

III. Westward Expansion



Items in bold relate specifically to the content in Grade 2. In discussions, use milestones in U.S. history as points of reference, that is, something happened before or after the Civil War.

1600s	Coastal plain as the first frontier
mid-1700s	Frontier at the Appalachian Mountains
1775–1783	American Revolution
1803	Louisiana Purchase
1804–1806	Lewis and Clark
1807	Fulton's steamship sails up the Hudson River
1812–1814	War of 1812
1817–1825	Erie Canal built
1821	Sequoyah devises the Cherokee alphabet
1825–1850s	Canal Era
1830	Frontier beyond the Rockies
1835–1850	First railroads built in Northeast and Southeast
1838	Trail of Tears
1840s–1860s	Oregon Trail
1840s–1850s	Frontier moves to Southwest and Far West
1846–1848	Mexican War
1860	Pony Express
1861–1865	Civil War
1869	Transcontinental railroad
1890	Massacre at Wounded Knee, end of Native American fighting Frontier officially closed

The Big Idea

The development of major transportation systems accelerated westward expansion and contributed to the demise of Native American ways of life.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with Kindergarten

- Native American Peoples, Past and Present

Grade 1

- the location of the Appalachian and Rocky Mountains, and the Mississippi River
- the colonial exploration and settlement of the 13 English colonies
- the early exploration of the American West
 - Daniel Boone and the Wilderness Road
 - the Louisiana Purchase and its exploration by Lewis and Clark, Sacajawea

What Students Need to Learn

- **Pioneers Head West**

- **New means of travel: Robert Fulton, invention of the steamboat; Erie Canal; transcontinental railroad**
- **Routes west: wagon trains on the Oregon Trail**
- **The Pony Express**

- **Native Americans**

- **Sequoyah and the Cherokee alphabet**
- **Forced removal to reservations: the “Trail of Tears”**
- **Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”)**
- **Effects of near extermination of the buffalo on the Plains Native Americans**

What Students Will Learn in Future Grades

In future grades, students will review and extend their learning about westward expansion.

Grade 5

- the geography of the shifting Western frontier
- the exploration of the West in the early 1800s and the trails west
- the increase in westward migration after the Civil War
- Native American resistance from the 1790s to 1890

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Text Resources

59 *The Oregon Trail*

60 *Trail of Tears*

Materials

Instructional Masters 18–20, 51

T-Chart, p. 178

Expanding the West, p. 179

Pioneers Head West, p. 182

Going West, p. 184

overhead projector, p. 179

rulers, p. 181

masking tape, p. 181

brown butcher paper, p. 185

**pieces of white 8½ x 11
paper, p. 185**

chart paper, p. 186

Vocabulary

Student/Teacher Vocabulary

Canal Era: a time period in which a network of canals was built, especially in the Northeast (S)

frontier: an imaginary line between settled and unsettled land (S)

“iron horse”: a nickname for the first trains (S)

transcontinental railroad: a railway that ran across the entire continental United States (S)

Domain Vocabulary

Travel and associated words:

the West, wilderness, shifting line, mountains, river valleys, forests, passengers, freight, downstream, canoes, rafts, flatbed boats, wet, rocky, shallows, rapids, dangerous, overland, walk, trudge, wagons, bounce, jounce, pack animals, dirt roads, mountain trails, paths, muddy, dry, dusty, quagmires, treacherous, ruts, rutted, James Watt, steam engine, Robert Fulton, steamboat, *Clermont*, Hudson River, New York City, Albany, Mississippi River, navigate, steam, upstream, downstream, comfortable, DeWitt Clinton, Great Lakes, Erie Canal, Atlantic Ocean, Lake Erie, faster, reliable, dependable, cheaper, less dangerous, railroads, iron rails, laying track, railroad network, rail system, convenient, comfortable, cheap, Baltimore and Ohio Railroad, Omaha, Nebraska, San Francisco, Union Pacific, Irish immigrants, rolling plains, Rocky Mountains, Central Pacific, Chinese immigrants, rugged, gorges, desert, Promontory Point, Utah, regional railroads, prairie schooner, small, four-wheeled, canvas top, wooden body, light, compact, sturdy, home on wheels, all families' belongings, oxen, strong, hardy, St. Joseph, Missouri, Council Bluffs, Iowa, Oregon Territory, California, Independence, Oregon Trail, California Trail, Humboldt River, Santa Fe Trail, Independence, Missouri, Santa Fe, Spanish, plains, wagon train, walk, trudge, alternate ride, ford rivers, rafts, climb, stumble, broken wheels, broken axles, hard, hard work, cook, gather firewood, clean up, shoot dinner, Native Americans, friendly, helpful, paid, Pony Express, speed, mail delivery, St. Joseph, Missouri, Sacramento, station, fresh horse, change horses, leather saddlebags, slung, saddle, hurry, breathless, hustle

Native Americans and associated words:

Sequoyah, Cherokee, oral language, word of mouth, hand down, syllabary, representations, signs, written characters, syllables, alphabet, 85, Trail of Tears, Five Civilized Tribes (nations), Choctaw, Chickasaw, Creek, Seminole, European-American ways, Southeast, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Florida, Andrew Jackson, president, Indian Removal Act, Indian Territory, Oklahoma, lawsuits, courts, appeals, Supreme Court, upheld, ignored, trek, journey, heartbreaking, heartless, cruel, inhumane, torturous, freezing cold, snowy, dying, deaths, decimated, buffalo, hide, American bison, almost extinct, killed, hunting, gun, shoot, Homestead Act of 1862, Plains Native Americans, northern Plains, southern Plains, way of life, food, clothing, shelter, Indian Appropriation Act of 1871, nonrecognition, sovereign nations, separate nations, treaty, honor, false promise, hollow promise, reservations, isolate, Bureau of Indian Affairs, farmers, allotments of food and clothing, sustain, survive, survival, corruption, steal, greed, resell, Dawes Act of 1887, breakup, give, land parcels, assimilate, adapt, pioneer, settler, horse, rider, telegraph, stage, rail, station, immigrant

In the Text Resources for this section, words are bolded that should be included as part of Domain Vocabulary.



Cross-curricular Connections

Language Arts

Fiction

- American Tall Tales
- “Paul Bunyan”
 - “Johnny Appleseed”
 - “John Henry”
 - “Casey Jones”
 - “Pecos Bill”

Visual Arts

Kinds of Pictures: Landscapes

- Thomas Cole, *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow* (depiction of the “New World”)

Music

Songs

- “Casey Jones”
- “The Erie Canal”
- “Good-Bye, Old Paint”
- “John Henry”
- “Buffalo Gals”
- “Clementine”
- “Home on the Range”
- “I’ve Been Working on the Railroad”

At a Glance

The most important ideas for you are:

- The frontier shifted west and southwest as the country grew.
- Population pressure and ambition sent people west.
- The invention and application of a practical steam engine to power the steamboat began the transportation revolution.
- The Canal Era was short-lived but created an important interstate transportation network, especially in the Northeast.
- Railroads replaced canals and eventually linked many parts of the country.
- People went west by wagon train, using many routes including the Oregon Trail.
- Thousands of Cherokee died on the “Trail of Tears.”
- The transcontinental railroad, the influx of settlers onto the plains, and the resulting near extermination of buffalo displaced Plains Native Americans.

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Teaching Idea

Using Instructional Master 51, *T-Chart*, talk with children about how people travel today and compare these modes of transportation with how people traveled before there were planes, trains, and cars. Children will probably talk about boats, wagons, horses, and walking. Discuss the pros and cons of each mode.

Name _____ Date _____

T—Chart

Topic:	Topic:

Directions: Use this chart when you are comparing two topics. This chart can be done as a precursor to a Venn diagram.
Master 51

Grade 2 Teacher Material

Use Instructional Master 51.

Teaching Idea

As a way of introducing this section, you may wish to review what children should have learned about Daniel Boone and Lewis and Clark in Grade 1.

What Teachers Need to Know

Background: Setting the Stage

The frontier shifted as the country moved west and southwest, but it was not a steady progression across the country. The Far West was settled before the middle of the country, because people mistakenly considered the interior of the country to be the Great American Desert.

The Louisiana Purchase opened up an area west of the Mississippi River, as far as the British territory of Oregon in the Northwest and the Spanish lands in the Far West. The United States acquired the Oregon Territory (Oregon and Washington) as a result of a treaty with the British in 1846. It was not until the Mexican War (1846–1848) that the Spanish lands in the West became U.S. territories and then states. The former Spanish-held area of Texas also joined the Union.

What prompted people to leave settled areas to live in the wilderness? Both native-born Americans and immigrants, who came in greater numbers after 1820, wanted to better themselves. The coastal plain was becoming crowded, and there was little land left to buy and few jobs. To own land and to make a living, people were forced to move to less-settled areas.

The settlement of the Great Plains—the area between the Mississippi River and the Rocky Mountains—did not take place to any great degree until after the Civil War, when the Homestead Act encouraged people to settle there and the railroads provided easy, cheap transportation. The government gave 160 acres of land to any citizen or immigrant who was willing to farm it for five years. Before then, people bypassed the Great Plains in favor of the fertile Northwest or were lured to California by the get-rich-quick tales of the Gold Rush.

In 1890, the U.S. census declared the frontier closed. All areas were either states or organized as territories on their way to statehood. Between 1864 and 1912, 13 states were admitted to the Union, making the contiguous United States complete.

A. Pioneers Head West

New Means of Travel

The first white settlers to move into the land beyond the mountains traveled either down the rivers or overland through the valleys and gaps between mountains. Going downstream on the rivers was the easiest way to travel, and people used canoes, rafts, and flatbed boats to carry passengers and freight. Going upstream against the current was another matter: it could be done, but it was difficult and slow. A crew of men used long poles to push against the riverbed and propel the boat upstream. Overland, people used wagons and pack animals on dirt roads and mountain trails, both of which were little more than tracks that became muddy quagmires in the rainy season and treacherous ruts in the winter.

The transportation revolution of the early 1800s soon changed these means of travel and greatly spurred the movement of people inland.



Steamboats

In the 1760s, James Watt of Scotland had invented the first practical steam engine. In 1807, Robert Fulton used Watt's steam engine to power his boat, the *Clermont*, up the Hudson River from New York to Albany, making the trip in 32 hours. (It would have taken a sailing boat about four days, depending on winds and tides.) Soon, Fulton ran the first commercially successful steamboat company. By 1811, the steamboat *New Orleans* was plying up and down the Mississippi, carrying passengers and freight. Not only were steamboats fast and large, so they could carry many passengers and much cargo, but also they could easily navigate upstream against the current.

