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
2. It was a failure.
3. With the growth of cities, the market for beef increased. The development of railways 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 down the value of the Mexican peso. New mechanical farming technologies, new crops and farming methods.

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

Rise and Fall of the Farm Economy, Late 1800s

- New mechanized farm tools lead to increased production.
- Crop output rises steadily from 1870–1900.
- Prices for agricultural products fall.

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 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.

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. 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.

UNIT PROJECT

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.

Additional Test Practice, pages S1–S33.

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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.

FORMAL ASSESSMENT
- Chapter Test, Forms A, B, and C, pp. 231–242