

Westward Expansion: Social and Cultural Development
Theme: Migration and Settlement

Learning Objective 6.B: Explain the causes and effects of the settlement of the West from 1877 to 1898.

Reasons for Moving West

KC-6.2.II.B: In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

- Movement embodied Turner's " _____ "
- Railroads built primarily by Irish and _____ Immigrants
- Cheap opportunities for moving west to begin farming - _____
- Mining could be done individually or for a larger company
- Ranching evolved with death of cattle drives
 - _____ closed off routes
 - Railroads took over

Negative Effects of Expansion

KC-6.2.II.C: As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.

- Plains Indians relied on _____ for livelihood
 - New settlement and hunting for leisure decimated buffalo
- Deforestation and a new _____ movement
 - _____ first NP in 1872
 - Preservationists like _____ and Sierra Club in 1892
- Violent Conflict with American Indians
 - Sand Creek Massacre
 - _____
 - _____
- Violent Conflict with Mexican Americans
 - Despite rights guaranteed by Treaty of Guadalupe Hidalgo, experience discrimination
 - Extrajudicial punishments and _____

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Negative Treatment of Natives

KC-6.2.II.D: The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.

- Treaty of _____ in 1868 to settle a war the US lost
 - Closes Bozeman Trail, creates Sioux reservation, grants ownership of Black Hills
 - _____ revised by Congress after discovery of gold
- US confining Indians to smaller reservations
 - _____ ends recognition as independent nations
 - _____ and Nez Perce resisted being put on reservation by trekking to Canada - caught near border
- Attempts at resistance ultimately fail
 - Post-_____ - Crazy Horse arrested and killed, _____ confined to reservation
 - _____ seen as a threat by US, results in Wounded Knee
- Dawes Severalty Act, 1887
 - Partitioned _____ acres of Indian land and appropriated to each Indian household
 - _____ acres of excess (usually better quality) sold to speculators, settlers, railroad companies
 - Reversed in 1934 under Indian _____

American Indians' Response

KC-6.2.II.E: Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

- Attempts at assimilation
 - _____ created by Cpt. _____
 - "Kill the Indian, Save the Man"
 - Indian schools often led to loss of culture, death, permanent separation
- Risk of losing Indian culture permanently
 - _____ at the end of the century, mostly in poverty
 - Population would rebound to 3 million to present day

Recap

- Americans expanded out west for new economic opportunities
- Expansion had negative environmental effects
- Violent conflict arose, primarily with Native Americans
- Federal government policy threatened the survival of many tribes and their culture
- Resilience on the part of Native Americans critical to recovery through the 20th century

Part II

Short Answer Questions

Answer the following in AT LEAST three sentences.

1. Explain the causes of the settlement of the West from 1865 to 1898.

2. Explain the effects of the settlement of the West from 1865 to 1898.

Excerpt from Report from Inspection of Government Schools on Pine Ridge Reservation, May 1891

Retrieved from: <https://dp.la/primary-source-sets/the-wounded-knee-massacre/sources/754>

Pine Ridge Agency, S. Dakota,
May 27th, 1891.

To the Hon. Commissioner
of Indian Affairs,
Washington, D. C.

Sir:-

I have the honor to report the results of my inspection of
the

OGALLALA GOVERNMENT BOARDING SCHOOL.

It was very evident, at first, to the most casual observation,
that this school had recently passed through trying experiences,
on account of which much allowance must be made for its condition.
This impression is confirmed by subsequent inquiries.

The recent hostilities, culminating close to and around the
school itself, with threatening masses of Indians in sight, sol-
diers encamped in and around the school grounds, terrific tragedie
dies frequently occurring, and with the excitements before and af-
ter the period of hostilities, all these events considered in con-
nection with the character of the pupils themselves, make it plain
that the school has been carried along under unusual difficulties,
and that school exercises especially must have suffered from seri-
ous distractions.

I was surprised to find such scanty equipments for the school
in bedding, table ware, clothing, &c.; but on inquiry I developed
the fact that sheets, knives and forks, crockery, matrasses, pil-
lows, &c., were taken from the school buildings, to supply the
hospital; that bread and soups were furnished the hospital for
some time, and that soups were furnished the Indians for a long

time, those who lay wounded in the Episcopal church.

Many Indian women sought shelter in the school buildings, and at night camped upon the floors and of halls and rooms, for nearly a week. Of course many of these had to be fed and cared for entirely. The Indians for a time, unable to obtain beef, were fed from the school stores, and through the school kitchen. For weeks the soldiers used the school bakery and vats, every possible moment, day and night. It will be perceived that these events made heavy exactions upon the school force, which was never large enough for the regular work of the school - one of the smallest relatively I have found in the school service.

Moreover, after the close of the period of hostilities, there followed a friendly raid for pupils ~~for the school~~ the large industrial schools, depriving this school of about sixty of the more advanced ~~boys~~ students. In the reorganization of the police and scout force after the "war", several of the large school boys were taken. Many of these vacant places were immediately filled by "freshmen" from the tepes, and such children are still coming in.

In addition to all these things, when the weary employes attempted to replace the lost and worn out articles of clothing, there was not a little delay in obtaining supplies.

Agent Fenney found the ~~state~~ affairs at the Agency in a sadly unorganized condition; but he has applied himself energetically to the task, and is rapidly bringing order out of chaos.

The school also under the wise and careful and painstaking management of Supt. Wheeler, and ^{with} the cooperation of his excellent associates, is slowly and steadily recovering its normal condition. Great credit is due the employes, for their fortitude, steadfast-

ness, and selfsacrificing labors during the recent trying period.

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1. Provide an attribution for the document.
2. Use the document to support the thesis: “Westward expansion was extremely traumatic for American Indian societies and cultures which had traditionally resided west of the Mississippi river.”
3. Choose one of the analysis topics from HAPP and provide two sentences of analysis on the document.
4. Give an A-C-E response on a piece of outside evidence that is relevant to the document and the topic of the thesis.

“An Act to Provide for the Allotment of Lands in Severalty to Indians on the Various Reservations,” known as the Dawes Act, Feb. 1887

Retrieved from: <https://www.ourdocuments.gov/doc.php?flash=false&doc=50#>

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an act of Congress or executive order setting apart the same for their use, the President of the United States be, and he hereby is, authorized, whenever in his opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes, to cause said reservation, or any part thereof, to be surveyed, or resurveyed if necessary, and to allot the lands in said reservation in severalty to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section;

To each single person over eighteen years of age, one-eighth of a section;

To each orphan child under eighteen years of age, one-eighth of a section; and

To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section:

5. Provide an attribution for the document.

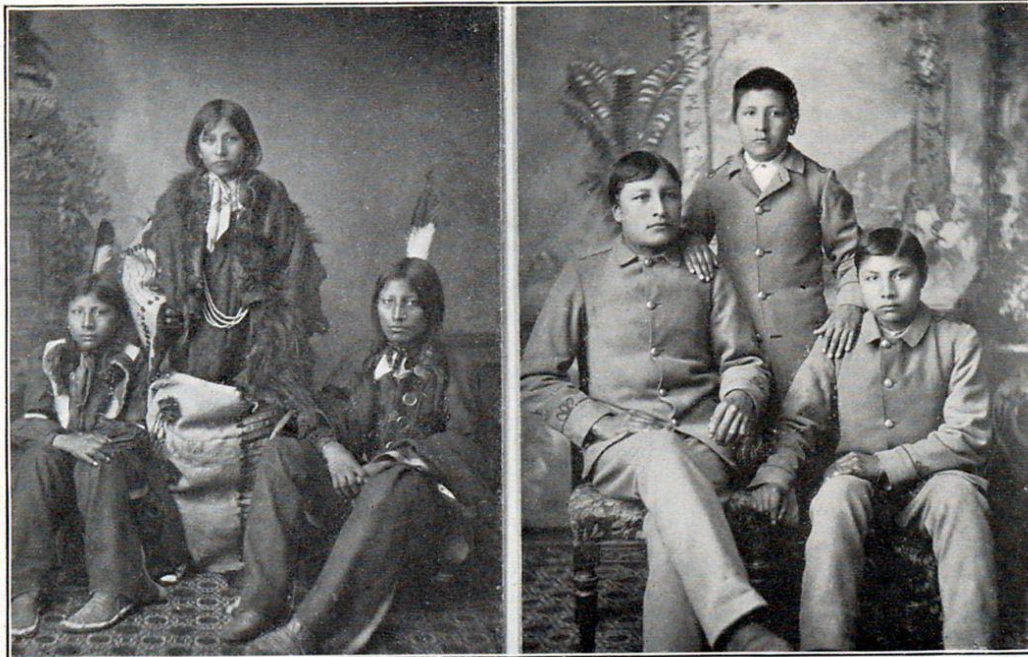
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Carlisle Indian School

Retrieved from: <https://carlisleindian.dickinson.edu/teach/analyzing-and-after-photographs-exploring-student-files>



WOUNDED YELLOW ROBE HENRY STANDING BEAR CHAUNCY YELLOW ROBE
SIOUX BOYS AS THEY ENTERED THE SCHOOL IN 1883. THREE YEARS LATER.

9. Provide an attribution for the document.

10. Use the document to support the thesis: “Westward expansion was extremely traumatic for American Indian societies and cultures which had traditionally resided west of the Mississippi river.”

11. Choose one of the analysis topics from HAPP and provide two sentences of analysis on the document.

12. Give an A-C-E response on a piece of outside evidence that is relevant to the document and the topic of the thesis.