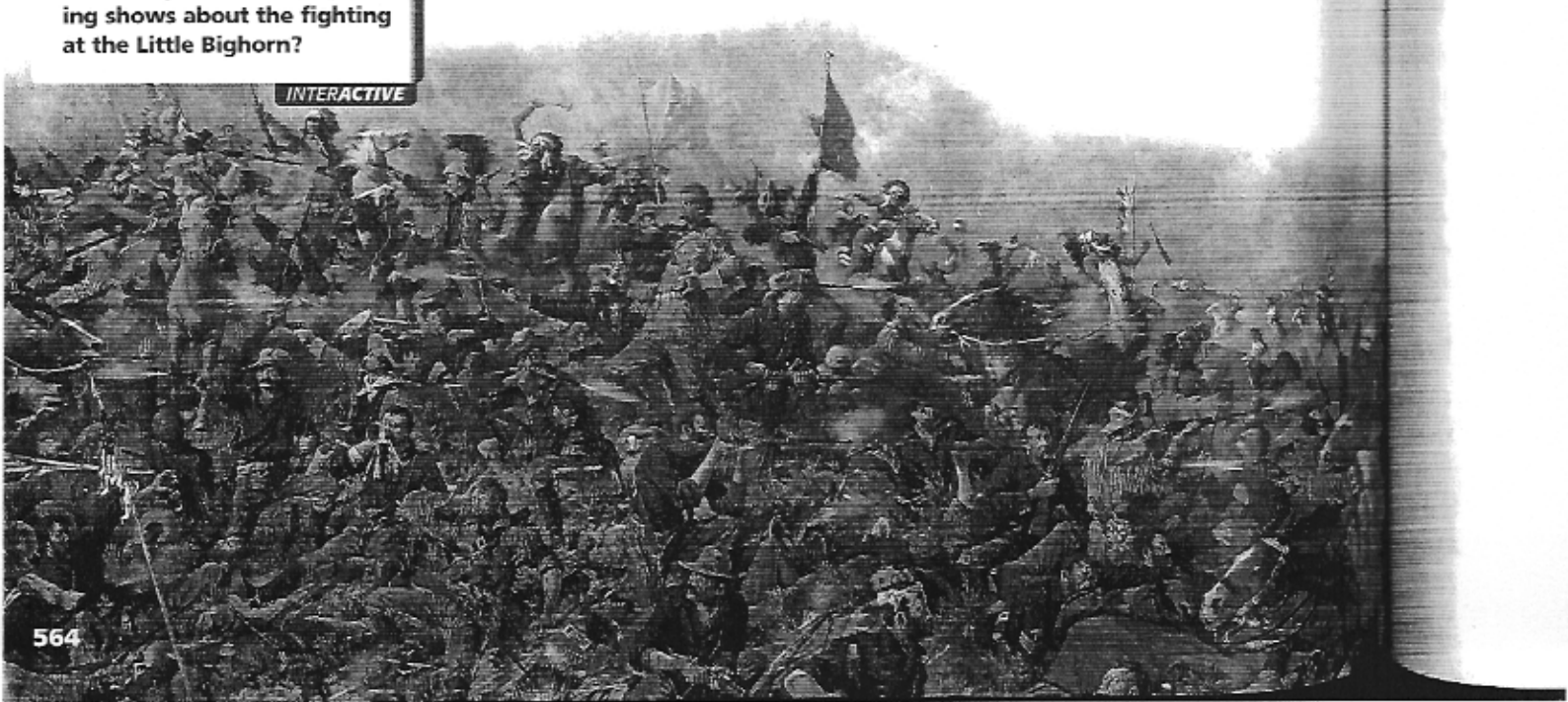
Artist Edgar S. Paxson researched the Battle of the Little Bighorn for 20 years to try to accurately re-create the last moments of the fighting. Custer is at the center clutching at a bullet wound in his chest.

What do you think this painting shows about the fighting at the Little Bighorn?

Battle of the Little Bighorn

The Second Treaty of Fort Laramie did not end the trouble between the Sioux and white settlers, though. In 1874, white prospectors discovered gold in the Black Hills. Paying no attention to the Fort Laramie treaty, thousands of miners rushed onto Sioux land. Tribal leaders angrily rejected a government offer to buy back the land. Many Sioux warriors fled the reservation during the

INTERACTIVE



winter of 1875–1876. They united under the leadership of two Sioux chiefs—**Sitting Bull** and Crazy Horse—to push back the intruders.

The Seventh Cavalry set out to return the Sioux to the reservations. It was commanded by Lieutenant Colonel **George A. Custer**, a hero of the Civil War and of other campaigns against Plains tribes. On June 25, his forces met several thousand Sioux and Cheyennes near the Little Bighorn River in Montana in the **Battle of the Little Bighorn**. In less than two hours, Custer and his men—211 in all—were wiped out.

News of Custer's defeat shocked the nation. The government responded by stepping up military action. As a result, Little Bighorn was the last major Native American victory. In 1877, Crazy Horse surrendered and Sitting Bull and his followers fled to Canada. In 1881, Sitting Bull's starving band surrendered to U.S. troops and were returned to the reservation.

Resistance in the Northwest and Southwest

The Nez Perce (nehz PURS) was a Northwest tribe that lived in eastern Oregon and Idaho. Until the 1860s, the Nez Perce lived peacefully on land guaranteed to them by an 1855 treaty. However, as white settlement increased, the government forced them to sell most of their land and move to a narrow strip of territory in Idaho. Most reluctantly agreed, but a group of Nez Perce led by Chief Joseph refused.

In 1877, Chief Joseph and his followers fled north to seek refuge in Canada. For four months, the Nez Perce traveled across 1,000 miles of rugged terrain with army troops in pursuit. About 40 miles from the Canadian border, the army caught up with them. Greatly outnumbered, the Nez Perce surrendered. Chief Joseph spoke for his people when he said, "I will fight no more, forever."

In the Southwest, both the Navajos and Apaches fought against being removed to reservations. U.S. troops ended Navajo resistance in Arizona in 1863 by burning Navajo homes and crops. Most Navajos surrendered. Nearly 8,000 took what they called the "Long Walk," a brutal journey of 300 miles to a reservation in eastern New Mexico. Hundreds died on the way. Their new home was a parched strip of land near the Pecos River. After four years, the government allowed the Navajos to return to Arizona, where many live today.

