

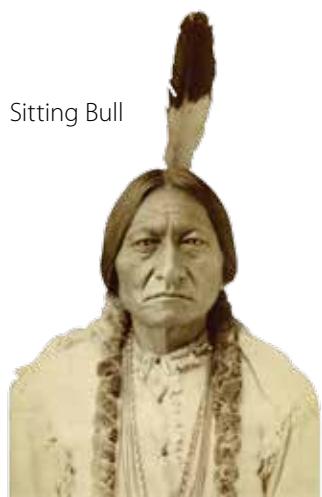


Core Knowledge®

HISTORY AND GEOGRAPHY

Native Americans and Westward Expansion: Cultures and Conflicts

Sitting Bull



Teacher Guide

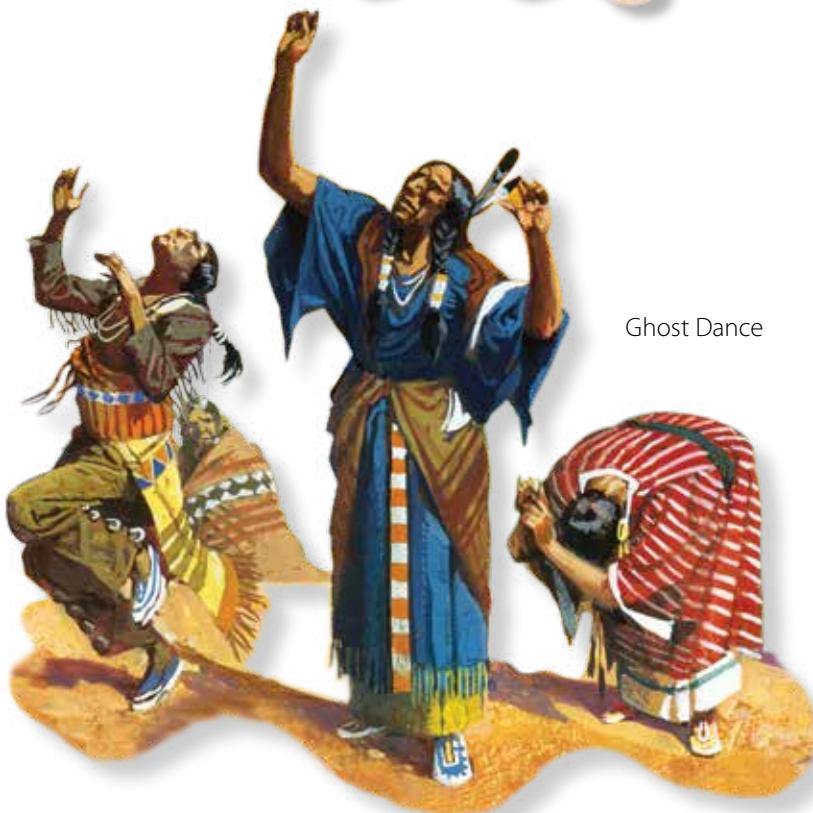
Cowboy

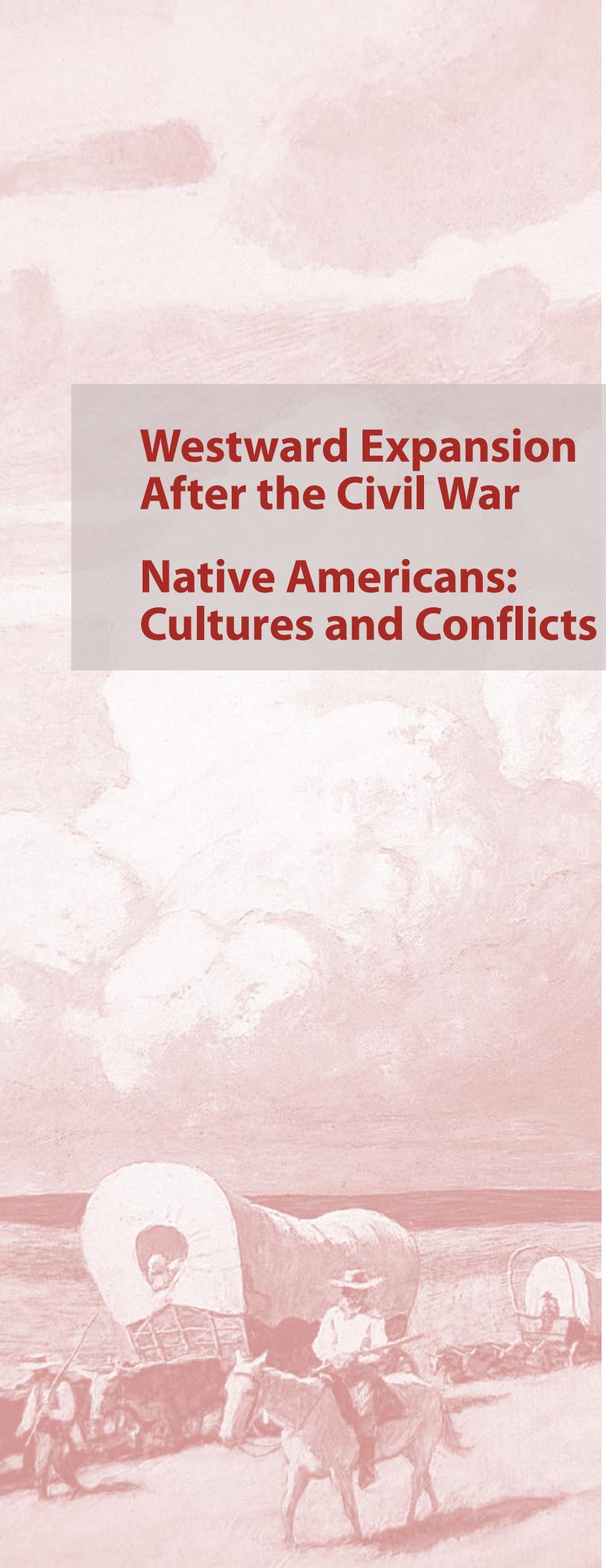


Transcontinental Railroad



Ghost Dance



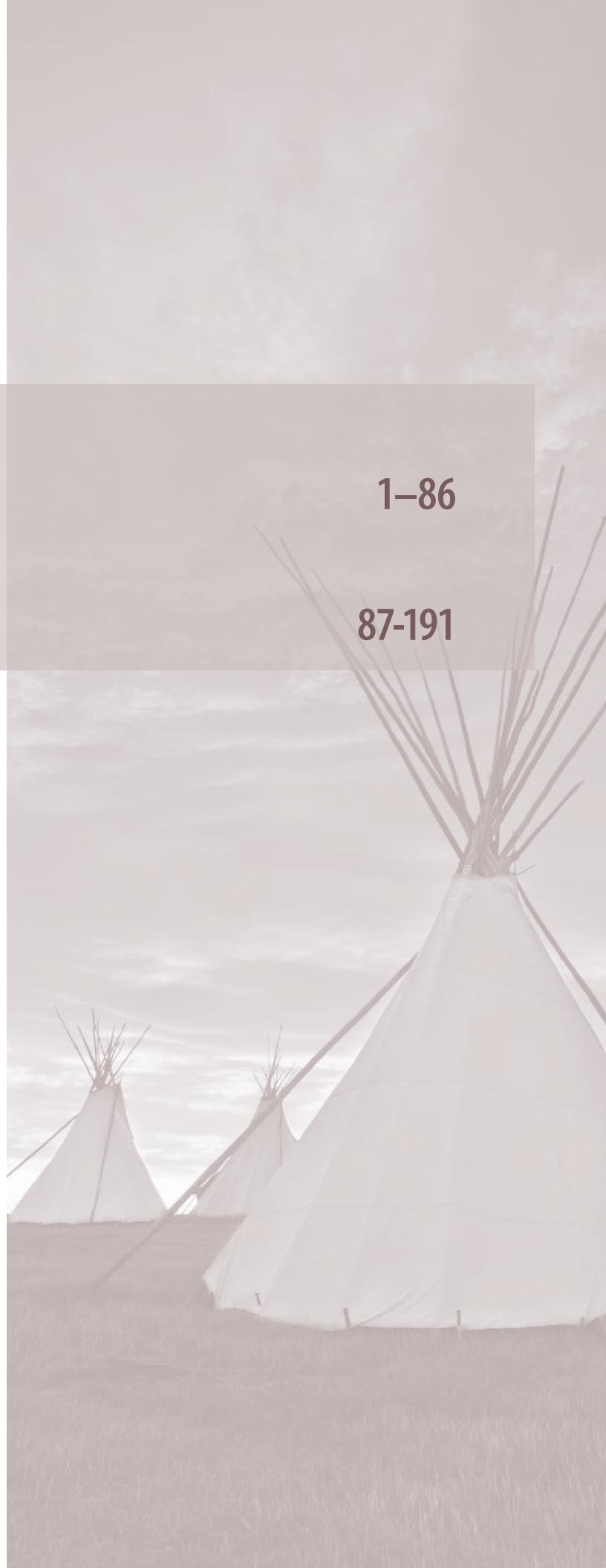


Westward Expansion After the Civil War

Native Americans: Cultures and Conflicts

1–86

87–191



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Westward Expansion After the Civil War

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Westward Expansion After the Civil War

Teacher Guide

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

Throughout the 1800s, Americans continued to move west, displacing Native Americans who were already living there and settling these lands themselves.

In the post-Civil War period, every region in the United States saw growth in new settlements. Discoveries of gold and silver drew thousands to the West. While few individuals became rich from the precious metal, communities grew rapidly to supply the needs of the miners. Some boomtowns became ghost towns after the gold and silver were extracted, but others did not.

Transcontinental railroads also helped settle the West—both by providing transportation for people and goods and by attracting buyers for railroad-owned lands. With the railroads available for transporting agricultural products to markets in the East, ranches and farms sprouted on the plains.

In 1867, the United States gained its final portion of the North American continent when it bought Alaska from Russia. This purchase provided the nation with a vast territory teeming with wildlife and rich in natural resources.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Kindergarten

- Native American peoples, past and present
 - representative peoples in all eight cultural regions in what is today the United States (Pacific Northwest: Kwakiutl, Chinook; Plateau: Nez Perce; Great Basin: Shoshone, Ute; Southwest: Diné [Navajo], Hopi, Apache; Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Cheyenne, Arapaho, Lakota [Sioux]; Northeast: Huron, Haudenosaunee [Iroquois]; Eastern Woodlands: Cherokee, Seminole, Delaware, Susquehanna, Mohican, Massachusetts, Wampanoag, Powhatan)
- naming town, city, or community, as well as state, where they live
- locating North America, the continental United States, Hawaii, Alaska, and own state

Grade 1

- The Earliest People
 - hunters who historians believe either wandered over Beringia, a land bridge linking Asia and North America, or found a coastal route to North America
 - the shift from hunting to farming in places
 - the gradual development of towns and cities in places
- Early Exploration of the American West
 - Daniel Boone and the Wilderness Road, the Louisiana Purchase
 - the explorations of Lewis and Clark and their Native American guide Sacagawea
 - the geography of the Appalachians, Rocky Mountains, and Mississippi River

Grade 2

- Pioneers Head West
 - new means of travel (Robert Fulton and the invention of the steamboat, Erie Canal, railroads and the transcontinental railroad)
 - routes west (wagon trains on the Oregon Trail)
 - the Pony Express
- Native Americans
 - Sequoyah and the Cherokee alphabet
 - forced removal to reservations and the Trail of Tears
 - displacement from their homes and ways of life by the railroads (the “iron horse”)
 - the effects of near extermination of the buffalo on Plains Native Americans

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1800 to 1886.

1804	Lewis and Clark set out to explore the Louisiana Territory.
1838–1839	Displacement of Native Americans in the East, culminating in the Trail of Tears
1840s–1850s	More pioneers traveled across the plains to the Far West by the Oregon and California Trails.
1848–1849	The discovery of gold lured even more people to California.
1849–1879	The prospect of discovering gold or silver led to mining towns being established in the present-day states of Nevada, Colorado, Montana, Idaho, Arizona, Wyoming, and South Dakota.
1860–1869	Chinese, Irish, and other immigrants labored in difficult and dangerous conditions to construct the transcontinental railroad.
1862	Railroad companies encouraged people to settle in the Great Plains. In 1862, Congress passed the Homestead Act making it easier for poor families to start farms.
1866–1886	Cattle drivers spent months on the open range, keeping track of and steering thousands of head of cattle.
1867	U.S. Secretary of State William Seward bought Alaska from the Russian czar for \$7.2 million.
1870s	Settlers faced many challenges in adjusting to life on the plains, including the threat of damage to their crops by grasshoppers.
1883	Annie Oakley, born Phoebe Ann Mosey (Moses), was one of the attractions in Buffalo Bill's Wild West show.

What Students Should Already Know CONTINUED

- the United States: fifty states; forty-eight contiguous states, plus Alaska and Hawaii; and territories
- Mississippi River, Appalachian Mountains, Great Lakes, Atlantic and Pacific oceans, Gulf of Mexico

Grades 2–4

- Students should have begun learning the fifty states and their capitals

Grade 3

- Earliest Americans
 - first crossed Beringia between 30,000 and 15,000 years ago
 - customs, traditions, and languages changed as they spread across North and South America
 - are categorized into cultural regions

Grade 4

- early presidents and politics, including the Louisiana Purchase; Jackson's Indian removal policies

Grade 5

- Early exploration of the West
 - Daniel Boone, Cumberland Gap, Wilderness Trail
 - Lewis and Clark, Sacagawea
 - "Mountain Men," fur trade
 - Zebulon Pike and Pikes Peak
- Pioneers
 - Getting there in wagon trains, flatboats, steamboats
 - Many pioneers set out from St. Louis (where the Missouri and Mississippi rivers meet)
 - Land routes: Santa Fe and Oregon Trails
 - Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake
 - Gold Rush, '49ers
- Geography
 - Erie Canal connecting the Hudson River and Lake Erie
 - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
 - Appalachian and Rocky Mountains
 - Great Plains stretching from Canada to Mexico
 - Continental Divide and the flow of rivers: east of the Rockies to the Arctic or Atlantic Oceans, west of the Rockies to the Pacific Ocean

What Students Should Already Know CONTINUED

- Native American Resistance
 - More and more settlers move onto Native American lands, treaties made and broken
 - Tecumseh (Shawnee): attempts to unite tribes in defending their land
 - Battle of Tippecanoe
 - Osceola, Seminole leader
- "Manifest Destiny" and conflict with Mexico
 - The meaning of "Manifest Destiny"
 - Early settlement of Texas: Stephen Austin
 - General Antonio López de Santa Anna
 - Battle of the Alamo ("Remember the Alamo"), Davy Crockett, Jim Bowie
- The Mexican War (also known as the Mexican-American War)
 - General Zachary Taylor ("Old Rough and Ready")
 - Some Americans strongly oppose the war, Henry David Thoreau's "Civil Disobedience"
- Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)

What Students Need to Learn

- The possibility of discovering gold and silver continues to draw pioneers westward; boom towns
- Homestead Act (1862); many thousands of Americans and immigrants start farms in the West
- "Go West, young man." (Horace Greeley's advice)
- Railroads, transcontinental railroad links east and west, immigrant labor
- Cowboys and cattle drives
- The "Wild West," reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
- "Buffalo soldiers," African American troops in the West
- United States purchases Alaska from Russia, "Seward's folly"
- 1890: the closing of the American frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier

A Special Note to Teachers—Talking About Slavery

While the focus of this unit is not on slavery, occasional references are made to slaves and enslaved workers in the context of the period after the Civil War. Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

AT A GLANCE

The most important ideas in Unit 12 are:

- The prospect of discovering gold or silver led to the establishment of mining boom towns throughout the western United States.
- In 1862, Congress passed the Homestead Act to encourage western settlement. The law drew millions of American and other settlers westward and led to more conflict with Native Americans.
- The United States purchased the land area of present-day Alaska from Russia.
- Completed in 1869, the transcontinental railroad connected the Atlantic and Pacific coasts of North America, and drastically reduced the time to travel over land across the continent. This sped up American settlement and development of western lands.
- The West, with its cowboys and outlaws, has a special place in the American imagination. Images of the "Wild West" are part fact and part fiction.
- The final settling of the continental United States took only twenty-five years after the Civil War, for by 1890, the idea of the frontier as territory that had yet to be explored or settled by Americans, was gone. Nonetheless, the western portion of the United States was still sparsely settled.

Geography

Rocky Mountains and Continental Divide

The Rocky Mountains extend for more than three thousand miles from Alaska to New Mexico. The highest point in North America is Denali in Alaska. It rises 20,320 feet (6,194 m) above sea level. The major ranges of the Rocky Mountains are the Southern, Central, and Northern Rockies in the contiguous United States, the Brooks Range in Alaska, and the Canadian Rockies. The Rocky Mountains were more formidable barriers to travel than the Appalachians because the Rockies are in general more than twice as tall as the Appalachians. The major pass through the Rockies for travelers in the 1800s was South Pass in Wyoming. The Oregon Trail took this route.

Of major topographical interest is the Continental Divide that runs north and south through the mountains. Rivers to the east of this long, high crest flow to the east toward the Arctic or Atlantic Oceans, and rivers to the west of the divide flow toward the Pacific on the west. Lewis and Clark crossed the Continental Divide in 1805 as part of their voyage of discovery.

Great Plains

The Great Plains stretch south to north from Mexico into Canada, roughly along the 98th parallel. The plains are a plateau, or high flat land, that slopes downward from the Rockies. The plains vary in width from 300–700 miles (483–1,127 km), and cover all or part of the following states: Montana, Wyoming, Colorado, New Mexico, North and South Dakota, Nebraska, Kansas, Oklahoma, and Texas.

The area experiences hot summers and cold winters. Rainfall is typically only about twenty inches a year, but some parts may also have heavy snows. Natural vegetation is typically short grasses; however, the rich soil in some areas makes the region a major grain producer. Before the Civil War, American settlers began moving to the Great Plains, then inhabited by Native Americans. American and other settlers moved there in larger numbers after the war.

Westward Expansion Before the Civil War

Gold Rush and the '49ers

In January 1848, John Sutter hired James Marshall to build a sawmill on the American River, which ran through Sutter's property near Sacramento, California. As he worked, Marshall noticed in the riverbed shiny flakes that looked golden in the light. When he examined them more closely, he saw they

were gold. Though the two men tried to hide Marshall's discovery, word got out and the rush to find gold was soon on.

Californians took to the rivers and streams looking for gold. Much of it was easily found in streams and riverbeds by panning. Miners literally used pans with small holes poked through their bottoms. They let the water flow through the holes, and the heavy gold sank to the bottom of the pans.

By the following summer, one hundred thousand people arrived in California—not just from the east coast of the United States but also from Europe and much of the Pacific Basin, especially China. Most came overland by horse and wagon train, but many came by boat. Some sailed around Cape Horn at the tip of South America and up the coast, while others sailed to Panama, trekked overland, and took a ship again from the west coast of Central America.

The '49ers, as the miners were called, were an enterprising group of men and women. Most miners were young men who expected to make their fortune and then return home. Some family men brought their wives and children along, expecting to stay. Single women, hoping to find gold or to earn money cooking or doing laundry for the miners, traveled to California as well. Some free African Americans came, as well as some Southerners who brought their enslaved workers to mine for them. Even though few miners found a substantial amount of gold, many stayed for the climate and the rich farmland. Others moved east, into the Rocky Mountains, still looking to strike it rich.

To learn more background information about specific topics taught in this unit, use this link to download the CKHG Online Resource "About Westward Expansion After the Civil War":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Westward Expansion After the Civil War Student Reader—seven chapters

Teacher Components

Westward Expansion After the Civil War Teacher Guide—seven chapters. The guide includes lessons aligned to each chapter of *Westward Expansion After the Civil War* Student Reader, with a daily Check for Understanding and Additional Activities, such as primary source readings, map activities, and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 65.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.

- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Westward Expansion After the Civil War Timeline Image Cards—eleven individual images depicting significant events and individuals related to the westward expansion and settlement of the United States after the Civil War. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Westward Expansion After the Civil War* unit. You will need to identify available wall space in your classroom of approximately ten feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the Image Cards can be attached with clothespins!

Make seven time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

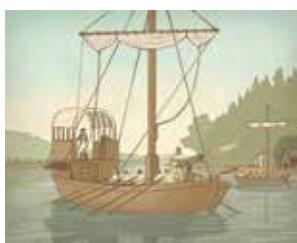
- **1800s**
- **1830s**
- **1840s**
- **1850s**
- **1860s**
- **1870s**
- **1880s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:

	1800s	1830s	1840s	1850s	1860s	1870s	1880s
.
Chapter	Intro	Intro	Intro Intro 1		2 3 4 7	5	6

You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline. Note: Please be aware that there are multiple Introduction cards, and that no cards should be placed in the 1850s.

1800s



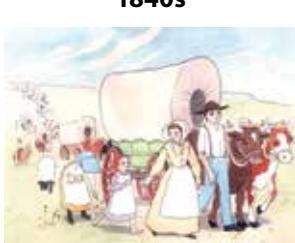
Introduction

1830s



Introduction

1840s



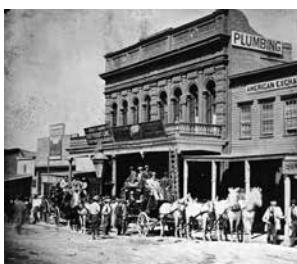
Introduction

1840s



Introduction

1840s



Chapter 1

1860s



Chapter 2

1860s



Chapter 3

1860s



Chapter 4

1860s



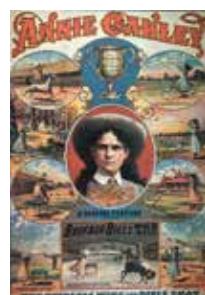
Chapter 7

1870s



Chapter 5

1880s



Chapter 6

The Timeline in Relation to the Content in the Student Reader Chapters

You will note that most of the content in the *Westward Expansion After the Civil War* unit takes place during the 1860s and 1870s, in the period following the Civil War. Several events covered in the Timeline Image Cards occurred before the Civil War. These cards, and their events, provide context for the expansion of westward settlement in the post-war period. They are discussed in the Introduction to the unit as well as in Chapter 1. Some events extend across multiple decades.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Westward Expansion After the Civil War* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of ten days have been allocated to the *Westward Expansion After the Civil War* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	How did mining affect the development of the American West?
2	What were the benefits and drawbacks of the transcontinental railroad?
3	How did the rise of the cattle industry shape the use of land?
4	What attracted farmers to the Great Plains?
5	How did farmers adjust to the hardships of the Great Plains?
6	How did the legends of the Wild West come about?
7	What were the events leading to America's purchase of Alaska?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	immigrant, "stake a claim," "vigilante justice," boom town, swarm
2	transcontinental, "railroad ties," Great Plains, prairie, telegraph
3	graze, open range, brand, stampede
4	precipitation, till, "weather pattern," credit, homestead
5	ditch, evaporation, hardship
6	foolhardy, ore, census, irrigation, stagecoach, scout
7	treaty

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 3.1
AP 4.1
AP 7.1
AP 7.2

The following activity pages can be found in Teacher Resources, pages 78–85. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1, 2, 4, 6—Important Physical Features of the United States (AP 1.1)
- Chapters 1, 2, 6—The United States (AP 1.2)
- Chapter 2—Map of the Planned Route of the Transcontinental Railroad (AP 2.1)
- Chapter 3—Cattle Drives and Railroads (AP 3.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)
- Chapter 7—Russia and Alaska Map (AP 7.1)
- Chapter 7—Domain Vocabulary: Chapters 5–7 (AP 7.2)

Nonfiction Excerpt

Use this link to download the CKHG Online Resources, where a specific link to the following nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpt

- Chapter 6—The True Story of Annie Oakley (NFE 1)

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as a review and/or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts	Visual Arts	Music
<p>Poetry “I like to see it lap the miles” by Emily Dickinson</p>	<p>American Art: Nineteenth-Century United States Currier & Ives Lithographs</p>	<p>“Git Along Little Dogies”</p>



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed earlier Grade 5 CKHG American history units, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link for the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Ambrose, Stephen E. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad, 1863–1869*. New York, NY: Simon & Schuster, 2000.

Brown, Dee. *The American West*. New York, NY: Scribner, 1995.

Bruchac, Joseph. *Buffalo Song*. Illus. Bill Farnsworth. New York: Lee & Low Books, Inc., 2008.

Bruchac, Joseph. *Crazy Horse’s Vision*. Illus. S.D. Nelson. New York: Lee & Low Books, Inc., 2000.

Freedman, Russell. *Children of the Wild West*. New York, NY: Clarion Books, 1990.

McGovern, Ann. *Native American Heroes: Osceola, Tecumseh & Cochise*. New York: Scholastic, Inc., 2014.

Milner, Clyde A., et al., eds. *The Oxford History of the American West*. New York, NY: Oxford University Press, 1996.

Nugent, Walter. *The American West: The Reader*. Bloomington, IN: Indiana University Press, 1999.

Sandler, Martin A. *Cowboys: A Library of Congress Book*. New York, NY: HarperCollins Juvenile Books, 2000.

Sheinkin, Steve. *Which Way to the Wild West?: Everything Your Schoolbooks Didn't Tell You About Westward Expansion*. New York, NY: Summer Street Press, 2015.

WESTWARD EXPANSION AFTER THE CIVIL WAR SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Westward Expansion After the Civil War

"The Mining Frontier" Core Lesson (TG & SR, Chapter 1)	"Railroads Come to the West" Core Lesson (TG & SR, Chapter 2)	"Analyzing Nineteenth Century Art and Literature" (TG, Chapter 2; Additional Activities; copies of Dickinson's "I like to see it lap the miles")	"The Cattle Frontier" Core Lesson (TG & SR, Chapter 3)	"Farmers Move West" Core Lesson (TG & SR, Chapter 4)
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CKLA

"Native Americans"				
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Westward Expansion After the Civil War

"Adjusting to Life on the Plains" Core Lesson (TG & SR, Chapter 5)	"Remembering the 'Wild West'" Core Lesson (TG & SR, Chapter 6)	"Buffalo Soldiers" and "The True Story of Annie Oakley" (TG, Chapter 6; Additional Activities; NFE 1)	"The United States Gains Alaska" Core Lesson and "Domain Vocabulary: Chapters 5–7" (TG & SR, Chapter 7; AP 7.2)	Unit Assessment
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CKLA

"Native Americans"				
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WESTWARD EXPANSION AFTER THE CIVIL WAR PACING GUIDE

_____’s Class

(A total of ten days have been allocated to the *Westward Expansion After the Civil War* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

--	--	--	--	--

CHAPTER 1

The Mining Frontier

The Big Question: How did mining affect the development of the American West?

Primary Focus Objectives

- ✓ Explain how the lure of silver and gold spurred migration to and economic growth in the West. (RI.5.2)
- ✓ Describe what life was like in mining camps and boom towns. (RI.5.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigrant, boom town, and swarm*; and of the phrases “stake a claim” and “vigilante justice.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Mining Frontier”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- Display and individual student copies of Important Physical Features of the United States (AP 1.1)
- Display and individual student copies of The United States (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

immigrant, n. a person from one country who moves to another country to live (4)

Example: The immigrant came to the United States looking for better education and job opportunities.

Variations: immigrants

“stake a claim,” (phrase) to declare ownership of something, such as land (4)

Example: Miners rushed to stake a claim to areas that looked rich in gold.

Variations: “staked a claim,” “staking a claim”

"vigilante justice," (phrase) also known as frontier justice; when ordinary citizens pursue and punish people accused of crimes instead of the police, other officials, or the courts (6)

Example: Without official laws and government, vigilante justice was common in most mining camps.

boom town, n. a town that grows quickly in size and wealth (8)

Example: So many people moved to the area in such a short time that the boom town seemed to go up almost overnight.

Variations: boom towns

swarm, v. to gather or move together in a large group (8)

Example: Be careful, or ants will swarm the picnic blanket looking for crumbs.

Variations: swarms, swarmed, swarming

THE CORE LESSON 35 MIN

Introduce *Westward Expansion After the Civil War* Student Reader 5 MIN

Activity Page



AP 1.1



Distribute copies of Important Physical Features of the United States (AP 1.1).

Have students find the Appalachian Mountains and Mississippi River on the map. Remind them that, before the Civil War, American settlers pushed west across the Appalachians to the Mississippi River.

Use the four Introduction Timeline Image Cards to discuss key events in westward expansion before the Civil War: the Louisiana Purchase, the Lewis and Clark expedition, the Oregon Trail, and the California Gold Rush. Remind students that as American settlers pushed west, Native Americans were pushed off their lands. Post the Image Cards to the Timeline under the dates referencing the 1800s, 1830s, and 1840s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.

Distribute copies of the *Westward Expansion After the Civil War* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention mining, railroads, cowboys, wagons, and land.

Introduce "The Mining Frontier"

5 MIN

Remind students of the California Gold Rush and how people raced to California to find gold and get rich. Note that most people who made the journey did not find the riches they had dreamed about. Some people did not give up on that dream, however. After the Civil War, people looked for gold and other precious metals elsewhere in the West.

Draw attention to the Big Question. Encourage students, as they read, to look for details about how mining changed the American West.

Guided Reading Supports for “The Mining Frontier”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Gold Fever,” Pages 2–5

Scaffold understanding as follows:

Invite a volunteer to read aloud the first three paragraphs of the section “Gold Fever” on page 2.

Activity Pages



AP 1.1

AP 1.2

SUPPORT—Display and distribute The United States (AP 1.2), and have students locate California and Colorado. Then, have students use Important Physical Features of the United States (AP 1.1) to locate the Rocky Mountains and Pikes Peak.

Note: Students in Core Knowledge schools may recall from the unit *Westward Expansion Before the Civil War* that Pikes Peak was named for explorer Zebulon Pike.

Read aloud the next three paragraphs of the section on page 4.

CORE VOCABULARY—Explain the meanings of *immigrant* and “stake a claim” as they are encountered in the text.

SUPPORT—Write the phrase “stake a claim” on the board. Explain that the word *stake* has multiple meanings. As a noun, it refers to a piece of wood or metal driven into the ground, often to mark the boundaries of something. As a verb, in this phrase, it means to mark the limits or boundaries of an area of land being claimed. Miners “staked claims” to prevent others from working the same area. Any gold or silver found on their claims was considered theirs.

SUPPORT—Have students use The United States (AP 1.2) to locate Nevada. Then, have students locate the Sierra Nevada Mountains on the map Important Physical Features of the United States (AP 1.1).

Invite volunteers to read aloud the remainder of the section on pages 4–5.

SUPPORT—Explain the meaning of the word *lode* when students encounter it in the text. A lode is a deposit, or amount, of mineral ore, such as gold and silver, found in spaces or cracks in rock.

Chapter 1
The Mining Frontier

The Big Question
How did mining affect life in the West during the American West?

Gold Fever In 1859, the North and the South were moving closer to war. But tens of thousands of people were focused elsewhere. These were the miners who had gone to California after gold had been discovered there. They talked of nothing but gold. They dreamed of becoming fabulously rich.

Most of the eager gold-seekers found nothing but disappointment in California. Then, in the summer of 1858, came news that gold had been found near Pikes Peak, in present-day Colorado. In less than a year, about one hundred thousand people, most of them from California, rushed into the Rocky Mountains, many of them crying out, “Pikes Peak or Bust!”

“Pikes Peak or Bust” would have been more accurate. The region actually had little gold or silver, and those small quantities had been quickly mined out before most of the newcomers arrived.

Page 2



After volunteers have read the text, ask the following questions:

LITERAL—Why did thousands of people rush to Pikes Peak in 1858?

- » Stories spread that gold had been found there.

LITERAL—Why did most miners who went to the Rockies fail to get rich?

- » The region actually held little gold and silver, and most of what was there was excavated by the first prospectors.

LITERAL—What happened to the Comstock Lode?

- » Comstock sold the claim to Californian business people for \$11,000. The new owners mined \$500 million worth of silver and gold from the claim over the next twenty years.

LITERAL—What happened in Six Mile Canyon?

- » Most individuals who went to find gold or silver ore did not get rich. Big mining companies largely took over, because they could afford the machinery needed to mine more of the ore, so most miners ended up working for those companies.

Among the disappointed miners at Pikes Peak were two Irish immigrants, Pete O'Reilly and Pat McLaughlin. The next year, 1859, these two fortune hunters moved on to the Sierras Nevada Mountains in present-day Nevada. There they staked a claim to land in Six Mile Canyon. A man named Henry Comstock talked the two immigrants into making him their partner.

One day, Pete O'Reilly and Pat McLaughlin dug up a chunk of heavy, blue rock. They had never seen anything like it before, so they showed the rock to a couple of rich Californians. The Californians, who knew something about mining, quickly realized that this rock was silver ore. That's not what they told O'Reilly, McLaughlin, and Comstock, though. Instead, they offered to buy the land that the rock had come from for a few thousand dollars.

With his experience, he assured them, he'd get a lot more money out of those rich Californians. And he did. The final price was \$11,000. Split three ways that came to nearly \$3,700 each. Comstock bragged to everyone about the terrific deal he had made. As it turned out, the joke was on him.

During the next twenty years that piece of land and the area around it produced \$500 million worth of silver and gold for its owners. The rich silver deposit was named the Comstock Lode.

Vocabulary
immigrant, n., a person from another country who moves to live in another country.
stake a claim, v., (phrasal) to declare ownership of something, such as land.

Page 4

An illustration of a detailed map of a mining town, likely Virginia City, Nevada. The map shows a grid of streets and numerous buildings, including houses, saloons, and other commercial structures. A red box in the bottom left corner contains the text: "Because the silver ore was found deep in the ground, large mining companies brought in heavy equipment." Another red box in the bottom right corner contains the text: "Mining Towns" and "the West—in present-day Nevada, Montana, and Wyoming. The last great".

Page 5

"Mining Towns," Pages 5–8

Scaffold understanding as follows:

Invite a volunteer to read aloud the first paragraph of the section "Mining Towns" on pages 5–6.



SUPPORT—Have students use The United States (AP 1.2) to locate the states of Nevada, Colorado, Idaho, Arizona, Montana, and Wyoming. Then, have students find the Black Hills on the map Important Physical Features of the United States (AP 1.1).

gold rush of the mining frontier was in the Black Hills of present-day South Dakota in 1874. Some of these finds, like one at Pikes Peak, yielded little gold or silver. Others, like the Comstock Lode, produced incredible riches. Whenever a "strike" was reported or even rumored, miners from miles around would come to mine the land. Mining camps sprung up on every nearby hillside. These camps brought together people from many places and from all walks of life. The one thing these different people shared was the dream of instant wealth.

Some did not care how they got that wealth. One person wrote that in the mining camps, "pickpockets, robbers, thieves, and swindlers were miners with honest miners had only the honest intentions." Death threats and cold-blooded murders were common in these unruly camps. There were no laws or police in the mining camps to deal with outlaws and thieves, so honest miners made and enforced their own laws. This system of justice came to be known as "vigilante justice," or "frontier justice." It was often very harsh. Those declared guilty of crimes could only be tried by a jury of their peers.

Most mining camps remained a collection of tents on a hillside. But a big strike could turn a mining camp into a booming town in no time at all. Within days, merchants would arrive and put up a string of wooden stores along a main street to sell tools,

Vocabulary
Vigilante justice—
(uh-jih-luhntj ih-juh-stis) also known as "frontier justice" means that people accused of crimes would be tried by other officials, or the community.

Page 6



Virginia City, Nevada, developed as a mining town.

clothing, and food to the miners. A good many of them became far richer than their customers. Every mining town had gambling houses and saloons. In time, a number of them also had banks, hotels, newspaper offices, and even theaters. Although the mining frontier was mostly a male world, there were women who ran small hotels, boarding houses, and restaurants.

The richest of these western mining towns was Virginia City, Nevada. Samuel Clemens, who would later become famous in *America*, was at that time a young newspaper

Page 7

SUPPORT—Explain the meaning of the word *strike*. Remind students that many prospectors, or miners, used pick axes and similar tools to strike open the earth and find mineral deposits. For this reason, when they did find a lode, they called it a "strike."

Read aloud the next paragraph of the section on page 6.

SUPPORT—Review the terms *pickpockets* and *swindlers* from the quotation. Make sure students understand that pickpockets are a type of thief and that swindlers cheat people out of money or goods.

CORE VOCABULARY—Explain the Core Vocabulary phrase "vigilante justice" when it is encountered in the text.

Invite volunteers to read aloud the remainder of the section on pages 6–8.

CORE VOCABULARY—Stop to review the meanings of the Core Vocabulary terms *boom town* and *swarm* when they are encountered in the text.

SUPPORT—Students from Core Knowledge schools may recall Mark Twain from reading excerpts from *Tom Sawyer* in the unit, *Westward Expansion Before the Civil War*. Note that Twain worked in many jobs, not just as a novelist. In addition to working as a reporter, for example, he also worked as a river boat pilot on the Mississippi River.

After volunteers read the text, ask the following questions:

LITERAL—Where did mining camps develop?

- » Mining camps developed in the Rockies as well as in present-day states of Nevada, Colorado, Idaho, Arizona, Montana, South Dakota, and Wyoming where miners rushed to find gold and silver deposits.

EVALUATIVE—Why did mining camps not have official laws, police, and courts?

- » Mining camps emerged in frontier areas where normal systems of government did not yet exist. They were outside the bounds of most state governments, and federal authorities had not really spread that far yet.

INFERRENTIAL—Based on the text, what do you think life was like in the mining camps?

- » Answers may vary, but students might describe life as lawless, chaotic, violent, or disorderly and unstructured.

LITERAL—Why did some mining towns become known as boom towns?

- » They sprung up and grew rapidly.

EVALUATIVE—Why did businesses other than mining companies succeed?

- » They served all of the miners and other company workers who came to the frontier so they had a more reliable source of business and wealth than did the miners themselves.

“Settling the Mining Frontier,” Pages 8–9

Scaffold understanding as follows:

Have students read the section “Settling the Mining Frontier” independently.

SUPPORT—Have students use The United States (AP 1.2) to locate the city of Helena, Montana.

After students read the text, ask the following questions:

LITERAL—The text says that many towns in the West became ghost towns. What are ghost towns?

- » They are towns with few or no people and empty buildings.

LITERAL—Why did boom towns become ghost towns?

- » Once mineral resources were used up, the mining companies moved on. Without the miners to support, other businesses closed up shop and also moved on to other places.

EVALUATIVE—How did mining change by the 1880s?

- » By the 1880s, mining was done more by companies with expensive machinery than by lone miners with hand tools.

Timeline

- Review the Chapter 1 Timeline Image Card. Read and discuss the caption.
- Review and discuss the Big Question: “How did mining affect the development of the American West?”
- Post the Image Card to the Timeline under the date referencing the 1840s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did mining affect the development of the American West?"
 - » Key points students should cite include: The promise of finding gold and silver brought many miners to the Rockies, the Black Hills, and other "strike" sites. Mining companies followed. Even though most individual miners did not become rich, they often went to work for the large mining companies. Other people came west and set up businesses. Often, these businesses did better than the miners. As a result, mining camps grew into mining towns. These towns changed the area and drew even more people.
- Choose one of the Core Vocabulary words (*immigrant, boom town, swarm*) or phrases ("stake a claim" or "vigilante justice"), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 2

Railroads Come to the West

The Big Question: What were the benefits and drawbacks of the transcontinental railroad?

