



TERMS & NAMES

1. Homestead Act, p. 421
2. Sitting Bull p. 410
3. assimilation, p. 412
4. Morrill Act, p. 423
5. exoduster, p. 421
6. George A. Custer, p. 412
7. William Jennings Bryan, p. 428
8. William McKinley, p. 428
9. Populism, p. 427
10. Grange, p. 427

MAIN IDEAS

1. Native Americans—hunters and gatherers; settlers—farmers. Native Americans—communal property; settlers—personal property. Native Americans—migratory; settlers—stationary.
2. It was a failure.
3. With the growth of cities, the market for beef increased. The development of railroads provided a link between the cattle frontier and the cities.
4. Over one third of cowboys were non-whites, mostly African Americans and Mexican descended.
5. The Homestead Act and the Morrill Land Grants.
6. They built houses in the sides of hills or out of sod. They worked extremely long hours. Every member of a family contributed.
7. High railroad shipping rates; crop failures; increasing loans and changing currency values.
8. Using silver for coinage and backing the dollar with both gold and silver would put more money in circulation. This would raise prices for farmed goods and help farmers to repay their debts.

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to changes on the Great Plains.

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|------------------|---------------------------|
| 1. Homestead Act | 6. George A. Custer |
| 2. Sitting Bull | 7. William Jennings Bryan |
| 3. assimilation | 8. William McKinley |
| 4. Morrill Act | 9. Populism |
| 5. exoduster | 10. Grange |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

Cultures Clash on the Prairie (pages 408–417)

1. Identify three differences between the culture of the Native Americans and the culture of the white settlers on the Great Plains.
2. How effective was the Dawes Act in promoting the assimilation of Native Americans into white culture?
3. Why did the cattle industry become a big business in the late 1800s?
4. How did cowboy culture reflect the ethnic diversity of the United States?

Settling on the Great Plains (pages 420–424)

5. What measures did the government take to support settlement of the frontier?
6. How did settlers overcome the challenges of living on the Great Plains?

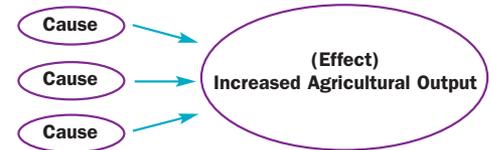
Farmers and the Populist Movement

(pages 425–429)

7. What economic problems confronted American farmers in the 1890s?
8. According to farmers and other supporters of free silver, how would bimetallism help the economy?

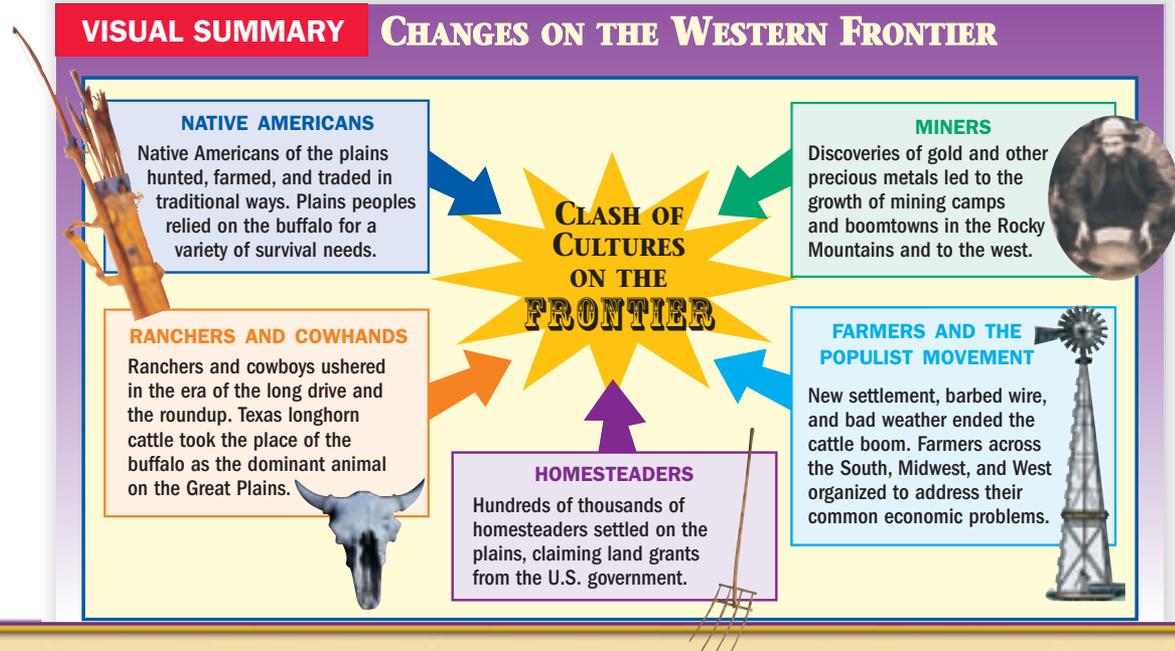
CRITICAL THINKING

1. **USING YOUR NOTES** Create a cause/effect diagram identifying the reasons that agricultural output from the Great Plains increased during the late 1800s.



