Native Americans and Westward Expansion: Cultures and Conflicts

Teacher Guide

Cowboy

Transcontinental Railroad

Ghost Dance

Sitting Bull
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# Westward Expansion After the Civil War

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

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

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

Students in Core Knowledge schools should already be familiar with:

Kindergarten

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

Grade 1

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

Grade 2

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

- the United States: fifty states; forty-eight contiguous states, plus Alaska and Hawaii; and territories

- Mississippi River, Appalachian Mountains, Great Lakes, Atlantic and Pacific oceans, Gulf of Mexico

Grades 2–4

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

Grade 3

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

Grade 4

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

Grade 5

- Early exploration of the West
  - Daniel Boone, Cumberland Gap, Wilderness Trail
  - Lewis and Clark, Sacagawea
  - “Mountain Men,” fur trade
  - Zebulon Pike and Pikes Peak

- Pioneers
  - Getting there in wagon trains, flatboats, steamboats
  - Many pioneers set out from St. Louis (where the Missouri and Mississippi rivers meet)
  - Land routes: Santa Fe and Oregon Trails
  - Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake
  - Gold Rush, 49ers

- Geography
  - Erie Canal connecting the Hudson River and Lake Erie
  - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
  - Appalachian and Rocky Mountains
  - Great Plains stretching from Canada to Mexico
  - Continental Divide and the flow of rivers: east of the Rockies to the Arctic or Atlantic Oceans, west of the Rockies to the Pacific Ocean
What Students Should Already Know

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

What Students Need to Learn

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

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

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

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

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

At a Glance

The most important ideas in Unit 12 are:

• The prospect of discovering gold or silver led to the establishment of mining boom towns throughout the western United States.

• In 1862, Congress passed the Homestead Act to encourage western settlement. The law drew millions of American and other settlers westward and led to more conflict with Native Americans.

• The United States purchased the land area of present-day Alaska from Russia.

• Completed in 1869, the transcontinental railroad connected the Atlantic and Pacific coasts of North America, and drastically reduced the time to travel over land across the continent. This sped up American settlement and development of western lands.

• The West, with its cowboys and outlaws, has a special place in the American imagination. Images of the “Wild West” are part fact and part fiction.

• The final settling of the continental United States took only twenty-five years after the Civil War, for by 1890, the idea of the frontier as territory that had yet to be explored or settled by Americans, was gone. Nonetheless, the western portion of the United States was still sparsely settled.
Geography

Rocky Mountains and Continental Divide

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

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

Great Plains

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

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

Westward Expansion Before the Civil War

Gold Rush and the ‘49ers

In January 1848, John Sutter hired James Marshall to build a sawmill on the American River, which ran through Sutter's property near Sacramento, California. As he worked, Marshall noticed in the riverbed shiny flakes that looked golden in the light. When he examined them more closely, he saw they
were gold. Though the two men tried to hide Marshall’s discovery, word got out and the rush to find gold was soon on.

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

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

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

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

www.coreknowledge.org/ckhg-online-resources
The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.

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

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

Timeline

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

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

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

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

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

<table>
<thead>
<tr>
<th>1800s</th>
<th>1830s</th>
<th>1840s</th>
<th>1850s</th>
<th>1860s</th>
<th>1870s</th>
<th>1880s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Chapter Intro Intro Intro Intro 1 2 3 4 7 5 6

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

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

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

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

Using the Teacher Guide

Pacing Guide

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

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

Reading Aloud

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

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

Big Questions

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

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

Core Vocabulary

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Core Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>immigrant, “stake a claim,” “vigilante justice,” boom town, swarm</td>
</tr>
<tr>
<td>2</td>
<td>transcontinental, “railroad ties,” Great Plains, prairie, telegraph</td>
</tr>
<tr>
<td>3</td>
<td>graze, open range, brand, stampede</td>
</tr>
<tr>
<td>4</td>
<td>precipitation, till, “weather pattern,” credit, homestead</td>
</tr>
<tr>
<td>5</td>
<td>ditch, evaporation, hardship</td>
</tr>
<tr>
<td>6</td>
<td>foolhardy, ore, census, irrigation, stagecoach, scout</td>
</tr>
<tr>
<td>7</td>
<td>treaty</td>
</tr>
</tbody>
</table>
The following activity pages can be found in Teacher Resources, pages 78–85. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

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

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

www.coreknowledge.org/ckhg-online-resources

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

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

### Cross-Curricular Connections

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<th>Language Arts</th>
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<th>Music</th>
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</thead>
<tbody>
<tr>
<td><strong>Poetry</strong></td>
<td><strong>American Art: Nineteenth-Century United States</strong></td>
<td>“Git Along Little Dogies”</td>
</tr>
<tr>
<td>“I like to see it lap the miles” by Emily Dickinson</td>
<td>Currier &amp; Ives Lithographs</td>
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</tbody>
</table>

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

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

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

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

www.coreknowledge.org/ckhg-online-resources

Books


WESTWARD EXPANSION AFTER THE CIVIL WAR SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

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

Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td></td>
<td>Westward Expansion After the Civil War</td>
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<tr>
<td>“The Mining Frontier” Core Lesson (TG &amp; SR, Chapter 1)</td>
<td>“Railroads Come to the West” Core Lesson (TG &amp; SR, Chapter 2)</td>
<td>“Analyzing Nineteenth Century Art and Literature” (TG, Chapter 2; Additional Activities; copies of Dickinson's &quot;I like to see it lap the miles&quot;)</td>
<td>“The Cattle Frontier” Core Lesson (TG &amp; SR, Chapter 3)</td>
<td>“Farmers Move West” Core Lesson (TG &amp; SR, Chapter 4)</td>
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CKLA

| “Native Americans” | “Native Americans” | “Native Americans” | “Native Americans” | “Native Americans” |

Week 2

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<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<td>Westward Expansion After the Civil War</td>
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<tr>
<td>“Adjusting to Life on the Plains” Core Lesson (TG &amp; SR, Chapter 5)</td>
<td>“Remembering the &quot;Wild West&quot;&quot; Core Lesson (TG &amp; SR, Chapter 6)</td>
<td>“Buffalo Soldiers” and “The True Story of Annie Oakley” (TG, Chapter 6; Additional Activities; NFE 1)</td>
<td>“The United States Gains Alaska” Core Lesson and “Domain Vocabulary: Chapters 5–7” (TG &amp; SR, Chapter 7; AP 7.2)</td>
<td>Unit Assessment</td>
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</tbody>
</table>

CKLA

| “Native Americans” | “Native Americans” | “Native Americans” | “Native Americans” | “Native Americans” |
Westward Expansion After the Civil War Pacing Guide

__’s Class

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

**Week 1**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
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**Week 2**

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<th>Day 6</th>
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The Mining Frontier

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Mining Frontier“:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

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

Example: Miners rushed to stake a claim to areas that looked rich in gold.
Variations: “staked a claim,” “staking a claim”
“vigilante justice,” (phrase) also known as frontier justice; when ordinary citizens pursue and punish people accused of crimes instead of the police, other officials, or the courts (6)

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

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

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

Variations: boom towns

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

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

Variations: swarms, swarmed, swarming

THE CORE LESSON  35 MIN

Introduce Westward Expansion After the Civil War Student Reader  5 MIN

Activity Page AP 1.1

Distribute copies of Important Physical Features of the United States (AP 1.1). Have students find the Appalachian Mountains and Mississippi River on the map. Remind them that, before the Civil War, American settlers pushed west across the Appalachians to the Mississippi River.

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

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

Introduce “The Mining Frontier”  5 MIN

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

**Guided Reading Supports for “The Mining Frontier”**

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

**“Gold Fever,” Pages 2–5**

**Scaffold understanding as follows:**

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

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

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

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

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

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

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

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

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

LITERAL—Why did thousands of people rush to Pikes Peak in 1858?
» Stories spread that gold had been found there.

LITERAL—Why did most miners who went to the Rockies fail to get rich?
» The region actually held little gold and silver, and most of what was there was excavated by the first prospectors.

LITERAL—What happened to the Comstock Lode?
» Comstock sold the claim to Californian business people for $11,000. The new owners mined $500 million worth of silver and gold from the claim over the next twenty years.

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

“Mining Towns,” Pages 5–8

Scaffold understanding as follows:

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

✔ SUPPORT—Have students use The United States (AP 1.2) to locate the states of Nevada, Colorado, Idaho, Arizona, Montana, and Wyoming. Then, have students find the Black Hills on the map Important Physical Features of the United States (AP 1.1).
CHAPTER 1 | THE MINING FRONTIER

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

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

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

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

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

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

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

After volunteers read the text, ask the following questions:

**LITERAL**—Where did mining camps develop?

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

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

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

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

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

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

» They sprung up and grew rapidly.
**EVALUATIVE**—Why did businesses other than mining companies succeed?

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

**Scaffold understanding as follows:**

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

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

After students read the text, ask the following questions:

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

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

**LITERAL**—Why did boom towns become ghost towns?

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

**EVALUATIVE**—How did mining change by the 1880s?

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

**Timeline**

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

- Write a short answer to the Big Question, “How did mining affect the development of the American West?”

  » Key points students should cite include: The promise of finding gold and silver brought many miners to the Rockies, the Black Hills, and other “strike” sites. Mining companies followed. Even though most individual miners did not become rich, they often went to work for the large mining companies. Other people came west and set up businesses. Often, these businesses did better than the miners. As a result, mining camps grew into mining towns. These towns changed the area and drew even more people.

- Choose one of the Core Vocabulary words (immigrant, boom town, swarm) or phrases (“stake a claim” or “vigilante justice”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 2

Railroads Come to the West

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

AP 1.1
AP 1.2
AP 2.1

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

Core Vocabulary (Student Reader page numbers listed below)

transcontinental, adj. across a continent (12)

Example: The transcontinental railroad linked cities from the Atlantic Coast to the Pacific Coast.
“railroad ties,” (phrase) wood planks used to support railroad tracks (14)

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

Variations: railroad tie

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

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

prairie, n. grassland (14)

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

Variations: prairies

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

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

Variations: telegraphs, telegraph (verb)

THE CORE LESSON 35 MIN

Introduce “Railroads Come to the West” 5 MIN

Review the first five Timeline Image Cards from the Introduction and Chapter 1. Point out that prospectors, miners, and others had to first find a way to get out west to have an opportunity to strike it rich or start another business. Invite students to recall what they learned in Westward Expansion Before the Civil War about the different ways people traveled throughout the East and into the western territories. List their ideas on the board or chart paper. If needed, remind students that people traveled overland on foot, by horse, by stagecoach, in wagon trains, and on flatboats and steamboats. Clarify that although people traveled some distances by train, early travel by train was often challenging because of limited rail lines. Most rail lines did not reach past the Mississippi River. The farthest westward line ended in St. Joseph, Missouri.

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

Guided Reading Supports for “Railroads Come to the West” 30 MIN

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

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

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

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

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

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

» Atlantic Ocean; Pacific Ocean

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

» They only went as far as Omaha, Nebraska.

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

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

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

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

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

» The more track a company laid, the more land the government awarded the company. Each company raced, or competed, to build as many miles of track as it could in order to get more land from the government.
temperatures on the plains can be brutally but it had its own difficulties. Winter easier than cutting through mountains, prairie track across flat stretched across the Great Plains. Laying some mountains, most of their building and the South joined the work crews. While 1865, army veterans from both the North Americans. After the Civil War ended in Americans, African Americans, and Native immigrants, but the railroad company also hired Mexican At first, workers on the Union Pacific line were mainly Irish and deaths did occur. Only after reaching flatter land on the other side of the mountains did the work get any easier. dynamite too, but it was sometimes very dangerous and accidents hammers, chisels, pickaxes, shovels, and wheelbarrows. They used through mountains. This was before the days of steam shovels, railroad ties to build bonfires. In addition, the Union Pacific was building to stay alive, the shivering men sometimes used precious railroad cold, with winds that feel like they can cut right through you. Just experience, since the sky had ever brought together so many people to work on a railroad. The westernmost railroad project had ever come close to linking up 2,000 miles long. No other project before did so and no other people, around and their families, too. They were in every sense a unique job. For example, no one in California had ever seen a railroad Company, which was moving from Oregon, starting nearly California start—‘Before the East to the West—’ an embossed image and the range that look at least six months. The men had to work primarily with hand tools like hammers, chisels, pickaxes, shovels, and wheelbarrows. They did not have modern machines. Also, they faced similar challenges with weather. Winter winds and temperatures made work difficult for both teams. The Central Pacific crew faced more and fiercer winter storms. They also had to deal with more difficult terrain and had to deal with the dangers of using dynamite. Union Pacific workers faced a greater threat from Native Americans, who attacked the workers and tried to slow construction.
"Driving the Golden Spike," Pages 16–17

Scaffold understanding as follows:

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

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

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

After you read the text, ask the following questions:

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

» They met at Promontory Point, Utah.

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

» four

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

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

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

Scaffold understanding as follows:

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

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

After students read the text, ask the following questions:

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

» four days
Why did railroad companies advertise the inexpensive land available in the American West?

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

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

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

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

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

Timeline

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

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “What were the benefits and drawbacks of the transcontinental railroad?”

  » Key points students should cite include: The main benefits of the transcontinental railroad were for American railroad companies, and for businesses and entrepreneurs who developed lands along the railroads or relied on the railroad to ship goods from coast to coast. Farmers, cattle drivers, and other American settlers also benefited from faster travel times, either for themselves or for their goods and supplies. Students might debate whether railroad workers benefited as they gained jobs and wages but worked long, hard days in dangerous
conditions. Also, construction of the railroad changed the landscape, as workers blasted through mountains to build railroad lines. Finally, Native Americans probably suffered the most, as the railroads were built across their lands and drew more and more American settlers.

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

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

Additional Activities

Analyzing Nineteenth Century Art and Literature (RL.4.1, RL.4.2, SL.4.2) 45 MIN

Materials Needed: Internet access

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

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

www.coreknowledge.org/ckhg-online-resources

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

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

Emily Dickinson

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

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

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

• **supercilious, adj.** proud

• **peer, v.** look closely

• **shanties, n.** shacks

• **quarry, n.** an open pit from which stone is obtained by cutting, digging, or blasting

• **pare, v.** trim

• **Boanerges (bo-ah-NER-jeez), n.** a last name meaning sons of thunder that, according to the Christian Bible, Jesus gave to his apostles James and John

• **punctual, adj.** on time

• **docile, adj.** obedient

• **omnipotent, adj.** all-powerful

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

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

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

### Currier & Ives

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

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

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

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

**Prairie Fires of the Great West**

Describe the landscape in the print.

» It shows flat, grassy land.

What are the orange and black strokes in the back?

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

What are the black objects behind the train?

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

Why does the train have its light on?

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

**The Great West**

Describe the landscape in the print.

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

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

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

What are the buildings in the back of the print?

» They are a town or village.

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

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

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

Describe the landscape in the print.

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

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

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

Through to the Pacific

Describe the landscape.

» It has hills and trees.

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

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

What is the building that sits on the river?

» It is likely a mill.

What other activity do you see in the image?

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

After students have viewed and discussed the four prints, debrief by discussing more generally the role of the railroad in westward expansion. Note the challenges of constructing tracks across the many different kinds of landscape and the benefits the railroad brought to the places where it traveled.
CHAPTER 3

The Cattle Frontier

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

graze, v. to eat grass, crops, and other plants in a field (23)
  Example: The cattle graze in the field on prairie grasses.
  Variation: grazes, grazed, grazing

open range, n. land where cattle roam freely (25)
  Example: The cattle spend their day wandering and grazing on the open range.

brand, v. to mark with a symbol of ownership (27)
  Example: Owners used iron seals heated in fire to brand their cattle.
  Variation: brands, branded, branding, brand (noun)

stampede, n. the rushed movement of a large group of animals (28)
  Example: The lightning strike frightened the cattle and caused a stampede.
  Variation: stampedes, stampede (verb)
Introduction “The Cattle Frontier”

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

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

Guided Reading Supports for “The Cattle Frontier”

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


Scaffold understanding as follows:

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

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

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

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

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

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

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

» grass

**LITERAL**—From where did longhorns come?

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

**INFERENTIAL**—What food comes from cattle?

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

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

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

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

**Scaffold understanding as follows:**

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

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

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

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

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

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

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

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

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

LITERAL—Why did the cattle kingdom move north?