Native American Leaders

Sitting Bull ▶
(c. 1831–1890)
Sioux chief: "We did not give our country to you; you stole it."



◀ **Chief Joseph**
(1840–1904)
Nez Perce chief:
"It makes my heart sick when I remember all the good words and all the broken promises."



Geronimo ▶
(1829–1909)
Apache leader:
"Once I moved about like the wind. Now I surrender."



Reading History

C Recognizing Effects What were the results of the Battle of the Little Bighorn?

Background

Nez Perce means "pierced nose" in French. French-Canadian trappers gave this name to these Native American people because some of them wore jewelry in their noses.

**“Once I moved
about like the
wind. Now I
surrender.”**

Geronimo

In the early 1870s, the government forced many Apaches to settle on a barren reservation in eastern Arizona. But a group led by Geronimo refused to remain. Escaping the reservation, these Apaches survived by raiding settlers' homes. Geronimo was captured many times but always managed to escape. In 1886, however, he finally surrendered and was sent to prison.

A Way of Life Ends

As the Native Americans of the Plains battled to remain free, the buffalo herds that they depended upon for survival dwindled. At one time, 30 million buffalo roamed the Plains. However, hired hunters killed the animals to feed crews building railroads. Others shot buffalo as a sport or to supply Eastern factories with leather for robes, shoes, and belts. From 1872 to 1882, hunters killed more than one million buffalo each year.

By the 1880s, most Plains tribes had been forced onto reservations. With their hunting grounds fast disappearing, some turned in despair to a Paiute prophet named Wovoka. He preached a vision of a new age in which whites would be removed and Native Americans would once again freely hunt the buffalo. To prepare for this time, Wovoka urged Native Americans to perform the chants and movements of the Ghost Dance. Wovoka's hopeful vision quickly spread among the Plains peoples.

Many of Wovoka's followers, especially among the Sioux, fled their reservations and gathered at the Pine Ridge Reservation in South Dakota. White settlers and government officials began to fear that they were preparing for war. The army was sent to track down the Ghost Dancers. They rounded them up, and a temporary camp was made along Wounded Knee Creek in South Dakota, on December 28, 1890. The next day, as the Sioux were giving up their weapons, someone fired a shot. The troopers responded to the gunfire, killing about 300 men, women, and children. The **Wounded Knee Massacre**, as it was called, ended armed resistance in the West.

These Native American students in Oklahoma Territory in 1901 posed for a class picture at the school where they were sent to learn the culture of white people.



Background
In 1889, fewer than 100 buffalo remained.

ReadingHistory

D. Drawing Conclusions

What was the most important factor in the defeat of the Native Americans?

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The Dawes Act Fails

Some white Americans had been calling for better treatment of Native Americans for years. In 1881, Helen Hunt Jackson published *A Century of Dishonor*, which listed the failures of the federal government's policies toward Native Americans. About the same time, Sarah Winnemucca, a Paiute reformer, lectured in the East about the injustices of reservation life.

Many well-meaning reformers felt that assimilation was the only way for Native Americans to survive. Assimilation meant adopting the culture of the people around them. Reformers wanted to make Native Americans like whites—to “Americanize” them.

The **Dawes Act**, passed in 1887, was intended to encourage Native Americans to give up their traditional ways and become farmers. The act divided reservations into individual plots of land for each family. The government sold leftover land to white settlers. The government also sent many Native American children to special boarding schools where they were taught white culture. In “One American’s Story,” you read about the effort to Americanize Buffalo Bird Woman. But these attempts to Americanize the children still did not make them part of white society.

In the end, the Dawes Act did little to benefit Native Americans. Not all of them wanted to be farmers. Those who did lacked the tools, training, and money to be successful. Over time, many sold their land for a fraction of its real value to white land promoters or settlers.

The situation of Native Americans at the end of the 1800s was tragic. Their lands had been taken and their culture treated with contempt. Not until decades later would the federal government recognize the importance of their way of life. In the next section, you will read about some of the people who settled on Native American lands.

Reading History

Analyzing Points of View

Why did reformers support assimilation?

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
EASY PAYMENTS



PERFECT TITLE
POSSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED GRAZING AGRICULTURAL
IRRIGABLE DRY FARMING

BY 1910 THE DEPARTMENT OF THE INTERIOR HAS OVER 300 MILLION ACRES OF LAND AT FOLLOWING:

State	Acres	Value	State	Acres	Value
Colorado	5,213,221	\$7.27	Oklahoma	14,664,077	\$19.24
Utah	2,703,310	\$4.85	Oregon	2,020,000	\$5.42
Arizona	2,584,550	\$3.65	South Dakota	1,204,485,000	\$6.57
Montana	11,354,936	\$7.50	Washington	4,879,000	\$12.31
Wyoming	5,943,128	\$4.65	Idaho	1,000,000	\$2.80
North Dakota	22,913,275	\$9.95	Alaska	585,000	\$16.64

FOR THE YEAR 1910 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE.

WALTER L. FISHER, ROBERT G. VALENTINI

This poster advertised the sale of Native American lands to white settlers.

Section 2 Assessment

1. Terms & Names

Explain the significance of:

- reservation
- Sand Creek Massacre
- Sitting Bull
- George A. Custer
- Battle of the Little Bighorn
- Wounded Knee Massacre
- Dawes Act

2. Using Graphics

Use a chart to compare the life of Plains people before and after the arrival of white settlers.

	Before	After
Meeting survival needs		
Customs		
Land use		

3. Main Ideas

- How did federal government policy toward Native Americans change as white settlers moved to the West?
- How did the destruction of the buffalo affect Plains peoples?
- Why was Wounded Knee a turning point in relations between Native Americans and the government?

4. Critical Thinking

Recognizing Effects How were the effects of the Dawes Act different from what was intended?

THINK ABOUT

- goals of the act
- impact on the land use, culture, and independence of the Plains peoples

ACTIVITY OPTIONS

TECHNOLOGY

SPEECH

Research the life of a Native American leader discussed in this section. Create that person's **Web page** or give a **speech** from this person's perspective.

Life in the West

MAIN IDEA

Diverse groups of people helped to shape both the reality and the myth of the West.

WHY IT MATTERS NOW

The myth of the West continues to be a part of our culture.