Erie Canal

The steamboat began the transportation revolution, but without canals, the network of inland waterways would have been incomplete. Canals were built to connect two bodies of water, e.g., a river and a lake, or two rivers. Often canals were named for the bodies of water they were meant to connect. For example, the Chesapeake and Ohio Canal in the Mid-Atlantic region was intended to connect the Chesapeake Bay with the Ohio River. The Canal Era lasted from about 1825 to the 1850s, when the boom in railroad building began and interest in canals began to decline.

The most famous canal built during the canal age was the Erie Canal in New York. In 1817, when DeWitt Clinton (governor of New York) proposed a canal linking the Hudson River near Albany with the Great Lakes, a natural route to the West, his critics mocked him and called the canal itself "Clinton's big ditch." But Clinton believed in the project. Work began in 1817 and was not completed until 1825. Irish immigrants fleeing a potato famine in their own country did much of the hard work.

The Erie Canal was, in fact, a big ditch—a ditch that stretched 363 miles. The original canal was about four feet deep and forty feet wide. Flat-bottomed boats carrying 30 tons of cargo could be towed down the canal by mules and horses, who walked on a tow path on the embankment beside the canal. Sometimes the canal passed under low bridges and the people on the boats had to duck down, or even lie down, to get under the bridges.

The canal also included more than 80 locks. A lock is a device for moving a boat up or down, to deal with an increase or decrease in elevation. (See illustration to the right.) Imagine a flatboat being towed upstream. With the upstream gate closed, the horses and mules would tow the boat into the lock through the downstream gate. Then the tow ropes would be disconnected and the downstream gate would be closed. Sluice gates would be opened in the upstream gate to allow water from upstream to flow into the lock. The boat would rise as the water flowed in. When the water in the canal had raised the boat to the proper level and "topped off," the sluice gates would be closed, and the upstream gate opened. Then the tow rope would be reconnected and the mules would be given a nudge. The boat would glide off along the canal—now at a slightly higher elevation.

When the Erie Canal opened in 1825, it joined the Hudson River to Lake Erie. (Governor Clinton marked the opening by pouring a bucket of water from the Great Lakes into the Hudson River.) The canal meant that products and people

Teaching Idea

Make an overhead from Instructional Master 18, *Expanding the West*, and use it to help children understand how the Erie Canal, the Oregon Trail, and the transcontinental railroad helped to connect different parts of the country. Explain that these innovations took place over a long span of time (1817–1869).

Name _____ Date _____

Expanding the West

Study the map. Then use it to answer the questions below.

1. What waterway was built to connect the Hudson River and the Great Lakes?
Erie Canal

2. Where did the Oregon Trail begin?
Independence, Missouri

3. In 1869, what method of travel connected Omaha and San Francisco?
transcontinental railroad

Purpose: To read and interpret a U.S. map relating to American westward expansion.
Master 18 Grade 2: History & Geography

Use Instructional Master 18.



Erie Canal
(showing a series of locks)

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Cross-curricular Teaching Idea

Introduce to children the song “The Erie Canal,” from the *Sequence*. It begins “I’ve got a mule—Her name is Sal—Fifteen years on the Erie Canal.” The song describes a trip along the Erie Canal.

Teaching Idea

Read *The Amazing Impossible Erie Canal* to children. (See More Resources.) Have them make a sequence book by drawing pictures of a journey along the canal. Alternatively, you could have each child take a scene along the canal and make a mural of the journey.

Cross-curricular Teaching Idea

This is a good opportunity to introduce the songs about railroads from the *Sequence*: “Casey Jones,” “I’ve Been Working on the Railroad,” and “John Henry.”

Teaching Idea

Work with children to build a time line for westward expansion. As you discuss new inventions and events, add them to your time line.

could be moved from the Atlantic Ocean, up the Hudson River, across the Erie Canal, to Lake Erie, into the Great Lakes region, and beyond. Besides speeding people and goods west, the canal helped New York City dominate other eastern seaboard ports, such as Philadelphia, Baltimore, and Boston, which lacked direct links to the West. The canal also dramatically cut the cost of goods, for example, from \$100 a ton to \$10 a ton between New York City and Buffalo. Governor Clinton had proved to be correct.

Other cities and states soon imitated the Erie Canal but never equaled its success. Canals crisscrossed Pennsylvania, New York, Massachusetts, Connecticut, Rhode Island, Virginia, Maryland, the District of Columbia, Ohio, and Indiana.

The canals, especially in the northeastern section of the United States, served as an early interstate transportation system. Until they were overtaken by the railroads, the canals were the best form of transportation available, especially for heavy, bulky cargoes, such as coal, timber, and stone. Passengers also found travel by canal boat smoother, less tiring, and less dangerous than land travel.

Railroads

Railroads had several advantages over roads, rivers, and canals. Railroads were dependable, cheap, convenient, and comfortable. The first railroads were built in European coal mines, but, in 1831, the Mohawk and Hudson line was inaugurated between Albany and Schenectady, New York. When the Baltimore and Ohio Railroad reached Wheeling, West Virginia, in 1852, it achieved with iron rails what the Erie Canal had done years earlier: it had joined east and west. A rail network spread quickly across the Northeast and the Upper Midwest in the 1840s. The 1850s were the great railroad building era in the Southeast.