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

LITERAL—Who competed with cattle ranchers for land?

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

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

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

Scaffold understanding as follows:

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

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

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

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

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

LITERAL—Who were the cowboys in the American West?

» Many cowboys were Mexicans, African Americans who left the South, and Native Americans.
LITERAL—Describe the jobs that cowboys had throughout the year.

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

LITERAL—What happens in a stampede?

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

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

» The cowboy became an ordinary ranch hand.

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

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

Timeline

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

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

- Choose one of the Core Vocabulary terms (graze, open range, brand, or stampede), and write a sentence using the term.

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

Additional Activity

Cattle Drives and Railroads

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

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

Note: You may also assign the activity as homework.

Cowboy Songs (SL.5.2)

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

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

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

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is unavailable, have students examine the lyrics without listening to the songs. Invite students to read each song aloud.
Explain that the cattle frontier gave birth to a new type of music: cowboy songs. The songs described the lives of cowboys and cattle drives. In this activity, students will be introduced to two of these songs: “The Old Chisholm Trail” and “Git Along Little Dogies.”

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

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

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

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

How are they similar?
  » They are both about a cattle drive.

How are they different?
  » “The Old Chisholm Trail” is longer and describes more of the challenges of cattle drives. The cowboy in “Git Along Little Dogies” seems happier.
Farmers Move West

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Farmers Move West”: www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

precipitation, n. water falling to Earth’s surface as rain, hail, snow, sleet, and mist (32)
Example: Most spring and summer precipitation tends to fall as rain.

till, v. to break up soil so crops can be planted (32)
Example: Farmers work hard to till the soil before they plant seeds.
Variation: tills, tilled, tilling

“weather pattern,” (phrase) weather that repeats over a period of time (33)
Example: Each geographic region in the country has its own weather pattern.
Variation: weather patterns
credit, n. a system of buying now and paying later (34)
Example: Farmers sometimes bought supplies on credit when they didn’t have enough money to pay for what they needed.

homestead, n. a home and the land surrounding it (36)
Example: The family bought land to set up their own homestead.
Variation: homesteads

**THE CORE LESSON 35 MIN**

**Introduce “Farmers Move West”**

5 MIN

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

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

**Guided Reading Supports for “Farmers Move West”**

30 MIN

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

**“The Plains,” Pages 30–32**

Scaffold understanding as follows:

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

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

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

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

**LITERAL**—What two physical features form natural boundaries to the plains regions in the middle of the country?

- The Appalachian Mountains and Rocky Mountains form the boundaries.

**EVALUATIVE**—Why did some people call the Great Plains “the Great American Desert”?

- The vast region receives a small amount of precipitation and has few trees.

**EVALUATIVE**—Which region was better suited to farming, the Great Plains or Interior Lowlands, and why?

- The Interior Lowlands was better suited because the region had rich soil as well as abundant precipitation. The Great Plains received little precipitation to support most types of farming, had few trees to provide wood for building and burning, and had fertile but hard, thick soil that was difficult to till.
credit, to what terms are they agreeing? (They are agreeing to repay the credit within ten years and to pay interest at a rate of 6 percent.)

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

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

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

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

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

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

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

### Scaffold understanding as follows:

#### CORE VOCABULARY

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

#### Have students read the section “Free Land” on pages 36–37 independently.

#### SUPPORT

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

#### Background for Teachers

It is important to note that homesteads were largely restricted to those of European descent. Not until the end of the 1800s could native-born Asians acquire territory in this way. The 1866 Southern Homestead Act aimed to provide land to freed African Americans, but few were in a position to take advantage of its provisions.
**SUPPORT**—Draw attention to the image on page 37. Explain that the image shows one example of an African American homestead. Point out that homesteaders had limited building supplies, so entire families often shared small houses.

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

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

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

**EVALUATIVE**—How did the Homestead Act encourage immigration?

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

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

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

**INFERENTIAL**—Why would the government give away land to homesteaders?

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

**Timeline**

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What attracted farmers to the Great Plains?”
- Post the Image Card to the Timeline under the date referencing the 1860s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.
Check for Understanding 10 min

Ask students to:

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

- Choose one of the Core Vocabulary words (precipitation, till, credit, or homestead) or the phrase “weather pattern,” and write a sentence using the word or phrase.

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

Additional Activity

Domain Vocabulary: Chapters 1–4 (RL.4.4, L.4.6) 15 min

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

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

Note: This activity may be assigned as homework.
Adjusting to Life on the Plains

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

Primary Focus Objectives

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

Core Vocabulary (Student Reader page numbers listed below)

ditch, n. a narrow channel dug in the ground (42)
   Example: Running across the field, the child stumbled into a ditch.
   Variation: ditches

evaporation, n. the process by which a liquid changes to a vapor or gas (42)
   Example: Hot summer temperatures increase surface water evaporation.
   Variation: evaporate (verb)

hardship, n. a difficulty (43)
   Example: One hardship experienced by many settlers was hunger.
   Variation: hardships

THE CORE LESSON 35 MIN

Introduce “Adjusting to Life on the Plains” 5 MIN

Use the Chapter 4 Timeline Image Card to review what students read in the previous chapter. Invite volunteers to recall why farmers began moving to the Great Plains in greater numbers during the late 1860s. Then, ask them to describe the landscape and weather patterns found on the Great Plains.
Read aloud the Big Question, and tell students to look for answers to the question as they move through the chapter.

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

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

**“A Hard Life,” Pages 38–41**

**Scaffold understanding as follows:**

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

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

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

After students read the text, ask the following questions:

**LITERAL**—What was the climate of the Great Plains?

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

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

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

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

» The dirt crumbled from the walls and ceiling. Insects, snakes, and small animals came through the walls. Roofs and walls leaked when it rained.
shallow is still used in some places today. In dry farming, when rain comes, the third invention, a new method of farming called dry farming, the farmer can hold the long strands of barbed wire.

watch helplessly as your crop vanishes. One settler, to whom this happened, said, "Grasshoppers block out the sun. The insects drop down, and you hear a faint humming noise in the distance. The hum swells into a deafening roar. The sky darkens. Millions upon millions of grasshoppers are coming."

These insects appeared on the plains every few years, in such numbers that they devoured everything in their path. Imagine a deafening roar. The sky darkens. Millions upon millions of grasshoppers are coming. The area was left in ruins.

Learning New Ways of Farming

Farming on the plains had its own challenges, challenges that you do not see today. It was too dry. The farmers had to struggle before gaining the land's respect. It happened before their families got used to the new land.

The widespread use of barbed wire changed the use of fences without very much wood. This was important because there were not many trees on the plains.

Farming on the plains from ranching to farming. The widespread use of barbed wire changed the use of fences without very much wood. This was important because there were not many trees on the plains. This method of farming worked best on the Great Plains. One settler, to whom this happened, said, "Grasshoppers block out the sun. The insects drop down, and you hear a faint humming noise in the distance. The hum swells into a deafening roar. The sky darkens. Millions upon millions of grasshoppers are coming."

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

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

Scaffold understanding as follows:

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

LITERAL—How did settlers get fresh water?

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

LITERAL—What made life on the Great Plains lonely?

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

After volunteers read the text, ask the following questions:

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

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

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

» They grew crops that needed less water.
LITERAL—Why were grasshoppers such a problem for farmers?
» There were millions of them, and they would eat everything in their path, including farmers’ crops.

LITERAL—How did some settlers try to combat the grasshopper plagues?
» They started smoky fires to drive the grasshoppers away from their crops.

INFERENTIAL—Why do you think people continued to move to the Great Plains despite the hardships of life there?
» Possible response: Many people were coming from other difficult conditions. Despite the hardships, life on the Great Plains offered them a chance to make their own homes, to own land, to farm and raise their own food, and to escape less desirable circumstances, such as unemployment, overcrowding, persecution, and conflict.

Timeline

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

CHECK FOR UNDERSTANDING 10 min

Ask students to:

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

- Choose one of the Core Vocabulary words (ditch, evaporation, or hardship), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 6

Remembering the “Wild West”

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

\textbf{foolhardy, adj.} reckless; without care or caution (46)

\textit{Example:} The foolhardy boys did not think about the consequences of their actions.
ore, n. rock from which metal can be obtained (47)
Example: Miners dug into the mountain hoping to find iron ore.
Variation: ores
census, n. a count of the number of people living in a certain area (49)
Example: The U.S. government took its first census of the population in 1790.
Variation: censuses
irrigation, n. a method of watering crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops (49)
Example: Farmers used river water in the irrigation of their crops.
Variation: irrigate (verb)
stagecoach, n. a horse-drawn vehicle used to carry passengers and mail along an established route (50)
Example: Many people used the stagecoach to travel between towns in the American West.
Variation: stagecoaches
scout, n. a person sent to observe an area and get information (52)
Example: As a scout, the young woman traveled and explored many places.
Variation: scouts, scout (verb)

THE CORE LESSON 35 MIN

Introduce “Remembering the ‘Wild West’” 5 MIN

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

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

Guided Reading Supports for “Remembering the ‘Wild West’” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Chapter 6
Remembering the "Wild West"

"Moving West," Pages 44–47

Scaffold understanding as follows:

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

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

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

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

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

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

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

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

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

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

**INFERENTIAL**—What do you think Horace Greeley meant when he said, “Go West, young man, and grow up with the country”?

» Possible response: Greeley meant that people, particularly young men, should seek opportunities in the West because that’s where the future of the country would be.
"Oklahoma Land Rush," Pages 47–48

**Scaffold understanding as follows:**

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

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

Have students read the section “Oklahoma Land Rush” independently.

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

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

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

After students read the text, ask the following questions:

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

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

**LITERAL**—What was the Oklahoma land rush?

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

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

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

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

After students read the text, ask the following questions:

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

» It announced that there was no more frontier.

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

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

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

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

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

Scaffold understanding as follows:

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

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

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

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

**CORE VOCABULARY**—Encourage them to refer to the vocabulary box on page 52 as they read to help them understand the word *scout*.
SUPPORT—Call attention to the term *dime novel*. Explain that dime novels were short works of fiction, generally sold for a nickel or a dime. Most were about one hundred pages long, and they often collected popular newspaper serial stories in one volume. They were popular forms of entertainment in the 1800s.

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

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

**LITERAL**—Who were Billy the Kid and Jesse James?

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

**LITERAL**—What were dime novels?

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

**LITERAL**—Who was Buffalo Bill Cody?

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

**LITERAL**—Who was Annie Oakley?

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

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

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

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

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

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

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “How did the legends of the Wild West come about?”
  
  Key points students should cite include: Newspapers and dime novels told exaggerated tales of adventure about cowboys, gunfights, and outlaws like Jesse James and Billy the Kid. Wild West shows like those with Buffalo Bill Cody and Annie Oakley added to and maintained these legends.

- Choose one of the Core Vocabulary words (foolhardy, ore, census, irrigation, stagecoach, or scout), and write a sentence using the word.

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

Additional Activities

Buffalo Soldiers (RI.4.7) 25 min

Materials: Internet access

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

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

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

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

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

Show the class the videos.

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

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

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

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

www.coreknowledge.org/ckhg-online-resources

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

Begin the activity by playing the song “Anything You Can Do” from the musical Annie Get Your Gun. Explain that the hit musical explores how Annie Oakley came to join Buffalo Bill’s Wild West show. The song “Anything You Can Do” popularizes the initial competition between Annie Oakley and sharpshooter Frank Butler, who would later become her husband. Listen to the song, and invite students to describe what it suggests about Annie Oakley.
Then, distribute copies of The True Story of Annie Oakley (NFE 1). Read this nonfiction excerpt aloud as students follow along. Pause to explain the meaning of the following words as they are encountered:

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

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

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

» Darke County, Ohio

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

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

What goal did Annie achieve as a market hunter?

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

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

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

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

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

Why do you think Annie took the last name “Oakley”?

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

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

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

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

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

Materials Needed

Activity Pages

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

*Variations:* treaties
Introduce “The United States Gains Alaska”  

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

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

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

Guided Reading Supports for “The United States Gains Alaska”  

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

“Northern Icebox,” Pages 54–59

Scaffold understanding as follows:

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

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

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

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

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

**Note:** Students in Core Knowledge schools may recall the word treaty from the unit Westward Expansion Before the Civil War.
SUPPORT—Remind students that czar was the title for the supreme ruler, or emperor, of Russia. The word is sometimes written as tsar. Both come from the Latin caesar, meaning emperor.

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

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

LITERAL—Which country claimed the territory of Alaska?
» Russia

LITERAL—How did Russia make money from Alaska?
» The Russian government created a company to trade with native peoples for fur.

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

LITERAL—What was the name and position of the American government official who negotiated the purchase of the Alaskan territory from Russia?
» U.S. Secretary of State William Seward negotiated the purchase of Alaska.

LITERAL—What had to happen in Congress for the Alaska Purchase to happen?
» The Senate had to approve the treaty, and the House of Representatives had to vote to provide the money.

EVALUATIVE—What was “Seward’s Folly”? What does this name suggest about some people’s opinion of Alaska?
» Seward’s Folly refers to Secretary of State Seward’s purchase of the Alaskan territory from Russia. These people thought it was a big, cold, mostly frozen place, of little value.
EVALUATIVE—What benefits did other people see in the purchase of the Alaskan territory?

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

Timeline

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

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

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

- Write a sentence using the Core Vocabulary word *treaty*.

To wrap up the lesson, ask several students to share their responses.
Materials Needed: sufficient copies of Domain Vocabulary: Chapters 5–7 (AP 7.2)

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

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

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• The United States (AP 1.2) 79
• Map of the Planned Route of the Transcontinental Railroad (AP 2.1) 80
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• Russia and Alaska Map (AP 7.1) 84
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Answer Key: Westward Expansion After the Civil War 86

The following nonfiction excerpt can be found and downloaded at:
www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpt
• NFE 1: The True Story of Annie Oakley
Unit Assessment: Westward Expansion After the Civil War

A. Circle the letter of the best answer.

1. Who was the most likely to become rich on the mining frontier?
   a) an individual miner
   b) a hotel owner
   c) a storekeeper
   d) a mining company

2. The harsh “vigilante justice,” also known as frontier justice, of the mining camps developed because there were no
   a) churches.
   b) schools.
   c) mayors.
   d) police.

3. Who helped build the transcontinental railroad?
   a) settlers
   b) immigrants
   c) miners
   d) cowboys

4. Ranchers drove their cattle from Texas to Abilene, Kansas, because
   a) there was better grass for the animals there.
   b) the people of Abilene didn’t raise cattle for themselves.
   c) the cattle were safer there, away from thieves.
   d) from there, the cattle could be shipped by railroad to Chicago and markets in the East.

5. On the long drive, cowboys worried most about the danger of
   a) thieves.
   b) stampedes.
   c) floods.
   d) diseases.

6. Which of the following is not a reason for the end of the great age of the cowboy?
   a) Many people in the East began to raise their own cattle.
   b) Two fierce winters and a hot, dry summer led ranchers to pen in their cattle.
   c) Ranchers moved farther north and were closer to the railroads.
   d) Farmers moved in and took up much of the land.
7. Rain, snow, sleet, and hail are all forms of
   a) presentation.
   b) preparation.
   c) precipitation.
   d) precision.

8. Which of the following is not a reason for the settling of the Great Plains?
   a) wars between sheep herders and cattle ranchers
   b) a temporary increase in the amount of rainfall
   c) free land offered through the Homestead Act of 1862
   d) cheap land advertised and sold by the railroads

9. Under the Homestead Act of 1862, free land was given away to
   a) U.S. citizens only.
   b) poor people only.
   c) Native American tribes.
   d) U.S. citizens and immigrants.