TERMS & NAMES

homestead
Mexicano

William "Buffalo Bill"
Cody
buffalo soldier

ONE AMERICAN'S STORY

Abigail Scott was born in Illinois in 1834. At 17, she moved to Oregon by wagon train with her family. Her mother died on the journey. In Oregon, Abigail taught school until she married a farmer named Benjamin Duniway in 1853. When he was disabled in an accident, Abigail assumed the support of her family. She wrote about a day on a pioneer farm with its endless chores.

A VOICE FROM THE PAST

[W]ashing, scrubbing, churning . . . preparing . . . meals in our lean-to kitchen . . . [having] to bake and clean and stew and fry; to be in short, a general pioneer drudge, with never a penny of my own, was not pleasant business.

Abigail Scott Duniway, in her autobiography, *Path Breaking*

Later, Duniway grew committed to the cause of women's rights. Oregon honored Duniway for her part in the suffrage struggle by registering her as the state's first woman voter. As you will read in this section, women like Duniway helped to shape the West.

Women in the West

Women often were not given recognition for their efforts to turn scattered Western farms and ranches into settled communities. In their letters and diaries, many women recorded the harshness of pioneer life. Others talked about the loneliness. While men went to town for supplies or did farm chores with other men, women rarely saw their neighbors. Mari Sandoz lived in Nebraska on a **homestead**, a piece of land and the house on it. She wrote that women "had only the wind and the cold and the problems of clothing [and] shelter." Living miles from others, women were their family's doctors—setting broken bones and delivering babies—as well as cooks.



Like Abigail Scott Duniway, this pioneer woman worked long and hard. She is shown here with buffalo chips she has collected to use as fuel.

Reading His
A. Making
Inferences W
were women
the West the
to win the rig
to vote?

Taking Notes

Use your chart to take notes about women and Mexican Americans.

Many diverse people settled the West!

Despite its challenges, Western life provided opportunities for women. Most who worked held traditional jobs. They were teachers or servants or gave their families financial support by taking in sewing or laundry. However, a few became sheriffs, gamblers, and even outlaws. In mining camps and cow towns, some even ran dance halls and boarding houses.

Western lawmakers recognized the contributions women made to Western settlement by giving them more legal rights than women had in the East. In most territories, women could own property and control their own money. In 1869, Wyoming Territory led the nation in giving women the vote. Esther Morris, who headed the suffrage fight there, convinced lawmakers women would bring law and order to the territory.

When Wyoming sought statehood in 1890, many in Congress demanded that the state repeal its woman suffrage law. But Wyoming lawmakers stood firm. They told Washington, "We may stay out of the Union for 100 years, but we will come in with our women." Congress backed down. By 1900, women had also won the right to vote in Colorado, Utah, and Idaho.

The Rise of Western Cities

Cities seemed to grow overnight in the West. Gold and silver strikes made instant cities of places like Denver in Colorado Territory and brought new life to sleepy towns like San Francisco in California. These cities prospered, while much of the area around them remained barely settled. San Francisco grew from a small town to a city of about 25,000 in just one year after the 1849 gold rush.

Miners who flocked to the "Pikes Peak" gold rush of 1859 stopped first in Denver to buy supplies. Not even a town in 1857, Denver was the capital of Colorado Territory by 1867. A decade later, it became the state capital when Colorado was admitted into the Union. The decision by Denver citizens to build a railroad to link their city with the transcontinental railroad sent population soaring. In 1870, it had about 4,800 residents. In 1890, it had nearly 107,000.

The railroads also brought rapid growth to other towns in the West. Omaha, Nebraska, flourished as a meat-processing center for cattle ranches in the area. Portland, Oregon, became a regional

Population of Western Cities

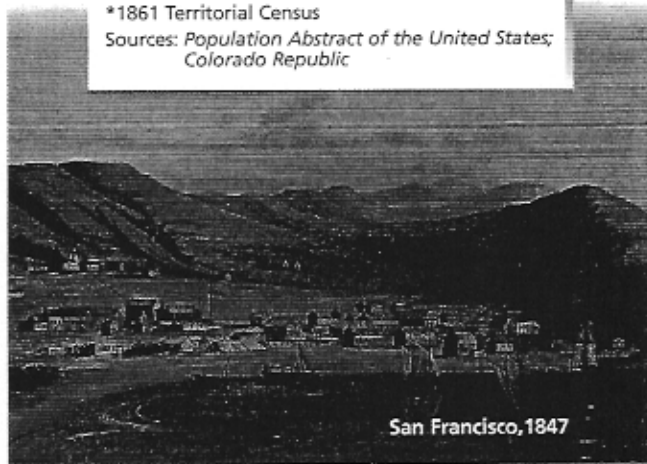
CITY	1860	1890
Denver	2,603*	106,713
Omaha	1,883	140,452
Portland	2,874	46,385
San Francisco	56,802	298,997

SKILLBUILDER Interpreting Charts

Which city had the largest increase in numbers of people, 1860–1890?

*1861 Territorial Census

Sources: *Population Abstract of the United States; Colorado Republic*



San Francisco, 1847



San Francisco, 1850

Reading History

A. Making

Inferences Why were women in the West the first to win the right to vote?

Buffalo Bill

oldier

ail Scott
this
woman
ong and
is shown
1 buffalo
has
to use

Legends of the Old West

“Billy the Kid” ▶
(Henry McCarty,
1859–1881)

He was an outlaw and hired gun who called himself William Bonney and was killed at 21.



▲ Wyatt Earp
(1848–1929)

He was a frontier peace officer, gunfighter, and gambler in towns such as Dodge City, Kansas, and Tombstone, Arizona.



◀ “Calamity Jane”
(Martha Jane
Canary, c. 1852–
1903)

She had a legendary career as a wagon driver, scout, and Wild West Show performer.

market for fish, grain, and lumber. While these cities were growing on the Great Plains and Pacific coast, the Southwest was also developing.

Mexicanos in the Southwest

The Southwest included what are now New Mexico, Texas, Arizona, and California. For centuries, it had been home to people of Spanish descent whose ancestors had come from Mexico. These Spanish-speaking southwesterners called themselves **Mexicanos**.

In the 1840s, the annexation of Texas and Mexico's defeat in the Mexican War brought much of the Southwest under the control of the United States. Soon after, English-speaking white settlers—called Anglos by the Mexicanos—began arriving. These pioneers were attracted to the Southwest by opportunities in ranching, farming, and mining. Their numbers grew in the 1880s and 1890s, as railroads connected the region with the rest of the country.

