

STATION 1

AT THIS STATION, YOU WILL BE CREATING A TIMELINE ABOUT 14 MAJOR EVENTS THAT IMPACTED WESTWARD EXPANSION. IN YOUR JOURNALS, PLEASE WRITE “STATION 3—TIMELINES.” THEN SUMMARIZE THE INFORMATION BELOW IN YOUR JOURNAL.

Did you know that time can be shown as a picture? A timeline is a method for picturing or seeing time. Historians take events and place them on a timeline. This shows the chronology of a span of time. By doing this, the relationship between events can be seen. Patterns can emerge that might not be seen without the timeline. Therefore, a timeline is an important secondary source for understanding history. The ability to analyze and draw conclusions from timelines is important to the study of history.

Source: <http://www.beaconlearningcenter.com/Weblessons/seeingtime/index2.html>

Timeline Station

Directions: Below are some important events that happened between 1860-1900, the period of Westward Expansion in the U.S. Your task at this station is to put the dates and events in chronological order on a timeline. A blank sheet of paper and a ruler are provided for you at this station. You must have a title for the timeline and of course all events should be in chronological order. Be neat and precise!

- | | |
|-------------|---|
| 1876 | The Battle of the Little Bighorn |
| 1850 | California becomes a state |
| 1864 | Sand Creek Massacre |
| 1859 | Oregon becomes a state |
| 1870 | Population in Virginia City, Nevada grows to over 20,000 people. |
| 1862 | Congress passes the Homestead Act |
| 1859 | California Gold Rush |
| 1866 | Fetterman Massacre |
| 1890 | Wounded Knee Massacre |
| 1887 | Congress passes the Dawes Act |
| 1879 | Exodusters migrate west |
| 1890 | Rise of the Populist party |
| 1891 | 17 million people lived between Mississippi River and the Pacific Ocean. |
| 1866 | Law establishing Buffalo Soldier units |

STATION 2

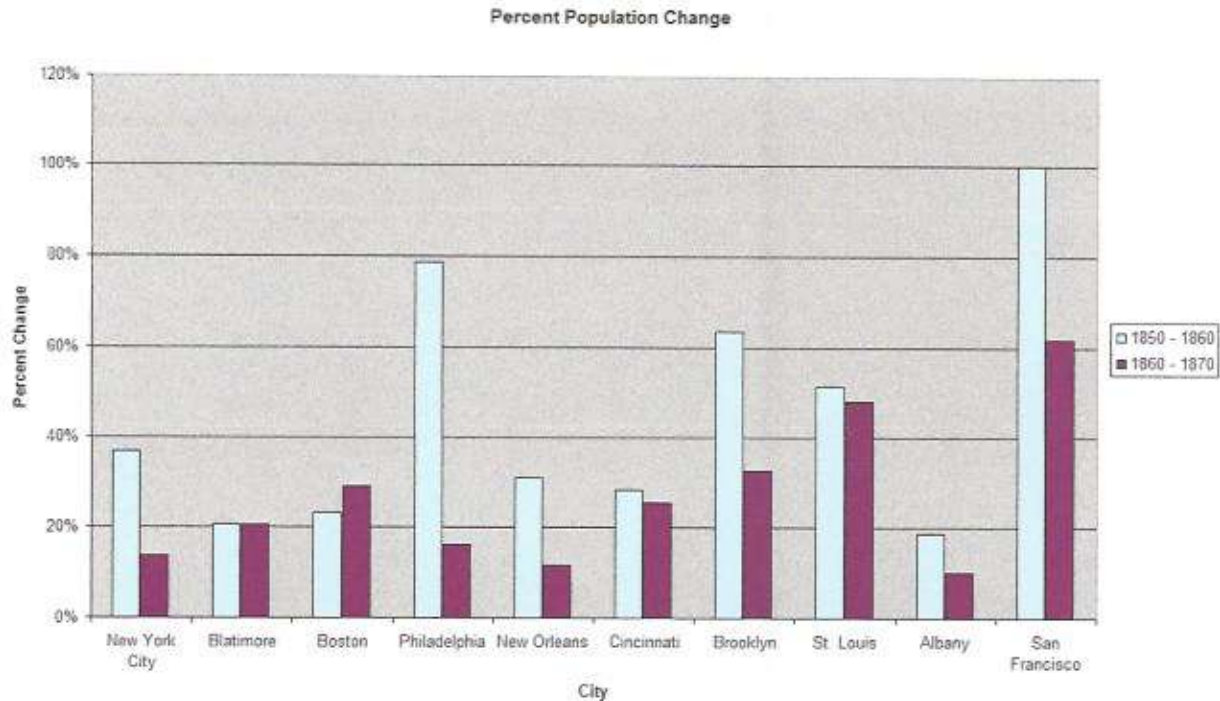
AT THIS STATION, YOU WILL BE READING AND INTERPRETING DATA THROUGH A BAR GRAPH. BAR GRAPHS ARE USEFUL TO COMPARE TWO SETS OF DATA. THE DIFFERENCE IN THE BARS GIVES US A QUICK SNAPSHOT THAT ALLOWS US TO DRAW SOME CONCLUSIONS. IN YOUR JOURNALS, PLEASE WRITE “STATION 2—BAR GRAPHING.” THEN WRITE THE STEPS FOR ANALYZING MATERIAL IN A GRAPH.

