UNIT III - WESTWARD EXPANSION
SOL: USII2a, 4a

What is Western Expansion?

Westward Expansion is the _________________ of the 22 states that are west of the Mississippi River

Developing of the states means...

• __________________________________________

• __________________________________________

• __________________________________________

• __________________________________________

• __________________________________________
Western Expansion in 7th grade curriculum is **NOT**

Gaining more land that grows the country in size. This lesson is about DEVELOPING THE LAND THAT WILL BECOME THE 22 STATES WEST OF THE MISSISSIPPI RIVER.
### Westward Expansion Anticipation Guide

<table>
<thead>
<tr>
<th>What I thought before the unit</th>
<th>What I know after the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong> The Great Plains is a physical region of the United States. (2a)</td>
<td><strong>T</strong></td>
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<tr>
<td><strong>T</strong> Before the Civil War, most people viewed the Great Plains as a “treeless wasteland”. (2a)</td>
<td><strong>F</strong></td>
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<tr>
<td><strong>T</strong> The Great Plains are characterized as a mountain area with lots of rainfall. (2a)</td>
<td><strong>F</strong></td>
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<tr>
<td><strong>T</strong> The Great Plains area has frequent (often) dust storms. (2a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> New technologies helped people see the Great Plains as a vast (huge) area to be settled. (2a)</td>
<td><strong>F</strong></td>
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<tr>
<td><strong>T</strong> Cotton is a crop that grows well in the Great Plains area. (2a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> Railroads helped create national markets for businesses to buy and sell products. (2a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> The Great Plains has soil that is difficult to farm. (2a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> The transcontinental railroad shipped natural resources from the east to factories in the west. (2b)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> One major reason people moved west was to avoid the crowded cities in the east. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> The government gave away free land to people willing to settle and farm on the land for at least 5 years. (4a)</td>
<td><strong>F</strong></td>
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<tr>
<td><strong>T</strong> American Indians welcomed settlers from the east. (4a)</td>
<td><strong>F</strong></td>
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<tr>
<td><strong>T</strong> Many African Americans moved west in hopes of starting a new life after slavery. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> American Indians were forced to assimilate as settlers moved west. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> During the time period of Westward Expansion, American Indians’ population increased. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> Chief Joseph was an American Indian warrior who led his people into battle against the white settlers. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> The Battle of Wounded Knee was the final battle between the U.S. army and American Indian tribes. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> Sitting Bull tried to take his tribe to Canada rather than being forced onto a reservation. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> General George Custer defeated the American Indians at the Battle of Little Bighorn. (4a)</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>T</strong> People moved west in hopes of finding gold and silver or other valuable natural resources. (4a)</td>
<td><strong>F</strong></td>
</tr>
</tbody>
</table>
SOL: USII.2a

Physical Features of the Great Plains
- Flatlands that rise gradually from east to west
- Land eroded by wind and water
- Low rainfall
- Frequent dust storms

Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but a vast (large) area to be settled

Inventions and adaptations
- Barbed Wire
- Steel plow
- Dry Farming
- Sod Houses
- Beef cattle raising
- Wheat farming
- Windmills
- Railroads

SOL: USII.2b

Transportation Resources:
- Moving natural resources (copper, lead, coal) to eastern factories
- Moving iron ore deposits to sites of steel mills (Pittsburgh)
- Transporting finished products to national markets

Examples of Manufacturing Areas
- Textile industry:
  - New England
- Automobile Industry
  - Detroit
- Steel Industry
  - Pittsburgh

Unit Objective: I will be able to

- [ ]
- [ ]
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- [ ]

SOL: USII.4a

Reasons for Western Expansion:
- Opportunities for land ownership
- Technological advances, including the Transcontinental Railroad
- Possibility of obtaining wealth, created by the discovery of gold and silver
- Desire for adventure
- Desire for a new beginning for former enslaved African Americans

SOL: USII.4a

Western Expansion’s Impact on American Indians
- Opposition by American Indians to westward expansion (Battle of Little Big Horn, Sitting Bull, Geronimo)
- Forced relocation from traditional lands to reservations (Chief Joseph, Nez Perce)
- Reduced population through warfare and disease (Battle of Wounded Knee)
- Assimilation attempts and lifestyle changes (by reduction of buffalo population)
- Reduced their ho
Westward Expansion - Preview

Make a prediction about the conflicts that will occur as more and more people move west.

