

Name _____ Date _____

Lesson 3 Summary

~~Use with pages 143-153.~~

Lesson 3: Cowboys and Miners

Vocabulary

cattle drive a huge herd of cattle guided by cowboys

gold rush a period of time when people went West in search of gold

entrepreneur a person who starts a new business

Cowboy Life

By the end of the Civil War, there were about five million cattle in Texas. They were a tough breed known as Texas longhorns. These cattle sold for about \$4 each in Texas. But they were worth about \$40 each in the cities of the East. Beef was hard to get in the East, so the price was much higher there. Ranchers got the cattle across the country using the **cattle drive**. The drive could last three months and the work was dangerous. On cattle drives, cowboys of all ages, from 15 to 69 years old, guided the huge herds north to towns along the railroad, such as Dodge City, Kansas. From these towns, cattle were taken by train to eastern cities. About a third of all cowboys were Mexican American or African American.

The End of the Drives

Cattle drives came to an end in the late 1800s. One cause was the conflict between cattle ranchers and farmers on the Great Plains. Farmers didn't want cattle crossing their farmlands, so they fenced in their lands with barbed wire. As new railroad lines reached into Texas, it was no longer necessary to drive cattle north. Still, people all over the country wanted fresh meat at good prices. Ranchers raised millions of cows, hogs, and sheep to meet the demand. As railroad lines expanded, it became easier and cheaper to transport the animals. Chicago, Illinois, a major railroad center near the middle of the country, became the nation's leading supplier of meat.


Dreams of Gold

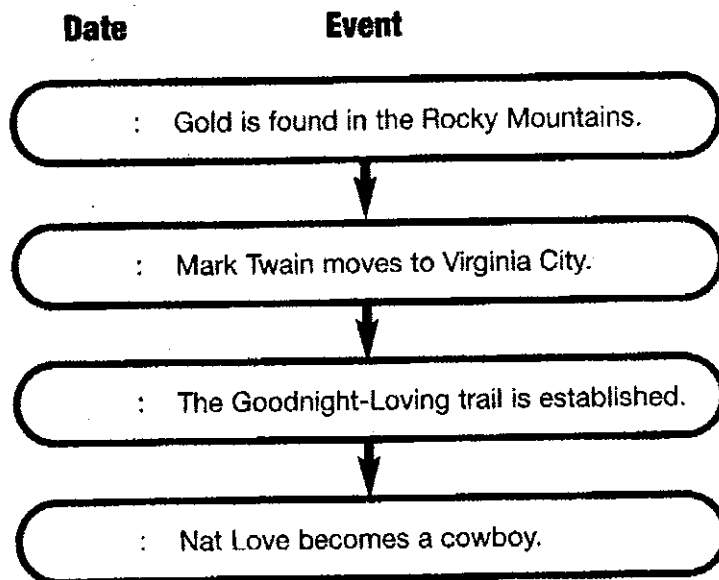
In the late 1840s, gold was discovered in California. Thousands of people went there to find gold. The California **gold rush** changed the West. People began to wonder where else in the West gold might be found. In 1859 a miner named George Jackson found a few gold flakes near the small town of Denver, Colorado. News of gold in the Rocky Mountains soon spread and a new gold rush was on. But gold was rare and hard to find. Usually, gold miners put sand from the bottom of streams into a pan. As they washed the sand out, they looked carefully for pieces of gold called "gold dust." Gold dust was taken to the nearest town to be traded for supplies or deposited in a bank.

Boom Towns and Blue Jeans

Miners rushed to any place where gold was found. Mining camps grew into booming towns. These "boom towns" offered opportunities to **entrepreneurs**. Some entrepreneurs in mining towns opened restaurants. Levi Strauss, an entrepreneur from Germany, saw that miners needed sturdy pants. He began making pants out of blue denim, held together with rivets, or metal pins. These were the world's first blue jeans. After gold and silver were discovered in Virginia City, Nevada, the small mining camp became one of the West's biggest boom towns. But when there was no more gold and silver left to mine, people left. Even Virginia City became a "ghost town." Still, the mining boom had a lasting effect. Thousands of settlers stayed, and important cities grew up.