Primary Focus Objectives

- ✓ Identify key events in the construction of the transcontinental railroad. (**RI.5.1**)
- ✓ Summarize reasons behind the construction of the transcontinental railroad. (**RI.5.2**)
- ✓ Identify the immigrant groups who worked on the transcontinental railroad. (**RI.5.1**)
- ✓ Explain the impact of the transcontinental railroad on settlement and development of the American West. (**RI.5.3**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *transcontinental, Great Plains, prairie, and telegraph*; and of the phrase “railroad ties.” (**RI.5.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Railroads”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 2.1

- Display and individual student copies of Important Physical Features of the United States (AP 1.1)
- Display and individual student copies of The United States (AP 1.2)
- Display and individual student copies of Map of the Planned Route of the Transcontinental Railroad (AP 2.1)
- Internet access
- Sufficient copies of Emily Dickinson’s “I like to see it lap the miles”

Core Vocabulary (Student Reader page numbers listed below)

transcontinental, adj. across a continent (**12**)

Example: The transcontinental railroad linked cities from the Atlantic Coast to the Pacific Coast.

"railroad ties," (phrase) wood planks used to support railroad tracks (14)

Example: Workers laid down the railroad ties before adding the steel rails.

Variations: railroad tie

Great Plains, n. a region of relatively flat grassland between the Mississippi River and the Rocky Mountains (14)

Example: Settlers found few woodland areas on the Great Plains.

prairie, n. grassland (14)

Example: Many people moved west and settled on the prairie.

Variations: prairies

telegraph, n. a machine that communicates messages over long distances by sending signals through wires (16)

Example: The operator punched the keys of the telegraph to send a message.

Variations: telegraphs, telegraph (verb)

THE CORE LESSON 35 MIN

Introduce “Railroads Come to the West”

5 MIN

Review the first five Timeline Image Cards from the Introduction and Chapter 1. Point out that prospectors, miners, and others had to first find a way to get out west to have an opportunity to strike it rich or start another business.

Invite students to recall what they learned in *Westward Expansion Before the Civil War* about the different ways people traveled throughout the East and into the western territories. List their ideas on the board or chart paper. If needed, remind students that people traveled overland on foot, by horse, by stagecoach, in wagon trains, and on flatboats and steamboats. Clarify that although people traveled some distances by train, early travel by train was often challenging because of limited rail lines. Most rail lines did not reach past the Mississippi River. The farthest westward line ended in St. Joseph, Missouri.

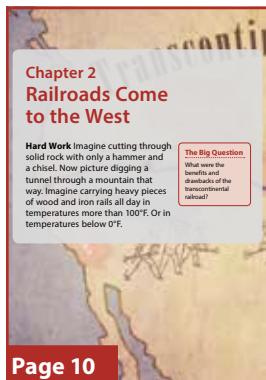
Read aloud the Big Question. Explain the vocabulary word *transcontinental* by asking students what root word they see in *transcontinental*. (*continent*) Note that the prefix *trans-* means across, asking students for the likely meaning of *transcontinental*. (*across a continent*) Finally, ask students what they think a transcontinental railroad is. Tell students that as they read the chapter, they should note how the transcontinental railroad changed travel for people and goods to and from the West.

Guided Reading Supports for “Railroads Come to the West”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

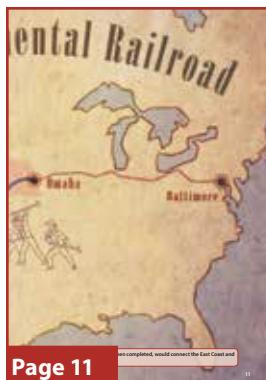
"Hard Work," Pages 10–12



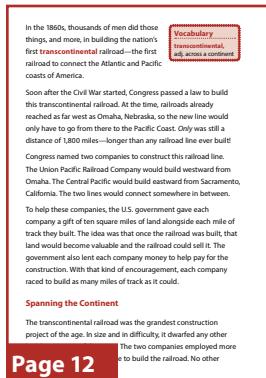
Activity Page



AP 2.1



Page 11



Scaffold understanding as follows:

Read aloud the first two paragraphs of the section "Hard Work" on pages 10–12.

Have students read the remainder of the section "Hard Work" independently or with a partner.

SUPPORT—Display and distribute the Map of the Planned Route of the Transcontinental Railroad (AP 2.1). Have students find Omaha, Nebraska, and Sacramento, California, on the map.

After students have read the text, ask the following questions:



LITERAL—The goal of the transcontinental railroad was to connect both coasts of America. What is the name of the ocean on the East Coast of the United States, and what is the name of the ocean on the West Coast of the United States?

- » Atlantic Ocean; Pacific Ocean

LITERAL—How far west did railroad lines extend at the end of the Civil War?

- » They only went as far as Omaha, Nebraska.

LITERAL—How did Congress arrange for a new transcontinental railroad to be built?

- » Congress named two companies to build the new line. One, the Union Pacific, would start at Omaha. Another, the Central Pacific, would start at Sacramento. The two lines would meet somewhere along the way.

EVALUATIVE—Why did the two railroad companies agree to build the new line?

- » The companies would benefit from increased travel along the line. Also, Congress gave each company a gift of land along each mile of track laid. Once they had built the line, they could sell or develop the land, and make money off of it.

CHALLENGE—The text says each company raced to build as many miles of track as it could. What might have made the construction of the transcontinental railroad become a race or competition between the two railroad companies?

- » The more track a company laid, the more land the government awarded the company. Each company raced, or competed, to build as many miles of track as it could in order to get more land from the government.

“Spanning the Continent,” Pages 12–15

organizations, except the army, had ever brought together so many people to work on one project. No other single railroad project had even come close to building a line 1,800 miles long. No other project faced a task as difficult as building over, around, and through tall mountains. Just gathering the supplies to get started was a major job. For example, no one in California manufactured iron rails long enough for the transcontinental railroad. The Central Pacific Company, which was starting from California, had to get nearly all its supplies from the East by sea—an eighteen-thousand-mile voyage that took at least six months.

The men had to work in all weather. One winter there were forty-four storms. Most of the workers on the Central Pacific were Chinese immigrants. They had come to California hoping



Page 13

It had been impossible to complete the railway line
and work on the line.

13

Activity Page



AP 1.1

to find riches in the gold fields. Now they did the back-breaking and dangerous work of laying railroad tracks through the Sierra Nevada Mountains. The head of the Central Pacific Railroad Company said, “Without them it would be impossible to complete the line on time.”

At first, working in gangs of thirty each, they labored twelve hours a day, six days a week. They chopped trees and cut them into railroad ties. They built railroad bridges. Hardest of all, they dug through mountainsides. This was before the days of steel shovels, bulldozers, giant cranes, and digging machines. Workers used only hammers, chisels, pickaxes, shovels, and wheelbarrows. They used dynamite too, but it was sometimes very dangerous and accidents and deaths did occur. Only after reaching flatter land on the other side of the mountains did the work get easier.

At first, workers on the Union Pacific line were mainly Irish immigrants, but the railroad company also hired Mexican Americans, African Americans, and Native Americans. After the Civil War ended in 1865, many veterans from the North and the South joined the work crews. While these workers also had to lay track across some mountains, most of their building stretched across the Great Plains. Laying track across flat prairie land was certainly easier than cutting through mountains, but it had its own difficulties. Winter winds could be brutal.

Vocabulary
“Railroad ties.”
(plural) wood planks
routed to support
railroads.
Great Plains, n. a
region of relatively
flat land located
between the
Rocky Mountains and
the prairie in, grassland

Page 14

cold, with winds that feel like they can cut right through you. Just to stay alive, the shivering men sometimes used pieces of railroad ties to build bonfires. In addition, the Union Pacific was laying on lands that for centuries had been home to Native Americans. The farther onto those lands the railroad pushed, the greater the danger of attack by Native American warriors. After a number of such attacks, the railroad company called on the army to protect its workers. Most of the railroad, in fact, had to be built under military protection.



Page 15

15

Scaffold understanding as follows:

Read aloud the section title “Spanning the Continent.” Explain that the word *span* means to cross, so “spanning the continent” means crossing the continent.

Invite volunteers to read the section “Spanning the Continent” aloud.

CORE VOCABULARY—Review the meanings of “railroad ties,” *Great Plains*, and *prairie* as they are encountered in the text.

SUPPORT—Refer to the image on page 15. Point out the wooden planks beneath the steel rails, and identify them as the “railroad ties.”

SUPPORT—Have students find the Great Plains on Important Physical Features of the United States (AP 1.1).

SUPPORT—Draw a T-chart on the board or chart paper. Label one column “Central Pacific” and the other, “Union Pacific.” Work with students to record details from the text about each railroad’s construction crews, routes, and challenges.

After volunteers have read the text, ask the following questions:

LITERAL—About how many people helped build the transcontinental railroad? Who were they?

- » About twenty thousand people worked on the railroad. They included Chinese and Irish immigrants, Mexican Americans, African Americans, and Native Americans. Veterans from the Civil War also worked on the railroad.

CHALLENGE—What shared challenges did the workers on the Central Pacific and the Union Pacific lines face? What different challenges did they face?

- » They all worked primarily with hand tools like hammers, chisels, pickaxes, shovels, and wheelbarrows. They did not have modern machines. Also, they faced similar challenges with weather. Winter winds and temperatures made work difficult for both teams. The Central Pacific crew faced more and fiercer winter storms. They also had to deal with more difficult terrain and had to deal with the dangers of using dynamite. Union Pacific workers faced a greater threat from Native Americans, who attacked the workers and tried to slow construction.

"Driving the Golden Spike," Pages 16–17

Driving the Golden Spike

Year after year, under blazing summer sun and in below-zero winter cold, the work went forward. Finally, on May 10, 1869, the two lines at Promontory Point, Utah, Leland Stanford, president of the Central Pacific, was given the honor of driving the final spike into the last rail laid. To celebrate the driving, the spike was made of gold.

With each swing of Stanford's hammer the telegraph flashed the news to a waiting nation: "One, two, three—done!" and cheers rang out all over America. (To be accurate, the telegraph message should have been,

Vocabulary
telegraph: a device that communicates messages over long distances by sending signals through wires



Page 16

Copie of the transcontinental railroad.

Activity Page



AP 2.1

"One, two, three, four—done!" On his first swing, Stanford had missed everything. You can imagine the hours of laughter from the working crews who were watching the ceremony.

Four more transcontinental railroads were built in the next twenty-five years, two farther north and two farther south of the first one. From one coast to another, gleaming ribbons of track now tied the nation together.

Railroads Help Develop the West

The new transcontinental railroads helped open the West to more Americans. It's easy to understand why. Before the railroads, there were only two routes to California from the East. Two were by land, either going all the way around the tip of South America, or going as far as Panama, cutting across to the Pacific Ocean through the jungle, and then taking a ship north. The third was by rail road to Omaha and then by wagon, horseback, or on foot across plains and through the mountain passes. Each of these trips could take about half a year. However, after the railroads were built, the trip in Utah that day in May 1869, you could make the trip from Omaha to San Francisco, California, in less than four days!

Railroad companies did everything they could to encourage people to move west. The more people who did, the more tickets the companies sold. More settlers meant more crops, and that meant more business for the railroads that carried the crops to the East. This western frontier, now fed the millions of people living in the West. Railroad companies now fed the millions of people living in the West. Railroad companies now fed the millions of people living in the West. Railroad companies now fed the millions of people living in the West.

Page 17

Scaffold understanding as follows:

Read aloud the section "Driving the Golden Spike" on pages 16–17.

CORE VOCABULARY—Stop to explain the meaning of the term *telegraph* when it is encountered in the text.



SUPPORT—Refer students to the Map of the Planned Route of the Transcontinental Railroad (AP 2.1). Have them locate Promontory Point, Utah, on the map.

After you read the text, ask the following questions:

LITERAL—Where did the two lines of the transcontinental railroad meet?

- » They met at Promontory Point, Utah.

LITERAL—How many more transcontinental railroads were built after 1869?

- » four

EVALUATIVE—Why do you think the additional transcontinental railroads were built?

- » Possible responses: The additional lines provided more routes of travel for people and goods from coast to coast, and connected various towns and cities in regions to the north and the south of the first line.

"Railroads Help Develop the West," Pages 17–19

Scaffold understanding as follows:

Have students read the section "Railroads Help Develop the West" on pages 17–19 independently or with a partner.



SUPPORT—Display The United States Map (AP 1.2) and have students locate Kansas, Missouri, and Illinois. Indicate the rough locations of Kansas City, Missouri (about the middle of the Kansas-Missouri border), Leavenworth, Kansas (just north of Kansas City), and Chicago (along the southwestern tip of Lake Michigan).

After students read the text, ask the following questions:

LITERAL—After completion of the transcontinental railroad, how long did it take to travel from Omaha to San Francisco?

- » four days

people could get in the West. They even advertised in many of the port cities in Europe. The railroads and telegraphs linked all the sections of the country together.

Railroads also helped cities grow. News that a railroad company was going to build its line through a town brought cheers from the townspeople. Railroads brought prosperity. New jobs were created for workers to lay tracks and maintain them. Farmers needed storage space while waiting to load their grain onto railroad cars. Cattle ranchers bringing their animals to town for shipment to market needed to buy feed. Passengers spending the night needed restaurants to eat in and hotels to sleep in.

Towns where two or more railroad lines met became especially prosperous. That's why many towns did all they could to persuade railroad companies to choose them for one of these crossing points. For example, one railroad company had to choose between Leavenworth and Kansas City as a crossing point. Two towns of about the same size. The railroad company chose Kansas City. In the thirty years that followed, Kansas City became a large city, while Fort Leavenworth remained a small town. Chicago was already a growing city when it became the chief railroad center in the nation. After that, Chicago increased greatly in size and, by 1890, it had become the country's second-largest city.

Page 18



Page 19

19

EVALUATIVE—Why did railroad companies advertise the inexpensive land available in the American West?

- » They wanted to attract more people to move west. More people and businesses in the west meant more railroad tickets sold, which meant more profits for the railroad companies.

EVALUATIVE—Why did towns where railroad lines crossed do especially well? How does Chicago reflect this phenomenon?

- » Railroads connected more people and goods to more places, which encouraged greater growth. The railroads helped Chicago grow into the nation's second largest city as a center of transportation and trade.

INFERRENTIAL—How were cities and towns with railroad stations similar to mining boom towns?

- » Like mining towns, railroad towns grew a great deal as more people moved to them to start businesses and serve those using the railroads and moving west to farm, drive cattle, and pursue other economic activities.

Timeline

- Review the Timeline Image Card for Chapter 2. Read and discuss the caption.
- Review and discuss the Big Question: “What were the benefits and drawbacks of the transcontinental railroad?”
- Post the Image Card under the date referencing the 1860s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were the benefits and drawbacks of the transcontinental railroad?”
 - » Key points students should cite include: The main benefits of the transcontinental railroad were for American railroad companies, and for businesses and entrepreneurs who developed lands along the railroads or relied on the railroad to ship goods from coast to coast. Farmers, cattle drivers, and other American settlers also benefited from faster travel times, either for themselves or for their goods and supplies. Students might debate whether railroad workers benefited as they gained jobs and wages but worked long, hard days in dangerous

conditions. Also, construction of the railroad changed the landscape, as workers blasted through mountains to build railroad lines. Finally, Native Americans probably suffered the most, as the railroads were built across their lands and drew more and more American settlers.

- Choose one of the Core Vocabulary words (*transcontinental*, *Great Plains*, *prairie*, *telegraph*) or the phrase “railroad ties,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Analyzing Nineteenth Century Art and Literature (RL.4.1, RL.4.2, SL.4.2)

45 MIN

Materials Needed: Internet access



Background for Teachers: Print sufficient copies of Emily Dickinson’s poem “I like to see it lap the miles,” and familiarize yourself with the Currier & Ives prints used in this activity.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the poem and prints may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is not available, copy the Currier & Ives prints into a slideshow to display to the class, or print hard copies that students can look at in pairs or small groups.

Explain to students that they will be analyzing a poem from American poet Emily Dickinson as well as several artistic prints produced by the American printing company Currier & Ives. Both Dickinson’s poem and the Currier & Ives prints provide insight into the effect of railroads on life in America in the 1800s.

Emily Dickinson

Begin by introducing students to Emily Dickinson. Dickinson (1830–1886) is one of many American authors whose literary works provide insight not only into her own personal experiences but also into American society and culture in the 1800s. Born in Amherst, Massachusetts, Dickinson spent most of her adult life in seclusion, never leaving Amherst, or, by the late 1860s, her home. She devoted her time to the writing of almost 1,800 poems as well as correspondence with friends, family, and other associates.

On the board or chart paper, list the following terms from Dickinson’s poem “I like to see it lap the miles” prior to class:

- **lap**, **v.** take in, usually a liquid or food
- **tanks**, **n.** large containers that store water for use by trains powered by steam engines

- **prodigious, adj.** amazing, huge, or forceful
- **supercilious, adj.** proud
- **peer, v.** look closely
- **shanties, n.** shacks
- **quarry, n.** an open pit from which stone is obtained by cutting, digging, or blasting
- **pare, v.** trim
- **Boanerges (bo-ah-NER-jeez), n.** a last name meaning sons of thunder that, according to the Christian Bible, Jesus gave to his apostles James and John
- **punctual, adj.** on time
- **docile, adj.** obedient
- **omnipotent, adj.** all-powerful

Distribute copies of the poem. Read it aloud while students follow along. Read the poem a second time, pausing to briefly explain each of the above vocabulary words as it is encountered.

Read the poem aloud again, this time asking students to pay attention to the words Dickinson uses. Do they sound like railroad words? Encourage students to refer to the word list on the board to help them with words they do not understand.

Point out words and phrases in the poem such as “feed itself,” *neigh*, and “stable door.” Ask students what they normally associate these words and phrases with. (*horses*) Explain that in this poem, Dickinson is comparing the train to a more familiar form of transportation, the horse. Note that she was not the only one to make this comparison. The railroad was often referred to as “the iron horse.”

Currier & Ives

In the 1800s, the United States proved the perfect place for Nathaniel Currier (1813–1888) and James M. Ives (1824–1895) to build a flourishing business printing and selling mass-produced lithographs. The public, accustomed to obtaining the latest news from a rapidly growing newspaper industry, was eager to have images illustrating the news and other places of interest.

In 1857, Currier and Ives formed a partnership that led to the production of more than seven thousand artistic works that were printed in mass quantities. They hired a variety of artists to depict scenes that were then printed and hand-painted at a factory in New York City. Some of the more popular subjects included disaster scenes, firefighting, politics, trains, ships, portraits, and urban and rural scenes. The larger prints sold for a couple of dollars; the smaller ones were only a few cents. This was well within the price range of the lower and

middle classes at a time of national prosperity, so Currier and Ives were ensured a large, continuous customer base.

In 1870–1871, they published a series of lithographs called “Westward the Empire,” which focused on railroads. The series shows a train as it travels from the East to the Pacific Coast. The prints students will examine in this activity come from that series.

Display each of the following prints. Give students about thirty seconds to study each print, and then use the Looking Questions that follow to generate discussion.

Prairie Fires of the Great West

Describe the landscape in the print.

- » It shows flat, grassy land.

What are the orange and black strokes in the back?

- » They are the flames and smoke of the prairie fire.

What are the black objects behind the train?

- » They are animals, possibly bison, running away from the fire.

Why does the train have its light on?

- » It's probably dark because of the smoke from the fire.

The Great West

Describe the landscape in the print.

- » The land looks like a valley. It's flat green land with trees surrounded by mountains.

How is the landscape in this print different from the previous print?

- » The landscape in this print has more trees and it has mountains, so it's not as flat.

What are the buildings in the back of the print?

- » They are a town or village.

How do you think the railroad helps that town or village?

- » The railroad probably helps bring supplies to the town or village and carries goods from the village to be sold elsewhere. The people from the village might use the railroad to travel east or farther west.



The Route to California

Note: The print shows the Truckee River in the Sierra Nevada Mountains. You may choose to have students locate the Sierra Nevada Mountains on Important Physical Features of the United States (AP 1.1).

Describe the landscape in the print.

- » It's mountainous, with rocks, trees, and a lake or river.

What do you think is in the open box behind the engine?

- » Students should be guided to recognize that it's coal, which is used to power the engine.

Through to the Pacific

Describe the landscape.

- » It has hills and trees.

What are the men on the right side of the image doing?

- » They are chopping down trees and loading logs onto a raft.

What is the building that sits on the river?

- » It is likely a mill.

What other activity do you see in the image?

- » Students should note the farmer on the left side of the train.

After students have viewed and discussed the four prints, debrief by discussing more generally the role of the railroad in westward expansion. Note the challenges of constructing tracks across the many different kinds of landscape and the benefits the railroad brought to the places where it traveled.

The Cattle Frontier

The Big Question: How did the rise of the cattle industry shape the use of land?

Primary Focus Objectives

- ✓ Explain the rise of the cattle industry and the long drive in the American West. (RI.5.2)
- ✓ Describe what life was like for cowboys during the era of the long drive. (RI.5.2)
- ✓ Explain how cattle drives affected society and the environment. (RI.5.3)
- ✓ Identify reasons for the decline of the era of cowboys and cattle drives. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *graze, open range, brand, and stampede.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Cattle Frontier”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

graze, v. to eat grass, crops, and other plants in a field (23)

Example: The cattle graze in the field on prairie grasses.

Variation: grazes, grazed, grazing

open range, n. land where cattle roam freely (25)

Example: The cattle spend their day wandering and grazing on the open range.

brand, v. to mark with a symbol of ownership (27)

Example: Owners used iron seals heated in fire to brand their cattle.

Variation: brands, branded, branding, brand (noun)

stampede, n. the rushed movement of a large group of animals (28)

Example: The lightning strike frightened the cattle and caused a stampede.

Variation: stampedes, stampede (verb)

Introduce “The Cattle Frontier”

5 MIN

Use the Timeline to review what students read in Chapters 1 and 2. Remind students that the railroads made it easier for more people to move to the American West. Many went to work in mines or to set up businesses to support miners. The discovery of mineral lodes contributed to the movement and settlement of the frontier. But not everyone who moved west did so to become miners. Many people went west to farm and to raise cattle and other livestock on the open prairie lands of the Great Plains.

Introduce the Big Question. Explain that just as the railroads affected the way land was used by encouraging the growth of towns along railroad lines, the raising of cattle also affected the way land was used. Encourage students to look for details about land use as they read.

Guided Reading Supports for “The Cattle Frontier”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Nature’s Gift” and “The Rise of Cattle,” Pages 20–23

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Nature’s Gift” on page 20.

SUPPORT—Point out the word *acres* in the second paragraph. Students in Core Knowledge schools might recall the term from the units *Westward Expansion Before the Civil War* and *The Civil War*. Remind students that one acre is 4,840 square yards of land.

Invite volunteers to read aloud the section “The Rise of Cattle” on pages 20–23.

CORE VOCABULARY—Review the meaning of the word *graze*. Point out that *graze* comes from a word meaning grass. Many grazing animals, such as cattle, sheep, horses, and goats, eat grass.

SUPPORT—Call attention to the image on page 22. Point out the long horns that give these cattle the name *longhorn*.



SUPPORT—Have students turn to the map on page 24 and locate first the territories and states that border Mexico. (*Texas, California, New Mexico and Arizona*) Then, ask students to locate the Rio Grande; San Antonio, Texas; and Sedalia, Missouri. Review how and why these locations were mentioned in the sections that students just read.



Page 21

From the grasslands of the western plains.

21



Cattle descended from the first Spanish cattle in North America have horns that span four to seven feet from tip to tip.

By 1860, there were about five million cattle in just one small corner of Texas, between the Rio Grande and the town of San Antonio. Because their horns could be as large as seven feet across, the cattle came to be called longhorns.

These longhorns belonged to no one. They were anyone's for the taking. Yet few Texans bothered to do so. They were so numerous that no one in Texas would pay more than \$3 or \$4 for one cow. That was hardly enough to pay the cost of rounding them up and keeping them on a ranch.

Texans knew there was a profitable market for beef in the far-off cities of the East. If they could find a way to get their cattle there, they could easily get \$30 or \$40 for each cow.

The obvious solution to their problem was the railroad. But there was southern Texas and the East, and it one was built. In the meantime,

Page 22

After volunteers have read the text, ask the following questions:

LITERAL—What natural resource on the Great Plains gave rise to the cattle industry?

- » grass

LITERAL—From where did longhorns come?

- » The Spanish brought them to Mexico, where the longhorns roamed free; they migrated north into southern Texas.

INFERRENTIAL—What food comes from cattle?

- » Cattle can be butchered and the meat sold as beef.

EVALUATIVE—Why did Texas ranchers want to get cattle to northern railroad cities?

- » Texas had too many cattle for ranchers to sell them there and make money. They needed to sell their cattle to more distant markets, such as cities in the East, but to do so, they had to transport their cattle. They needed the railroads to move their cattle.

“The Long Drive” and “The Cattle Kingdom Moves North,” Pages 23–26

Scaffold understanding as follows:

Have students read the section “The Long Drive” on pages 23–25 independently or with a partner.

SUPPORT—Draw attention to the title of the section. Point out that the verb *drive* doesn't just mean to operate a moving vehicle, such as a car. To drive something means to move it in a certain direction. Cowboys drove cattle from one place to another.

 **SUPPORT**—Have students use the map on page 24 to locate and trace the path of the Sedalia Trail. Then, have them find and trace the Chisholm Trail and follow the path of the railroad from Abilene, Kansas, to Chicago, the final destination for many of the cattle.

Read aloud the section “The Cattle Kingdom Moves North” on pages 25–26.

CORE VOCABULARY—Explain the meaning of the term *open range* when it is encountered in the text. Contrast an open range with a fenced-in field or pasture. On the open range, cattle could roam and graze freely.

nearest railroad line to the East was in Sedalia, Missouri, a good thousand miles away.

Soon after the end of the Civil War, several ranchers figured it out: if they couldn't bring the railroad to the cattle, maybe they could bring the cattle to the railroad. So they headed west to Sedalia, letting them graze on grass as they went. It would take maybe three months to get there. No one knew what problems might occur along the way, but if they succeeded, they would make a fortune.

The Long Drive

From this idea sprang the “long drive.” In spring 1866, ranchers began to round up cattle and begin the long drive—the first organized drive. Unfortunately for them, they chose a poor route. Much of the trail led through wooded areas where it was difficult to control the herd. Parts of the trail crossed fenced-in



Page 23

farms, and other parts ran through Native American territory. The large herd of longhorns caused damage and spread disease as they moved across the land, making farmers angry. At times, heavy rain washed out the trail entirely. Most of the 360,000 cattle that started out on the long drive didn't make it to Sedalia along the way. Still, for every animal that made it to Sedalia, the owners got \$35. They had found the way to their fortune. Despite the many difficulties, the Sedalia route was used until around 1870.

The next year, Texas cattle ranchers chose a route farther west, across open plains. This route was called the Chisholm Trail.



Page 24

After you read the text, ask the following questions:

LITERAL—What challenges did ranchers face during the first long drive on the Sedalia Trail?

- » They had to drive cattle through wooded lands, which broke up the herd. They also had to cross fenced-in farmlands and Native American territory. Heavy rains made the trail difficult to navigate. Many cattle died, or were lost or stolen.

EVALUATIVE—How did the Chisholm Trail differ from the Sedalia Trail?

- » It was farther west, shorter, and traveled mainly over open grassland. It ended in Abilene, Kansas, where a new rail line went straight to Chicago.

LITERAL—Why did the cattle kingdom move north?

- » Ranchers learned that cattle could survive the colder winters farther north. Land in the north was much closer to the railroad line, and the U.S. government, allowed cattle to graze on that land for free.

LITERAL—Who competed with cattle ranchers for land?

- » Sheep herders and farmers competed with cattle ranchers for land.

EVALUATIVE—What led to the end of the open range?

- » Cattle prices fell and then destruction of many cattle from the weather led ranchers to fence in and feed their cattle.

"The Cowboy" and "Working the Long Drive," Pages 26–29

Scaffold understanding as follows:

Have students read the section "The Cowboy" on pages 26–28 with a partner.

CORE VOCABULARY—Encourage students to refer to the vocabulary box for *brand* on page 27 as they read.

Invite volunteers to read aloud the section "Working on the Long Drive" on pages 28–29.

CORE VOCABULARY—Stop to explain the meaning of the term *stampede* when it is encountered in the text. Refer to the image on page 29 to support understanding of the term.

After volunteers have finished reading the text, ask the following questions:

LITERAL—Who were the cowboys in the American West?

- » Many cowboys were Mexicans, African Americans who left the South, and Native Americans.

Here there were no trees or farms or mud—only endless acres of grass. At the end of the trail lay Abilene, Kansas. From Abilene, a new railroad line ran directly to Chicago. This time nearly all the animals made it. The long drive to Abilene was a huge success. The railroads paid the ranchers, and cattle drives set out on trails farther west to new cow towns that rose up. Over the years, about ten million cattle pledged their way to these towns from Texas for shipment east.

The Cattle Kingdom Moves North

In time, cattle ranchers learned that the animals could survive the colder winter farther north. That land was much closer to the railroad line. The U.S. government, allowed cattle to graze on the land, allowed cattle to graze for free. Many ranchers took their cattle north to save the cost of the long drive. Soon the cattle kingdom stretched from Texas northeast to Montana and from Kansas westward to the Rocky Mountains. For a time, cattle ranchers made huge fortunes. But the good times did not last. The cattle ranchers soon faced competition from sheepherders for the use of the free grass. Sheep nibble grass close to the roots, leaving little or nothing for cattle. Bitter warfare between cattle ranchers and sheepherders followed.

Then, as you will read in the next chapter, farmers began to arrive on the open range in large numbers, plowing up the land and fencing it off. Cattle ranchers added to their herds too much. Prices began to fall.

All this, and the fact that longhorn cattle carried a tick-borne disease that devastated other breeds, made raising cattle very challenging. Nature delivered the final blow in the winter of 1886–1887. Two terrible winters and a hot, dry summer that killed grass and dried up streams destroyed more than 80 percent of the cattle. After that, ranchers saw they could no longer depend so completely on the grass of the open range to feed their herds. So they fenced in their cattle and raised enough feed to take care of them through the winter.

The Cowboy

The cattle kingdom gave birth to the colorful character of the cowboy. People all over the world know the American cowboy. They have played at being cowboys or seen a cowboy movie or television show.

However, the cowboys on TV are not much like the real ones. One in every three or four cowboys was Mexican; it was the Mexican vaqueros, or cowboy, who taught the American cowboy all his skills, from riding to roping. Then came African Americans, mostly former slaves who had left the South after the Civil War. Others were Native Americans. Many were teenagers. By the time most cowboys reached the age of thirty, they had sold their saddles and turned to other work.

Also, the real cowboy did not lead a life of constant excitement and adventure. The real cowboy's job was pretty much what the name suggests. He was a hired hand, not the independent cowboy of legend. He did what he wanted. For eight

Page 25

Vocabulary
brand, v. to mark with a symbol of ownership

25

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Page 26

Vocabulary
brand, v. to mark with a symbol of ownership

26

or nine months of the year, what he mainly did was "ride the line" between his boss's ranch and the neighbor's, trying to keep his cattle from wandering away.

Twice a year, cowboys from all the ranches joined in a cattle roundup. In the spring, they branded newborn calves with the owner's special mark. After that, the animals

Vocabulary
brand, v. to mark with a symbol of ownership

27



Page 27

ogs were young men. They were excellent riders.

27

After you read the text, ask the following questions:

LITERAL—What challenges did ranchers face during the first long drive on the Sedalia Trail?

- » They had to drive cattle through wooded lands, which broke up the herd. They also had to cross fenced-in farmlands and Native American territory. Heavy rains made the trail difficult to navigate. Many cattle died, or were lost or stolen.

EVALUATIVE—How did the Chisholm Trail differ from the Sedalia Trail?

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LITERAL—Who competed with cattle ranchers for land?

- » Sheep herders and farmers competed with cattle ranchers for land.

EVALUATIVE—What led to the end of the open range?

- » Cattle prices fell and then destruction of many cattle from the weather led ranchers to fence in and feed their cattle.

"The Cowboy" and "Working the Long Drive," Pages 26–29

Scaffold understanding as follows:

Have students read the section "The Cowboy" on pages 26–28 with a partner.

CORE VOCABULARY—Encourage students to refer to the vocabulary box for *brand* on page 27 as they read.

Invite volunteers to read aloud the section "Working on the Long Drive" on pages 28–29.

CORE VOCABULARY—Stop to explain the meaning of the term *stampede* when it is encountered in the text. Refer to the image on page 29 to support understanding of the term.

After volunteers have finished reading the text, ask the following questions:

LITERAL—Who were the cowboys in the American West?

- » Many cowboys were Mexicans, African Americans who left the South, and Native Americans.

were allowed to graze once again on the open plains. In the fall, cowboys separated those cattle ready for market from the rest of the herd.

Working on the Long Drive

Then came the hardest part of the cowboy's work—the long drives. On such drives, cowboys worked in all kinds of weather. Cowboys spent up to eighteen hours a day in the saddle, riding alongside, behind, and ahead of the herd. Only sometimes broke up their long, weary days. Sitting cross-legged on the ground, they ate the same boring food day after day. At night, they bedded down on the hard prairie, with their saddles for pillows.

The cowboy's greatest worry was a cattle stampede. Lightning, thunder, even a tiny sound like a small animal moving in the bushes could set off a stampede. Cowboys were frightened and set off the cattle. Then, for a few terrifying hours, the cowboy had all the adventure he could handle. The trick to ending the stampede was to force the animals to run in a wide circle until they tired and calmed down. Sometimes stampedes took place in the dark of night, perhaps with neither moon nor stars to help the rider see the ground ahead of him. It was dangerous work. If the cowboy did not do it skillfully, he would lose his life.

Like the mining frontier, the great age of the cowboy lasted only about twenty-five years, from the late 1860s to 1890. By then, as you learned in the last chapter, farmers had taken up much of the swining number of farms, as well as

Page 28

Vocabulary
stampede: n. the rapid movement of a large group of animals



Stampedes were among the biggest dangers cowboys faced during a long drive.

the increased use of readily available cheap barbed wire fencing, helped end the drives. Also, when the cattle kingdom moved north, there was no longer any need for the long drive. Many ranches were handy a day's drive from the railroads. Finally, following the terrible winters that led ranchers to move their herds off the open range, there were no more spring and fall roundups, either.

With these changes, the cowboy of old passed from the scene. He now became simply a ranch hand, who spent more time digging holes for fence posts than riding horseback and herding cattle.

Page 29

29

LITERAL—Describe the jobs that cowboys had throughout the year.

- » Cowboys worked for cattle ranchers, taking care of and herding cattle, especially on long drives. First, cowboys rode the line between ranches to keep their bosses' cattle from wandering. Then, cowboys from all nearby ranches held roundups, to bring the cattle together for branding. Finally, cowboys separated cattle ready for market and herded them up the long drive to railroad towns.

LITERAL—What happens in a stampede?

- » A stampede starts when something frightens the cattle. That something could be lightning, thunder, or the striking of a match. The frightened cattle set off running. When a stampede occurred, the cowboys spent hours forcing the animals to run in a circle until they tired and calmed down.

LITERAL—What happened to cowboys when cattle ranchers moved north and fenced off their lands?

- » The cowboy became an ordinary ranch hand.

INFERRENTIAL—What were the benefits and drawbacks of being a cowboy?

- » Being a cowboy meant being a hired hand and earning a wage. Many probably benefited from having that job as well as a place to live when not on the long drive. Cowboys might have enjoyed the lifestyle as well, working outside, riding on horseback, tending the animals, and traveling. They might have benefited from forming friendships or their own communities or families. On the other hand, being a cowboy did not pay well and was not entirely secure, stable work. The work was hard. Cowboys worked outside in all manner of weather and lived for months at a time in and out of their saddles. Sickness, injury, and stampedes and attacks were constant threats.

Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How did the rise of the cattle industry shape the use of land?"
- Post the Image Card to the Timeline under the date referencing the 1860s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the rise of the cattle industry shape the use of land?”
 - » Key points students should cite include: The cattle industry led to long drives across hundreds of miles of open range on the Great Plains. Each year, hundreds of thousands of cattle were driven up the trails to northern railroad towns. They grazed on open lands, clearing the vegetation and trampling the land through which they crossed. Longhorns also passed on diseases. In time, competition and other challenges led to the fencing in and settlement of the open range to manage and raise the herds. The cattle drives also encouraged the expansion of railroads and the growth of railroad and cow towns.
- Choose one of the Core Vocabulary terms (*graze*, *open range*, *brand*, or *stampede*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activity



Cattle Drives and Railroads

35 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Cattle Drives and Railroads (AP 3.1), pens or pencils

Distribute Cattle Drives and Railroads (AP 3.1), and instruct students to work in pairs to answer the questions. After students complete the activity page, invite volunteers to share their answers. Correct any misunderstandings.

Note: You may also assign the activity as homework.

Cowboy Songs (SL.5.2)

15 MIN

Materials Needed: Internet access; copies of the lyrics to “Git Along Little Dogies” and “The Old Chisholm Trail”



Background for Teachers: Print sufficient copies of the lyrics to “Git Along Little Dogies” and “The Old Chisholm Trail.”

Use this link to download the CKHG Online Resources for this unit, where the specific links to the lyrics and recordings of the songs may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is unavailable, have students examine the lyrics without listening to the songs. Invite students to read each song aloud.

Explain that the cattle frontier gave birth to a new type of music: cowboy songs. The songs described the lives of cowboys and cattle drives. In this activity, students will be introduced to two of these songs: "The Old Chisholm Trail" and "Git Along Little Dogies."

Explain that the words to these songs were not written down until long after they'd become popular, so every person who sings them uses slightly different words. Therefore, the words on the printed lyrics sheets might be a little different from what students hear in the recordings.

Distribute the lyrics to "The Old Chisholm Trail," and have students follow along as you play the recording.

Then, distribute the lyrics to "Git Along Little Dogies," and have students follow along as you play the recording.

In a class discussion, work with students to compare the two songs.

How are they similar?

- » They are both about a cattle drive.

How are they different?

- » "The Old Chisholm Trail" is longer and describes more of the challenges of cattle drives. The cowboy in "Git Along Little Dogies" seems happier.

CHAPTER 4

Farmers Move West

The Big Question: What attracted farmers to the Great Plains?

Primary Focus Objectives

- ✓ Describe the geography of the Great Plains. (RI.5.2)
- ✓ Explain the terms and significance of the Homestead Act. (RI.5.2)
- ✓ Describe the influence of technology on farming in the American West. (RI.5.3)
- ✓ Understand the meaning of the following domain-specific vocabulary words: *precipitation*, *till*, *credit*, and *homestead*; and of the phrase “weather pattern.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Farmers Move West”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of Important Physical Features of the United States (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

precipitation, n. water falling to Earth’s surface as rain, hail, snow, sleet, and mist (32)

Example: Most spring and summer precipitation tends to fall as rain.

till, v. to break up soil so crops can be planted (32)

Example: Farmers work hard to till the soil before they plant seeds.

Variation: tills, tilled, tilling

“weather pattern,” (phrase) weather that repeats over a period of time (33)

Example: Each geographic region in the country has its own weather pattern.

Variation: weather patterns

credit, n. a system of buying now and paying later (34)

Example: Farmers sometimes bought supplies on credit when they didn't have enough money to pay for what they needed.

homestead, n. a home and the land surrounding it (36)

Example: The family bought land to set up their own homestead.

Variation: homesteads

THE CORE LESSON 35 MIN

Introduce “Farmers Move West”

5 MIN

Use the Timeline to review what students have already read about migration to the West. Recall that in addition to miners, ranchers, cowboys, and railroad workers, many American settlers moved west of the Mississippi River to farm.

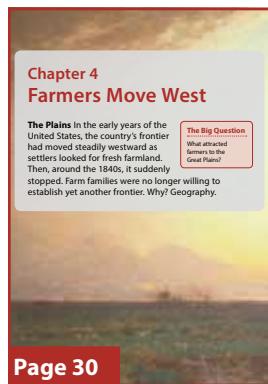
Read aloud the Big Question: “What attracted farmers to the Great Plains?” Encourage students to look for answers to the Big Question as they read.