10. The main reason that settlers on the plains built sod houses is that
    a) they were cool in the summer.
    b) they were warm in the winter.
    c) there were few trees from which to build wooden houses.
    d) they were more attractive than wooden and stone houses.

11. Which three inventions helped people farm the plains?
    a) barbed wire, steel plows, and wooden fences
    b) barbed wire, steel plows, and dry farming methods
    c) dry farming methods, wooden plows, and wooden fences
    d) dry farming methods, wooden plows, and railroads

12. What caused the worst disaster faced by farmers on the Great Plains?
    a) swarming grasshoppers
    b) very wet summers
    c) bitterly cold winters
    d) construction of railroads

13. Who said, “Go West, young man, and grow up with the country”?
    a) Billy the Kid
    b) William Seward
    c) Horace Greeley
    d) Jesse James
14. A census measures
   a) the amount of company profits.
   b) the size of acreage.
   c) the number and value of minerals.
   d) the number of people or population.

15. Two well-known outlaws of the West were
   a) Buffalo Bill Cody and Annie Oakley.
   b) Jesse James and Billy the Kid.
   c) Billy the Kid and Buffalo Bill Cody.
   d) Annie Oakley and Billy the Kid.

16. What was Seward’s Folly?
   a) the construction of the transcontinental railroad
   b) the passage of the Homestead Act
   c) the purchase of Alaska
   d) the closing of the frontier
B. Match the following vocabulary words with their definitions. Write the correct letter on the line.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. brand</td>
<td>a) rock from which metal can be obtained</td>
</tr>
<tr>
<td>18. credit</td>
<td>b) to declare ownership of something, such as land</td>
</tr>
<tr>
<td>19. homestead</td>
<td>c) across a continent</td>
</tr>
<tr>
<td>20. open range</td>
<td>d) a system of buying now and paying later</td>
</tr>
<tr>
<td>21. ore</td>
<td>e) to eat grass, crops, and other plants in a field</td>
</tr>
<tr>
<td>22. stake a claim</td>
<td>f) a home and the land surrounding it</td>
</tr>
<tr>
<td>23. swarm</td>
<td>g) a formal agreement between two or more groups, especially countries</td>
</tr>
<tr>
<td>24. graze</td>
<td>h) to mark with a symbol of ownership</td>
</tr>
<tr>
<td>25. transcontinental</td>
<td>i) land where cattle roam freely</td>
</tr>
<tr>
<td>26. treaty</td>
<td>j) to gather or move together in a large group</td>
</tr>
</tbody>
</table>
Performance Task: *Westward Expansion After the Civil War*

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

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

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

**Interview 1: Railroad Worker**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Questions and Answers</th>
</tr>
</thead>
</table>
| **Reasons for Going West** | Why did you come to the Pacific Coast?  
                             to earn money, to provide for my family, to build a new life |
| **Work Done**          | What work do you do?  
                             laying track for the Central Pacific Railroad, tunneling through mountains, building bridges and trestles |
| **Challenges**         | What challenges have you faced?  
                             harsh winter, long work days, grueling work, dangerous terrain, explosives |
| **Daily Life**         | What is your daily life like?  
                             I spend most of my time working on the line, with brief breaks to rest in camp. It's hard work, and exhausting, and camp isn't much more sheltered than the line, so I'm always cold |
## Interview 2: Homesteader

<table>
<thead>
<tr>
<th>Theme</th>
<th>Questions and Answers</th>
</tr>
</thead>
</table>
| Reasons for Going West | Why did you move to the Great Plains?  
  to get my own land, to farm, to raise my family away from the crowded cities back East |
| Work Done              | What work do you do?  
  I’m a farmer. I clear the land, till the earth, plant my crops. I have to water and take care of the crops, get rid of pests. Then, I have to harvest. If I have enough, I get it ready to sell and send to market. |
| Challenges             | What challenges do you face?  
  The biggest challenge is unpredictability. I never know what the weather’s going to be like. The plains are pretty dry, and I need lots of fresh water. A really dry spell can bring disaster. The soil is hard to turn, but my new steel plow helps, and I dig ditches to trap what rainfall we get. In addition to hot summers, the winters can be fierce. Pests, especially grasshoppers, can cause trouble, too. |
| Daily Life             | What is an average day like?  
  Well, it starts early! I’m up before dawn to take care of the animals and get out in the field. I have to work on my equipment, too. I spend most of the day outside, dealing with unexpected problems usually, and come in for dinner. Then, I’m ready for an early night. |
### Interview 3: Cowboy

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

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

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

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

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

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

**Interview 1: _____________**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Questions and Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for Going West</td>
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<tr>
<td>Work Done</td>
<td></td>
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<tr>
<td>Challenges</td>
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<tr>
<td>Daily Life</td>
<td></td>
</tr>
</tbody>
</table>
Name ____________________________  Date ____________________

Interview 2: ____________________

<table>
<thead>
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<th>Theme</th>
<th>Questions and Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for Going West</td>
<td></td>
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<td>Work Done</td>
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<tr>
<td>Challenges</td>
<td></td>
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<tr>
<td>Daily Life</td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________    Date ______________________________

Interview 3: __________________

<table>
<thead>
<tr>
<th>Theme</th>
<th>Questions and Answers</th>
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</thead>
<tbody>
<tr>
<td><strong>Reasons for Going West</strong></td>
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</tr>
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<td><strong>Work Done</strong></td>
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<td><strong>Challenges</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Daily Life</strong></td>
<td></td>
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</tbody>
</table>
Activity Page 2.1

Map of the Planned Route of the Transcontinental Railroad
Use the map to answer the questions that follow.
Cattle Drives and Railroads

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

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

3. Which trail went farthest north? Why do you think this was?
For each word, write the letter of the definition.

1. boom town
   a) land where cattle roam freely

2. brand
   b) a system of buying now and paying later

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

4. graze
   d) weather that repeats over a period of time

5. Great Plains
   e) a town that grows quickly in size and wealth

6. homestead
   f) to break up soil so crops can be planted

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

8. open range
   h) wood planks used to support railroad tracks

9. prairie
   i) water falling to Earth’s surface as rain, hail, snow, sleet, and mist

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

11. railroad ties
    k) to eat grass, crops and other plants in a field

12. stake a claim
    l) to declare ownership of something, such as land

13. stampede
    m) to mark with a symbol of ownership

14. swarm
    n) a grassland

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

16. till
    p) to gather or move together in a large group

17. transcontinental
    q) across a continent

18. vigilante justice
    r) the rushed movement of a large group of animals

19. weather pattern
    s) a home and the land surrounding it
Activity Page 7.2  Use with Chapter 7

Domain Vocabulary: Chapters 5–7

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

<table>
<thead>
<tr>
<th>ditches</th>
<th>evaporation</th>
<th>hardships</th>
<th>foolhardy</th>
<th>ores</th>
</tr>
</thead>
<tbody>
<tr>
<td>census</td>
<td>irrigation</td>
<td>stagecoaches</td>
<td>scouts</td>
<td>treaty</td>
</tr>
</tbody>
</table>

1. Miners hoped to strike it rich by finding valuable mineral ____________ in the earth.

2. Every ten years, the U.S. government conducts a ____________ of the population.

3. One problem that farmers on the Great Plains faced was the ____________ of the already limited rainfall.

4. To help address this problem, they dug ____________ to help trap groundwater for their crops.

5. To purchase Alaska, the U.S. Secretary of State had to negotiate and sign a ____________.

6. Those who opposed the Alaska Purchase considered it as ____________ as Horace Greeley once dubbed all westward expansion.

7. In the American West, some people found work as ____________ who explored the wilderness and watched for threats of attack and other dangers.

8. Many farmers in the American West had to rely on ____________ to provide their fields with fresh water.

9. Jesse James was one American outlaw who earned a certain fame for holding up ____________, banks, and trains out West.

10. Cowboys who rode cattle drives out West faced many ____________, including long months in the saddle and the constant danger of stampedes.
Answer Key: Westward Expansion After the Civil War

Unit Assessment
(pages 66–69)

   11. b  12. a  13. c  14. d  15. b  16. c

   25. c  26. g

Activity Pages

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

1. San Francisco, Sacramento, Virginia City, Ogallala, Omaha, Chicago

2. San Antonio; Sedalia Trail ended in Sedalia, Chisholm Trail ended in Abilene, Western Trail ended in Ogallala.

3. Western Trail; It went to Ogallala, which lay on the transcontinental railroad line.

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

1. e  2. m  3. b  4. k  5. c  6. s  7. j  8. a  9. n  10. i  11. h

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

1. ores  2. census  3. evaporation  4. ditches
   5. treaty  6. foolhardy  7. scouts  8. irrigation
   9. stagecoaches  10. hardships
# Native Americans: Cultures and Conflicts

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</tbody>
</table>
Native Americans: Cultures and Conflicts
Teacher Guide
Core Knowledge History and Geography™ 5
Native Americans did not live solely along the eastern coast of the United States, where European colonists first settled. Indeed, Native Americans representing highly diverse cultures and lifestyles inhabited all of North America. Many Native Americans in the Great Basin and Plateau regions were nomadic hunter-gatherers. Plains dwellers, many of whom were early farmers, experienced a significant change in their way of living with the arrival of the horse. Native Americans in the Pacific Northwest lived in longhouses on the coast.

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

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

Kindergarten

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

Grade 1

- Earliest peoples
  - hunters who historians believe either wandered over Beringia, a land bridge linking Asia and North America, or found a coastal route to North America
  - the shift from hunting to farming in places
  - the gradual development of towns and cities in places

- Early exploration of the American West
  - Daniel Boone and the Wilderness Road, the Louisiana Purchase
  - the explorations of Lewis and Clark and their Native American guide Sacagawea
  - the geography of the Appalachians, Rocky Mountains, and Mississippi River

Grade 2

- Pioneers head west
  - new means of travel (Robert Fulton and the invention of the steamboat, Éric Canal, railroads and the transcontinental railroad)
  - routes west (wagon trains on the Oregon Trail)
  - the Pony Express

- Native Americans
  - Sequoyah and the Cherokee alphabet
  - forced removal to reservations and the Trail of Tears
  - displacement from their homes and ways of life by the railroads (the “iron horse”)
  - the effects of near extermination of the bison on Plains Native Americans

Time Period Background

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

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

• the United States: fifty states; forty-eight contiguous states, plus Alaska and Hawaii; and territories

• Mississippi River, Appalachian Mountains, Great Lakes, Atlantic and Pacific oceans, Gulf of Mexico

Grade 2–4

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

Grade 3

• Earliest Americans
  - first crossed from Asia into North America approximately 30,000 to 15,000 years ago
  - customs, traditions, and languages changed as they spread across North and South America
  - are categorized into culture regions

• Native Americans of the Southwest (Pueblo [Hopi, Zuni], Diné [Navajo], Apache) and Eastern Woodlands, including Woodlands culture (wigwams, longhouses, farming, peace pipe, shaman, and sachem) and major cultures (Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehannocks, Mahican, Massachusetts, Haudenosaunee [Iroquois] Confederacy)

Grade 4

• The French and Indian War, also known as the Seven Years’ War and part of an ongoing struggle between Britain and France for control of colonies, including the French and British alliances with Native Americans

• early presidents and politics, including the Louisiana Purchase; Jackson’s Indian removal policies

Grade 5

• Early exploration of the West
  - Daniel Boone, Cumberland Gap, Wilderness Trail
  - Lewis and Clark, Sacagawea
  - “Mountain Men,” fur trade
  - Zebulon Pike and Pikes Peak

• Pioneers
  - Getting there in wagon trains, flatboats, steamboats
  - Many pioneers set out from St. Louis (where the Missouri and Mississippi rivers meet)
  - Land routes: Santa Fe and Oregon trails
  - Mormons (Latter-Day Saints) settle in Utah, Brigham Young, Great Salt Lake
  - Gold Rush, ‘49ers
What Students Should Already Know CONTINUED

• Geography
  - Erie Canal connecting the Hudson River and Lake Erie
  - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
  - Appalachian and Rocky mountains
  - Great Plains stretching from Canada to Mexico
  - Continental Divide and the flow of rivers: east of the Rockies to the Arctic or Atlantic oceans, west of the Rockies to the Pacific Ocean

• Indian resistance
  - More and more settlers move onto Native American lands, treaties made and broken
  - Tecumseh (Shawnee): attempts to unite tribes in defending their land
  - Battle of Tippecanoe
  - Osceola, Seminole leader

• “Manifest Destiny” and conflict with Mexico
  - The meaning of “Manifest Destiny”
  - Early settlement of Texas: Stephen Austin
  - General Antonio Lopez de Santa Anna
  - Battle of the Alamo (“Remember the Alamo”), Davy Crockett, Jim Bowie

• The Mexican War (also known as the Mexican-American War)
  - General Zachary Taylor (“Old Rough and Ready”)
  - Some Americans strongly oppose the war, Henry David Thoreau’s “Civil Disobedience”

• Mexico ceded land to the United States that became parts of Texas, California, Nevada, Utah, Colorado, New Mexico, and Arizona.
A Special Note to Teachers—Talking About Slavery

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

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

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

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

The most important ideas in Unit 13 are:

• Over time, the native peoples of the Great Basin, Plateau, and Plains regions developed cultures that were adapted to the environment and shared similar cultural traits and characteristics.

• The coming of European Americans changed the ways of life of Native Americans.

• Between 1782 and 1890, the U.S. Army, settlers, miners, and ranchers fought a series of battles with the Native Americans that became known as the Indian Wars.

• The federal government established the Bureau of Indian Affairs in 1824 as part of the War Department, to address increasing tensions as European Americans continued to move west of the Mississippi River, occupying lands previously inhabited by Native Americans.

• From the 1860s–1934, the Bureau of Indian Affairs forced Native Americans onto reservations, broke up tribal holdings, and attempted to impose a policy of assimilation.

What Teachers Need to Know

Background

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

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

At the points in history that are discussed here, native-born citizens and immigrants alike believed that Native Americans stood in the way of progress. They believed that these people, who lived in buffalo-hide tents instead of wooden
or brick houses and who wore animal skins instead of cotton clothes, did not understand the value of the land or of hard work and were keeping enterprising Americans from actualizing those values. Today, many people believe that the United States’s treatment of the native peoples at this time was unfair and unjust.

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

Culture and Life

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

Beliefs

According to Alvin M. Josephy,

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

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

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

Lifestyles

Students may have a stereotypical view of Native Americans as buffalo hunters on horseback. However, only the Plains Native Americans and those from the Basin and Plateau areas, who acquired horses and moved onto the Plains
to hunt buffalo, fit this description. Archaeologists have found evidence of prehistoric horses in North America, but these horses likely died out at the end of the Ice Age due to the change in climate.

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

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

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Native Americans: Cultures and Conflicts Student Reader—eight chapters

Teacher Components

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

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

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

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

Timeline

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

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

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

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

```
<table>
<thead>
<tr>
<th>Before 1500</th>
<th>1700s</th>
<th>1800s</th>
<th>1830s</th>
<th>1860s</th>
<th>1870s</th>
<th>1880s</th>
<th>1890s</th>
</tr>
</thead>
<tbody>
<tr>
<td>. . . . . .</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

Chapter 1 1 2 2 3 4 Intro 3 6 4 5 6 7 7 5 7 8 8 6
```

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

Note: Please be aware that most dates and most chapters have multiple cards.
The Timeline in Relation to the Content in the Student Reader Chapters

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

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

Time to Talk About Time

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

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

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

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

Reading Aloud

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

Turn and Talk

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

Big Questions

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Big Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?</td>
</tr>
<tr>
<td>2</td>
<td>What does “living by the seasons” reveal about life in the Plateau region for Native Americans?</td>
</tr>
<tr>
<td>3</td>
<td>What impact did the introduction of the horse have on the way of life for the people of the Plains?</td>
</tr>
</tbody>
</table>
1. How would you describe life for the Native Americans of the Pacific Northwest?