Make a prediction about how the movement west helped industries develop and grow.
Analyze the above poster and make a connection between our last lesson on Reconstruction and this lesson on Westward Expansion. Show proof of this connection from the poster.
People thought of the Great Plains as a _______________

Outline the states labeled then color them in tan
- Write a description of the Great Plains:
  - 
  - 
  - 

Draw and color a picture of the Great Plains
from the description you wrote
Draw a picture in block, label it, and give a brief explanation of how each technology or invention helped Homesteaders succeed in turning the Great Plains from a “treeless wasteland” to a productive farmland that made the Great Plains the “Breadbasket of America” and the United States the world’s leading producer of wheat in the world.
Vocabulary Practice – Westward Expansion

1. Sodbusters used a farming technique called _____________________ to grow wheat, corn and other grains on the Great Plains.

2. The _____________________ Act granted settlers 160 acres of free land if they lived and farmed on the land for 5 years.

3. The _____________________ railroad connected the eastern and western parts of the Continental U.S.

4. Miners headed west to find valuable resources, such as gold and iron ___________. Both of these are examples of ________________________.

5. The railroad transported natural resources to the east and finished products to the west. This created a ________________________.

6. The government set aside _________________ for American Indians as more and more settlers moved west.

7. The government tried to _________________ American Indians into U.S. culture, which destroyed their own culture and way of life.
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Vocabulary Definition</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>assimilate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dry farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>homestead</td>
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<td></td>
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<td>national market</td>
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<tr>
<td>natural resource</td>
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<td>ore</td>
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<tr>
<td>reservation</td>
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<td></td>
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<tr>
<td>transcontinental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Great Plains and New Technology

Keywords and Main Ideas:

- During the early 1800s, the large interior (inside) region of the United States was called the “Great American Desert” and a ______________________. The land consists of a ______________________, _____________ plateau that rises gradually from the Mississippi River to the foothills of the Rocky Mountains. It’s ________________________ are harsh with freezing cold winters and hot, dry summers. Rainfall is infrequent (does not happen often). ____________, ____________, ____________, and ____________ are common. The soil of the Great Plains is called ____________. It is held together by grass roots and can easily be ______________________ by water and wind when farmed. Even though these conditions were harsh, thousands of people began to move to the Great Plains region during the mid-1800s. These people ____________ to a new life in a very challenging environment.

- As the settlers arrived and claimed their land (called ______________________), they had to adjust to a very different environment. Because there were not many trees, people built their homes out of __________ instead of wood. Hand-cut sod squares contained long grass roots and made flexible “bricks” that were strong enough to form walls and roofs.

- New ____________________ helped people see the Great Plains as a vast (large) area to be settled instead of a “treeless wasteland”. One of these new technologies was the windmill powered water pump. ____________ allowed settlers to use wind to tap into water that was deep underground. This water supply was used to water the crops and keep the animals and families from dehydrating. Another new technology was the ____________. These large plows were made to cut through the tough ____________ of the Plains.

- Since rainfall was infrequent, farmers had to develop a new technique to grow crops. This technique was called ________________. In dry farming, farmers plow deeply into the soil to break up the sod and help keep the moisture in the soil clumps. Farmers soon found that ____________ was one of the few crops that did well on dry farms. It quickly became one of the major cash crops of the Great Plains. The nickname for the Great Plains soon became the _________________.

- As the farming industry grew in the Great Plains, so did the ______________________. After the Civil War, cattle ranches stretched across the Great Plains. Cattle ranches need large amounts of ____________ for cattle to graze. Before long, ranchers were allowing their huge herds to graze on the open grasslands of the Great Plains. As the cattle industry grew, farmers and ranchers began to compete for land. As a result, farmers put up fences to keep the cattle out of their fields and many ranchers did the same to keep their cattle from wandering off. There was a need for cheap fencing materials to close in huge areas of land. Before long a new type of fencing called ______________________ was developed. Barbed wire fencing was easier and cheaper to build than fences made of wood or stones.