Guided Reading Supports for “Farmers Move West”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Plains,” Pages 30–32



Page 30

Scaffold understanding as follows:

Invite volunteers to read aloud the section “The Plains” on pages 30–32.

CORE VOCABULARY—Stop to explain the meaning of vocabulary terms *precipitation* and *till* when they are encountered in the text. Explain that farmers used plows to till, or break up and turn, their land for planting.

 **SUPPORT**—Draw attention to the photograph on pages 30–31. Have students compare the photograph with the description of the Great Plains in the text: a vast area of flat land, open country as far as the eye can see, hearty grasses, lack of trees.

 **SUPPORT**—Display and refer students to their copies of Important Physical Features of the United States (AP 1.1). Point out the Great Plains. Explain that two geographic regions—the Great Plains and the Interior Lowlands—actually make up most of the middle of the country.

Activity Page



AP 1.1



Page 31

The plains, pioneers would have seen grass all the way.

Across the middle of the country stretches a vast area of relatively flat land. From the Rio Grande in the South, the plains reach more than three thousand miles north, into Canada. At their widest, the plains extend more than one thousand miles from the Appalachian Mountains to the Rocky Mountains. In the 1840s, before modern development, the plains were open country as far as the eye could see.

These vast plains have two major parts:

- The Interior Lowlands lie between the Appalachian Mountains and roughly 100°W longitude. This meridian passes through North Carolina, Tennessee, Kentucky, West Virginia, Ohio, Indiana, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, and Colorado. The Interior Lowlands receive thirty to forty inches of precipitation a year. Abundant water and fertile soil make this part of the plains perfect for farming. Grass, trees, and more grew across this wide region.
- The Great Plains run from 100°W longitude to the Rocky Mountains. Winter on the Great Plains are very cold, and summers are very hot. Precipitation averages as little as ten or fifteen inches a year. In some years, the region receives far less. For this reason, even though the soil is rich, few trees grow on the Great Plains. Maps in the 1840s called this part of the plains the Great American Desert.

Heavy grazing turned the Great Plains as far as the eye could see. In the hot summer sun, this grass turned brown. The lack of trees meant little wood for building and burning fuel. It was hard to find wood on plows.

Page 32

"The Great Plains," Pages 33–35

Scaffold understanding as follows:

CORE VOCABULARY—Introduce and explain the phrase “weather pattern” and the word *credit*. Encourage students to refer to back to the definitions of “weather pattern” and *credit* as needed as they read.

Then have students read the section “The Great Plains” on pages 33–35 with a partner.

SUPPORT—Point out that modern credit cards are a form of credit. People use the cards to make purchases. They have to pay back the amounts that they charge on their cards later. Guide students to understand that credit comes at a cost. Lenders, or creditors, charge interest to those who use credit. Interest is a percentage of an amount owed added on to the total. So, if someone uses \$100 of credit, and the lender charges 10 percent interest, then the borrower has to pay back \$110.

SUPPORT—Draw attention to the poster shown on page 35. Help students identify the producer of the poster, the purpose of the poster, and the ways that the poster tries to persuade people to do something. Draw attention to the words *credit* and *interest*. You may wish to explain that *principal* refers to the original amount of credit borrowed. Ask students: If people agree to buy the land advertised from the railroad on

The Great Plains

Many farm families decided that the Great Plains was not the place to settle. So, in the 1840s, western settlement leaped nearly two thousand miles westward to the Great Plains West. Then, after the Civil War, American settlers and European immigrants streamed onto the Great Plains. Despite the challenges, they started farms. From 1870–1890, farmers claimed more land on the Great Plains than the size of England and France combined.

Why did farmers change their minds?

What drew them to the Great Plains in the late 1860s? First, the weather pattern changed. For eight years, the Great Plains received higher than normal rainfall.

Page 33

the Great Plains in large numbers.

33

Many believed that the climate itself had changed. They trusted that the Great Plains would continue to enjoy higher rainfall. (They were wrong, but they did not find that out until some years later.)

Second, new technologies made it easier to farm, and get water on the open plains. Steel plows were better able to turn the sticky soil. Windmills pumped up groundwater from wells. Barbed wire made it possible to build fences, and railroads brought other needed supplies. Farmers also learned to grow wheat and other grains well-suited to the climate.

Finally, great land bargains made it less expensive to buy land. Remember that the U.S. government gave railroads land to encourage them to extend the lines west. The railroads turned around and sold this land to farmers at low prices. Across the United States, and in Europe, railroads advertised cheap land to settlers.

One could read: “**MILLIONS OF ACRES—IOWA AND NEBRASKA LANDS FOR SALE ON 10 YEARS CREDIT!** The railroad even offered “land exploring tickets.” This meant that people could buy railroad tickets to travel and see farms for free. They decided to buy land without ever getting a ticket; the railroad would fully refund their fees. The railroad made money no matter what people decided: it made money from the fare or from the sale of the land. The railroad also made money when the buyers

Page 34



Page 35

credit, to what terms are they agreeing? (*They are agreeing to repay the credit within ten years and to pay interest at a rate of 6 percent.*)

After students have read the text, ask the following questions:



LITERAL—How did weather encourage people to start settling the Great Plains?

- » In the 1860s, the Great Plains enjoyed eight years of uncharacteristically good rainfall. People thought that it was a permanent change.

LITERAL—How did technology encourage people to settle the Great Plains?

- » Steel plows made it easier to till the thick soil. The expansion of railroads meant that farmers could get building materials and other supplies from more distant places. They did not need to have building materials, like wood from trees, nearby. People also learned to use barbed wire, rather than wood, to make fences. Windmills pumped up groundwater from wells, improving water access.

EVALUATIVE—Why did railroads offer land deals to encourage westward settlement?

- » The railroads had gained land from the U.S. government through land grants. Selling the land for farms and other development earned railroads money. Encouraging westward settlement also increased usage of the railroads to move people as well as to move crops and other goods.

"Free Land," Pages 36–37

Free Land

The federal government offered an even bigger land bonus. In 1862, Congress passed the Homestead Act. This law gave 160 acres of land free to anyone who would settle on it and farm for at least five years. These homesteads were available to Americans and to immigrants. In Europe, many farm families struggled to survive on only three or four acres of worn-out land. The United States offered them a chance to get fresh land—160 acres of it!

During the next forty years, the United States gave away eighty million acres of land under the Homestead Act. That was about a half million farms.

The Homestead Act aimed to, in part, to help poor people start families. However, even with free land, poor families could not afford other farm costs, such as fencing, sheep, animals, barns, and seed. Therefore, most people able to "homestead" on the plains were already farmers who had saved some money.

Still, some poor people did manage to homestead. Among them were African Americans from the South. After the Civil War, thousands of these formerly enslaved people set out for Kansas. Borrowing a term from the Bible, they called themselves Exoduseters, because they were making an exodus, or departure, from their homes. They hoped to start better lives for themselves on western lands.

Page 36



Scaffold understanding as follows:

CORE VOCABULARY—Introduce and explain the word *homestead*, referring to the vocabulary box on page 36.

Have students read the section "Free Land" on pages 36–37 independently.

SUPPORT—Review the Homestead Act. Explain that 160 acres is 774,400 square yards, the equivalent of 160 football fields side-by-side—almost twice the size of Disneyland.



Background for Teachers—It is important to note that homesteads were largely restricted to those of European descent. Not until the end of the 1800s could native-born Asians acquire territory in this way. The 1866 Southern Homestead Act aimed to provide land to freed African Americans, but few were in a position to take advantage of its provisions.



After the Civil War, African American families also went west to settle on the Great Plains.

Page 37

SUPPORT—Draw attention to the image on page 37. Explain that the image shows one example of an African American homestead. Point out that homesteaders had limited building supplies, so entire families often shared small houses.

After students read the text, ask the following questions:

LITERAL—What were the exact terms of the Homestead Act?

- » Homesteaders got 160 acres of land free. They had to settle and farm the land. They had to do so for at least five years.

EVALUATIVE—How did the Homestead Act encourage immigration?

- » Many people in Europe struggled to get by with much less land that had already been overfarmed. The Homestead Act encouraged more people to immigrate to the United States in order to get homesteads on the Great Plains.

EVALUATIVE—Who were Exodusters? Why do you think the Homestead Act appealed to them?

- » Exodusters were formerly enslaved African Americans who left the South after the Civil War and moved to the Great Plains to start homesteads and farm. The Homestead Act offered them the chance to start their lives anew—and to live in freedom and take care of their families.

INFERRENTIAL—Why would the government give away land to homesteaders?

- » The United States had a vast amount of undeveloped land in the Great Plains. Railroads stretched across the continent, connecting its many distant parts. Giving away the land provided an economic opportunity for people who might be struggling to find work, support themselves, and feed their families on the more crowded coasts. It would relieve population and other pressures on coastal regions, and increase the general productivity of the nation. Farming the plains also promised to provide more food to feed the country.

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What attracted farmers to the Great Plains?”
- Post the Image Card to the Timeline under the date referencing the 1860s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short response to the Big Question, “What attracted farmers to the Great Plains?”
 - » Key points students should cite include: Farmers were attracted to the Great Plains by land deals offered by the railroads as well as by the promise of free land under the Homestead Act. They also came to believe that weather patterns had changed and that increased rainfall would support farming. The expansion of the railroads also made it easier to reach the plains and would enable farmers to ship crops to more distant markets, as well as to obtain wood and other supplies from other places. Finally, improved technologies made it easier to till and farm the land, to build fences, and to get fresh water. Most who moved west to farm hoped to build better lives for themselves and their families.
- Choose one of the Core Vocabulary words (*precipitation*, *till*, *credit*, or *homestead*) or the phrase “weather pattern,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activity

Domain Vocabulary: Chapters 1–4 (RL.4.4, L.4.6)

15 MIN

Activity Page



AP 4.1

Materials Needed: sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.1)

Distribute Domain Vocabulary: Chapters 1–4 (AP 4.1). Direct students to match the vocabulary terms that they have learned so far to the correct definitions.

Note: This activity may be assigned as homework.

CHAPTER 5

Adjusting to Life on the Plains

The Big Question: How did farmers adjust to the hardships of the Great Plains?

Primary Focus Objectives

- ✓ Describe what life was like for farmers living on the Great Plains. (RI.5.2)
- ✓ Explain how farmers adapted to the environment of the Great Plains. (RI.5.3)
- ✓ Identify effects of the grasshopper plagues. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ditch*, *evaporation*, and *hardship*. (RI.5.4)

Core Vocabulary (Student Reader page numbers listed below)

ditch, **n.** a narrow channel dug in the ground (42)

Example: Running across the field, the child stumbled into a ditch.

Variation: ditches

evaporation, **n.** the process by which a liquid changes to a vapor or gas (42)

Example: Hot summer temperatures increase surface water evaporation.

Variation: evaporate (verb)

hardship, **n.** a difficulty (43)

Example: One hardship experienced by many settlers was hunger.

Variation: hardships

THE CORE LESSON 35 MIN

Introduce “Adjusting to Life on the Plains”

5 MIN

Use the Chapter 4 Timeline Image Card to review what students read in the previous chapter. Invite volunteers to recall why farmers began moving to the Great Plains in greater numbers during the late 1860s. Then, ask them to describe the landscape and weather patterns found on the Great Plains.

Read aloud the Big Question, and tell students to look for answers to the question as they move through the chapter.

Guided Reading Supports for “Adjusting to Life on the Plains”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Hard Life,” Pages 38–41

Chapter 5 Adjusting to Life on the Plains

A Hard Life Farm families settling on the Great Plains found a climate and land different from anything they had known in the East or in Europe. Temperatures in the summer were as high as 110°F; in the winter they could fall below 0°F. Strong winds swept across the treeless plains.

Settlers were used to building log cabins and heating them with wood fires. Without trees, that was impossible. Yet families managed. With little wood or stone available, they built houses of sod, which is the top layer of grassy soil, complete with its tangled roots. On the sunbaked plains, this sod was almost as hard as rock. After a rain or melting snow softened it, farmers cut it into flat bricks. They piled the bricks one upon another, two to three rows thick, to make walls. They used what little wood they could find to make a roof, with another layer of sod piled on that. The thick walls kept the inside warm. Weather farmers ever had!

Page 38



Page 39

small glass windows. In a letter to friends back in New England, a woman who had moved to the Kansas frontier wrote, "We have but one room in which we eat, drink, and sleep, and that is not as large as a closet. Dirt floors and mud walls crumble when walls and ceiling, insects, snakes, and small animals came through the walls. Rain, always welcome on the Great Plains, also meant leaky roofs and walls for days afterward."

Getting water for daily needs was another problem. One option was to drill a well hundred to three hundred feet deep and build a windmill to pump the water up. Farmers could count on the strong winds that swept the plains to provide power for the windmill. However, digging wells and building windmills was costly. Most settlers did not have the money to get their household water that way. Most got their water from a nearby pond or spring. The way this woman's family did.

This spring, about a half mile or more distant, was the nearest source of good water.... A yoke was made to place across the shoulders, so as to carry at each end a bucket of water, and then water was brought a half mile from spring to house. Both father and mother carried water thus from day to day.

Farmers on the plains learned to burn corncobs for fuel.

Perhaps the hardest thing about life on the Great Plains was the loneliness. Farms were far apart. There might not even be a small village nearby. Farm families might go many days without seeing another person. A well-known author of a hundred years grew up on a farm on the prairies of the famous, he wrote his own life

Scaffold understanding as follows:

Have students read the section “A Hard Life” on pages 38–41 independently.

SUPPORT—Draw attention to the image on pages 38–39. Give students a moment to study the image, and then read the caption aloud. Ask students what this image tells them about life on the Great Plains.

SUPPORT—Call on a student to reread the excerpt at the end of the section, on page 41, aloud. Remind students that American settlement of the Great Plains took place in the 1800s. The most advanced communication device was a telegraph machine. The first telephone call was made in 1876, but telephones did not become popular until the 1900s. Radio, television, and movies also did not come along until the 1900s, and modern amenities, such as the computer and the smartphone, came along even later. Early homes on the plains did not even have electricity—much less conveniences, such as washers and dryers, fans, and air conditioning.

After students read the text, ask the following questions:

LITERAL—What was the climate of the Great Plains?

- » Temperatures could go as high as 110°F in summer and below 0°F in winter. Strong winds were also common.

LITERAL—What resources did homesteaders and other American settlers use to build their homes on the plains?

- » They used sod, a mix of soil and grass, which they made into bricks, and what little wood they could find or buy.

LITERAL—What were the challenges of living in a sod house?

- » The dirt crumbled from the walls and ceiling. Insects, snakes, and small animals came through the walls. Roofs and walls leaked when it rained.

LITERAL—How did settlers get fresh water?

- » Settlers either dug deep wells and used windmills to pump up water, or traveled back and forth to nearby streams and ponds to get water.

LITERAL—What made life on the Great Plains lonely?

- » Farms were spread out, so people lived far apart. It was possible to go days without seeing another person.

“Learning New Ways of Farming,” Pages 41–43

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Learning New Ways of Farming” on pages 41–43.

CORE VOCABULARY—Stop to explain the meanings of *ditch*, *evaporation*, and *hardship*. Point out that digging *ditches* was an adaptation to the *hardship* of water scarcity, because the ditches trapped water that might otherwise *evaporate*. If students need help understanding evaporation, explain that this process happens when water boils, as in a tea kettle. The heat causes the water to become water vapor, or steam.

Note: Students in Core Knowledge schools may recall the word *evaporate* from the Grade 4 unit *World Mountains*.

SUPPORT—Refer to the image on page 41. Invite students to identify the innovation shown. (*barbed wire*) Then, ask: How does this innovation represent an adaptation to the environment? (*It allowed farmers to build fences without very much wood. This was important because there were not very many trees on the plains.*)

SUPPORT—Draw attention to the last sentence in the chapter, on page 43. Explain that because the Great Plains produced so much grain, the region became known as the nation’s “bread basket.” Today, the Great Plains states are still major producers of grains, such as wheat, barley, and corn.

After volunteers read the text, ask the following questions:

LITERAL—What three inventions helped farmers adapt to environmental conditions on the Great Plains?

- » The lightweight steel plow, barbed wire, and dry farming helped farmers adapt.

LITERAL—What else did farmers do to adapt the environment of the plains?

- » They grew crops that needed less water.

story. In it he described the loneliness of farm life. Plowing was an especially lonely job:
It meant going to and fro after hour, day after day, with no one to talk to but the horses. I cheered myself in every imaginable way: I whistled. I sang. I studied the clouds... and I counted the prairie chickens.

Learning New Ways of Farming



The widespread use of barbed wire changed the way of life on the plains from ranching to farming.
41

Page 41

Farmers now needed enough wood for the fence posts to hold the long strands of barbed wire.

The third invention, a new method of farming called dry farming, is still used in some places today. In dry farming, when rain comes, shallow ditches on each side of the growing plants capture the water. As soon as the rain stops, the soil in those ditches is turned over. This moves the wet soil underneath, closer to the roots of the plants, and keeps it from drying out through evaporation. This kind of farming works best on smaller homesteads, not on huge farms with a lot of acreage. Farmers also switched to new kinds of wheat and other crops that needed less water.

Farmers faced one problem they could not solve: grasshoppers. These insects appeared on the plains every few years, in such numbers that they devoured everything in their path. Imagine standing in your field, looking out across the prairie as you walk out to take care of your farm. You see the sun, the sky, the grass, and the sky. Then you hear a faint humming noise in the distance. The hum swells into a deafening roar. The sky darkens. Millions upon millions of grasshoppers blot out the sun. The insects drop down, and you watch helplessly as your crop vanishes. One settler, to whom this happened in 1873, wrote:

So thick were the grasshoppers in the cornfield of which both of
I not a spot of green could be seen.

Page 42



Farmers tried many methods to save their crops from swarms of grasshoppers, sometimes even starting noisy fires from the bodies of dead grasshoppers.

And within two hours of the time that they had come not a leaf was left in all that field.

Despite all the hardships, farm families continued to move onto the Great Plains. Nothing could turn back the tide. Not the grasshoppers. Not the blizzards, which complicated travel for farmers building their fences. Not even the return of dry weather, which caused many a farm family to give up and go back to the East. By the end of the 1800s, the Great Plains had become the nation's chief producer of grain.

Vocabulary
hardship, n. a difficulty

Page 43

LITERAL—Why were grasshoppers such a problem for farmers?

- » There were millions of them, and they would eat everything in their path, including farmers' crops.

LITERAL—How did some settlers try to combat the grasshopper plagues?

- » They started smoky fires to drive the grasshoppers away from their crops.

INFERRENTIAL—Why do you think people continued to move to the Great Plains despite the hardships of life there?

- » Possible response: Many people were coming from other difficult conditions. Despite the hardships, life on the Great Plains offered them a chance to make their own homes, to own land, to farm and raise their own food, and to escape less desirable circumstances, such as unemployment, overcrowding, persecution, and conflict.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did farmers adjust to the hardships of the Great Plains?”
- Post the Image Card to the Timeline under the date referencing the 1870s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did farmers adjust to the hardships of the Great Plains?”
 - » Key points students should cite include: Farmers used technological innovations like the steel plow and barbed wire to respond to challenges like tough soil and scarcity of wood. They built houses from sod bricks instead of from wood. They used dry farming methods to keep rainwater in the ground for their crops. They either transported their own fresh water, or dug wells and built windmills to pump up groundwater.
- Choose one of the Core Vocabulary words (*ditch, evaporation, or hardship*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Remembering the “Wild West”

The Big Question: How did the legends of the Wild West come about?

Primary Focus Objectives

- ✓ Explain how notions of “the West” changed over time. (RI.4.1)
- ✓ Summarize events leading up to the Oklahoma Land Rush. (RI.4.3)
- ✓ Explain how and why the frontier “closed” in 1890. (RI.4.3)
- ✓ Explain how ideas about the American West became popularized and Americans’ fascination with Billy the Kid, Jesse James, Annie Oakley, and Buffalo Bill. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *foolhardy, ore, census, irrigation, stagecoach, and scout.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the ‘Wild West’”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 3.1

- Display and individual student copies of Important Physical Features of the United States (AP 1.1)
- Display and individual student copies of The United States (AP 1.2)
- Display and individual student copies of Cattle Drives and Railroads (AP 3.1)
- Sufficient copies of The True Story of Annie Oakley (NFE 1)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

foolhardy, adj. reckless; without care or caution (46)

Example: The foolhardy boys did not think about the consequences of their actions.

ore, n. rock from which metal can be obtained (47)

Example: Miners dug into the mountain hoping to find iron ore.

Variation: ores

census, n. a count of the number of people living in a certain area (49)

Example: The U.S. government took its first census of the population in 1790.

Variation: censuses

irrigation, n. a method of watering crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops (49)

Example: Farmers used river water in the irrigation of their crops.

Variation: irrigate (verb)

stagecoach, n. a horse-drawn vehicle used to carry passengers and mail along an established route (50)

Example: Many people used the stagecoach to travel between towns in the American West.

Variation: stagecoaches

scout, n. a person sent to observe an area and get information (52)

Example: As a scout, the young woman traveled and explored many places.

Variation: scouts, scout (verb)

THE CORE LESSON 35 MIN

Introduce “Remembering the ‘Wild West’”

5 MIN

Use the Timeline to review what students read in Chapter 5. Emphasize the difficulties settlers faced on the Great Plains, such as the lack of rain, the lack of trees, and the grasshoppers. Review how settlers adapted to these challenges, including their use of barbed wire, dry farming, and sod houses. Note that despite the challenges, settlers continued to flock to the West.

Direct students’ attention to the Big Question. Encourage students to look for details about the “Wild West” as they read.

Guided Reading Supports for “Remembering the ‘Wild West’”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Moving West," Pages 44–47

Scaffold understanding as follows:

Have students read the first three paragraphs of the section "Moving West" on pages 44–46 with a partner.

Activity Pages



AP 1.1
AP 1.2

Chapter 6
Remembering the
"Wild West"

Moving West Throughout its history, America has had many "Wests." To the first English colonists, the West was anywhere west of their small settlements on the Atlantic Coast. A hundred years later, the West had become the land leading up to the Appalachian Mountains, where mostly Scots-Irish immigrants settled before the American Revolution.

The Big Question: How did the legends of the Wild West come about?

Page 44

A painting depicting a wagon train moving across a vast, open landscape, likely the Oregon Trail.

Page 45

A historical account of Daniel Boone's crossing of the Cumberland Gap in 1799, followed by a section on Manifest Destiny and its impact on Native Americans.

After Daniel Boone crossed the Cumberland Gap in 1799, there was a new American West—the land west of the Appalachians, up to the Mississippi River. With Lewis and Clark's route of exploration, the whole huge area between the Mississippi River and the Rocky Mountains became America's newest West.

Then there was the idea of Manifest Destiny. This was an idea that many Americans believed in. They believed that the United States was destined, or meant, to span the continent, to stretch from the Atlantic Ocean to the Pacific Ocean. It was their right to do so. Many Americans saw westward settlement—including the forced relocation of Native Americans—as part of the country's Manifest Destiny.

The West also came to mean the frontier—that line that marked the farthest edge of white American settlement. Americans watched with pride and wonder as that line moved steadily, westward, during the 1800s and 1800s. As that line pushed forward, little thought was given to the Native Americans who were being forced from their homes.

Some Americans opposed the rapid expansion of the frontier. One of them was Horace Greeley, editor of the New York Tribune. In 1845, several hundred Americans were about to set out across the Great Plains for Oregon. Greeley wrote that their plan was "foolhardy" and amounted to "insanity." He predicted 90 percent would never reach their destination alive. He believed they would die of starvation or in attacks by

Vocabulary: foolhardy, adj. reckless and care or caution

Page 46

SUPPORT—Display and refer to Important Physical Features of the United States (AP 1.1) and The United States (AP 1.2). Use the maps to show the changing definition of the American West, as explained in the text.

Read aloud the last three paragraphs in the section "Moving West" on pages 46–47.

CORE VOCABULARY—Stop to explain the meaning of *foolhardy* when it is encountered in the text. Discuss related words, such as *fool* and *foolish*.

SUPPORT—Note the year and the destination of the settlers Greeley criticized. Help Core Knowledge students make the connection to the Oregon Trail, if they have studied the unit *Westward Expansion Before the Civil War*.

After you have read the text, ask the following questions:

LITERAL—How did the frontier—the area that had not yet been explored and settled by Americans and European immigrants—move throughout American history?

- » As the country grew, the frontier moved farther west.

LITERAL—What was Manifest Destiny? What role did it play in westward expansion?

- » Manifest Destiny was the idea that the United States was destined, or meant, to expand across the continent, from coast to coast. It provided justification for westward expansion, even at the expense of Native American claims and lives.

INFERRENTIAL—What do you think Horace Greeley meant when he said, "Go West, young man, and grow up with the country"?

- » Possible response: Greeley meant that people, particularly young men, should seek opportunities in the West because that's where the future of the country would be.

"Oklahoma Land Rush," Pages 47–48

Scaffold understanding as follows:

CORE VOCABULARY—Introduce the term *ore*, and explain its meaning.

Explain that many metals, such as gold, silver, copper, and iron, exist in raw forms when they are dug out of the earth. To become the polished or refined metals that people use, they have to be separated from the dirt and rock in which they are found, melted down, and refashioned.

Have students read the section "Oklahoma Land Rush" independently.

 **SUPPORT**—Display and refer to Cattle Drives and Railroads (AP 3.1).

Draw attention to the area labeled Indian Territory. Explain that American settlers had been crossing that territory for decades. Many wanted to settle it. As a result, what had been Indian Territory would become the Oklahoma Territory, and later, the state of Oklahoma. The name *Oklahoma* actually comes from Choctaw words meaning red nation or red people, an expression once used to describe Native Americans.

SUPPORT—Draw attention to the image at the bottom of page 48. Ask students to describe what they see. Explain that the Oklahoma land rush was just that—a race to claim the best parcels of land being given away, free, by the U.S. government.

After students read the text, ask the following questions:

LITERAL—What promise to Native American peoples did the U.S. government make and break?

- » The United States forced Native Americans to move to Indian Territory, what would later become Oklahoma. The government promised that Native Americans would hold that land without interference from American settlers. The government broke that promise when it forced Native Americans to sell back part of the territory in order to give it to homesteaders, and then opened up even more of the territory to settlement.

LITERAL—What was the Oklahoma land rush?

- » On April 22, 1889, the U.S. government opened up a large part of western Oklahoma—Indian Territory—to American settlement. At noon on that day, a starter fired a gun, and those who had come to settle the land raced to claim their parcels.

But nearly all of them reached Oregon and sent back reports about their happy life there. Horace Greeley changed his mind. He soon became a strong supporter of the westward movement. He advised his readers to, "Go West, young man, and grow up with the country." Greeley himself took a trip to the West just before the Civil War. As a result, he became even more enthusiastic about the region.

Oklahoma Land Rush

Americans didn't really need Horace Greeley's advice. They had been gobbling up land since the nation's founding. Their hunger for *ore* never seemed to be satisfied. As miners moved westward, they took their families with them. In fact, they settled in areas known as Indian Territory, which would become the present-day Oklahoma. Back in the 1830s, the U.S. government had forced Native Americans, primarily tribes from the southeast including the Choctaw, Chickasaw, Cherokee, and Creek (or Muscogee) to move there. They promised that Native Americans would be able to live there without interference by settlers.

Settlers pressured the U.S. government to allow them to have this land as well. The United States forced the Native Americans to sell back two million acres. This land was then divided into homesteads of 160 acres and given to the settlers.

Even this was not enough to satisfy land-hungry settlers. So the government announced it would give away land. On April 22, 1889, a large part of western Oklahoma

Page 47

47

Activity Page



AP 3.1

promised to the Native Americans would be given away free to settlers. First come, first served. Little thought was given to the Native Americans whose land was once again being taken away.

On the morning of April 22, about one hundred thousand people gathered along the border. They came on horses, in wagons, on bicycles, and on foot. The land giveaway had become a race to get the best land.

At noon, the starter fired his gun. The rush for land was on! Settlers swarmed the land like shoppers descending on a field of corn. In just two hours, nearly every homestead had been claimed.

Towns sprang up where none had existed before. Before the starter fired his gun at noon on April 22, the town of Guthrie, Oklahoma, did not even exist. By sunset, Guthrie had a population of fifteen thousand!

Page 48

My new homesteaders but also new towns.



"The Closing of the Frontier," Pages 49–50

The Closing of the Frontier

In 1890, just a year after the Oklahoma land rush, the U.S. Census Bureau made a startling announcement. The frontier was no more.

Remember the frontier was an imaginary line that marked the farthest edge of white settlement. The Census Bureau announcement did not mean that there was no more unsettled land in the West. There was plenty of it—most of it was too dry for farming without large-scale irrigation. What the Census Bureau actually meant was that there was no place left with the right amount of rainfall that would be good for farming.

The Census Bureau's announcement did not mean the end of homesteading. Millions of acres in states like Kansas, Nebraska, Colorado, and North and South Dakota remained undeveloped. The government continued to give away these lands to those willing to farm. In fact, more homesteads were started after the 1890 announcement than before.

Certainly, the closing of the frontier did not mean the end of opportunity for Americans or the end of the chance to make their fortune. There were opportunities throughout the land, not just in the West but in all sections of the country, and especially in its cities.

Page 49

Scaffold understanding as follows:

Invite volunteers to read aloud the section "The Closing of the Frontier," on pages 49–50.

CORE VOCABULARY—Stop to explain the meanings of the terms *census* and *irrigation* when they are encountered in the text. Explain that *census* comes from a Latin word meaning to assess, or estimate the amount. Every ten years, the U.S. Census Bureau assesses, or counts, the nation's population. You may wish to point out that in 1890, the U.S. Census Bureau assessed the nation's total population at nearly 63 million. In 2010, the Census Bureau assessed the nation's population at more than 308 million.

Note: Students in Core Knowledge schools may recall the term *irrigation* from the Grade 3 unit *World Rivers*.

After students read the text, ask the following questions:

LITERAL—What did the U.S. Census Bureau announce in 1890?

- » It announced that there was no more frontier.

EVALUATIVE—What did the U.S. Census Bureau mean by announcing that the frontier was gone?

- » It meant there was no unclaimed land left with enough rainfall for farming.

LITERAL—After the closing of the frontier, where were the best places to find new opportunities?

- » There were opportunities in all sections of the country, mostly in cities.

"Western Legends" and "Shaping Opinions About the West," Pages 50–53

Still, the announcement was significant. For many Americans it marked the end of an era. Though the stories of westward expansion lived on, the frontier was gone.

Western Legends

None, maybe, but certainly not forgotten. It seemed that the more legends the settlers found in the days of the business of making their lives the more exciting they considered the West as a place of purgatory, rugged cowboys, and exciting adventures—the "Wild West." But few outsiders ever saw the West. So where did they get their ideas? Partly from newspapers, which carried many stories about real-life western characters, stories that were often wildly exaggerated.

Take the outlaws Billy the Kid and Jesse James. Some eastern newspapers went way beyond the truth in their stories about these men. The newspapers made these outlaws seem clever and heroic. They were not. They were as bad as they could possibly be. In reality, they were neither. Billy the Kid was a skinny man who was not very skillful with a gun. He began his career of horse stealing, jailbreaking and killing at age fifteen. Jesse James, who had fought with the Confederates in the Civil War, was older when he started his life of crime. He held up banks, stagecoaches, and trains in broad daylight in half a dozen different states.

Vocabulary
stagecoach, n.
a vehicle drawn by horses that carries passengers and mail along a established route

Page 50

Scaffold understanding as follows:

Invite volunteers to read aloud the section "Western Legends" on page 50.

CORE VOCABULARY—Stop to review the meaning of the term *stagecoach* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall learning about the stagecoach in the unit *Westward Expansion Before the Civil War*.

Have students read the section "Shaping Opinions About the West" on pages 51–53 independently.

CORE VOCABULARY—Encourage them to refer to the vocabulary box on page 52 as they read to help them understand the word *scout*.

Billy the Kid

REWARD
FOR THE KID
BILLY THE KID
A FAMOUS OUTLAW
DEAD OR ALIVE
THREE THOUSAND DOLLARS

Shaping Opinions About the West

Some newspapers exaggerated for the same reasons some newspapers today exaggerate. Exciting stories about the day-to-day struggle of farmers, ranchers, and others. It was also about Native Americans trying to protect their lands and their ways of life. However, those stories would not attract as many readers as others.

Newspapers weren't the only ones to profit from the myth of the Wild West. In the last part of the 1800s, the "dime novel" became very popular. Writers of these paperback adventure stories found that stories about the West sold well. For just ten cents, kids in Chicago—and their parents too—could buy a dime novel.

Page 51

Vocabulary
scout: a person sent to observe and collect information

read exciting tales of cowboys and outlaws. Publishers produced more than 2,200 of these dime novels about fictional heroes, such as Arizona Joe, Denver Dan, and Larist Lil. Even the stories about real people usually described made up or exaggerated events.

A new form of entertainment called the Wild West show also shaped ideas about the West. Even before the frontier had disappeared, some westerners realized they could make money by putting on shows for eastern audiences. These shows became hugely popular. By the 1880s, there were about fifty such shows traveling throughout the East.

The most popular Wild West show belonged to William F. "Buffalo Bill" Cody. Cody had worked as a Pony Express rider, a scout, and a buffalo hunter. Dramatic tales of his adventures became the subject of dime novels. In 1883, Cody created an outdoor western show that featured riding and shooting contests, a stagecoach robbery, and

Sensational Annie Oakley
Sensational Annie Oakley because such an excellent marksman that she was called "Queen of the West."

Page 52

Vocabulary
cowboy: a person who works on a ranch, especially one who herds cattle

Buffalo Bill's Wild West show included the famous Native American chief Sitting Bull and a young woman who shot a rifle with amazing accuracy. She herself was part of the myth, however; she had never been to the West. The show played to audiences of up to twenty thousand, twice a day.

After performing to big crowds in the United States for several years, Cody packed up the show, left the U.S., and took it to Great Britain. There, he, Annie Oakley, and the others thrilled audiences of many thousands—including Queen Victoria herself! Buffalo Bill Cody's Wild West show continued to tour well into the early 1900s. But by that time, the real frontier had passed into history. Cody's show, along with the newspaper stories and dime novels, kept the legend of that frontier alive. Together, they gave audiences a taste, even though an exaggerated one, of life in the West.

Overall, newspaper articles, dime novels, and Wild West shows did contribute to a growing sense of American identity, one that was quite different from Europe. The West also held the promise of opportunity and escape from the increasingly industrialized eastern states.

Page 53

SUPPORT—Call attention to the term *dime novel*. Explain that dime novels were short works of fiction, generally sold for a nickel or a dime. Most were about one hundred pages long, and they often collected popular newspaper serial stories in one volume. They were popular forms of entertainment in the 1800s.

SUPPORT—Draw attention to the Annie Oakley poster on page 52. Invite a volunteer to read the caption aloud. Explain that there is some discrepancy about Annie Oakley's real last name. It could be Mosey or Moses. This is explained in *The True Story of Annie Oakley* (NFE 1).

After students read the text, ask the following questions:

LITERAL—Who were Billy the Kid and Jesse James?

- » They were criminals who became famous because of exaggerated newspaper stories about them.

LITERAL—What were dime novels?

- » They were cheap paperback adventure stories, usually about cowboys and outlaws.

LITERAL—Who was Buffalo Bill Cody?

- » Buffalo Bill Cody worked as a pony express rider, a scout, a cowboy, and a buffalo hunter. He created the most popular of the Wild West shows.

LITERAL—Who was Annie Oakley?

- » Annie Oakley was a part of Buffalo Bill Cody's Wild West show, where she demonstrated her skill in shooting a rifle with great accuracy. She was a part of the myth about the West, even though she had never visited the West.

EVALUATIVE—How accurate were the portrayals of the West in newspapers, dime novels, and Wild West shows?

- » The portrayals were not very accurate. They focused on cowboys and outlaws and gunfights, but life in the West was really about day-to-day struggles for survival by farmers, ranchers, and Native Americans.

EVALUATIVE—What did the myth of the Wild West represent?

- » Possible responses: It represented an American identity. It represented opportunity and excitement.

Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the legends of the Wild West come about?”
- Post the Image Card under the date referencing the 1880s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the legends of the Wild West come about?”
 - » Key points students should cite include: Newspapers and dime novels told exaggerated tales of adventure about cowboys, gunfights, and outlaws like Jesse James and Billy the Kid. Wild West shows like those with Buffalo Bill Cody and Annie Oakley added to and maintained these legends.
- Choose one of the Core Vocabulary words (*foolhardy, ore, census, irrigation, stagecoach, or scout*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Buffalo Soldiers (RI.4.7)

25 MIN

Materials:

 Internet access

Background for Teachers: Read the background material about buffalo soldiers, and preview the videos before sharing them with the class. The International Museum of the Horse video, *The Buffalo Soldiers*, is 5:21 minutes long, but show only the first 3:31, as the rest is beyond the scope of the unit. The video *Following the Lieutenant: Buffalo Soldiers of the Bicycle Corps* is 2:00 minutes long. You may choose to show one or both videos, in whole or in part.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the background information and videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that white American settlers were not the only people to move westward in the 1800s. Many African Americans, particularly after the Civil War, also went west. Among these were miners and farmers, as well as the buffalo soldiers.

During the Civil War, African American units were formed within the Union Army. By war's end, 186,000 African Americans had served in 150 all-black regiments, and 30,000 more African Americans had seen service in the navy. All told, about 13 percent of the Union Army was composed of men of color. This number does not count the African American men and women who served as cooks, laborers, and carpenters for the army.

After the Civil War, the U.S. Congress authorized the creation of six regiments of African American soldiers. The 24th and 25th Infantries and the 9th and 10th Cavalries were sent west to fight in the Plains Wars. The Native Americans, whom they fought, may have named these African Americans "buffalo soldiers" out of respect for their courage. Fourteen buffalo soldiers won the Congressional Medal of Honor. These units were disbanded in 1952, and the soldiers integrated into the rest of the army after the federal government banned segregation in the armed forces.

Show the class the videos.

After showing the videos, ask students about their impressions of the buffalo soldiers and the jobs they did.

The True Story of Annie Oakley (RI.5.2, RI.5.6)

20 MIN

Materials: Sufficient copies of The True Story of Annie Oakley (NFE 1); Internet access

Use this link to download the CKHG Online Resources for this unit, where the specific links to the *Annie Get Your Gun* song and the nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is unavailable, you may skip the song portion of this activity.

Begin the activity by playing the song "Anything You Can Do" from the musical *Annie Get Your Gun*. Explain that the hit musical explores how Annie Oakley came to join Buffalo Bill's Wild West show. The song "Anything You Can Do" popularizes the initial competition between Annie Oakley and sharpshooter Frank Butler, who would later become her husband. Listen to the song, and invite students to describe what it suggests about Annie Oakley.

Then, distribute copies of The True Story of Annie Oakley (NFE 1). Read this nonfiction excerpt aloud as students follow along. Pause to explain the meaning of the following words as they are encountered:

- **suede, n.** leather with a hairy or fuzzy surface
- **muzzle-loading rifle, n.** a rifle in which the bullet and gunpowder are loaded through the muzzle, or the open end of the gun's barrel
- **income, n.** money earned for work done
- **mortgage, n.** a loan used to buy a property, such as a house

After students have read the excerpt, lead a class discussion based on the following questions:

Annie did not grow up in the West. Where was she born and raised?

» Darke County, Ohio

Annie spent five years in an orphanage. How do you think this experience shaped her character?

» Possible responses: It made her independent. It taught her to take care of herself. It made her value her family even more.

What goal did Annie achieve as a market hunter?

» Her goal was to provide the store with as much game as it could sell. By doing so, she earned more money than most men and was able to pay the mortgage on her mother's farm.

