• **Standards of Learning Objectives:**
  o USII.2 The student will use maps, globes, photographs, pictures, or tables for:
    A. Explaining how physical features and climate influenced the movement of people westward
  o USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:
    F. Analyze and interpret maps that include major physical features

• **Rationale:**
  o It is important for students to understand the relationship between geography and history. Many advancements in society and technology are made because of the need to adapt to different environments.

• **Lesson Objectives:**
  o Students will be able to:
    ▪ Identify the main features of the climate of the United States’ Great Plains that made it difficult for settlement.

• **Instruction:**
  o Lesson Opening and Connecting to Prior Knowledge
    ▪ Students are asked to think about themselves in the role of an individual looking to move his or her family to the Great Plains area of the United States.
    ▪ Ask for student volunteers to explain what was going on during this time.
      • The Civil War has just ended; reconstruction of the nation has begun.
      • Why, under these conditions, might someone choose to uproot their family and begin anew someplace else?
    ▪ Next, ask students what they remember or know about the environment on the Great Plains.
      • Take student volunteers to answer questions.
      • Neither confirm nor deny students claims. Inform them that they will soon find out the truth!
  o Informing Learning of the Objective:
    ▪ The objectives for each day are written on the flip chart easel located in the front of the classroom near the whiteboard or chalkboard. This way it does not take up any valuable board space and can be viewed throughout the lesson.
  o Connecting:
    ▪ See lesson opening
  o Lesson Content:
    ▪ **Physical features and climate of the Great Plains**
      • Flatlands that rise gradually from east to west
      • Land eroded by wind and water
        o Little protection from trees
• Low rainfall
• Frequent dust storms
• Few trees
  o Made it hard to build homes and fences
• Far from the major cities at the time
  o Supplies and mail were hard to receive

○ Activity:
  ▪ Part 1
    • Grouping Students
      o Students are divided into six groups of four by counting off by six.
        ▪ Desks are already rearranged into six pods of four desks. All members of the group sit at the same pod.
    • Giving Directions
      o Each group receives a packet of seven maps of the United States.
        ▪ Map defining the area of the Great Plains
        ▪ Topographical Map, Modern
        ▪ Territory Map, 1860
        ▪ Vegetation, Modern
        ▪ Population Density, 1850
        ▪ Average Precipitation, 1961-1990
        ▪ Approximate Native American Territory, mid-1800s
      o The basic content of each map is explained to the class, including the date or time period the map is representing.
      o Groups are directed to study the maps and use them to answer, as a group, the question on Handout One. Each student fills out his or her own handout.
        ▪ *Handout One: Great Plans Map Investigation (Hole-punched): Included*
    • Finishing
      o As groups finish, members are given a “Contribution Check-list” to complete on their own.
        • *Contribution Check-list: Included*
          ▪ When he or she has finished the Check-list, he or she knows to fold the paper in half, length-wise, and write his or her name on the outside.
          ▪ He or she should then read quietly from a book of his or her choosing until the other groups have finished.
      o After all are finished, each group will discuss their findings from the map activity with the rest of the class.
  ▪ Part 2
    • Students are then given Handout Two to complete as a whole class.
      • *Handout Two: Climate Concerns and Solutions Chart (Hole-punched): Included*
      o Starting with the first concern, ask for student volunteers to offer answers. If no students volunteer, call on students randomly using their named Popsicle sticks.
      o Discuss answers as they are given and steer students to the target answers.
        ▪ Write each answer on the board. Students should copy this answer into their own chart
○ Collecting Papers
  • Collect handout one and Check-list
Draw a popsicle stick to choose the student that will collect the papers and place them in the “IN BOX” beside the teacher’s desk.

- Students place Handout Two in their three-ring Social Studies binders to be used for the next day’s lesson.

### Differentiation:
- The map investigation, part one, has students visually interpreting maps while in a group setting. Part two of the activity has students working individually to generate answers using the information learning in part one.

### Assessment
- **Contribution Check-list**
  - The responses of fellow group members on the Contribution Check-list determine the individual grade.
  - **Handout 1**
    - The questions on Handout One are graded for corrected answers. One group grade is given to each member of the group.
  - **Handout 2**
    - The Climate Concerns and Solution handout is graded for completion after the entire chart is filled out during the next lesson.

### Materials and Equipment
- **Maps**
  - Map defining the area of the Great Plains
  - Topographical Map, Modern
  - Territory Map, 1860
    - [http://etc.usf.edu/maps/pages/3300/3339/3339.htm](http://etc.usf.edu/maps/pages/3300/3339/3339.htm)
  - Vegetation, Modern
    - [http://www.eldoradocountyweather.com/climate/US%20Climate%20Maps/images/Lower%2048%20States/Other%20Elements/Seasonal%20Vegetation%20Cover%20%28Summer%29/Seasonal%20Vegetation%20Cover%20in%20Summer.png](http://www.eldoradocountyweather.com/climate/US%20Climate%20Maps/images/Lower%2048%20States/Other%20Elements/Seasonal%20Vegetation%20Cover%20%28Summer%29/Seasonal%20Vegetation%20Cover%20in%20Summer.png)
  - Population Density, 1850
    - [http://etc.usf.edu/maps/pages/7400/7492/7492.htm](http://etc.usf.edu/maps/pages/7400/7492/7492.htm)
  - Average Precipitation, 1961-1990
    - [http://upload.wikimedia.org/wikipedia/commons/d/d3/Average_precipitation_in_the_lower_48_states_of_the_USA.png](http://upload.wikimedia.org/wikipedia/commons/d/d3/Average_precipitation_in_the_lower_48_states_of_the_USA.png)
  - Approximate Native American Territory, mid-1800s
    - [http://faculty.washington.edu/aharmon/AIS332/12.jpg](http://faculty.washington.edu/aharmon/AIS332/12.jpg)
- **Handouts**
  - Great Plains Map Investigation
  - Climate Concerns and Solutions
  - Contribution Check-list
U.S. Topographical Map, Modern

From: http://s.hswstatic.com/gif/maps/jpg/NAM_US_THEM_Elevation.jpg
U.S. Average Precipitation, 1961-1990

From: http://upload.wikimedia.org/wikipedia/commons/d/d3/Average_precipitation_in_the_lower_48_states_of_the_USA.png
U.S. Vegetation, Modern

From:
http://www.eldoradocountyweather.com/climate/US%20Climate%20Maps/images/Lower%2048%20States/Other%20Elements/Seasonal%20Vegetation%20Cover%20in%20Summer.png
The United States Great Plains, Modern

Great Plains Map Investigation

Directions: You are a group of friends who wish to start new life and move to the Great Plains. Before you go, you need to conduct some research into the climate of this new area. In groups, use the Map Packet to answer the following questions.

Background Information

1. How many states existed in 1860?

2. Is there any land that is not a state but is owned by the United States Government? Name these areas.

Physical Features and Climate

3. What are the sources of water on the Plains?

4. What could settlers build their homes from and use for fuel? Explain your answer.

5. What are the physical features of this area? (Mountains, deserts, etc.)

6. Would the soil be suitable for planting crops? Why or why not?
Communication and Transportation

7. What means of communication existed to connect Plains settlers to their families and friends on the west and east coast?

8. What means of transportation existed at this time to transport settlers and goods onto the plains, or transport the goods they produced to markets elsewhere?

Concerns

9. What are some possible dangers to living on the Great Plains as a settler?

10. Does the Great Plains seem like a good place to live? Why or why not?
Contribution Check-List

Your name: __________________________________ Date: ____________________________

Evaluate your group members by placing a check in the box if the statement is true. This will be done confidentially!