By 1861, some 300,000 miles of railroad track had been laid in the United States. The Midwest was the focus of much of this track laying. As a result, it was easier for people to travel to the Midwest from the East, and land became more expensive as more and more settlers arrived. Fast, cheap transportation for foodstuffs meant such goods could be shipped to the Northeast for sale, and manufactured items from the Northeast could, in turn, be shipped to consumers in the Midwest. Over time, larger, faster, and more powerful engines pulling heavier cars required stronger iron, and eventually steel rails. Bigger and stronger railroad bridges were also needed, because even the strongest wooden bridge would not support a heavy train across a wide river. The demands of the emerging railroad business were an enormous stimulus for the U.S. iron, steel, and coal mining industries after the Civil War. (Coal powered the steam engines.)

The Transcontinental Railroad

Before the Civil War, Congress could not agree on a route for the first transcontinental railroad; some members wanted it built along a southern route, and others wanted a more central route. Work began in 1863 and took the route from Omaha, Nebraska, on the Missouri River to Sacramento, California. The Union Pacific Railroad built west from Omaha, and the Central Pacific Railroad built east from California. Irish immigrants did much of the work on the eastern section, which was largely flat and gently rolling plains until it reached the Rocky Mountains. Chinese immigrants did most of the labor on the western portion of the railroad, facing rugged, dangerous work over and through mountains and across gorges and desert.



The United States paid the two companies for each mile of track laid, including higher payments for work in the mountains. The two competing railroads continued building east and west past each other, until the government made them join their tracks in 1869 at Promontory Point, Utah, near the Great Salt Lake. By the 1890s, four more transcontinental railroads had been built joining East and West across more northern and southern routes.

Routes West: The Oregon Trail

Before the transcontinental railroads and regional lines were built linking all parts of the country, people went west by wagon. The wagons, known as prairie schooners, were small, four-wheeled vehicles with canvas tops and wooden bodies, and were light enough so that they would not sink easily into the soft prairie sod. The wagons were often pulled by teams of oxen rather than by horses. Horses were faster but not as strong or hardy. Most pioneers, including most of the children, walked west across the Great Plains. People only rode in the wagons with the supplies when they were too sick or tired to walk, or when the weather was very bad.

Between 1840 and 1860, some 250,000 people went west from places like St. Joseph and Independence, Missouri, and Council Bluffs, Iowa. Most settlers went to the Oregon Territory, but some went to California. One trail used by early travelers was the Santa Fe Trail, which went from Independence, Missouri, to the former Spanish capital of Santa Fe, New Mexico. It was a relatively short distance—800 miles—on open plains across Kansas and then up the Arkansas River or across the desert.

The most famous route was the Oregon Trail, which began in Independence and crossed 2,000 miles of plains, mountains, and rivers. In southern Idaho, the trail diverged, and those wanting to go to California followed the California Trail along the Humboldt River through northern Nevada into California and the Sacramento Valley. The ruts cut by thousands of wagon wheels can still be seen today along parts of the Oregon Trail.

Wagon Trains on the Oregon Trail

Travelers on the trails, “overlanders” as they were known, often started with too many belongings, including cast-iron stoves, heavy furniture from the homes they left behind, and huge supplies of food. The first 50 miles or so after the jumping-off points became littered with abandoned goods. Jumping-off points were often the western end of a railroad or steamboat line and marked the end of white settlements.

Some pioneers went west alone, including individual women. Others traveled in small groups, either on foot or on horseback. The most common arrangement was for groups of families to organize into a wagon train under the command of an experienced leader, or an elected head assisted by guides.

Many people have a picture in their minds of wagon trains fighting off almost continuous assaults by Native Americans. In fact, recent evidence indicates that, although there were some attacks, Native Americans helped overlanders far more than they warred against them, especially before government policies after the Civil War radically changed the lives of Plains Native Americans. The Native

Cross-curricular Teaching Idea

Ask if anyone has ever ridden on a train and whether that child will describe the trip. Explain that the first railroads were really carriages pulled by horses along tracks. The first steam engines were nicknamed “iron horses” for that reason.

Teaching Idea

Have children draw a picture putting themselves in a scene with a wagon going west. Have them write a caption explaining what they are doing or what is happening in the scene.

Cross-curricular Teaching Idea

To help children understand the size of a typical wagon used on the Oregon Trail, help them measure the outline of a prairie schooner (about 10–12 feet long and 4 feet wide), using masking tape to tape off the dimensions of the wagon on the floor. If you do this activity close to a wall, you could also mark the typical height of a wagon, which was 10 feet. Have children make a list of items their family could take in the wagon, and give them an idea of how much would fit by placing objects inside the wagon outline.

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Teaching Idea

Read *They're Off!: The Story of the Pony Express* to children. (See More Resources.) Have the class discuss what the Pony Express rider would have seen, done, and thought about along the way. Point out that the rider would only ride for a day and then turn over the mail to the next rider. If children envision an attack by Native Americans, remind them that many of the stories of Native American attacks are not true.

Name _____ Date _____

Pioneers Head West

Read the words in the box and the statements below. Then write the word that completes each sentence.