What events resulted from Annie's first contest as a trick shooter?

» She exchanged letters with Frank Butler and later married him. He became her manager.

How did Annie become a performer in Buffalo Bill's Wild West show?

» She and her husband became professional shooters, and Buffalo Bill Cody hired them for his show.

Why do you think Annie took the last name "Oakley"?

» Possible response: It sounded more "western" than Butler, Mosey, or Moses.

What do Annie's—and the Wild West show's—popularity suggest about the appeal of the Wild West at this time?

» Possible response: People were fascinated by the Wild West. The show was a popular form of entertainment.

CHAPTER 7

The United States Gains Alaska

The Big Question: What were the events leading to America's purchase of Alaska?

Primary Focus Objectives

- ✓ Explain why Russia wanted to sell Alaska. (RI.5.2)
- ✓ Explain why U.S. officials wanted to buy Alaska. (RI.5.2)
- ✓ Summarize events leading up to the Alaska Purchase. (RI.5.2)
- ✓ Describe the public response to the Alaska Purchase. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *treaty*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Alaska":

www.coreknowledge.org/ckhg-online-resources

Note: Chapter 7 is shorter than most chapters in this unit. Teachers should be prepared to distribute copies of the Domain Vocabulary: Chapters 5–7 (AP 7.1) for students to complete after reading the chapter.

Materials Needed

Activity Pages



AP 7.1

AP 7.2

- Display and individual student copies of Russia and Alaska Map (AP 7.1)
- Sufficient copies of Domain Vocabulary: Chapters 5–7 (AP 7.2)

Core Vocabulary (Student Reader page numbers listed below)

treaty, **n.** a formal agreement between two or more groups, especially countries (58)

Example: Representatives for the two nations signed a treaty to expand trade.
Variations: treaties

Introduce “The United States Gains Alaska”

5 MIN

Use the Timeline Image Card about Annie Oakley to review what students read in the previous chapter. Remind students that in 1890, the U.S. Census Bureau declared the frontier “closed,” but the myth of the Wild West survived.

Explain that in this chapter, students will read about events that occurred before 1890. Refer to the Chapter 4 Timeline Image Card about the Homestead Act, and note that the events in this chapter occurred a few years after the Homestead Act was passed.

Direct students’ attention to the Big Question, and encourage students to look for the *what* and *why* of the Alaska Purchase as they read.

Guided Reading Supports for “The United States Gains Alaska”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Northern Icebox,” Pages 54–59

Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of the section “Northern Icebox,” on pages 54–56.

SUPPORT—Draw attention to the section title “Northern Icebox.” Point out that people in the 1800s did not have modern refrigerators, which run on electricity. Instead, they kept food cold by storing the food in a box cooled with a large block of ice—an icebox.

 **SUPPORT**—Display and distribute copies of Russia and Alaska Map (AP 7.1). Point out that Alaska lay more than two thousand miles north of the closest U.S. territory, but it was just fifty-five miles from Russia across the Bering Strait.

Have students read the remainder of the section independently or with a partner.

CORE VOCABULARY—Encourage students to refer to the vocabulary box for *treaty* on page 58 as they read.

Note: Students in Core Knowledge schools may recall the word *treaty* from the unit *Westward Expansion Before the Civil War*.

Chapter 7
The United States
Gains Alaska

Northern Icebox Before the Civil War, the United States had gained all of the land west of the Mississippi and half of Oregon from Great Britain. The nation now claimed land from one coast to the other. But the United States was not done expanding. Far to the north, and west of Canada, lay the huge area of land known as Alaska.

In 1867, no one cried “Manifest Destiny!” No settlers pushed across Alaska’s borders. In fact, few Americans had any interest in Alaska at all. Most knew less about Alaska than we know about Antarctica today.

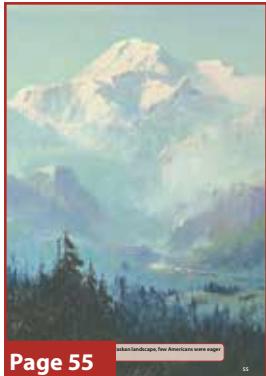
How, then, did Alaska become part of the United States? The story begins in the early 1800s, when Russian fur traders sent groups of explorers to the area around the Bering Strait to claim it for their country. Then, what American nations did in those days, they sent explorers to lands where Europeans had not been before. After a month or even a few days there, the explorers claimed the land for the country that had sent them for Spain when he reached islands

Page 54

Activity Page



AP 7.1



Page 55

SUPPORT—Remind students that *czar* was the title for the supreme ruler, or emperor, of Russia. The word is sometimes written as *tsar*. Both come from the Latin *caesar*, meaning emperor.

SUPPORT—You might wish to explain that the American secretary of state is the country's chief diplomat, in charge of handling foreign affairs. The secretary of state is appointed by the president, approved by the Senate, and is part of the executive branch of federal government. He or she also serves on the president's Cabinet.

After students have read the text, ask the following questions:

LITERAL—Which country claimed the territory of Alaska?

- » Russia

LITERAL—How did Russia make money from Alaska?

- » The Russian government created a company to trade with native peoples for fur.

LITERAL—Why did Russia decide to sell Alaska?

- » The fur trade was no longer making money. War seemed likely to break out between Russia and Britain in the late 1860s. Russians believed that they would lose Alaska to Britain anyway, in the event of war, so selling the territory seemed like a better deal.

LITERAL—What was the name and position of the American government official who negotiated the purchase of the Alaskan territory from Russia?

- » U.S. Secretary of State William Seward negotiated the purchase of Alaska.



LITERAL—What had to happen in Congress for the Alaska Purchase to happen?

- » The Senate had to approve the treaty, and the House of Representatives had to vote to provide the money.

EVALUATIVE—What was “Seward’s Folly”? What does this name suggest about some people’s opinion of Alaska?

- » Seward’s Folly refers to Secretary of State Seward’s purchase of the Alaskan territory from Russia. These people thought it was a big, cold, mostly frozen place, of little value.

Page 56



Page 57



Page 58

“Let us meet at your office in the Department of State tomorrow,” Stoeckl suggested, “and write up the **treaty**

Seward pushed away the card table in front of him and stood. “Why wait until tomorrow, Mr. Stoeckl?” he asked. “Let us make the treaty tonight.”

“But your department is closed. You have no clerks, and my secretaries are scattered about the town,” Stoeckl said.

“Never mind that,” Seward said. “If you can [get your people] together, before midnight you will find me awaiting you at the department, which will be open and ready for business.”

So, overnight, by the flickering oil lamps in Seward’s office, the Russians and Americans wrote the treaty to buy Alaska. That March morning, at 4:00 a.m., they signed the Alaska Purchase.

Back in the United States, the Senate had to approve the treaty. Approval required a two-thirds majority vote. At the same time,

Vocabulary
Treaty: a formal agreement between governments, especially countries

total for \$72 million.

the House of Representatives had to vote to provide the money for the purchase. This led to debate in Congress and in the newspapers.

Not everyone agreed that the Alaska Purchase was a good idea. Some people called Alaska "Seward's Polar Bear Garden" or "Seward's Ice Box." Some referred to the purchase as "Seward's Folly." A folly is a mistake, or a bad idea.

Most, though, realized that Seward had made a wise deal. They believed that Alaska held great potential. The timber might someday become valuable, and the fish were so plentiful that American fishermen could make a living from them for years. At less than two cents an acre, it seemed a very good bargain indeed. Both houses of Congress voted in its favor by large margins, and on October 18, 1867, the U.S. flag went up over Alaska. Alaska was part of the United States.

EVALUATIVE—What benefits did other people see in the purchase of the Alaskan territory?

- » They saw plentiful timber and fish that could become valuable and provide jobs.

Page 59

Timeline

- Show students the Chapter 7 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What were the events leading to America's purchase of Alaska?"
- Post the Image Card under the date referencing the 1860s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What were the events leading to America's purchase of Alaska?"
 - » Key points students should cite include: In the 1700s, Russia explored and claimed the territory, and set up a company to trade for fur with native peoples. When the fur trade dried up, and war with Britain seemed likely, Russia decided to sell the territory. A Russian representative approached U.S. Secretary of State Seward about purchasing Alaska. Negotiations between the two resulted in a treaty providing for the Alaska Purchase, at a cost of \$7.2 million. The Senate approved the treaty, and the House of Representatives approved funding to make the purchase.
- Write a sentence using the Core Vocabulary word *treaty*.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 5–7 (RI.5.4, L.5.6)

15 MIN

Activity Page



AP 7.2

Materials Needed: sufficient copies of Domain Vocabulary: Chapters 5–7 (AP 7.2)

Distribute copies of the Domain Vocabulary: Chapters 5–7 (AP 7.2). Direct students to complete the sentences with the appropriate Core Vocabulary terms.

Note: Students may complete this activity independently, in pairs, or as homework.

Teacher Resources

Unit Assessment: *Westward Expansion After the Civil War* **66**

Performance Task: *Westward Expansion After the Civil War* **70**

- Performance Task Scoring Rubric **73**
- Performance Task Activity: *Westward Expansion After the Civil War* **74**
- *Westward Expansion After the Civil War* Performance Task Notes Table **75**

Activity Pages

- Important Physical Features of the United States (AP 1.1) **78**
- The United States (AP 1.2) **79**
- Map of the Planned Route of the Transcontinental Railroad (AP 2.1) **80**
- Cattle Drives and Railroads (AP 3.1) **81**
- Domain Vocabulary: Chapters 1–4 (AP 4.1) **83**
- Russia and Alaska Map (AP 7.1) **84**
- Domain Vocabulary: Chapters 5–7 (AP 7.2) **85**

Answer Key: *Westward Expansion After the Civil War* **86**

The following nonfiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpt

- NFE 1: The True Story of Annie Oakley

Name _____

Date _____

Unit Assessment: *Westward Expansion After the Civil War*

A. Circle the letter of the best answer.

1. Who was the most likely to become rich on the mining frontier?
 - a) an individual miner
 - b) a hotel owner
 - c) a storekeeper
 - d) a mining company
2. The harsh “vigilante justice,” also known as frontier justice, of the mining camps developed because there were no
 - a) churches.
 - b) schools.
 - c) mayors.
 - d) police.
3. Who helped build the transcontinental railroad?
 - a) settlers
 - b) immigrants
 - c) miners
 - d) cowboys
4. Ranchers drove their cattle from Texas to Abilene, Kansas, because
 - a) there was better grass for the animals there.
 - b) the people of Abilene didn’t raise cattle for themselves.
 - c) the cattle were safer there, away from thieves.
 - d) from there, the cattle could be shipped by railroad to Chicago and markets in the East.
5. On the long drive, cowboys worried most about the danger of
 - a) thieves.
 - b) stampedes.
 - c) floods.
 - d) diseases.
6. Which of the following is *not* a reason for the end of the great age of the cowboy?
 - a) Many people in the East began to raise their own cattle.
 - b) Two fierce winters and a hot, dry summer led ranchers to pen in their cattle.
 - c) Ranchers moved farther north and were closer to the railroads.
 - d) Farmers moved in and took up much of the land.

7. Rain, snow, sleet, and hail are all forms of
- a) presentation.
 - b) preparation.
 - c) precipitation.
 - d) precision.
8. Which of the following is *not* a reason for the settling of the Great Plains?
- a) wars between sheep herders and cattle ranchers
 - b) a temporary increase in the amount of rainfall
 - c) free land offered through the Homestead Act of 1862
 - d) cheap land advertised and sold by the railroads
9. Under the Homestead Act of 1862, free land was given away to
- a) U.S. citizens only.
 - b) poor people only.
 - c) Native American tribes.
 - d) U.S. citizens and immigrants.
10. The main reason that settlers on the plains built sod houses is that
- a) they were cool in the summer.
 - b) they were warm in the winter.
 - c) there were few trees from which to build wooden houses.
 - d) they were more attractive than wooden and stone houses.
11. Which three inventions helped people farm the plains?
- a) barbed wire, steel plows, and wooden fences
 - b) barbed wire, steel plows, and dry farming methods
 - c) dry farming methods, wooden plows, and wooden fences
 - d) dry farming methods, wooden plows, and railroads
12. What caused the worst disaster faced by farmers on the Great Plains?
- a) swarming grasshoppers
 - b) very wet summers
 - c) bitterly cold winters
 - d) construction of railroads
13. Who said, "Go West, young man, and grow up with the country"?
- a) Billy the Kid
 - b) William Seward
 - c) Horace Greeley
 - d) Jesse James

14. A census measures

- a)** the amount of company profits.
- b)** the size of acreage.
- c)** the number and value of minerals.
- d)** the number of people or population.

15. Two well-known outlaws of the West were

- a)** Buffalo Bill Cody and Annie Oakley.
- b)** Jesse James and Billy the Kid.
- c)** Billy the Kid and Buffalo Bill Cody.
- d)** Annie Oakley and Billy the Kid.

16. What was Seward's Folly?

- a)** the construction of the transcontinental railroad
- b)** the passage of the Homestead Act
- c)** the purchase of Alaska
- d)** the closing of the frontier

B. Match the following vocabulary words with their definitions. Write the correct letter on the line.

Terms

_____ **17.** brand

_____ **18.** credit

_____ **19.** homestead

_____ **20.** open range

_____ **21.** ore

_____ **22.** stake a claim

_____ **23.** swarm

_____ **24.** graze

_____ **25.** transcontinental

_____ **26.** treaty

Definitions

a) rock from which metal can be obtained

b) to declare ownership of something, such as land

c) across a continent

d) a system of buying now and paying later

e) to eat grass, crops, and other plants in a field

f) a home and the land surrounding it

g) a formal agreement between two or more groups, especially countries

h) to mark with a symbol of ownership

i) land where cattle roam freely

j) to gather or move together in a large group

Performance Task: *Westward Expansion After the Civil War*

Teacher Directions: Students have learned about several groups of people who helped expand and build the American West, as part of the United States. Invite students to identify some of those people, and record their ideas in a concept web on the board. Examples include miners, railroad workers, owners of railroad companies, owners of boomtown stores and hotels, homesteaders, cattle ranchers, and cowboys. Point out that the families of these individuals also helped and contributed. For example, homesteading families included men, women, and children. Also, many different people helped build the transcontinental railroad, including Irish and Chinese immigrants, formerly enslaved African Americans, Civil War veterans, and Native Americans.

Have students consider how these different people helped settle and develop the American West. Tell students to choose three individuals as representatives of these groups. As student reporters, they will travel back in time to interview these individuals for a special feature on westward expansion. Encourage students to use the Student Reader to take notes and organize their thoughts in the note tables provided. Advise them to provide sufficient identifying details for each individual interviewed, and to ask and answer three to five questions of each individual. The questions may be the same, but should be appropriate to each person's role and experiences.

Sample note tables are provided to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide notes for three interviews, with questions and answers touching on the themes in the table. Students may choose to present their final work product as a scripted transcript of the interviews with three individuals, or they may incorporate the information from the interviews into a newspaper article.

Interview 1: Railroad Worker

Theme	Questions and Answers
Reasons for Going West	Why did you come to the Pacific Coast? to earn money, to provide for my family, to build a new life
Work Done	What work do you do? laying track for the Central Pacific Railroad, tunneling through mountains, building bridges and trestles
Challenges	What challenges have you faced? harsh winter, long work days, grueling work, dangerous terrain, explosives
Daily Life	What is your daily life like? I spend most of my time working on the line, with brief breaks to rest in camp. It's hard work, and exhausting, and camp isn't much more sheltered than the line, so I'm always cold.

Interview 2: Homesteader

Theme	Questions and Answers
Reasons for Going West	Why did you move to the Great Plains? to get my own land, to farm, to raise my family away from the crowded cities back East
Work Done	What work do you do? I'm a farmer. I clear the land, till the earth, plant my crops. I have to water and take care of the crops, get rid of pests. Then, I have to harvest. If I have enough, I get it ready to sell and send to market.
Challenges	What challenges do you face? The biggest challenge is unpredictability. I never know what the weather's going to be like. The plains are pretty dry, and I need lots of fresh water. A really dry spell can bring disaster. The soil is hard to turn, but my new steel plow helps, and I dig ditches to trap what rainfall we get. In addition to hot summers, the winters can be fierce. Pests, especially grasshoppers, can cause trouble, too.
Daily Life	What is an average day like? Well, it starts early! I'm up before dawn to take care of the animals and get out in the field. I have to work on my equipment, too. I spend most of the day outside, dealing with unexpected problems usually, and come in for dinner. Then, I'm ready for an early night.

Interview 3: Cowboy

Theme	Questions and Answers
Reasons for Going West	What brought you to Texas? Adventure! I wanted something new, and I heard there were great opportunities out here for someone willing to work hard and brave a little excitement and uncertainty.
Work Done	What work do you do? I work for a cattle ranch. I'm a cowhand. I spend part of the year riding the line, making sure the cattle don't wander. Then, I help round up the cattle to brand the new calves before hitting the trails on the long drive. We spend months out on the trails driving the cattle to the railroad towns up north.
Challenges	What challenges do you face? Well, it's not quite as exciting as I thought it would be—or least not in the way I thought it would. I spend a lot of time in the saddle and out on the range. It can be lonely, but it's hard work, too. We have long days, especially on the drive, and weather can be bad, too hot, too wet. Sometimes, too cold. There are dangers, too, like stampedes. Sometimes, we get bad food or water, and get sick. We have to worry about cattle rustlers. I guess that's the excitement! That, and I get to see a lot of country.
Daily Life	What's an average day like? Depends on the time of year. I'm either up early and riding the line most of the day, or rounding up cattle to brand and doing odd jobs around the ranch, whatever the boss needs. On the drive, I spend most of the day on my horse, getting sore, and then camp out with the rest of the crew, get some food, sit around and tell stories, sing songs maybe, before going to sleep.

Performance Task Scoring Rubric

Note: Students should be evaluated on the content of their interviews using the rubric. Students should not be evaluated on the completion of the notes tables, which are intended to be a support for students as they think about their questions and answers.

Above Average	Interviews are accurate, detailed, and clearly presented, and five questions are asked and answered. Writing is engaging and demonstrates strong understanding of the content discussed in the unit. One or two minor errors may be present.
Average	Interviews are mostly accurate, somewhat detailed, and generally well presented, and four questions are asked and answered. Writing demonstrates a solid understanding of the content discussed in the unit. A few minor errors may be present.
Adequate	Interviews are mostly accurate but lack detail, and three questions are asked and answered. Writing demonstrates some understanding of the content discussed in the unit. Some errors may be present.
Inadequate	Interviews are incomplete or demonstrate a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge of historical events and concepts related to westward expansion <i>after</i> the Civil War. Major errors may be present.

Name _____

Date _____

Performance Task Activity: *Westward Expansion After the Civil War*

Who helped settle and expand the American West after the Civil War? What was life like for these groups of people? What challenges did they face? In this unit, you learned about several important groups of people who pushed the frontier of the United States steadily westward. Use your Student Reader to travel back in time and interview three individuals about their experiences. Write three to five questions and answers for each person you interview. Those questions and answers should reflect important themes in the unit, such as reasons for going west, economic roles, challenges faced, and daily life experiences.

Use the tables on the next page to take notes and organize your thoughts regarding specific aspects of life in the American West for each individual. You may present your final work as a scripted Q&A with the three persons or as a newspaper report in which you discuss their responses.

Name _____

Date _____

Westward Expansion After the Civil War Performance Task Notes Table

Use the table below to help organize your ideas as you refer to the *Westward Expansion After the Civil War* Student Reader. You should record detailed questions and answers for each topic.

Interview 1: _____

Theme	Questions and Answers
Reasons for Going West	
Work Done	
Challenges	
Daily Life	

Name _____

Date _____

Interview 2: _____

Theme	Questions and Answers
Reasons for Going West	
Work Done	
Challenges	
Daily Life	

Name _____

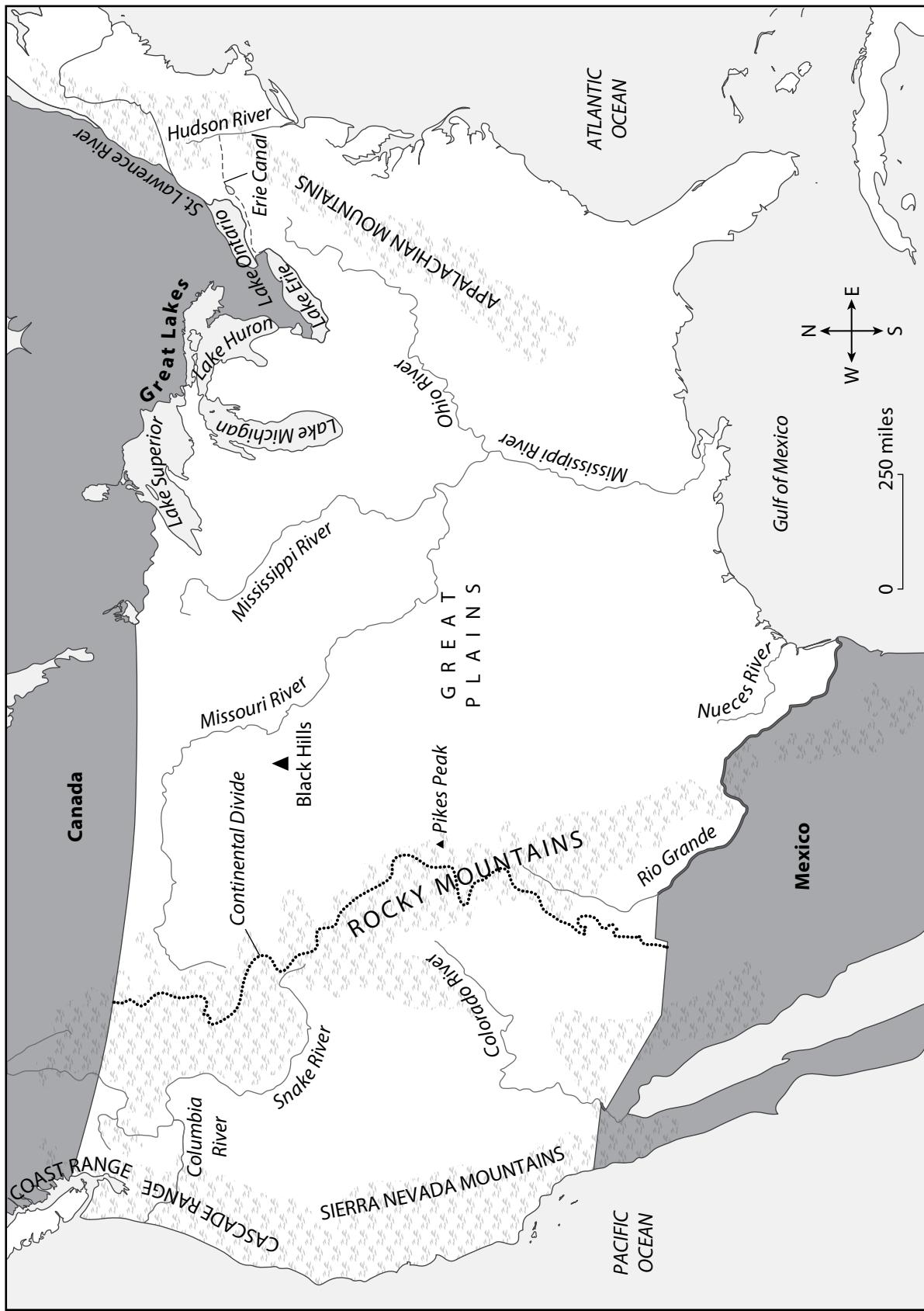
Date _____

Interview 3: _____

Theme	Questions and Answers
Reasons for Going West	
Work Done	
Challenges	
Daily Life	

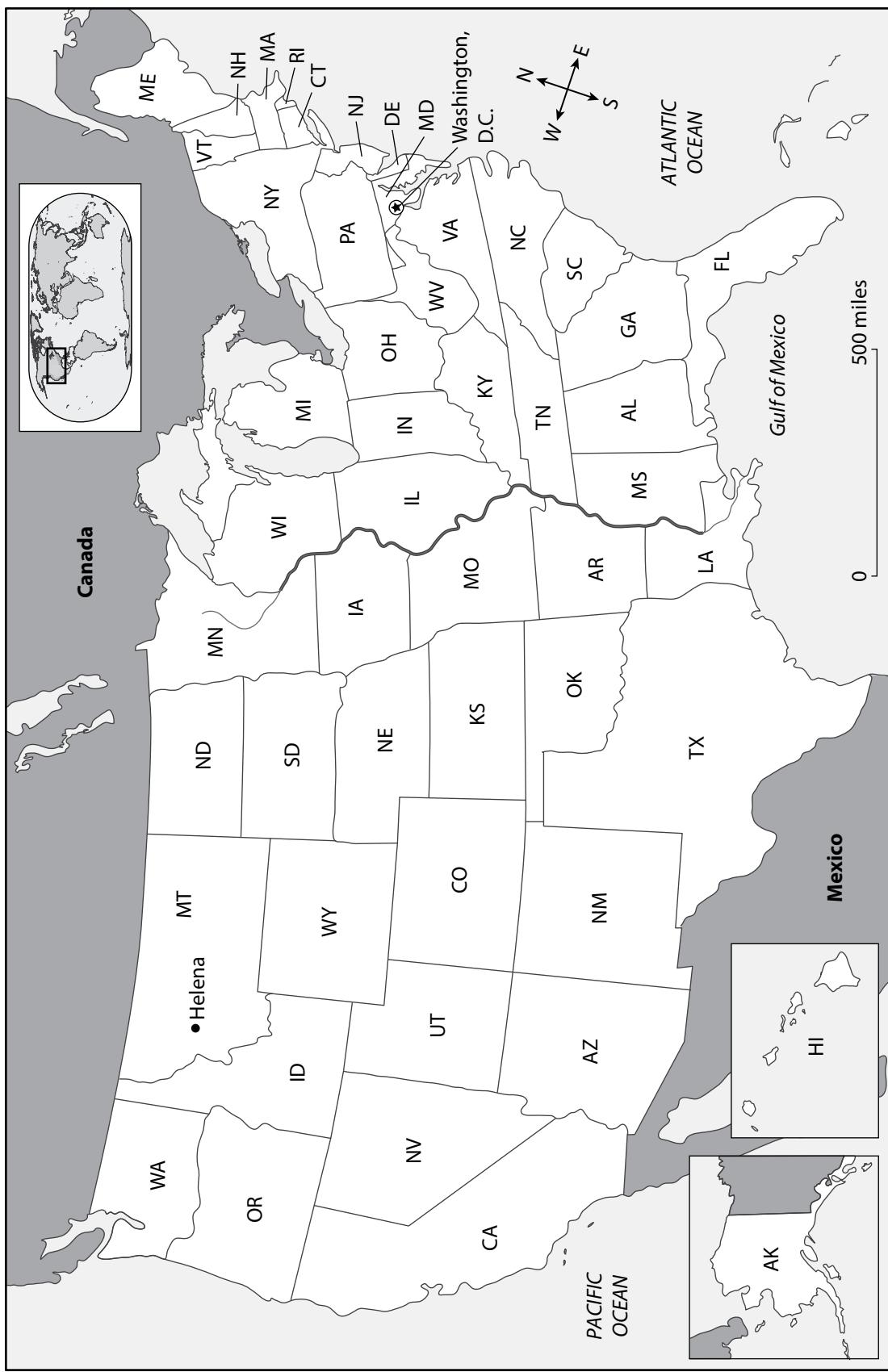
Date _____

Name _____

Important Physical Features of the United States

Date _____

Name _____

The United States

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Map of the Planned Route of the Transcontinental Railroad



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Cattle Drives and Railroads

Use the map to answer the questions that follow.



Name _____

Date _____

Activity Page 3.1 (Continued)

Use with Chapter 3

Cattle Drives and Railroads

1. Which Midwestern cities and Pacific Coast cities did the transcontinental railroad connect?

2. Where did the cattle trails begin? Where did each end?

3. Which trail went farthest north? Why do you think this was?

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

For each word, write the letter of the definition.

_____ 1. boom town

a) land where cattle roam freely

_____ 2. brand

b) a system of buying now and paying later

_____ 3. credit

c) a region of relatively flat grassland between the Mississippi River and the Rocky Mountains

_____ 4. graze

d) weather that repeats over a period of time

_____ 5. Great Plains

e) a town that grows quickly in size and wealth

_____ 6. homestead

f) to break up soil so crops can be planted

_____ 7. immigrant

g) a machine that communicates messages over long distances by sending signals through wires

_____ 8. open range

h) wood planks used to support railroad tracks

_____ 9. prairie

i) water falling to Earth's surface as rain, hail, snow, sleet, and mist

_____ 10. precipitation

j) a person from one country who moves to another country to live

_____ 11. railroad ties

k) to eat grass, crops and other plants in a field

_____ 12. stake a claim

l) to declare ownership of something, such as land

_____ 13. stampede

m) to mark with a symbol of ownership

_____ 14. swarm

n) a grassland

_____ 15. telegraph

o) when ordinary citizens pursue and punish people accused of crimes instead of the police, other officials, or the courts

_____ 16. till

p) to gather or move together in a large group

_____ 17. transcontinental

q) across a continent

_____ 18. vigilante justice

r) the rushed movement of a large group of animals

_____ 19. weather pattern

s) a home and the land surrounding it

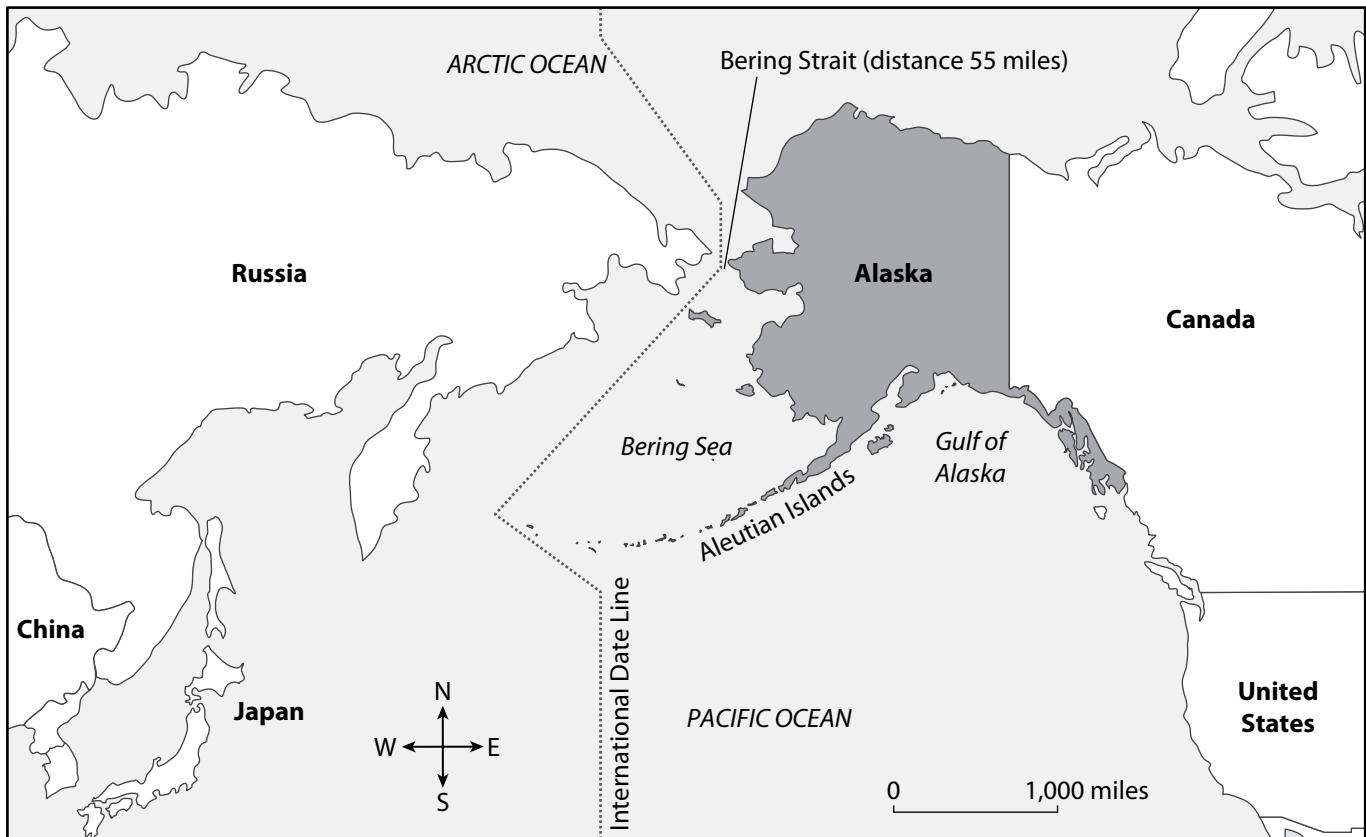
Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

Russia and Alaska Map



Name _____

Date _____

Activity Page 7.2

Use with Chapter 7

Domain Vocabulary: Chapters 5–7

Use the words and phrases to complete the sentences that follow.

ditches	evaporation	hardships	foolhardy	ores
census	irrigation	stagecoaches	scouts	treaty

1. Miners hoped to strike it rich by finding valuable mineral _____ in the earth.
2. Every ten years, the U.S. government conducts a _____ of the population.
3. One problem that farmers on the Great Plains faced was the _____ of the already limited rainfall.
4. To help address this problem, they dug _____ to help trap groundwater for their crops.
5. To purchase Alaska, the U.S. Secretary of State had to negotiate and sign a _____.
6. Those who opposed the Alaska Purchase considered it as _____ as Horace Greeley once dubbed all westward expansion.
7. In the American West, some people found work as _____ who explored the wilderness and watched for threats of attack and other dangers.
8. Many farmers in the American West had to rely on _____ to provide their fields with fresh water.
9. Jesse James was one American outlaw who earned a certain fame for holding up _____, banks, and trains out West.
10. Cowboys who rode cattle drives out West faced many _____, including long months in the saddle and the constant danger of stampedes.

Answer Key: Westward Expansion After the Civil War

Unit Assessment (pages 66–69)

- A. 1. d 2. d 3. b 4. d 5. b 6. a 7. c 8. a 9. d 10. c
11. b 12. a 13. c 14. d 15. b 16. c
- B. 17. h 18. d 19. f 20. i 21. a 22. b 23. j 24. e
25. c 26. g

Activity Pages

Cattle Drives and Railroads (AP 3.1) (pages 81–82)

1. San Francisco, Sacramento, Virginia City, Ogallala, Omaha, Chicago
2. San Antonio; Sedalia Trail ended in Sedalia, Chisholm Trail ended in Abilene, Western Trail ended in Ogallala.
3. Western Trail; It went to Ogallala, which lay on the transcontinental railroad line.

Domain Vocabulary: Chapters 1–4 (AP 4.1) (page 83)

1. e 2. m 3. b 4. k 5. c 6. s 7. j 8. a 9. n 10. i 11. h
12. l 13. r 14. p 15. g 16. f 17. q 18. o 19. d

Domain Vocabulary: Chapters 5–7 (AP 7.2) (page 85)

1. ores 2. census 3. evaporation 4. ditches
5. treaty 6. foolhardy 7. scouts 8. irrigation
9. stagecoaches 10. hardships

Native Americans: Cultures and Conflicts

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Native Americans: Cultures and Conflicts

Teacher Guide

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

Native American cultures were disrupted, displaced, and profoundly altered by westward expansion and the American government's policies in the 1800s.

Native Americans did not live solely along the eastern coast of the United States, where European colonists first settled. Indeed, Native Americans representing highly diverse cultures and lifestyles inhabited all of North America. Many Native Americans in the Great Basin and Plateau regions were nomadic hunter-gatherers. Plains dwellers, many of whom were early farmers, experienced a significant change in their way of living with the arrival of the horse. Native Americans in the Pacific Northwest lived in longhouses on the coast.

Before the era of westward expansion, many Native Americans had never been exposed to European diseases and had no resistance to them. Sadly, many died from these diseases as more and more settlers moved westward.

The U.S. government tried to move Native Americans off their lands using diplomacy, assimilation, and, when those failed, force. In 1876, a law was passed requiring all Native Americans to move onto reservations, a decision that angered many Native Americans. The frontier was marked by violence from the 1780s–1890, a period known as the era of Indian Wars. During this era, the Sioux, Nez Perce, and other Native Americans fought to maintain their lands, their independence, and their ways of life.

What Students Should Already Know

Kindergarten

- Native American peoples, past and present
 - representative peoples in all eight culture regions in what is today the United States (Pacific Northwest: Kwakwaka'wakw, Chinook; Plateau: Nez Perce; Great Basin: Shoshone, Utes; Southwest: Diné [Navajo], Hopi, Apache; Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Cheyenne, Arapaho, Lakota [Sioux]; Northeast: Huron, Haudenosaunee [Iroquois]; Eastern Woodlands: Cherokee, Seminole, Delaware, Susquehannocks, Mahican, Massachusetts, Wampanoag, Powhatan)
- naming town, city, or community, as well as state, where they live
- locating North America, the continental United States, Hawaii, Alaska, and their own state

Grade 1

- Earliest peoples
 - hunters who historians believe either wandered over Beringia, a land bridge linking Asia and North America, or found a coastal route to North America
 - the shift from hunting to farming in places
 - the gradual development of towns and cities in places
- Early exploration of the American West
 - Daniel Boone and the Wilderness Road, the Louisiana Purchase
 - the explorations of Lewis and Clark and their Native American guide Sacagawea
 - the geography of the Appalachians, Rocky Mountains, and Mississippi River

Grade 2

- Pioneers head west
 - new means of travel (Robert Fulton and the invention of the steamboat, Erie Canal, railroads and the transcontinental railroad)
 - routes west (wagon trains on the Oregon Trail)
 - the Pony Express
- Native Americans
 - Sequoyah and the Cherokee alphabet
 - forced removal to reservations and the Trail of Tears
 - displacement from their homes and ways of life by the railroads (the "iron horse")
 - the effects of near extermination of the bison on Plains Native Americans

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 1490s–1890s.

1492	There were an estimated five million Native Americans living in what is now the United States (minus Alaska) when Columbus first arrived in the Americas.
1750s	Horses changed the way Native Americans of the Plains lived.
1780–1820	As a result of contact with the Europeans, half of the Native Americans living in the northern Rockies died.
1830s–1890s	As European settlers moved farther west, Native Americans were forced to leave their homelands and relocate to reservations.
1864	Sand Creek Massacre
1876	Sitting Bull and other Native American leaders led their men to victory at Little Bighorn.
1877	Chief Joseph surrendered and said, "I will fight no more forever."
1879	Native American children were taken from their homes and sent to schools like the Carlisle School to teach them the Europeans' way of life.
1880s	Geronimo led the Apache against the U.S. military.
1889	The Ghost Dance became a symbol of hope and resistance for many Native Americans.
1890	Hundreds of Native Americans, including women and children, were killed at the Battle of Wounded Knee.
1895	Westward expansion drove the bison almost to extinction.

What Students Should Already Know CONTINUED

- the United States: fifty states; forty-eight contiguous states, plus Alaska and Hawaii; and territories
- Mississippi River, Appalachian Mountains, Great Lakes, Atlantic and Pacific oceans, Gulf of Mexico

Grade 2–4

- Students should have begun learning the fifty states and their capitals.