Lesson 3: Review

1.  Sequence Complete the chart by filling in the missing dates in this time line.



2. Why did ranchers decide to drive their cattle from Texas to towns along the railroad?

3. What changes brought cattle drives to an end?

4. Summarize the lasting effect of the search for gold in the West.

5. **Critical Thinking: Analyze Primary Sources** Read Mark Twain's description of life in Virginia City (page 152 of your textbook). List three details that Twain uses to give the reader an idea of what life was like in Virginia City.

Name _____ Date _____

Lesson 2 Summary

~~Use with pages 130-144.~~

Lesson 2: Pioneers on the Plains

Vocabulary

pioneer a new settler

Homestead Act a law that offered free land to American citizens and immigrants

homesteader a settler who claimed land using the Homestead Act

sodbuster a farmer in the Great Plains who had to rip up tough grass before planting crops

exodusters African Americans who left the South and moved to the Great Plains

technology the use of new ideas to make tools that improve people's lives

The Great Plains

In the mid-1800s, the middle of our country was dry grassland called the Great Plains. Many Americans did not think it could be good farmland. The United States government encouraged **pioneers** to move there. In 1862 President Lincoln signed the **Homestead Act**. American citizens and immigrants willing to start new farms on the Great Plains could claim 160 acres of land for about \$10. If they farmed the land and lived on it for five years, they owned the land. These settlers were called **homesteaders**.

Settling on the Plains

Great Plains farmers were called **sodbusters** as they had to "bust" through the "sod" and rip up the grass. Sod was useful for building houses, because the region had few trees. These houses stayed cool in the summer and warm in the winter, and were fireproof. The soil of the Great Plains was actually very good for planting.

America Fever

News of the fertile soil spread across Europe. Thousands of families came from Germany, Sweden, Norway, Russia, and other countries, bringing their own farming skills. Farmers from Russia brought seeds for a strong wheat. The Homestead Act also helped African

Americans. Thousands of **exodusters** left the South and moved to the Great Plains. The name came from a book of the Bible called Exodus that tells the story of Moses leading the Israelites out of slavery.


Life on the Plains

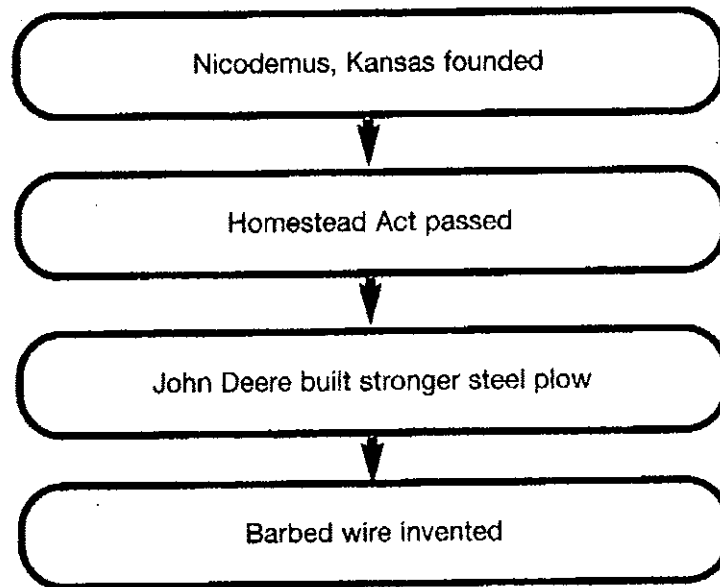
New **technology** helped make the homesteaders' lives easier. Steel plows helped settlers plow the thick soil. Windmills pumped underground water to the surface and created power. Barbed wire was an easy and cheap material for building fences. But harsh weather and natural disasters often struck the Great Plains. Blizzards, tornadoes, hailstorms, flooding, and fires came with the changing seasons. Farmers also faced the dreaded grasshopper who could destroy everything from crops to fences.

Growth in the West

Many people moved even farther west. New railroad lines brought thousands of people to Washington, Oregon, and California. Towns such as Seattle and Los Angeles quickly grew into important cities. The West also attracted farmers from other countries. In the late 1800s, thousands of Japanese immigrants arrived in California. Many built successful farms in the West.

Lesson 2: Review

1.  **Sequence** Redraw this diagram by putting the events in their correct order. Include the year of each event.



2. What did the government hope the Homestead Act would accomplish?

3. Who were the exodusters? What caused them to move to the Great Plains?

4. Describe two inventions that helped pioneers on the Great Plains.

5. **Critical Thinking: Decision Making** You know about the difficulties of living and farming on the Great Plains. Would you have wanted to be a homesteader? Use the Decision Making steps on page H3 of your textbook.