Summary of Important Ideas:
### Keywords and Main Ideas:

<table>
<thead>
<tr>
<th>Keywords and Main Ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the Civil War, many Americans started moving ___________. Brave men and women set out to explore and settle the vast (huge) territory beyond the ___________. They were searching for ____________, ____________, ____________, ____________, and ____________.</td>
</tr>
</tbody>
</table>

During the 1800s, people’s perceptions (beliefs) of Western territory began to change. The government believed that the idea of ____________ meant people should expand westward. To encourage people to move west, the ____________ was passed. This act gave “homesteaders” 160 acres of land if they promised to live and work on the land for 5 years. As a result, thousands of settlers came from the Eastern states and Europe. They wanted the ____________. By the late 1800s, over five million Americans had reached their dreams of becoming landowners.

__________ also attracted many young, single men to the west. Former soldiers from the north and south moved west to help build the railroad or become cowboys. Although the jobs were dangerous, it was the excitement that encouraged them to move westward.

__________ were quickly expanding at this time. Before the start of the Civil War, the United States had approximately 40,000 miles of railroad tracks. Forty years later that number had grown to almost 200,000 miles. In 1869, the first ____________ was completed. This ____________ accomplished successfully linked the _______ and _______ coasts. This growing transportation network moved ____________, created ____________, and started ____________.

The discovery of _______ and _______ also encouraged people to move West. In 1849 the ____________ had begun and gold fever was spreading. The population of California grew from 18,000 to 165,000 in three years because of the gold rush. The discovery of _______ deposits in other western states, such as Arizona, Colorado, and Nevada, caused many more prospectors to travel west in hopes of getting rich.

After the Civil War, the West brought the hopes of a new beginning for ____________. Although they were now free, most African-Americans were forced to return to the only life they knew: farming. Poor wages and sharecropping laws made survival difficult. As a result, thousands of African-Americans migrated (moved) west in hopes of getting there ____________ from white landowners, ____________ for their families, and prosperity (__________).

### Summary of Important Ideas:

- **REASONS FOR WESTWARD EXPANSION**
  - After the Civil War, many Americans started moving westward.
  - Brave men and women explored and settled the vast territory beyond.
  - They searched for resources, wealth, independence, and opportunity.
  - The government passed laws to encourage westward expansion.
  - Homesteaders received land for living and working on it.
  - Young men moved west for various reasons, including work and adventure.
  - Railroads expanded rapidly, connecting coasts and facilitating movement.
  - The discovery of gold and other minerals attracted prospectors.
  - After the Civil War, African-Americans migrated west with mixed hopes and challenges.
Westward Expansion and the Impact on American Indians

Can I Prove the Facts?

<table>
<thead>
<tr>
<th>Facts:</th>
<th>Proof:</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indians opposed westward expansion and fought to protect their territories.</td>
<td></td>
</tr>
<tr>
<td>American Indians were forced to relocate (move) to reservations.</td>
<td></td>
</tr>
<tr>
<td>American Indians' population was reduced through warfare and diseases brought by new settlers.</td>
<td></td>
</tr>
<tr>
<td>American Indians were forced to assimilate and adapt their lifestyles.</td>
<td></td>
</tr>
<tr>
<td>American Indians' homelands were reduced through broken treaties.</td>
<td></td>
</tr>
</tbody>
</table>

Use the Primary Source documents on pages 6, 12 and 13, 14, and 15 to show proof of your answers.
Native Americans living on The Great Plains

Native American Indians forced to “ASSIMILATE” into the white man’s culture

Pile of bone from the slaughtered buffalo

“IT WOULD BE A GREAT STEP FORWARD IN THE CIVILIZATION OF THE INDIANS IF THERE WAS NOT A BUFFALO IN EXISTENCE.”
—19TH CENTURY POLITICIAN

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Homes for the Homeless!!
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SOLDIERS
Of the war of 1861, come forward and take your Homesteads near some Railroad in NEBRASKA.

For particulars address J. H. NOTEWORTH, State Sup’t of Immigration, Omaha, Neb.
Fort Laramie Treaty, 1867

ARTICLE

From this day forward all war between the parties to this agreement shall forever cease. The government of the United States desires peace, and its honor is hereby pledged to keep it. The Indians desire peace and they now pledge their honor to maintain it.