Grade 3

- Earliest Americans
 - first crossed from Asia into North America approximately 30,000 to 15,000 years ago
 - customs, traditions, and languages changed as they spread across North and South America
 - are categorized into culture regions
- Native Americans of the Southwest (Pueblo [Hopi, Zuni], Diné [Navajo], Apache) and Eastern Woodlands, including Woodlands culture (wigwams, longhouses, farming, peace pipe, shaman, and sachem) and major cultures (Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehannocks, Mahican, Massachusetts, Haudenosaunee [Iroquois] Confederacy)

Grade 4

- The French and Indian War, also known as the Seven Years' War and part of an ongoing struggle between Britain and France for control of colonies, including the French and British alliances with Native Americans
- early presidents and politics, including the Louisiana Purchase; Jackson's Indian removal policies

Grade 5

- Early exploration of the West
 - Daniel Boone, Cumberland Gap, Wilderness Trail
 - Lewis and Clark, Sacagawea
 - "Mountain Men," fur trade
 - Zebulon Pike and Pikes Peak
- Pioneers
 - Getting there in wagon trains, flatboats, steamboats
 - Many pioneers set out from St. Louis (where the Missouri and Mississippi rivers meet)
 - Land routes: Santa Fe and Oregon trails
 - Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake
 - Gold Rush, '49ers

What Students Should Already Know CONTINUED

- Geography
 - Erie Canal connecting the Hudson River and Lake Erie
 - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
 - Appalachian and Rocky mountains
 - Great Plains stretching from Canada to Mexico
 - Continental Divide and the flow of rivers: east of the Rockies to the Arctic or Atlantic oceans, west of the Rockies to the Pacific Ocean
- Indian resistance
 - More and more settlers move onto Native American lands, treaties made and broken
 - Tecumseh (Shawnee): attempts to unite tribes in defending their land
 - Battle of Tippecanoe
 - Osceola, Seminole leader
- "Manifest Destiny" and conflict with Mexico
 - The meaning of "Manifest Destiny"
 - Early settlement of Texas: Stephen Austin
 - General Antonio Lopez de Santa Anna
 - Battle of the Alamo ("Remember the Alamo"), Davy Crockett, Jim Bowie
- The Mexican War (also known as the Mexican-American War)
 - General Zachary Taylor ("Old Rough and Ready")
 - Some Americans strongly oppose the war, Henry David Thoreau's "Civil Disobedience"
- Mexico ceded land to the United States that became parts of Texas, California, Nevada, Utah, Colorado, New Mexico, and Arizona.

What Students Need to Learn

Culture and Life

- Great Basin and Plateau (for example, Shoshone, Utes, Nez Perce)
- Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow)
- Near extermination of bison
- Pacific Northwest (for example, Chinook, Kwakwaka'wakw, Makima)

American government policies

- Bureau of Indian Affairs
- Forced removal to reservations
- Attempts to break down tribal life, assimilation policies, Carlisle School

Conflicts

- Sand Creek Massacre
- Battle of Little Bighorn; Crazy Horse, Sitting Bull, Custer's Last Stand
- Wounded Knee
 - Ghost Dance

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

AT A GLANCE

The most important ideas in Unit 13 are:

- Over time, the native peoples of the Great Basin, Plateau, and Plains regions developed cultures that were adapted to the environment and shared similar cultural traits and characteristics.
- The coming of European Americans changed the ways of life of Native Americans.
- Between 1782 and 1890, the U.S. Army, settlers, miners, and ranchers fought a series of battles with the Native Americans that became known as the Indian Wars.
- The federal government established the Bureau of Indian Affairs in 1824 as part of the War Department, to address increasing tensions as European Americans continued to move west of the Mississippi River, occupying lands previously inhabited by Native Americans.
- From the 1860s–1934, the Bureau of Indian Affairs forced Native Americans onto reservations, broke up tribal holdings, and attempted to impose a policy of assimilation.

WHAT TEACHERS NEED TO KNOW

Background

Anthropologists have categorized Native American peoples into culture regions in order to study and understand them. A culture region is a geographic area in which different groups have adapted to their physical surroundings in similar ways and share similar cultural traits and characteristics, such as language, beliefs, customs, laws, dress, and housing. However, even within culture regions, groups still retain certain individual group characteristics. For the purpose of presenting information to your students, the diversity of the groups within areas is not discussed. For the most part, the emphasis in this unit is on generalizations that apply to large numbers of peoples and nations within a culture region. In what is today the United States, there are eight Native American culture regions, namely, Eastern Woodlands, Southeast, Plains, Great Basin, Plateau, Southwest, Pacific Northwest, and California.

This unit deals with some of the Native Americans west of the Mississippi—those who lived in the Great Basin, Plateau, Northern and Southern Plains, and Pacific Northwest culture regions. These were the Native Americans whose lands stood in the way of European Americans on their mission to extend the United States from sea to sea.

At the points in history that are discussed here, native-born citizens and immigrants alike believed that Native Americans stood in the way of progress. They believed that these people, who lived in buffalo-hide tents instead of wooden

or brick houses and who wore animal skins instead of cotton clothes, did not understand the value of the land or of hard work and were keeping enterprising Americans from actualizing those values. Today, many people believe that the United States's treatment of the native peoples at this time was unfair and unjust.

It is important in teaching this unit to help students see how the pursuit of "Manifest Destiny" by the newly arrived European Americans, studied in earlier units of the Core Knowledge curriculum, looked very different from the perspective of the native peoples who were driven from their ancestral lands.

Culture and Life

There is no definitive way to know how many people were living in the Americas when Columbus first landed in the Caribbean. Various recent studies suggest that some five million people lived in what is today the contiguous United States and another two million in Canada and Alaska. At the time of the 2000 U.S. Census, there were about four million Native Americans living in the United States; as of the 2010 U.S. Census, the Native American population was documented as five million. It is worth noting that the Native American population has only very recently reached the approximate number that were believed to live in this same area in 1492. Today, they live mostly in Oklahoma, California, Arizona, New Mexico, and Alaska.

Beliefs

According to Alvin M. Josephy,

"The life of almost all Indian societies was colored by a deep faith in supernatural forces that were believed to link human beings to all other living things. . . . Each manifestation of nature had its own spirit with which the individual could establish supernatural contact."

Along with these beliefs was the sense that there was a balance, or harmony, in nature that people should respect. Disturbing this balance resulted in sickness, pain, and death.

Common to many Native American cultures are the hero and the trickster. These characters are the subjects of stories passed down orally from generation to generation, even to the present day. When confronted with a moral dilemma, the hero makes the right, though sometimes difficult choice, while the trickster, often in the form of Coyote, invariably makes poor choices, getting himself and others into trouble. These stories were used to teach right from wrong, as well as other life lessons.

Lifestyles

Students may have a stereotypical view of Native Americans as buffalo hunters on horseback. However, only the Plains Native Americans and those from the Basin and Plateau areas, who acquired horses and moved onto the Plains

to hunt buffalo, fit this description. Archaeologists have found evidence of prehistoric horses in North America, but these horses likely died out at the end of the Ice Age due to the change in climate.

Horses reappeared in the 1500s with the Spanish, who brought herds with them from Spain. As the Spanish moved across Mexico and north of the Rio Grande to found colonies, they went on horseback. By the 1600s, Native Americans were raiding Spanish settlements for horses, which they traded to other groups in a wide network. By the early 1700s, horses had reached Native Americans in the Plateau and Great Basin areas and greatly changed their ways of life. For example, the Shoshone (Sacagawea's people) moved into the Plains and became buffalo hunters rather than farmers. The Nez Perce turned from fishing and hunting to raising horses and trading them to hunting peoples. On the Plains, some groups that had been farmers, such as the Teton Sioux, turned to hunting for their main source of food. The horse, which didn't become widespread on the Plains until the early- to mid-1900s, made it possible for a number of tribes living as agriculturalists along the rivers and fringes of the Plains to venture out onto the Plains, following the bison herds.

To learn more background information about specific topics in this unit, download the CKHG Online Resource "About Native Americans: Cultures and Conflicts":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Native Americans: Cultures and Conflicts Student Reader—eight chapters

Teacher Components

Native Americans: Cultures and Conflicts Teacher Guide—eight chapters. The guide includes lessons aligned to each chapter of the *Native Americans: Cultures and Conflicts* Student Reader, with a daily Check for Understanding and Additional Activities, such as primary source readings and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 169.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through an oral, visual, or written presentation. In this unit, the presentation is written and visual.

- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Native Americans: Cultures and Conflicts Timeline Image Cards—nineteen individual images depicting significant events and individuals related to Native Americans in North America. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some preparation will be necessary prior to starting the *Native Americans: Cultures and Conflicts* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the Image Cards can be attached with clothespins!

Create eight time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **Before 1500**
- **1700s**
- **1800s**
- **1830s**
- **1860s**
- **1870s**
- **1880s**
- **1890s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:

	Before 1500	1700s	1800s	1830s	1860s	1870s	1880s	1890s
Chapter	1 1 2 2 3 4 Intro	3 6	4	5	6	7 7 5	7 8	8 6
	• • • •	• •	•	•	•	• • •	• •	• •

You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline.

Note: Please be aware that most dates and most chapters have multiple cards.

Before 1500

Before 1500



Chapter 1



Before 1500



Chapter 2



Chapter 2

1700s

Before 1500



Chapter 3

Before 1500



Chapter 4

Before 1500



Introduction



Chapter 3

1700s



Chapter 6

1800s



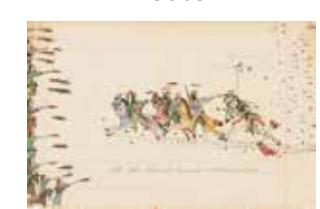
Chapter 4

1830s



Chapter 5

1860s



Chapter 6

1870s



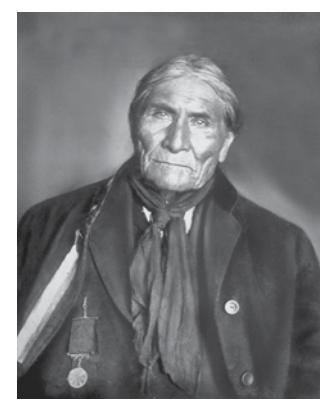
1870s



1870s



1880s

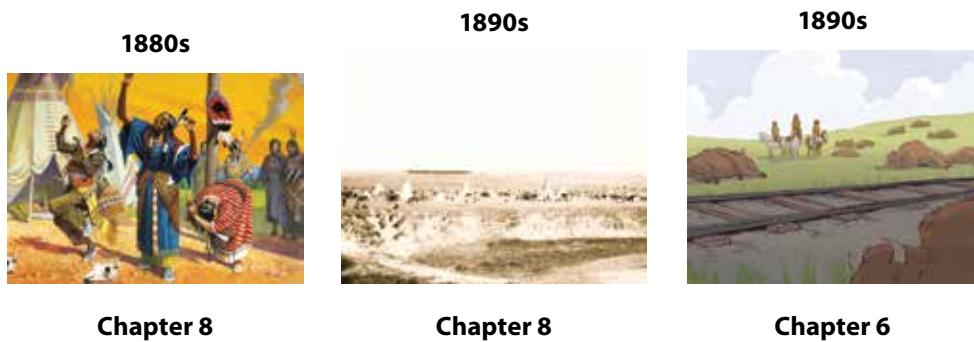


Chapter 7

Chapter 7

Chapter 5

Chapter 7



The Timeline in Relation to the Content in the Student Reader Chapters

The events shown on the Timeline are arranged chronologically. However, some events—such as many of those listed “Before 1500”—extend beyond the assigned dates. Native Americans lived in the regions thousands of years before contact, continuing to the present day. Similarly, traditions such as salmon fishing cannot be assigned specific dates because they also are not confined to any one time period. Their arrangement on the Timeline simply indicates that these traditions existed long before European contact.

The organization of the early chapters in the *Native Americans: Cultures and Conflicts* Student Reader is not chronological, but grouped according to the cultural region of North America where Native American groups lived. Chapters 1–4 are about Native American groups that lived in certain regions in North America. Chapters 5–8 are more chronological, beginning in the 1800s and tracing the mounting tensions between the U.S. government and Native American groups.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Pacing Guide

The *Native Americans: Cultures and Conflicts* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of twelve days have been allocated to the *Native Americans: Cultures and Conflicts* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?
2	What does “living by the seasons” reveal about life in the Plateau region for Native Americans?
3	What impact did the introduction of the horse have on the way of life for the people of the Plains?

-
- 4** How would you describe life for the Native Americans of the Pacific Northwest?
-
- 5** What challenges did Native Americans face as America developed and expanded?
-
- 6** What factors made it increasingly difficult for Native Americans to live according to their own traditions?
-
- 7** What factors made it increasingly impossible for Native Americans to resist the settlement of their land?
-
- 8** How did the Ghost Dance come about, and what did it represent for Native Americans?
-

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	nation, tribe, myth, moral, shaman, irrigate, corral
2	hunter-gatherers, snowshoe, harpoon, bitterroot, coyote
3	tepee, moccasin, quiver, awl, "initiation rite," fortitude
4	totem, clan, emblem, ancestry, copper
5	diplomacy, treaty, commerce, assimilate, stockades
6	smallpox, annex, "49th parallel," homestead, massacre, office
7	prospector, regiment, amnesty, ration
8	inhospitable, subsistence, spirituality, vision

Activity Pages

Activity Pages



- AP 1.1
- AP 1.2
- AP 2.1
- AP 3.1
- AP 4.1
- AP 4.2
- AP 4.3
- AP 5.1
- AP 8.1

The following activity pages can be found in Teacher Resources, pages 179–188. They are to be used with the chapter(s) specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–6—Map of Native American Cultural Groups and Regions (AP 1.1)
- Chapters 1, 2—Native Americans of the Great Basin Chart (AP 1.2)
- Chapters 2, 3—Native Americans of the Plateau Chart (AP 2.1)
- Chapters 3, 4—Native Americans of the Plains Chart (AP 3.1)
- Chapter 4—Native Americans of the Pacific Northwest Chart (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.2)

- Chapter 4—Compare and Contrast Native American Cultures (AP 4.3)
- Chapters 5–8—Native American Conflicts and Reservations, 1890 (AP 5.1)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.1)

Fiction and Nonfiction Excerpts

Use this link to download the CKHG Online Resources, where specific links to the following fiction and nonfiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts

- Chapter 2—“Coyote Goes to the Land of the Dead” (FE 1)
- Chapter 3—“The Sun Dance” (FE 2)

Nonfiction Excerpt (Primary Source Document)

- Chapter 7—from Chief Joseph: “I will fight no more forever” (NFE 1)

These excerpts may be used with the chapters specified either for additional class work or at the end of the unit as review and/or culminating activities. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of most chapters in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction

Myths and Legends

- “Morning Star and Scarface: The Sun Dance” (Plains Legend)
- “Coyote Goes to the Land of the Dead” (trickster story)

Nonfiction

Speech

- “I will fight no more forever” Chief Joseph



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed earlier Grade 5 CKHG American history units, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Ambrose, Stephen E. *Crazy Horse and Custer*. New York: Anchor, 1996.

Bruchac, Joseph. *Buffalo Song*. Illus. Bill Farnsworth. New York: Lee & Low Books, Inc., 2008.

Bruchac, Joseph. *Crazy Horse’s Vision*. Illus. S.D. Nelson. New York: Lee & Low Books, Inc., 2000.

Bruchac, Joseph. *Jim Thorpe’s Bright Path*. Illus. S.D. Nelson. New York: Lee & Low Books, Inc., 2008.

Erdrich, Lise. *Bears Make Rock Soup*. Illus. Lisa Fifield. San Francisco: Children’s Book Press, 2013

Hoxie, Frederick E., ed. *Encyclopedia North American Indians*. New York: Houghton Mifflin Harcourt, 1996.

Kirk, Connie Ann. *Sky Dancers*. Illus. Christy Hale. New York: Lee & Low Books, 2013.

Nelson, S.D. *Quiet Hero: The Ira Hayes Story*. New York: Lee & Low Books, Inc., 2009.

Nerburn, Kent. *The Wisdom of the Native Americans*. New York: New World Library, 1999.

Ortiz, Simon J. *The People Shall Continue: 40th Anniversary Special Edition*. Illus. Sharol Graves. New York: Lee & Low Books, Inc., 2017.

Santiago, Chiori. *Home to Medicine Mountain*. New York: Lee & Low Books, Inc., 2002.

Taylor, Gaylia. *George Crum and the Saratoga Chip*. Illus. Frank Morrison. New York: Lee & Low Books, Inc., 2011.

Weber, Ednah New Rider. *Rattlesnake Mesa: Stories from a Native American Childhood*. Illus. Rechela Renkun. New York: Lee & Low Books, Inc., 2004.

Wise, Bill. *Louis Sockalexis: Native American Baseball Pioneer*. Illus. Bill Farnsworth. New York: Lee & Low Books, Inc., 2009.

NATIVE AMERICANS: CULTURES AND CONFLICTS SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
FE—Fiction Excerpt; NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Native Americans: Cultures and Conflicts

"Native Americans of the Great Basin" Core Lesson (Chapter 1, TG & SR)	"Native Americans of the Plateau" Core Lesson (Chapter 2, TG & SR)	"Native Americans of the Plains" Core Lesson (Chapter 3, TG & SR)	"The Sun Dance" (Chapter 3, TG; Additional Activity, FE 2)	"Native Americans of the Pacific Northwest" Core Lesson (Chapter 4, TG & SR)
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CKLA

"Native Americans"				
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Native Americans: Cultures and Conflicts

"Infinity of Nations Culture Quest" (Chapter 4, TG; Additional Activity)	"Broken Promises" Core Lesson (Chapter 5, TG & SR)	"Native Americans and the U.S. Government" (Chapter 5, TG; Additional Activity)	"Tensions Mount" Core Lesson (Chapter 6, TG & SR)	"The Indian Wars" Core Lesson (Chapter 7, TG & SR)
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CKLA

"Native Americans"				
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Week 3

Day 11

Day 12

Native Americans: Cultures and Conflicts

"The Ghost Dance" Core Lesson (Chapter 8, TG & SR)	Unit Assessment
--	-----------------

CKLA

"Native Americans"	"Native Americans"
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NATIVE AMERICANS: CULTURES AND CONFLICTS PACING GUIDE

_____’s Class

(A total of twelve days have been allocated to the *Native Americans: Cultures and Conflicts* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

--	--	--	--	--

Week 3

Day 11

Day 12

--	--

CHAPTER 1

Native Americans of the Great Basin

The Big Question: How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?

Primary Focus Objectives

- ✓ Describe the geography of the Great Basin. (RI.5.2)
- ✓ Explain how Native Americans, such as the Shoshone and Utes, adapted to the environment in the Great Basin. (RI.5.2)
- ✓ Describe the myths of the Great Basin peoples. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nation, tribe, myth, moral, shaman, irrigate, and corral.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Great Basin”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies Native Americans of the Great Basin Chart (AP 1.2)
- Colored pencils
- Internet images of marmots, beavers, voles, porcupines, and mountain lions

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

nation, n. the land and people who live under the authority of a government and its laws; a country **(62)**

Example: The United States is a nation.

Variations: nations

tribe, n. a group of people who share the same language, customs, beliefs, and leadership **(62)**

Example: The Paiutes are a tribe who once lived in the Great Basin.

Variations: tribes, tribal (adj.)

myth, n. a traditional story, often concerning the early history of a people or explaining some natural or social occurrence, and typically involving supernatural beings or events **(66)**

Example: One Native American myth explained why thunderstorms happened.

Variations: myths

moral, adj. relating to ideas of right and wrong **(66)**

Example: Each myth usually taught a moral lesson about how to live.

Variations: morals

shaman, n. a Native American leader who is believed to have special powers **(66)**

Example: The shaman called on the spirits to bring rain to the dry land.

Variations: shamans

irrigate, v. to water crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops **(68)**

Example: Native Americans of the Great Basin needed to irrigate to get water to help plants grow.

Variations: irrigates, irrigated, irrigation (noun)

corral, n. a fenced area for animals **(68)**

Example: The cows were kept in a corral to keep them from running away.

Variations: corrals

THE CORE LESSON 35 MIN

Introduce Native Americans: Cultures and Conflicts

5 MIN



Display the Introduction Timeline Image Card of Columbus's voyages, and place it as an anchor point at the end of the segment "Before 1500" on the class Timeline. Use the card to remind students that when Europeans, such as Columbus, explored and colonized North America, people we call Native Americans already lived here.

Distribute copies of *Native Americans: Cultures and Conflicts* Student Reader. Use the images on the cover of the Student Reader to emphasize that there were many different Native American cultures. Invite volunteers to name any Native American groups they recall from previous units. (*Core Knowledge students may recall the Cherokee, Seminole, and Shawnee from the Grade 5 Westward Expansion units. Students may also recall the Powhatan, Wampanoag, Hopi, Zuni, Creek, Haudenosaunee, Navajo or Diné, and Apache from Grade 3.*)

Suggest that students take a few minutes to flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps, different types of homes, hunting, fishing, and portraits of Native Americans.

Note: You may want to discuss the different uses of the word *region* in this unit compared to Core Knowledge Unit 9, *The Geography of the United States*. In Unit 9, we talk about regions as areas of land with defined borders. In this unit, we use *region* to refer to the broader concept of cultural regions of Native Americans. For example, the geographical region of the Great Plains is a defined area comprising the states of North Dakota, South Dakota, Nebraska, Kansas, and Oklahoma. The cultural region of the Great Plains is defined by the Native Americans who lived there and incorporates the modern Great Plains region as well as parts of the Midwest.

Introduce “Native Americans of the Great Basin”

5 MIN

Activity Page



AP 1.1



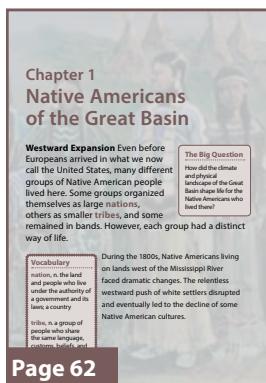
Display and distribute copies of AP 1.1, Map of Native American Cultural Groups and Regions. Point to the eastern coast of the United States and the Atlantic Ocean. Tell students that the Native Americans living in this area, who were the first people that Europeans encountered in Florida, in Jamestown, Virginia, and in Plymouth, Massachusetts, were called Eastern Woodlands Native Americans. Have students use colored pencils to color the map key and area for the Eastern Woodlands Indians, (the area on the map stretching from the dotted line closest to the Mississippi River all the way to the Atlantic Coast).

Next, point to the area on AP 1.1 that represents the Great Basin (see page 65 in the Student Reader). Explain that in this chapter they will read about the Native Americans living in this area. Have students color the map area and key for the Great Basin. Ask students to name the current states that fall into the Great Basin area (*Nevada, and parts of California, Idaho, Oregon, Colorado, Wyoming, and Utah*). Identify landforms on the map, such as the Rocky Mountains and the Sierra Nevada. Tell students that as they read the chapter, they should look for details that answer the Big Question: How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?

Guided Reading Supports for “Native Americans of the Great Basin” 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

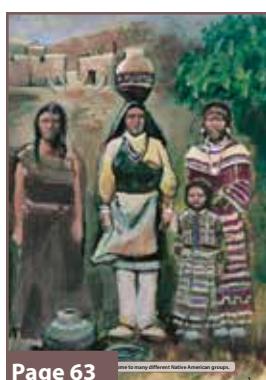
"Westward Expansion" and "A Challenging Environment," Pages 62–65



Activity Page



AP 1.2



Page 63



110

Scaffold understanding as follows:

Invite volunteers to read aloud the section "Westward Expansion" on pages 62–64.

CORE VOCABULARY—Stop to explain the meanings of *nation* and *tribe* when they are encountered in the text.

Display and distribute Native Americans of the Great Basin Chart (AP 1.2). **Describe the headers of each column of the chart. Explain to students that as they read about Native Americans of the Great Basin, they should use the chart to take notes. Be sure to note that students may not find details about every category shown on the chart.**

Have students read the section "A Challenging Environment" on page 64 with a partner. Tell them to add information to the "Landforms" and "Climate" columns on AP 1.2 as they read. Encourage students to read the section twice, once just to read it and once to look for details to add to the chart.

SUPPORT—Draw attention to the map on page 65. Have students locate the Great Basin on the map and name the states that it includes.

SUPPORT—Display and discuss Internet images of the animals of the Great Basin that Native Americans hunted as a source of food.

Note: Students may recognize the mountain lion by another name, such as cougar or puma.

After students have read the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Great Basin Chart (AP 1.2). Continue this practice throughout the remainder of this chapter, and have students save their charts.

Who lived in what we call the United States before Europeans arrived?

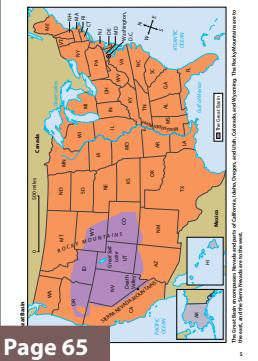
- » Many different groups of Native Americans lived in what became the United States.

LITERAL—What happened in the 1800s to Native Americans living west of the Mississippi River?

- » The push westward of white settlers disrupted and led to the downfall of some Native American cultures.

LITERAL—Where is the Great Basin?

- » It is between the Rocky Mountains and the Sierra Nevada Mountains, in what is now Nevada, Utah, and parts of California, Idaho, Oregon, Colorado, and Wyoming.



Page 65

LITERAL—What are the climate and landscape of the Great Basin like?

- » The Great Basin has hot days in the summer and very cold nights in the winter. It is mostly desert with little water.

LITERAL—What food sources are available in the Great Basin?

- » The Great Basin has fruits and vegetables, such as pine nuts, roots, and cactus fruits. There are also animals, such as marmots, beavers, voles, rabbits, and mountain lions.

“Life in the Great Basin,” Pages 66–69

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “Life in the Great Basin” on page 66.

CORE VOCABULARY—Pause to explain the meanings of the terms *myth*, *moral*, and *shaman* as you encounter them in the text.

SUPPORT—Draw students’ attention to the pronunciation key for *Paiutes*. Say the word aloud, and have students repeat it with you.

SUPPORT—Have students add information about myths of the Great Basin peoples to their Native Americans of the Great Basin Charts (AP 1.2).

CORE VOCABULARY—Introduce and explain the Core Vocabulary terms *irrigate* and *corral*, defined on page 68.

Then, have students read the remainder of the section “Life in the Great Basin” independently, from the bottom of page 67 through the top of page 69. Remind students to add information to AP 1.2 as they read.

Note: Students in Core Knowledge schools may recall the word *irrigate* from the unit *Westward Expansion Before the Civil War*.

After students read the text, ask the following questions:

LITERAL—What Native American groups live in the Great Basin?

- » The Bannocks, Shoshone, Utes, and Paiutes live in the Great Basin.

LITERAL—What was the purpose of Native American myths?

- » Myths have often been used to explain how natural forces affect people’s lives. Native Americans’ myths gave them rules of conduct, shaped by the natural conditions under which they lived.

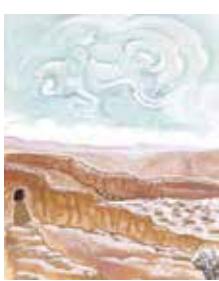
LITERAL—According to the myths of the Paiutes, what did Wolf, Coyote, and Rabbit teach people?

- » They taught people how to organize themselves into families and groups. They also taught people how to gather food and how to live moral lives.

Activity Page



AP 1.2



Page 67

Native Americans traditionally believed that the natural world is governed by spirits.

The Paiutes and other Great Basin native peoples lived in groups of parents, children, aunts or uncles and their families, and grandparents. These small groups hunted game and looked for agriculture. In some places, though,

they could get enough water to irrigate naturally growing plants in order to increase their yield.

Hunting and gathering were vital parts of Paiute life. They had to cover a huge amount of territory in their never-ending quest for food. They never wandered aimlessly. They knew the places where food was likely to be found in different seasons. They returned to these places year after year.

Until the Paiutes got guns and horses from the Spanish in the late 1700s, they depended on corrals, clubs, and knives in their hunts. (Bows and arrows were useful only for killing larger animals, such as antelope.) The men would build a corral by stringing nets between trees. Then they would patiently wait or chase an animal into the trap. When the animal was caught, women would quickly kill it and skin it.

Paiute women and children looked for as many edible plants as possible. They also looked for insects and small rodents. They never overlooked poisonous vegetation that could, with special treatment, be eaten. It took great skill to tell what could be safely eaten. Because women provided so much of the food that Native Americans ate, they were considered as important as men in traditional Great Basin societies.

any creative uses beyond food for the people, they used a jackrabbit's muscles

Page 68

Vocabulary
irrigate = to water crops by moving water over them, in a river, or a lake, or a place where it does not normally rain
corral = a fenced area for animals

any creative uses beyond food for the people, they used a jackrabbit's muscles

Activity Page



AP 1.2

"Harvest Time," Pages 69–71

Scaffold understanding as follows:

Have students read the section "Harvest Time" on pages 69–71 independently. Remind students to add notes to their Native Americans of the Great Basin Charts (AP 1.2) as they read.

SUPPORT—Draw attention to the illustrations on pages 70–71. Invite volunteers to read aloud the captions.

After students read the text, ask the following questions:

LITERAL—What did Great Basin peoples do when they gathered in the fall?

» They shared stories, danced, played, looked for husbands and wives, hunted, and harvested.

EVALUATIVE—How did people work together to harvest the pine nuts?

» Men pulled the pinecones off the trees. Women and children collected the cones in baskets.

LITERAL—What did Great Basin peoples do with the pine nuts?

» They saved most of them for winter. Then they used the nuts to make soup and flour for bread.

Note: You may want to point out to students that some people still eat pine nuts, often adding them to familiar recipes for added flavor. It is possible to buy pine nuts, already removed from the pinecone shells, at the grocery store.

to tie sharpened stones to arrows. Its bones became needles and knives. From rabbit fur, Native American women made garments for the cold winters. In winters, several groups would live together in camps in simple shelters placed close together.

Harvest Time

If you could go back in time and join the Native Americans of the Great Basin, the best time to be there would probably have been the fall. That was when larger numbers of small groups came together. They shared stories about the past year; they danced and played; they looked for husbands or wives; and they hunted jackrabbits. However, the main purpose of their gathering was to harvest pine nuts. A few areas of green forest meant that pine nuts could be found.

Harvesting pine nuts was not easy. The Native Americans had to gather just before the nuts ripened. If they were a day or two late, the pinecones would already have opened and animals would have eaten them.

To get to the pine nuts, the men pulled pinecones off the trees. Women and children filled hundreds of baskets, made by the women, with pinecones. Then they roasted the pinecones, which helped open them up so that the nuts could be shaken out. They roasted the nuts until their fuzzy shells could be cracked and the tasty inner kernels released.

They saved a large part of the harvest for the cold winter months.

Page 69



Groups of Great Basin Native Americans gathered in the fall.
As you have read, the Great Basin's environment forced Native Americans, such as the Paiutes, to make use of every possible resource. The environment also taught the native peoples to use their natural forces in great respect and on as simple as possible.

Page 70



Gathering pine nuts was hard work that required the help of men, women, and children.

Families were seldom large, nor was the Native American population of the Great Basin ever very large. It was a harsh existence, but groups such as the Paiutes did whatever they had to do in order to survive. Their myths and traditions gave them many rules of conduct, all shaped by the natural conditions under which they lived. They carefully taught these rules to their children. They also taught their children the complex water, and shelter in the Great Basin.

Page 71

LITERAL—What did the peoples of the Great Basin teach their children?

- » They taught them myths and traditions and the necessary skills needed to find food, water, and shelter while living in the Great Basin.

Timeline

- Show students the two Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?”
- Post the Image Cards to the Timeline under the date “Before 1500.” Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?”
 - » Key points students should cite include: The Great Basin was dry and hot in the summer, with cold winters. Great Basin peoples had to be very resourceful in finding food, water, and creating shelter. They learned to irrigate to help plants grow. They learned where food plants grew and went back there year after year. They worked together to harvest pine nuts, which provided food during the cold winters. They used fur from local animals, such as rabbits, to make warm clothes for winter. They also lived close together in winter.
- Choose one of the Core Vocabulary words (*nation, tribe, myth, moral, shaman, irrigate, or corral*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 2

Native Americans of the Plateau

The Big Question: What does “living by the seasons” reveal about life in the Plateau region for Native Americans?

Primary Focus Objectives

- ✓ Describe the environment of the Plateau. (RI.5.2)
- ✓ Summarize how Plateau Native Americans, such as the Nez Perce, lived in each season. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *hunter-gatherers, snowshoe, harpoon, bitterroot, and coyote.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Plateau”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 2.1

- Display and individual copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native Americans of the Great Basin Chart (AP 1.2)
- Display and individual student copies of Native Americans of the Plateau Chart (AP 2.1)
- Colored pencils
- Internet image of caribou

Use this link to download the CKHG Online Resources for this unit, where the specific link to the image may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

hunter-gatherers, n. small groups of people who feed themselves by hunting animals and gathering plants (72)

Example: The Paiutes of the Great Basin and many other Native American groups were hunter-gatherers.

snowshoe, n. a lightweight frame that lets a person walk on snow without sinking (75)

Example: Emma used snowshoes to walk across her yard after the snowstorm.

Variation: snowshoes

harpoon, n. a spear used to hunt fish or whales (77)

Example: The hunter used a harpoon to spear salmon in the river.

Variations: harpoons

bitterroot, n. a plant that grows in dry areas and has roots that can be eaten (77)

Example: Many Native American groups ate bitterroot.

Variations: bitterroots

coyote, n. an animal similar to a wolf, but smaller (78)

Example: The coyote is found in many parts of the United States.

Variations: coyotes

THE CORE LESSON 35 MIN

Introduce “Native Americans of the Plateau”

5 MIN

Activity Pages



AP 1.1

AP 1.2



Display Map of Native American Cultural Groups and Regions (AP 1.1), and review with students the areas they already shaded. (*Eastern Woodlands and Great Basin*) Have students refer to the Native Americans of the Great Basin Chart (AP 1.2) to share what they learned about peoples of the Great Basin.

Return to the Map of Native American Cultural Groups and Regions (AP 1.1). Point out the Plateau area (see page 74 in the Student Reader), and have students color this area and also color the map key for this area. Explain that in this chapter, students will read about Native Americans who lived in this region. Call students’ attention to the Big Question. Tell students that as they read, they should note what the Plateau Native Americans did in each season.

Guided Reading Supports for “Native Americans of the Plateau” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Living by the Seasons," Pages 72–75

Chapter 2
Native Americans
of the Plateau

Living by the Seasons: Just a few hundred miles north of where the Pauites lived is the Plateau region. This region includes portions of the present-day states of Idaho, Oregon, Washington, California, Montana, and areas in Canada.

Native American tribes who lived in this region included the Kutenais (*koo-tuh-nayz*), the Walla Wallas (*wah-lah-wah-lahs*), the Coeur d'Alenes (*koo-er-dah-lynes*), the Cayuses (*kyoo-yoo-zes*), and the Nez Perce (*nez-pur-see*).

Vocabulary
Hunter-gatherers, people who feed themselves by hunting and gathering plants.

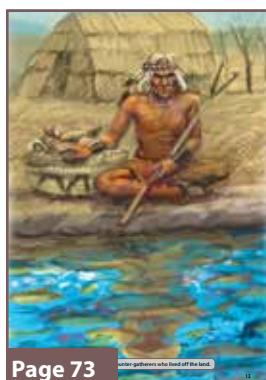
The Big Question
What does "Living by the seasons" reveal about life in the Plateau region for Native Americans?

Page 72

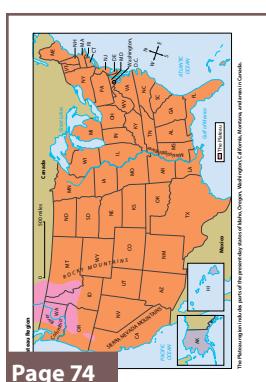
Activity Page



AP 2.1



Page 73



Scaffold understanding as follows:

Distribute Native Americans of the Plateau Chart (AP 2.1). Tell students to use the chart to record notes about this chapter.

Note: Students will be filling out similar charts for each of the Native American regions. Please note that there won't always be information for every category on the charts.

Read aloud the first two paragraphs of the section "Living by the Seasons" on page 72.

SUPPORT—Have students turn to the map on page 74. Use the map to review the geographical information in the first paragraph on page 72.

SUPPORT—Use the pronunciation keys in the second paragraph to carefully pronounce the name of each Native American group. Have students refer to the pronunciation keys and repeat the names after you.

Invite volunteers to read aloud the remainder of the section on pages 72–75.

CORE VOCABULARY—Pause to explain the meaning of the term *hunter-gatherers* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *hunter-gatherers* from the Grade 3 unit *The Earliest Americans*.

SUPPORT—Have students work with a partner to add information from this section to their Native Americans of the Plateau Charts (AP 2.1).

After volunteers have finished reading the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Plateau Chart (AP 2.1). Continue this practice throughout the remainder of this chapter, and have students save their charts.

LITERAL—Describe the location of the Plateau region.

- » It is north of the Great Basin area. It includes parts of the present-day states of Idaho, Oregon, Washington, California, and Montana, and also parts of Canada.

EVALUATIVE—What part of the Plateau environment is similar to that of the Great Basin? How is it different?

- » The weather of the Plateau is similar to that of the Great Basin. Both places have hot summers and cold winters. The Plateau is different because it has more water, plants, and animals than the Great Basin.

EVALUATIVE—What did the peoples of the Plateau have in common with peoples of the Great Basin?

- » Peoples in both regions were hunter-gatherers. They traveled from place to place to find food. They were also very skilled at living off the land.

"Spring," Pages 75–77

Scaffold understanding as follows:

Activity Page



AP 2.1

to the availability of food during different seasons. Also like the Palutes, Plateau men, women, and children all had special jobs to perform as groups worked together to find food. Unlike all other native groups, Plateau Native Americans respected and honored nature. They believed it had spiritual powers or forces. The Plateau people, however, could draw on a much wider range of food sources compared to Native Americans of the Great Basin.

In 1805, about six thousand Nez Perce or Nimpah (*neet'mee'gooh*) Native Americans lived in the Plateau area. Here is how you would have spent a year had you lived with them long ago.

Spring

The snow has now melted, and all the dried food the Nez Perce have saved for the winter is gone. Now they must seek food. Those in the large villages break into smaller groups. Some Nez Perce put on snowshoes to hunt deer, bear, or caribou in the mountains. Others travel down the Columbia River to catch the first salmon of the year as the fish travel upriver to spawning or breeding areas. Here, salmon is not only extremely important as a source of food; it is also sacred.

The Native Americans of the Plateau depend on the salmon to live. They eat it fresh. They also dry large amounts of it to trade and to eat during the months when they leave the rivers and head for the so important that every man, woman,

Vocabulary
snowshoe, n. a light frame made of wood or metal that lets a person walk over snow without sinking

Page 75

15

and child who is not sick or hunting deer and caribou joins in the salmon hunt. For the Nez Perce this is more than just a hunt. It is a religious ritual. Thousands of Nez Perce gather in river villages to catch and process these fish.

A shaman wades gently into the river from the sparkling waters, he chooses a few salmon to sacrifice them with his hands. These salmon are blessed. Everyone eats a little piece and then in the first catch of the Salmon season. Then, the bones from the salmon are placed back into the river. The Nez Perce perform this ceremony to pay tribute to the river spirit and the salmon spirit. They believe that this ceremony will ensure that the salmon will return next year.



Page 76

CORE VOCABULARY—Introduce and explain the terms *snowshoe* and *harpoon* using the definitions provided on pages 75 and 77.

Have students read the section "Spring" independently. Ask students to use their Native Americans of the Plateau Charts (AP 2.1) to take notes as they read.

SUPPORT—Display the Internet image of a caribou, and discuss the various animals that the Nez Perce hunted.

SUPPORT—Point out the word *sacred* at the end of the first paragraph of the section on page 75. Explain that *sacred* means holy or respected above all others. Help students find details in the text that show that salmon are sacred to the Nez Perce. (*Students should refer to the religious ritual described on page 76.*)

SUPPORT—Draw attention to the image on page 76. Use the image to review the Core Vocabulary term *harpoon*. Then, ask students to explain what is happening in the image, referring to the notes on their charts for help.