<table>
<thead>
<tr>
<th>My contribution to the group</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ did fair share of the work</td>
<td>_____ did fair share of the work</td>
</tr>
<tr>
<td>_____ was agreeable/did not cause problems</td>
<td>_____ was agreeable/did not cause problems</td>
</tr>
<tr>
<td>_____ contributed ideas</td>
<td>_____ contributed ideas</td>
</tr>
<tr>
<td>_____ was helpful</td>
<td>_____ was helpful</td>
</tr>
<tr>
<td>_____ was considerate of other’s ideas</td>
<td>_____ was considerate of other’s ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ did fair share of the work</td>
</tr>
<tr>
<td>_____ was agreeable/did not cause problems</td>
</tr>
<tr>
<td>_____ contributed ideas</td>
</tr>
<tr>
<td>_____ was helpful</td>
</tr>
<tr>
<td>_____ was considerate of other’s ideas</td>
</tr>
</tbody>
</table>
# Climate Concerns and Solutions

<table>
<thead>
<tr>
<th>Concern</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Water Sources</strong></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td></td>
</tr>
<tr>
<td><strong>2. Soil Quality</strong></td>
<td></td>
</tr>
<tr>
<td>Problem 1:</td>
<td>Solution A: ____________________________</td>
</tr>
<tr>
<td></td>
<td>Solution B: ____________________________</td>
</tr>
</tbody>
</table>
### Problem 2:

Solution: __________________________

### 3. Tree Coverage

#### Problem 1:

Solution: __________________________

#### Problem 2:

Solution: __________________________
| 4. | Transportation and Communication |
Lesson Objective:
- Students will be able to:
  - Describe the technological advancements made during the late 1860s that made settlement possible on the Great Plains
  - Including: dry farming techniques, sod houses, barbed wire, steel plow, windmills, cereal grains, and the railroad.

Activity:
- Introducing the poster
  - Students are introduced to the poster on the wall with the title, “Reasons for Westward Expansion.” Today the first reason will be added.
  - Write “Technological Advancements” under the title on the poster board.
- Part 1:
  - Creating solutions
    - As a class, students will complete the second column of the Climate Concerns and Solutions Chart.
    - Show the Technological Advancements PowerPoint as a visual aid but do not reveal the picture until students have had a chance to think and discuss possible solutions.
      - Technological Advancements PowerPoint: Included
    - For each problem ask students what solutions they can think of.
      - Prompt for answers that will lead to the target solution.
      - For example:
        - Target solution is windmills:
          - If there are not a lot of rivers or rainfall, where could we get our water? There is always water under our feet in the ground, but how could we get it?
        - Target solution is barbed wire:
          - If there are not a lot of trees around, what could we build fences with? Have you seen fences that are not made of wood? What were they made of?
    - After a solution is found, students should write the definition given by the teacher and draw a picture of the invention or innovation on the Climate Concerns and Solutions Chart.
      - Teacher writes the definition on the board using the Lesson Content.
      - When finished, students place the completed Climate Concerns and Solutions Chart in their three-ring Social Studies binder

Assessment
- Climate Concerns and Solutions Chart
  - During a free moment, the teacher will grade the chart by viewing each student’s social studies binder
  - Graded for completion.

Content for Lesson
- Technological advances
  - Inventions and adaptations
  - Barbed wire 1873
o Fencing constructed from steel with sharp edges or points protruding at intervals along the strand
o Used to mark property lines and to keep livestock from wandering
o Helped protect
o Opposition: 1880s, cattle migration from the northern plains to the southern plains was hindered. Many of the herds were decimated in the winter of 1885 because they could not find a way around the fencing. Some cattleman in Texas protested by cutting the fences

- Steel plows
  - John Deere, Illinois blacksmith
    - Invented “the plow that broke the Plains”
    - Polished steel shovels which made them sharper and better suited for digging in the dry, tough soil of the Midwest

- Dry farming
  - Type of farming used in areas of low rainfall
  - Farmers plant in the fall and stir up the soil before planting.
  - Used drought resistant crops and top them with mulch
    - Mulch: shredded plant matter
  - They used the soils natural moisture to help their crops grow

- Sod houses
  - Houses made from thick, rectangular bricks. The bricks were made of soil and grass roots running through them
    - The roof was made from a solid sheet of sod: grass, roots, and all.

- Wheat farming
  - Cereal grains, such as wheat, rye, barley, and oats grow well in dry climates

- Windmills, 1870s:
  - Used the power of the wind to pump water up from underground aquifers
  - Most windmills were self-governing meaning that they automatically turned to face changing wind directions and controlled their own speeds so that they weren’t destroyed during high winds.

- Railroads
  - Transcontinental Railroad
    - “Across the continent”
      - Trans-across
        - Transfer, transmit
      - Continental:
        - Continent
    - Massive building project that linked the Atlantic and Pacific Coast
    - The lifeline between the plains and the rest of the country
Technological Advancements and Innovations on the Great Plains
Windmill

Patent Drawing for an "Improvement In Windmills" by Thomas Van Devort, July 25, 1871; Invention Patent 117,488; Records of the Patent and Trademark Office; Record Group 241; National Archives.
Windmill
Dry Farming Technique
Cereal Grains
John Deere’s Steel Plow
Barbed Wire

UNITED STATES PATENT OFFICE

JOSPEH F. GLIDDEN, OF DE KALB, ILLINOIS.

IMPROVEMENT IN WIRE FENCES.

Specification forming part of Letters Patent No. 129,126, dated November 26, 1874; application filed October 27, 1873.

To all whom it may concern:

Be it known that I, JOSPEH F. GLIDDEN, of De Kalb, in the county of De Kalb and State of Illinois, have invented a new and valuable Improvement in Wire Fences; and that the following is a full, clear, and exact description of the construction and operation of the same, reference being had to the accompanying drawings, in which—

Figure 1 represents a side view of a section of fence exhibiting my invention. Fig. 2 is a sectional view, and Fig. 3 is a perspective view of the same.

This invention has relation to means for preventing cattle from breaking through wire fences; and it consists in combining, with the twisted fence wire, a short transverse wire, coiled or bent at its central portion about one of the wire strands of the fence, its free ends projecting in opposite directions, the other wire strand serving to bind the spurs firmly to its place, and in position, with its spur ends perpendicular to the direction of the fence wire, latter movement, as well as vibration, being prevented. It also consists in the construction and novel arrangement, in connection with such a twisted fence wire, and transverse wire, connected and arranged as above described, of a twisting key or head piece passing through the spurs and, carrying the ends of the fence wire, and serving, when the spurs become loose, to tighten the twist of the wire, and thereby render them rigid and firm in position.

In the accompanying drawings, the letter D designates the fence post, the twisted fence wire connecting the same being indicated by the letter C. E represents the twisting key, the shank of which passes through the fence post, and is provided at its end with an eye, A, to which the fence wire is attached. The other end of said key is provided with a transverse piece, B, which serves for its manipulation, and at the same time, shutting against the post, forms a shoulder or stop, which prevents the contraction of the wire from drawing the key through its perforation in said post.

The fence wire is composed of at least two strands, a and b, which are designed to be twisted together after the spur wire have been arranged in place.

The letter D indicates the spur wire. Each of these is formed of a short piece of wire, which is bent at its middle portion, and at K. Around one only of the wire strands, this strand being designated by the letter a. In forming this middle bend or coil several turns are taken in the wire, so that it will extend along the strand wire for a distance several times the breadth of its diameter, and thereby form a solid and substantial bearing head for the spur, which will effectively prevent them from vibrating laterally or being pushed down by cattle against the fence wire. Although these spur wires may be turned at once around the wire strand, it is preferred to form the central bend first, and then slip them on the wire strand, arranging them at suitable distances apart. The spur having then been arranged on one of the wire strands is fixed in position and place by approaching the other wire strands z on the side of the bend from which the spurs extended, and then twisting the two strands together by means of the wire key above mentioned, or otherwise. This operation locks each spur wire at its allotted place, and prevents it from moving from thereon in either direction. It clamps the head of the spur wire upon the wire a, thereby holding it against rotary vibration. Finally, the spur ends extending out between the strands on each side, and where the wires are more closely approximated in the twist, form shoulders or stops, a, which effectually prevent such rotation in either direction.

