

Document 1A:

Buffalo hides stacked at Dodge City, Kansas, for shipment to the East, 1878



Source: National Archives (adapted)

Document 1B:

“... White men had found gold in the mountains around the land of the Winding Water [in Oregon]. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils. It seemed to me that some of the white men in Wallowa [a valley in Oregon] were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble and bloodshed. . . .”

Source: Chester Anders Fee, Chief Joseph: The Biography of a Great Indian, Wilson-Erickson

1. Based on these documents, what were **two** effects of the development of the West on Native American Indians?

Document 2A:

After the Battle of Wounded Knee, Commissioner of Indian Affairs Thomas Jefferson Morgan made recommendations about how to avoid future conflicts with Native American Indians.

. . . Fifth—The only possible solution of our [Native American] Indian troubles lies in the suitable education of the rising generation. So long as the Indians remain among us aliens, speaking foreign languages, unable to communicate with us except through the uncertain and often misleading medium of interpreters, so long as they are ignorant of our ways, are superstitious and fanatical, they will remain handicapped in the struggle for existence, will be an easy prey to the medicine man and the false prophet, and will be easily induced, by reason of real or imaginary wrongs, to go upon the war-path. An education that will give them the mastery of the English language, train their hands to useful industries, awaken within them ambition for civilized ways, and develop a consciousness of power to achieve honorable places for themselves, and that arouses within them an earnest and abiding patriotism, will make of them American citizens, and render future conflicts between them and the Government impossible. . . .

Source: T.J. Morgan, The Present Phase of the Indian Question, 1891

Document 2B:

Lakota boys are pictured when they arrived at the Carlisle Indian Industrial School in Pennsylvania, left, and three years later, right.



Source: New York Public Digital Gallery (adapted)

1. Based on these documents, what are two ways Native Americans were being affected by the development of the West?

Document 3:

Be it enacted, That in all cases where any tribe or band of Indians has been located upon any reservation created for their use.... the President of the United States be, and he hereby is, authorized, whenever in his

opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes for these United States ...to allot the lands in said reservations in severalty to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section;

To each single person over eighteen years of age, one-eighth of a section;

To each orphan child under eighteen years of age, one-eighth of a section; and,

To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section; . . .

SEC. 6. That upon the completion of said allotments and the patenting of the lands to said allottees, each and every member of the respective bands or tribes of Indians to whom allotments have been made shall have the benefit of and be subject to the laws, both civil and criminal, of the State or Territory in which they may reside; . . . And every Indian born within the territorial limits of the United States to whom allotments shall have been made under the provisions of this act... *who has voluntarily taken up, his residence separate and apart from any tribe of Indians therein, and has adopted the habits of civilized life, is hereby declared to be a citizen of the United States, and is entitled to all the rights, privileges, and immunities of such citizens. . . .*

Source: Dawes Act of 1887 by US Congress

1. According to this document what would the US government do to tribal lands? How does this change or alter the culture of the Native Americans?

2. How could Native Americans receive citizenship?

Document 4:

Chinese-American contribution to the Transcontinental Railroad

With the California Gold Rush and the opening of the West came an increased interest in building a transcontinental railroad... Although the beginning of the effort took place on relatively flat land, labor and financial problems were persistent, resulting in only 50 miles of track being laid in the first two years. Although the company needed over 5,000 workers, it only had 600 on the payroll by 1864...The first Chinese were hired in 1865 at approximately \$28 per month to do the very dangerous work of blasting and laying ties over the treacherous terrain of the high Sierras. They lived in simply dwellings and cooked their own meals...Work in the beginning was slow and difficult. After the first 23 miles, Central Pacific faced the daunting task of laying tracks over terrain that rose 7,000 feet in 100 miles. To conquer the many sheer embankments, the Chinese workers used techniques they had learned in China to complete similar tasks. They were lowered by ropes from the top of cliffs in baskets, and while suspended, they chipped away at the granite and planted explosives that were used to blast tunnels. Many workers risked their lives and perished in the harsh winters and dangerous conditions...By the summer of 1868, 4,000 workers, two thirds of which were Chinese, had built the transcontinental railroad over the Sierras and into the interior plains...

Without the efforts of the Chinese workers in the building of America's railroads, our development and progress as a nation would have been delayed by years. Their toil in severe weather, cruel working conditions and for meager wages cannot be under appreciated. My sentiments and thanks go out to the entire Chinese-American community for its ancestors' contribution to the building of this great Nation.

Source: Speech by Congressman John T. Doolittle of California, US Congress, April 1999

1. Based on this document, how would you describe the work Chinese laborers did to contribute to the Transcontinental Railroad?

Document 5:

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities...*Be it enacted by the Senate and House of Representatives of the United States of America in Congress...* That... the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come...

Source: Chinese Exclusion Act (May 1882) by US Congress

1. Why is the US government creating this document?
2. What does the Chinese Exclusion Act do?