Oregon Trail	Pony Express	Robert Fulton
Erie Canal	transcontinental railroad	

- In 1807, _____ used a steam engine to power his boat, the *Clermont*, up the Hudson River.
- In 1825, the opening of the _____ joined the Atlantic Ocean to Lake Erie and to the Great Lakes beyond.
- In 1869, the Union Pacific and the Central Pacific joined their tracks at Promontory Point, Utah, to form the _____.
- Between 1840 and 1860, the most famous route for settlers headed west was the _____.
- In April 1860, two men started the _____ to speed up mail delivery between St. Joseph, Missouri, and Sacramento, California.

Make a Time Line Use the sentences above to make a time line of events called *Transportation in America from 1807 to 1869*.

Purpose: To develop an understanding of certain advances in transportation during America's westward expansion.
Master 19 Grade 2: History & Geography

Use Instructional Master 19.

Americans often asked for payment for collecting firewood, driving cattle, hunting game, or piloting a wagon across a river. Some charged a fee for crossing their land. In 1851, the Cayuse built a toll road in the Grande Ronde Valley south of Portland, Oregon. A pioneer was more likely to die from accidental gunshot, drowning, being kicked by a horse, or even starvation, than from an attack by Native Americans. (59)

Pony Express

Because of the Gold Rush in 1848, California had attracted many men and some women seeking their fortune. Few found gold, but many stayed because of the climate and availability of land. If they wanted to communicate with their families and friends in the East, or if someone wanted to write to the new Californians, it could take as long as a month for a letter to reach its destination.

In April 1860, two men started the Pony Express to speed mail delivery. The 1,800-mile route went from St. Joseph, Missouri, to Sacramento, California. Every 10 to 15 miles, there was a station that provided a fresh horse to the Pony Express rider, who carried the mail in saddlebags slung over his saddle. Although called the Pony Express, the riders rode horses, not ponies. The route took 10 days to complete.

The company's ads recruited young, wiry, single men, preferably orphans, who were excellent riders and willing to risk their lives to carry the mail. There were many volunteers. Pony Express riders included many colorful characters such as young William "Buffalo Bill" Cody, who would later go on to form a famous Wild West show.

The Pony Express lasted only a year and a half, from April 1860 to October 1861. By then, a transcontinental telegraph line had been built. Since the telegraph could send a message in seconds, the Pony Express went out of business.

B. Native Americans

The days of peaceful coexistence between the Pilgrims and the Wampanoag that resulted in the first Thanksgiving celebration were short-lived. By the 1630s, New England was afire with warfare between Native Americans and colonists. The colonists wanted Native American lands, and the Native Americans resisted. This became the predominant pattern for Native American-colonial relations throughout the 17th and 18th centuries and for relations between Native Americans and the United States from the late 18th century through the 19th century.

The Trail of Tears

One of the saddest chapters in U.S.-Native American relations is the government's poor treatment of the so-called Five Civilized Tribes. The nations of the southeastern United States—the Cherokee, Creek, Choctaw, Chickasaw, and Seminole—had adopted European-American ways, becoming farmers and converting to Christianity. However, as the frontier moved south and west, their lands in the Carolinas, Georgia, Alabama, Mississippi, and Florida were coveted by Americans.

Andrew Jackson, a landowner in Tennessee as well as a politician and military man, was no friend to the Native Americans. He had a long record of fighting the



Native Americans of the Southeast. For example, at the Battle of Horseshoe Bend, Jackson's forces defeated the Creeks, who were forced to cede 23 million acres to the United States. In the First Seminole War, Jackson invaded Spanish Florida in an effort to end Seminole raids into the United States. Weakened by war and in need of money, Spain sold Florida to the United States, and the Seminole were forced south to live in the Everglades, an area of swamps.

According to estimates, Jackson acquired for the United States and white settlement “nearly three-fourths of Alabama and Florida, a third of Tennessee, and a fifth of Georgia and Mississippi.”

In 1830, Congress passed the Indian Removal Act, which gave Jackson the power to force the Native Americans of the Southeast to move to what was then known as the Indian Territory, now part of the state of Oklahoma. The first to leave were the Choctaw in 1831, then the Creek in 1836, and the Chickasaw in 1837. The last to leave were the Seminole after the Second Seminole War, which lasted from 1835 to 1842.

The Cherokee chose legal means rather than warfare to resist removal. In two lawsuits, one in 1831 and one in 1832 that went all the way to the Supreme Court, Cherokee rights to their lands were upheld, but President Jackson and the state of Georgia ignored both decisions. By 1835, some 2,000 Cherokee, seeing the inevitable, agreed to move. But by 1838, some 14,000 still remained in the Southeast. Jackson was no longer president, but his successor, Martin Van Buren, decided to enforce the law. The forced march to the Indian Territory became known as the “Trail of Tears.” The four-month trek took place in winter, and some 4,000 Native American men, women, and children died on the way. There was not enough food for the Cherokee, and the troops escorting them refused to stop the march to allow the Cherokee who were sick or tired to rest. The cost of the removal was subtracted from the money to be paid to the Cherokee for their lands, so they were left with only \$3 million.