Should the spurs, from the twisting of the strands, become loose and easily removed from their bearings, a few turns of the twisting key will make them firm, besides straightening up the fence wire.

What I claim as my invention, and desire to secure by Letters Patent, is—

A twisted fence wire having the transverse spur wire D bent at its middle portion, and then shaped to receive the wire strands a of said fence wire, and clamped in position and place by the other wire strand, twisted upon its follow, substantially as specified.

JOSPEPH F. GLIDDEN.

Witnesees:

O. L. CHAPIN,
J. H. ELLIOTT.
Sod Houses
Transcontinental Railroad
Lesson Objective:
- Students will be able to identify:
  - the key points of the Pacific Railroad Act of 1862 and the completion of the Transcontinental Railroad.
  - the positive and negative impacts of the Transcontinental Railroad.

Activities:
- Part 1:
  - Watching the videos
    - Pass out the Transcontinental Railroad Video Handout. Students are to complete the handout while watching the videos.
    - Transcontinental Railroad Video Handout: Included
    - Show students the three History Channel mini-documentaries
      - http://www.history.com/topics/inventions/transcontinental-railroad
      - http://www.history.com/topics/inventions/transcontinental-railroad/videos/modern-marvels-evolution-of-railroads?m=528e394da93ae&s=undefined&f=1&free=false
    - Only watch the first 3 minutes of the second video.
    - http://www.history.com/topics/native-american-history/native-american-cultures/videos/american-buffalo
  - After watching all three videos, students can work with his or her neighbor to answer any questions that he or she may have missed.
  - Go over the answers and answer any additional questions that the students may have.
  - Collecting the handouts
    - Handouts are collected and placed into the “IN BOX” beside the teacher’s desk by the student whose Popsicle stick was drawn from the bucket.
- Part 2:
  - Grouping the students
    - Students are divided into pairs.
    - Teacher predetermines pairs so that a strong reader is paired with a less-strong reader.
  - Gathering information
    - Each pairing is given two copies of the condensed version of the Pacific Railroad Act of 1862 and two Pacific Railroad Act Questions Handouts for each to complete.
    - Condensed Act comes from:
    - Pacific Railroad Act Questions Handout: Included
    - Instruct students to answer the questions in complete sentences.
    - While students are working on the handout and reading, project an image of the finished Transcontinental Railroad map onto the Smartboard so that all students can see it.
  - Finishing
    - As pairs finish, student read the handout on Railroad Artifacts
      - Railroad Artifacts Handout: Included.
• Handouts are collected and placed into the “IN BOX” beside the teacher’s desk by the student whose Popsicle stick was drawn from the bucket.

• Assessment
  o Transcontinental Railroad Video Handouts are graded for completion and correct answers.
  o Pacific Railroad Act Questions Handouts are graded for correct answers and complete sentences.

• Lesson Content
  o Transcontinental Railroad
    ▪ Transcontinental Railroad was completed in 1869
    ▪ efficient and fast travel
    ▪ Allowed for transportation of supplies to build towns and cities
      • communication and economic advancement
        o expanded American economy
    ▪ government gave land grants to railroad companies
    ▪ used the land for tracks and sold to farmers
    ▪ 5,000 people needed to build it
      • most workers were Chinese, 4,500
        o Irish as well
  o Evolutions of Railroads
    ▪ steel wheels on steel rails
      • less effort to pull
    ▪ Union Pacific and Central Pacific railroads converged at Promontory Summit in Utah
  o Impact on Native Americans
    ▪ 30-60 million buffalo
      • traveled in gigantic herds
    ▪ People hunted bison from trains and left carcasses to rot
      • skinned for their hides and taken east
    ▪ General Sheridan advocated the hunting of buffalo
      • If you killed the buffalo, the Native Americans would have to surrender.
Transcontinental Railroad Video Questions

First Video

1. When was the Transcontinental Railroad completed?

2. What group of people built the majority of the railroad?

Second Video

3. What two railroad companies worked on the Transcontinental Railroad?

4. Where did the two companies meet to join the tracks?

5. How did the railroad transform the United States? List two ways.

Third Video

6. How did the railroad affect the American Buffalo population?

7. Who was General Sheridan?

8. What were two motivations behind the killing of the buffalo?
Pacific Railroad Act of 1862

July 1, 1862

(U. S. Statutes at Large, Vol. XII, p. 489 ff.)

An Act to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean. . . .

Be it enacted, That [names of corporators]; together with five commissioners to be appointed by the Secretary of the Interior... are hereby created and erected into a body corporate... by the name... of "The Union Pacific Railroad Company"... ; and the said corporation is hereby authorized and empowered to lay out, locate, construct, furnish, maintain and enjoy a continuous railroad and telegraph... from a point on the one hundredth meridian of longitude west from Greenwich, between the south margin of the valley of the Republican River and the north margin of the valley of the Platte River, to the western boundary of Nevada Territory, upon the route and terms hereinafter provided...

Sec. 2. That the right of way through the public lands be... granted to said company for the construction of said railroad and telegraph line; and the right... is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad when it may pass over the public lands, including all necessary grounds, for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn tables, and water stations. The United States shall extinguish as rapidly as may be the Indian titles to all lands falling under the operation of this act...

Sec. 3. That there be... granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road... Provided That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company...

Sec. 5. That for the purposes herein mentioned the Secretary of the Treasury shall... in accordance with the provisions of this act, issue to said company bonds of the United States of one thousand dollars each, payable in thirty years after date, paying six per centum per annum interest... to the amount of sixteen of said bonds per mile for each section of forty miles; and to secure the repayment to the United States... of the amount of said bonds... the issue of said bonds... shall ipso facto constitute a first mortgage on the whole line of the railroad and telegraph...
Sec. 9. That the Leavenworth, Pawnee and Western Railroad Company of Kansas are hereby authorized to construct a railroad and telegraph line... upon the same terms and conditions in all respects as are provided [for construction of the Union Pacific Railroad].... The Central Pacific Railroad Company of California are hereby authorized to construct a railroad and telegraph line from the Pacific coast... to the eastern boundaries of California, upon the same terms and conditions in all respects [as are provided for the Union Pacific Railroad].

Sec. 10 ...And the Central Pacific Railroad Company of California after completing its road across said State, is authorized to continue the construction of said railroad and telegraph through the Territories of the United States to the Missouri River... upon the terms and conditions provided in this act in relation to the Union Pacific Railroad Company, until said roads shall meet and connect...

Sec. 11. That for three hundred miles of said road most mountainous and difficult of construction, to wit: one hundred and fifty miles westerly from the eastern base of the Rocky Mountains, and one hundred and fifty miles eastwardly from the western base of the Sierra Nevada mountains... the bonds to be issued to aid in the construction thereof shall be treble the number per mile hereinbefore provided... and between the sections last named of one hundred and fifty miles each, the bonds to be issued to aid in the construction thereof shall be double the number per mile first mentioned...
Directions: Read the Pacific Railroad Act of 1862 and answer the following questions in complete sentences. Highlight the answers on the Pacific Railroad Act of 1862 Handout.

1. What date was the Act signed?
2. What was the purpose of the act?

3. Mark the route on the map below using the one projected on the Smartboard.

4. What area on the route will be the most difficult terrain to lay track? Why do you think so?
5. Why is the government paying for the building of telegraph poles alongside the tracks?

6. How much land on either side of the tracks is included as the right of way on public lands?

7. What, if anything, does the act say about Native Americans?

8. Under what terms is the Central Pacific Railroad Company of California allowed to build a railway heading east?

9. What is awarded to the company that completes the most miles of tracks? How do you think this would affect the speed that the tracks are completed?