- 1. LOOK AT THE TITLE BECAUSE THAT TELLS YOU WHAT THE BAR IS ABOUT.**
- 2. LOOK AT THE X AND Y AXIS LABELS SO THAT YOU KNOW WHAT DATA YOU SHOULD BE FOCUSED ON, AND OFTEN, HOW THAT DATA IS MEASURED (ex. In thousands, millions, years, etc.).**
- 3. LOOK AT THE KEY SO YOU KNOW WHAT COLORS MEAN. THIS IS PARTICULARLY IMPORTANT WHERE, AS HERE, THERE ARE TWO BARS, WHICH MEANS THAT THERE ARE TWO COLUMNS OF DATA.**
- 4. READ THE QUESTIONS CAREFULLY SO THAT YOU ARE RESPONDING TO THE QUESTION THAT IS ASKED.**

AT THIS STATION, YOUR NOTES ABOUT BAR GRAPHS MUST BE IN YOUR JOURNALS, BUT YOUR RESPONSES TO THE QUESTIONS WILL BE ON THE SHEET ITSELF. PUT THE SHEET IN YOUR JOURNAL WHEN YOU HAVE COMPLETED THE WORK OR ARE MOVING TO ANOTHER STATION.

Name: _____

Directions: Use the graph below to answer the questions. [Please note: The word Baltimore is misspelled on the graph.]



Source: <http://webinquiry.org/examples/goldrush2/index.htm>

1. Which city had the largest percent population change in 1850-1860?

- a. St. Louis
- b. Boston
- c. Philadelphia
- d. San Francisco

2. Which city had the smallest percent population change from 1860-1870?

- a. Albany
- b. New Orleans
- c. New York City
- d. Baltimore

3. Which city had the largest percent population change from 1850-1860 to 1860-1870?

- a. Brooklyn**
- b. San Francisco**
- c. Philadelphia**
- d. New York City**

4. Which city's percent population change stayed virtually the same from 1850-1860 to 1860-1870?

- a. Cincinnati**
- b. Boston**
- c. Baltimore**
- d. St. Louis**

5. Which city's percent population change increased from 1850-1860 to 1860-1870?

- a. St. Louis**
- b. New York City**
- c. New Orleans**
- d. Boston**

6. Which cities had a percent population change of less than twenty percent in 1860-1870?

- a. Albany, Brooklyn, St. Louis and New York City**
- b. New Orleans, Albany, Cincinnati and Baltimore**
- c. Philadelphia, San Francisco, New York City and St. Louis**
- d. Albany, New Orleans, Philadelphia and New York City**

7. Which cities had a percent population change of more than sixty percent in 1850-1860?

- a. Philadelphia, Brooklyn and San Francisco**
- b. Albany, Brooklyn and New York City**
- c. St. Louis, Cincinnati and New Orleans**
- d. Boston, Philadelphia and New York City**

8. Which city had the smallest percent population change in both 1850-1860 and in 1860-1870?

- a. Baltimore**
- b. Albany**
- c. New Orleans**
- d. Boston**

STATION 3

AT THIS STATION, YOU WILL BE ACCESSING A WEEBLY ON WESTWARD EXPANSION. THE ADDRESS FOR THE WEEBLY IS <http://mrsgengarowestwardexpansion.weebly.com>. YOU ARE TO WATCH THE VIDEO AND ANSWER THE QUESTIONS THAT ACCOMPANY THE VIDEO. THE ANSWERS MUST BE IN YOUR JOURNALS. AFTER YOU HAVE WATCHED THE VIDEO AND ANSWERED THE QUESTIONS ABOUT THE VIDEO, YOU NEED TO WRITE A RESPONSE TO A CONSTRUCTED RESPONSE QUESTION: WOULD YOU HAVE MOVED TO THE WEST IN THE LATE 1800S?

TO ANSWER THIS QUESTION, YOU CAN USE THE MEAL STRATEGY.