The Cherokee and the other nations removed to Indian Territory were promised that this land would remain theirs forever. “Forever” lasted a generation. First, they lost part of their land to other Native American peoples whom the federal government resettled in the Territory in 1866. As the West filled up, there was pressure on the government to open Native American lands to settlers. In 1889, the Creek and the Seminole sold 50,000 acres to the United States for European-American settlement. By 1907, there were more non-Native Americans than Native Americans in the Territory, and in that year, it was made part of the new state of Oklahoma. ⁶⁰

Sequoyah and the Cherokee Alphabet

Before Europeans came to the Americas, Native American peoples did not have written languages. They relied on storytelling, folktales, and even dance to express themselves and to hand down their laws, rituals, histories, and traditions from generation to generation.

Each group of Native Americans had to develop its own kind of writing. In 1821, Sequoyah, a Cherokee silversmith, developed a way of writing the Cherokee language.

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Teaching Idea

Talk with children about the importance of Sequoyah's invention and connect it with their own studies in reading and writing. Ask what having a written language might enable a person to do (take notes, write a letter, read a book, write out a shopping list so as not to forget anything, and so on). In Grade 1, children learned about the cuneiform writing of the Sumerians and the hieroglyphics of the Egyptians. Draw out what children remember about these two innovations and make comparisons to the Cherokee language. Have children create headlines for the front page of a newspaper announcing Sequoyah's invention.



Painted Buffalo Hide

Sequoyah was the son of a European father (a fur trader) and a Cherokee mother. He was born in the 1770s near the Tennessee River. He was abandoned by his father and raised by his mother. Sequoyah and other Cherokee enlisted on the side of the United States under General Andrew Jackson to fight the British troops and the Creek Native Americans in the War of 1812. During the war (and perhaps earlier as well) Sequoyah saw European Americans communicating using writing and sheets of paper, which some Native Americans called “talking leaves.” Although Sequoyah never learned English or the English alphabet, he began working on a way of writing down the Cherokee language.

Sequoyah developed something like an alphabet. Actually, it was a syllabary. Sequoyah noticed that all Cherokee words were composed of a set of syllables, and he developed 86 written signs, or characters, to represent syllables in the Cherokee language. He taught his daughter, Ayoka, to use the symbols and went with her to a tribal council to demonstrate his system. At first the members of the tribal council did not believe he could do what he claimed. Sequoyah told the council to take his daughter to the far end of the village. While she was away, he wrote down some things the council members said and explained that his daughter would be able to read what he had written down. When Ayoka returned, Sequoyah gave her the sheet he had written on, and she was able to repeat what Sequoyah had written. Finally, the tribal elders were convinced.

The Cherokee adopted Sequoyah's writing system. It was the first written Native American language in North America. The Cherokee people used Sequoyah's alphabet to write their own constitution and, beginning in 1828, to publish a newspaper, *The Phoenix*.

Plains Native Americans: The Railroad and the Buffalo

The coming of the railroad and the influx of Easterners and European immigrants onto the plains changed the way of life of Plains Native Americans forever. Up until the 1860s, the northern and southern plains had few European-American settlers. But the Homestead Act of 1862 encouraged settlement by giving 160 acres of land to any citizen or immigrant willing to live on and farm it for five years. Unfortunately, this land was home to Plains Native Americans who lived by hunting buffalo.

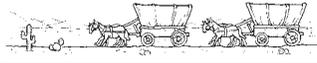
By the turn of the 20th century, the buffalo were gone in many places. One count indicated that there were only 34 left on the northern plains. It is estimated that as many as 15 million buffalo were killed during the 1800s. When Native Americans killed buffalo, they used every part of the animal. They ate the meat for food and turned the skins into teepees, clothing, and storage vessels. White hunters killed buffalo to feed the construction crews that built the railroads, but they also shot the animals for sport and to supply hides to tanneries to be made into leather goods. Those who killed for sport and for the hides left the meat on the carcasses to rot.

In an effort to deter Native Americans from fighting for their right to roam the plains and hunt buffalo, the federal government in 1871 passed the Indian Appropriation Act. Under the provisions of the law, the U.S. government withdrew recognition of separate Native American peoples as sovereign nations and stated that it would no longer enter into treaties with any Native American group.

Name _____ Date _____

Going West

Read the words in the box and the statements below. Then write the word that completes each sentence.



Andrew Jackson	Trail of Tears	covered wagons
Native Americans	pioneers	

- Many settlers headed West in _____ covered wagons pulled by oxen, horses, or mules.
- The settlers, called _____ pioneers _____, were headed for a new life out West.
- They traveled through lands where _____ Native Americans _____ lived.
- President _____ Andrew Jackson _____ forced thousands of Native Americans off their lands.
- The Cherokee people were forced to walk thousands of miles along what became known as the _____ Trail of Tears _____.

Purpose: To review key facts relating to American westward expansion.
Master 20
Grade 2: History & Geography

Use Instructional Master 20.



Treaties that were in force would be honored. That, however, proved to be a hollow promise whenever gold or silver was found on Native American lands or American settlers wanted more land. (Native Americans were not granted U.S. citizenship until 1924.) Like the Five Civilized Tribes, Plains Native Americans were herded onto reservations.

Unlike the Five Civilized Tribes, who had been farmers before they were moved to Oklahoma, Plains Native Americans were hunters. However, the federal government tried to turn them into farmers. Not only did they not know how to farm, but the lands they were forced to live on were not particularly suited to farming. The Bureau of Indian Affairs was supposed to oversee the reservations and provide food, clothing, and other necessities to the Native Americans. However, greed and corruption often guided the actions of government agents in the bureau, and the Native Americans saw little of the aid that was meant to sustain them in their new lives.