2. What challenges did Native Americans face as America developed and expanded?

3. What factors made it increasingly difficult for Native Americans to live according to their own traditions?

4. What factors made it increasingly impossible for Native Americans to resist the settlement of their land?

5. How did the Ghost Dance come about, and what did it represent for Native Americans?

**Core Vocabulary**

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

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

**Activity Pages**

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

- Chapters 1–6—Map of Native American Cultural Groups and Regions (AP 1.1)
- Chapters 1, 2—Native Americans of the Great Basin Chart (AP 1.2)
- Chapters 2, 3—Native Americans of the Plateau Chart (AP 2.1)
- Chapters 3, 4—Native Americans of the Plains Chart (AP 3.1)
- Chapter 4—Native Americans of the Pacific Northwest Chart (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.2)
• Chapter 4—Compare and Contrast Native American Cultures (AP 4.3)
• Chapters 5–8—Native American Conflicts and Reservations, 1890 (AP 5.1)
• Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.1)

**Fiction and Nonfiction Excerpts**

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

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Fiction Excerpts**

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

**Nonfiction Excerpt (Primary Source Document)**

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

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

**Additional Activities and Website Links**

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

**Cross-Curricular Connections**

**Language Arts**

**Fiction**

Myths and Legends

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

**Nonfiction**

Speech

• “I will fight no more forever” Chief Joseph
A SPECIAL NOTE ABOUT THE PATHWAY TO CITIZENSHIP

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

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

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

www.coreknowledge.org/ckhg-online-resources

BOOKS


# Native Americans: Cultures and Conflicts Sample Pacing Guide

For schools using the Core Knowledge Sequence and/or CKLA

**TG**–Teacher Guide; **SR**–Student Reader; **AP**–Activity Page; **FE**–Fiction Excerpt; **NFE**–Nonfiction Excerpt

## Week 1

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**CKLA**

| “Native Americans” | “Native Americans” | “Native Americans” | “Native Americans” | “Native Americans” |

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**CKLA**

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## Week 3

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**CKLA**

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(A total of twelve days have been allocated to the *Native Americans: Cultures and Conflicts* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

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CHAPTER 1

Native Americans of the Great Basin

The Big Question: How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?

Primary Focus Objectives

✓ Describe the geography of the Great Basin. (RI.5.2)
✓ Explain how Native Americans, such as the Shoshone and Utes, adapted to the environment in the Great Basin. (RI.5.2)
✓ Describe the myths of the Great Basin peoples. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: nation, tribe, myth, moral, shaman, irrigate, and corral. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Great Basin”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

• Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
• Display and individual student copies Native Americans of the Great Basin Chart (AP 1.2)
• Colored pencils
• Internet images of marmots, beavers, voles, porcupines, and mountain lions

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

www.coreknowledge.org/ckhg-online-resources
Core Vocabulary (Student Reader page numbers listed below)

**nation, n.** the land and people who live under the authority of a government and its laws; a country (62)

*Example:* The United States is a nation.

*Variations:* nations

**tribe, n.** a group of people who share the same language, customs, beliefs, and leadership (62)

*Example:* The Paiutes are a tribe who once lived in the Great Basin.

*Variations:* tribes, tribal (adj.)

**myth, n.** a traditional story, often concerning the early history of a people or explaining some natural or social occurrence, and typically involving supernatural beings or events (66)

*Example:* One Native American myth explained why thunderstorms happened.

*Variations:* myths

**moral, adj.** relating to ideas of right and wrong (66)

*Example:* Each myth usually taught a moral lesson about how to live.

*Variations:* morals

**shaman, n.** a Native American leader who is believed to have special powers (66)

*Example:* The shaman called on the spirits to bring rain to the dry land.

*Variations:* shamans

**irrigate, v.** to water crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops (68)

*Example:* Native Americans of the Great Basin needed to irrigate to get water to help plants grow.

*Variations:* irrigates, irrigated, irrigation (noun)

**corral, n.** a fenced area for animals (68)

*Example:* The cows were kept in a corral to keep them from running away.

*Variations:* corrals

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**THE CORE LESSON 35 MIN**

**Introduce Native Americans: Cultures and Conflicts 5 MIN**

Display the Introduction Timeline Image Card of Columbus’s voyages, and place it as an anchor point at the end of the segment “Before 1500” on the class Timeline. Use the card to remind students that when Europeans, such as Columbus, explored and colonized North America, people we call Native Americans already lived here.
Distribute copies of *Native Americans: Cultures and Conflicts* Student Reader. Use the images on the cover of the Student Reader to emphasize that there were many different Native American cultures. Invite volunteers to name any Native American groups they recall from previous units. (*Core Knowledge students may recall the Cherokee, Seminole, and Shawnee from the Grade 5 Westward Expansion units. Students may also recall the Powhatan, Wampanoag, Hopi, Zuni, Creek, Haudenosaunee, Navajo or Diné, and Apache from Grade 3.*)

Suggest that students take a few minutes to flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps, different types of homes, hunting, fishing, and portraits of Native Americans.

**Note:** You may want to discuss the different uses of the word *region* in this unit compared to *Core Knowledge Unit 9, The Geography of the United States*. In Unit 9, we talk about regions as areas of land with defined borders. In this unit, we use *region* to refer to the broader concept of cultural regions of Native Americans. For example, the geographical region of the Great Plains is a defined area comprising the states of North Dakota, South Dakota, Nebraska, Kansas, and Oklahoma. The cultural region of the Great Plains is defined by the Native Americans who lived there and incorporates the modern Great Plains region as well as parts of the Midwest.

### Introduce “Native Americans of the Great Basin” 5 MIN

Display and distribute copies of AP 1.1, Map of Native American Cultural Groups and Regions. Point to the eastern coast of the United States and the Atlantic Ocean. Tell students that the Native Americans living in this area, who were the first people that Europeans encountered in Florida, in Jamestown, Virginia, and in Plymouth, Massachusetts, were called Eastern Woodlands Native Americans. Have students use colored pencils to color the map key and area for the Eastern Woodlands Indians, (the area on the map stretching from the dotted line closest to the Mississippi River all the way to the Atlantic Coast).

Next, point to the area on AP 1.1 that represents the Great Basin (see page 65 in the Student Reader). Explain that in this chapter they will read about the Native Americans living in this area. Have students color the map area and key for the Great Basin. Ask students to name the current states that fall into the Great Basin area (*Nevada, and parts of California, Idaho, Oregon, Colorado, Wyoming, and Utah*). Identify landforms on the map, such as the Rocky Mountains and the Sierra Nevada. Tell students that as they read the chapter, they should look for details that answer the Big Question: How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?

### Guided Reading Supports for “Native Americans of the Great Basin” 25 MIN

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

Invite volunteers to read aloud the section “Westward Expansion” on pages 62–64.

**CORE VOCABULARY**—Stop to explain the meanings of *nation* and *tribe* when they are encountered in the text.

Display and distribute Native Americans of the Great Basin Chart (AP 1.2). Describe the headers of each column of the chart. Explain to students that as they read about Native Americans of the Great Basin, they should use the chart to take notes. Be sure to note that students may not find details about every category shown on the chart.

Have students read the section “A Challenging Environment” on page 64 with a partner. Tell them to add information to the “Landforms” and “Climate” columns on AP 1.2 as they read. Encourage students to read the section twice, once just to read it and once to look for details to add to the chart.

**SUPPORT**—Draw attention to the map on page 65. Have students locate the Great Basin on the map and name the states that it includes.

**SUPPORT**—Display and discuss Internet images of the animals of the Great Basin that Native Americans hunted as a source of food.

**Note:** Students may recognize the mountain lion by another name, such as cougar or puma.

After students have read the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Great Basin Chart (AP 1.2). Continue this practice throughout the remainder of this chapter, and have students save their charts.

**Who lived in what we call the United States before Europeans arrived?**

» Many different groups of Native Americans lived in what became the United States.

**LITERAL**—What happened in the 1800s to Native Americans living west of the Mississippi River?

» The push westward of white settlers disrupted and led to the downfall of some Native American cultures.

**LITERAL**—Where is the Great Basin?

» It is between the Rocky Mountains and the Sierra Nevada Mountains, in what is now Nevada, Utah, and parts of California, Idaho, Oregon, Colorado, and Wyoming.
**LITERAL**—What are the climate and landscape of the Great Basin like?

» The Great Basin has hot days in the summer and very cold nights in the winter. It is mostly desert with little water.

**LITERAL**—What food sources are available in the Great Basin?

» The Great Basin has fruits and vegetables, such as pine nuts, roots, and cactus fruits. There are also animals, such as marmots, beavers, voles, rabbits, and mountain lions.

**“Life in the Great Basin,” Pages 66–69**

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “Life in the Great Basin” on page 66.

**CORE VOCABULARY**—Pause to explain the meanings of the terms *myth*, *moral*, and *shaman* as you encounter them in the text.

**SUPPORT**—Draw students’ attention to the pronunciation key for *Paiutes*. Say the word aloud, and have students repeat it with you.

**SUPPORT**—Have students add information about myths of the Great Basin peoples to their Native Americans of the Great Basin Charts (AP 1.2).

**CORE VOCABULARY**—Introduce and explain the Core Vocabulary terms *irrigate* and *corral*, defined on page 68.

Then, have students read the remainder of the section “Life in the Great Basin” independently, from the bottom of page 67 through the top of page 69. Remind students to add information to AP 1.2 as they read.

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

After students read the text, ask the following questions:

**LITERAL**—What Native American groups live in the Great Basin?

» The Bannocks, Shoshone, Utes, and Paiutes live in the Great Basin.

**LITERAL**—What was the purpose of Native American myths?

» Myths have often been used to explain how natural forces affect people’s lives. Native Americans’ myths gave them rules of conduct, shaped by the natural conditions under which they lived.

**LITERAL**—According to the myths of the Paiutes, what did Wolf, Coyote, and Rabbit teach people?

» They taught people how to organize themselves into families and groups. They also taught people how to gather food and how to live moral lives.
Activity Page

"Harvest Time," Pages 69–71

Scaffold understanding as follows:

Have students read the section “Harvest Time” on pages 69–71 independently. Remind students to add notes to their Native Americans of the Great Basin Charts (AP 1.2) as they read.

LITERAL—What did Great Basin peoples do when they gathered in the fall?

» They shared stories, danced, played, looked for husbands and wives, hunted, and harvested.

EVALUATIVE—How did people work together to harvest the pine nuts?

» Men pulled the pinecones off the trees. Women and children collected the cones in baskets.

LITERAL—What did Great Basin peoples do with the pine nuts?

» They saved most of them for winter. Then they used the nuts to make soup and flour for bread.

Note: You may want to point out to students that some people still eat pine nuts, often adding them to familiar recipes for added flavor. It is possible to buy pine nuts, already removed from the pinecone shells, at the grocery store.
LITERAL—What did the peoples of the Great Basin teach their children?

» They taught them myths and traditions and the necessary skills needed to find food, water, and shelter while living in the Great Basin.

Timeline

• Show students the two Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.

• Review and discuss the Big Question: “How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?”

• Post the Image Cards to the Timeline under the date “Before 1500.” Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

• Write a short answer to the Big Question, “How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?”

  » Key points students should cite include: The Great Basin was dry and hot in the summer, with cold winters. Great Basin peoples had to be very resourceful in finding food, water, and creating shelter. They learned to irrigate to help plants grow. They learned where food plants grew and went back there year after year. They worked together to harvest pine nuts, which provided food during the cold winters. They used fur from local animals, such as rabbits, to make warm clothes for winter. They also lived close together in winter.

• Choose one of the Core Vocabulary words (nation, tribe, myth, moral, shaman, irrigate, or corral), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
Native Americans of the Plateau

The Big Question: What does “living by the seasons” reveal about life in the Plateau region for Native Americans?

Primary Focus Objectives

✓ Describe the environment of the Plateau. (RI.5.2)
✓ Summarize how Plateau Native Americans, such as the Nez Perce, lived in each season. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: hunter-gatherers, snowshoe, harpoon, bitterroot, and coyote. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Plateau”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

- Display and individual copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native Americans of the Great Basin Chart (AP 1.2)
- Display and individual student copies of Native Americans of the Plateau Chart (AP 2.1)
- Colored pencils
- Internet image of caribou

Use this link to download the CKHG Online Resources for this unit, where the specific link to the image may be found:

www.coreknowledge.org/ckhg-online-resources
Core Vocabulary (Student Reader page numbers listed below)

**hunter-gatherers, n.** small groups of people who feed themselves by hunting animals and gathering plants (72)

*Example:* The Paiutes of the Great Basin and many other Native American groups were hunter-gatherers.

**snowshoe, n.** a lightweight frame that lets a person walk on snow without sinking (75)

*Example:* Emma used snowshoes to walk across her yard after the snowstorm.

*Variation:* snowshoes

**harpoon, n.** a spear used to hunt fish or whales (77)

*Example:* The hunter used a harpoon to spear salmon in the river.

*Variations:* harpoons

**bitterroot, n.** a plant that grows in dry areas and has roots that can be eaten (77)

*Example:* Many Native American groups ate bitterroot.

*Variations:* bitterroots

**coyote, n.** an animal similar to a wolf, but smaller (78)

*Example:* The coyote is found in many parts of the United States.

*Variations:* coyotes

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**The Core Lesson 35 Min**

**Introduce “Native Americans of the Plateau” 5 Min**

Display Map of Native American Cultural Groups and Regions (AP 1.1), and review with students the areas they already shaded. *(Eastern Woodlands and Great Basin)* Have students refer to the Native Americans of the Great Basin Chart (AP 1.2) to share what they learned about peoples of the Great Basin.

Return to the Map of Native American Cultural Groups and Regions (AP 1.1). Point out the Plateau area (see page 74 in the Student Reader), and have students color this area and also color the map key for this area. Explain that in this chapter, students will read about Native Americans who lived in this region. Call students’ attention to the Big Question. Tell students that as they read, they should note what the Plateau Native Americans did in each season.

**Guided Reading Supports for “Native Americans of the Plateau” 30 Min**

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

Distribute Native Americans of the Plateau Chart (AP 2.1). Tell students to use the chart to record notes about this chapter.

Note: Students will be filling out similar charts for each of the Native American regions. Please note that there won’t always be information for every category on the charts.

Read aloud the first two paragraphs of the section “Living by the Seasons” on page 72.

SUPPORT—Have students turn to the map on page 74. Use the map to review the geographical information in the first paragraph on page 72.

SUPPORT—Use the pronunciation keys in the second paragraph to carefully pronounce the name of each Native American group. Have students refer to the pronunciation keys and repeat the names after you.

Invite volunteers to read aloud the remainder of the section on pages 72–75.

CORE VOCABULARY—Pause to explain the meaning of the term *hunter-gatherers* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *hunter-gatherers* from the Grade 3 unit *The Earliest Americans*.

SUPPORT—Have students work with a partner to add information from this section to their Native Americans of the Plateau Charts (AP 2.1).

After volunteers have finished reading the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Plateau Chart (AP 2.1). Continue this practice throughout the remainder of this chapter, and have students save their charts.

LITERAL—Describe the location of the Plateau region.

» It is north of the Great Basin area. It includes parts of the present-day states of Idaho, Oregon, Washington, California, and Montana, and also parts of Canada.

EVALUATIVE—What part of the Plateau environment is similar to that of the Great Basin? How is it different?

» The weather of the Plateau is similar to that of the Great Basin. Both places have hot summers and cold winters. The Plateau is different because it has more water, plants, and animals than the Great Basin.
117
CHAPTER 2
NATIVE AMERICANS OF THE PLATEAU

**EVALUATIVE**—What did the peoples of the Plateau have in common with peoples of the Great Basin?

» Peoples in both regions were hunter-gatherers. They traveled from place to place to find food. They were also very skilled at living off the land.