As American settlers crowded into the Southwest, the Mexicanos lost economic and political power. Many also lost land. They claimed their land through grants from Spain and Mexico. But American courts did not usually recognize these grants. One Mexicano remarked that “the North Americans . . . consider us unworthy to form with them one nation and one society.” Only in New Mexico Territory did Hispanic society survive despite Anglo-American settlement.

The Myth of the Old West

America's love affair with the West began just as the cowboy way of life was vanishing in the late 1800s. To most Americans, the West had become a larger-than-life place where brave men and women tested themselves against hazards of all kinds and won. Easterners eagerly bought “dime novels” filled with tales of daring adventures. Sometimes the hero was a real person like Wyatt Earp or “Calamity Jane.” But the plots were fiction or exaggerated accounts of real-life incidents.

Also adding to the myth were more serious works of fiction, like Owen Wister's bestselling novel about Wyoming cowhands, *The Virginian* (1902). Such works showed little of the drabness of daily life in the West. White settlers—miners, ranchers, farmers, cowhands, and law officers—played heroic roles not only in novels but also in plays and, later, in movies.

Reading History
B. Summarizing
Who were the
Mexicanos?

**THE WEST IN
POPULAR CULTURE**

The distorted picture of life in the West that had been part of popular culture for decades eventually changed. Starting in the late 1970s, the view became more realistic, especially in motion pictures.

For example, the hardships of the cattle drives were shown in *Lonesome Dove* (1989). The sufferings of Native Americans were portrayed in *Dances With Wolves* (1990). The role of women in the West was dramatized in *Sarah, Plain and Tall* (1991). And the contributions of African Americans were noted in *Buffalo Soldiers* (1997), pictured below.



Native Americans generally appeared as villains. African Americans were not even mentioned.

William "Buffalo Bill" Cody, a buffalo hunter turned showman, brought the West to the rest of the world through his Wild West show. Cody recognized people's fascination with the West. His show, with its reenactments of frontier life, played before enthusiastic audiences across the country and in Europe.

The Real West

The myth of the Old West overlooked the contributions of many peoples. The first cowhands, as you read earlier, were the Mexican *vaqueros*. Native Americans and African Americans played a role in cattle ranching, too. Many African Americans also served in the U.S. Army in the West, where Native Americans nicknamed them "**buffalo soldiers.**" And the railroads would not have been built without the labor of Chinese immigrants.

Western legends often highlighted the attacks by Native Americans on soldiers or settlers. But the misunderstandings and broken treaties that led to the conflicts were usually overlooked.

Historians also say that the image of the self-reliant Westerner who tames the wild frontier ignores the important role played by the government in Western settlement. Settlers needed the help of the army to remove Native Americans. The government also aided in the building of the railroads and gave the free land that drew homesteaders to the West. You will read about these homesteaders and the problems that they faced in the next section.

Background
From 1866 to 1898, some 12,500 African Americans served in the West in the 9th and 10th Cavalry and the 24th and 25th Infantry regiments.

Reading History
C. Comparing
How does the real West compare to the myth of the West?

Section 3 Assessment

1. Terms & Names

Explain the significance of:

- homestead
- Mexicano
- William "Buffalo Bill" Cody
- buffalo soldier

2. Using Graphics

Use a chart to compare Wild West myths with the realities of Western life.

Myth	Real life

What do you think is the most well-known myth about the West?

3. Main Ideas

- a. How were women's contributions to the West recognized by Western lawmakers?
- b. Which factors led to the growth of such Western cities as Denver, Omaha, and San Francisco?
- c. How did the arrival of Anglo-Americans change life for Spanish-speaking residents of the Southwest?

4. Critical Thinking

Making Inferences What changed the attitudes of Western lawmakers about giving women voting rights?

THINK ABOUT

- new roles for women
- need for stability in Western communities
- part played by women in settlement

ACTIVITY OPTIONS

MATH
SPEECH

Pick a Western city mentioned in this section. Create a **database** of information about the city or give a **short speech** describing its growth.

istory
izing
the

Stage a Wild West Show!

You are the manager of Buffalo Bill's Wild West, the biggest and most famous of the 50 outdoor circuses and shows performing in the United States in the 1880s. Your job is to keep the show running smoothly. You oversee publicity and keep performers and livestock housed, fed, and supplied with the gear they need. You also manage finances.

COOPERATIVE LEARNING On this page are three challenges you face as the manager of Buffalo Bill's Wild West show. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File.

"over \$280,000"

What a season you had from May to September of 1886! The show took in more than \$280,000. But you had big expenses, too. You want to compare income and expenses so you can make changes to increase profits. Use the Data File for more statistics. Then present your summary using one of these options:

- Make a line graph comparing income and expenses.
- Make a pie chart showing how you spent the income—that is, what your expenses were. Include one sector for profit (the difference between total income and total expenses). Label each sector with the percentage.

LANGUAGE ARTS CHALLENGE

"the thunder of hoofs"

Over the last three days, attendance at the show has slacked off. To meet expenses and generate a profit, you need to fill 15,000 seats. You decide to stir up interest using the local newspaper. Use the Data File for information. Then promote the show.

- Write an article dramatizing the Wild West show.
- Write a script to be used by the master of ceremonies.



BUFFALO BILL'S WILD WEST

AND CONGRESS OF ROUGH RIDERS OF THE WORLD.



ART CHALLENGE

“History . . . in Living Legends”

You need more posters right away because splashy posters are your best advertising. They dazzle people with thrilling Western scenes. They also give show times and admission fees. Use the Data File for help. Then present your ideas using one of these options:

- Design a 2' x 3' poster showing the excitement of the Wild West show.
- Sketch two small action posters, each showing one event, for shop windows.

DATA FILE

WILD WEST SHOW

- 3-hour show; admission, 50¢

Major Show Acts

- “Star-Spangled Banner” Overture
- Grand Review of Buffalo Bill Cody and cast on horseback
- Annie Oakley shoots card targets, apple off her poodle’s head
- Reenactments of covered wagons crossing the prairie; a Native American buffalo hunt; outlaws attacking a mail coach; a battle between army and Native Americans

- Sharpshooting by Buffalo Bill

Show Crew and Gear

- crew of 700—including Buffalo Bill, Annie Oakley, Sitting Bull, cowhands, Native Americans, 36-piece band, cooks, blacksmiths, teams to set up grandstand and tents
- animals—including 500 horses, 10 mules, 5 steers, 18 buffalo
- gear—including covered wagons and tepees, guns and ammunition, living and dressing room tents, dining tents, booths selling popcorn, souvenirs, and canvas scenery backdrops, 26-car train for transport

INCOME AND EXPENSES

May 9–September 25, 1886

Total income: \$287,000 (from attendance)

Total expenses: \$285,000

Owners’, managers’, key performers’ salaries: \$55,000

Rents: \$58,000

Advertising: \$17,000

Printing: \$4,000

Groceries/ammunition: \$7,000

Miscellaneous expenses: \$144,000 (other wages, livestock feed, electricity, medical, security, etc.)