After students read the text, ask the following questions:

LITERAL—What did the Nez Perce do when their winter food supplies ran out?

- » They broke into groups to find food. Some hunted deer, bear, or caribou. Others caught salmon.

LITERAL—How did the Nez Perce use salmon?

- » They ate some of it fresh after it was cooked. They also dried it to save and eat later.

LITERAL—What was the first thing that happened in a Nez Perce salmon hunt?

- » The first thing that happened was a religious ritual. A shaman caught a salmon with his hands, and everyone ate a small piece of it. Then the salmon's bones were put back in the river.

LITERAL—What was the purpose of this religious ritual?

- » The Nez Perce believed the ritual ensured that the salmon would return the following year.

“Summer” and “Autumn and Winter,” Pages 77–78

Scaffold understanding as follows:

Have students read “Summer” and “Autumn and Winter” on pages 77–78 independently.

Activity Page



AP 2.1

CORE VOCABULARY—Encourage students to refer to the vocabulary boxes for *bitterroot* and *coyote* as they read. Remind students to add notes to their Native Americans of the Plateau Charts (AP 2.1) as they read.

After students have read the text, ask the following questions:

LITERAL—What did the Nez Perce do in late summer?

- » They broke into smaller groups and moved from the rivers to the mountains.

LITERAL—What did Nez Perce men do in the summer?

- » They went on long hunting and trading journeys.

LITERAL—In the summer, who had the main responsibility to find, harvest, and preserve plant foods?

- » The women had the responsibility to find, harvest, and preserve plant food.

LITERAL—What did the Nez Perce do in the late summer and early fall to get ready for winter?

- » They built pithouses.

LITERAL—In the winter months, what did the Plateau Native Americans do in the pithouses?

- » They made baskets and mended their nets, and the older people told stories and myths. These stories and myths helped teach lessons to the children.

LITERAL—Who is Coyote in Nez Perce mythology?

- » He is a trickster. He is always getting into trouble or odd situations. Stories about him teach lessons to the children.

Then the hunt begins. It's over. Some Nez Perce men sit in a house and their wives go to spear salmon with harpoons. They try to catch them with traps and nets. Afterwards, the people work together to clean the fish and hang them on racks to dry so they will not spoil.

Summer

By the middle of summer, the Nez Perce break up into smaller groups and move to the different villages and settlements. There, they may search for wild carrots, onions, bitterroot, yellow and purple. Some young Nez Perce search the bushes for huckleberries and blueberries. While the men are off on long hunting and trading journeys, women have the main responsibility to find, harvest, and preserve plant foods. The life of the entire group depends on the women drying enough food for the winter months.

Autumn and Winter

In late summer and early fall, the Nez Perce build special houses to use in winter. They dig out about the feet deep, and anywhere from ten to forty feet wide. Next, they build a cone-shaped frame above the pit, covering it with brush and earth. The builders leave a hole in the top that allows smoke to escape. That hole is also used for entering and exiting the earth lodge. Residents climb in and out of these warm, cleverly designed homes on ladders or ropes. These houses are called pithouses.

Page 77

The pithouse is the perfect place to sit by the fire and listen to the older people tell stories and myths. In these stories and myths, animals, plants, rocks, rivers, and even people can talk. Coyote is a popular character. He is always getting into trouble or into odd situations. The Plateau Indians often tell stories about Coyote to teach lessons to the children.

During the winter, baskets are made, and nets are mended or woven. These will be used the following spring—again, for the salmon. This is a time to gather energy while waiting for another spring.

A Coyote Tale

Here is a tale a Plateau child might have heard about one Coyote tricking another Coyote:

Two Coyotes were crossing a field, but one had not met the other before. They heard a person yell, “There’s a Coyote in the field!” The first Coyote was scared and told his brother to run! They both started to run for the trees when they heard the man yell, “And there goes another one!”

Finally, both Coyotes made it to the cover of the trees and introduced themselves. “I never saw you before. My name’s Wanderer. I am a Coyote like you.”

The other Coyote looked at him oddly and said, “My name’s Stink.”

Page 78

"A Coyote Tale," Pages 78–79



Scaffold understanding as follows:

Invite volunteers to read aloud the section "A Coyote Tale" on pages 78–79. Make sure students understand that this section retells a Native American story.

SUPPORT—Refer students to the image of a coyote on page 79. Use the image to point out the features Wanderer lists on page 79: ears, tail, fur, and snout (nose).

After volunteers read the text, ask the following questions:

LITERAL—Who are the two coyotes in the story?

- » Wanderer and Sleek

LITERAL—What happens to the two coyotes in the story?

- » They run across a field. A person notices them and yells, "There's a coyote!" and "There's another one!"

LITERAL—What does Sleek believe about himself because of this?

- » He believes he is not a coyote.

INFERRENTIAL—What advice or lesson does this coyote story teach about life?

- » We should not let others tell us who we are.

Timeline

- Show students the two Chapter 2 Timeline Image Cards. Read and discuss the captions.
- Review and discuss the Big Question: "What does 'living by the seasons' reveal about life in the Plateau region for Native Americans?"
- Post the Image Cards to the Timeline under the date "Before 1500." Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What does 'living by the seasons' reveal about life in the Plateau region for Native Americans?"
 - » Key points students should cite include: As hunter-gatherers, Plateau Native Americans were very dependent on the land and the seasons for food. During each season, they performed specific tasks. They spent spring by the rivers to hunt salmon. Then they moved away from the rivers in summer to the mountains, where they hunted and harvested. In the fall, they built pithouses to live in during the winter. In the winter, they made baskets and repaired their fishing nets.
- Choose one of the Core Vocabulary words (*hunter-gatherers, snowshoe, harpoon, bitterroot, or coyote*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

"Coyote Goes to the Land of the Dead" (RL.5.1, RL.5.2)

45 MIN

Materials Needed: sufficient copies of "Coyote Goes to the Land of the Dead" (FE 1); Internet image of a longhouse



Background for Teachers: Before doing this activity, read the myth "Coyote Goes to the Land of the Dead" (FE 1). Be aware that this myth about death explains why one can never see a dead person again. To students who have experienced the death of a loved one, this might be a sensitive issue.

Use this link to download the CKHG Online Resources, where a specific link to the fiction excerpt and Internet image of a longhouse may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute "Coyote Goes to the Land of the Dead" (FE 1). Tell students that this is adapted from stories told by the Nez Perce and Zuni peoples.

Before reading the story, show students the Internet image of the longhouse, explaining that this is the type of house in which the Nez Perce lived. Usually relatives from more than one family lived in this type of single-room home. In the story, students will hear about a longhouse.

Note: Students in Core Knowledge schools might recall learning about the Zuni in the Grade 3 unit *The Earliest Americans*.

Remind students that in Native American stories, Coyote is a trickster. He tries to deceive, or he does what he is told NOT to do.

Invite volunteers to read aloud the story. Stop every few paragraphs, and ask a student to summarize what has happened so far.

After students have read the story, ask the following questions:

- Why is Coyote sad?
 - » His wife has died.
- Who came to Coyote with a plan that would enable him to see his wife?
 - » The Death Spirit
- What did Coyote do about this plan?
 - » He accepted the plan.
- Did he at first obey the Death Spirit?
 - » Yes, he did.
- Did Coyote get his wish to see his wife?
 - » Yes, he did.
- Did Coyote continue to obey the Death Spirit?
 - » No, he did not.
- What did Coyote do that he was forbidden to do?
 - » He hugged his wife.
- What happened as a result of Coyote's actions?
 - » No spirit could ever again return from the dead.
- What aspect of life does this story explain?
 - » It explains why people who have died can never return to Earth.

CHAPTER 3

Native Americans of the Plains

The Big Question: What impact did the introduction of the horse have on the way of life for the people of the Plains?

Primary Focus Objectives

- ✓ Summarize how Plains peoples, such as the Arapaho and Cheyenne, lived before 1750. (RI.5.2)
- ✓ Describe the effects of the horse on the lives of Native Americans of the Plains. (RI.5.2)
- ✓ Explain the importance of bison to Plains people. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tepee, moccasin, quiver, awl*, and *fortitude*; and of the phrase “initiation rite.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Plains”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 2.1

AP 3.1

- Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native Americans of the Plateau Chart (AP 2.1)
- Display and individual student copies of Native Americans of the Plains Chart (AP 3.1)
- Colored pencils
- Sufficient copies of “The Sun Dance” (FE 2)

Core Vocabulary (Student Reader page numbers listed below)

tepee, n. a cone-shaped tent used by Native American groups living on the Plains (87)

Example: A tepee was a home for Plains Native Americans.

Variation: tepees

moccasin, n. a soft leather shoe made from animal skins (88)

Example: Native Americans of the Plains knew how to craft a moccasin from bison hide.

Variation: moccasins

quiver, n. a case for holding arrows (88)

Example: Each Plains Native American hunter usually carried a quiver full of arrows.

Variation: quivers

awl, n. a sharp, pointed tool used for sewing and to make holes (88)

Example: The craftswoman used an awl to make clothing.

Variation: awls

“initiation rite,” (phrase) an act that a person must complete to join a group (90)

Example: Native American teenage boys of the Plains went through an initiation rite to mark their entrance into manhood.

Variation: initiation rites

fortitude, n. strength or determination (90)

Example: The native people of the Plains had great fortitude.

THE CORE LESSON 35 MIN**Introduce “Native Americans of the Plains”**

5 MIN

Activity Pages

AP 1.1

AP 2.1



Display Map of Native American Cultural Groups and Regions (AP 1.1), and have students identify the Eastern Woodlands, Great Basin, and Plateau. Invite volunteers to share details from their notes about Native Americans of the Plateau from their Native Americans of the Plateau Charts (AP 2.1).

Point out the area of the Plains on AP 1.1 (see page 83 in the Student Reader). Tell students that in this chapter they will learn about the Native Americans of this region. Have students identify the Plains area on their copies of AP 1.1. Have students color the area of the Plains and its box in the map key. Introduce the Big Question, and tell students to look, as they read, for details about the importance of the horse in the life of Native Americans living on the Plains.

Guided Reading Supports for “Native Americans of the Plains”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“From Farmers to Hunters” and “Horses,” Pages 80–84

Activity Page

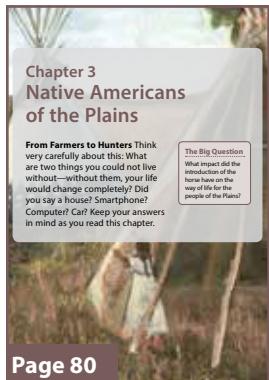


AP 3.1

Scaffold understanding as follows:

Distribute the Native Americans of the Plains Chart (AP 3.1). Tell students that as they read the chapter, they should add notes to the chart, as they did in the charts for the previous chapters.

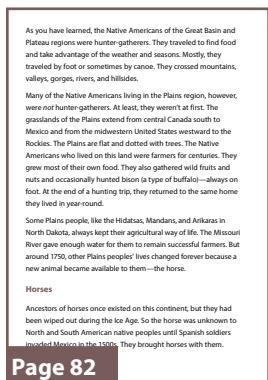
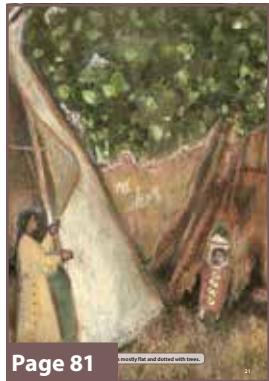
Have students read the section “From Farmers to Hunters” on pages 80–82 with a partner. Remind students to take notes on their charts as they read.

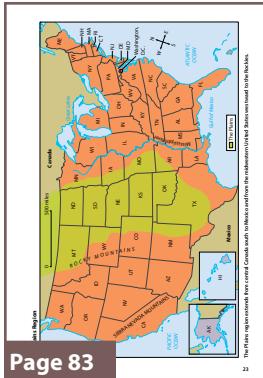


SUPPORT—Direct students to the map on page 83. Have students identify the area of the Plains and identify the borders of the Plains as described in the text: Canada, Mexico, and the Rocky Mountains.

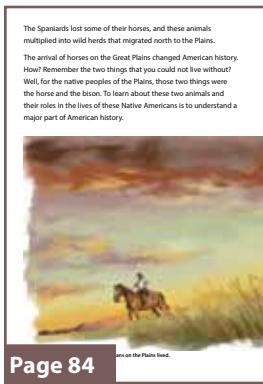
Have students read the section “Horses” on pages 82–84 independently. Encourage them to take notes as they read.

SUPPORT—Draw attention to the image on pages 84–85. Have students identify the Spanish soldier and the Native American. Ask them to identify details in the image that show it is set in the Plains. (*the long grasses, the flat land with mountains in the distance*)





Page 83



Page 84

After students have read the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Plains Chart (AP 3.1). Continue this practice throughout the remainder of this chapter. Ask them to save their charts.

LITERAL—What are the Plains?

- » They are flat grasslands that stretch from Canada to Mexico, across the midwestern United States.

LITERAL—How did the Native Americans of the Plains get their food before the Spanish introduced the horse to them?

- » They were farmers and grew most of their own food. They occasionally hunted bison on foot.

"Bison Become King" and "Hunting for Bison," Pages 85–88

Scaffold understanding as follows:

Read aloud the first paragraph of "Bison Become King" on page 85.

SUPPORT—Use the pronunciation keys for *Arapahos*, *Cheyenne*, *Osages*, and *Sioux* to carefully pronounce the name of each Native American people. Have students refer to the keys and repeat the names with you.

Invite volunteers to read aloud the remainder of the section "Bison Become King" on page 86.

SUPPORT—Pause to allow students to add notes to their Native Americans of the Plains Charts (AP 3.1).

Have students read the section "Hunting for Bison" independently. Encourage students to add notes to their charts as they read.

CORE VOCABULARY—Encourage students to refer to the vocabulary box for *tepee* on page 87 as they read.

Note: Students in Core Knowledge schools may recall the term *tepee* from the Grade 3 unit *Canada*.

SUPPORT—Draw attention to the bison diagram on page 88. Remind students that *hide* is an animal's skin and *dung* is an animal's droppings.



Page 85

Activity Page



AP 3.1

and harvested and preserved the crops. The coming of the horse did not change the Plains peoples' basic value systems. It did, however, bring them into conflict with more distant rivals. Native groups waged war for many reasons. They fought wars to drive out other tribes or to claim grazing land. They fought wars to keep them from taking too much food, and to steal horses. They also fought wars to control trade and gain access to resources.

Tribes and individual Native Americans also fought simply for glory. Often, the object in fighting was to count coup. Warriors wanted to see who could achieve the bravest deeds and win the greatest glory. Warrior reputations depended on how many coups they could count. Striking an enemy with a stick, taking his gun, or stealing his horse were bigger coups than killing him.

From Childhood to Adulthood

Native American boys listened to stories of how warrioress gained glory. Parents and other respected adults spoke of tribal heroes and traditions, passing on their strong sense of justice and honorable behavior. Playing with and learning to use bows and arrows, learning to handle horses, and hunting small game prepared boys for adult life. Accompanying adult males on

Page 89

Activity Page



AP 3.1

bison hunts, joining war parties, and going through initiation rites marked a teenager's gradual entrance into manhood. And, there were always tribal ceremonies celebrating their accomplishments. As adults, men continued to display their skill, bravery, and fortitude in hunts, rituals, and warfare.

Like all Native American groups, Plains peoples depended on women's skills, too. Women turned bison hides into fur robes and tepees. They gathered edible plants and, among agricultural tribes, took care of crops. They cooked, sewed, and did beadwork.

Vocabulary
"Initiation rite" is a ceremony that a person must complete to join a group.
Fortitude n. strength or determination

Women played important roles in the lives of Plains peoples.

Page 90

They were largely responsible for moving encampments during the hunting season. Girls learned these skills from their mothers and other older women. And, like boys, they had their own rituals to mark their coming of age. Women's contributions were so important that in many Plains tribes (and other Native American societies), people traced their descent not from their father's ancestors but from their mother's ancestors.

Page 91

SUPPORT—Give students a minute to add notes about the section to their Native Americans of the Plains Charts (AP 3.1).

Read aloud the first two paragraphs of the section "From Childhood to Adulthood" on pages 89–90.

CORE VOCABULARY—Stop to explain the meanings of the phrase "initiation rite" and the word *fortitude* when they are encountered in the text.

Invite volunteers to read the rest of the section aloud.

SUPPORT—Point out the word *edible* in the last paragraph on page 90. Explain that *edible* means "able to be eaten." Ask students to give examples of plants that are edible. Guide students to understand that fruits and vegetables come from edible plants.

SUPPORT—Note the idiom "coming of age" in the final paragraph of the chapter. Help students understand that "coming of age" means moving from childhood to adulthood. Native American cultures have initiation rites to mark this passage. Ask students what traditions in American culture mark this change. (*Possible responses include getting a driver's license, being able to vote, graduating from college, and moving out on one's own.*)

SUPPORT—Give students time to complete their Native Americans of the Plains Charts (AP 3.1).

After volunteers read the text, ask the following questions:

LITERAL—How did horses bring war to Native Americans of the Plains?

- » Having horses brought them into conflict with more Native American groups.

LITERAL—What does it mean to count coup?

- » It means to show the most bravery or skill, sometimes by embarrassing the enemy by taking his gun or horse.

LITERAL—What training did boys receive as they grew up?

- » They learned about justice, bravery, and honor by listening to stories. They learned to use bows and arrows. They learned to handle horses and hunt small game. They joined adults on bison hunts and war parties.

LITERAL—What did Plains women do?

- » They made robes and tepees. They gathered plants and took care of crops. They cooked, sewed, and did beadwork. They moved the encampments during hunting season.

Timeline

- Show students the two Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What impact did the introduction of the horse have on the way of life for the people of the Plains?”
- Post the Image Cards to the Timeline under the dates referencing “Before 1500” and the 1700s. Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What impact did the introduction of the horse have on the way of life for the people of the Plains?”
 - » Key points students should cite include: Because of the horse, Plains people went from being farmers to being hunters. Horses allowed them to acquire food more efficiently because fewer people were needed on a hunt. Horses also brought Plains people into conflict with more groups, which led to more fighting.
- Choose one of the Core Vocabulary words (*tepee, moccasin, quiver, awl, or fortitude*) or the phrase “initiation rite,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

“The Sun Dance” (RL.5.1, RL.5.2)

45 MIN

Materials Needed: Sufficient copies of “The Sun Dance” (FE 2)



Background for Teachers: Use this link to download the CKHG Online Resources, where a specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute “The Sun Dance” (FE 2) to students. Explain that the story describes the origin of the Sun Dance in Native American culture. The story includes a young man named Scar Face because he has a scar on his face. People are not kind to him because he has this scar. When you discuss the story, you might mention that even in myths, people are not kind to those who are different from the majority.

Invite volunteers to take turns reading the story. Stop every few paragraphs, and have students recap what has happened so far.

After the reading, ask the following questions:

1. What are the names of the characters in this story?
 - » Feather Woman, Morning Star (parents of Scar Face); Moon and Sun (parents of Morning Star); Star Boy, also called Scar Face; daughter of the chief.
2. Why does Feather Woman have to return to Earth?
 - » She is sad and sadness is not allowed in Star Country.
3. What brave thing does Scar Face do in Star Country?
 - » He kills all the cranes.
4. How is Scar Face's scar healed?
 - » He sits in the steam lodge Moon built, and his scar heals.
5. How does the story end?
 - » Scar Face, now called Star Boy, marries the chief's daughter.

Lead students in a discussion of how they respond to someone who is different, like Scar Face, who is different because of the scar on his face. Discuss how people can behave compassionately toward those they perceive as different.

CHAPTER 4

Native Americans of the Pacific Northwest

The Big Question: How would you describe life for the Native Americans of the Pacific Northwest?

Primary Focus Objectives

- ✓ Explain how geography influenced the lives of Native Americans of the Pacific Northwest, such as the Tlingits and Kwakwaka'wakw. (RI.5.2)
- ✓ Describe a potlatch. (RI.5.2)
- ✓ Explain the roles of totems in Native American culture. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *totem, clan, emblem, ancestry, and copper.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Pacific Northwest”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 3.1

AP 4.1

- Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native Americans of the Plains Chart (AP 3.1)
- Display and individual student copies of Native Americans of the Pacific Northwest Chart (AP 4.1)
- Colored pencils
- Internet image of a raven
- Internet access
- One or more student computer workstations with Internet access

Use this link to download the CKHG Online Resources, where a specific link to an image of a raven may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

totem, **n.** a plant or animal that is a respected symbol in Native American society (97)

Example: Northwest Coast Native Americans often painted a totem on their houses as a symbol of their family.

Variation: totems

clan, **n.** a group of families claiming a common ancestor (98)

Example: Many families belonged to the Sea Lion clan.

Variation: clans

emblem, **n.** a symbol (98)

Example: A lion is a popular emblem of bravery.

Variation: emblems

ancestry, **n.** the people who were in your family in past times (98)

Example: Maria traced her ancestry all the way back to Spain in the 1500s.

Variation: ancestors

copper, **n.** a type of metal (99)

Example: Ellen wore shiny bracelets made of copper.

THE CORE LESSON 35 MIN

Introduce “Native Americans of the Pacific Northwest”

5 MIN

Activity Pages



AP 1.1

AP 3.1



Display Map of Native American Culture Groups (AP 1.1), and have students identify the Eastern Woodlands, Great Basin, Plateau, and Plains. Invite volunteers to share details from their notes about Native Americans of the Plains from their Native Americans of the Plains Charts (AP 3.1).

Point out the areas of the Pacific Northwest on AP 1.1, (see page 94 of the Student Reader), including southern Alaska. Tell students that in this chapter they will learn about the Native Americans of this region. Have students identify the Pacific Northwest on their copies of AP 1.1. Have students color the region and its box in the map key. Introduce the Big Question, and tell students to look, as they read, for details about the life of Native Americans of the Pacific Northwest.

Guided Reading Supports for “Native Americans of the Pacific Northwest”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

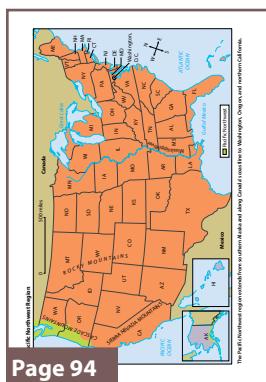
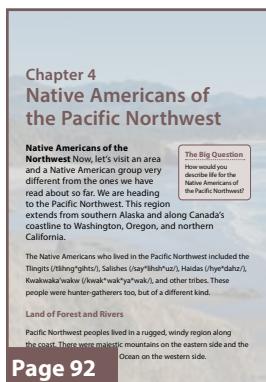
"Native Americans of the Northwest" and "Land of Forest and Rivers," Pages 92–96

Scaffold understanding as follows:

Activity Page



AP 4.1



Distribute Native Americans of the Pacific Northwest Chart (AP 4.1). Tell students to record details on the chart as they read.

Read aloud the section "Native Americans of the Northwest" on page 92.

SUPPORT—Use the pronunciation keys for *Tlingits*, *Salishes*, *Haidas*, and *Kwakwaka'wakw* to carefully say the name of each Native American group. Have students repeat the names with you.

SUPPORT—Draw attention to the map on page 94. Have students locate Alaska, Washington, Oregon, and California. Then, have them identify the area of the Pacific Northwest on the map. Make sure students include the coast of Alaska.

SUPPORT—Give students a minute to add details from the section to their Native Americans of the Pacific Northwest Charts (AP 4.1).

Have students read the section "Land of Forest and Rivers" on pages 92–96 with a partner. Remind students to add notes to their Native Americans of the Pacific Northwest Charts (AP 4.1) as they read.

After students read the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Pacific Northwest Chart (AP 4.1). Continue this practice throughout the remainder of this chapter.

LITERAL—Describe the location of the Pacific Northwest.

- » It extends from southern Alaska, through Washington and Oregon, into California.

LITERAL—Describe the environment of the Pacific Northwest.

- » It is rugged and windy, with mountains on one side and the Pacific Ocean on the other. The weather is mild but moist. It has lush forests filled with plants and animals.

EVALUATIVE—Why did Native Americans of the Pacific Northwest never have to become farmers?

- » There was so much food growing naturally in the environment that they never needed to farm.



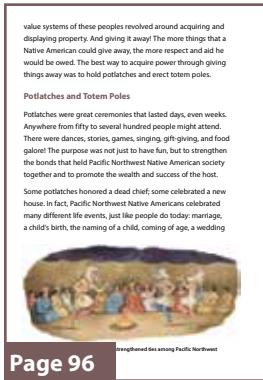
EVALUATIVE—Why was it important to Native Americans of the Pacific Northwest to be able to give things away?

- » The more things that a Native American could give away, the more respect and help he would be owed.



The Pacific Northwest is rich in forests.

35



Stratified life among Pacific Northwest

Scaffold understanding as follows:

Invite volunteers to read aloud the first four paragraphs of the section “Potlatches and Totem Poles” on pages 96–97.

CORE VOCABULARY—Explain the meaning of the word *totem* when it is encountered in the text. Refer back to the title of the section, and ask students to use the definition of *totem* to explain what a totem pole might be. (*a pole with respected plant and animal symbols on it*)

SUPPORT—Reread the description of a longhouse, and note the word *cedar*. Explain that cedar is a type of tree. Also display the Internet image of a raven, and discuss the various animals that might be included on totem poles.

Read aloud the next two paragraphs of the section on page 98.

CORE VOCABULARY—Explain the meanings of the Core Vocabulary terms *clan*, *emblem*, and *ancestry* as they are encountered in the text.

Note: Students in Core Knowledge schools may recall the word *clan* from their studies of the Maya, Aztec, and Inca, and of feudal Japan. They may recall the word *ancestor* from the Grade 3 unit *The Earliest Americans* or the Grade 4 unit *Medieval Europe*. Help students make the connection between *ancestor* and *ancestry*.

Invite a volunteer to read aloud the last paragraph in the section.

CORE VOCABULARY—Explain the meaning of *copper* when it is encountered in the text. Refer to the bracelets in the image on page 98 as an example of what copper looks like.

SUPPORT—Give students time to add details from the section to their Native Americans of the Pacific Northwest Charts (AP 4.1).

Activity Page



AP 4.1

Each group of Pacific Northwest Native Americans is a member of one of two totems: Raven or Eagle. Within each totem, there are various clans. If you belong to the Raven clan, the totem pole might feature a Frog, Goose, Owl, Salmon, or Sea Lion clan. If you belong to the Eagle clan, you could be a member of a Bear, Shark, Whales, or Wolf clan.

Native Americans carve their tribal legends and family histories into tall posts of cedar wood, called totem poles. The totem pole serves as the emblem of a family or clan and as a reminder of its ancestry. The symbols on the totem pole also represent the power and characteristics of individuals in the clan. Each clan's totem has a history, and each totem has power based on a particular animal's abilities. For example, the bear represents strength and courage, and the wolf symbolizes perseverance and guardianship. An individual in these clans is thought to possess the same qualities as the totem.

This potlatch took more than a year to prepare. Why? First of all, it was a display of treasures and important momentos of the party-giver's wealth were displayed at potlatches.

Page 98

Vocabulary
class, n. a group of families claiming a common ancestor
emblem, n. a symbol
ancestry, n. the line of descent from your parents in past times



After the volunteer has read the text, ask the following questions:

LITERAL—What were potlatches?

- » They were great ceremonies that lasted for days. Hundreds of people might attend and participate in dances, stories, games, singing, and gift giving. They honored dead chiefs or celebrated life events, such as a new house, a new child, a coming of age, a marriage, or a wedding anniversary.

LITERAL—Describe a Pacific Northwest Native American village.

- » Most villages had thirty to fifty people who lived in one or two large houses, called longhouses, that were made of cedar planks. The houses were painted with the totems of the families who lived there.

LITERAL—What was the purpose of totem poles?

- » The poles represented a family or clan and served as a reminder of their ancestry. The poles told tribal legends and family histories.

LITERAL—How long did it take to plan a potlatch? Why?

- » It took more than a year to plan a potlatch because items had to be collected and gathered, songs had to be written, food had to be prepared, and the totem pole had to be designed and carved.

“Welcoming the Guest” and “Raising the Totem,” Pages 99–101

Scaffold understanding as follows:

Have students read the sections “Welcoming the Guest” and “Raising the Totem” on pages 99–101 independently. Remind them to add notes to their Native Americans of the Pacific Northwest Charts (AP 4.1) as they read.

After students read the text, ask the following questions:

INFERRENTIAL—Would you describe the potlatch as elaborate, meaning grand, or simple? Give reasons for your answer.

- » Possible responses: It was elaborate. It likely required much planning in advance to prepare the decorations and the many other parts of the ceremony, such as the arrival of guests, speeches, singing of songs, feasting, gift giving, and the show of wealth that went on for days.

LITERAL—What did the giving of gifts between guests and the host mean?

- » The giving and receiving of gifts meant that both parties would be required to help one another in the future.

Activity Page



AP 4.1

things needed to be gathered—things that showed wealth, such as blankets, robes, tools, and pieces of powdered, decorated copper. Elaborate songs recounting family history needed to be created and rehearsed—and that took time. Food had to be prepared. Most important, the totem pole had to be designed, sculpted, and painted.

Welcoming the Guests

Standing before one of the larger, nicer houses is the groom's father. He wears his best clothes: an intricately woven goat hair blanket and a hat decorated with feathers. We know he is an important member of the Raven totem because a raven is painted on the brim of his hat. He also carries a fancy staff decorated with mother-of-pearl and whale bone. He is ready and eager to greet his guests.

As a drum starts beating, we turn around and see many canoes offshore. The canoes are decorated with Bear, Wolf, and Eagle totems. The groom's father greets his guests with a flowery and elaborate speech, and then the guests, in turn, sing their own songs and deliver their own speeches. One by one the guests come ashore, in order of rank. The richest man comes first, then the next richest, and so on.

We enter the father's house, where he has built a fire so large that sparks fly through the hole in the roof. Some of the beams in the ceiling are scorched. Once again, this is for show. What the host is really saying is, "I am rich enough to build such a large fire that my house won't burn down and it wouldn't matter!"

Page 99

Vocabulary
copper, n. a type of metal

More speeches follow. The host talks about his family and its history.

The host then has people carry in a canoe filled with food and sets it before the guests. The guests enjoy the food offered to them.

On the second day, the chief breaks up his best canoe and burns it. This is his way of saying, "I am so rich I don't need this canoe. I can afford to have another built." The cutting and flaunting of wealth is called potlatching. It is one of the two great moments of a potlatch (the "giving-away" [which is what the word potlatch means] and the raising of the totem).

To the chief ranking second to him, the host gives six thousand blankets, while people of low rank get only strips from torn blankets. Then, guests give gifts to the host. Giving and accepting gifts requires both parties to help each other in the future.

Raising the Totem

Now, we are led outside to the front of the house. Lying on its side, but covered, is the potlatch totem pole. The totem pole tells a story in pictures about the party giver. A number of people uncover the totem pole and raise it to the top. This is the two great moments of a potlatch: the "giving-away" (which is what the word potlatch means) and the raising of the totem.

Everyone dances to satisfy. The totem pole tells the story of the host's son's marriage. Because the host and his son belong to a Raven clan, a raven totem is carved at the top. The wife is from a Wolf clan, and so the raven is shown perched on the wolf's back.

Page 100

More stories are told on this totem pole. It will stand for many years to honor this marriage. Then it will rot away. The Raven chief does not care. When it does not rot away, he will host another potlatch and raise another totem pole.

Now you have some idea of the cultures and traditions of Native Americans in the western United States.

Page 101

41

Timeline

- Show students the two Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How would you describe life for the Native Americans of the Pacific Northwest?"
- Post the Image Cards to the Timeline under the dates referencing "Before 1500" and the 1800s. Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.

Note: Native Americans of the Pacific Northwest lived in the region long before the arrival of Europeans. Totem poles have been part of their cultures for centuries, but the carving of totem poles may have increased during the 1800s.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to :

- Write a short answer to the Big Question, "How would you describe life for the Native Americans of the Pacific Northwest?"
 - » Key points students should cite include: The environment was not as harsh in the Pacific Northwest as it was in the Great Basin; the people found plenty of food to eat and trees to build homes; and they had ceremonies known as potlatches to celebrate special events.

- Choose one of the Core Vocabulary words (*totem, clan, emblem, ancestry, or copper*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–4 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 4.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.2)

Distribute Domain Vocabulary: Chapters 1–4 (AP 4.2). Direct students to match each vocabulary term with its definition.

This activity may be assigned for homework.

Compare and Contrast Native American Cultures (RI.5.1, RI.5.2)

45 MIN

Activity Pages



AP 1.2

AP 2.1

AP 3.1

AP 4.1

AP 4.3

Materials Needed: Sufficient copies of Compare and Contrast Native American Cultures (AP 4.3); students' own copies of Native Americans of the Great Basin Chart (AP 1.2), Native Americans of the Plateau Chart (AP 2.1), Native Americans of the Plains Chart (AP 3.1), and Native Americans of the Pacific Northwest Chart (AP 4.1)

Distribute Compare and Contrast Native American Cultures (AP 4.3), and have students take out the charts they completed for Chapters 1–4.

Have students work with a partner to use the information in their charts to complete the Compare and Contrast activity.

Infinity of Nations Culture Quest

ACTIVITY LENGTH FLEXIBLE



Materials Needed: Internet access; one or more student computer workstations with Internet access



Background for Teachers: Prepare for the Infinity of Nations Culture Quest activity by first previewing the object gallery and then the Infinity of Nations Culture Quest interactive game. The object gallery features various headdresses from different native peoples; it is also possible to view Infinity of Nations Culture Quest objects from the gallery. It is recommended that you play through the Infinity of Nations Culture Quest activity at least once prior to the start of the activity. During the interactive game, players can "travel" to ten different regions on the map and complete an activity unique to each region. Through the activity, players gain knowledge about different native peoples, their environment, and an object unique to their culture. For each activity completed, players earn a "badge." The goal of the game is to collect all ten badges to become an Infinity of Nations Culture Quest Leader.

Please note that Infinity of Nations requires Flash Player. Please be sure to use a browser, such as Firefox, that supports Flash Player.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the activity may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by providing context for students. Explain that they have learned about a number of different native peoples from around North America. Have students quickly brainstorm which groups they have discussed in class. Students should be able to name the Paiute and the Nez Perce, as well as identify the Plains and Pacific Northwest as homes of Native Americans.

Explain that in this activity, they will get the chance to learn more about some of these cultures, as well as to discover new information about other native peoples from the United States, Canada, and Central and South America.

Begin the virtual tour by displaying the object gallery. Read the description beneath the title "Headdresses." Click on each object in the gallery for a close-up view of the headdress and a detailed description. Scroll through the images in each description to see where each headdress is from and to see how each headdress is worn.

After viewing images in the object gallery, proceed to the Infinity of Nations Culture Quest game. Explain the purpose of the interactive activity to students. Technology permitting, allow students to work through the activity independently, with partners, or in small groups. Alternatively, you may work through the interactive map as a class.

After completing the Infinity of Nations Culture Quest activity, give students several minutes to write a short paragraph about two new facts they learned and two things they found interesting during the activity. Time permitting, allow students to share their responses with the class.

Note: You may also want to continue to make this activity available in a center or during other times of the day, technology permitting, so that students may continue to explore the different nations, cultures, and objects.

CHAPTER 5

Broken Promises

The Big Question: What challenges did Native Americans face as America developed and expanded?

Primary Focus Objectives

- ✓ Summarize the U.S. government's policy toward Native Americans. (RI.5.2)
- ✓ Describe the U.S. government's attempts to assimilate Native Americans, including establishing such schools as the Carlisle School. (RI.5.2)
- ✓ Identify specific events when diplomacy failed. (RI.5.2)
- ✓ Describe Native American reactions to broken promises. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *diplomacy, treaty, commerce, assimilate, and stockades.* (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Broken Promises":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 5.1

- Display and individual student copies of the Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

diplomacy **n.** the management of relationships between groups or countries using negotiation to avoid conflict (104)

Example: The U.S. government at times ignored its own policy of diplomacy toward Native Americans.

treaty, n. a formal agreement between two or more groups, especially countries (105)

Example: The U.S. government often signed a treaty with the Cherokee but did not honor it.

Variation: treaties

commerce, n. trade; the buying and selling of goods and services (108)

Example: Lewis and Clark wanted to establish commerce between the United States and Native Americans of the West.

assimilate, v. to adopt the ways of another culture (109)

Example: Many settlers wanted Native Americans to assimilate and live like European Americans.

Variation: assimilates, assimilated, assimilation (noun)

stockades, n. enclosures or pens usually made from stakes or poles driven into the ground (111)

Example: The U.S. Army herded Native Americans into stockades as though they were animals.

THE CORE LESSON 35 MIN

Introduce “Broken Promises”

5 MIN

Activity Page



AP 1.1



Display the Map of Native American Cultural Groups and Regions (AP 1.1), and review the areas students have read about so far: the Pacific Northwest, the Plains, the Plateau, and the Great Basin. Point out that in the early 1700s, Native American groups lived not just in these areas, but throughout North America.

Have students identify the Eastern Woodlands area, including the eastern coast of the United States. Remind students that this was the area where Europeans settled when they established colonies, such as Virginia and Massachusetts. Ask students whether they recall the story of the original Thanksgiving and what was celebrated. (*Native Americans helping the colonists survive.*) Tell students that this encounter between the Europeans and Native Americans is an example of a positive relationship between the two cultures. But as more Europeans settled in places where Native Americans were already living, the encounters between the two groups were not always so positive.

Direct students to the Big Question. Tell students to look for details about how the arrival of European settlers affected the lives of Native Americans.

Guided Reading Supports for “Broken Promises”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Government Policy," Pages 102–104

Chapter 5 Broken Promises

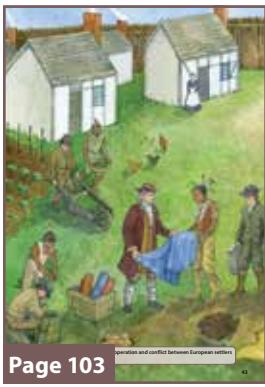
Government Policy Uneasy relations between Americans and Native Americans can be traced all the way back to the days when the first European settlers arrived. Already in those early days, there were successes and failures.

Many people are familiar with the story of how the Native Americans helped the Pilgrims through their first winter in Massachusetts. But for each example of cooperation, there were many violent clashes, including wars and slaughters. Native Americans traded with the newcomers, but trade also caused intertribal rivalries and battles among Native American peoples, as well as between Europeans and their Native American allies.

An additional problem was the fact that Native Americans often could not resist the germs that Europeans and Africans brought to the Americas and spread from their settlements and trading posts.

Page 102

The Big Question
What challenges did Native Americans face as America grew and expanded?



Page 103

Disease killed many native peoples of the eastern United States, though tribes such as the Haudenosaunee, Mohawk, Seminole, Choctaw, and Catawba survived in smaller numbers there. Other tribes were eventually pushed out and made their way across the Appalachian Mountains.

After the Treaty of Paris ended the Revolutionary War and recognized American independence, the U.S. government decided to treat the Native Americans living beyond the Appalachians as a sovereign, or separate, people. It used diplomacy in its dealings with them, just as it did in its dealings with other nations. However, Native Americans were a diverse, disorganized group. For one thing, they were many nations with differing points of view. For another, none of them wanted to give up their land; it is difficult to negotiate when you strongly disagree with the issue being discussed. Finally, diplomacy can only go so far when there is a determined effort to achieve one goal—to gain more land—Native American land.

Diplomacy Fails

The U.S. government's efforts proved to be a doomed effort in part because Native American groups and the U.S. government did not understand each other. Here is one example of why there was misunderstanding.

Imagine that someone comes to your neighborhood. He spots a seems rich or important. This visitor

Scaffold understanding as follows:

Read aloud the section "Government Policy" on pages 102–104.

CORE VOCABULARY—Stop to explain the vocabulary word *diplomacy* when you encounter it in the text.

After you read the text, ask the following questions:

LITERAL—What impact did the arrival of European settlers have upon Native Americans?

- » While there were times when the European settlers and Native Americans interacted peacefully with one another, the arrival of European settlers often resulted in violence and conflict. In addition, many Native Americans died because they had no resistance to the new diseases they encountered from their contact with Europeans and Africans.

 **LITERAL**—What Native American groups survived European settlement of the eastern United States, though in smaller numbers?

- » The Haudenosaunee, Mohawk, Seminole, Choctaw, and Catawba survived.

LITERAL—After the Revolutionary War, how did the U.S. government view Native American people living beyond the Appalachians?

- » The U.S. government treated the Native Americans as a sovereign, or separate people, and dealt with them as they would deal with another country, such as Great Britain or France.

LITERAL—What were some of the challenges encountered by the U.S. government when it tried to use diplomacy with the Native American groups?

- » There were many Native American nations with differing points of view, so attempts by the U.S. government to treat all of the Native American nations as a single group were doomed to fail. Furthermore, none of the Native American nations wanted to give up the land they lived on.

"Diplomacy Fails," Pages 104–107

then offers your neighbor some money to "buy" the houses in the area and gives your neighbor a house elsewhere. Your neighbor then "sells" the neighborhood. When you come home and learn what has happened, you are angry. When the buyer shows up to take possession, you refuse to leave. Arguments and fights soon break out.

Something like this happened with the Native Americans. You see, American officials represent the American government. An official might come to a Native American "neighborhood" and talk to someone who seemed important, maybe a chief. A treaty would be written and signed. The government would give this leader money and land somewhere else in the country. The treaty would also say he and the rest of his group must leave in a certain amount of time because other people wanted to settle there.

The Native Americans would say, "Wait! We are the ones in charge here. This is our land. We are the ones in charge here. Wait! This is our land. We are the ones in charge here." But the treaty said that the treaty was signed. It was done. It was over. It was approved. Meanwhile, settlers would hear that the government had bought this area of land and would decide to move there. They would bring all their goods over hundreds of miles, over mountains and through rivers. When they got to the area, both Native Americans and settlers would be surprised.

The settlers would say, "Your leader signed a treaty and received money for this land. You agreed to move. You're not supposed to do that."

Page 105

45

Vocabulary
treaty: a formal agreement between groups, especially countries

The Native Americans would say, "Someone may have signed a treaty, but we didn't. The one who signed that treaty does not speak for us. This is not his land. This is the land of our ancestors. You must leave."

One of three things would happen next: The Native Americans would threaten the settlers, who would leave; the settlers would refuse to leave, and the Native Americans would reluctantly move; the Native Americans and settlers would fight each other; or U.S. troops would be sent to forcefully remove the Native Americans.

Diplomacy failed because Americans did not understand tribal leadership. Native American groups did not belong to one central



Page 106

Native Americans were forced off their land.

government. They could not be treated like independent nations, such as Great Britain or France. As a result, an agreement made with one group of Sioux had no meaning to other Sioux and certainly had no meaning to the Cheyenne.

Nor did Americans understand how fiercely independent most Native Americans were. When they heard the words of their own leaders' words, "If a tribe or chief or all Sioux did not, they were not like a U.S. president who represents all Americans," a Native American might be a chief because he had shown bravery or good sense or had respect from others in the group. But that did not mean his word was law. This was not disobedience but a Native American way of life.

The Growth of a Country

After the Revolutionary War, Americans were excited and happy to be in control of their own nation. In the early 1800s, another important event happened. The French emperor, Napoleon Bonaparte, needed money to fight wars in Europe. France owned huge amounts of land west of the Mississippi River, from the Gulf of Mexico to Canada. Napoleon sold this land, known as the Louisiana Territory, to the United States in 1803. The Louisiana Purchase doubled the size of the United States! This purchase, though beneficial to the new American nation, had quite an impact on the Native Americans who lived in the Louisiana Territory.

In 1803, President Thomas Jefferson approved an expedition to explore the huge region. When the Lewis and Clark expedition—

Page 107

47

Scaffold understanding as follows:

Invite volunteers to read aloud the first four paragraphs in the section "Diplomacy Fails" on pages 104–105.

CORE VOCABULARY—Pause to review the meaning of the Core Vocabulary word *treaty* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the word *treaty* from the Grade 5 units *Westward Expansion Before the Civil War* and *Westward Expansion After the Civil War*.

Have students read the remainder of the section with a partner.

SUPPORT—Explain to students that part of the misunderstanding between American settlers and Native Americans had to do with how each group thought about land. The idea that land was a personal possession, something that could be owned, bought, and sold, was an American/European concept. Although Native Americans did exchange land and entered into treaties, their view of land dealt with usage—land was a place where people lived; it was not something that people owned or controlled.

SUPPORT—Prompt students to name the challenges identified thus far that were faced by Native Americans as America expanded. Create a list on the board or chart paper. (*Challenges include violent battles with the Americans, as well as fighting among themselves to try to protect their land; falling ill and dying from new diseases; Americans' failure to understand Native American leadership; the competition for land with American settlers; and forced removal by U.S. troops.*)

After students read the text, ask the following questions:

EVALUATIVE—Why was the traditional diplomacy that the U.S. government used with Native Americans a doomed effort?

- » The U.S. government and Native American groups did not understand each other. The U.S. government did not understand tribal leadership or the fierce independence of Native Americans.

LITERAL—What four things might happen after the U.S. government signed a treaty with Native Americans?

- » Native Americans would threaten settlers and the settlers would return east. The settlers would refuse to leave and the Native Americans would move. Native Americans and settlers would fight. U.S. troops would forcefully remove the Native Americans.

LITERAL—Did the chief of a tribe have the authority to make agreements with the U.S. government that other tribe members had to follow?

- » A chief was someone who had shown bravery or good sense or had respect from others in the group. However, the rest of the tribe was not expected to follow his decisions as though they were law.

“The Growth of a Country,” Pages 107–109

Scaffold understanding as follows:

Read aloud the section “The Growth of a Country” on pages 107–109.

CORE VOCABULARY—Stop to explain the meaning of the word *commerce* when it is encountered in the text. Point out that when Meriwether Lewis used the word *commerce* in his speech to the Osage people, he was referring to trade.

SUPPORT—Reread the quotation from Meriwether Lewis, paraphrasing as needed to help students understand what Lewis is saying.

After you read the text, ask the following questions:



LITERAL—What was the Louisiana Purchase? How did it affect the United States?

- » The United States bought the Louisiana Territory from Napoleon Bonaparte of France. It doubled the size of the United States.

LITERAL—According to explorer Meriwether Lewis, what did the U.S. government want from Native Americans in the Louisiana Territory?

- » It wanted to trade and get along peacefully.

“Removal and Assimilation” and “The Trail Where They Cried,” Pages 109–112

Scaffold understanding as follows:

CORE VOCABULARY—Point out the word *assimilation* in the section title “Removal and Assimilation.” Explain that *assimilation* is the noun form of the word *assimilate*. Use the vocabulary box on page 109 to explain the word *assimilate*. Make sure students understand that assimilation implies giving up one culture to adopt the ways of another: when Native Americans assimilated, they gave up their native cultures to join American culture.

Again, the hope for peaceful cooperation was expressed, but the brotherhood and unity that Lewis wished for proved difficult to realize.

Removal and Assimilation

Americans at this time mainly farmed or worked in the ever-growing cities. That is largely how they earned money to survive. Making money was, and is, a necessary thing. Most of these early Americans were Christians. Most had homes they lived in all the time. Most believed land should and could be owned by individuals, and used in certain ways—such as to grow food or to develop towns and cities on.

The general feeling (and hope) was that Native Americans would live in their way, too. Most Americans were convinced that once Native Americans assimilated, they could all live together.

To achieve this, Americans wanted to move Native Americans onto land reserved, or set aside, for them. There they could learn new skills. Of course, this meant that Native Americans would be isolated from European Americans and their way of life. But, regardless, the U.S. government adopted a policy of moving Native Americans to reservations across the Mississippi River. By 1860, a great majority of Native Americans were relocated and isolated. But it did not happen without a struggle.

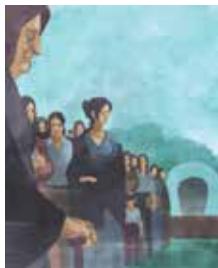


Have students read the section “Removal and Assimilation” on pages 109–110 with a partner.

Activity Page



AP 5.1



Native Americans were forced onto reservations.
When Native Americans would not sign treaties that sent them to reservations, or when they signed treaties but would not move, the U.S. Army forced them to move. Sometimes Native Americans had to leave their lands without compensation as they did not.

Page 110

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Point out the reservations that existed by 1890. Explain that the U.S. policy of “removal,” that is, moving Native Americans to reservations, was another challenge for Native Americans and their cultures. Add the phrase “removal to reservations” on the list of challenges facing Native Americans.

Invite volunteers to read aloud the section “The Trail Where They Cried” on pages 111–112.

CORE VOCABULARY—Stop to review the meaning of *stockades* when the word is encountered in the text.

Note: Students in Core Knowledge schools may recall the word *stockades* from the unit *Westward Expansion Before the Civil War*.

SUPPORT—Students in Core Knowledge schools may recall reading about the Trail of Tears in the Grade 5 unit *Westward Expansion Before the Civil War*. They may also recall reading about President Andrew Jackson and Indian removal in the Grade 4 unit *Early Presidents*.

After volunteers read the text, ask the following questions:

LITERAL—What did most European Americans think Native Americans would eventually do?

- » Native Americans would eventually assimilate and follow European American cultural ways.

LITERAL—What did the U.S. government do with Native Americans who refused to sign treaties and refused to move to a reservation?

- » The U.S. government forced them to move.

LITERAL—What Native American group adopted American ways, including creating an alphabet, publishing a newspaper, and farming?

- » the Cherokee of the southeastern United States

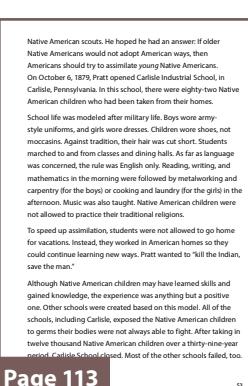
LITERAL—What happened after the U.S. Supreme Court ruled that the Cherokee could keep their land?

- » President Jackson sent the army to remove the Cherokee and force them to relocate. They were herded into stockades and marched hundreds of miles to Oklahoma.

LITERAL—What do the Cherokee call this forced march?

- » They call it *Nuna-da-ut-sun'y*, which means The Trail Where They Cried.

"The Carlisle School," Pages 112–113



Scaffold understanding as follows:

Have students read "The Carlisle School" independently.

SUPPORT—Return to the list of challenges Native Americans faced that is on the board or chart paper. Through discussion, add the phrase "assimilation through education."

After students have read the text, ask the following questions:

LITERAL—What was the Carlisle School?

- » It was a school for Native American children founded by a soldier named Richard Henry Pratt.

LITERAL—What was the purpose of the Carlisle School?

- » Its purpose was to assimilate young Native Americans.

EVALUATIVE—How did the Carlisle School assimilate young Native Americans?

- » Students were required to wear military uniforms and shoes, instead of traditional Native American clothing and moccasins. Their hair was cut short. They were required to speak English only. They worked in American homes. They were not allowed to go home on vacation or to practice their traditional religions.

LITERAL—What happened to the Carlisle School and schools like it?

- » The schools failed and were eventually closed.

Timeline

- Show students the two Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What challenges did Native Americans face as America developed and expanded?"
- Post the two Timeline Image Cards under the dates referencing the 1830s and 1870s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What challenges did Native Americans face as America developed and expanded?"
 - » Key points students should cite include: Native Americans had to fight off European diseases; had to deal with broken promises on the part of the U.S. government; had to deal with attempts to make Native Americans assimilate to European American culture; and had to deal with being removed from their ancestor's lands onto reservations.
- Choose one of the Core Vocabulary words (*diplomacy, treaty, commerce, assimilate, or stockades*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Native Americans and the U.S. Government

45 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, review the videos of the Smithsonian series: *Nation to Nation*, 4.44 minutes; *The “Indian Problem*,” 12:31 minutes; and *Sovereign Rights, Sovereign People (1900s)*, 5:25 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that they will watch three videos that show the injustices dealt to Native Americans regarding their lands. Show each video to students. Stop after each video to discuss the questions listed below.

Nation to Nation

1. How many treaties are there between the U.S. government and Native American nations?
 - » There are nearly four hundred treaties.
2. Are these treaties enforced today?
 - » No. For the most part, the treaties have been broken, mostly by the U.S. government.

The "Indian Problem"

1. What was the major goal of the U.S. government's Native American policy?
 - » to get Native American land
2. How did "Manifest Destiny" play into the major goal?
 - » Americans believed they were entitled to Native American land.

Sovereign Rights, Sovereign People (1900s)

1. By the 1900s, what policy was the U.S. government pursuing toward Native Americans?
 - » The U.S. government wanted Native Americans to assimilate into American culture.
2. How do Native American leaders view the relationship of Native American nations and the U.S. government?
 - » They see Native American nations as separate governments within the American system of government.

CHAPTER 6

Tensions Mount

The Big Question: What factors made it increasingly difficult for Native Americans to live according to their own traditions?

Primary Focus Objectives

- ✓ Describe the effects of smallpox and the loss of bison on Native American nations. (RI.5.2)
- ✓ Summarize the growth of the United States during the 1800s. (RI.5.2)
- ✓ Describe the Sand Creek massacre. (RI.5.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *smallpox, annex, homestead, massacre, and office*; and of the phrase “49th parallel.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Tensions Mount”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 5.1

- Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

smallpox, n. a serious disease that spreads from person to person and causes a fever and rash (114)

Example: Smallpox killed many Native Americans.

annex, v. to take over territory (118)

Example: In 1845, the United States was able to annex Texas.

Variation: annexed

“49th parallel,” (phrase) the line of latitude that defines part of the border between the United States and Canada (119)

Example: When the United States acquired the Oregon Territory, the border between the United States and British Canada was set at the 49th parallel.

homestead, n. a home and the land surrounding it (121)

Example: The U.S. government promised each settler land for a homestead.

Variation: homesteads

massacre, n. the violent killing of defenseless people (123)

Example: Many Native Americans died in the massacre at Sand Creek.

Variation: massacres

office, n. a position of leadership or responsibility (125)

Example: General Grant held a high office in the U.S. military.

Variation: offices

THE CORE LESSON 35 MIN**Introduce “Tensions Mount”**

5 MIN

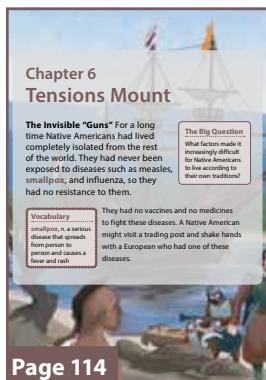
Use the class Timeline to review Chapter 5 and the increase of settlers encroaching on Native American lands, the U.S. government’s Indian removal policy, and efforts to assimilate Native Americans. Tell students that in this chapter, they will learn how tensions mounted as more promises were broken.

Direct students to the Big Question: “What factors made it increasingly difficult for Native Americans to live according to their own traditions?” Encourage students to look for details that answer the Big Question as they read.

Guided Reading Supports for “Tensions Mount”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Invisible ‘Guns,’ Pages 114–117**Scaffold understanding as follows:**

Invite volunteers to read aloud the first two paragraphs of the section “The Invisible Guns” on page 114.

CORE VOCABULARY—Stop to explain the vocabulary word *smallpox* when it is encountered in the text.

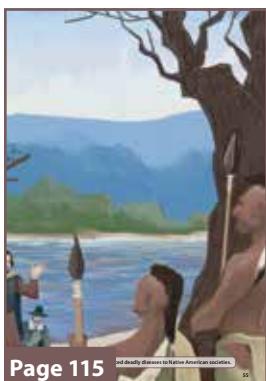
Note: Students in Core Knowledge schools may recall the word *smallpox* from their study of the Maya, Aztec, and Inca.

Have students read the remainder of the section independently.

Activity Page



AP 1.1



The European might become ill but would probably recover because he had been exposed to the disease before. The Native American, however, would return to his tribe, fall ill, and, in all likelihood, infect other members of his tribe.

One disease was especially devastating. It killed up to 90 percent of the people it infected. Sometimes 50 to 90 percent of the people would die. Worse, all the people would get sick at the same time. That meant there were few villagers left to hunt, tend crops, and nurse the sick.

Smallpox hit Native Americans in the Northeast in 1632, causing a 95 percent death rate among some villages along the Connecticut River. In 1620, the Huron numbered around twenty thousand people. By 1640, disease had slashed that number in half.

In the Pacific Northwest, diseases killed nearly one out of three Native Americans. Between 1780 and 1820, half of the Native Americans living in the northern Rockies died.

The winter of 1789–1840 was especially devastating. It became known as the "smallpox winter." Estimates say that eight thousand Blackfoot, two thousand Pawnee, and one thousand Crow died from smallpox during that period.

For the most part, these infections were accidental and spread unknowingly. There was nothing anyone could have done about them. However, there were some exceptional cases in which Europeans used disease as a weapon against Native Americans. During a siege of a British fort in 1763, the fort's commander, General Jeffrey Amherst, who had staged the attack,

Page 116

SUPPORT—Display Map of Native American Cultural Groups and Regions (AP 1.1), and have students locate the regions mentioned in the text: the Connecticut River, the Pacific Northwest, the northern Rockies, and the Ohio River Valley.

SUPPORT—Remind students of the chapter's Big Question: "What factors made it increasingly difficult for Native Americans to live according to their own traditions?" Start a list of factors on the board or chart paper with the factor identified in this section. (*diseases, such as smallpox*) Add to the list as students read each section.

After students read the text, ask the following questions:

LITERAL—Why were Native Americans unable to fight off the European diseases?

- » They had never been exposed to diseases such as measles, smallpox, and influenza and had no vaccinations or medicines to fight these diseases.

LITERAL—What would happen when all the people of a Native American village would get sick at the same time?

- » There were few healthy people left to hunt, tend crops, and nurse the sick.

Generally, Europeans did not intend to transmit diseases to Native Americans.

to a truce in order to talk peace. As a greeting, the commander presented the Delaware with a handkerchief and two blankets that he knew were infected with smallpox. During the next few weeks, many Delaware died. Most of those who were in the Ohio Valley died.

Page 117

"Continuing Growth" and "Internal and External Conflicts," Pages 118–121

Continuing Growth

While the number of Native Americans decreased, the number of European settlers increased. Throughout the 1800s, everything that European immigrants to the United States wanted was "wonderful," "marvelous," and "fascinating." They were told that America offered limitless opportunity to anyone who worked hard. The Swedish dairyman, the French peasant, the Irish farmer, the English storekeeper, the German butcher, and others all believed that they could come to the United States and make a better life for their families. And then there was the discovery of gold in the West and the stories about becoming rich overnight. True or not, such tales drew immigrants to America's shores by the millions. These new waves of immigrants needed land. And they were going to get it!

After the Revolutionary War and the Louisiana Purchase, U.S. territory reached far beyond the Mississippi River. Spain held on to Florida and the southernmost parts of Georgia and Mississippi until 1819. Then those lands became part of the United States as well.

The United States continued to grow. Texas was annexed in 1845, and although it had won its independence from Mexico only a few years earlier, this move took it off the Mexican-American War from 1846 to 1848. That war ended with the Treaty of Guadalupe Hidalgo. With this treaty, the United States gained New Mexico that would become New Mexico.

Page 118



Scaffold understanding as follows:

Have students read the section "Continuing Growth" on pages 118–120 with a partner.

CORE VOCABULARY—Remind students to refer to the vocabulary boxes to help them understand the word *annex* and the phrase "49th parallel."



SUPPORT—Display the Map of Native American Cultural Groups and Regions (AP 1.1), and ask students to turn back to the map on page 94 of their Student Readers. Ask them to trace the growth of the United States as described in the text. They should locate Florida, Georgia, Mississippi, the Mississippi River, Texas, New Mexico, Arizona, Nevada, Utah, California, Washington, and Oregon. Have them identify the Native American cultural groups that lived in these areas.

SUPPORT—Return to the list of factors on the board or chart paper, and work with students to add to the list based on their reading of the section. (*Possible factors to add: American efforts to assimilate Native Americans, decreasing Native American population, and increasing American population.*)

Invite volunteers to read aloud the section "Internal and External Conflicts" on pages 120–121.

CORE VOCABULARY—Pause to review the meaning of *homestead* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall learning about homesteads in the unit *Westward Expansion After the Civil War*. Remind students that while the Native Americans believed in the communal use of the land for the survival of the tribe, the homesteaders believed in personal ownership of the land.

SUPPORT—Draw attention to the image on page 121. Ask students to describe what they see. (*Native Americans on horseback, dead bison, and railroad tracks*) Remind students about Americans shooting bison from trains. Explain that this was done not for food or other necessities, but for fun, for sport, like a game. Plains Native Americans, by contrast, hunted bison on horseback and relied on the bison for food, shelter, clothing, and tools. Refer back to the diagram on page 88 to emphasize this point.

SUPPORT—Return to the list of factors on the board or chart paper, and work with students to add to the list based on their reading of the section. (*Possible factors to add: arrival of Native Americans from other regions, loss of bison, and conflict with settlers.*)

Activity Page



AP 1.1



European immigration increased the pressure for land.



Page 119



Note: Students in Core Knowledge schools may recall learning about homesteads in the unit *Westward Expansion After the Civil War*. Remind students that while the Native Americans believed in the communal use of the land for the survival of the tribe, the homesteaders believed in personal ownership of the land.

Although Americans were pleased by the expansion of the United States, they were disappointed in their attempt to assimilate the Native Americans. They had hoped they would abandon their traditional ways of living and become farmers, ranchers, and store clerks.

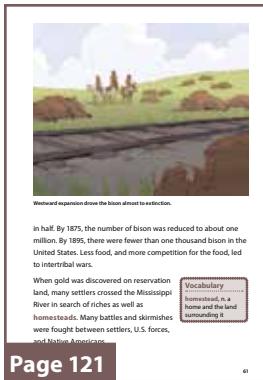
While some did assimilate, others refused. But all Native Americans regarded attempts to seize their tribal and ancestral lands as theft. Their resistance angered Americans.

With a dwindling Native American population and an increasing American population, with American military superiority and with a lack of a central Native American leadership to bring the many tribes together as a force, the consequences were inevitable.

Internal and External Conflicts

By 1850, at the last west of the Mississippi River was supposed to belong to Native Americans "forever." But even this agreement caused major problems. The Plains people who lived there did not really want to share their hunting grounds with the Native Americans removed from the East. As you remember, Plains peoples depended on bison for many of their needs. But the arrival of new tribes and American settlers had a dramatic effect on the bison population. Americans often killed these animals for sport, and some from the East killed bison in order to use the hide to make leather. Whatever the reason, the bison population declined. Estimates place the bison population in 1800 at forty million. By 1850, the number was cut

Page 120



Page 121

After volunteers read the text, ask the following questions:

LITERAL—What did Mexico give the United States in the Treaty of Guadeloupe Hidalgo?

- » It gave the land that became the states of New Mexico, Arizona, Nevada, Utah, and California.

LITERAL—By treaty, what land was supposed to belong to Native Americans “forever”?

- » all land west of the Mississippi.

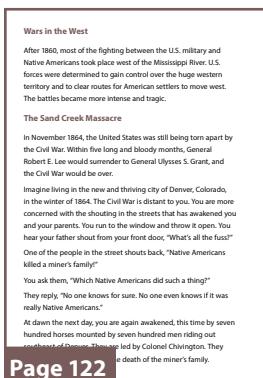
EVALUATIVE—Do you think western Native American nations wanted to share land and hunting grounds with the eastern Native Americans who had been forced to move west?

- » Possible response: Probably not. Neither the western nor the eastern Native Americans were involved in planning the removal of eastern Native Americans to the west. It was another decision forced on them with no regard for their preferences.

LITERAL—What did the arrival in the west of more Americans and eastern tribes do to the bison population?

- » The bison population declined, in part because many Americans killed bison for sport.

“Wars in the West,” “The Sand Creek Massacre,” and “The Investigation,” Pages 122–125



Activity Page



AP 5.1

Scaffold understanding as follows:

Invite a volunteer to read aloud the section “Wars in the West” on page 122.

CORE VOCABULARY—Review the section title “The Sand Creek Massacre.” Note the word *massacre* in the title, and explain its meaning.

Invite volunteers to read aloud the section “The Sand Creek Massacre.”

(Globe icon) **SUPPORT**—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the Sand Creek Massacre and the present-day state where it happened. (*Colorado*)

Read aloud the section “The Investigation,” starting on page 123, and pause after every two paragraphs to have students paraphrase what was read.

CORE VOCABULARY—Review the word *office* when it is encountered in the text.

A few days later, you see a headline as your father reads the Denver News: "Colorado Soldiers Have Again Covered Themselves With Glory!"

"Father, what has happened?" you ask.
"A massacre," he replies, his voice choked with anger and sadness.

The Investigation

Colonel Chivington's actions to "Garrison the dangerous Native Americans" were not an instant success, however. Within the year, the U.S. Congress ordered an investigation into the episode called the Sand Creek Massacre. Not until the investigation did the citizens find out what happened that November day. Colonel Chivington would no longer be considered a hero but a villain.

Earlier in the summer of 1864, Governor Evans of the Colorado Territory had asked all Native Americans who were friendly to settlers to go to the nearest military post for protection. Soldiers were soon going to be sent out to deal with Native Americans who were acting in a hostile way. Native Americans not under the protection of a military post would be considered unfriendly and could be attacked.

Two groups of Cheyenne led by Black Kettle and White Antelope and one group of Arapaho led by Left Hand voluntarily entered Fort Lyon and declared their friendliness to settlers. They gave up their weapons and in return received protection and food—

Page 123

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After a while, they were told that they would no longer receive food. They must leave the fort to hunt and find food for themselves. Major Anthony, commander of Fort Lyon, recommended that Black Kettle, White Antelope, and Left Hand leave with their people and head for Sand Creek, some thirty-five miles away. Major Anthony returned the Native Americans' weapons to them.

On the morning of November 28, 1864, Colonel Chivington arrived at Fort Lyon with seven hundred mounted soldiers and two cannons. He joined Major Anthony, who had 125 soldiers and two cannons. Just after Captain Chivington and his troops approached Sand Creek, they counted one hundred Cheyenne lodges and eight to ten Arapaho lodges. Chivington and Anthony estimated there were about 550 Native Americans and, grazing nearby, five hundred to six hundred horses.

Chivington sent some troops to capture the Native American horses, as he knew how fearsome the warriors were on horseback. Some of the horses broke away and ran into the village, alerting the sleeping Native Americans. The people from their lodges, Chief Black Kettle among them, hung an American flag along with a white flag of truce. They wanted to make sure the soldiers understood that he and his people were friendly.

Chivington and Anthony ordered an attack. Within two hours, 123 Native Americans were dead. One hundred of them were women and children, including infants.

Page 124

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In his final report to Congress, the head of the investigation, General Phil Sheridan, wrote, "Colonel [Chivington] surprised and murdered in cold blood, the unsuspecting men, women, and children on Sand Creek, who had every reason to believe they were under the protection of the United States authorities." The report ends by recommending severe punishment for Chivington and others, including removal from office.

Unfortunately, these men were never punished. The only people who suffered as a result of this event were the Cheyenne and Arapaho people who died in the massacre.



This painting shows an artist's version of the Sand Creek Massacre, an event that shocked the nation and helped to change the social history of the Native Americans.

Page 125

45

SUPPORT—Return to the list of factors on the board or chart paper, and work with students to add to the list based on their reading of the section. (*Possible factors to add: Sand Creek Massacre, distrust of American authorities.*)

After you read the text, ask the following questions:

LITERAL—When did the Sand Creek Massacre occur? What else was happening in the United States at that time?

- » It happened in 1864, when the Civil War was happening.

LITERAL—What Native American nations were the victims of the Sand Creek Massacre?

- » Cheyenne and Arapaho

LITERAL—Why were the Cheyenne and Arapaho living at Sand Creek?

- » They had been told to leave Fort Lyon, which they had voluntarily entered peacefully for protection and safety. They were given back their guns and horses when they left for Sand Creek.

LITERAL—When the Native American village was alerted to being surrounded by U.S. government troops, what did Chief Black Kettle quickly do?

- » He hung an American flag along with a white flag of truce on his lodge.

LITERAL—What two American commanders ordered an attack on the Native Americans, and how many Native Americans were killed?

- » Colonel Chivington and Major Anthony, commander of Fort Lyon. One hundred twenty-three defenseless Native Americans were dead, of which one hundred were women and children.

LITERAL—What happened to the men who committed the massacre?

- » Although there was a congressional investigation that recommended severe punishment, the men were not punished.

Timeline

- Show students the three Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What factors made it increasingly difficult for Native Americans to live according to their own traditions?"
- Post the Timeline Image Cards under the dates referencing the 1700s, 1860s, and 1890s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What factors made it increasingly difficult for Native Americans to live according to their own traditions?"
 - » Key points students should cite include: The growing numbers of European American settlers on lands Native Americans had always lived on; the introduction of European American diseases that the immune systems of Native Americans could not fight; the killing of bison for sport by Americans; the movement of eastern Native American groups onto western Native American land; killings of Native Americans in the Sand Creek Massacre.
- Choose one of the Core Vocabulary words (*smallpox, annex, homestead, massacre, or office*) or the phrase "49th parallel," and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 7

The Indian Wars

The Big Question: What factors made it increasingly impossible for Native Americans to resist the settlement of their land?

Primary Focus Objectives

- ✓ Summarize the Indian Wars. (RI.5.2)
- ✓ Explain what happened to the Plains Sioux nation, led by Chief Sitting Bull and Chief Crazy Horse. (RI.5.2)
- ✓ Describe the Battle of Little Bighorn and Custer's Last Stand. (RI.5.3)
- ✓ Describe what happened to the Pacific Northwest Nez Perce, led by Chief Joseph. (RI.5.3)
- ✓ Describe what happened to the Apache nation, led by Geronimo. (RI.5.3)
- ✓ Explain the U.S. policy of forced removal of Native Americans to reservations. (RI.5.2)
- ✓ Describe the role of the Bureau of Indian Affairs. (RI.5.9)
- ✓ Understand the meaning of the following domain-specific vocabulary: *prospector*, *regiment*, *amnesty*, and *ration*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Indian Wars":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 5.1

- Display individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

prospector, n. a person who searches an area for gold, minerals, or oil (128)

Example: The prospector searched for silver in the Rocky Mountains.

Variation: prospectors

regiment, n. a unit in the army (128)

Example: The colonel sent a regiment to fight the Sioux in the Black Hills.

Variation: regiments

amnesty, n. a decision, usually by a government, not to punish a group or person who has committed a crime (130)

Example: The U.S. government promised amnesty to Sitting Bull, but then put him in prison.

Variation: amnesties

ration, n. a certain amount of food (134)

Example: The army gave each Native American family at the fort a ration of food.

Variation: rations

THE CORE LESSON 35 MIN

Introduce “The Indian Wars”

5 MIN

Use the Chapter 6 Timeline Image Cards to review what students read in the previous chapter. Remind students that tensions increased between settlers and Native Americans as more settlers arrived, taking land and shooting bison for sport, and Native American resistance increased. The Sand Creek Massacre was an example of the increased tensions.

Direct students to the Big Question: What factors made it increasingly impossible for Native Americans to resist the settlement of their land? Tell students that in this chapter they will learn about battles between the U.S. government and Native American nations. Tell students when reading the chapter to look for details about how the battles began and how they ended.

Guided Reading Supports for “The Indian Wars”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Conflicts,” Pages 126–127

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of “Conflicts” on page 126 aloud.

SUPPORT—Explain to students that the Bureau of Indian Affairs was created by the U.S. government as part of the War Department in 1824, because tensions and clashes between Native Americans and westward-bound settlers continued to increase. In light of the fact that this Bureau was part of the War Department at this time, ask students to speculate about the intended role of the Bureau. (*Possible responses may include that the Bureau may have been responsible for coordinating the U.S. military’s response during the Native American clashes with settlers and for finding possible solutions to resolve the tensions between Native Americans and people who wanted to settle in the West.*)

Activity Page



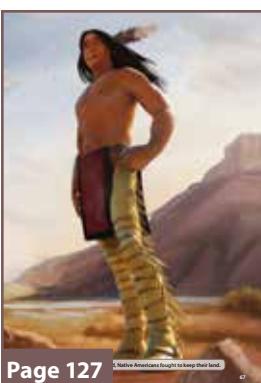
Chapter 7
The Indian Wars

Conflicts After the massacre at Sand Creek, conflict became part of life. Yet, settlers continued to move across the frontier and into “Indian Territory.” Although these conflicts were incomplete, the Bureau of Indian Affairs reported sixty-five clashes and wars between 1782 and 1890. This bloody period has become known as the Indian Wars Period.

In much of the Southwest (Arizona, New Mexico, Texas, and Mexico), the Apache had long resisted Spanish and American colonization of their lands. In 1856, a seventeen-year-old warrior, Geronimo, had been admitted to the warrior’s council. Geronimo was embittered by the death of his mother, wife, and children at the hands of Mexicans in 1858. He took leadership of a band of warriors and led successive raids of revenge. Geronimo became a leader among his people. For most of his life, he fought against the U.S. government’s efforts to take Apache land.

The Big Question
What factors made it impossible for Native Americans to keep their land?

Page 126



Page 127 Native Americans fought to keep their land.

Activity Page



AP 5.1

Invite a volunteer to read the last paragraph of “Conflicts” on page 126 aloud.

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the states that make up the Southwest, as they are listed in the text. (*Arizona, New Mexico, and Texas*)

SUPPORT—Note the mention of the Apache in the second paragraph on page 126. Explain that the Apache still live in the United States today, mostly in the Southwest.

Note: Students in Core Knowledge schools may recall the Apache from the Grade 3 unit *The Earliest Americans*.

After students read the text, ask the following questions:

LITERAL—What was the Indian Wars Period?

- » It was the period between 1782 and 1890, during which there were at least sixty-five clashes and wars with Native Americans.

LITERAL—Who was Geronimo? What Native American group did he belong to?

- » Geronimo was a leader of the Apache. He took revenge against the Mexicans for the death of his family and spent most of his life fighting against U.S. government efforts to take Apache land.

“On the Plains,” Pages 128–129

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “On the Plains” on page 128.

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the Black Hills and the reservation land in southern South Dakota.

Have students read the remainder of the section with a partner.

CORE VOCABULARY—Encourage students to refer to the vocabulary boxes as they read to find out the meaning of the vocabulary words *prospector* and *regiment*.

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate southeastern Montana.

SUPPORT—On the board or chart paper, draw a three-column chart of Wars in the West, similar to the following one, that you display and complete with students while reading this chapter.

Unknowingly, Custer was up against the largest fighting force ever assembled on the Plains. There were between twenty-five hundred and four thousand warriors. Of the approximately one thousand men who followed Custer into battle, not one lived to tell the story of what happened during that one hour on June 25. A single horse, Comanche, survived. For many years afterwards, Comanche appeared in parades, saddled but riderless. The Battle of Little Bighorn has become known as Custer's Last Stand.

In reaction to Custer's death, the defeat at the Little Bighorn, and Crook's losses, Americans demanded more military action. The Sioux continued to win their battles against U.S. troops. Even though they won battles after battle, the Native Americans could not stop the flow of settlers. The bison they depended on were dwindling in numbers. Hunger led more and more Sioux to surrender.

In May 1877, Sitting Bull led his remaining followers across the border into Canada. However, the Canadian government could not be responsible for taking care of Native Americans from the United States. After four years, Sitting Bull returned to the United States. In 1881, he was arrested and put in prison for two years in prison for being the leader of the Sioux resistance and for killing American soldiers. He did not receive a trial as he was not considered to be a citizen of the United States. When he was freed from the reservation.

Page 130

Vocabulary
amnesty: a decision, usually by a government, not to prosecute a group or person who has committed a crime

Invite volunteers to read aloud the remainder of the section on page 130.

CORE VOCABULARY—Stop to explain the meaning of *amnesty* when it is encountered in the text.

After volunteers read the text, ask the following questions:

LITERAL—What happened in the Battle of Little Bighorn?

- » General Custer led two hundred men in an attack on a large gathering of Sioux and Cheyenne warriors who camped on the Little Bighorn River. The Sioux and Cheyenne warriors won the battle, and Custer and his regiment were all killed. The battle is known today as Custer's Last Stand.

LITERAL—What happened after the Battle of Little Bighorn?

- » Americans demanded more military action. The Sioux continued to fight but could not stop the flow of settlers. Many Sioux surrendered because they were hungry.

LITERAL—What happened to Sitting Bull after the Battle of Little Bighorn?

- » He led his followers into Canada, where they stayed for four years. When Sitting Bull returned to the United States, he was put in prison for leading the Sioux resistance and killing American soldiers. When he was released from prison, he went to live on a reservation.

INFERRENTIAL—Do you think Sitting Bull was treated fairly?

- » Possible response: No, although he was promised amnesty, he spent two years in prison. He did not have a trial because it was argued that he was not an American citizen.

"The Nez Perce War," Pages 131–134

Scaffold understanding as follows:

Have students read the section "The Nez Perce War" independently.



SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1).

Have students locate Oregon, the state where Chief Joseph and his Nez Perce first lived; Idaho, where they were forced to move; Bear Paw Mountain, where they ultimately surrendered; and Kansas, where Chief Joseph was confined.

SUPPORT—Reread Chief Joseph's speech of surrender. Help students identify and understand the tone of weariness in the chief's words.

Activity Page



AP 5.1



The Sioux defeated U.S. troops at the Battle of Little Bighorn.

The Nez Perce War

While Sitting Bull and his followers were making a new home in Canada, Chief Joseph and a band of Nez Perce were being forced from their home in the Wallowa Valley of Oregon. In 1877, General Oliver O. Howard ordered Chief Joseph and his people to move to a reservation in Lapwai, Idaho. Chief Joseph persuaded Howard to agree that the Nez Perce had never actually signed a treaty giving up their homeland. Howard was in a difficult situation. First, he recognized that Americans were winning this part of the war and that the Nez Perce would not be able to survive. Second, he was under orders to move the Native Americans to the reservation. Most of the Nez Perce reluctantly agreed. Unfortunately, some young warriors in Joseph's group who were attacked and killed some ranchers.

Page 131

71

SUPPORT—Add information about the Nez Perce War to the class chart Wars in the West. (*Who: Chief Joseph and the Nez Perce, General Howard; What: Nez Perce War—The Nez Perce resisted being sent to a reservation and were pursued almost to the Canadian border, where Chief Joseph surrendered; Where: Oregon, Idaho, Montana; When: 1877*)

After students read the text, ask the following questions:

LITERAL—Where did Chief Joseph and the Nez Perce live originally? Where were they forced to move to?

- » They lived in the Wallowa Valley of Oregon. They were forced to go to a reservation in Idaho.

LITERAL—How did the Nez Perce War start?

- » Some of Chief Joseph's warriors attacked and killed ranchers. General Howard sent his troops to fight the warriors.

LITERAL—What happened next?

- » The Nez Perce were pursued by federal troops. The Native Americans tried to join Sitting Bull's Sioux in Canada, but after a clash at Bear Paw Mountain, Chief Joseph surrendered.

LITERAL—What happened after Chief Joseph's surrender?

- » Chief Joseph was confined at Fort Leavenworth in Kansas. Finally, in 1885, some Nez Perce were allowed to return to the Plateau region.



Chief Joseph of the Nez Perce

When Chief Joseph surrendered, General Howard argued loudly and clearly, though unsuccessfully, that the Nez Perce be allowed to return to their homes. The government confined Chief Joseph and the Nez Perce to Fort Leavenworth in Kansas. Joseph appealed to the military, to the U.S. president, and to the U.S. Congress for his release.

Page 132

72

Page 133

73

"Apache Battles Continue," Pages 134–135

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Stop to explain the meaning of *ration* when it is encountered in the text.



SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the San Carlos Reservation in Arizona. Ask students to describe its location relative to Mexico, where Geronimo and the Apache fled. (*It is north of Mexico.*)

Activity Page



AP 5.1

He asked the government to allow his people to return to their ancestor's lands. Chief Joseph never saw his homeland again. Not until 1865 were 268 Nez Perce permitted to return to the Plateau region.

Apache Battles Continue

In 1872, U.S. authorities finally moved some four thousand Apache to a reservation at San Carlos, a wasteland in east-central Arizona. Many Apache could not tolerate reservation life. Also, they were short on rations. They turned to Geronimo and other leaders who led them off the reservation to continue their resistance.

In 1882, General Crook went after Geronimo and his band of Apache. Geronimo surrendered a few years later, only to escape from the reservation again. In 1885, he and his band joined Geronimo ten months later in the state of Sonora, Mexico. As he neared the U.S. border, however, Geronimo and his followers feared they would be killed once they crossed into U.S. territory. Geronimo and his Apache escaped once again.

No fewer than five thousand soldiers and five hundred Native American volunteers were employed at various times in trying to find Geronimo's small band. Five months and 1,645 miles later, Geronimo was tracked to his camp in the Sonora Mountains. At a conference in September 1886, Geronimo surrendered one

Vocabulary
ration, a certain amount of food

Page 134



Geronimo led the Apache against U.S. troops.

Last time, occasional raids by other Apache bands continued until the 1890s. Meanwhile, even the Apache who helped the U.S. Army fight Geronimo were exiled from their native land.

Page 135

SUPPORT—Add information about the Apache wars to the class chart Wars in the West. (*Who: Geronimo and the Apache, General Crook; What: General Crook pursued Geronimo and his band into Sonora, Mexico; Where: Arizona and Sonora, Mexico; When: 1870s–1880s*)

After volunteers read the section, ask the following questions:

LITERAL—What did U.S. authorities do to the Apache in 1874?

- » They forced the Apache to move to a reservation in San Carlos, Arizona.

LITERAL—How did the Apache respond?

- » They turned to Geronimo, who led them off the reservation. U.S. forces pursued Geronimo and his band. Geronimo surrendered but then escaped again.

LITERAL—What happened after Geronimo's final surrender?

- » Apache bands continued their raids into the 1890s, but all Apache—including those who helped U.S. troops—were exiled from their native land.

Timeline

- Show students the three Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What factors made it increasingly impossible for Native Americans to resist the settlement of their land?”
- Post the Timeline Image Cards under the dates referencing the 1870s and 1880s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What factors made it increasingly impossible for Native Americans to resist the settlement of their land?”
 - » Key points students should cite include: The U.S. government stepped up its military actions to remove Native Americans to reservations; more and more settlers arrived in the West, and U.S. troops protected the settlers instead of enforcing Native American treaties.
- Choose one of the Core Vocabulary words (*prospector, regiment, amnesty, or ration*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Native American Conflicts and Reservations, 1890

30 MIN

Activity Page



AP 5.1

Materials Needed: Display and sufficient copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Have students answer the questions on Native American Conflicts and Reservations, 1890 (AP 5.1). They may do this activity in class individually, with a partner, or as a homework assignment.

Schedule some time to review students' answers in class discussion. Correct any misinformation students might have.

Sitting Bull

30 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning this activity, review the video *Sitting Bull*, which is about three minutes long. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Review with students what they have learned about the great Sioux leader Sitting Bull from the text. Explain that the video shows the performance of a story song, much like Native American oral history told for centuries before Europeans came to North America. Tell students to listen carefully to the song.

After students have listened to the song, lead a discussion prompted by these questions:

1. What do you think made many Sioux follow Sitting Bull?

» He fought against the U.S. government taking Sioux land and displacing them.

2. Do you think Sitting Bull is a Native American hero? Why?

» Possible response: Yes, he was a hero because he fought for a long time for his people's rights to remain on the land and not to assimilate to American ways.

Materials Needed: Internet access; sufficient copies of Chief Joseph: “I will fight no more forever” (NFE 1)



Background for Teachers: Before you show the two video clips in class, review them. The first video, *The West* (Episode 6), provides background about Chief Joseph. The second is a reenactment of Chief Joseph’s speech, “I will fight no more forever.” Use this link to download the CKHG Online Resources for this unit, where specific links to the videos and nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is not available, you may skip the video portion of this activity.

Show the first 2:50 minutes of the background video, and discuss with students the background of the U.S. government’s treatment of the Nez Perce. Review what students have learned in the text about the Nez Perce War.

Distribute Chief Joseph: “I will fight no more forever” (NFE 1). Remind students what the term *primary source* means. Make sure students understand that a primary source is text or an image about a time period in history from that time period in history. Chief Joseph’s speech of surrender is a primary source.

Read aloud the introduction to the nonfiction excerpt. Then, show the second video, showing only the segment of the reenactment of Chief Joseph’s speech. Have students follow along with the text.

Ask students to think about whether they would be guided by Chief Joseph’s speech if they were a Nez Perce at that time in 1877. Invite volunteers to share their opinions.

Lead students to realize what a difficult time it was for Native Americans in the 1870s. No matter what choice they made, they faced hardship and the loss of their lands.

CHAPTER 8

The Ghost Dance

The Big Question: How did the Ghost Dance come about, and what did it represent for Native Americans?

Primary Focus Objectives

- ✓ Explain the development of the Ghost Dance and its importance to Native Americans. (RI.5.2)
- ✓ Explain the U.S. policy toward the Ghost Dance. (RI.5.2)
- ✓ Describe the Battle at Wounded Knee. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *inhospitable*, *subsistence*, *spirituality*, and *vision*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Ghost Dance”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 5.1

- *American Story of Us: The Last of the Sioux* video
- *Sioux Ghost Dance* video clip
- Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

inhospitable, adj. harsh or unwelcoming (136)

Example: Native American reservations often were on barren, inhospitable land.

subsistence, n. just enough food to keep a person alive (136)

Example: The U.S. government promised Native Americans subsistence but often failed to give even that little bit.

spirituality, n. a belief in supernatural beings or phenomena; also refers to belief in the soul (138)

Example: The spirituality of Native Americans included belief in a Great Spirit.

vision, n. an image in one's mind or imagination that others cannot see (138)

Example: Native American Wovoka had a vision that led to the creation of the Ghost Dance.

THE CORE LESSON 35 MIN

Introduce “The Ghost Dance”

5 MIN

If Internet access is available, review the events at Little Bighorn by playing the first 2:24 minutes of the video *American Story of Us: The Last of the Sioux*.

Note: We recommend stopping at the 2:24 mark, as the remainder of the clip describes the Battle of Wounded Knee, which students will read about in this chapter. We suggest that you show the remainder of this video clip later in this lesson.

In addition, or as an alternative, use the Chapter 7 Timeline Image Cards to review the roles of Sitting Bull of the Sioux, Chief Joseph of the Nez Perce, and Geronimo of the Apache in the Indian Wars.

Explain that after so many wars and battles, the lives of Native Americans changed dramatically. The Ghost Dance was reflective of these changes. Draw attention to the Big Question, and encourage students to look for details about the Ghost Dance as they read.

Guided Reading Supports for “The Ghost Dance”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

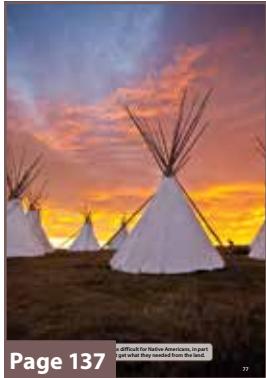
“A New Hope?” and “New Religion,” Pages 136–140

Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of the section “A New Hope?” on page 136.

CORE VOCABULARY—Stop to explain the meanings of *inhospitable* and *subsistence* when they are encountered in the text.





Page 137

Read aloud the next four paragraphs of the section “A New Hope?” on page 138.

CORE VOCABULARY—Stop to explain the meanings of *spirituality* and *vision* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the term *vision* from the Grade 4 units *Medieval Europe* and *Medieval Islamic Empires*.

SUPPORT—Point out the phrase “the land where the sun rose” in the last paragraph on page 138. Make sure students understand that this phrase refers to the eastern United States.

Have students read the remainder the section “A New Hope?” independently.

SUPPORT—Show the video clip of the Ghost Dance. Explain that the video was made in 1894, when motion picture technology was brand-new. The image is short, silent, and in black and white. Note the placard on the bottom right of the image that says “Buffalo Bill.” Explain that the Sioux in the video were performing in Buffalo Bill’s Wild West show, which students may recall from the unit *Westward Expansion After the Civil War*.

Note: The Ghost Dance video is very short, just under forty seconds. Please make sure Autoplay (on the top of the right column) is switched off before showing the clip, so that other videos do not start up immediately following this one.

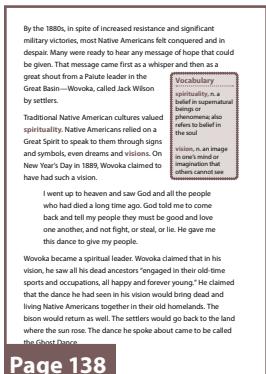
Have students read the section “New Religion” on page 140 independently or with a partner.

SUPPORT—Remind students that the Bureau of Indian Affairs was part of the War Department and was therefore a part of the U.S. military’s efforts to stop what the U.S. government viewed as Native American rebellions and to move Native Americans forcibly to reservations. Ask students what the sentiments and actions toward Sitting Bull on the part of the police representing the Bureau reveal about the motivation and priorities of the Bureau of Indian Affairs. (*Possible answers include that the Bureau saw Sitting Bull and the Native Americans he was encouraging to resist western settlement as the cause of many problems. The Bureau was hostile to Native Americans and placed a priority on protecting the European American settlers, many of whom were citizens of the United States, rather than on protecting the rights of Native Americans who had been living on the Plains.*)

After students read the text, ask the following questions:

EVALUATIVE—What details on page 136 explain why Native Americans felt conquered and in despair?

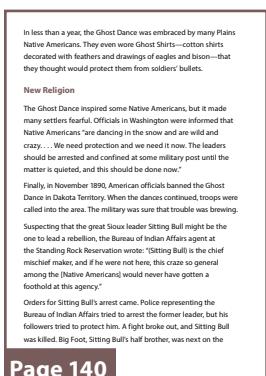
- » They had been forced from their homelands onto reservations with barren, inhospitable land. They did not have enough food, because the U.S. government did not provide the promised subsistence and because the land was not good enough for gardens or farming.



Page 138



Page 139



Page 140

LITERAL—Who first created the Ghost Dance?

- » a Paiute leader from the Great Basin named Wovoka

LITERAL—According to Wovoka, what would the Ghost Dance do?

- » It would bring dead and living Native Americans together in their homelands. It would bring back the bison and send the settlers back to the East.

LITERAL—According to Wovoka, what would make his visions come true?

- » The people must live quietly and honestly. They must avoid violence and drinking alcohol. They should farm and get an education.

LITERAL—What was the reaction of settlers and the U.S. government to the Ghost Dance?

- » The settlers were fearful. The U.S. government banned the Ghost Dance in Dakota Territory.

LITERAL—Who did the U.S. government think would lead the Native American Ghost Dancers in a rebellion? What happened to him?

- » The Sioux leader, Sitting Bull, was expected to lead a rebellion. He was killed when police from the Bureau of Indian Affairs tried to arrest him.

“The Battle of Wounded Knee” and “After the Indian Wars,” Pages 141–143

Scaffold understanding as follows:

Have students read the section “The Battle of Wounded Knee” on page 141–142 independently.

Activity Page



SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1), and have students locate Wounded Knee.

SUPPORT—If Internet access is available, show the remainder of the video *American Story of Us: The Last of the Sioux*, which depicts the Battle of Wounded Knee.

Read aloud the section “After the Indian Wars” on pages 142–143.

After you read the text, ask the following questions:

LITERAL—What happened after Sitting Bull’s death?

- » Sitting Bull’s half brother, Big Foot, fled with a group south to the Pine Ridge Reservation. Many of Sitting Bull’s followers joined him. Big Foot led the group to Wounded Knee Creek.



Page 141



Timeline

- Show students the two Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How did the Ghost Dance come about, and what did it represent for Native Americans?"
- Post the Timeline Image Cards under the dates referencing the 1880s and 1890s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did the Ghost Dance come about, and what did it represent for Native Americans?"
 - » Key points students should cite include: The Ghost Dance came from a vision by the Paiute leader Wovoka; it gave hope to Native Americans because it promised a way to reunite with their ancestors and return to their old ways of life; for some, such as the Sioux, it represented another way to resist settlers and the U.S. government.

- Choose one of the Core Vocabulary words (*inhospitable*, *subsistence*, *spirituality*, or *vision*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 5–8 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 8.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 5–8 (AP 8.1)

Distribute Domain Vocabulary: Chapters 5–8 (AP 8.1), and direct students to complete the crossword using the vocabulary terms in the Word Bank.

This activity may be assigned for homework.

Teacher Resources

Unit Assessment: *Native Americans: Cultures and Conflicts* 170

Performance Task: *Native Americans: Cultures and Conflicts* 175

- Performance Task Scoring Rubric 176
- Performance Task Activity: *Native Americans: Cultures and Conflicts* 177
- *Native Americans: Cultures and Conflicts* Performance Task Notes Table 178

Activity Pages

- Map of Native American Cultural Groups and Regions (AP 1.1) 179
- Native Americans of the Great Basin Chart (AP 1.2) 180
- Native Americans of the Plateau Chart (AP 2.1) 181
- Native Americans of the Plains Chart (AP 3.1) 182
- Native Americans of the Pacific Northwest Chart (AP 4.1) 183
- Domain Vocabulary: Chapters 1–4 (AP 4.2) 184
- Compare and Contrast Native American Cultures (AP 4.3) 185
- Native American Conflicts and Reservations, 1890 (AP 5.1) 186
- Domain Vocabulary: Chapters 5–8 (AP 8.1) 187

Answer Key: *Native Americans: Cultures and Conflicts* 189

The following fiction and nonfiction excerpts can be found and downloaded at:

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Fiction Excerpts

- “Coyote Goes to the Land of the Dead” (FE 1)
- “The Sun Dance” (FE 2)

Nonfiction Excerpt

- Chief Joseph: “I will fight no more forever” (NFE 1)

Name _____

Date _____

Unit Assessment: Native Americans: Cultures and Conflicts

A. Circle the letter of the best answer.

1. Why does the Great Basin have that name?
 - a) The area is full of water.
 - b) The area is surrounded by mountains.
 - c) The Great Lakes empty into the Great Basin.
 - d) It is the name of the Native Americans who first settled there.
2. The Paiutes of the Great Basin
 - a) had rituals involving salmon.
 - b) held potlatches.
 - c) moved from place to place.
 - d) had no language.
3. What was the staple food of the Native Americans of the Great Basin?
 - a) pine nuts
 - b) salmon
 - c) horses
 - d) buffalo
4. Why was life easier in the Plateau area than in the Great Basin?
 - a) The weather was warmer.
 - b) Water, plants, and animals were more abundant.
 - c) The railroad reached to the plateau but not as far as the Great Basin.
 - d) The Plateau Indians had become farmers.
5. In the spring, why did the Nez Perce get together?
 - a) to hunt salmon
 - b) to pray for rain
 - c) to pierce their noses
 - d) to bury their dead
6. Which animal is a famous trickster in Native American legends?
 - a) salmon
 - b) eagle
 - c) spider
 - d) coyote

- 7.** What is the land like in the Plains region?
- a)** desert
 - b)** swamp
 - c)** grasslands
 - d)** mountainous
- 8.** Which animal changed the lives of many Plains Native Americans forever?
- a)** horse
 - b)** cow
 - c)** eagle
 - d)** chicken
- 9.** How did the Plains Native Americans use the bison?
- a)** hide for clothes and shoes
 - b)** bones for knives and shovels
 - c)** hair for pillows and rope
 - d)** all of the above
- 10.** What is the weather like in the Pacific Northwest?
- a)** very cold
 - b)** very wet
 - c)** very dry
 - d)** very hot
- 11.** What is the effect of the climate in the Pacific Northwest?
- a)** People must stay indoors most of the year.
 - b)** It is too hot and dry to grow many plants.
 - c)** The rainfall causes forests to grow, full of plants and animals.
 - d)** It is hard to farm in cold weather.
- 12.** What is a potlatch?
- a)** a ceremonial gathering
 - b)** an animal like a bison
 - c)** an herb used as a medicine
 - d)** a supper to which each guest brings a different dish
- 13.** How did Native Americans of the Pacific Northwest pass on their legends?
- a)** They painted pictures on pottery.
 - b)** They wrote books on buffalo hide.
 - c)** They put on plays.
 - d)** They carved totem poles.

- 14.** Why did the U.S. government have trouble making treaties with Native Americans?
- a)** The Constitution said the government could only make treaties with foreign nations.
 - b)** There was no central Native American government to approve a treaty.
 - c)** The Indians' religions forbade making treaties.
 - d)** The Indians wanted to be paid too much money.
- 15.** In the 1800s, which was a plan for getting Native Americans to leave their lands?
- a)** give them Alaska in exchange
 - b)** move them to reservations
 - c)** move them to Canada and Mexico
 - d)** send them on Lewis and Clark's expedition
- 16.** What was the Trail of Tears?
- a)** a branch of the Mississippi River
 - b)** a traditional Indian dance when the crops failed
 - c)** a forced march westward of the Cherokee
 - d)** a Paiute funeral ceremony
- 17.** What is the name of the land President Thomas Jefferson bought from Napoleon Bonaparte of France after the Revolutionary War?
- a)** the Great Basin
 - b)** the Northwest Territory
 - c)** the Indian Territory
 - d)** the Louisiana Territory
- 18.** Which European disease killed many Native Americans?
- a)** smallpox
 - b)** flu
 - c)** polio
 - d)** typhoid
- 19.** What happened during the Sand Creek Massacre?
- a)** American army officers attacked and killed a group of Cheyenne and Arapaho.
 - b)** Iroquois killed all the bison on the Plains.
 - c)** Sioux warriors ambushed the U.S. cavalry.
 - d)** A smallpox epidemic killed thousands of Indians.
- 20.** What happened at the Battle of Little Bighorn?
- a)** Sitting Bull and all his Sioux warriors were killed.
 - b)** George Armstrong Custer and all his soldiers were killed.
 - c)** Geronimo and Chief Joseph fought to be the leader of all Native Americans.
 - d)** Native Americans doing the Ghost Dance were killed.

- 21.** Which is a famous statement by Chief Joseph?
- a)** "I have not yet begun to fight."
 - b)** "Don't fire until you see the whites of their eyes."
 - c)** "I will fight no more forever."
 - d)** "Geronimo!"
- 22.** Which battle ended the Indian Wars?
- a)** Little Bighorn
 - b)** Custer's Last Stand
 - c)** Modoc War
 - d)** Wounded Knee

B. Match the following vocabulary words with their definitions. Write the correct letter on the line.

Terms

- _____ **23.** clan
- _____ **24.** shaman
- _____ **25.** massacre
- _____ **26.** hunter-gatherers
- _____ **27.** regiment
- _____ **28.** treaty
- _____ **29.** totem
- _____ **30.** assimilate
- _____ **31.** emblem
- _____ **32.** tribe

Definitions

- a)** a symbol
- b)** to adopt the ways of another culture
- c)** a group of families claiming a common ancestor
- d)** a Native American leader who is believed to have special powers
- e)** a unit in the army
- f)** small groups of people who feed themselves by hunting animals and gathering plants
- g)** the violent killing of defenseless people
- h)** a plant or animal that is a respected symbol in Native American society
- i)** a group of people who share the same language, customs, beliefs, and leadership
- j)** a formal agreement between two or more groups, especially countries

Performance Task: *Native Americans: Cultures and Conflicts*

Teacher Directions: The migration of European American settlers to the West created many challenges for Native Americans. They were challenged to hold onto their lands and their cultures. Have students create a picture book telling the story of one group of Native Americans, before and after the arrival of settlers. The book should use a combination of pictures and words to share information. Encourage students to use the Student Reader to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three or more details in each column to tell the story of their chosen Native American group.

Before the Arrival of Settlers (Culture)	After the Arrival of Settlers (Conflicts)
<p>Native Americans of the <u>Plateau</u></p> <ul style="list-style-type: none">• lived by the seasons• Spring: hunt bear, deer, caribou; fish for salmon• Summer: move into mountains; search for plants to eat• Fall: build pithouses• Winter: live in pithouses; make baskets, weave nets, share stories and myths	<ul style="list-style-type: none">• Chief Joseph led group of Nez Perce who lived in Wallowa Valley of Oregon.• In 1877, U.S. army ordered to move Nez Perce to reservation in Idaho.• Young warriors resisted, attacking and killing ranchers.• Chief Joseph and Nez Perce fled for Canada, fighting the U.S. troops that chased them.• On Sept. 30, 1877, at Bear Paw Mountain, Chief Joseph surrendered. There were only 400 Nez Perce left.• In 1885, about 200 Nez Perce were allowed to return to the Plateau region.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their completed picture books, using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their picture books.

Above Average	Book is accurate, detailed, and neatly presented. Images are engaging; ten or more details (any combination from the before and after columns) are included; and both images and text demonstrate strong understanding of the content discussed in the unit. One or two minor errors may be present.
Average	Book is neatly presented, mostly accurate, and somewhat detailed. Images and text demonstrate a solid understanding of the content discussed in the unit, and eight details are included (any combination from the before and after columns). A few minor errors may be present.
Adequate	Book is mostly accurate but lacks detail. Images and text demonstrate some understanding of the content discussed in the unit, and six details are included (any combination from the before and after columns). Some errors may be present.
Inadequate	Book is incomplete or demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge of the histories and cultures of Native Americans.

Name _____

Date _____

Performance Task Activity: *Native Americans: Cultures and Conflicts*

What challenges did Native Americans face with the arrival of Europeans and, later, with the formation and expansion of the United States? Create a picture book that explains the lives of one Native American group before and after the arrival of settlers to their region. The goal is to tell the story of one Native American group, with images and words. Each page of the picture book should be mostly images, with no more than two or three sentences of text.

Use the table on the next page to take notes and organize your thoughts. You should provide three or more details for each column of the table. You may refer to the chapters in *Native Americans: Cultures and Conflicts*.

Name _____

Date _____

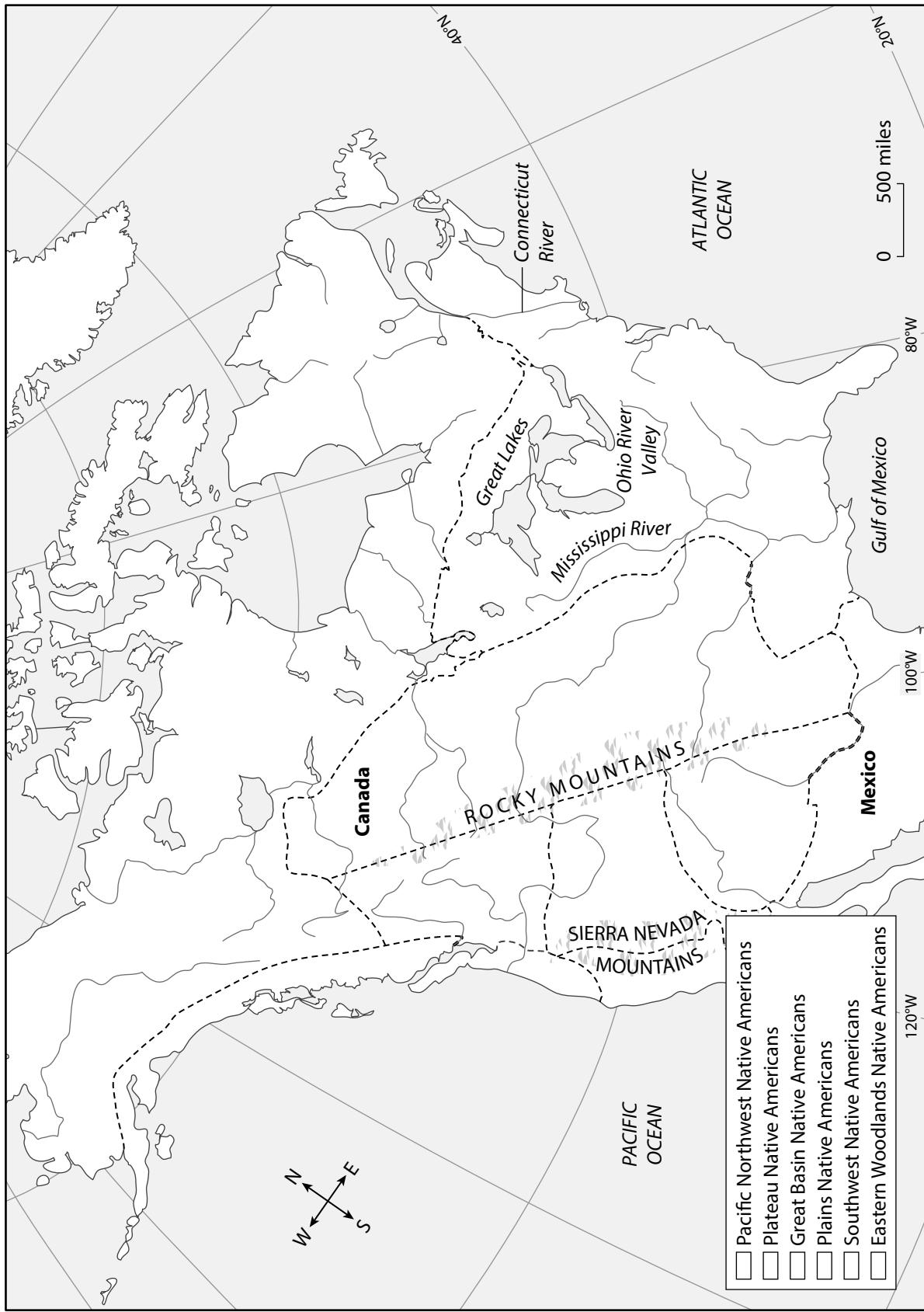
Native Americans: Cultures and Conflicts Performance Task Notes Table

Use the table below to help organize your ideas as you refer to *Native Americans: Cultures and Conflicts*. You should try to have at least three details in each column.

Before the Arrival of Settlers (Culture)	After the Arrival of Settlers (Conflicts)
Native Americans of the _____	

Date _____

Name _____

Map of Native American Cultural Groups and Regions

Name _____ Date _____

Native Americans of the Great Basin Chart**Fill in the chart, giving specific facts about each category.**

Landforms	Climate	Housing	Clothing	Food	Beliefs

Representative Peoples:

Name _____ Date _____

Native Americans of the Plateau Chart**Fill in the chart, giving specific facts about each category.**

Landforms	Climate	Housing	Clothing	Food	Beliefs

Representative Peoples:

Name _____ Date _____

Native Americans of the Plains Chart**Fill in the chart, giving specific facts about each category.**

Landforms	Climate	Housing	Clothing	Food	Beliefs

Representative Peoples:

Name _____ Date _____

Native Americans of the Pacific Northwest Chart**Fill in the chart, giving specific facts about each category.**

Landforms	Climate	Housing	Clothing	Food	Beliefs

Representative Peoples:

Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

For each word, write the letter of the definition.

- | | |
|----------------------------|---|
| _____ 1. quiver | a) the people who were in your family in past times |
| _____ 2. harpoon | b) strength or determination |
| _____ 3. ancestry | c) a group of families claiming a common ancestor |
| _____ 4. fortitude | d) an act that a person must complete to join a group |
| _____ 5. corral | e) the land and people who live under the authority of a government and its laws; a country |
| _____ 6. awl | f) a case for holding arrows |
| _____ 7. initiation rite | g) a plant or animal that is a respected symbol in Native American society |
| _____ 8. nation | h) a Native American leader who is believed to have special powers |
| _____ 9. moccasin | i) a group of people who share the same language, customs, beliefs, and leadership |
| _____ 10. tribe | j) a symbol |
| _____ 11. shaman | k) a sharp pointed tool, used for sewing or to make holes |
| _____ 12. clan | l) an animal similar to a wolf, but smaller |
| _____ 13. emblem | m) a soft leather shoe made from animal skins |
| _____ 14. hunter-gatherers | n) small groups of people who feed themselves by hunting animals and gathering plants |
| _____ 15. myth | o) a traditional story, often concerning the early history of a people or explaining some natural or social occurrence, and typically involving supernatural beings or events |
| _____ 16. moral | p) a plant that grows in dry areas and has roots that can be eaten |
| _____ 17. tepee | q) a fenced area for animals |
| _____ 18. snowshoe | r) relating to ideas of right and wrong |
| _____ 19. coyote | s) a spear used to hunt fish or whales |
| _____ 20. bitterroot | t) a lightweight frame that lets a person walk on snow without sinking |
| _____ 21. totem | u) a cone-shaped tent used by native American groups living on the Plains |
| _____ 22. copper | v) to water crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops |
| _____ 23. irrigate | w) a type of metal |

Name _____

Date _____

Activity Page 4.3

Use with Chapter 4

Compare and Contrast Native American Cultures

In Chapters 1–4, you read about Native Americans of four cultural groups. Each group has its own unique way of life.

- A. **Write the individual, unique characteristics for each cultural group under the correct headings.**

Individual Characteristics of Four Cultural Groups			
Great Basin	Plains	Plateau	Pacific Northwest

- B. **Write at least three characteristics that were shared by the four cultural groups in the box below.**

Common Characteristics of Four Cultural Groups

Name _____

Date _____

Activity Page 5.1

Use with Chapters 5–8

Native American Conflicts and Reservations, 1890



1. In 1890, which state or territory had the largest area of reservation lands?

2. In which state was the Battle of Little Bighorn fought?

3. How do you think the Native Americans felt about being forced to live on reservations?

Name _____

Date _____

Activity Page 8.1**Use with Chapter 8****Domain Vocabulary: Chapters 5–8**

Use the terms in the Word Bank to complete the crossword puzzle. For terms that have more than one word, omit the spaces between words when writing the terms in the puzzle.

49th parallel	amnesty	annex	assimilate	commerce	diplomacy
homestead	inhospitable	massacre	office	prospector	ration
regiment	smallpox	spirituality	stockades	subsistence	treaty

Across

7. just enough food to keep a person alive
10. harsh or unwelcoming
11. a belief in supernatural beings or phenomena; also refers to belief in the soul
14. a serious disease that spreads from person to person and causes a fever and rash
16. the violent killing of defenseless people
17. a decision, usually by a government, not to punish a person or group who has committed a crime
18. enclosures or pens made from stakes or poles driven into the ground
19. to take over territory

Down

1. a person who searches an area for gold, minerals, or oil
2. a position of leadership or responsibility
3. an image in one's mind or imagination that others cannot see
4. the management of relationships between groups or countries using negotiation to avoid conflict
5. to adopt the ways of another culture
6. the line of latitude that defines part of the border between United States and Canada
8. a home and the land surrounding it
9. a unit in the army
12. a formal agreement between two or more groups, especially countries
13. trade; the buying and selling of goods and services
15. a certain amount of food

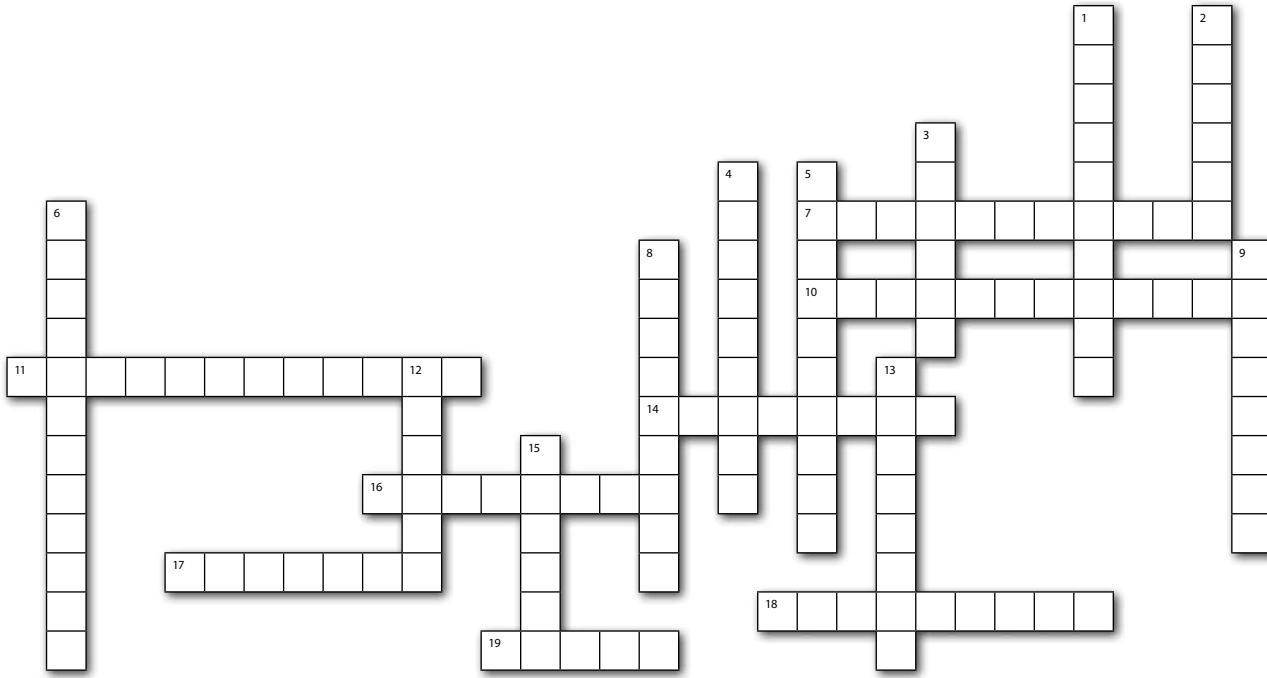
Name _____

Date _____

Activity Page 8.1 (*continued*)

Use with Chapter 8

Domain Vocabulary: Chapters 5–8



Answer Key: Native Americans: Cultures and Conflicts

Unit Assessment

(pages 170–174)

A. 1. b 2. c 3. a 4. b 5. a 6. d 7. c 8. a 9. d 10. b 11. c 12. a 13. d 14. b 15. b 16. c 17. d 18. a 19. a 20. b 21. c 22. d

B. 23. c 24. d 25. g 26. f 27. e 28. j 29. h 30. b 31. a 32. i

Activity Pages

Native Americans of the Great Basin Chart (AP 1.2) (page 180)

Landforms	Climate	Housing	Clothing	Food	Beliefs
bowl between the Rocky Mountains and the Sierra Nevada (Nevada and parts of California, Idaho, Oregon, and Utah)	desert; extremely hot and extremely cold; temperatures can reach 120°F in summer and -20°F in winter		clothing made out of animal fur	hunted game; gathered edible plants	mysterious natural forces or “powers” fill the world; myths explain how these powers affected their lives; shamans could communicate with spirits

Representative Peoples: Bannocks, the Shoshone, the Utes, and the Paiutes

Native Americans of the Plateau Chart (AP 2.1) (page 181)

Landforms	Climate	Housing	Clothing	Food	Beliefs
mountains and rivers (portions of Idaho, Oregon, Washington, California, Montana, and areas in Canada)	hot summers, cold winters	pithouses in fall and winter	snowshoes in winter	hunt deer, bear, or caribou; fish for salmon	ritual must be performed for salmon to return each year; myths about Coyote

Representative Peoples: Kutenais, Walla Wallas, Coeur d'Alenes, Cayuses, Nez Perce

Native Americans of the Plains Chart (AP 3.1) (page 182)

Landforms	Climate	Housing	Clothing	Food	Beliefs
grasslands (from central Canada south to Mexico and from the midwestern United States westward to the Rockies)		at first lived in same home year-round; after horses, lived in tepees	made from bison hide; wore moccasins	farmers at first; gathered fruits and nuts; hunted buffalo	Warriors' reputations depended on how many coups they could count.

Representative Peoples: Arapaho, Cheyenne, Osages, Sioux, Blackfoot

Native Americans of the Pacific Northwest Chart (AP 4.1) (page 183)

Landforms	Climate	Housing	Clothing	Food	Beliefs
mountains, Pacific Coast (from southern Alaska and along Canada's coastline to Washington, Oregon, and northern California)	mild weather; temperatures range from 35°F to 45°F in January and from 55°F to 65°F in July; moist and foggy	plank houses painted with totems		got everything they needed from their environment (no farming needed)	value systems revolved around acquiring, displaying, and giving away property; families belong to totems and clans

Representative Peoples: Tlingits, Salishes, Haidas, Kwakwaka'wakw

Domain Vocabulary: Chapters 1–4 (AP 4.2) (page 184)

1. f 2. s 3. a 4. b 5. q 6. k 7. d 8. e 9. m 10. i 11. h 12. c 13. j 14. n 15. o 16. r 17. u 18. t 19. l 20. p 21. g
22. w 23. v

Compare and Contrast Native American Cultures (AP 4.3) (page 185)

Great Basin: hunter-gatherers, harvested pinecones

Plains: hunter-gatherers, hunted bison, captured wild horses

Plateau: hunter-gatherers, fished, salmon was staple food

Pacific Northwest: lived in villages of longhouses of cedar, carved totems symbolizing families, hosted potlatches

Common: depending on women's skills for food, clothing, and other important necessities; held animals, plants, and natural forces in high respect; used myths, legends, and other stories to pass on tradition and teach children rules and values.

Native American Conflicts and Reservations, 1890

(AP 5.1) (page 186)

1. Oklahoma
2. Montana
3. Answers may vary.

Domain Vocabulary: Chapters 5–8 (AP 8.1)

(pages 187–188)

Across

- 7. subsistence
- 10. inhospitable
- 11. spirituality
- 14. smallpox
- 16. massacre
- 17. amnesty
- 18. stockades
- 19. annex

Down

- 1. prospector
- 2. office
- 3. vision
- 4. diplomacy
- 5. assimilate
- 6. 49th parallel
- 8. homestead
- 9. regiment
- 12. treaty
- 13. commerce
- 15. ration



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Promontory Point, Utah, May 10, 1869 : meeting between 2 locomotives : one of Union Pacific (from east), one of Central Pacific (from west) : completion of 1st transcontinental railway in USA / Bridgeman Images: 28

Reward Poster for Billy the Kid (1859–81) (litho), American School, (19th century) / Private Collection / Peter Newark Western Americana / Bridgeman Images: 56

Stephen J Krasemann/All Canada Photos/SuperStock: 36

SuperStock: 42–43, 43

The Stampede, 1912 (oil on canvas), Leigh, William Robinson (1866–1955) / Private Collection / Peter Newark Western Americana / Bridgeman Images: 38

Track-layers gang-building the Union Pacific Railroad through American wilderness, 1860s (b/w photo), American Photographer, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 27

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Native Americans: Cultures and Conflicts

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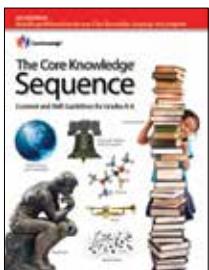
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Cultures and Conflicts**
Core Knowledge History and Geography 5



What is the Core Knowledge Sequence?

The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers from the upper-elementary grades through middle school. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 5 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the
Core Knowledge HISTORY AND GEOGRAPHY series,
visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8).

Core Knowledge HISTORY AND GEOGRAPHY™

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