10. How does the government plan to compensate the companies that are laying track over mountains?
Primary Sources

Railroad Artifacts

Background: Many artifacts remain from the building of the Transcontinental Railroad. Some of these artifacts were used to build the railroad. Others were a part of the railroad workers’ lives.

Chinese Coins

Chinese railroad workers brought these Chinese coins with them.

Why do you think immigrants from China brought coins with them?

Railroad workers used hand cars to travel the railroad tracks. Moving the hand car’s arm back and forth made its wheels turn.

Why do you think workers had to travel along the railroad while it was being built?
The price of a ticket to ride the Transcontinental Railroad ranged from $40 to $150.

Why do you think the railroad ticket is signed and stamped?

Lanterns provided light for railroad workers so they could work at nighttime.

How might the handle have made the lantern easier to use?

The telegraph allowed trains and stations to communicate with one another along the railroad.

How was it helpful to have a way of communication between trains and stations?
• Lesson Objective:
  o Students will be able to
    ▪ Identify the Homestead Act of 1862
    ▪ Describe the process of acquiring land through the Homestead Act

• Activities
  o Adding to the “Reasons for Westward Expansion” poster
    ▪ Write “Land ownership Opportunities” under “Technological advancements” on the “Reasons for Westward Expansion” poster board.
  o Part 1:
    ▪ Learning about the Homestead Act
      • Give each student a copy of the Homestead Act Graphically Organized Read Notes and a copy of About the Homestead Act
        o About the Homestead Act: Included
        o Homestead Act Graphically Organized Reading Notes: Included
      • Students are to individually fill in their graphic organizers with the information from About the Homestead Act.
      • When students finish they are to place their Homestead Act Graphic Organizer into their Social Studies three-ring binder and read quietly at their desk.
    ▪ Add to the word wall.
      • Define **Homesteaders**: term given to the people that claimed the land
      • Define **Homestead**: term for plot of land claimed
      • Define **Acre**: 43560 square feet of land. 8/10 the size of an American football field.
        o 160 acres is 128 football fields!
  o Part 2:
    ▪ Before writing the letter
      • Inform each student that they will be applying for a land grant from the Land Office. They will need to fill out an application and write a letter.
        o Show Land Grant Letter PowerPoint (Included)
          ▪ Explain the letter and application of Daniel Freeman
          ▪ Leave the last slide up to demonstrate the appropriate letter heading that each student should write at the top of the letter.
            • Slide also includes the topics that must be included in the letter
      • Tell students what information they are expected to include in their letters
        o Reason for moving west
          • Describe your fictional family where you are the head of household
        o Improvements you plan to make to the land
          ▪ Must include building a sod house
          ▪ Describe how you will build your house.
          ▪ Must include two other technologies that you will use on your land
        o Standard spelling and grammar, complete sentences, and punctuation will also be graded.
        o They may use their Climate Concerns and Solutions Chart from previous lesson
    ▪ Writing their letter
• Students are instructed to write a letter to the Land Office using the guidelines on the PowerPoint.
  o Students should put themselves into the role of a head of household in the 1860s.
• Encourage students to be as creative as they would like to be.
  ▪ Finishing
    • When students finish their letters, they may quietly pull one of the articles to read from the Westward Expansion activity station.
    • When all students are finished, draw a Popsicle stick to determine who will collect the papers and place them in the “IN BOX” next to the teacher’s desk.
  o Part 3: To be done during free time the next day.
  ▪ Getting their land grant
    • Students receive their graded letters and a My Homestead Handout.
      o My Homestead Handout: Included
    • Students are instructed to improve their land by drawing the improvements they claimed they would make in their letter.
      o They are to appropriately label the information.
      o They may also draw a picture of themselves, their families, and whatever else they would like to include that is relevant to the topic.
    • When students have finished, they receive their land patents.
      o Land Patent: Included
      o The teacher then staples both to the bulletin board or displays them in another appropriate way.

• Assessment
  o Homestead Act Handout
    ▪ During a free period, the teacher will grade the Homestead Act Handouts by have the students show her their Social Studies three-ring binder.
    • Handout is graded for completion
  o Homestead Letter
    ▪ Letters will be graded for content, including:
      • Reasons for moving west
      • A description of their family
      • A description of their sod house and how they built it
      • A description of two additional technologies they will use on their land to improve it.
    ▪ Letters will also be graded for standard spelling and grammar as well as complete sentences and punctuation.

• Lesson Contents
  o Land ownership
    ▪ Homestead Act of 1862
      • Government offered free land to encourage settlement beyond the Mississippi
      • Land given to any head of household who was 21 years of age or older
        o To get a land grant you had to apply for it at nearest Land Office by writing a letter.
          ▪ Letter included improvements you planned to make to the land over the next five years
          ▪ $10 filing fee to claim the land temporarily and $2 commission to the land agent.
        o After 5 years, two neighbors were required to vouch for the truth of his statements about the land’s improvements and sign the “proof document.”
This final form and a payment of $6 were submitted to the Land Office and the homesteader received the patent for the land, signed with the name of the current President of the United States.

- Land grants were for areas up to 160 acres (1 acre is the size of a football field!)
- After improving the land for five years and building the house the land became the farmer’s

Vocabulary:
- **Homesteaders**: term given to the people that claimed the land
- **Homestead**: term for plot of land claimed
- **Acre**: 43560 square feet of land. 8/10 the size of an American football field.
  - 160 acres is 128 football fields!
About the Homestead Act

A New Law

The Homestead Act was signed on May 20, 1862 by President Abraham Lincoln. Its purpose was to encourage new settlement on the Great Plains. Under the new law any United States Citizen and head-of-household over the age of 21 could get up to 160 acres of unoccupied land west of the Mississippi River and east of the Rocky Mountains. They could keep the land if they lived on the land for five years and made improvements to the land. These new settlers were called Homesteaders.

Applying for Land Ownership

Any US citizen over 21 could apply for a land grant at their local Land Office. Former slaves, immigrants, and women could even apply. Applicants must first write a letter asking for land and explaining the improvements they would make to their land over the next five years. They submitted their letter with a $10 payment to claim the land temporarily.

After five years of living on the land and making improvements, the homesteaders were able to apply for a land patent. For this they needed two neighbors how would vouch for the potential owners claims of improvements by signing a Proof Document. The homesteader then submitted this final document and a payment of $6. They then received a patent for the land which was signed with the name of the current President of the United States.
The Great Oklahoma Land Run of 1889

The Land Rush

Different areas of land were opened for homesteading at different times. This often created land rushes where people would race in to claim the best plots of land. People came on the new railroads and settled in different areas along the tracks. Over 270 million acres - 10% of the land of the United States - was claimed this way.

Problems Arise

Few laborers and farmers could afford to build a farm or acquire the necessary tools, seeds, and livestock. Most of the land went to spectators, cattlemen, miners, lumbermen, and railroads. Only 80% of the land went to homesteaders.

References:
Act of May 20, 1862 (Homestead Act), Public Law 37-64, 05/20/1862; Record Group 11; General Records of the United States Government; National Archives.
Application
No. 1

Homestead
Land Office
Brownville, Neb., January 1st, 1869

I, Daniel Freeman, of Gage County, Nebraska Territory, do hereby apply to enter under the provisions of the act of Congress approved May 20th, 1862, entitled an act to locate homesteads to actual settlers on the public domain the South half of Sec. 19, T. 36 N., R. 3 W., in Township 36 North, Range 3 West containing 160 acres, having filed my Declaration of Location hereto on the eighth day of September, 1868.

Daniel Freeman

Land office at:
Brownville, Neb., January 1st, 1869

I, Richard G. Barret, Register of the Land office do hereby certify that the above application is for homestead lands of the class which the applicant is legally entitled to locate under the Homestead act of May 20th, 1862 and that there is no prior valid adverse claim to the same.