The corruption became so rampant that the protests of Native Americans and their white supporters could no longer be ignored. In 1887, Congress passed the Dawes Act, which broke up the reservations. The land was divided into parcels of 160 acres, and each head of a household received a parcel. Any land that was not disposed of in this way could be sold to settlers. Native American families had to hold the land for 25 years, at which time they could sell it. Many did sell their land, and then had nothing to live on when the money was gone. By 1932, 96 million acres of the 138 million acres set aside for Native Americans in 1887 had passed out of Native American control.

Review

Below are some ideas for ongoing assessment and review activities. These are not meant to constitute a comprehensive list. Teachers may also refer to the *Pearson Learning/Core Knowledge History & Geography* series for additional information and teaching ideas.

- Discuss with children how different it is to travel west today. Compare and contrast modes of travel today with the ones during westward expansion. Discuss the steamboat and the railroad and compare them to trains and airplanes today. How would you rather travel? Have children fold a piece of white $8\frac{1}{2}$ x 11 paper in half. On one side have them draw a picture of what it was like to travel west in the 1800s. On the other side, have them draw a picture of traveling west today. Then have children write sentences describing the journey.
- After learning about the importance of the buffalo to the Native Americans, have children write a story from the perspective of the Native Americans explaining why the buffalo is so important to the tribe. Ask children to try to persuade the readers to think carefully about why the extermination of the buffalo would be so devastating to the tribe.
- Have children fold a piece of white $8\frac{1}{2}$ x 11 paper into three parts, creating three panels on the page. In each panel, have children draw a picture. In the first panel, have them depict the life of a Native American tribe before being moved from their homes. In the second panel, have them draw a picture of the reaction

Teaching Idea

Native Americans used buffalo hides not only for the sides of their teepees and for their clothing but also to record their history. They painted the story of their deeds on buffalo robes and rugs.

Have children talk about what it must have been like to hunt buffalo on horseback—how big the buffalo were, how fast the horses might have run, how much dust they might kick up.

Then have children draw a story about hunting buffalo on horseback. To simulate the idea of buffalo hide, have children draw their work on brown butcher paper. You may wish to read *Dancing Teepees: Poems of American Indian Youth*, by Virginia Driving Hawk Sneve to accompany this activity. (See [More Resources](#).)

The Big Idea in Review

The development of major transportation systems accelerated westward expansion and contributed to the demise of Native American ways of life.

III. Westward Expansion

of the tribe when they have to move. In the third panel, have them show life on a reservation and how it was different from the first panel on the page. Have children write sentences under each picture to tell what was happening to the Native American tribe.

- Have children describe how the experience of the pioneers moving west was different from the Native American experience. Create a Venn diagram on chart paper with the pioneers on one side and the Native Americans on the other. Discuss the experiences of each group. Then, use the Venn diagram as a resource for writing paragraphs describing experiences.

- You may also ask the following questions at the end of this section:

1. Who built the first American steamboat?

Robert Fulton built the first American steamboat.

2. Why was the steamboat an important invention?

Steamboats were fast and large, could carry many people and much cargo, and could easily navigate upstream against the current.

3. Where is the Erie Canal located?

It is in New York State.

4. Why was the Erie Canal important?

The Erie Canal linked the Atlantic Ocean to the Great Lakes so that people and goods could move west more quickly and cheaply; it helped the expansion of the country westward.

5. Why was the transcontinental railroad important?

It connected the East Coast with the West Coast.

6. Imagine that you are going to set up the Pony Express to speed mail delivery from the East Coast to the West Coast and back. What resources will you need to set up and run your business?

I will need money, horses, riders, and stations to take care of the horses and riders.

7. Who developed a system that enabled the Cherokee people to read and write?

Sequoyah developed a syllable-based writing system for the Cherokee.

8. Why was the removal of the Cherokee to the Indian Territory called the “Trail of Tears”?

The removal of the Cherokee to the Indian Territory was called the “Trail of Tears” because the Cherokee did not want to leave their homes in the East and go to the Indian Territory. When they were forced to leave, it was winter, the conditions were difficult, and 4,000 Cherokee died on the way.

9. How did Plains Native Americans get their food before settlers and miners came to the plains?

The Plains Native Americans hunted buffalo.

10. Why did Plains Native Americans have to give up hunting buffalo and move to reservations?

Plains Native Americans had to give up hunting buffalo because settlers and miners wanted their lands to farm and to mine gold and silver. There were also fewer buffalo because they had been killed by hunters to feed railroad construction crews, for sport, and to provide hides for tanneries to make leather goods.



More Resources

The titles listed below are offered as a representative sample of materials and not a complete list of everything that is available.

For children —

These books are generally intended to be read aloud, though some children may be able to read parts or all of the simpler texts.