M = MAIN IDEA OR THESIS

E = EVIDENCE FROM THE TEXT (IN THIS CASE THE VIDEO)

A = ANALYZE THE EVIDENCE

L = LINK THE ANALYSIS TO YOUR THESIS OR MAIN IDEA

REMEMBER: YOUR TASK HERE IS TO RESPOND TO A QUESTION SO THIS TYPE OF RESPONSE SHOULD NOT BEGIN WITH A QUESTION.

Name: _____

Questions about Video on Westward Expansion

- 1. Who lived to the west of the Mississippi River in the 1850s?**
- 2. Who were the first to move to the Western Frontier?**
- 3. Individuals stripped the land of _____, and underground mining was then carried out by _____.**
- 4. How did miners lay the foundations for permanent communities?**
- 5. What was the Homestead Act? What did it give people? What did people have to do to get the land?**
- 6. Where were cattle located and how were they identified?**
- 7. Why was it so difficult to live in the West?**
- 8. Why did cattlemen leave the West or leave their jobs as cattlemen?**

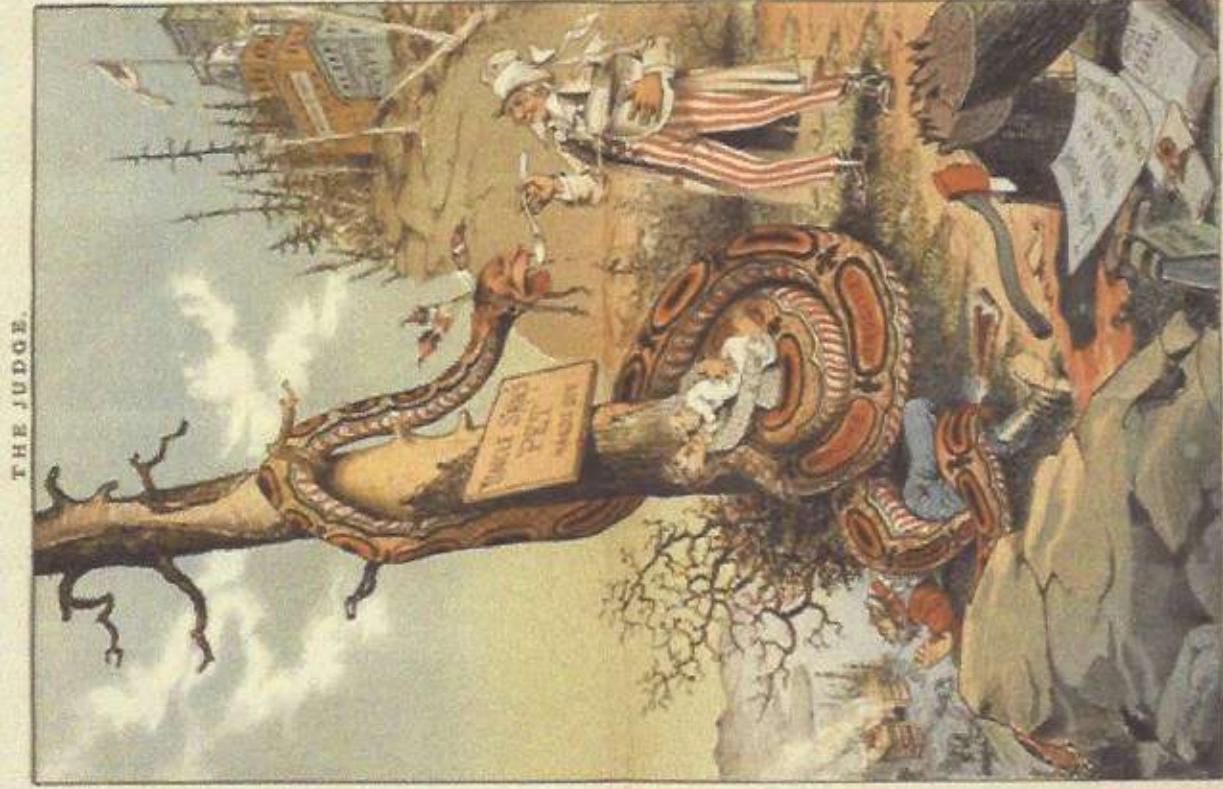
STATION 4

AT THIS STATION, YOU WILL BE ANALYZING A POLITICAL CARTOON. IN YOUR SOCIAL STUDIES FOLDER, YOU HAVE YOUR POLITICAL CARTOON ANALYSIS SHEET. PLEASE TAKE THAT OUT AND TAKE ONE COPY OF THE POLITICAL CARTOON THAT IS IN THE FOLDER AT THIS STATION. LOOK AT THE POLITICAL CARTOON AND IN YOUR JOURNAL, WRITE "STATION 4—POLITICAL CARTOON ANALYSIS." THEN LOOK AT THE 5 TECHNIQUES THAT CARTOONISTS USE AND WRITE IN YOUR JOURNALS ABOUT EACH TECHNIQUE YOU SEE IN THIS CARTOON.