### “Spring,” Pages 75–77

Scaffold understanding as follows:

**CORE VOCABULARY**—Introduce and explain the terms **snowshoe** and **harpoon** using the definitions provided on pages 75 and 77.

Have students read the section “Spring” independently. Ask students to use their Native Americans of the Plateau Charts (AP 2.1) to take notes as they read.

**SUPPORT**—Display the Internet image of a caribou, and discuss the various animals that the Nez Perce hunted.

**SUPPORT**—Point out the word **sacred** at the end of the first paragraph of the section on page 75. Explain that **sacred** means holy or respected above all others. Help students find details in the text that show that salmon are sacred to the Nez Perce. (*Students should refer to the religious ritual described on page 76.*)

**SUPPORT**—Draw attention to the image on page 76. Use the image to review the Core Vocabulary term **harpoon**. Then, ask students to explain what is happening in the image, referring to the notes on their charts for help.

After students read the text, ask the following questions:

**LITERAL**—What did the Nez Perce do when their winter food supplies ran out?

» They broke into groups to find food. Some hunted deer, bear, or caribou. Others caught salmon.

**LITERAL**—How did the Nez Perce use salmon?

» They ate some of it fresh after it was cooked. They also dried it to save and eat later.

**LITERAL**—What was the first thing that happened in a Nez Perce salmon hunt?

» The first thing that happened was a religious ritual. A shaman caught a salmon with his hands, and everyone ate a small piece of it. Then the salmon’s bones were put back in the river.
LITERAL—What was the purpose of this religious ritual?

» The Nez Perce believed the ritual ensured that the salmon would return the following year.

“Summer” and “Autumn and Winter,” Pages 77–78

Scaffold understanding as follows:

Have students read “Summer” and “Autumn and Winter” on pages 77–78 independently.

CORE VOCABULARY—Encourage students to refer to the vocabulary boxes for bitterroot and coyote as they read. Remind students to add notes to their Native Americans of the Plateau Charts (AP 2.1) as they read.

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

LITERAL—What did the Nez Perce do in late summer?

» They broke into smaller groups and moved from the rivers to the mountains.

LITERAL—What did Nez Perce men do in the summer?

» They went on long hunting and trading journeys.

LITERAL—In the summer, who had the main responsibility to find, harvest, and preserve plant foods?

» The women had the responsibility to find, harvest, and preserve plant food.

LITERAL—What did the Nez Perce do in the late summer and early fall to get ready for winter?

» They built pithouses.

LITERAL—In the winter months, what did the Plateau Native Americans do in the pithouses?

» They made baskets and mended their nets, and the older people told stories and myths. These stories and myths helped teach lessons to the children.

LITERAL—Who is Coyote in Nez Perce mythology?

» He is a trickster. He is always getting into trouble or odd situations. Stories about him teach lessons to the children.
“A Coyote Tale,” Pages 78–79

Scaffold understanding as follows:

Invite volunteers to read aloud the section “A Coyote Tale” on pages 78–79. Make sure students understand that this section retells a Native American story.

**SUPPORT**—Refer students to the image of a coyote on page 79. Use the image to point out the features Wanderer lists on page 79: ears, tail, fur, and snout (nose).

After volunteers read the text, ask the following questions:

**LITERAL**—Who are the two coyotes in the story?

» Wanderer and Sleek

**LITERAL**—What happens to the two coyotes in the story?

» They run across a field. A person notices them and yells, “There’s a coyote!” and “There’s another one!”

**LITERAL**—What does Sleek believe about himself because of this?

» He believes he is not a coyote.

**INFERENTIAL**—What advice or lesson does this coyote story teach about life?

» We should not let others tell us who we are.

Timeline

- Show students the two Chapter 2 Timeline Image Cards. Read and discuss the captions.
- Review and discuss the Big Question: “What does ‘living by the seasons’ reveal about life in the Plateau region for Native Americans?”
- Post the Image Cards to the Timeline under the date “Before 1500.” Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.
Ask students to:

- Write a short answer to the Big Question, “What does ‘living by the seasons’ reveal about life in the Plateau region for Native Americans?”
  
  » Key points students should cite include: As hunter-gatherers, Plateau Native Americans were very dependent on the land and the seasons for food. During each season, they performed specific tasks. They spent spring by the rivers to hunt salmon. Then they moved away from the rivers in summer to the mountains, where they hunted and harvested. In the fall, they built pithouses to live in during the winter. In the winter, they made baskets and repaired their fishing nets.

- Choose one of the Core Vocabulary words (hunter-gatherers, snowshoe, harpoon, bitterroot, or coyote), and write a sentence using the word.

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

Additional Activities

“Coyote Goes to the Land of the Dead” (RL.5.1, RL.5.2) 45 min

Materials Needed: sufficient copies of “Coyote Goes to the Land of the Dead” (FE 1); Internet image of a longhouse

Background for Teachers: Before doing this activity, read the myth “Coyote Goes to the Land of the Dead” (FE 1). Be aware that this myth about death explains why one can never see a dead person again. To students who have experienced the death of a loved one, this might be a sensitive issue.

Use this link to download the CKHG Online Resources, where a specific link to the fiction excerpt and Internet image of a longhouse may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute “Coyote Goes to the Land of the Dead” (FE 1). Tell students that this is adapted from stories told by the Nez Perce and Zuni peoples.

Before reading the story, show students the Internet image of the longhouse, explaining that this is the type of house in which the Nez Perce lived. Usually relatives from more than one family lived in this type of single-room home. In the story, students will hear about a longhouse.

Note: Students in Core Knowledge schools might recall learning about the Zuni in the Grade 3 unit The Earliest Americans.
Remind students that in Native American stories, Coyote is a trickster. He tries to deceive, or he does what he is told NOT to do.

Invite volunteers to read aloud the story. Stop every few paragraphs, and ask a student to summarize what has happened so far.

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

- **Why is Coyote sad?**
  - His wife has died.

- **Who came to Coyote with a plan that would enable him to see his wife?**
  - The Death Spirit

- **What did Coyote do about this plan?**
  - He accepted the plan.

- **Did he at first obey the Death Spirit?**
  - Yes, he did.

- **Did Coyote get his wish to see his wife?**
  - Yes, he did.

- **Did Coyote continue to obey the Death Spirit?**
  - No, he did not.

- **What did Coyote do that he was forbidden to do?**
  - He hugged his wife.

- **What happened as a result of Coyote’s actions?**
  - No spirit could ever again return from the dead.

- **What aspect of life does this story explain?**
  - It explains why people who have died can never return to Earth.
Native Americans of the Plains

The Big Question: What impact did the introduction of the horse have on the way of life for the people of the Plains?

Primary Focus Objectives

✓ Summarize how Plains peoples, such as the Arapaho and Cheyenne, lived before 1750. (RI.5.2)
✓ Describe the effects of the horse on the lives of Native Americans of the Plains. (RI.5.2)
✓ Explain the importance of bison to Plains people. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: tepee, moccasin, quiver, awl, and fortitude; and of the phrase “initiation rite.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Plains”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

AP 1.1
AP 2.1
AP 3.1

- Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native Americans of the Plateau Chart (AP 2.1)
- Display and individual student copies of Native Americans of the Plains Chart (AP 3.1)
- Colored pencils
- Sufficient copies of “The Sun Dance” (FE 2)

Core Vocabulary (Student Reader page numbers listed below)

tepee, n. a cone-shaped tent used by Native American groups living on the Plains (87)

Example: A tepee was a home for Plains Native Americans.
Variation: tepees
moccasin, n. a soft leather shoe made from animal skins (88)
Example: Native Americans of the Plains knew how to craft a moccasin from bison hide.
Variation: moccasins

quiver, n. a case for holding arrows (88)
Example: Each Plains Native American hunter usually carried a quiver full of arrows.
Variation: quivers

awl, n. a sharp, pointed tool used for sewing and to make holes (88)
Example: The craftswoman used an awl to make clothing.
Variation: awls

“initiation rite,” (phrase) an act that a person must complete to join a group (90)
Example: Native American teenage boys of the Plains went through an initiation rite to mark their entrance into manhood.
Variation: initiation rites

fortitude, n. strength or determination (90)
Example: The native people of the Plains had great fortitude.

THE CORE LESSON 35 MIN

Introduce “Native Americans of the Plains” 5 MIN

Display Map of Native American Cultural Groups and Regions (AP 1.1), and have students identify the Eastern Woodlands, Great Basin, and Plateau. Invite volunteers to share details from their notes about Native Americans of the Plateau from their Native Americans of the Plateau Charts (AP 2.1).

Point out the area of the Plains on AP 1.1 (see page 83 in the Student Reader). Tell students that in this chapter they will learn about the Native Americans of this region. Have students identify the Plains area on their copies of AP 1.1. Have students color the area of the Plains and its box in the map key. Introduce the Big Question, and tell students to look, as they read, for details about the importance of the horse in the life of Native Americans living on the Plains.

Guided Reading Supports for “Native Americans of the Plains” 30 MIN

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

**Distribute the Native Americans of the Plains Chart (AP 3.1).** Tell students that as they read the chapter, they should add notes to the chart, as they did in the charts for the previous chapters.

**Have students read the section “From Farmers to Hunters”** on pages 80–82 with a partner. Remind students to take notes on their charts as they read.

**SUPPORT**—Direct students to the map on page 83. Have students identify the area of the Plains and identify the borders of the Plains as described in the text: Canada, Mexico, and the Rocky Mountains.

**Have students read the section “Horses”** on pages 82–84 independently. Encourage them to take notes as they read.

**SUPPORT**—Draw attention to the image on pages 84–85. Have students identify the Spanish soldier and the Native American. Ask them to identify details in the image that show it is set in the Plains. *(the long grasses, the flat land with mountains in the distance)*
After students have read the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Plains Chart (AP 3.1). Continue this practice throughout the remainder of this chapter. Ask them to save their charts.

**LITERAL—What are the Plains?**

» They are flat grasslands that stretch from Canada to Mexico, across the midwestern United States.

**LITERAL—How did the Native Americans of the Plains get their food before the Spanish introduced the horse to them?**

» They were farmers and grew most of their own food. They occasionally hunted bison on foot.

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**“Bison Become King” and “Hunting for Bison,” Pages 85–88**

**Scaffold understanding as follows:**

Read aloud the first paragraph of “Bison Become King” on page 85.

**SUPPORT**—Use the pronunciation keys for Arapahos, Cheyenne, Osages, and Sioux to carefully pronounce the name of each Native American people. Have students refer to the keys and repeat the names with you.

Invite volunteers to read aloud the remainder of the section “Bison Become King” on page 86.

**SUPPORT**—Pause to allow students to add notes to their Native Americans of the Plains Charts (AP 3.1).

Have students read the section “Hunting for Bison” independently. Encourage students to add notes to their charts as they read.

**CORE VOCABULARY**—Encourage students to refer to the vocabulary box for tepee on page 87 as they read.

**Note:** Students in Core Knowledge schools may recall the term tepee from the Grade 3 unit Canada.

**SUPPORT**—Draw attention to the bison diagram on page 88. Remind students that hide is an animal’s skin and dung is an animal’s droppings.
cleared the land, tilled the soil, planted seeds, watered plants,
Before the horse, Plains farmers were very busy people. They
them to wage war on each other.

Horses and War

Native American groups. Later, they began to trade with European traders
agricultural products, which, as we have seen, some Plains people
these things included metals, beads, and tools. The horses were
bison. They could trade those things for items they did not have.
and never thought of wasting it.
Plains people learned to be skilled riders and how to use the bow and arrow to hunt bison.

Uses of Bison

Bones
— fuel
Horns
— cups, spoons, ladles
Hair
— pillows, ropes, ornaments
Hide
— tepee coverings, clothing, robes, moccasins
Saddles, stirrups
Arrow

Vocabulary

Plains
by Native American
shaped tent used
American words

"Horses and War" and “From Childhood to Adulthood,” Pages 88–91

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Horses and War” on pages 88–89.

SUPPORT—Draw attention to the pronunciation key for coup. Have students repeat the word with you.
and handled and preserved the crops. The coming of the horse did not change Plains people's ways of life much. They still harnessed and rode horses to drive bison. They hunted bison and other animals and gathered edible plants. They prepared bison hides into robes and tepees. They gathered edible plants and took care of crops. They cooked, sewed, and did beadwork. They moved the encampments during hunting season.

SUPPORT—Give students a minute to add notes about the section to their Native Americans of the Plains Charts (AP 3.1).

**Read aloud the first two paragraphs of the section “From Childhood to Adulthood” on pages 89–90.**

**CORE VOCABULARY**—Stop to explain the meanings of the phrase “initiation rite” and the word *fortitude* when they are encountered in the text.

**Invite volunteers to read the rest of the section aloud.**

**SUPPORT**—Point out the word *edible* in the last paragraph on page 90. Explain that *edible* means “able to be eaten.” Ask students to give examples of plants that are edible. Guide students to understand that fruits and vegetables come from edible plants.

**SUPPORT**—Note the idiom “coming of age” in the final paragraph of the chapter. Help students understand that “coming of age” means moving from childhood to adulthood. Native American cultures have initiation rites to mark this passage. Ask students what traditions in American culture mark this change. *(Possible responses include getting a driver’s license, being able to vote, graduating from college, and moving out on one’s own.)*

**SUPPORT**—Give students time to complete their Native Americans of the Plains Charts (AP 3.1).

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

**LITERAL**—How did horses bring war to Native Americans of the Plains?

» Having horses brought them into conflict with more Native American groups.

**LITERAL**—What does it mean to count coup?

» It means to show the most bravery or skill, sometimes by embarrassing the enemy by taking his gun or horse.

**LITERAL**—What training did boys receive as they grew up?

» They learned about justice, bravery, and honor by listening to stories. They learned to use bows and arrows. They learned to handle horses and hunt small game. They joined adults on bison hunts and war parties.

**LITERAL**—What did Plains women do?

» They made robes and tepees. They gathered plants and took care of crops. They cooked, sewed, and did beadwork. They moved the encampments during hunting season.
Timeline

• Show students the two Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.

• Review and discuss the Big Question: “What impact did the introduction of the horse have on the way of life for the people of the Plains?”

• Post the Image Cards to the Timeline under the dates referencing “Before 1500” and the 1700s. Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.

**CHECK FOR UNDERSTANDING 10 MIN**

Ask students to:

• Write a short answer to the Big Question: “What impact did the introduction of the horse have on the way of life for the people of the Plains?”

  » Key points students should cite include: Because of the horse, Plains people went from being farmers to being hunters. Horses allowed them to acquire food more efficiently because fewer people were needed on a hunt. Horses also brought Plains people into conflict with more groups, which led to more fighting.

• Choose one of the Core Vocabulary words (tepee, moccasin, quiver, awl, or fortitude) or the phrase “initiation rite,” and write a sentence using the word or phrase.

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

Additional Activities

“The Sun Dance” (RL.5.1, RL.5.2) 45 MIN

**Materials Needed:** Sufficient copies of “The Sun Dance” (FE 2)

**Background for Teachers:** Use this link to download the CKHG Online Resources, where a specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute “The Sun Dance” (FE 2) to students. Explain that the story describes the origin of the Sun Dance in Native American culture. The story includes a young man named Scar Face because he has a scar on his face. People are not kind to him because he has this scar. When you discuss the story, you might mention that even in myths, people are not kind to those who are different from the majority.
Invite volunteers to take turns reading the story. Stop every few paragraphs, and have students recap what has happened so far.

After the reading, ask the following questions:

1. **What are the names of the characters in this story?**
   - Feather Woman, Morning Star (parents of Scar Face); Moon and Sun (parents of Morning Star); Star Boy, also called Scar Face; daughter of the chief.

2. **Why does Feather Woman have to return to Earth?**
   - She is sad and sadness is not allowed in Star Country.