Richard G. Barret
Register
PROOF REQUIRED UNDER HOMESTEAD ACTS MAY 20, 1862, AND JUNE 21, 1866.

WE, Joseph Graff and Daniel Kipstrick, do solemnly swear that we have known Daniel Kipstrick for over five years last past; that he is the head of a family consisting of wife and two children, and is a citizen of the United States; that he is an inhabitant of the State of New York, and that he resided in section No. 26 in Township No. 41 of Range No. 5 E and that no other person resided upon the said land entitled to the right of Homestead or Pre-emption.

That the said Daniel Kipstrick entered upon and made settlement on said land on the 1st day of January, 1863, and has built a house thereon, and has lived in the said house and made it his exclusive home from the 1st day of January, 1863, to the present time, and that he has since said settlement ploughed, fenced, and cultivated about 36 acres of said land, and has made the following improvements thereon, to wit: built a stable, a shed and 100 feet long corn crib, and has 40 apple and about 100 peach trees set out.

Samuel Kipstrick.

I, Henry W. Atkinson, 1st Reg. do hereby certify that the above affidavit was taken and subscribed before me this 30th day of January, 1865.

Henry W. Atkinson, Reg. 1st.

We certify that Joseph Graff and Daniel Kipstrick, whose names are subscribed to the foregoing affidavit, are persons of respectability.

Henry W. Atkinson, Register.

Josh. Cason, Receiver.
HOMESTEAD.
Land Office at Brownville, Okt.
January 20, 1868.

CERTIFICATE,
No. 1

APPLICATION,
No. 1

It is hereby certified, That pursuant to the provisions of the act of Congress, approved May 20, 1862, entitled “An act to secure homesteads to actual settlers on the public domain,”

Daniel Trimman
made payment in full for Sec. 26, T. 36 N., R. 44 W., containing 160 acres.

Now, therefore, be it known, That on presentation of this Certificate to the COMMISSIONER OF THE GENERAL LAND OFFICE, the said Daniel

shall be entitled to a Patent for the Tract of Land above described.

Henry M. Athinum
Register.
Homestead Land Office
Mrs. Britt’s Classroom
October 20\textsuperscript{th}, 1863

I, \{your name\} of \{where you are from\}, do hereby apply to enter under the provision of the Act of Congress approved May 20\textsuperscript{th} 1862.

What to include in your letter:
• Why are you moving west?
• Describe your family. You are the head of household
• Improvements you plan to make to the land.
  • Must include how you will build your home.
  • Must include two other technologies that you will use on your land.
    • Use your Climate Concerns and Solutions Chart!
Use standard spellings, compete sentences, and proper punctuation.

When you have finished, proofread your letter.

Pull an article from the Westward Expansion Station and read quietly at your desk.
CERTIFICATE,

HOMESTEAD. Mrs. Britt’s Room
Land Office at October 20th 1868

No.

It is hereby certified, That pursuant to the provisions of the act of Congress, approved May 20, 1962, entitled “An act to secure homesteads to actual settlers on the public domain,”

______________________________________________________

________________ has made payment in full for ________________________________________ of section ____________________________________________ in Township_______________________________ of Range__________________________ containing 160 acres.

Now, therefore, be it known, That on presentation of this Certificate to the COMMISSIONER OF THE GENERAL LAND OFFICE, the said
Lesson Objective
- Students will be able to
  - describe the characteristics of settlers living in mining towns and on the plains.
  - use technology to research information.

Activities:
- Part 1
  - Grouping students
    - Divide students into pairs by drawing two Popsicle sticks.
  - Explaining the Activity
    - Inform students that they will make a travel brochure on either life in a mining town or life on the open range as a cattleman between the years of 1860 and 1890. Their goal will be to write a realistic depiction on one of these lifestyles but to also convince others to move west.
    - In pairs, they will be doing research in the computer lab to find information on their different lifestyles. They are to also use their textbooks.
    - They will use the brochure template available on readwritethink.org
    - Must be included in the brochure
      - a decorative cover and pictures
      - basic lifestyle
        - including roles of men and women
        - including different races as well (White, Black, Chinese, Mexican, etc.)
      - why someone would want to live there
    - To make things easier, they will have several links to choose from that have been predetermined by the teacher.
  - Assigning Roles
    - One member of each pair will draw a slip of paper that tells them their location (frontier or mining town) It also contains key words for them to look for while conducting their research
      - Frontier Life:
        - cattleman, ranchers, homesteaders, Exodusters, cattle drive,
      - Mining Town
        - gold rush, prospectors, miners,
- Part 2:
  - Research
    - In the computer lab, pairs will sit beside each other but each has their own computers.
    - As they read the articles and links provided, they are to take notes of things they feel are important.
    - Have each student create a file on the computer with their name.
      - demonstrate to students how to save pictures to their file so that they can use them when creating their brochure
  - Links available to students
    - Mining Towns
      - http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/history2.html
o Frontier Life
  ▪ http://www.texasalmanac.com/topics/agriculture/cattle-drives-started-earnest-after-civil-war
  ▪ http://www.loc.gov/exhibits/african/afam009.html#obj7
  ▪ http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/west/justice.html
  ▪ http://www.ducksters.com/history/westward_expansion/cowboys.php

  o Can be used for both locations: Inform students that the following links contain information that is useful to both types of lifestyles. It is up to them to skim through the articles to find the information that pertains to them.
  ▪ http://faculty.chass.ncsu.edu/slatta/cowboys/essays/front_life2.htm
  ▪ http://fee.org/the_freeman/detail/miners-vigilantes-and-cattlemen-property-rights-on-the-western-frontier
  ▪ http://www.kshs.org/kansapedia/old-west/14482
  ▪ http://www.kansasmemory.org/item/702

  ▪ Narrowing down information
    ▪ Pairs are to compare what they found and decide what they should put in their brochure. This includes deciding on pictures to use.
    ▪ Each pair should decide how they will divide the information into different sections
  ▪ Creating their brochures
    ▪ Pairs will now pick a template and insert their information and pictures.
      ▪ They need to use complete sentences, standard spelling and punctuation.
    ▪ When they have finished, they are to print out three copies of their final products.

  o Part 3:
    ▪ Presenting to the class:
      ▪ Each pair will present their information to the class.
    ▪ When all have presented, each pair will keep two copies of their brochure and place the third copy into a brochure box at the Westward Expansion activity station.
    ▪ Add three new reasons to the “Reasons for Westward Expansion” poster board
      ▪ Adventure
      ▪ Possible wealth
      ▪ New lives for former slaves

  • Assessment
    ▪ Brochures will be graded for content
      ▪ Basic lifestyle
        ▪ Including roles of men and women
        ▪ Including different races as well (White, Black, Chinese, Mexican, etc.)
      ▪ Reasons for living in that area
      ▪ Creativity
      ▪ Standard spelling, punctuation, and complete sentences.

  • Lesson Content
    ▪ Possible wealth created by the discovery of gold and silver
      ▪ Mining Boom
        ▪ The California gold rush began in 1849.
• Between 1862 and 1868, other finds in the West added to its boom
  o **Boom**: time of fast economic or population growth
• When prospectors discovered valuable minerals, they claimed the land and set up camps.
  o **Prospectors**: people searching for gold, silver, or other minerals
• Camps grew into towns.
  o Towns were lawless because they didn’t have a sheriff.
  o Governments were later set up and people built schools, hospitals, and churches
• When there was no longer any silver, gold, or other minerals, miners left. This economic decline,
  or **bust**, left the towns lifeless.
  o **Ghost Towns**: abandoned mining towns

  o **Adventure**
    • **Cattle Ranchers**
    • After the civil war, cities in the east grew and the demand for beef rose.
    • **Cattle Trails**
      o Long drives: a trip made by ranchers to lead cattle to market or to railroads
        ▪ between 1867 and 1890, ranchers drove about 10 million head of cattle north to the railroads
      o The cattle were loaded into railroad cards and sent to Chicago, where they were prepared for market.
        ▪ Meat was sent in refrigerated cars to markets in the east
    • **Cowhands**
      o Ranchers needed people to deliver their herds safely.
        ▪ American cowhands learned their skills from Mexican cowhands called vaqueros.
      o The role attracted many former slaves such as Nat Love.

  o **New beginning for former enslaved African Americans**
    • Lands of the west offered chances for black men and women to build new lives.
    • More than 40,000 African Americans headed west.
    • **Exodusters**: They started all black frontier towns which grew to into villages.
Lesson Objective
- Student will be able to identify three Native American Leaders who resisted white, American settlement in the West: Chief Joseph, Sitting Bull, and Geronimo.