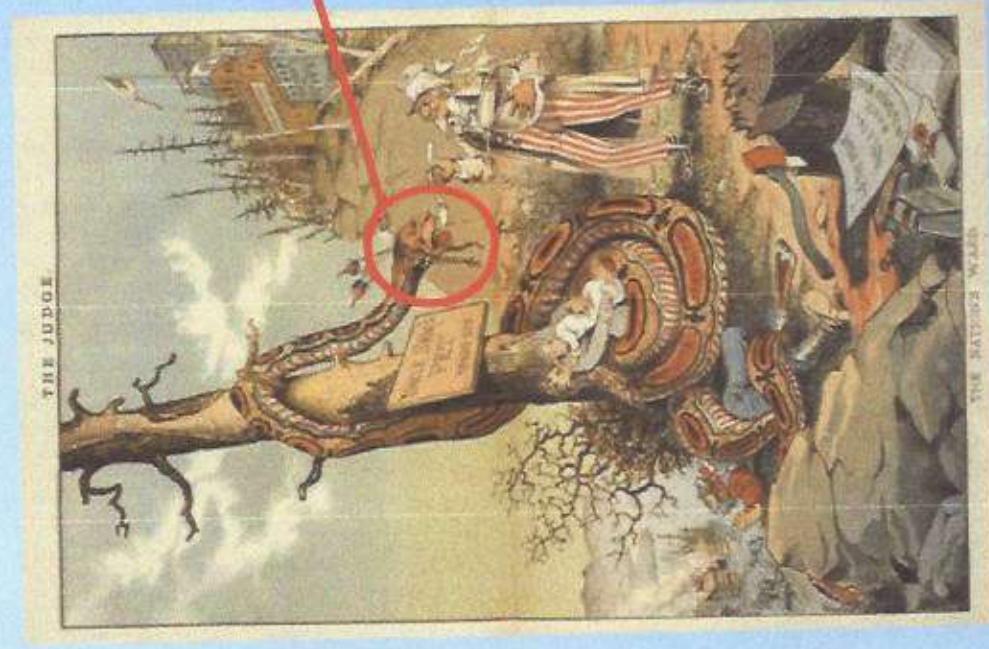
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HERE ARE QUESTIONS ABOUT THE CARTOON ON EACH OF THE PAGES. PLEASE RESPOND TO THESE QUESTIONS ON THE SEPARATE PAPER THAT IS IN THE SECOND FOLDER AT THIS STATION. DO NOT WRITE ON THE CARTOON ITSELF BECAUSE ALL STUDENTS ARE USING THE SAME 4 COPIES. WRITE YOUR RESPONSES ON THE PAPER PROVIDED.

Native Americans



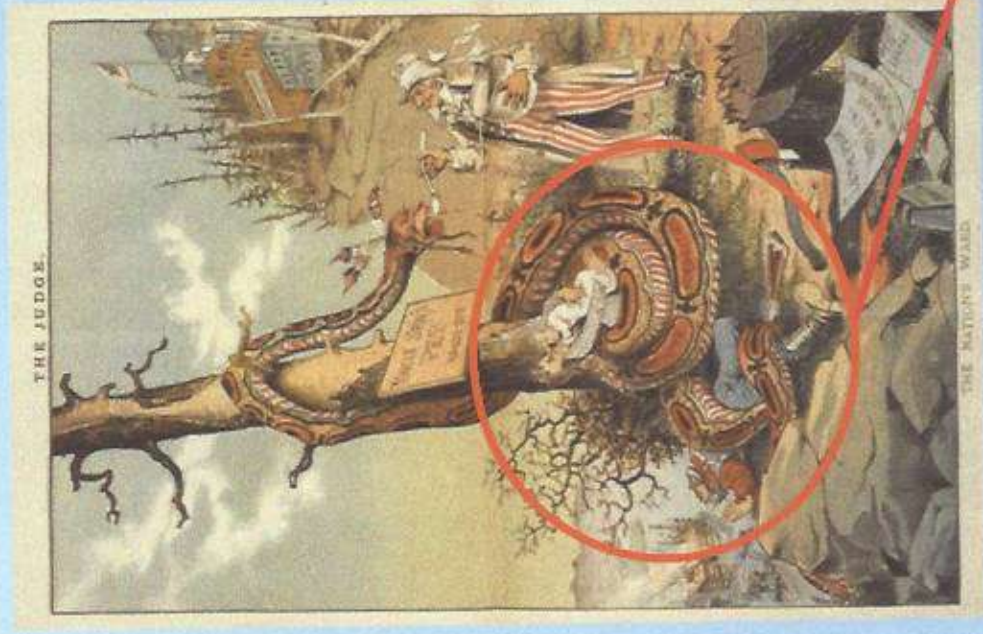
Analyzing Visual Primary Sources



- Who does the snake represent in this political cartoon? How can you tell?
- Why do you think the cartoonist chose a snake for this representation?