3. **What brave thing does Scar Face do in Star Country?**
   - He kills all the cranes.

4. **How is Scar Face’s scar healed?**
   - He sits in the steam lodge Moon built, and his scar heals.

5. **How does the story end?**
   - Scar Face, now called Star Boy, marries the chief’s daughter.

Lead students in a discussion of how they respond to someone who is different, like Scar Face, who is different because of the scar on his face. Discuss how people can behave compassionately toward those they perceive as different.
CHAPTER 4

Native Americans of the Pacific Northwest

The Big Question: How would you describe life for the Native Americans of the Pacific Northwest?

Primary Focus Objectives

✓ Explain how geography influenced the lives of Native Americans of the Pacific Northwest, such as the Tlingits and Kwakwaka'wakw. (RI.5.2)
✓ Describe a potlatch. (RI.5.2)
✓ Explain the roles of totems in Native American culture. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: totem, clan, emblem, ancestry, and copper. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Native Americans of the Pacific Northwest”:

[Website Link]

Materials Needed

Activity Pages

- Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native Americans of the Plains Chart (AP 3.1)
- Display and individual student copies of Native Americans of the Pacific Northwest Chart (AP 4.1)
- Colored pencils
- Internet image of a raven
- Internet access
- One or more student computer workstations with Internet access

Use this link to download the CKHG Online Resources, where a specific link to an image of a raven may be found:

[Website Link]
Core Vocabulary (Student Reader page numbers listed below)

- **totem, n.** a plant or animal that is a respected symbol in Native American society (97)
  
  _Example_: Northwest Coast Native Americans often painted a totem on their houses as a symbol of their family.
  
  _Variation_: totems

- **clan, n.** a group of families claiming a common ancestor (98)
  
  _Example_: Many families belonged to the Sea Lion clan.
  
  _Variation_: clans

- **emblem, n.** a symbol (98)
  
  _Example_: A lion is a popular emblem of bravery.
  
  _Variation_: emblems

- **ancestry, n.** the people who were in your family in past times (98)
  
  _Example_: Maria traced her ancestry all the way back to Spain in the 1500s.
  
  _Variation_: ancestors

- **copper, n.** a type of metal (99)
  
  _Example_: Ellen wore shiny bracelets made of copper.

The Core Lesson 35 min

Introduce “Native Americans of the Pacific Northwest” 5 min

Display Map of Native American Culture Groups (AP 1.1), and have students identify the Eastern Woodlands, Great Basin, Plateau, and Plains. Invite volunteers to share details from their notes about Native Americans of the Plains from their Native Americans of the Plains Charts (AP 3.1).

Point out the areas of the Pacific Northwest on AP 1.1, (see page 94 of the Student Reader), including southern Alaska. Tell students that in this chapter they will learn about the Native Americans of this region. Have students identify the Pacific Northwest on their copies of AP 1.1. Have students color the region and its box in the map key. Introduce the Big Question, and tell students to look, as they read, for details about the life of Native Americans of the Pacific Northwest.

Guided Reading Supports for “Native Americans of the Pacific Northwest” 30 min

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Chapter 4
Native Americans of the Pacific Northwest

Native Americans of the Northwest were not just an area and a Native American geography.

1. Distribute Native Americans of the Pacific Northwest Chart (AP 4.1). Tell students to record details on the chart as they read.

2. Read aloud the section “Native Americans of the Northwest” on page 92.

   **SUPPORT**—Use the pronunciation keys for Tlingits, Salishes, Haidas, and Kwakwaka’wakw to carefully say the name of each Native American group. Have students repeat the names with you.

   **SUPPORT**—Draw attention to the map on page 94. Have students locate Alaska, Washington, Oregon, and California. Then, have them identify the area of the Pacific Northwest on the map. Make sure students include the coast of Alaska.

   **SUPPORT**—Give students a minute to add details from the section to their Native Americans of the Pacific Northwest Charts (AP 4.1).

3. Have students read the section “Land of Forest and Rivers” on pages 92–96 with a partner. Remind students to add notes to their Native Americans of the Pacific Northwest Charts (AP 4.1) as they read.

4. After students read the text, ask the following questions. As students respond to the questions below, suggest that they review and update their notes on Native Americans of the Pacific Northwest Chart (AP 4.1). Continue this practice throughout the remainder of this chapter.

   **LITERAL**—Describe the location of the Pacific Northwest.

   » It extends from southern Alaska, through Washington and Oregon, into California.

   **LITERAL**—Describe the environment of the Pacific Northwest.

   » It is rugged and windy, with mountains on one side and the Pacific Ocean on the other. The weather is mild but moist. It has lush forests filled with plants and animals.

   **EVALUATIVE**—Why did Native Americans of the Pacific Northwest never have to become farmers?

   » There was so much food growing naturally in the environment that they never needed to farm.
Activity Page

AP 4.1

CHAPTER 4 | NATIVE AMERICANS OF THE PACIFIC NORTHWEST

Scaffold understanding as follows:

Invite volunteers to read aloud the first four paragraphs of the section “Potlatches and Totem Poles” on pages 96–97.

CORE VOCABULARY—Explain the meaning of the word totem when it is encountered in the text. Refer back to the title of the section, and ask students to use the definition of totem to explain what a totem pole might be. (a pole with respected plant and animal symbols on it)

SUPPORT—Reread the description of a longhouse, and note the word cedar. Explain that cedar is a type of tree. Also display the Internet image of a raven, and discuss the various animals that might be included on totem poles.

Read aloud the next two paragraphs of the section on page 98.

CORE VOCABULARY—Explain the meanings of the Core Vocabulary terms clan, emblem, and ancestry as they are encountered in the text.

Note: Students in Core Knowledge schools may recall the word clan from their studies of the Maya, Aztec, and Inca, and of feudal Japan. They may recall the word ancestor from the Grade 3 unit The Earliest Americans or the Grade 4 unit Medieval Europe. Help students make the connection between ancestor and ancestry.

Invite a volunteer to read aloud the last paragraph of the section.

CORE VOCABULARY—Explain the meaning of copper when it is encountered in the text. Refer to the bracelets in the image on page 98 as an example of what copper looks like.

SUPPORT—Give students time to add details from the section to their Native Americans of the Pacific Northwest Charts (AP 4.1).
After the volunteer has read the text, ask the following questions:

**LITERAL**—What were potlatches?

» They were great ceremonies that lasted for days. Hundreds of people might attend and participate in dances, stories, games, singing, and gift giving. They honored dead chiefs or celebrated life events, such as a new house, a new child, a coming of age, a marriage, or a wedding anniversary.

**LITERAL**—Describe a Pacific Northwest Native American village.

» Most villages had thirty to fifty people who lived in one or two large houses, called longhouses, that were made of cedar planks. The houses were painted with the totems of the families who lived there.

**LITERAL**—What was the purpose of totem poles?

» The poles represented a family or clan and served as a reminder of their ancestry. The poles told tribal legends and family histories.

**LITERAL**—How long did it take to plan a potlatch? Why?

» It took more than a year to plan a potlatch because items had to be collected and gathered, songs had to be written, food had to be prepared, and the totem pole had to be designed and carved.

### Scaffold understanding as follows:

After the volunteer has read the text, ask the following questions:

**INFERENTIAL**—Would you describe the potlatch as elaborate, meaning grand, or simple? Give reasons for your answer.

» Possible responses: It was elaborate. It likely required much planning in advance to prepare the decorations and the many other parts of the ceremony, such as the arrival of guests, speeches, singing of songs, feasting, gift giving, and the show of wealth that went on for days.

**LITERAL**—What did the giving of gifts between guests and the host mean?

» The giving and receiving of gifts meant that both parties would be required to help one another in the future.
What does the totem that is raised at the celebration represent?

» It tells a story about the party giver, in this case, about the marriage of the host’s son.

**Timeline**

- Show students the two Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How would you describe life for the Native Americans of the Pacific Northwest?”
- Post the Image Cards to the Timeline under the dates referencing “Before 1500” and the 1800s. Refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.

**Note:** Native Americans of the Pacific Northwest lived in the region long before the arrival of Europeans. Totem poles have been part of their cultures for centuries, but the carving of totem poles may have increased during the 1800s.

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question, “How would you describe life for the Native Americans of the Pacific Northwest?”

» Key points students should cite include: The environment was not as harsh in the Pacific Northwest as it was in the Great Basin; the people found plenty of food to eat and trees to build homes; and they had ceremonies known as potlatches to celebrate special events.
• Choose one of the Core Vocabulary words (totem, clan, emblem, ancestry, or copper), and write a sentence using the word.

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

Additional Activities

Domain Vocabulary: Chapters 1–4 (RI.5.4, L.5.6)  30 MIN

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.2)

Distribute Domain Vocabulary: Chapters 1–4 (AP 4.2). Direct students to match each vocabulary term with its definition.

This activity may be assigned for homework.

Compare and Contrast Native American Cultures (RI.5.1, RI.5.2)  45 MIN

Materials Needed: Sufficient copies of Compare and Contrast Native American Cultures (AP 4.3); students’ own copies of Native Americans of the Great Basin Chart (AP 1.2), Native Americans of the Plateau Chart (AP 2.1), Native Americans of the Plains Chart (AP 3.1), and Native Americans of the Pacific Northwest Chart (AP 4.1)

Distribute Compare and Contrast Native American Cultures (AP 4.3), and have students take out the charts they completed for Chapters 1–4.

Have students work with a partner to use the information in their charts to complete the Compare and Contrast activity.

Infinity of Nations Culture Quest  Activity Length Flexible

Materials Needed: Internet access; one or more student computer workstations with Internet access

Background for Teachers: Prepare for the Infinity of Nations Culture Quest activity by first previewing the object gallery and then the Infinity of Nations Culture Quest interactive game. The object gallery features various headdresses from different native peoples; it is also possible to view Infinity of Nations Culture Quest objects from the gallery. It is recommended that you play through the Infinity of Nations Culture Quest activity at least once prior to the start of the activity. During the interactive game, players can “travel” to ten different regions on the map and complete an activity unique to each region. Through the activity, players gain knowledge about different native peoples, their environment, and an object unique to their culture. For each activity completed, players earn a “badge.” The goal of the game is to collect all ten badges to become an Infinity of Nations Culture Quest Leader.
Please note that Infinity of Nations requires Flash Player. Please be sure to use a browser, such as Firefox, that supports Flash Player.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the activity may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by providing context for students. Explain that they have learned about a number of different native peoples from around North America. Have students quickly brainstorm which groups they have discussed in class. Students should be able to name the Paiute and the Nez Perce, as well as identify the Plains and Pacific Northwest as homes of Native Americans.

Explain that in this activity, they will get the chance to learn more about some of these cultures, as well as to discover new information about other native peoples from the United States, Canada, and Central and South America.

Begin the virtual tour by displaying the object gallery. Read the description beneath the title “Headdresses.” Click on each object in the gallery for a close-up view of the headdress and a detailed description. Scroll through the images in each description to see where each headdress is from and to see how each headdress is worn.

After viewing images in the object gallery, proceed to the Infinity of Nations Culture Quest game. Explain the purpose of the interactive activity to students. Technology permitting, allow students to work through the activity independently, with partners, or in small groups. Alternatively, you may work through the interactive map as a class.

After completing the Infinity of Nations Culture Quest activity, give students several minutes to write a short paragraph about two new facts they learned and two things they found interesting during the activity. Time permitting, allow students to share their responses with the class.

Note: You may also want to continue to make this activity available in a center or during other times of the day, technology permitting, so that students may continue to explore the different nations, cultures, and objects.
CHAPTER 5

Broken Promises

The Big Question: What challenges did Native Americans face as America developed and expanded?

Primary Focus Objectives

✓ Summarize the U.S. government’s policy toward Native Americans. (RI.5.2)
✓ Describe the U.S. government’s attempts to assimilate Native Americans, including establishing such schools as the Carlisle School. (RI.5.2)
✓ Identify specific events when diplomacy failed. (RI.5.2)
✓ Describe Native American reactions to broken promises. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: diplomacy, treaty, commerce, assimilate, and stockades. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Broken Promises”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

AP 1.1
AP 5.1

- Display and individual student copies of the Map of Native American Cultural Groups and Regions (AP 1.1)
- Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)
- Internet access

Core Vocabulary (Student Reader page numbers listed below)

diplomacy n. the management of relationships between groups or countries using negotiation to avoid conflict (104)
Example: The U.S. government at times ignored its own policy of diplomacy toward Native Americans.
treaty, n. a formal agreement between two or more groups, especially countries (105)
   Example: The U.S. government often signed a treaty with the Cherokee but did not honor it.
   Variation: treaties

commerce, n. trade; the buying and selling of goods and services (108)
   Example: Lewis and Clark wanted to establish commerce between the United States and Native Americans of the West.

assimilate, v. to adopt the ways of another culture (109)
   Example: Many settlers wanted Native Americans to assimilate and live like European Americans.
   Variation: assimilates, assimilated, assimilation (noun)

stockades, n. enclosures or pens usually made from stakes or poles driven into the ground (111)
   Example: The U.S. Army herded Native Americans into stockades as though they were animals.

**THE CORE LESSON 35 MIN**

**Introduce “Broken Promises”** 5 MIN

Display the Map of Native American Cultural Groups and Regions (AP 1.1), and review the areas students have read about so far: the Pacific Northwest, the Plains, the Plateau, and the Great Basin. Point out that in the early 1700s, Native American groups lived not just in these areas, but throughout North America.

Have students identify the Eastern Woodlands area, including the eastern coast of the United States. Remind students that this was the area where Europeans settled when they established colonies, such as Virginia and Massachusetts. Ask students whether they recall the story of the original Thanksgiving and what was celebrated. (Native Americans helping the colonists survive.) Tell students that this encounter between the Europeans and Native Americans is an example of a positive relationship between the two cultures. But as more Europeans settled in places where Native Americans were already living, the encounters between the two groups were not always so positive.

Direct students to the Big Question. Tell students to look for details about how the arrival of European settlers affected the lives of Native Americans.

**Guided Reading Supports for “Broken Promises”** 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
“Government Policy,” Pages 102–104

Scaffold understanding as follows:

Read aloud the section “Government Policy” on pages 102–104.

**CORE VOCABULARY**—Stop to explain the vocabulary word *diplomacy* when you encounter it in the text.

After you read the text, ask the following questions:

**LITERAL**—What impact did the arrival of European settlers have upon Native Americans?

» While there were times when the European settlers and Native Americans interacted peacefully with one another, the arrival of European settlers often resulted in violence and conflict. In addition, many Native Americans died because they had no resistance to the new diseases they encountered from their contact with Europeans and Africans.

**LITERAL**—What Native American groups survived European settlement of the eastern United States, though in smaller numbers?

» The Haudenosaunee, Mohawk, Seminole, Choctaw, and Catawba survived.

**LITERAL**—After the Revolutionary War, how did the U.S. government view Native American people living beyond the Appalachians?

» The U.S. government treated the Native Americans as a sovereign, or separate people, and dealt with them as they would deal with another country, such as Great Britain or France.

**LITERAL**—What were some of the challenges encountered by the U.S. government when it tried to use diplomacy with the Native American groups?

» There were many Native American nations with differing points of view, so attempts by the U.S. government to treat all of the Native American nations as a single group were doomed to fail. Furthermore, none of the Native American nations wanted to give up the land they lived on.

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**Chapter 5 Broken Promises**

**Government Policy**

Uneasy relations between Americans and Native Americans can be traced all the way back to the days when the first European settlers arrived. Already in those early days, there were successes and failures.

Many people are familiar with the story of how the Native Americans helped the Pilgrims through their first winter in Massachusetts. But for each example of cooperation, there were many violent clashes, including wars and slaughters. Native Americans traded with the newcomers, but trade also caused intertribal rivalries and battles among Native American peoples, as well as internal divisions and other Native American tribes.

The following occurred in the 17th century when Native Americans could not read the gowns that Europeans and Africans brought to the Americas and spread from their settlements and trading posts.