Name _____ Date _____

Use with pages 106-111.

Lesson 4: The End of Slavery

Vocabulary

assassination the murder of a government or political leader
Reconstruction the rebuilding and healing of the United States after the Civil War
Thirteenth Amendment an amendment that abolished slavery in the United States
black codes laws that discriminated against African Americans in the South
Freedmen's Bureau a group set up to help newly freed slaves after the Civil War
Fourteenth Amendment an amendment that gave African Americans citizenship
Fifteenth Amendment an amendment that gave all male citizens the right to vote
impeachment when an elected official is charged with breaking the law by the House of Representatives
Jim Crow laws laws that made segregation legal in the South
segregation the separation of African American and white people
sharecropping a system in which farmers rented land from landowners

A New President

On April 15, 1865, President Lincoln was **assassinated**. Vice-President Andrew Johnson became President. He wanted to carry out Lincoln's plan for **Reconstruction**. The **Thirteenth Amendment** abolished slavery across the nation on December 18, 1865. Confederate states were to become part of the Union again. Under Johnson's Reconstruction plan, Southern states could pass **black codes**. Black codes took away many rights from African American men. Republican members of Congress did not trust Johnson's Reconstruction plan. They thought it was too easy on the South.

Reconstruction Under Congress

In 1867 Congress passed the first of several Reconstruction Acts. These laws made Southern states give African American men the right to vote. People who were Confederate officers or leaders could not vote or hold office. Congress also set up the **Freedmen's Bureau**. Many white Southerners were angry about the laws.

New Amendments


To be readmitted to the Union, Southern states had to accept two amendments. The **Fourteenth**

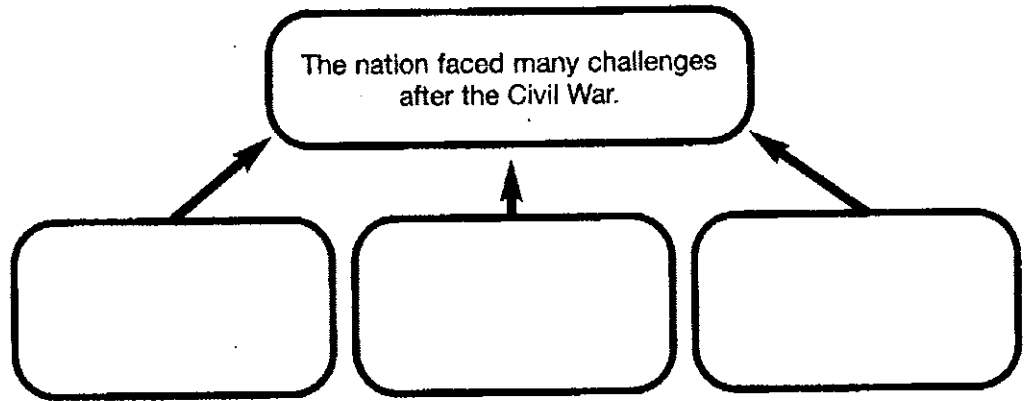
Amendment gave African Americans citizenship. It also said that laws must protect all citizens equally. The **Fifteenth Amendment** gave all male citizens, including African American males, the right to vote. President Johnson fought the Fourteenth Amendment and Reconstruction laws. Congress wanted to remove him from office by **impeachment**.

Reconstruction Ends

By 1870 all former Confederate states were readmitted to the Union. New state laws were passed that took away the rights of African Americans. Some states required African Americans to pay a poll tax in order to vote. Some places made African Americans pass a reading test before they could vote. **Jim Crow laws** also **segregated**, or separated, African Americans and whites in public places. Many farmers started **sharecropping**. Many people fell into debt under this system. The end of Reconstruction opened a new phase in American history. The era of slavery was over. The federal government had established power over individual states. The new amendments provided a basis for equal rights, but it would be a long time before they were fully recognized.

Lesson 4: Review

1.  **Main Idea and Details** Complete this chart by filling in the details that support the main idea.



2. Why did Republicans in Congress dislike Johnson's Reconstruction plan?

3. **Critical Thinking: Cause and Effect** How did the Reconstruction Acts affect the South?