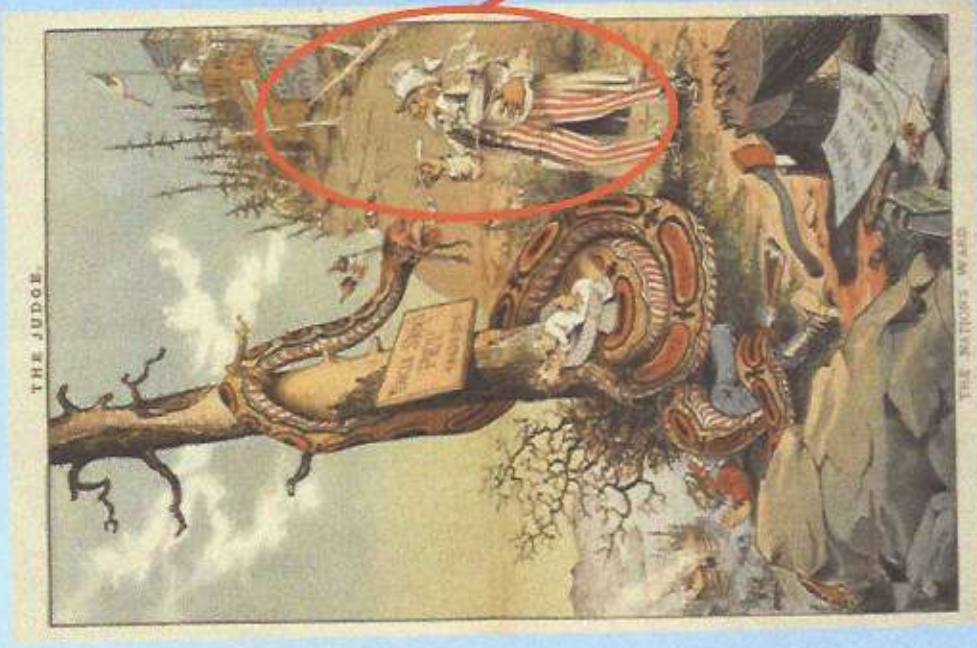
Analyzing Visual Primary Sources

- Who is in the snake's grasp? What is the snake doing?
- What is the meaning of this representation? (Hint: what do the words on the snake's body say?)



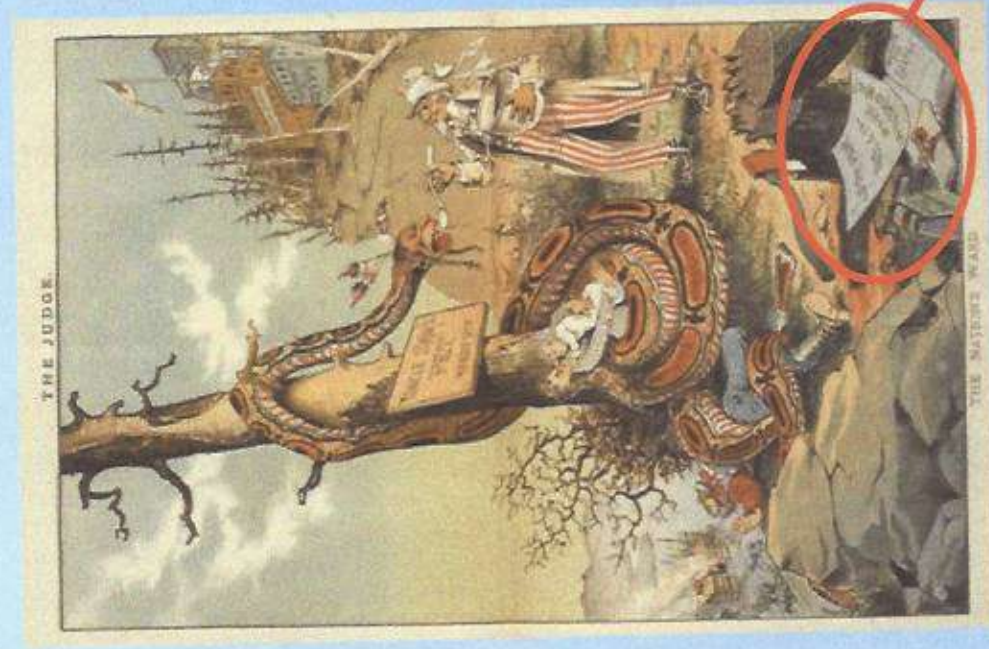
Analyzing Visual Primary Sources

- Who is this? What is he doing?
- What is his relationship to the Native American/ snake? (Hint: look at the sign on the tree.)
- What do you think his actions represent?



Analyzing Visual Primary Sources

- What does this piece of paper say?
- What does the book next to it say?
- Why do you think the cartoonist included these in the picture?



Analyzing Visual Primary Sources

This cartoon is titled
“The Nation’s Ward.”

- What does this mean?
- Why do you think the cartoonist drew this cartoon? What message was the artist trying to convey?



Name: _____

Political Cartoon Analysis—Westward Expansion

Directions: in responding to these questions, make sure you are looking at the packet pictures, which are enlargements of the cartoon below.



Source: [www.socialstudies.com/thenation's ward](http://www.socialstudies.com/thenation's%20ward)

1. Who does the snake represent in this political cartoon? How can you tell?

2. Why do you think the cartoonist chose a snake for this representation?

3. Who is in the snake's grasp? What is the snake doing?

4. What is the meaning of this representation? [Hint: What do the words on the snake's body say?]

5. Who is the man in the hat? What is he doing?

6. What is this man's relationship to the Native American/snake? [Hint: Look at the sign on the tree.]

7. What do you think this man's actions represent?

8. What does the piece of paper in the right corner of the cartoon say?

9. What do the books next to this piece of paper say?

10. Why do you think the cartoonist included these in the picture?

11. This cartoon is titled "The Nation's Ward." What does this mean and what message was the cartoonist trying to convey?

STATION 5

Directions: For this task, you must read the information below and then take a packet from the folder. You may write on the packet to highlight, underline and take notes. The answers to the questions should be written on the sheets as well. After you have answered the questions about the documents, you must write a new textbook account of the Battle of the Little Bighorn, drawing from information included in at least one of the primary documents, in your journals.

In the decades following the Civil War, the United States engaged in a number of conflicts with Native American tribes living west of the Mississippi. Some historians refer to these conflicts as “The Indian Wars.”

•The primary issue of the Indian Wars was land. The United States government made several treaties with Native American tribes to define Indian lands. However, as ever increasing numbers of Americans moved through, and sometimes settled on, Native American territory, these treaties were often ignored or broken by the government.

•Native Americans fought the United States for decades. They were ultimately overwhelmed by the superior numbers and weapons technology of the United States Army. Though on several occasions Native Americans defeated American troops in individual battles. One of the most famous of those Native American victories occurred at the Battle of Little Bighorn in Montana.

•On June 25, 1876 Civil War veteran George Custer attacked over 2000 Sioux and Cheyenne warriors with a few hundred men; Custer and his men were overwhelmed and everyone of them were killed.

Task: Today you are going to look at three different documents related to the Battle of the Little Bighorn: a textbook version of the battle; a letter to the President from the Secretary of War a month after the battle; and the recollections of a Native American woman about the battle from 1922. Your job is to analyze these sources and draw evidence from them in order to rewrite the textbook version of the events. Later this month, you will be using the documents in an argumentative essay in response to the question:

Who was responsible for the Battle of the Little Bighorn?

Source: A. Reisman and B. Fogo: Stanford History Education Group Reading Like a Historian The Battle of the Little Bighorn Lesson

Name _____

Textbook

Battle of Little Bighorn

For years the Lakota Sioux conducted raids against white settlers who had moved into Sioux lands. In response, the U.S. government ordered all Lakota Sioux to return to their reservation by January 31, 1876. They refused. The situation was turned over to the military.

About 2,000 Sioux, Cheyenne, and Arapaho gathered near the Little Bighorn River. The leader of the Sioux, **Sitting Bull**, conducted a ceremonial sun dance. He reportedly had a vision of a great victory over soldiers.

The brash leader of the U.S. Army troops, Lieutenant Colonel **George Armstrong Custer**, predicted victory as well. On June 25, 1876, Custer led his troops into a headlong attack against superior numbers. Custer and his troops were quickly encircled and slaughtered. The **Battle of Little Bighorn** was a tremendous victory for the Sioux—but a temporary one. Now the U.S. government was even more determined to put down the Indian threat to settlers.

Source: *American Anthem*, Holt, Rinehart, & Winston, 2006, p. 441.

Guiding Questions:

1. According to the textbook, what caused conflict between the Lakota Sioux and the U.S. government?
2. Who started the Battle of Little Bighorn?
3. Why did Custer lose?
4. Do you think this account is an accurate description of the Battle of Little Bighorn? Why or Why not?

Document A: Cameron Report (Modified)

To the PRESIDENT:

Washington, July 8, 1876

There have been certain wild and hostile bands of Sioux Indians in Dakota and Montana. I refer to Sitting Bull's band and other bands of the Sioux Nation. These Indians continue to rove at pleasure, attacking scattered settlements, stealing horses and cattle, and murdering peaceful settlers and travelers.

The present military operations are not against the Sioux Nation at all, but against certain hostile parts of it that defy the Government. No part of these operations are on or near the Sioux reservation. The accidental discovery of gold on the western border of the Sioux reservation, and the settlement of our people there, have not caused this war. The young Indian warriors love war, and frequently leave the reservation to go on the hunt, or warpath. The object of these military operations was in the interest of the peaceful people of the Sioux Nation, and not one of these peaceful Indians have been bothered by the military authorities.

Very respectfully,
J. D. CAMERON, Secretary of War

Source: The President of the United States asked the Secretary of War, J.D. Cameron, for a report of the military actions leading up to the Battle of Little Bighorn.

Document B: Kate Bighead Interview (Modified)

Little Big Horn was not the first meeting between the Cheyennes and Long Hair [General Custer]. Early in the winter of 1868 Long Hair and the Seventh Cavalry attacked our camp on the Washita River killing Chief Black Kettle and his band, burning their tipis and destroying all their food and belongings. In the spring Long Hair promised peace and moved the Cheyenne to a reservation. When gold was discovered white people came and the Indians were moved again. My brothers and I left for the open plains where our band of Cheyenne was again attacked by white soldiers in the winter of 1875. We were forced to seek help from a tribe of Sioux. We joined Sitting Bull and the Sioux and decided to travel and hunt together as one strong group. As conditions on the reservations became worse more and more Indians moved west joining our group. Six tribes lived peacefully for several months, hunting buffalo, curing the meat for the winter months, and tanning buffalo hides. In the early summer, 1876 we set up camp near Little Big Horn River. Soldiers were spotted by some hunters to the south of the camp. . .

Source: Kate Bighead, a Cheyenne Indian, told this story to Dr. Thomas Marquis in 1922. Dr. Marquis was a doctor and historian of the Battle of Little Bighorn in the 1920s. He interviewed and photographed Cheyenne Indians.

Battle of Little Bighorn Guiding Questions

Name _____

Cameron Report

- 1) **Sourcing:** Who wrote this report? What was his purpose? When was it written?
- 2) **Contextualization:** According to this document, what was the cause of conflict between Indians of the Sioux nation and the U.S. Government?
- 3) **Contextualization:** Why would Cameron write: *"The accidental discovery of gold on the western border of the Sioux reservation, and the settlement of our people there, have not caused this war?"*
- 4) **Close Reading:** How does Cameron describe the Sioux Indians who he believes are attacking white settlements?
- 5) **Corroboration:** What are the similarities and differences between this report and the textbook?

Kate Bighead Interview

- 1) **Sourcing:** What type of document is this? When was it written? Why was it written?
- 2) **Contextualization:** According to Kate Bighead, what caused the conflict between the U.S. government and Native American tribes?
- 3) **Corroboration:** What are two differences between Bighead's account and the Cameron report?
- 4) **Corroboration:** Which of the 2 documents – the Cameron report or the Kate Bighead interview – do you think is most trustworthy? Why?

STATION 6

AT THIS STATION, YOU WILL BE ANALYZING MAPS AND RESPONDING TO QUESTIONS ABOUT MAPS. THE FIRST THING YOU NEED TO DO IS WRITE “STATION 6—MAPS” IN YOUR JOURNAL. THEN YOU NEED TO WATCH THE BrainPOP VIDEO ON MAPS AND TAKE NOTES IN YOUR JOURNAL ABOUT THE VIDEO.

<https://www.brainpop.com/socialstudies/geography/mapskills/>

USER NAME:

PASSWORD:

NEXT YOU WILL NEED TO TAKE A COPY OF THE MAP SKILLS EXERCISE FROM THE FOLDER ON THE TABLE. WRITE YOUR NAME ON THE COPY AND LOOK CAREFULLY AT THE MAP, ITS TITLE, THE KEY OR LEGEND AND THE COMPASS ROSE. THEN, ANALYZE THE MAP BY ANSWERING THE QUESTIONS. BE SURE TO PUT THE MAP SKILLS HANDOUT IN YOUR JOURNALS WHEN YOU HAVE FINISHED AT THIS STATION.