Disease killed many native peoples of the eastern United States, though tribes such as the Haudenosaunee, Mohawk, Seminole, Choctaw, and Catawba survived in smaller numbers. Other tribes were eventually pushed off and made their way across the Appalachian Mountains.

After 1783, when the Treaty of Paris ended the Revolutionary War and recognized American independence, the U.S. government decided to treat the Native Americans living beyond the Appalachian Mountains as a separate people. It used diplomacy in its dealings with them, just as it did in its relations with France, Spain, and other countries. However, the Native Americans were often misunderstood by the U.S. government. For one thing, they were many nations with differing points of view. The another, some of them wanted to give up their land to avoid the conflict. Finally, the Native Americans did not have a representative who could negotiate with the U.S. government.

**Diplomacy Fails**

Traditional diplomacy proved a doomed effort in part because Native American leaders often did not understand what was being asked of them. There were also many examples of why there was misunderstanding.

Diplomacy cannot be a two-way street when one side does not understand the other. This was especially true with the Native Americans. They were not familiar with the ways of the white man, and the U.S. government did not understand their culture or way of life.
leadership. Native American groups did not belong to one central government. They could not be treated like independent nations, or the fierce independence of Native Americans. Diplomacy failed because Americans did not understand tribal leadership. Native Americans were—they often ignored their own leader's words. If a tribe had chiefs at all (some did not), they were not like American/European concept. Although Native Americans did exchange possession, something that could be owned, bought, and sold, was an American/European concept. The Native Americans would say, "Someone may have signed a treaty with us, but we refuse to leave, and the Native Americans would reluctantly speak for us. This is not his land. This is the land of our ancestors. You see, American leadership; the competition for land with American settlers; and fighting among themselves to try to protect their land; falling ill and dying from new diseases; Americans' failure to understand Native American leadership; the competition for land with American settlers; and forced removal by U.S. troops.

After students read the text, ask the following questions:

**EVALUATIVE**—Why was the traditional diplomacy that the U.S. government used with Native Americans a doomed effort?

» The U.S. government and Native American groups did not understand each other. The U.S. government did not understand tribal leadership or the fierce independence of Native Americans.

**LITERAL**—What four things might happen after the U.S. government signed a treaty with Native Americans?

» Native Americans would threaten settlers and the settlers would return east. The settlers would refuse to leave and the Native Americans would move. Native Americans and settlers would fight. U.S. troops would forcefully remove the Native Americans.
LITERAL—Did the chief of a tribe have the authority to make agreements with the U.S. government that other tribe members had to follow?

» A chief was someone who had shown bravery or good sense or had respect from others in the group. However, the rest of the tribe was not expected to follow his decisions as though they were law.


Scaffold understanding as follows:


CORE VOCABULARY—Stop to explain the meaning of the word commerce when it is encountered in the text. Point out that when Meriwether Lewis used the word commerce in his speech to the Osage people, he was referring to trade.

SUPPORT—Reread the quotation from Meriwether Lewis, paraphrasing as needed to help students understand what Lewis is saying.

After you read the text, ask the following questions:

LITERAL—What was the Louisiana Purchase? How did it affect the United States?

» The United States bought the Louisiana Territory from Napoleon Bonaparte of France. It doubled the size of the United States.

LITERAL—According to explorer Meriwether Lewis, what did the U.S. government want from Native Americans in the Louisiana Territory?

» It wanted to trade and get along peacefully.

“Removal and Assimilation” and “The Trail Where They Cried,” Pages 109–112

Scaffold understanding as follows:

CORE VOCABULARY—Point out the word assimilation in the section title “Removal and Assimilation.” Explain that assimilation is the noun form of the word assimilate. Use the vocabulary box on page 109 to explain the word assimilate. Make sure students understand that assimilation implies giving up one culture to adopt the ways of another: when Native Americans assimilated, they gave up their native cultures to join American culture.
Have students read the section “Removal and Assimilation” on pages 109–110 with a partner.

**SUPPORT**—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Point out the reservations that existed by 1890. Explain that the U.S. policy of “removal,” that is, moving Native Americans to reservations, was another challenge for Native Americans and their cultures. Add the phrase “removal to reservations” on the list of challenges facing Native Americans.

Invite volunteers to read aloud the section “The Trail Where They Cried” on pages 111–112.

**CORE VOCABULARY**—Stop to review the meaning of _stockades_ when the word is encountered in the text.

*Note:* Students in Core Knowledge schools may recall the word _stockades_ from the unit _Westward Expansion Before the Civil War_.

**SUPPORT**—Students in Core Knowledge schools may recall reading about the Trail of Tears in the Grade 5 unit _Westward Expansion Before the Civil War_. They may also recall reading about President Andrew Jackson and Indian removal in the Grade 4 unit _Early Presidents_.

After volunteers read the text, ask the following questions:

**LITERAL**—What did most European Americans think Native Americans would eventually do?

» Native Americans would eventually assimilate and follow European American cultural ways.

**LITERAL**—What did the U.S. government do with Native Americans who refused to sign treaties and refused to move to a reservation?

» The U.S. government forced them to move.

**LITERAL**—What Native American group adopted American ways, including creating an alphabet, publishing a newspaper, and farming?

» the Cherokee of the southeastern United States

**LITERAL**—What happened after the U.S. Supreme Court ruled that the Cherokee could keep their land?

» President Jackson sent the army to remove the Cherokee and force them to relocate. They were herded into stockades and marched hundreds of miles to Oklahoma.

**LITERAL**—What do the Cherokee call this forced march?

» They call it _Nuna-da-ut-sun’y_, which means The Trail Where They Cried.
Have students read “The Carlisle School” independently.

**SUPPORT**—Return to the list of challenges Native Americans faced that is on the board or chart paper. Through discussion, add the phrase “assimilation through education.”

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

**LITERAL**—What was the Carlisle School?

» It was a school for Native American children founded by a soldier named Richard Henry Pratt.

**LITERAL**—What was the purpose of the Carlisle School?

» Its purpose was to assimilate young Native Americans.

**EVALUATIVE**—How did the Carlisle School assimilate young Native Americans?

» Students were required to wear military uniforms and shoes, instead of traditional Native American clothing and moccasins. Their hair was cut short. They were required to speak English only. They worked in American homes. They were not allowed to go home on vacation or to practice their traditional religions.

**LITERAL**—What happened to the Carlisle School and schools like it?

» The schools failed and were eventually closed.

**Timeline**

- Show students the two Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What challenges did Native Americans face as America developed and expanded?”
- Post the two Timeline Image Cards under the dates referencing the 1830s and 1870s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.
Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “What challenges did Native Americans face as America developed and expanded?”
  - Key points students should cite include: Native Americans had to fight off European diseases; had to deal with broken promises on the part of the U.S. government; had to deal with attempts to make Native Americans assimilate to European American culture; and had to deal with being removed from their ancestor’s lands onto reservations.

- Choose one of the Core Vocabulary words (diplomacy, treaty, commerce, assimilate, or stockades), and write a sentence using the word.

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

Additional Activities

Native Americans and the U.S. Government 45 min

Materials Needed: Internet access

Background for Teachers: Before beginning this activity, review the videos of the Smithsonian series: Nation to Nation, 4.44 minutes; The “Indian Problem,” 12:31 minutes; and Sovereign Rights, Sovereign People (1900s), 5:25 minutes. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that they will watch three videos that show the injustices dealt to Native Americans regarding their lands. Show each video to students. Stop after each video to discuss the questions listed below.

Nation to Nation

1. How many treaties are there between the U.S. government and Native American nations?
   - There are nearly four hundred treaties.

2. Are these treaties enforced today?
   - No. For the most part, the treaties have been broken, mostly by the U.S. government.
The “Indian Problem”

1. What was the major goal of the U.S. government’s Native American policy?
   » to get Native American land

2. How did “Manifest Destiny” play into the major goal?
   » Americans believed they were entitled to Native American land.

Sovereign Rights, Sovereign People (1900s)

1. By the 1900s, what policy was the U.S. government pursuing toward Native Americans?
   » The U.S. government wanted Native Americans to assimilate into American culture.

2. How do Native American leaders view the relationship of Native American nations and the U.S. government?
   » They see Native American nations as separate governments within the American system of government.
CHAPTER 6

Tensions Mount

The Big Question: What factors made it increasingly difficult for Native Americans to live according to their own traditions?

Primary Focus Objectives

✓ Describe the effects of smallpox and the loss of bison on Native American nations. (RI.5.2)
✓ Summarize the growth of the United States during the 1800s. (RI.5.2)
✓ Describe the Sand Creek massacre. (RI.5.3)
✓ Understand the meaning of the following domain-specific vocabulary: smallpox, annex, homestead, massacre, and office; and of the phrase “49th parallel.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Tensions Mount”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages
AP 1.1
AP 5.1
• Display and individual student copies of Map of Native American Cultural Groups and Regions (AP 1.1)
• Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

smallpox, n. a serious disease that spreads from person to person and causes a fever and rash (114)
Example: Smallpox killed many Native Americans.

annex, v. to take over territory (118)
Example: In 1845, the United States was able to annex Texas.
Variation: annexed

“49th parallel,” (phrase) the line of latitude that defines part of the border between the United States and Canada (119)
Example: When the United States acquired the Oregon Territory, the border between the United States and British Canada was set at the 49th parallel.
**homestead, n.** a home and the land surrounding it (121)

*Example:* The U.S. government promised each settler land for a homestead.
*Variation:* homesteads

**massacre, n.** the violent killing of defenseless people (123)

*Example:* Many Native Americans died in the massacre at Sand Creek.
*Variation:* massacres

**office, n.** a position of leadership or responsibility (125)

*Example:* General Grant held a high office in the U.S. military.
*Variation:* offices

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**The Core Lesson 35 min**

**Introduce “Tensions Mount”**

5 min

Use the class Timeline to review Chapter 5 and the increase of settlers encroaching on Native American lands, the U.S. government’s Indian removal policy, and efforts to assimilate Native Americans. Tell students that in this chapter, they will learn how tensions mounted as more promises were broken.

Direct students to the Big Question: “What factors made it increasingly difficult for Native Americans to live according to their own traditions?” Encourage students to look for details that answer the Big Question as they read.

**Guided Reading Supports for “Tensions Mount”**

30 min

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

“The Invisible ‘Guns,’” Pages 114–117

**Scaffold understanding as follows:**

Invite volunteers to read aloud the first two paragraphs of the section “The Invisible Guns” on page 114.

**CORE VOCABULARY**—Stop to explain the vocabulary word *smallpox* when it is encountered in the text.

**Note:** Students in Core Knowledge schools may recall the word *smallpox* from their study of the Maya, Aztec, and Inca.
Have students read the remainder of the section independently.

**SUPPORT**—Display Map of Native American Cultural Groups and Regions (AP 1.1), and have students locate the regions mentioned in the text: the Connecticut River, the Pacific Northwest, the northern Rockies, and the Ohio River Valley.

**SUPPORT**—Remind students of the chapter’s Big Question: “What factors made it increasingly difficult for Native Americans to live according to their own traditions?” Start a list of factors on the board or chart paper with the factor identified in this section. (diseases, such as smallpox) Add to the list as students read each section.

After students read the text, ask the following questions:

**LITERAL**—Why were Native Americans unable to fight off the European diseases?

- They had never been exposed to diseases such as measles, smallpox, and influenza and had no vaccinations or medicines to fight these diseases.

**LITERAL**—What would happen when all the people of a Native American village would get sick at the same time?

- There were few healthy people left to hunt, tend crops, and nurse the sick.
**Scaffold understanding as follows:**

Have students read the section “Continuing Growth” on pages 118–120 with a partner.

**CORE VOCABULARY**—Remind students to refer to the vocabulary boxes to help them understand the word *annex* and the phrase “49th parallel.”

**SUPPORT**—Display the Map of Native American Cultural Groups and Regions (AP 1.1), and ask students to turn back to the map on page 94 of their Student Readers. Ask them to trace the growth of the United States as described in the text. They should locate Florida, Georgia, Mississippi, the Mississippi River, Texas, New Mexico, Arizona, Nevada, Utah, California, Washington, and Oregon. Have them identify the Native American cultural groups that lived in these areas.

**SUPPORT**—Return to the list of factors on the board or chart paper, and work with students to add to the list based on their reading of the section. (Possible factors to add: American efforts to assimilate Native Americans, decreasing Native American population, and increasing American population.)

**Invite volunteers to read aloud the section “Internal and External Conflicts” on pages 120–121.**

**CORE VOCABULARY**—Pause to review the meaning of *homestead* when it is encountered in the text.

**Note:** Students in Core Knowledge schools may recall learning about homesteads in the unit *Westward Expansion After the Civil War.* Remind students that while the Native Americans believed in the communal use of the land for the survival of the tribe, the homesteaders believed in personal ownership of the land.

**SUPPORT**—Draw attention to the image on page 121. Ask students to describe what they see. (*Native Americans on horseback,* *dead bison,* and *railroad tracks*) Remind students about Americans shooting bison from trains. Explain that this was done not for food or other necessities, but for fun, for sport, like a game. Plains Native Americans, by contrast, hunted bison on horseback and relied on the bison for food, shelter, clothing, and tools. Refer back to the diagram on page 88 to emphasize this point.

**SUPPORT**—Return to the list of factors on the board or chart paper, and work with students to add to the list based on their reading of the section. (Possible factors to add: arrival of Native Americans from other regions, loss of bison, and conflict with settlers.)
LITERAL—What did Mexico give the United States in the Treaty of Guadeloupe Hidalgo?

» It gave the land that became the states of New Mexico, Arizona, Nevada, Utah, and California.

LITERAL—By treaty, what land was supposed to belong to Native Americans “forever”?

» all land west of the Mississippi.

EVALUATIVE—Do you think western Native American nations wanted to share land and hunting grounds with the eastern Native Americans who had been forced to move west?

» Possible response: Probably not. Neither the western nor the eastern Native Americans were involved in planning the removal of eastern Native Americans to the west. It was another decision forced on them with no regard for their preferences.

LITERAL—What did the arrival in the west of more Americans and eastern tribes do to the bison population?

» The bison population declined, in part because many Americans killed bison for sport.

“Wars in the West,” “The Sand Creek Massacre,” and “The Investigation,” Pages 122–125

Scaffold understanding as follows:

Invite a volunteer to read aloud the section “Wars in the West” on page 122.

CORE VOCABULARY—Review the section title “The Sand Creek Massacre.” Note the word massacre in the title, and explain its meaning.

Invite volunteers to read aloud the section “The Sand Creek Massacre.”

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the Sand Creek Massacre and the present-day state where it happened. (Colorado)

Read aloud the section “The Investigation,” starting on page 123, and pause after every two paragraphs to have students paraphrase what was read.

CORE VOCABULARY—Review the word office when it is encountered in the text.
women and children, including infants. One hundred twenty-three defenseless Native Americans were dead. One hundred of them were Chivington and Anthony ordered an attack. Within two hours, soldiers understood that he and his people were friendly. Chief Black Kettle quickly hung an American flag along with a white flag of truce on his lodge. He wanted to make sure the Native Americans' weapons to them. White Antelope, and Left Hand leave with their people and head for the Colorado Territory had asked all Native Americans who were friendly to the nation. Colonel Chivington ordered the brutal killing of the Native Americans. This painting shows an artist's version of the Sand Creek Massacre, an event that shocked the United States authorities. "The truth is that he [Chivington] believe they were under the protection of the United States authorities." The report ends by recommending severe punishment for Chivington and Anthony. The people we have been studying Chief Black Kettle quickly hung an American flag on his lodge, leaving the Cheyenne and Arapaho living at Sand Creek. They had been told to leave Fort Lyon, which they had voluntarily entered peacefully for protection and safety. They were given back their guns and horses when they left for Sand Creek. When the Native American village was alerted to being surrounded by U.S. government troops, what did Chief Black Kettle quickly do?
» He hung an American flag along with a white flag of truce on his lodge.