If bad men among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, the United States will, upon proof made to the agent, proceed at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained. Indians herein named under any treaty or treaties heretofore made, the United States agrees to deliver at the agency house on the reservation on or before the first day of August of each year, for thirty years, the following articles, to wit:

For each male person over 14 years of age, a suit of good substantial woollen clothing, consisting of coat, pantaloons, flannel shirt, hat, and a pair of home-made socks.

For each female over 12 years of age, a flannel shirt, or the goods necessary to make it, a pair of woollen hose, 12 yards of calico, and 12 yards of cotton domestics.

For the boys and girls under the ages named, such flannel and cotton goods as may be needed to make each a suit as aforesaid, together with a pair of woollen hose for each.

Powell Report. Indian Agent, 1874

“Third, The Indians should not be furnished with tents; as long as they have tents they move about with great facility, and are thus encouraged to continue their nomadic life. As fast as possible houses should be built for them... A few, especially the older people, are prejudiced against such a course, and perhaps at first could not be induced to live in them. . . .

“Eighth, It is unnecessary to mention the power which schools would have over the rising generation of Indians. Next to teaching them to work, the most important thing is to teach them the English language.”

S.G. Colley, U.S. Indian Agent, Report, Joint Committee on the Conduct of the War

“[F]rom the time that Major Wynkoop left this post to go out to rescue white prisoners until the arrival of Colonel Chivington here, which took place on the 28th of November last, no depredations of any kind had been committed by the Indians within two hundred miles of this post; that upon Colonel Chivington’s arrival herewith a large body of troops he was informed where these Indians were encamped. . . . [T]hat not withstanding his knowledge of the facts as above set forth, he is informed that Colonel Chivington did, on the morning of the 29th of November last, surprise and attack said camp of friendly Indians and massacre a large number of them, (mostly women and children,) and did allow the troops of his command to mangle and mutilate them in the most horrible manner.” S.G. Colley, U.S. Indian Agent, 1865.
1. Locate and circle the following locations in four different colors.
   a. New England _______________________________
   b. Pittsburgh ________________________________
   c. Chicago ________________________________
   d. Detroit ________________________________

2. Create a key at the bottom of the map listing which color represents each location’s industry.

3. Answer the following question in at least 3 complete sentences: How did advances in transportation link resources, products, and markets in America after the Civil War?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Page 16
Write a comparison of the main idea between the two maps and support you answer with at least four examples. Underline each example in your paragraph.

_____________________________________________________
_____________________________________________________
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_____________________________________________________
__________________________________________________________________________________________________________
Shaded areas are Indian land in 1850

Shaded areas are Indian land in 1900
The Transcontinental Railroad, Resources, and Industries

Keywords and Main Ideas:

After the Civil War, many changes began to occur in the United States. ________________ crossed the nation, new ________________ were formed, and there were lots of _________________. Cities became manufacturing and transportation centers.

With the completion of the ________________ in 1869, the natural resources and finished products began to crisscross the country. After the discovery of gold in California, ________________ began to be transported to eastern factories. These two valuable metals were byproducts of gold mining. Soon, new mining industries developed to meet the growing demand for them. In addition, eastern factories needed railroads to supply them with these much needed raw materials.

______________ was another natural resource that was in demand as industries grew. It was used in the production of _______________. Steel was stronger and lasted longer than iron. The need for iron ore increased when a cheaper method of producing steel was invented in the mid-1850s. As a result, ________________ became a major steel and railroad center. Nearby deposits of iron ore were transported to its many mills and the finished product, steel, was shipped out to the nation.

Advances in transportation also made it possible for finished products to reach a _________________. These products could now be loaded onto trains and delivered to places around the country. Transportation also played a role in the growth of American cities. Before the industrial development of the mid-1800s, most cities grew up alongside ________________ that could be used to transport needed goods and resources. With the growth of the railroad, cities began to grow and prosper far from the _________________. These new industrial cities were located closer to the ________________ needed by their factories and mills. Before long, manufacturing areas were clustered around these cities. Entire regions became known for their products and industries.

Specialized Cities/Areas:

Pittsburgh ______________________

New England ______________________

Chicago ______________________

Detroit ______________________

Summary of Important Ideas: