



Section 1

Standards-Based Instruction



Standards at a Glance

Students have learned how settlers moved from the colonies on the Atlantic coast to the Appalachian Mountains. Now students will explore the continued westward movement.

Section Focus Question

What cultures and ideas influenced the development of the West?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Native Americans, Spanish, Chinese, Americans from the East*)

Prepare to Read

Build Background Knowledge

L2

The section deals with the idea of the West as the frontier. Remind students that they have read in Chapters 5 and 6 about earlier generations of Americans crossing mountains to settle new lands. Ask students to discuss what these Americans were looking for and what would motivate them to travel thousands of miles by wagon train to find it. Use the Idea Wave technique (TE, p. T38) to elicit responses.

Set a Purpose

L2

- Group students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 77

- Use the Numbered Heads strategy (TE, p. T38) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.



SECTION

1

The West



Standards Preview

H-SS 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

H-SS 8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

Prepare to Read

Reading Skill

Ask Analytical Questions

Reading about historical events will often lead you to ask questions. When these questions are analytical—or require you to solve puzzles in the text to answer them—they can yield interesting research. Think about the *why* and *how* of history to help you ask questions about the text and then to frame possible research questions.

H-SS Analysis Skill RE&PV 1

Vocabulary Builder

High-Use Words

manual, p. 318

distinct, p. 320

Key Terms and People

frontier, p. 318

land grant, p. 320

ranchero, p. 320

expansion, p. 321

Background Knowledge Since colonial times, settlers had been moving westward from the Atlantic coast toward the Appalachian Mountains. In this section, you will see how settlers in the early 1800s began to look even farther west.

What Was "The West"?

As the nation grew, Americans' idea of "the West" changed. Early Americans thought of the area between the Appalachians and the Mississippi River as the western frontier. A **frontier is the land that forms the farthest extent of a nation's settled regions**. By the 1820s, however, much of this land was settled. As the population soared, Americans began to look beyond the Mississippi.

The Great Plains Stretching for seemingly endless miles to the west, the Great Plains lie between the Mississippi River and the Rocky Mountains. The Plains were easy to reach from eastern and southern states. However, settlers in the early 1800s were not attracted to this vast region. Farmers did not consider the land suitable for agriculture. The Plains were covered by grass that was anchored to the ground by deep root systems. Breaking up the dense sod would be hard manual labor.

For many settlers in the early 1800s, the Great Plains were simply a route to the Far West. Some were attracted to Oregon in the Northwest. Others were interested in the Mexican lands of the Southwest.

Main Idea

By the early 1800s, Americans thought of the area beyond the Great Plains as the western frontier.

Vocabulary Builder

manual (MAN yoo ahl) *adj.* done by using one's hands

318 Chapter 9 Westward Expansion

Universal Access

L1 English Language Learners

L1 Less Proficient Readers

L1 Special Needs

Learning with Flashcards Have students make a list of the Key Terms and High-Use Words. Then, have them create flashcards with the word on one side and its definition on the other. Pair students with a

partner and have them quiz each other on the definitions of the words using the flashcards. Check their understanding as they continue to read the section.

The Northwest In the Northwest, settlers were attracted to the fertile land stretching from beyond the Rocky Mountains to the Pacific Ocean. This region is now occupied by the states of Oregon and Washington as well as by most of British Columbia in Canada. In the early 1800s, the United States, Great Britain, Russia, and Spain all claimed this land as their own.

The Southwest The Mexican settlements in the Southwest were another major destination for settlers heading west. This area, known as the Spanish Borderlands, was part of New Spain. Together with Mexico, these lands had been claimed for Spain in the 1500s.

The lands of the Southwest included present-day California, Utah, Nevada, Arizona, New Mexico, Texas, and about half of Colorado. Ruled first by Spain, then by Mexico, these lands had a culture and history very different from that of the eastern United States.

Checkpoint What did “the West” mean to Americans in the 1800s?



Ask Analytical Questions

What do you think were the land and climate features that attracted people to the Northwest? Suggest a possible research question to build on this topic.

Teach

What Was “The West”?

H-SS 8.8.2

Instruction

L2

Vocabulary Builder

High-Use Words Before teaching this section, preteach the high-use words **manual** and **distinct** using the strategy on TE page 317.

Key Terms Following the instructions on page 7, have students create a See It—Remember It chart for the Key Terms in this chapter.

- To help the students better understand the concept of the *frontier*, which is important to the understanding of this chapter, use the Concept Lesson Frontier. Distribute the Concept Organizer.

All in One Teaching Resources, Unit 4, Concept Lesson, p. 89; Concept Organizer, p. 6

- Read What Was “The West”? with students using the Structured Silent Reading strategy (TE, p. T37).
- Ask students why most Americans moving west did not settle on the Great Plains. (*grasses made farming hard*)
- Ask students to consider who lived in the Northwest and Southwest. (*Native Americans lived in both, the Spanish only in the Southwest.*)

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the idea of the West.

Answers

Reading Skill Possible answer: It had fertile soil, access to water, and a moderate climate. A research question: What factors explain settlement patterns during the westward expansion of the nineteenth century?

Checkpoint The West was the land west of the Rocky Mountains.

MAP MASTER Skills Activity (a) Great Britain and the United States (b) Mexico and Great Britain; diplomacy, war



North America in 1830



In 1830, much of the land that is now part of the United States was claimed by other countries.

- (a) **Interpret a Map** Which nations had claims in Oregon?
- (b) **Identify Alternatives** What countries would the United States have to deal with to gain more land on the Pacific coast? What methods might the United States use to gain this land?

MapMaster Online

For: Interactive map
Visit: PHSchool.com
Web Code: myp-4091

Section 1 The West 319

History Background

Loss of Empire Mexico’s independence came in a decade when all of Latin America rose against oppressive Spanish rule. The spark to the widespread rebellions was Napoleon’s invasion of Spain. Leaders in Latin America saw this as an opportunity to overthrow foreign domination and

demand independence. Spanish forces put up a fierce fight in South America. In Mexico, the actual revolution was almost bloodless, as feuding generals Augustín de Iturbide and Vicente Guerrero joined forces. The two generals had control of most of Mexico by the time a Spanish army arrived.

Mexican Settlements

Manifest Destiny

 **H-SS 8.8.5, 8.8.2**

Instruction


L2

- Have students read Mexican Settlements and Manifest Destiny.
- Ask: **What were the groups in Spanish settlements?** (*peninsulares, creoles, mestizos*)
- Ask students who have completed the History Reading Skill Worksheet to share their research questions.
- Have students use the worksheet Manifest Destiny to explore debates on Manifest Destiny. Have students discuss how Channing's viewpoint is different from O'Sullivan's viewpoint.

All in One Teaching Resources, Unit 4, Manifest Destiny, p. 81; History Reading Skill Worksheet, p. 75

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 9, Section 1 (Adapted Version also available.)

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure students understand that the idea of Manifest Destiny gave Americans a claim to new land. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to consider whether what they learned was what they expected to learn.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 77

- To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 9, Section 1

Answers

Apply Information Native Americans and the Spanish, living together, shared their cultures.

 **Checkpoint** The Spanish, Native Americans, and Africans shaped this culture.

Main Idea

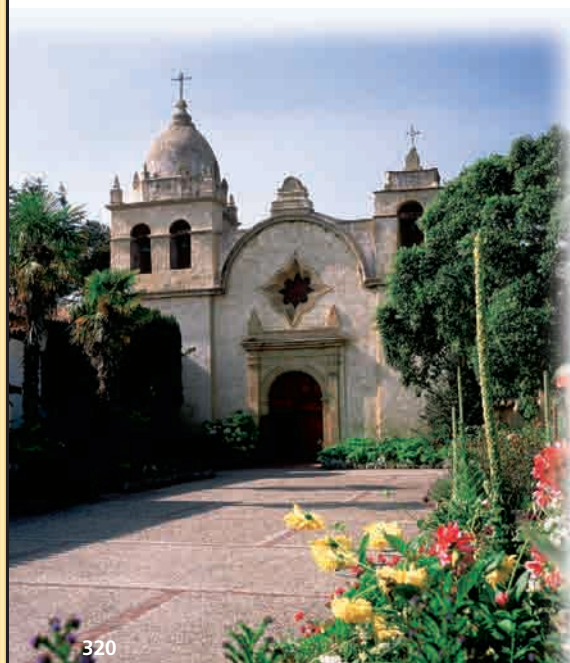
Under Spain and Mexico, the Southwest developed a unique culture.

Vocabulary Builder

distinct (dihs TIHNKT) *adj.* clear or definite; different in its quality

Mission in the Southwest

Old Spanish missions, like this one in California, still dot the Southwest. Native Americans were forced to live and work on the mission grounds, where Spanish priests taught them about Christianity. **Critical Thinking: Apply Information** How were missions like these an example of cultural blending?



Mexican Settlements

Like England and France, Spain followed a policy of mercantilism toward its colonies. It was illegal for settlers in New Spain to trade with other countries. Raw materials were sent to Spain. Manufactured goods were shipped to the Spanish colonies for sale.

Over the years, many Spanish settlers, or peninsulares, had children. These American-born children were called creoles. Spanish settlers, Native Americans, and Africans also intermarried. The result was another group, the mestizos. By the 1800s, this combination of ethnic groups had created a distinct Southwestern culture.

Native Americans Spanish missionaries, such as Junípero Serro (ho NEE peh roh SEHR rah) in California, were determined to convert Native Americans to Catholicism. Many Indians in the borderlands were forced to live and work at missions. There, they herded sheep and cattle and raised crops. They also learned about the Catholic religion. In the end, the mission system took a terrible toll on Native Americans. Thousands died from overwork or disease.


Spanish settlers and Native Americans exchanged language, foods, and customs. The Spanish brought their language, religion, and laws to the region. The Indians introduced the Spanish to such foods as beans, squash, and potatoes. Spanish settlers adopted Native American clothing, such as ponchos and moccasins.

Southwestern architecture reflected this blending of cultures. The general style of the buildings was European. However, Native American laborers brought their skills and cultural traditions. Churches and other buildings were made from adobe, or sun-dried brick, a traditional Native American building material.

Mexico Wins Independence In 1821, Mexico won its independence from Spain. Unlike Spain, Mexico allowed its people to trade with the many foreign ships that landed on its shores. Mexico also permitted overland trade with the United States.

Under Spanish rule, **land grants, or government gifts of land**, had been given only to a few peninsulares. Mexico, however, made many grants to individual **rancheros, or owners of ranches**. Mexico also removed the missions from church control and distributed mission lands to rancheros and a few American settlers.

Much of this land belonged to Native Americans. Indians often responded by raiding ranches, but they were soon crushed. By 1850, the Indian population in the Southwest had been drastically reduced.

 **Checkpoint** What groups shaped the culture of the Southwest?

Universal Access

L3 Advanced Readers

Using Literature Have a student with dramatic ability prepare to read "The Other Pioneers" by Roberto Félix Salazar aloud to the class. This poem is readily

L3 Gifted and Talented

available in literature collections and anthologies. After reading, ask: **What did all pioneers have in common?** (*They plowed the land and built towns, houses, and churches.*)

Manifest Destiny

From the beginning, Americans had been interested in westward **expansion, or extending the nation beyond its existing borders**. Thomas Jefferson was one of many who believed that the nation must increase in size to make room for its growing population. As you have read, under Jefferson, the Louisiana Purchase doubled the territory of the nation.


By the 1840s, many Americans strongly favored westward expansion. Newspaper editor John L. O'Sullivan wrote in 1845:

“The American claim is by the right of our manifest [obvious] destiny to overspread and possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and . . . self-government entrusted to us.”

—John L. O'Sullivan, *United States Magazine and Democratic Review*

The phrase Manifest Destiny quickly became popular. It described the belief that the United States was destined, or meant, to extend from the Atlantic to the Pacific—“from sea to shining sea.”

 **Checkpoint** What did Americans mean by Manifest Destiny?

 **Looking Back and Ahead** The drive to achieve Manifest Destiny would become one of the most powerful forces shaping American history. In the next sections, you will see how Americans pursued the goal of Manifest Destiny.

Main Idea

Many Americans believed that the United States should extend to the Pacific Ocean.

Primary Sources

See John O'Sullivan, *Manifest Destiny*, in the Reference Section at the back of this textbook.

Section 1 | Check Your Progress



Standards Review

H-SS: 8.8.2, 8.8.5, RE&PV 1

Progress Monitoring

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-4091

Comprehension and Critical Thinking

- (a) Recall** Why did American farmers prefer to settle in the Northwest rather than the Great Plains?
(b) Evaluate Information How did the geography of the Great Plains affect U.S. settlement of that region in the early 1800s?
- (a) Explain** What is Manifest Destiny?
(b) Detect Points of View How do you think the Mexican government felt about the idea of Manifest Destiny?

Reading Skill

- 3. Ask Analytical Questions**
Suggest a possible research question related to this topic: The effect of Native American labor on slavery in Mexican settlements.

Vocabulary Builder

- Fill in the blanks with the correct key terms.
- Each time Americans settled farther west, the ____ moved.
 - Under Spanish rule, only peninsulares received ____, but under Mexican rule, rancheros received them as well.

Writing

- Decide which is the best closing sentence for an essay discussing why Americans were drawn to the lands west of the Mississippi River. Explain your choice.
Sentences:
(a) So for many Americans, the West was a promise—of wealth, adventure, and freedom.
(b) The fertile lands of the Northwest drew many people who wanted to own farms.
(c) Therefore, the southwestern lands ruled by Mexico had developed a culture very different from that of easterners.

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 4,**
Section Quiz, p. 90

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.



Interactive Reading and Notetaking Study Guide, Chapter 9,
Section 1 (Adapted Version also available.)

Extend

L3

The dates when states joined the union tell a story about how the West was settled. Use the appendix in this book to compare California's date with the Great Plains state of North Dakota. Why did California become a state so much earlier? What earlier event may have helped California become a state? (*California: 1850; North Dakota: 1889; Settlers came to California earlier, whereas few settlers at that time moved to the hard-to-farm Great Plains; the 1849 gold rush*)


Writing Rubric

- Score 1** No explanation given for choice
Score 2 Confusing or unrelated explanation for choice
Score 3 Logical explanation given for choice
Score 4 Explanation for choice is logical, well-developed, well-thought out

Section 1 Check Your Progress

- (a)** The land was more fertile.
(b) The pioneers bypassed most of the Great Plains in the early 1800s because they thought it was unsuitable for farming.
- (a)** the belief that the United States should expand to the Pacific Ocean
(b) Possible answer: threatened and angry
- Possible question: How did the use of forced Native American labor in Mexican settlements compare to the forced labor system used by their Spanish predecessors?
- frontier
- land grants
- (a)** Answers should be supported.

Answer

 **Checkpoint** The United States should extend west across the continent to the Pacific Ocean.



Section 2

Standards-Based Instruction

SECTION

2

Trails to the West



Standards at a Glance

Students have learned about the merchants and Christian missionaries who were among the earliest settlers in the colonies. Now they will read about the role traders and missionaries had in the westward expansion.

Section Focus Question

Why did people go west and what challenges did they face?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: They wanted better lives; they faced a dangerous journey.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will read about people who risked everything for a new life in the West. Remind students that they have read about earlier Americans who crossed the Appalachians for land and a new start in life. Ask them to consider the courage this decision took and how it has shaped how Americans see themselves. Use the Idea Wave technique (TE, p. T38) to elicit responses.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 78

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



Standards Preview

H-SS 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

H-SS 8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

Prepare to Read

Reading Skill

Ask Inferential Questions You can also ask inferential questions to explore a text and generate research ideas. Inferential questions require you to read between the lines. In other words, you have to use clues in the text and your own knowledge to make reasonable guesses about history. You can then conduct research to confirm or disprove your guesses.

H-SS Analysis Skill RE&PV 1

Vocabulary Builder

High-Use Words

isolated, p. 323

hostile, p. 324

Key Terms and People

William Becknell, p. 322

John Jacob Astor, p. 322

mountain man, p. 323

rendezvous, p. 323

Marcus and Narcissa

Whitman, p. 324

Background Knowledge As you know, the earliest Europeans who came to the Americas included merchants and Christian missionaries. As Americans moved westward in the 1800s, traders and missionaries continued to play an important role.

Traders Lead the Way

The first Americans to move into the Far West were traders. They were looking for new markets in which to sell their goods. In the process, they blazed important trails for the people who followed.

The Santa Fe Trail As you have read, when Mexico won independence, it began to allow overland trade with the United States. In 1821, Captain **William Becknell** led a wagon train filled with merchandise from Independence, Missouri, to Santa Fe, New Mexico. The route stretched for about 800 miles.

Becknell crossed treacherous rivers with bottoms of quicksand. He and the traders traveling with him barely survived the desert. Then, he had to find a way through nearly impassable mountains. In spite of these obstacles, Becknell's group reached Santa Fe with their wagons. The Santa Fe Trail soon became a busy international trading route.

The Oregon Fur Trade Farther north, fur traders were making huge fortunes. **John Jacob Astor**, a German immigrant, sent the first American fur-trading expedition to Oregon. Astor established the American Fur Company in 1808 at Fort Astor, now Astoria, Oregon.

Main Idea

Merchants and fur traders blazed important trails to both Oregon and the Southwest.

Universal Access

L3 Advanced Readers

Mountain Men Have students research the lives of mountain men. Ask them to find facts about the life and accomplishments of one of these mountain men: Jedediah Smith, James Beckwourth, or Jim Bridger. Have students use what they

learn to write a short biography of the person they chose, including why he went west and the challenges he faced. Have students contribute information to the class discussion of the life of the traders.

Astor's expedition consisted of two groups. The first group sailed around South America and up the Pacific coast. The second group traveled across the continent, using information that had been recorded by Lewis and Clark. On the way, they found the South Pass through the Rocky Mountains. This important route helped to open the Northwest for the missionaries and settlers who followed.

Mountain Men The fur trade made Astor the richest man in the country. The trappers who supplied him with furs were also eager to become rich. These **mountain men**, or **fur trappers of the Northwest**, would become legendary.

For most of the year, trappers led isolated, dangerous lives. They endured bitter cold, intense heat, and attacks from wild animals. Jedediah Smith was once scalped by a grizzly bear. He persuaded a companion to sew his scalp back onto his head and to piece together his severed ear. Several weeks later, Smith returned to his work.

Once a year, trappers would bring their furs to a **rendezvous** (RAHN day voo), a meeting where the trappers would trade furs for supplies. Here, the mountain men would celebrate their time together—singing, laughing, and competing in contests. Then, they got down to serious bargaining. Beaver fur was in great demand in the East, so trappers were able to command high prices for their furs.

By the 1830s, the supply of beavers was nearly exhausted. Most trappers moved back east to become farmers, merchants, or even bankers. Others stayed as guides for the wagon trains that brought thousands of settlers west in the 1840s. One mountain man, an African American named James Beckwourth, discovered a pass through the Sierras that later became a major route to California.

✓**Checkpoint** Why did the mountain men travel to Oregon?

Vocabulary Builder

isolated (i sah lay teh) *adj.* set apart; separated

Teach

Traders Lead the Way

H-SS 8.8.2

Instruction

L2

■ Vocabulary Builder

High-Use Words Before teaching this section, preteach the high-use words **isolated** and **hostile** using the strategy on TE page 317.

Key Terms Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.

- Have students read Trails to the West using the Paragraph Shrinking strategy (TE, p. T37).
- Ask students how fur traders went to Oregon. (*Some came by boat around South America and up the Pacific coast. Others came by land, crossing the Rocky Mountains.*)
- Discuss with students challenges faced by traders in the West. Ask: **Why do you think people took on these hardships?** (*Students should infer that they made money by bringing goods west and bringing furs out of the Northwest.*)
- Use the Fur Traders Descending the Missouri transparency to engage students on the lives of fur trappers.

Color Transparencies, Fur Traders Descending the Missouri

Independent Practice

Have students begin to fill in the study guide for this section.

📖 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand why fur traders went to the West. Provide assistance as needed.

Answers

Draw Conclusions fur coat manufacturers

✓**Checkpoint** to get rich

Links to Economics

The Oregon Fur Trade

What do the beaver (1), the mountain man (2), and the man in the fancy cloak (3) have in common? They were all part of the same economic process, called supply and demand. Fashions in the East created a demand for beaver fur, used in hats and fur-lined cloaks. Mountain men supplied the furs to meet the demand.

Critical Thinking: Draw Conclusions What other people were needed to complete the link between the mountain man and the man wearing the fur cloak?



Section 2 Trails to the West 323

History Background

The Santa Fe Trail The Santa Fe Trail was a commercial mail route, connecting Missouri and Santa Fe, New Mexico. After word of Becknell's successful journey, the trail grew ever more popular. Although the trip took 40 to 60 days, an increasing

number of travelers took the route. Between 1822 and 1843, about 80 wagons a year made the trip. By the late 1860s, the yearly average was about 5,000 wagons. In 1880 the Santa Fe Railroad reached Santa Fe, marking the death of the trail.

The Oregon Trail

 **H-SS 8.8.2**

Instruction


L2

- Have students read The Oregon Trail. Remind students to look for the sequence of events.
- Ask students why the Whitmans went to Oregon. (*to set up a mission to serve the Cayuse*)
- Have students read the worksheet Narcissa Whitman's Letter to Her Sister to learn more about what life was like on the Oregon Trail. Ask them to answer the questions that follow. Have students discuss why Narcissa Whitman calls this part of the country "buffalo country."

All in One Teaching Resources, Narcissa Whitman's Letter to Her Sister, p. 82

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 9, Section 2
(Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand the difficulties of travel on the Oregon Trail. Provide assistance as needed.

Answer

Identify Cost and Benefits Answers may vary but should mention the risks of travel as well as the potential for greater freedom and riches.

Main Idea

Thousands of men and women made the hazardous journey to Oregon.

Vocabulary Builder

hostile (HAHS tihl) *adj.* unfriendly; intending to do harm

The Oregon Trail

The first white easterners to build permanent homes in Oregon were missionaries. In the 1830s, they began to travel west for the purpose of bringing their religious beliefs to the Indians.

Missionaries One couple, **Marcus and Narcissa Whitman**, set up a mission in Oregon to serve the Cayuse Indians. The Whitmans had trouble from the start. The Cayuses mistrusted them, partly because the Whitmans made little effort to understand Cayuse ways.

As more settlers arrived and took over Indian lands, the Cayuses grew increasingly **hostile**. Then, in 1847, an epidemic of measles killed many Cayuse adults and nearly all their children. Blaming the Whitmans, the Indians killed them along with 12 other settlers.

Still, missionaries like the Whitmans greatly spurred settlement of the West. Their glowing reports of Oregon led more easterners to make the journey west. Farmers sought the free and fertile land, the mild climate, and the plentiful rainfall of the river valleys. Settlers from all over the country were in the grip of "Oregon Fever."

On the Oregon Trail Most settlers followed the Oregon Trail, a route that stretched more than 2,000 miles from Missouri to Oregon. They set out in spring and had to be in Oregon within five months. Travelers caught by winter in the Rockies risked a slow death. The trip itself was hazardous. Disease and accidents killed about one traveler out of every ten on the Oregon Trail.

On the Oregon Trail

To many easterners, Oregon held out the promise of fertile, available farmland and greater freedom. But first, they had to pack their belongings and set off on the long, difficult Oregon Trail. **Critical Thinking: Identify Costs and Benefits** Do you think the benefits of moving to Oregon outweighed the risks? Why or why not?

"Monday June 13. This has been a long hard day's travel. Came 30 miles through sand and dust. . . Tomorrow we will come to the first poison water. There will be no more good water for about 25 miles."

— diary of Mrs. Amelia Stewart Knight, 1853



▲ Covered wagons were designed to carry cargo, not passengers.

324 Chapter 9

Universal Access

L1 English Language Learners

L1 Special Needs

Listening to the Text Have students read the text of Trails to the West as they listen to the SE on Audio CD. Monitor student answers to Checkpoint questions to make sure they understand the material. Stu-

dents can be provided with a copy of the CD to work independently at home or in the School Resource Center.

 **SE on Audio CD**, Chapter 9, Section 2

Pioneers on the Oregon Trail banded together for mutual protection. Most traveled in long trains of covered wagons drawn by teams of horses or oxen. The wagons carried food and possessions, while the people walked. They traveled for up to 15 hours each day. At night, wagons were drawn up in a circle to keep the cattle from wandering.

As the miles went by, the horses and oxen tired more easily. People began to discard personal items to lighten their wagons. The trail was scattered with “leeverites,” short for “leave ‘er right here.” There was so much debris that passersby would gather up wagonloads of flour, bacon—even cast-iron stoves!

Dust got into everything. Some people wore masks to keep it out of their faces and lungs. Clean, safe water was hard to find. Francis Parkman, a famous historian, observed the following incident:

“I saw a tall slouching fellow . . . contemplating the contents of his tin cup, which he had just filled with water. ‘Look here, you,’ said he; ‘it’s chock full of animals!’ The cup . . . exhibited in fact an extraordinary variety and profusion of animal life.”

—Francis Parkman, *The Oregon Trail*

Despite such hardships, more than 50,000 people reached Oregon between 1840 and 1860.

✓Checkpoint Why did settlers travel by wagon train?



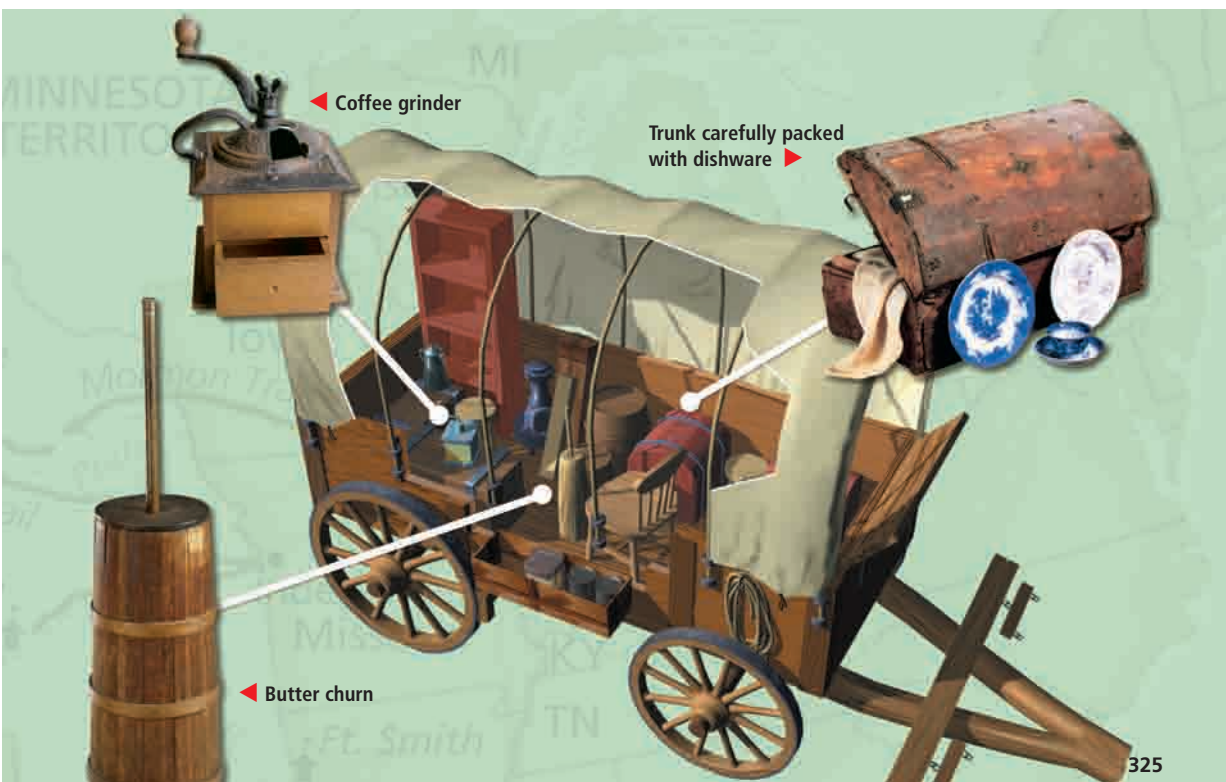
Ask Inferential Questions

Why do you think so many Americans were willing to face the hardships of westward settlement? Suggest a possible research topic to answer this question.

Seeing the Main Idea

On the Oregon Trail On the prairies of the Middle West and on the Great Plains, wagons could be used without the necessity of making roads, and there the covered wagon, or prairie schooner, predominated. The name schooner was an allusion to the white-topped schooners of the sea. The schooner was much lighter than the earlier Conestoga wagon, and rarely needed more than four horses, and sometimes only two, even on virgin prairie trails. Oxen were frequently used instead of horses.

Travel was slow, dangerous, and exhausting. Have students read the passage from the diary of Mrs. Knight. Using the Idea Wave, ask students to brainstorm for the next entries in the journal.



History Background

South Pass The key to the Oregon Trail was South Pass, which was first discovered in 1812 by several of Astor’s men and rediscovered by the mountain man Jedediah Smith in 1824. South Pass is not a narrow pass through the mountains but

rather a broad valley, about 20 miles wide, at an elevation of 8,000 feet, through which the Continental Divide passes. At South Pass, Oregon Trail travelers were only halfway and still had 1,000 miles left to travel.

Answers

Reading Skill Possible answer: Some wanted adventure while others had a religious calling. They must have believed that they were heading to a better life. Possible research question: What motivated Americans to explore and settle the West?

✓Checkpoint to band together for protection

Life in the West

H-SS 8.8.2, 8.8.3

Instruction

L2

- Have students read Life in the West. Remind students to look for causes and effects.
- Ask: **What were some of the hardships pioneers faced in their move westward?** (*hard work to clear the land and build shelters, disease, accidents, natural disasters*) **What qualities do you think these pioneers had?** (*determined, realistic, self-reliant, hardy*)
- Have students discuss the role of women in the West. Ask: **How were women in the West rewarded for their contributions?** (*They received the right to vote.*)
- Have students brainstorm for images of the West they have gained through literature and movies. **What impact do you think the experience of these pioneers had on our national self-image?** (*Possible answer: We see ourselves as brave, determined, strong, and resourceful.*)

Independent Practice

Have students continue filling in the study guide for this section.

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate and make sure that they understand the challenges of living in the West. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 4, Reading Readiness Guide, p. 78

- To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 9, Section 2

Answers

MAP MASTER Skills Activity (a) South Pass (b) The Santa Fe Trail to Overland Mail and Gila River Trail; or the Santa Fe Trail to the Old Spanish Trail



MAP MASTER

Skills Activity

In the mid-1800s, Americans traveled west along many different trails. Mountain passes allowed settlers to cross the Rockies and Sierra Nevada.

- Read a Map** What pass did travelers on the Oregon Trail use to get across the Rocky Mountains?
- Apply Information** Describe the route a traveler might take to get from Independence, Missouri, to Los Angeles, California.

MapMaster Online

For: Interactive map
Visit: PHSchool.com
Web Code: myp-4097

Main Idea

Women enjoyed new status in the West, but settlers faced conflicts with Native Americans already living on the land.

Life in the West

Pioneer life was filled with hardships. Settlers arrived with few possessions. Working only with hand tools, they had to clear the land, plant crops, and build shelters. Disease, accidents, and natural disasters like storms and floods were an ever-present threat.

A. H. Garrison was 15 years old when his family went west in 1846. He later recalled the hardships of their first winter in Oregon.

“On Christmas day, it began to snow, and it continued until the ground was covered to a depth of twenty inches. . . . At the beginning of the storm, father had thirteen head of oxen, and twelve head of cows, and one fine American mare. There was no feed to be had, and the grass was so covered that the cattle could get nothing to eat. . . . When spring came, we had four oxen and three cows left.”

—Reminiscences of A. H. Garrison

Some settlers gave up and returned to the East. Others, like John Bidwell of California, met the challenges and went on to live extraordinary lives. Bidwell and his wife Annie each became civic leaders. Annie Bidwell later fought for the right of women to vote.

Universal Access

L3 Advanced Readers

Westward Expansion Have students work in a group to plan a board game about westward expansion. Have them use the two-page Westward Ho! worksheet to plan and play the game. Students should bring in their finished product and

L3 Gifted and Talented

explain or play the game in class. If appropriate, students of varying levels may play the game.

All in One Teaching Resources, Westward Ho!, p. 86

Women in the West Women in the West worked alongside men to make a success of their family farms. The fact that their labor was necessary for a family's survival raised the status of western women.

Meanwhile, as you read in Chapter 8, women in the East had begun to campaign for greater political and legal rights. Chief among these was the right to vote. On a national level, women's struggle for the vote would take many years. But the West was quicker to reward the hard work of its women. In 1869, the Wyoming Territory became the first area of the United States to grant women the vote.

Native Americans and Settlers Native Americans in Oregon lived in an uneasy peace with the white settlers. Indians in the southern part of Oregon usually got along with whites. In northern Oregon, however, Native Americans were angered by the presence of strangers on their lands.

The discovery of gold in northern Oregon in the 1850s brought large numbers of white and Chinese miners into the area. War broke out there in 1855. The miners killed several dozen Native American men. Three months later, miners massacred an equal number of Indian women, children, and old men.

The Indians fought back, killing white and Chinese alike. The brief war ended when the U.S. government intervened. The Native Americans were forced to accept peace treaties.

Checkpoint Why did women enjoy greater equality in the West than in the East?

Looking Back and Ahead The Oregon and Santa Fe trails created close links between east and west. In the next section, you will see how western lands became part of the United States.



Woman harvesting hay on a western farm

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 4,
Section Quiz, p. 91

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 9,
Section 2 (Adapted Version also available.)

Extend

L3

Have students research on the Internet for information about mountain men. Ask students to write a brief letter "back home" from the point of view of a mountain man. The letter should mention the hardships they faced and why they undertook the journey. Provide students with the Web Code below.

Extend Online

For: Help in starting the Extend activity
Visit: PHSchool.com
Web Code: Mye-0265

Section 2 Check Your Progress



Standards Review

H-SS: 8.8.2, 8.8.3, RE&PV 1

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-4092

Comprehension and Critical Thinking

- (a) Recall** Why did Americans go to Oregon in the early 1800s?
(b) Analyze Cause and Effect What factors might have discouraged Americans from traveling to Oregon?
- (a) Explain** Why did conflict arise between Native Americans and settlers in Oregon?
(b) Make Predictions Do you think such conflicts would be likely to continue later in the 1800s? Explain.

Reading Skill

3. Ask Inferential Questions

Reread the text following the heading "The Oregon Fur Trade." What qualities were needed to be successful as a fur trapper in Oregon? Suggest a possible research question to take this topic further.

Vocabulary Builder

Read each sentence below. If the sentence is true, write YES and explain why. If the sentence is not true, write NO and explain why not.

- Mountain men** made their living by farming the Great Plains.

- A trapper would often trade his furs for supplies at a **rendezvous**.

Writing

- For each of these transitions (connecting words), write a sentence that expresses a cause-effect relationship about the topic in parentheses. **Transitions:**
 - because** (Astor and the Oregon Trail)
 - as a result** (the decline in the fur trade)
 - therefore** (hardships on the Oregon Trail)

Section 2 Trails to the West 327

Section 2 Check Your Progress

- (a)** for the free and fertile land, mild climate, and rainfall in the river valleys
(b) The journey was long and hard. Native Americans sometimes attacked travelers and settlers because they were angered by the presence of strangers on their lands. There was danger of not making it across the Rockies before winter set in.
- (a)** Conflict between miners and Native Americans occurred in northern Oregon

over land and miners killed many Native Americans, causing war to break out.
(b) Yes. As more settlers arrived, they would take land and fishing areas away from Native Americans.

- Possible answer: To be a successful fur trapper, one had to be adventurous, willing to take risks, and have capital to invest in a new business. Possible research question: Why was John Jacob Astor successful?

Answer

Checkpoint Women enjoyed greater equality because their labor was needed and valued.

- no; mountain men were fur traders
- yes
- Sentences should show understanding of cause-and-effect relationships.