- *Americans Move West*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002). A unit in the official *Pearson Learning/Core Knowledge History & Geography* series. It includes a small picture book for children and a teacher's guide with read alouds. To order, call 1-800-321-3106.
- *The Amazing Impossible Erie Canal*, by Cheryl Harness (Aladdin Library, 1999). A very informative (and challenging) read aloud. Paperback, 32 pages, ISBN 0689825846.
- *Araminta's Paint Box*, by Karen Ackerman (Aladdin Books, 1998). In this work of historical fiction, Araminta loses her paint box on her journey from Boston to California in 1847. The box exchanges hands many times before Araminta gets it back. Includes a map detailing the routes of Araminta's family and the paint box. Paperback, 32 pages, ISBN 0689820917.
- *Dancing Teepees: Poems of American Indian Youth*, by Virginia Driving Hawk Sneve (Holiday House, 1989). Library binding, 32 pages, ISBN 0823407241.
- *Following the Great Herds: The Plains Indians and the American Buffalo (Library of the Westward Expansion)*, by Ryan P. Randolph (PowerKids Press, 2003). Lots of photos and illustrations. Library binding, 24 pages, ISBN 0823962962. Other titles in this series include *The Oregon Trail*, *Frontier Women Who Helped Shape the American West*, *Lewis and Clark's Voyage of Discovery*, *The Quest for California's Gold*, *The Santa Fe Trail*, and *The Transcontinental Railroad*.
- *Food and Recipes of the Westward Expansion (Cooking Throughout American History)*, by George Erdosh (PowerKids Press, 2001). Library binding, 24 pages, ISBN 0823951154.
- *Going West*, by Jean Van Leeuwen and illustrated by Thomas B. Allen (Puffin, 1997). A family's journey west is told from seven-year-old Hannah's point of view. Paperback, 48 pages, ISBN 0140560963.
- *Mailing May*, by Michael Tunnell (HarperTrophy, 2000). Paperback, 32 pages, ISBN 0064437248.
- *A Picture Book of Davy Crockett*, by David Adler and illustrated by John and Alexandra Wallner (Holiday House, 1998). Paperback, ISBN 0823413438. See also *A Picture Book of Lewis and Clark* by the same author.
- *They're Off!: The Story of the Pony Express*, by Cheryl Harness (Aladdin, 2002). Paperback, 32 pages, ISBN 0689851219.
- *Trail of Tears*, by Joseph Bruchac and illustrated by Diana Magnuson (Random House, 1999). Paperback, 48 pages, ISBN 0679890521.
- *Warm as Wool*, by Scott Russell Sanders and illustrated by Helen Cogancherry (Simon & Schuster, Inc., 1992). Set on the Ohio frontier in 1803 and based on a true story. Library binding, 32 pages, ISBN 0027781399. See also *Aurora Means Dawn* and *The Floating House* by the same author.

For teachers —

- *The American West: An Illustrated History*, by Liz Sonnenborn (Fair Street, 2002). Hardcover, 144 pages, ISBN 0439219701.
- *Andrew Jackson's America: 1824–1850*, by Christopher Collier and James Lincoln Collier (Benchmark Books, 1999). Library binding, 96 pages, ISBN 0761407790.
- *Daily Life in a Covered Wagon*, by Paul Erickson (Scott Foresman, 1997). Paperback, 48 pages, ISBN 0140562125.
- *Frontier Living: An Illustrated Guide to Pioneer Life in America*, by Edwin Tunis (Lyons Press, 2000). Paperback, 168 pages, ISBN 158574137X.
- *Indian Chiefs*, by Russell Freedman (Holiday House, 1992). Paperback, ISBN 0823409716.
- "Lewis and Clark: The Language of Discovery," in *Smithsonian in Your Classroom*, Fall 2003. Available online at <http://smithsonianeducation.org>.
- *Lewis & Clark: Voyage of Discovery*, by Stephen E. Ambrose with the photography of Sam Abell (National Geographic, 1998). Hardcover, 256 pages, ISBN 0792270843.

III. Westward Expansion

More Resources *continued*

- *The New Nation: 1789–1850*, by Joy Hakim (Oxford University Press, 2002). Book 4 in the highly acclaimed series *A History of Us*. Paperback, 160 pages, ISBN 019515326X. See also *Liberty for All?: 1820–1860*, book 5 in the same series.

- *The Oregon Trail*, by Francis Parkman (National Geographic Society, 2002). Paperback, 287 pages, ISBN 0792266404.

- *Stout-Hearted Seven*, by Neta Lohnes Frazier (Harcourt, 1973). A well-researched account of the Sagers, a family of seven orphaned children who traveled along the Oregon Trail after the death of their parents. Corrects many errors in the movie *Seven Alone*. A possibility as a read aloud. Hardcover, 174 pages, ISBN 0152814507.

- The American West, www.americanwest.com. Click on “Expansion” to find a number of good links.

- *The Letters of Narcissa Whitman, 1836–1847* and related letters may be found online at <http://www.pbs.org/weta/thewest/resources/archives/two/whitman1.htm>. Narcissa Whitman and Eliza Spalding were the first two white women to cross the Rocky Mountains, leading to the opening of the Oregon Trail.

- Lewis and Clark’s Historic Trail, www.lewisclark.net. Includes maps, a time line, journals, and more.

- Oregon Trail Interpretive Center, <http://www.oregontrail.blm.gov>. Includes a “Just for Kids” section with coloring book pages, a teacher’s resource section, and historical tidbits.

- The Orphan Trains (PBS), www.pbs.org/wgbh/amex/orphan. Includes a teacher’s guide.