4. Why were three amendments added to the Constitution during Reconstruction?

5. How were the lives of African Americans made more difficult after the end of Reconstruction? Use the word segregation in your answer.

Name _____ Date _____

Lesson 1 Summary

Lesson 1: Rails Across the Nation

Vocabulary

Pony Express a fast way to deliver mail using several horse riders

telegraph a way to send coded messages along wires using electricity

transcontinental railroad a railroad built across the North American continent

Linking East and West

There was no easy or fast way to get across the United States in the 1850s. Nearly all the railroads were east of the Mississippi River. To travel from the East Coast to the West Coast, you had two choices. You could take a stagecoach, an uncomfortable horse-drawn wagon that traveled in stages. Or you sailed to Panama in Central America, crossed Panama by train, then sailed north to California. In 1860 the **Pony Express** began delivering mail from Missouri to California. The Pony Express was like a 2,000-mile relay race. Each rider rode about 75 miles, then handed his mail bags to the next rider. Riders changed horses every 10 or 15 miles. In 1861 the first telegraph line across the country was completed. The **telegraph**, developed by Samuel Morse, put the Pony Express out of business. Using Morse code, messages could be sent coast to coast in a few minutes.

The Transcontinental Railroad

Many people believed the best way to link the East and West would be to build a **transcontinental railroad**. In 1862 the United States government hired two companies to build it. The Union Pacific began building track west from Omaha, Nebraska. The Central Pacific began building track east from Sacramento, California.

Across the Plains

The government paid the two companies in land and money for every mile of track completed. At first, the Union Pacific, far from big towns and cities, had a hard time

finding workers. When the Civil War ended in 1865, thousands of Irish immigrants who had served in the Union Army moved west to work on the railroad. The railroad hired former Confederate soldiers and former enslaved African Americans. The railroad upset many Native Americans, because tracks cut across their traditional hunting grounds. Some groups, like the Lakota and Cheyenne, complained that the railroad scared away the buffalo. The Union Pacific was determined to continue, supported by the United States government.


Over the Mountains

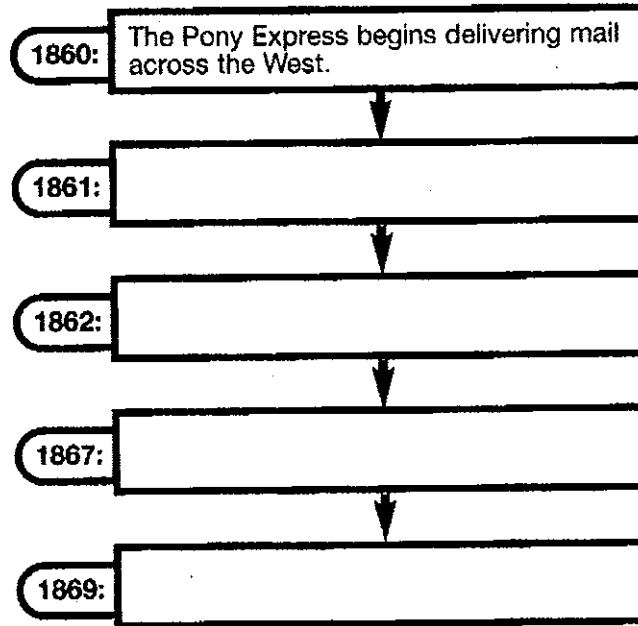
Young Chinese immigrants who came to California to search for gold were often treated unfairly at the gold mining camps. Many joined the Central Pacific workforce. They did the dangerous work of blasting through the mountains. Many were killed, but work never stopped. The work went more quickly once the tracks were completed through the mountains in 1867. The transcontinental railroad was a source of great national excitement and pride.

The Golden Spike

The railroad was completed on May 10, 1869. The tracks of the Union Pacific and Central Pacific met at Promontory Point, Utah. To celebrate, a golden spike was driven into them. Now a transcontinental trip could be made in a week for less than \$100.

Lesson 1: Review

1.  **Sequence** Complete the chart by filling in key events from this lesson in the order they happened.



2. Why did new telegraph lines put the Pony Express out of business?

3. Describe two problems faced by the Union Pacific railroad.

4. What role did Chinese workers play in building the Central Pacific railroad?

5. **Critical Thinking: Predict** Suppose you lived in the United States in 1869. What kinds of changes would you expect the new transcontinental railroad to bring?

Lesson 4: War in the West

Vocabulary

reservation an area of land set aside for Native Americans

Battle of Little Bighorn the battle in which General Custer was defeated by the Lakota and Cheyenne

Conflict on the Plains

Thousands of settlers moved into the Great Plains in the 1860s. This led to conflicts between settlers and Native American groups, such as the Lakota, Cheyenne, and Crow. The Native Americans saw that their traditional way of life was threatened. The U.S. government wanted more railroads, farms, and ranches in the region. Government leaders decided to move Native Americans onto **reservations**. Realizing they could not defeat the U. S. Army, many Native Americans agreed to move. In 1868 the United States signed a treaty with the Lakota, giving them a large reservation in what is now South Dakota and Wyoming. Then in 1874, gold was found in the Black Hills on the Great Lakota Reservation. Thousands of miners illegally rushed onto Lakota land. The United States wanted to buy the Black Hills from the Lakota and even threatened the Lakota. But the Lakota refused to sell.

The Battle of Little Bighorn

Colonel George Custer and the Seventh Cavalry were sent to force the Lakota onto a new reservation. On June 25, 1876, Custer found Chief Sitting Bull and the Lakota camped on the banks of the Little Bighorn River in Montana. Crazy Horse, one of the Lakota's best warriors, was there too, along with Cheyenne fighters. Though American soldiers were badly outnumbered, Custer attacked anyway. The **Battle of Little Bighorn** is also known as "Custer's Last Stand." Custer and his entire force of more than 200 soldiers were killed. The U.S. government sent more soldiers to the

Great Plains. By 1877, Crazy Horse and most of the Lakota had been forced onto reservations. Sitting Bull escaped to Canada. The Black Hills were opened to miners and settlers.

Chief Joseph


Chief Joseph was the leader of the Nez Percé, in Oregon. The United States government wanted them to move to a reservation in Idaho Territory. Many Nez Percé did not want to leave their traditional land. After many battles, they tried to escape to Canada, to Sitting Bull's camp. But 40 miles from Canada, they were surrounded by American soldiers. Although the government promised Chief Joseph that if he surrendered, the Nez Percé would be allowed to return to Oregon, the promise was not kept. The Nez Percé were taken to a reservation in Oklahoma.

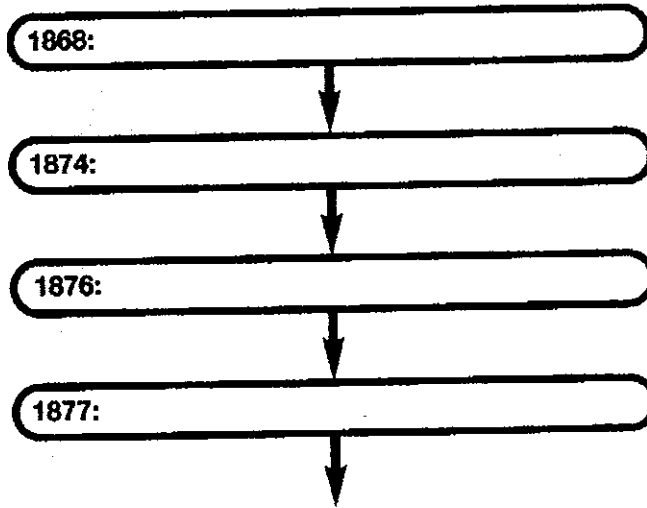
After the Wars

The Apache continued fighting into the 1880s. Their leader was Geronimo, who was finally forced to surrender in 1886. The last major conflict between United States soldiers and Native Americans took place in 1890. At Wounded Knee, South Dakota, a group of Lakota families who had decided to leave their reservation were surrounded by soldiers who killed about 300 Lakota. Native Americans had to adjust to life on reservations. Today about half of the 2.5 million Native Americans live on or near reservations. Native Americans are educating young people, writing stories, and creating films to keep their history alive.

Name _____ Date _____

Lesson 4: Review

1.  **Sequence** Create a time line of the struggle of the Native Americans for their land. Fill in one key event for each year shown.



2. What changes threatened the way of life for Native Americans of the Great Plains in the 1860s?

3. Why was the Battle of Little Bighorn important?

4. What are some ways in which Native Americans are keeping their traditions alive today?

5. **Critical Thinking: Summarize** Summarize the outcome of the wars between United States forces and Native Americans.