2. **ANALYZING MOTIVES** In 1877, Nez Perce Chief Joseph said, “My people have always been the friends of white men. Why are you in such a hurry?” Why do you think white people hurried to settle the West, with so little regard for Native Americans? Give evidence from the chapter to support your position.
3. **INTERPRETING CHARTS** Look at the chart of Gold Bugs and Silverites on page 428. What would be the result of the policies favored by the gold bugs? by the silverites?

VISUAL SUMMARY CHANGES ON THE WESTERN FRONTIER

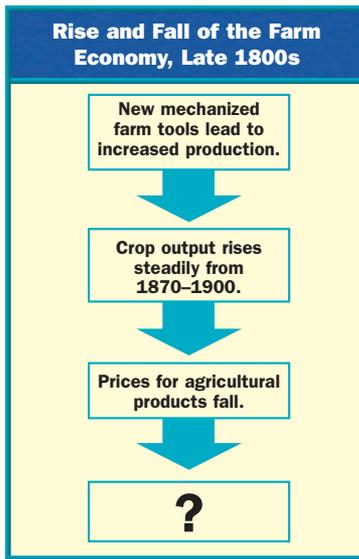


CRITICAL THINKING

1. **Using Your Notes Causes:** Increased land available for agriculture, due to Homestead Act and Morrill Land Grants, population growth, new mechanical farming technologies, new crops and farming methods.
2. **Analyzing Motives** Answers will vary, but students should mention the plight of farmers, immigrants, and former slaves before the rush westward; the use of private property rights to claim ownership of land previously occupied by Native Americans; the entrepreneurial spirit of America in the 1800s; and a disregard for Native Americans due to bias and prejudice.
3. **Interpreting Charts Goldbugs:** Policies would help city dwellers by keeping prices low for consumer goods; ensure a more stable dollar value; bankers and those with reserves of paper money would also benefit, as their dollars would be worth more. **Silverites:** Policies would help those in debt who could pay back loans with devalued currency; help farmers attain higher prices for their crops and livestock.

Standardized Test Practice

Use the flowchart and your knowledge of U.S. history to answer question 1.



1. Which effect accurately completes the flowchart?
- A Farmers have less money to repay loans, and many lose their farms.
 - B Small farmers live off the land, so are not affected by the economy.
 - C Wealthy farmers hoard gold, rather than depend on paper money.
 - D The government subsidizes farmers to help them pay their bills.

Use the quotation and your knowledge of U.S. history to answer question 2.

“[We] have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming, and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?”

—Gall, a Hunkpapa Sioux, quoted in *Bury My Heart at Wounded Knee*

2. What was Gall’s view of future relations between the Plains Indians and the settlers?
- F peaceful coexistence
 - G further conflict
 - H mutual respect
 - J equality before the law
3. How did the invention of barbed wire change the look of the Western frontier?
- A It endangered wildlife.
 - B It ended the cattle frontier.
 - C It increased cattle stocks.
 - D It enriched the cow towns.

ADDITIONAL TEST PRACTICE, pages S1–S33.



Standardized Test Practice

1. The correct answer is letter A. Letter B is not correct because all farmers are affected by the economy. Letter C is not correct because the flow chart does not address gold or paper money. Letter D is not correct because government subsidies are not addressed.
2. The correct answer is letter G. Letter F is not correct because Gall speaks of fighting, not being peaceful. Letter H is not correct because Gall does not seem to believe the lifestyle of Native Americans is being respected. Letter J is not correct because Native Americans did not receive equality before the law.
3. The correct answer is letter B. Letter A is not correct because wildlife was not endangered. Letter C is not correct because the question asked about the look of the frontier, not about changes in herd size. Letter D is not correct because grazing lands were enclosed, not cow towns.



ORAL REPORT

Tips for Teaching

- Point out to students that this chapter provides many opportunities to create artifacts. They may want to create a model as suggested on page 419.
- This chapter has several infographics that would aid students in creating charts or posters.

The Unit Project is introduced on page 404 of the student text.

Formal Assessment
 • Chapter Test, Forms A, B, and C, pp. 231–242

ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 407:

What do you expect to find on settling in the West?

Suppose you are a frontier settler. Write a letter to the family members you left behind describing your journey west and how you are living now. Perhaps, for example, you and your companions have built a soddy. Use information from Chapter 13 to provide some vivid impressions of life on the frontier.

2. **VIDEO LEARNING FROM MEDIA** View the American Stories video, “A Walk in Two Worlds.” Discuss the following questions in small groups.
- How did Zitkala-Ša react to life in the boarding school?
 - What lessons about clashes of cultures did you learn from Zitkala-Ša’s experience?
 - How might people make interactions with other cultures a positive, rather than a negative, experience?
- Stage a panel discussion for the class.

ALTERNATIVE ASSESSMENT

1. INTERACT WITH HISTORY

Rubric

- Letters should . . .
- include a description of the method of transportation and journey to the West
 - include specific reference to living arrangements
 - provide a colorful description of aspects of life on the frontier

2. LEARNING FROM MEDIA

Rubric

- Panel discussions should . . .
- represent a range of viewpoints on the issue
 - result in a list of suggestions for positive cultural interactions
 - use details from Zitkala-Sa’s story to explain lessons learned about cultural clashes