For more about the Old West . . .



ACTIVITY WRAP-UP

Present to the class Meet as a group to review your methods of promoting and charting the success of your Wild West show. Evaluate which of your solutions is the best for each challenge. Once you have chosen one solution for each, make a class presentation. Each group member should take part.

Farming and Populism

MAIN IDEA

A wave of farmers moved to the Plains in the 1800s and faced many economic problems.

WHY IT MATTERS NOW

Farmers are facing similar economic problems today.

TERMS & NAMES

Homestead Act	cooperative
Exoduster	Populist Party
sodbuster	gold standard
Grange	William Jennings Bryan

ONE AMERICAN'S STORY

From 1865 to 1900, about 800,000 Swedes left their homeland in northern Europe. Most Swedes were drawn to the United States by the promise of more and better land.

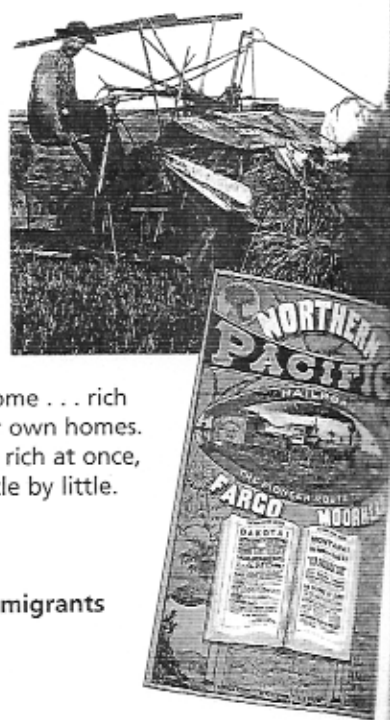
For Olaf Olsson, the acres of free land offered to settlers by the U.S. government was an unbelievable opportunity. Shortly after he arrived in 1869, Olsson wrote home to tell friends and family what awaited them in America.

A VOICE FROM THE PAST

We do not dig gold with pocket knives, we do not expect to become . . . rich in a few days or in a few years, but what we aim at is to own our own homes. . . . The advantage which America offers is not to make everyone rich at once, without toil or trouble, but . . . that the poor . . . can work up little by little.

Olaf Olsson, quoted in *The Swedish Americans*, by Allyson McGill

As you will read in this section, many Americans as well as immigrants from all parts of Europe shared Olsson's optimism.



Railroad posters advertise lands in the West.

Taking Notes

Use your chart to take notes about farmers and African Americans.



U.S. Government Encourages Settlement

For years, people had been calling on the federal government to sell Western land at low prices. Before the Civil War, Southern states fought such a policy. They feared that a big westward migration would result in more nonslave states. Once the South left the Union, however, the way was clear for a new land policy. To interest both American and immigrant families like the Olssons in going west, the federal government passed the **Homestead Act** in 1862. This law offered 160 acres of land free to anyone who agreed to live on and improve the land for five years.

After Reconstruction ended in 1877, African Americans in the South faced harsh new forms of discrimination. (See Chapter 18.) By 1879,

leaders like Benjamin "Pap" Singleton of Tennessee had convinced thousands to migrate to new homes in Kansas. They compared themselves to the biblical Hebrews led out of slavery in Egypt and called themselves **Exodusters**. One of them, John Solomon Lewis, remarked, "When I landed on the soil of Kansas, I looked on the ground and I says this is free ground." In all, some 50,000 African Americans settled in Kansas, Missouri, Indiana, and Illinois.

Thousands of European immigrants also sought a new start in the West. Swedes, like Olaf Olsson, joined Germans, Norwegians, Ukrainians, and Russians on the Great Plains. They often first learned about the West from land agents for American railroad companies. These salesmen traveled throughout Europe with pamphlets proclaiming "Land for the Landless! Homes for the Homeless."

From 1850 to 1870, the government gave millions of acres of public land to the railroads to promote railroad expansion. The railroads resold much of the land to settlers. This not only made the railroad companies rich, but it also supplied new customers for railroad services. The railroads' sales pitch worked. In the 1860s, so many Swedes and Norwegians settled in Minnesota that a local editor wrote, "It seems as if the Scandinavian Kingdoms were being emptied into this state."

Reading History

A. Analyzing Causes How did the railroads help to settle the West?

Life on the Farming Frontier

Once pioneers reached their new homes on the plains, they faced many challenges never mentioned by the land agents. The plains were nearly treeless. So farmers were forced to build their first homes from blocks of sod. Sod is the top layer of prairie soil that is thickly matted with grass roots.

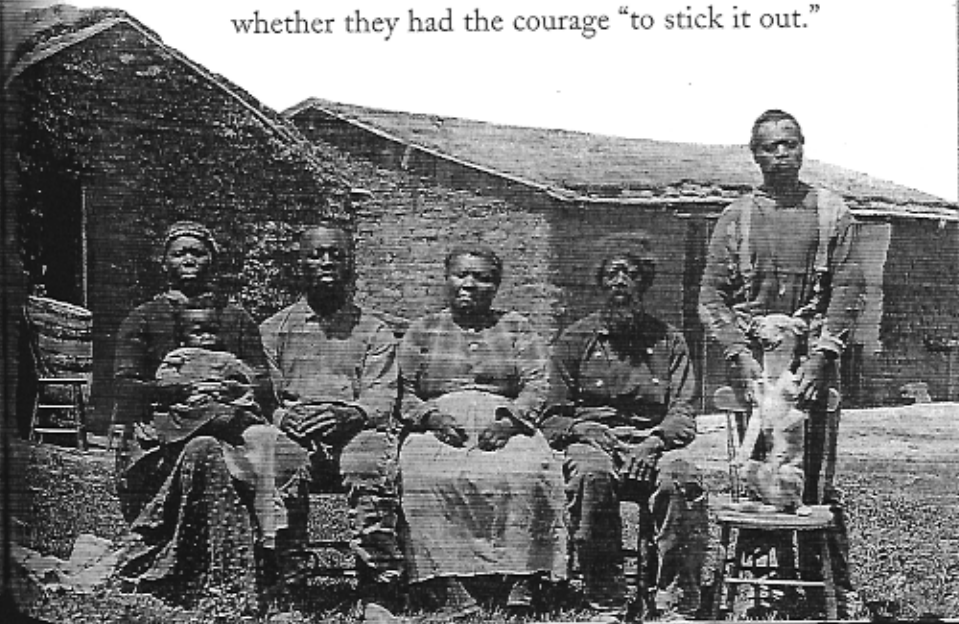
For fuel, the **sodbusters**, as the farmers were called, burned corn cobs or "cow chips" (dried manure). In many places, sodbusters had to dig wells more than 280 feet deep to reach the only water. Blizzards, prairie fires, hailstorms, tornadoes, grasshoppers, and drought added to the misery of life on the plains. Many settlers, such as Katherine Kirk of South Dakota, wondered whether they had the courage "to stick it out."

Connections TO SCIENCE

SOD HOUSES

To build their dwellings, Plains farmers, or sodbusters, like the Nebraska family pictured here, cut the tough buffalo grass of the prairie into two- or three-foot strips. Then they laid chunks of sod into two rows as walls. The walls were often 36 inches thick.

Prairie grass was thick. Its roots grew outward under the soil, often connecting with one another. This held the sod together. The roots also provided a layer of insulation. So sod houses, or soddies, stayed warm in the winter and cool in the summer. But their roofs leaked rain and dirt, and the walls housed mice, snakes, and insects.



New inventions helped farmers to meet some of these challenges. A steel plow invented by John Deere in 1838 and improved upon by James Oliver in 1868 sliced through the tough sod. 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. From 1860 to 1890, farmers doubled their production of wheat.

The Problems of Farmers

As farmers became more efficient, they grew more and more food. The result was that farmers in the West and South watched with alarm as prices for farm crops began to drop lower and lower in the 1870s.

Economics in History

Supply and Demand

Farmers in the West were having economic problems in the 1880s. The supply of food was increasing rapidly, but consumer demand was growing slowly. To attract more consumers, farmers had to drop the prices of their products.

The farmers were experiencing the **law of supply and demand**. The amount of economic goods available for sale is the **supply**. The willingness and ability of consumers to spend money for goods and services is **demand**. The price of goods is set by the supply of that good and the demand for that good.

At a lower price, businesses produce less of a good because they will make less money. As the price rises, they produce more. Consumer demand works in the opposite way. Consumers want to buy more of the good when the price is lower—after all, it costs them less. They buy less when the price is higher. The actual price of a good results from a compromise—how much consumers are willing to pay and how little businesses are willing to take for the good.

CONNECT TO HISTORY

1. Recognizing Effects Suppose farmers found a new market for their wheat—the people in another country, for instance. What effect would that have on price? Why?

S See Skillbuilder Handbook, page R11.

CONNECT TO TODAY

2. Comparing How does the price of blue jeans show the law of supply and demand?

For more about supply and demand ...

RESEARCH LINKS
CLASSZONE.COM



(See "Economics in History" on page 576.) Wheat that sold for \$1.45 a bushel after the Civil War was 49 cents 30 years later. One reason for lower prices was overproduction. Farmers were growing more food because additional farmland had been opened up and farming methods and machines had improved.

Receiving less money for their crops was bad enough. But at the same time farmers had to spend more to run a farm. New farm machinery and railroad rates were especially costly. Railroads charged the farmers high fees to carry their crops to market. The railroads also usually owned the

grain elevators where crops were stored until shipment. Farmers had no choice but to pay the high costs of storage that railroads charged.

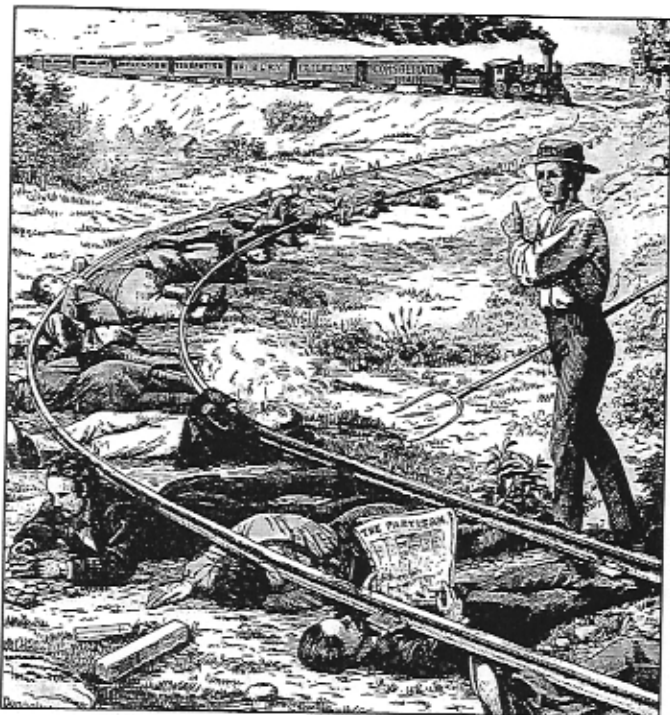
Farmers were angry. They began to work together to seek solutions to their problems. In 1867, farmers had formed the **Grange**, officially known as the Patrons of Husbandry. The group's main purpose at first had been to meet the social needs of farm families who lived great distances from one another. However, as economic conditions got worse, Grange members took action. They formed **cooperatives**. These are organizations owned and run by their members. The cooperatives bought grain elevators and sold crops directly to merchants. This allowed farmers to keep more of their profits.

Farmers also began to demand action from the government to change their circumstances. For example, Grangers asked states to regulate railroad freight rates and storage charges. Illinois, Minnesota, Wisconsin, and Iowa did so. In 1877, the Supreme Court backed the farmers in their fight against the railroads. In *Munn v. Illinois*, the Court ruled that states and the federal government could regulate the railroads because they were businesses that served the public interest.

The Rise of Populism

In 1890, several farm groups joined together to try to gain political power. They formed the **Populist Party**, or People's Party. The Populists wanted the government to adopt a free silver policy, that is, the unlimited coining of silver. Since silver was plentiful, more money would be put in circulation. They believed that increasing the money supply would cause inflation. Inflation, in turn, would result in rising prices. Higher prices for crops would help farmers pay back the money that they had borrowed to improve their farms.

Opponents of free silver wanted to keep the gold standard. Under the **gold standard**, the government backs every dollar with a certain amount



"The Grange Awakening the Sleepers" (1873) shows a farmer trying to warn the country about the menace of the railroads.

Reading History

B. Summarizing
What steps did farmers take to seek solutions to their problems?

Demand increases.

AMERICA'S HISTORY MAKERS



WILLIAM JENNINGS BRYAN
1860–1925

William Jennings Bryan was known as the “silver-tongued orator from Nebraska.” His powerful voice and his strong belief in the “common people” won him two terms in Congress and a presidential nomination at age 36. He made and lost two more bids for president in 1900 and 1908.

Although he never again held elective office, Bryan remained influential in the Democratic Party. Many reforms that he fought for, such as an eight-hour workday and woman suffrage, later became law.

How do you think Bryan was able to influence reform without being elected president?

of gold. Since the gold supply is limited, fewer dollars are in circulation. Inflation is less likely. This protects the value of money by keeping prices down.

In 1892, the Populist Party platform called for free silver to expand the money supply, government ownership of railroads, shorter working hours, and other political reforms. The Populist presidential candidate, James B. Weaver, lost to Grover Cleveland. But he won more than a million votes—a good showing for a third-party candidate.

The Election of 1896

By the next presidential campaign, money issues mattered much more to voters. The nation had suffered through a serious depression, the Panic of 1893. The Republican candidate, William McKinley, favored the gold standard. He warned that “free silver” would mean higher prices for food and other goods.

The Populists joined the Democratic Party in supporting **William Jennings Bryan** of Nebraska. Bryan urged the Democratic convention to support free silver in his stirring “Cross of Gold” speech.

A VOICE FROM THE PAST

Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the street of every city in the country. . . . [We] . . . answer . . . their demand for a gold standard by saying . . . : You shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

William Jennings Bryan, Democratic Convention speech, July 8, 1896

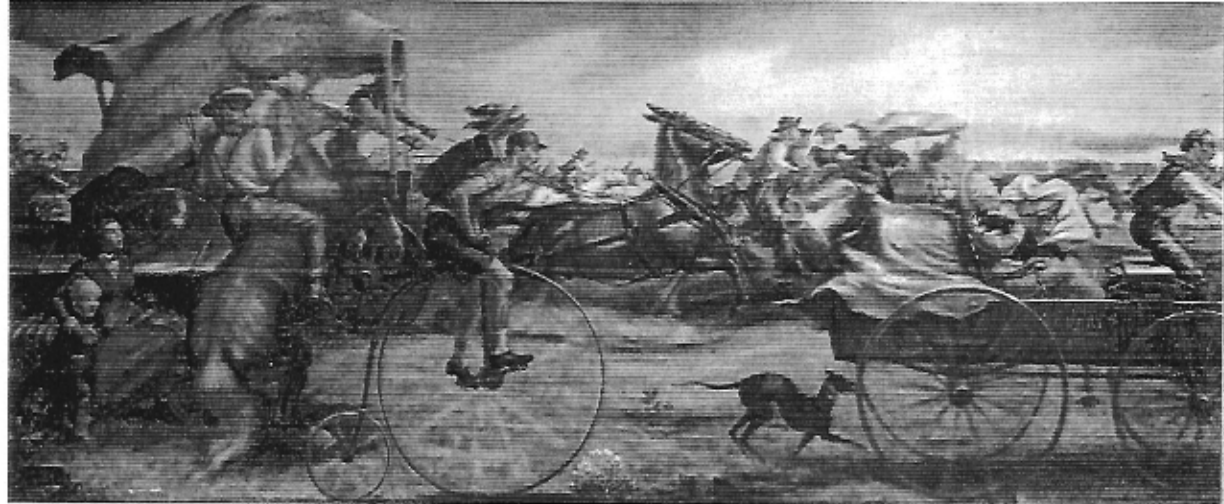
ReadingHistory

C. Analyzing Points of View
What point was William Jennings Bryan making about the importance of farms?

Farmers in the South and the West voted overwhelmingly for Bryan. But McKinley, who was backed by industrialists, bankers, and other business leaders, won the East and the election by about half a million votes. This election was the beginning of the end for the Populist Party.

The Closing of the Frontier

By the late 1880s, fenced-in fields had replaced open plains. The last remaining open land was in Indian Territory. The Oklahoma land rush of 1889 symbolized the closing of the frontier. At the blast of the starting gun on April 22, thousands of white settlers rushed to claim two million acres of land that had once belonged to Native Americans. In May 1890, this part of Indian Territory officially became Oklahoma Territory. In 1890, 17 million people lived between the Mississippi and the Pacific. That year the Census Bureau declared that the country no longer had a continuous frontier line—the frontier no longer existed.



To many, the frontier was what had made America unique. In 1893, historian Frederick Jackson Turner wrote an influential essay on the frontier. Turner said that the frontier was a promise to all Americans, no matter how poor, that they could advance as far as their abilities allowed. To Turner the frontier meant opportunity, and its closing marked the end of an era.

Thousands of settlers rushed into Oklahoma Territory in 1889 to claim the last open land on the frontier.

Reading History

D. Using Secondary Sources What did Frederick Jackson Turner believe about the frontier?

A VOICE FROM THE PAST

Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development.

Frederick Jackson Turner, "The Significance of the American Frontier"

Today many historians question Turner's view. They think he gave too much importance to the frontier in the nation's development and in shaping a special American character. These historians point out that the United States remains a land of opportunity long after the frontier's closing.

In the next chapter, you will learn how an industrial society developed in the East during the same period that the West was settled.

Section 4 Assessment

1. Terms & Names

Explain the significance of:

- Homestead Act
- Exoduster
- sodbuster
- Grange
- cooperative
- Populist Party
- gold standard
- William Jennings Bryan

2. Using Graphics

Review the chapter and find five key events to place on a time line as shown.



What do you think was the most important event?

3. Main Ideas

- a. How did the federal government encourage and support settlement of the Plains?
- b. Which groups of people moved onto the Plains in the late 1800s? Why did they come?
- c. Which problems in the 1890s led farmers to take political action?