Activities
- Part 1
  - Dividing the students
    - Students will be divided into six groups of four students by counting off by six.
      - Two groups will be assigned to become experts on Chief Joseph, two groups will be experts on Sitting Bull, and two groups will be experts on Geronimo.
      - Desks will already be arranged into six pods with four desks each.
        - Students will move to the pods with their group.
        - Each pod will have one poster paper, markers, and four copies of the biography of one of the Native American leaders.
          - Thunder Rolling Down the Mountain: Chief Joseph of the Nez Perce: Included
          - Sitting Bull, the Lakota Warrior and Chief; Included
          - Geronimo: A Brave Apache Leader: Included
  - Add to the word wall
    - Define **Reservation:**
      - an area of land set aside by the government for use only by Native Americans
    - Define **Treaty**
      - an agreement between countries or groups of people.
  - Gathering important information
    - Each student will read the biography and highlight the information that they feel is important. When all group members have finished, they will discuss as a group which information they will include on their poster board.
      - They should make an outline with five main topics with at least two pieces of addition information for each.
  - Creating their poster
    - Next they will make their poster board. The groups can decorate their posters however they would like but the poster must be in the form of a sunshine graphic organizer
      - Project the sample graphic organizer for students to use as a guide.
        - Blank Sunshine Graphic Organizer: Included
    - Encourage students to draw pictures. They must draw a picture of the Native American leaders in the center of the organizer.
      - The organizer must include the five main topic rays and two subtopic rays from each main topic ray.
  - Finishing-up
    - As groups finish, they should edit their posters for spelling and grammar and discuss who will say which part of their poster when they present to the class.
  - Presenting to the class
    - Each group will stand in front of the class and present their poster boards as well as answer any questions that other students may have.
    - After presenting, the posters will be displayed around the classroom
Part 2

- **Gallery Walk**
  - Each student will be given four blank organizers. As groups, they will travel around and fill in each organizer for the four Native American leaders
    - *Blank Sunshine Graphic Organizer: Included*
      - Only one group is allowed at each poster at a time.
  - Because there will be two posters for each leader, students will be responsible for including all the information from both posters.
    - They should not duplicate the information
  - They should also fill in a graphic organizer for the leader that they did as well.

- **Wrap-up**
  - After all groups have finished their graphic organizers, they will place the organizers into their three-ring Social Studies binder.

- **Assessment**
  - **Group Grade**
    - Groups will be graded by the neatness of their poster and if they included the 5 main topics, and 10 subtopics (two subtopics per topic)
  - **Individual Grade**
    - During Reading groups (or some other time that is free) the teacher will ask to see the four graphic organizers in each student’s Social Studies Binders.
    - Teacher will grade for completion.

- **Lesson Content**
  - **Opposition by American Indians**
    - **Sitting Bull:**
      - Lakota Warrior. Lakota Sioux Tribe
        - known as Slow
      - 1863, Fought against Americans in hopes of scaring them off
      - 1868, Lakota people signed a treaty to keep their land but Sitting Bull would not agree
      - 1869, Sitting Bull became supreme chief of the Lakota Sioux Nation.
      - 1874, Gold prospectors in the Black Hills of the Dakotas created tension between the settlers and the Lakota people. Despite a treaty, the US government tried to push the Lakota onto a reservation. Sitting Bull refused to go
      - March of 1876:
        - Troops swarmed the area. Sitting Bull gathered Lakota, Cheyenne, and Arapaho warriors to his camp on Rosebud Creek in the Montana Territory.
        - Sitting Bull led a sun dance, prayed to the Great Spirit, and shared a vision of white soldiers falling from the sky.
        - This inspired an Oglala Lakota war chief, Crazy Horse, to battle the US troops and score a huge victory for the American Indians.
    - **The Battle of Little Bighorn**
      - Sitting Bull, Crazy Horse, and their warriors moved their camp to Little Bighorn River. They were joined by 3,000 more Indians
      - On June 25, 1876, they were attacked by US Calvary led by General Custard. The troops were outnumbered and defeated
• For four years, Sitting Bull led his warriors across the plains and avoided capture.
  o Without any buffalo for food, he was forced to surrender in order to save his people.
• He lived on a reservation with dignity and pride but his power over his people was not forgotten by the US government
• On December 15, 1890, he was arrested. A fight broke out between his followers and the US police. Sitting Bull was shot and killed along with several of his supporters.

### Geronimo
• Apache leader
  o Southwest Arizona and New Mexico
• 1876, US government forced an Apache group from their home to a reservation in Arizona
  o Arizona was a barren wasteland, no crops could grow and there was little water
• Apaches revolted and fled to Mexico
• Geronimo wanted to avenge the murder of his wife and children, led the revolt and raids on white soldiers
• He avoided capture for two years, surrendered but escaped and was caught again 5 months later.
• He was sentenced to five years of hard labor in Florida.
• Later became a celebrity because of his bravery and met President Theodore Roosevelt.
• His name is synonymous with bravery

### Chief Joseph
• Nez Perce leader
  o Fertile Wallowa Valley in Oregon
    ▪ Reservation, lived her for 20 years
• White settlers wanted to settle in Oregon because of its fertile soils.
• Known as Thunder Rolling Down the Mountain
• He tried to defend his lands
• The federal government tried to forcibly relocate the Nez Perce to a small reservation.
  o give up 90%
  o Most of the tribe accepted the new treaty
• Chief Joseph gathered his warriors and 400 women and children and stayed on the land.
  o wanted to defend the lands because of a promise made to his father to never sell the burial grounds
• Several young natives killed white settlers. Fearing retaliation, Chief Joseph and his people fled towards Canada.
  o evaded the Americans settlers for nearly 6 months
• In late 1877, troops captured the Nez Perce after a five-day battle in freezing temperatures.
  o trapped, outnumbered, cold, tired, and hungry
• After their surrender, the Nez Perce were transported on unheated trains to a prisoner-of-war-cap in Kansas and then to a reservation in Oklahoma.
  o “I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever.” Chief Joseph
  o Many died because of poor sanitation, smallpox, and despair.
• After ten years, they were returned to Idaho.
Native American Leaders:

**Thunder Rolling Down the Mountain:**

Chief Joseph of the Nez Perce

For 20 years, the nation had lived peacefully on their reservation. When white settlers discovered how fertile the Wallowa Valley was, the Nez Perce were asked to relinquish 90% of their land, and move to a smaller reservation.

Most of the tribe accepted the new treaty and moved into the smaller reservation. But others, like Chief Joseph, protested. His father had made him promise that he would never sell the bones of their elders that were buried on the land.

Chief Joseph, known as “Thunder Rolling Down the Mountain,” and his followers tried to remain on the land. Soon, even Chief Joseph realized that further resistance would only harm his tribe even more. He began making plans to reunite his people in the reservation. Against his wishes, several young Native American men attacked and killed white settlers one night.