Maps

Parts of a map:

title (what the map is about)

key/legend (what colors or symbols on a map mean)

compass rose (shows direction)

scale (shows distance)

Different types of maps:

-Physical (shows mountains, hills, plains, rivers, lakes, oceans and other physical features of an area; ex. CA pp. A6-7, A10, A22-23, A32)

-Political (shows things like countries, states, provinces, counties, districts and towns; each different unit is normally shaded a different color or represented by a symbol or shown with a different color; ex. CA pp. A4-5, S20, A10, A20-21)

-Historical (shows things like economic activity, migrations, battles and changing national boundaries (ex. CA pp. 2-3, S22, S23, 11, 63)

-Show BrainPop movie about the parts of the map

<http://www.brainpop.com/socialstudies/geography/mapskills/>

-Have students take notes and take the quiz as a class.

Name: _____ Date: _____

Using the exhibit, choose the letter of the best answer. (4 points each)



- ____ 1. What river do three cattle trails cross?
- A. the Mississippi River
 - B. the Red River
 - C. the Rio Grande
 - D. all of the above
- ____ 2. In what state do all four cattle trails originate?
- A. Colorado
 - B. Kansas
 - C. Texas
 - D. Missouri
- ____ 3. Which cities were on the Goodnight-Loving Trail?
- A. Abilene, Kansas City, and Ogallala
 - B. Pueblo, Denver, and Cheyenne
 - C. Kansas City, St. Louis, and Dodge City
 - D. Pueblo, Dodge City, and Topeka
- ____ 4. Which cities were on the Western Trail?
- A. Dodge City and Ogallala
 - B. Wichita and Abilene
 - C. Kansas City and San Antonio
 - D. Cheyenne and Pueblo

- ____ 5. Which trail connected Wichita and Abilene?
- A. Shawnee Trail
 - B. Chisholm Trail
 - C. Western Trail
 - D. Goodnight-Loving Trail
- ____ 6. Which of the following cities was linked by railroad to Pueblo and Denver?
- A. Omaha
 - B. Cheyenne
 - C. Kansas City
 - D. Chicago
- ____ 7. Why did all four cattle trails head north from Texas?
- A. Cattle gained weight as they headed north and ate prairie grass.
 - B. Ranchers sent cattle to be sold in cities with access to railroads.
 - C. It was too dangerous to take cattle across the Rio Grande.
 - D. All of the above are true.
- ____ 8. Why were railroads built linking the East and the West?
- A. Cattle raised in the West could be shipped to eastern markets.
 - B. The railroad did not want to compete with the cattle trails.
 - C. There were geographic obstacles between the North and South.
 - D. All of the above are true.
- ____ 9. How far would cowhands on the Shawnee Trail have to travel between the Red River and Kansas City?
- A. about 175 miles
 - B. about 275 miles
 - C. about 375 miles
 - D. about 475 miles
- ____ 10. Why might a rancher continue on the Goodnight-Loving Trail north of Denver?
- A. to avoid Indian Territory
 - B. to reach Nebraska by a shorter route
 - C. to ship to Kansas City
 - D. to ship to Chicago rather than St. Louis
- ____ 11. What was the shortest distance from the Red River to Dodge City?
- A. about 150 miles
 - B. about 200 miles
 - C. about 300 miles
 - D. about 400 miles
- ____ 12. Which trail would offer the best chance to get new supplies?
- A. the Shawnee Trail
 - B. the Chisholm Trail
 - C. the Goodnight-Loving Trail
 - D. all of the above

- ____ 13. What geographic advantage did the Goodnight-Loving Trail have?
- A. It was the only trail that crossed the New Mexico Territory.
 - B. It was the only trail that crossed through Colorado.
 - C. It connected with three railroad hubs.
 - D. All of the above are true.
- ____ 14. Why was Chicago a good location for meat processing?
- A. It was connected by rail directly to St. Louis, Denver, and Wichita.
 - B. It was a lake port located at the eastern end of railroad lines.
 - C. People used Lake Michigan to run generators to power refrigerators.
 - D. The cattle were tired and easy to handle after the long trail.
- ____ 15. Judging from the map, why did Kansas City become a bigger meat-processing center than Denver?
- A. Denver was at the western end of a railroad line, while Kansas City lay closer to population centers where processed meat would be sold.
 - B. The Shawnee Trail crossed less rugged terrain than did the Goodnight-Loving Trail.
 - C. Cattle on the Shawnee Trail were safer than cattle on the Goodnight-Loving Trail, due to the nearness of other trails.
 - D. Cowhands preferred the Shawnee Trail to the Goodnight-Loving Trail, as they could stop at the Red River to drink.