4. Critical Thinking

Drawing Conclusions

Why did the Grange favor government regulation of the railroads?

THINK ABOUT

- powers of monopolies
- importance of railroads to farmers
- railroad freight and storage rates

ACTIVITY OPTIONS

TECHNOLOGY

SPEECH

Pick one invention that helped farmers on the Plains. Plan an electronic presentation on the invention or deliver a sales pitch to potential buyers.

Growth of the West



Miners

Miners were attracted to the West by gold and silver strikes. Mining contributed to the population growth of many Western territories.



Cowhands & Ranchers

Ranchers and cowhands established a thriving cattle

industry. New settlement, barbed wire, and bad weather ended the cattle boom.

Native Americans

Government policies, wars, and the destruction of the buffalo led to the defeat of the Plains peoples and to their placement on reservations.



Homesteaders

Hundreds of thousands of homesteaders settled on the Plains. Their life was hard, but they used new technologies to increase their output.



TERMS & NAMES

Briefly explain the significance of each of the following.

1. frontier
2. long drive
3. reservation
4. Battle of the Little Bighorn
5. Dawes Act
6. homestead
7. Mexicano
8. Homestead Act
9. sodbuster
10. Populist Party

REVIEW QUESTIONS

Miners, Ranchers, and Cowhands (pages 557–561)

1. What role did miners play in the settlement of the West?
2. What made cattle ranching so profitable in the late 1800s?
3. What ended the boom in the cattle business?

Native Americans Fight to Survive (pages 562–567)

4. What caused conflict between Native Americans and white settlers on the Great Plains?
5. How did Native Americans resist white settlement?

Life in the West (pages 568–573)

6. What rights did women in the West gain before women in Eastern states?
7. How has the myth of the “Wild West” been revised?

Farming and Populism (pages 574–579)

8. How did the federal government encourage people to settle on the Great Plains?
9. What were the goals of the Grange?
10. What marked the closing of the frontier?

CRITICAL THINKING

1. USING YOUR NOTES: FINDING MAIN IDEAS



Using your completed chart, answer the questions below.

- a. What were the main reasons that drew people to the West?
- b. Which groups do you think benefited from being in the West and which groups did not? Explain.

2. APPLYING CITIZENSHIP SKILLS

What are the dangers of vigilante justice?

3. THEME: DIVERSITY AND UNITY

Why might the contributions of women and Native Americans, African Americans, and other ethnic groups have been overlooked in early books and films on the West?

4. ANALYZING LEADERSHIP

Why did the Nez Perce Chief Joseph decide to surrender? What other choices might he have made?

5. CONTRASTING

How did ranchers and sodbusters differ over land use? Why did these differences lead to conflict?

6. FORMING AND SUPPORTING OPINIONS

What do you think would be the most difficult challenge in starting a new life on the Great Plains? Give reasons for your answer.

Interact with History

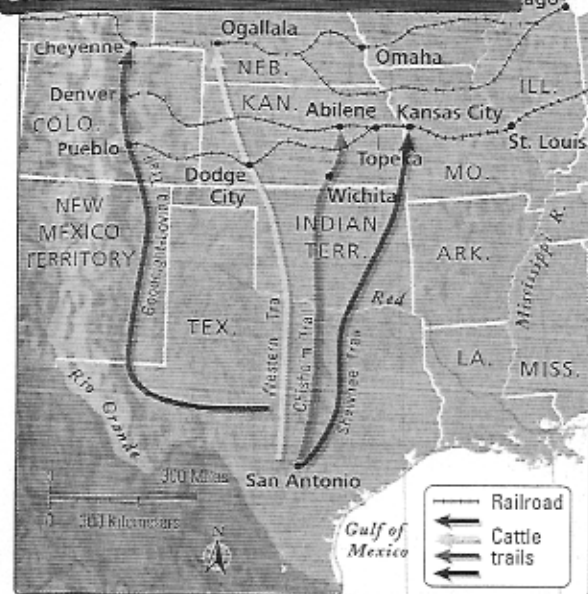
Now that you have read the chapter, would you still make the same statements about how your life would change in the West? Explain.

STANDARDS-BASED ASSESSMENT

Use the map and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

Western Cattle Trails



1. What is the longest cattle trail?

- A. Chisholm Trail
- B. Goodnight-Loving Trail
- C. Shawnee Trail
- D. Western Trail

2. How many miles did the longest trail cover?

- A. about 600 miles
- B. about 800 miles
- C. about 1,000 miles
- D. about 1,200 miles

This quotation from Olaf Olsson describes the advantage of America. Use the quotation and your knowledge of U.S. history to answer question 3.

PRIMARY SOURCE

We do not dig gold with pocket knives, we do not expect to become . . . rich in a few days or in a few years, but what we aim at is to own our own homes. . . . The advantage which America offers is not to make everyone rich at once, without toil or trouble, but . . . that the poor . . . [can] secure a large piece of good land almost without cost, that they can work up little by little.

Olaf Olsson, quoted in *The Swedish Americans*, by Alison McGill

3. What type of person is described in the passage?

- A. a person who has inherited land
- B. a person who hopes for instant wealth
- C. a person who has a strong work ethic
- D. a person who works well as part of a team



TEST PRACTICE
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ALTERNATIVE ASSESSMENT

1. WRITING ABOUT HISTORY

You are a biographer writing about Native American leaders of the West. Write a **biography** of a leader, such as Sitting Bull, Chief Joseph, or Geronimo.

- Use library resources to research your subject.
- Persuade your reader that your subject is an important historical figure.

2. COOPERATIVE LEARNING

Work with a small group to create a play based on the life of the sodbusters. Choose a topic, such as "the journey west," "first impressions," or "women's work and worries." Research and choose quotations related to your topic. Some group members can compose lines to introduce and make transitions between topics and others can perform the readings.

INTEGRATED TECHNOLOGY

DOING INTERNET RESEARCH

The "Wild West" of the late 1800s was a land of myth and legend. Use the Internet or library resources to find information in order to create a "Wild West" Web site.

- Find newspaper articles, advertisements, and stories about the "Wild West."
- You can also learn about this era from books, and from documentary films.
- Select legendary personalities to be featured in your Web site, and choose musical selections to add background.

For more about the "Wild West" . . .



INTERNET ACTIVITY
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