Chief Joseph knew the young warriors had just provoked the U.S. army into a war he could not win. He hoped to avoid further bloodshed. Chief Joseph decided that he would flee the country, along with 800 followers of warriors, women, and children. But the U.S. was not content to let them escape into Canada.
The Nez Perce fought off and evaded the Americans for nearly six months. Then, in December of 1877, just days from the Canadian border, they fought for five days in freezing temperatures. They were trapped, outnumbered, cold, tired and hungry. Chief Joseph told his surviving warriors he was ready to surrender, saying, “I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever.”

After the surrender, the Nez Perce were transported on unheated trains to a prisoner-of-war camp in Kansas before being moved to a reservation in Oklahoma. Many died because of poor sanitation, and smallpox. After ten years, the Nez Perce were allowed to return to Idaho.

References
Native American Leaders:

**Sitting Bull, the Lakota Warrior and Chief**

Sitting Bull, known as Slow when he was younger, was born into the Lakota Sioux tribe in South Dakota. As Sitting Bull grew older, white men from the United States began to enter his people's land. More and more of them came each year. Sitting Bull became a leader among his people and was famous for his bravery. He hoped for peace with the white man, but they would not leave his land.

Around 1863, Sitting Bull began to take up arms against the Americans. He hoped to scare them off, but they kept returning. In 1868, the Lakota people signed a treaty to keep their land but Sitting Bull did not agree. By 1869, he was considered the Supreme Chief of the Lakota Sioux Nation.

In 1874, gold prospectors in the Black Hills of the Dakotas created tension between settlers and Indians. Despite the treaty, the US government tried to push the Lakota onto a reservation. Chief Sitting Bull refused to go. In March of 1876, US troops swarmed the area. Sitting Bull gathered Lakota, Cheyenne, and Arapaho warriors to his camp on Rosebud Creek in the Montana Territory.

He led them in a sun dance, prayed to the Great Spirit, and shared a vision of white soldiers falling from the sky. Sitting Bull’s vision inspired an Oglala Lakota war chief, Crazy Horse, to battle the US troops. Crazy Horse scored a huge victory for the American Indians.
Sitting Bull, Crazy Horse, and their warriors moved their camp to Little Bighorn River. They were soon joined by 3,000 of their fellow Native Americans from neighboring tribes. On June 25, 1876, they were attacked by US Calvary led by General Custard. The troops were outnumbered by the numerous Indian warriors and they were defeated. This battle is known as the Battle of Little Bighorn.

For four years, Sitting Bull led his warriors across the plains and avoided capture. He and his followers struggled to find food because the buffalo herds had been decimated. He was forced to surround in order to save his people. Sitting Bull lived on a reservation with dignity and pride but his power of influence over his people was not forgotten. On December 17, 1890, he was arrested. A fight broke out between his supporters and police officers. Sitting Bull was shot along with several of his followers.

-----------------------------

References

Native American Leaders:

1 kill, destroy, or remove a large percentage or part of.
Geronimo: A Brave Apache Leader

Geronimo was an Apache religious and military leader born in the No-Doyohn near present day Arizona. His Apache name was Goyahkla, or One Who Yawns. He achieved a reputation as a spiritual leader and tenacious fighter against those who threatened his people's ways of life. Later he was called Geronimo, Spanish for Jerome.

The Apache routinely raided their neighbors for supplies and food. In response the Mexican government placed a bounty on Apache scalps. Around 1850, Geronimo married a woman name Alope and had three children together. While out on a trading trip, Mexican soldiers attacked his camp. Geronimo returned to find his mother, wife, and three children all dead. Devastated, Geronimo gathered a force of 200 men and fight back against the Mexicans. After the U.S. Mexican War ended, settlers began entering the Southwest. Once again, the Apache way of life was threatened.

During the Apache wars Geronimo fought alongside Cochise and other tribe leaders. Their guerrilla²-like raids and attacks forced the United States to negotiate treaties that confined Geronimo and his band to the San Carlos Reservation in the 1870s. Finding reservation life unacceptable, Geronimo escaped and resumed his raiding activities in Mexico and in the United States. Several U.S. army generals pursued the Apache leader for the next several years. Geronimo finally surrendered in September 1886.

---

² Guerilla Warfare: the use of ambush tactics by small, mobile groups of people.
As prisoners of war Geronimo and his followers were exiled\(^3\), being sent first to Florida, then to Alabama, and finally to Fort Sill, Oklahoma Territory, in 1894. Still highly regarded as a leader by his people, Geronimo engaged in farming at Fort Sill. His fame grew, and he appeared at national events such as the 1898 Trans-Mississippi and International Exposition in Omaha, the 1901 Pan-American Exposition in Buffalo, and the 1904 Louisiana Purchase Exposition in St. Louis. In 1905 he rode in President Theodore Roosevelt's inauguration parade. Geronimo received money for his appearances at such events and even sold autographed pictures of himself and other signed items.

Despite his fame, Geronimo failed to convince the federal government to allow his people to return to their Arizona homeland. He died at Fort Sill on February 17, 1909, and was buried in the fort's Apache cemetery. Geronimo’s name is now synonymous with bravery.

\(^3\) to be banished from one’s native land.

References:
Lesson Topic: Impact on Native Americans Part 2
Grade: 6

- **Lesson Objective**
  - Students will be able to
    - Define the causes and the effects of the Battle of Wounded Knee
    - interpret different points of view
    - recognize Native American stereotypes

- **Activities**
  - **Part 1:**
    - Students will view the short Brain Pop video called the “Massacre at Wounded Knee”.
    - Completing the 5 W’s chart
      - Each student will be given a 5 W’s chart to complete while watching the video
        - 5 W’s of the Battle at Wounded Knee Handout: Included
    - After watching the video:
      - Students can pair/share with their neighbor. They can share the information that they wrote down from the video and write down what their partner has as well.
    - Collecting the papers
      - When all students are finished, draw a Popsicle stick to determine who will collect the papers and place them in the “IN BOX” next to the teacher’s desk.
    - Define **Assimilation**:
      - The process of absorbing one cultural group into another.
      - Native Americans were thought to be uncivilized
      - The US attempted to force Natives to adopt the American customs and traditions and join the majority society.
        - wear Euro-American attire, attend schools, and work jobs.
  - **Part 2:**
    - Native American Stereotypes
      - Show the PowerPoint on *Native American Stereotypes (Included)*
        - Inform students that these images are not all from the late 1800s. They are from over the last hundred or so years.
        - For each picture, ask students
          - What do you see in the picture?
          - What do you think about it?
            - Is it wrong? Why or why not?
          - Why do you think they were drawn this way?
            - Who is the audience?
        - Ask for students to volunteer. If there are no volunteers, draw Popsicle sticks.
          - All students should speak at least one time.
  - **Part 3**
    - Writing Prompt
      - Project the writing prompt onto the board (last slide of the *Native American Stereotypes PowerPoint*).
        - From the Indian Wars to the 1960s. Native Americans often saw themselves stereotyped as mindless, bloodthirsty savages in American popular culture (e.g. newspaper articles, films, cartoons, books). Was the depiction imbalanced or unfair? Why or why not?
• Students should write at least two paragraphs (five sentences each) on a blank sheet of loose-leaf paper
  o Standard spelling and grammar
  o Complete sentences and punctuation.

  ▪ Finishing up
  • When students finish, they are to re-read their reflections and place them in the “IN BOX” beside the teacher’s desk. They are to return to their seats and read quietly until all are finished.

• Assessment:
  o 5 W’s Chart
    ▪ Charts will be graded for completion
  o Writing Prompt
    ▪ Papers will be graded for length, standard spelling and grammar, complete sentences and punctuation, and development of ideas.

• Lesson Content
  o Wounded Knee
    ▪ Occurred Dec 29 1890
  o Lakota Sioux people
    ▪ Bison hunters from the northern plains
      • Bison was hunted to almost extinction by 1890
  o Assimilation:
    ▪ Told to farm on the poor reservation soil but they were traditionally hunters
      • Government refused to supply them with extra food.
        o Many began to starve
  o Ghost Dance
    ▪ Believers painted their bodies, danced in a big circle, and sang sacred hymns
    ▪ Envisioned a renewed world
      • All people lived in harmony.
      ▪ Believed that the ghost dance would help make this a reality
      ▪ For Indians alone. All white men would be buried beneath the soil
      ▪ Wore ghost shirts that believed were bulletproof
  o Government agents on the reservations began to get nervous
    ▪ Thought the new religious movement would led to a revolt by the natives
    ▪ Thousands of soldiers were sent to South Dakota
    ▪ Arrested the Indian leaders they believed were behind the movement
  o Big Foot: leader
    ▪ Leading a group of people to another reservation in hopes of finding food
    ▪ Soldiers ordered the group to make a temporary camp near Wounded Knee Creek
  o Yellow Bird urged them to resist saying that their ghost shirts would protect them
    ▪ A fight broke out and one of the Indian’s guns went off
    ▪ Soldiers opened fire
      • 300 Indians died including Big Foot
      • Soldiers were never punished
# The 5 W’s of the Wounded Knee Massacre

**Directions:** While watching the BrainPop video of the Wounded Knee Massacre, fill in the box below the question with details that answer the five W questions. After the video, draw a picture to support your answer and answer the finally question.

<table>
<thead>
<tr>
<th><strong>WHAT</strong> happened?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHEN</strong> did it happen?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHERE</strong> did it happen?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHO</strong> was there?</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHY</strong> did it happen?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Finally, do you think anything could have been done to prevent this tragedy? Explain your answer.
Sample Assessment Questions

Multiple Choice (2 points)

Directions: Read each questions carefully, then chose the best answer by writing the letter of that answer on the blank.

_____ 1. The Homestead Act of 1962
   A. granted citizenship to all Native Americans.
   B. offered free land to all citizens 21 years of age or older.
   C. gave every land-owning citizen twenty-five free cattle.
   D. planned for the construction of the transcontinental railroad.

   2. Which of the following groups of people built the majority of the Transcontinental Railroad?
      A. White Settlers
      B. Native Americans
      C. Mexicans
      D. Chinese

True or False Questions (2 points)

Directions: Read each statement carefully. Write TRUE in the space if the statement is correct. Write FALSE in the space if the statement is incorrect.

_____ 3. Sod houses are made from dirt bricks and layers of soil.

_____ 4. The Great Plains are very wet and humid.
Matching Questions (2 points)

Directions: Read each statement in column A carefully, then choose the answer in column B that best matches the statement. Write the letter of the answer in the blank. Answers will only be used once. There will be one answer left over.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ 5. This Native American leader fought in the Battle of Little Bighorn</td>
<td>A. Barbed Wire</td>
</tr>
<tr>
<td>___ 6. This invention allowed for settlers to dig through the tough soil of the Great Plains.</td>
<td>B. Exodusters</td>
</tr>
<tr>
<td>___ 7. This Native American leader tried to flee with his people to Canada.</td>
<td>C. Steel Plow</td>
</tr>
<tr>
<td>___ 8. This Native American leader became a celebrity and even met President Theodore Roosevelt</td>
<td>D. Sitting Bull</td>
</tr>
<tr>
<td>___ 9. This was the term for former slaves who moved to the west for a new start.</td>
<td>E. Geronimo</td>
</tr>
<tr>
<td>___ 10. This invention kept buffalo from completing their migration to the southern plains.</td>
<td>F. Cowhands</td>
</tr>
</tbody>
</table>

Fill in the Blank Questions (3 points)

Directions: Read each definition carefully. Write the correct vocabulary word in the blank.

11. Native Americans on the Great Plains performed this religious ceremony. ______________________________

12. Native Americans were forced to live on this plot of land provided by the government. ______________________________

The textbook provides many good sections on the different lifestyles that arose from westward expansion: mining town, homesteaders, and cattle drivers. I would it as supplementary to students conducting their own research on the various ways of life. There is also an entire lesson dedicated to the Transcontinental Railroad. A class could do several graphically organized reading notes using the information. There is a great section on Railroad Artifacts that students would find extremely interesting. Many of the artifacts could probably be found online for purchase. They could be brought in for students to examine. For example, the telegraph could be shown to the class and students could do a material culture activity. Unfortunately, the text provides almost no mention of freed slaves and their role in the development of the western United States.


The textbook contains several inaccuracies and I tried my best to fact check the information that I did use from it. It provides some useful information on the inventions and innovations of the times period as well as on Apache warrior, Geronimo. The book really does not have much text and instead uses many great pictures. I would not use this as a textbook for students to use in my classroom but I would like for students to flip through the pages and look at different photos, drawings, paintings, and primary source documents found in the book. The book gave me several good ideas for instruction and activities because of its use of primary source documents. It can be overwhelming searching NARA and LOC for different pictures and documents. The text allowed me to narrow down my keywords. It is because of this book that I found different posters and signs from the time period as well as the Land Patent application and letter from Daniel Freeman.


The NARA record contains the history of barbed wire and its uses in western society. It also talks about the problems that barbed wire caused from both cattle drivers and Native Americans. Along with a history of the product, it also provides the patent application for barbed wire submitted by Joseph Glidden, including hand-drawn pictures and the official record from the patent and trademark office. There are several good activities that could be used to teach and solidify ideas. Students could be asked to invent their own new product or an enhancement on an existing one. They could then draw out their invention and fill out a patent application. This activity could be altered to have students only make fencing that could be used in a specific environment or for a specific purpose. If the resources are available, the teacher could bring in several different types of barbed wire. Students could compare the different types and determine which one they think would be the most successful in keeping cattle in and other animals out.

The article gives a detailed and accurate description of the life of Chief Joseph of the Nez Perce from his early beginnings to his flight to Canada in an attempt to save his people from reservations. It provides a bit more information on his early life than that of the later part that a six grade class would be focusing on. The language is simple enough that many students of this age would be able to read it. The article is fairly long therefore I would condense it into a smaller section to read that is more focused on the ideas that I would like for students to be aware of. There are several uses to this article. One is to use it with information about the other influential Native American leaders of the time such as I did in Lesson 6 of the unit. Another activity would be to provided guided reading questions or a graphically organized reading notes handout that students could fill in while reading either the article or as a whole or the rewritten version that I would provide them.


The article tells of the life of Chief Sitting Bull of the Lakota Sioux Indians. There is a substantial amount of focus placed on the years of his life after the Battle of Little Bighorn as well as on the backlash in public opinion. It also provides information on the events of his later life such as riding in the Buffalo Bill’s Wild West show and refusing to assimilate into white society. Again, the article is fairly long and contains information that is not essential to the students’ understanding of the subject. Therefore, I would condense it and simplify the language so that it would be easier and less tiresome for students to read. As with the article on Chief Joseph, this article could be used in a similar way. Students could also write their own biographies of Sitting Bull using this resource as well as others. The article shows many examples of cause and effect that students could be asked to recognize or explain.


The National Park Service provides a detailed history of the Homestead Act as well as of the application process. The filing process even includes the price of filing fees. In neither one of the textbooks did I see how the land was actually distributed or applied for. It was from this information that I planned the Homestead Letter Writing activity. Students would also find it interesting that, a little over one hundred years ago, one could receive 160 acres of land for fewer than twenty dollars.


I found it difficult to find historically accurate information on the legendary Apache warrior, Geronimo. This may be because he was so legendary that inaccurate information and rumors were passed off as fact. The Oklahoma Historical Society contained the most reliable information about the man that was Geronimo. I would not give this article out to students to read because it does not contain enough relevant information. Instead, I would combine pieces of this article with information from other sources, such as textbooks. I would use this information in similar ways to how I used the other articles on Native American leaders. A jigsaw or poster project would be useful in teaching about the three leaders.