What Native American nations were the victims of the Sand Creek Massacre?
» Cheyenne and Arapaho

Why were the Cheyenne and Arapaho living at Sand Creek?
» They had been told to leave Fort Lyon, which they had voluntarily entered peacefully for protection and safety. They were given back their guns and horses when they left for Sand Creek.

When the Native American village was alerted to being surrounded by U.S. government troops, what did Chief Black Kettle quickly do?
» He hung an American flag along with a white flag of truce on his lodge.

What two American commanders ordered an attack on the Native Americans, and how many Native Americans were killed?
» Colonel Chivington and Major Anthony, commander of Fort Lyon. One hundred twenty-three defenseless Native Americans were dead, of which one hundred were women and children.

What happened to the men who committed the massacre?
» Although there was a congressional investigation that recommended severe punishment, the men were not punished.

Timeline

- Show students the three Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What factors made it increasingly difficult for Native Americans to live according to their own traditions?”
- Post the Timeline Image Cards under the dates referencing the 1700s, 1860s, and 1890s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.
Ask students to:

- Write a short answer to the Big Question, “What factors made it increasingly difficult for Native Americans to live according to their own traditions?”
  
  » Key points students should cite include: The growing numbers of European American settlers on lands Native Americans had always lived on; the introduction of European American diseases that the immune systems of Native Americans could not fight; the killing of bison for sport by Americans; the movement of eastern Native American groups onto western Native American land; killings of Native Americans in the Sand Creek Massacre.

- Choose one of the Core Vocabulary words (smallpox, annex, homestead, massacre, or office) or the phrase “49th parallel,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 7

The Indian Wars

The Big Question: What factors made it increasingly impossible for Native Americans to resist the settlement of their land?

Primary Focus Objectives

✓ Summarize the Indian Wars. (RI.5.2)
✓ Explain what happened to the Plains Sioux nation, led by Chief Sitting Bull and Chief Crazy Horse. (RI.5.2)
✓ Describe the Battle of Little Bighorn and Custer’s Last Stand. (RI.5.3)
✓ Describe what happened to the Pacific Northwest Nez Perce, led by Chief Joseph. (RI.5.3)
✓ Describe what happened to the Apache nation, led by Geronimo. (RI.5.3)
✓ Explain the U.S. policy of forced removal of Native Americans to reservations. (RI.5.2)
✓ Describe the role of the Bureau of Indian Affairs. (RI.5.9)
✓ Understand the meaning of the following domain-specific vocabulary: prospector, regiment, amnesty, and ration. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Indian Wars”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

AP 5.1

• Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Core Vocabulary (Student Reader page numbers listed below)

prospector, n. a person who searches an area for gold, minerals, or oil (128)
Example: The prospector searched for silver in the Rocky Mountains.
Variation: prospectors

regiment, n. a unit in the army (128)
Example: The colonel sent a regiment to fight the Sioux in the Black Hills.
Variation: regiments
**amnesty, n.** a decision, usually by a government, not to punish a group or person who has committed a crime (130)

*Example:* The U.S. government promised amnesty to Sitting Bull, but then put him in prison.

*Variation:* amnesties

**ration, n.** a certain amount of food (134)

*Example:* The army gave each Native American family at the fort a ration of food.

*Variation:* rations

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**THE CORE LESSON 35 MIN**

**Introduce “The Indian Wars”**

Use the Chapter 6 Timeline Image Cards to review what students read in the previous chapter. Remind students that tensions increased between settlers and Native Americans as more settlers arrived, taking land and shooting bison for sport, and Native American resistance increased. The Sand Creek Massacre was an example of the increased tensions.

Direct students to the Big Question: What factors made it increasingly impossible for Native Americans to resist the settlement of their land? Tell students that in this chapter they will learn about battles between the U.S. government and Native American nations. Tell students when reading the chapter to look for details about how the battles began and how they ended.

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**Guided Reading Supports for “The Indian Wars”**

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

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**“Conflicts,” Pages 126–127**

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of “Conflicts” on page 126 aloud.

*SUPPORT*—Explain to students that the Bureau of Indian Affairs was created by the U.S. government as part of the War Department in 1824, because tensions and clashes between Native Americans and westward-bound settlers continued to increase. In light of the fact that this Bureau was part of the War Department at this time, ask students to speculate about the intended role of the Bureau. (*Possible responses may include that the Bureau may have been responsible for coordinating the U.S. military’s response during the Native American clashes with settlers and for finding possible solutions to resolve the tensions between Native Americans and people who wanted to settle in the West.*)
Invite a volunteer to read the last paragraph of “Conflicts” on page 126 aloud.

**SUPPORT**—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the states that make up the Southwest, as they are listed in the text. *(Arizona, New Mexico, and Texas)*

**SUPPORT**—Note the mention of the Apache in the second paragraph on page 126. Explain that the Apache still live in the United States today, mostly in the Southwest.

**Note:** Students in Core Knowledge schools may recall the Apache from the Grade 3 unit *The Earliest Americans*.

After students read the text, ask the following questions:

**LITERAL**—What was the Indian Wars Period?

» It was the period between 1782 and 1890, during which there were at least sixty-five clashes and wars with Native Americans.

**LITERAL**—Who was Geronimo? What Native American group did he belong to?

» Geronimo was a leader of the Apache. He took revenge against the Mexicans for the death of his family and spent most of his life fighting against U.S. government efforts to take Apache land.

### “On the Plains,” Pages 128–129

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “On the Plains” on page 128.

**SUPPORT**—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the Black Hills and the reservation land in southern South Dakota.

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

**CORE VOCABULARY**—Encourage students to refer to the vocabulary boxes as they read to find out the meaning of the vocabulary words *prospector* and *regiment*.

**SUPPORT**—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate southeastern Montana.

**SUPPORT**—On the board or chart paper, draw a three-column chart of Wars in the West, similar to the following one, that you display and complete with students while reading this chapter.
CHAPTER 7 | THE INDIAN WARS

Wars in the West

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Crook, Sioux warriors</td>
<td>Battle of Rosebud—Sioux warriors defeated U.S. troops</td>
<td>Montana</td>
<td>June 17, 1876</td>
</tr>
</tbody>
</table>

Work with students to add details from the section to the chart. (Who: General Crook, Sioux warriors; What: Battle of Rosebud—Sioux warriors defeated U.S. troops; Where: Montana; When: June 17, 1876)

After students read the text, ask the following questions:

LITERAL—Which Plains Native American group lived in Minnesota and South Dakota?

» The Sioux

LITERAL—What did the Second Treaty of Fort Laramie in 1868 guarantee to the Sioux?

» It guaranteed the Sioux a reservation until the end of time in what is now southwestern South Dakota and recognized the nearby Black Hills as sacred hunting grounds of the Sioux and Cheyenne.

LITERAL—What broke the treaty and the peace between the United States and the Sioux?

» Gold was discovered in the Black Hills, and many prospectors came to the area. To the surprise of Sitting Bull, the Sioux leader, the U.S. government sent soldiers to protect the prospectors, not to enforce the treaty with the Sioux. The Native American leaders fought back.

LITERAL—What happened in the Battle of Rosebud?

» Sioux warriors defeated U.S. troops.

“Battle of Little Bighorn,” Pages 129–130

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “Battle of Little Bighorn” on pages 129–130.

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate Little Bighorn.

SUPPORT—Add details about Little Bighorn to the chart Wars in the West. (Who: General Custer, Sioux and Cheyenne Warriors; What: Battle of Little Bighorn—thousands of Native American warriors killed Custer and his two hundred men in one hour, called Custer’s Last Stand; Where: Little Bighorn River; When: June 25, 1876)
Invite volunteers to read aloud the remainder of the section on page 130.

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

After volunteers read the text, ask the following questions:

LITERAL—What happened in the Battle of Little Bighorn?

» General Custer led two hundred men in an attack on a large gathering of Sioux and Cheyenne warriors who camped on the Little Bighorn River. The Sioux and Cheyenne warriors won the battle, and Custer and his regiment were all killed. The battle is known today as Custer’s Last Stand.

LITERAL—What happened after the Battle of Little Bighorn?

» Americans demanded more military action. The Sioux continued to fight but could not stop the flow of settlers. Many Sioux surrendered because they were hungry.

LITERAL—What happened to Sitting Bull after the Battle of Little Bighorn?

» He led his followers into Canada, where they stayed for four years. When Sitting Bull returned to the United States, he was put in prison for leading the Sioux resistance and killing American soldiers. When he was released from prison, he went to live on a reservation.

INFERENTIAL—Do you think Sitting Bull was treated fairly?

» Possible response: No, although he was promised amnesty, he spent two years in prison. He did not have a trial because it was argued that he was not an American citizen.

“The Nez Perce War,” Pages 131–134

Scaffold understanding as follows:

Have students read the section “The Nez Perce War” independently.

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate Oregon, the state where Chief Joseph and his Nez Perce first lived; Idaho, where they were forced to move; Bear Paw Mountain, where they ultimately surrendered; and Kansas, where Chief Joseph was confined.

SUPPORT—Reread Chief Joseph’s speech of surrender. Help students identify and understand the tone of weariness in the chief’s words.
**Support**—Add information about the Nez Perce War to the class chart Wars in the West. *(Who: Chief Joseph and the Nez Perce, General Howard; What: Nez Perce War—The Nez Perce resisted being sent to a reservation and were pursued almost to the Canadian border, where Chief Joseph surrendered; Where: Oregon, Idaho, Montana; When: 1877)*

After students read the text, ask the following questions:

**Literal**—Where did Chief Joseph and the Nez Perce live originally? Where were they forced to move to?

» They lived in the Wallowa Valley of Oregon. They were forced to go to a reservation in Idaho.

**Literal**—How did the Nez Perce War start?

» Some of Chief Joseph’s warriors attacked and killed ranchers. General Howard sent his troops to fight the warriors.

**Literal**—What happened next?

» The Nez Perce were pursued by federal troops. The Native Americans tried to join Sitting Bull’s Sioux in Canada, but after a clash at Bear Paw Mountain, Chief Joseph surrendered.

**Literal**—What happened after Chief Joseph’s surrender?

» Chief Joseph was confined at Fort Leavenworth in Kansas. Finally, in 1885, some Nez Perce were allowed to return to the Plateau region.

**Apache Battles Continue,** Pages 134–135

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

**Core Vocabulary**—Stop to explain the meaning of *ration* when it is encountered in the text.

**Support**—Display Native American Conflicts and Reservations, 1890 (AP 5.1). Have students locate the San Carlos Reservation in Arizona. Ask students to describe its location relative to Mexico, where Geronimo and the Apache fled. *(It is north of Mexico)*.
After volunteers read the section, ask the following questions:

**LITERAL**—What did U.S. authorities do to the Apache in 1874?

» They forced the Apache to move to a reservation in San Carlos, Arizona.

**LITERAL**—How did the Apache respond?

» They turned to Geronimo, who led them off the reservation. U.S. forces pursued Geronimo and his band. Geronimo surrendered but then escaped again.

**LITERAL**—What happened after Geronimo’s final surrender?

» Apache bands continued their raids into the 1890s, but all Apache—including those who helped U.S. troops—were exiled from their native land.

---

**Timeline**

- Show students the three Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What factors made it increasingly impossible for Native Americans to resist the settlement of their land?”
- Post the Timeline Image Cards under the dates referencing the 1870s and 1880s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.

---

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question, “What factors made it increasingly impossible for Native Americans to resist the settlement of their land?”
  
  » Key points students should cite include: The U.S. government stepped up its military actions to remove Native Americans to reservations; more and more settlers arrived in the West, and U.S. troops protected the settlers instead of enforcing Native American treaties.
- Choose one of the Core Vocabulary words (*prospect*, *regiment*, *amnesty*, or *ration*), and write a sentence using the word.

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

**Native American Conflicts and Reservations, 1890**

**Materials Needed:** Display and sufficient copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Have students answer the questions on Native American Conflicts and Reservations, 1890 (AP 5.1). They may do this activity in class individually, with a partner, or as a homework assignment.

Schedule some time to review students’ answers in class discussion. Correct any misinformation students might have.

**Sitting Bull**

**Materials Needed:** Internet access

**Background for Teachers:** Before beginning this activity, review the video Sitting Bull, which is about three minutes long. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Review with students what they have learned about the great Sioux leader Sitting Bull from the text. Explain that the video shows the performance of a story song, much like Native American oral history told for centuries before Europeans came to North America. Tell students to listen carefully to the song.

After students have listened to the song, lead a discussion prompted by these questions:

1. What do you think made many Sioux follow Sitting Bull?
   » He fought against the U.S. government taking Sioux land and displacing them.

2. Do you think Sitting Bull is a Native American hero? Why?
   » Possible response: Yes, he was a hero because he fought for a long time for his people’s rights to remain on the land and not to assimilate to American ways.
Chief Joseph’s Surrender (RI.5.1, RI.5.2)  30 MIN

Materials Needed: Internet access; sufficient copies of Chief Joseph: “I will fight no more forever” (NFE 1)

Background for Teachers: Before you show the two video clips in class, review them. The first video, The West (Episode 6), provides background about Chief Joseph. The second is a reenactment of Chief Joseph’s speech, “I will fight no more forever.” Use this link to download the CKHG Online Resources for this unit, where specific links to the videos and nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is not available, you may skip the video portion of this activity.

Show the first 2:50 minutes of the background video, and discuss with students the background of the U.S. government’s treatment of the Nez Perce. Review what students have learned in the text about the Nez Perce War.

Distribute Chief Joseph: “I will fight no more forever” (NFE 1). Remind students what the term primary source means. Make sure students understand that a primary source is text or an image about a time period in history from that time period in history. Chief Joseph’s speech of surrender is a primary source.

Read aloud the introduction to the nonfiction excerpt. Then, show the second video, showing only the segment of the reenactment of Chief Joseph’s speech. Have students follow along with the text.

Ask students to think about whether they would be guided by Chief Joseph’s speech if they were a Nez Perce at that time in 1877. Invite volunteers to share their opinions.

Lead students to realize what a difficult time it was for Native Americans in the 1870s. No matter what choice they made, they faced hardship and the loss of their lands.
The Ghost Dance

The Big Question: How did the Ghost Dance come about, and what did it represent for Native Americans?

Primary Focus Objectives

✓ Explain the development of the Ghost Dance and its importance to Native Americans. (RI.5.2)
✓ Explain the U.S. policy toward the Ghost Dance. (RI.5.2)
✓ Describe the Battle at Wounded Knee. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: inhospitable, subsistence, spirituality, and vision. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Ghost Dance”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

• American Story of Us: The Last of the Sioux video
• Sioux Ghost Dance video clip
• Display and individual student copies of Native American Conflicts and Reservations, 1890 (AP 5.1)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

inhospitable, adj. harsh or unwelcoming (136)
Example: Native American reservations often were on barren, inhospitable land.

subsistence, n. just enough food to keep a person alive (136)
Example: The U.S. government promised Native Americans subsistence but often failed to give even that little bit.
spirituality, n. a belief in supernatural beings or phenomena; also refers to belief in the soul (138)

Example: The spirituality of Native Americans included belief in a Great Spirit.

vision, n. an image in one’s mind or imagination that others cannot see (138)

Example: Native American Wovoka had a vision that led to the creation of the Ghost Dance.

The Core Lesson 35 min

Introduce “The Ghost Dance” 5 min

If Internet access is available, review the events at Little Bighorn by playing the first 2:24 minutes of the video American Story of Us: The Last of the Sioux.

Note: We recommend stopping at the 2:24 mark, as the remainder of the clip describes the Battle of Wounded Knee, which students will read about in this chapter. We suggest that you show the remainder of this video clip later in this lesson.

In addition, or as an alternative, use the Chapter 7 Timeline Image Cards to review the roles of Sitting Bull of the Sioux, Chief Joseph of the Nez Perce, and Geronimo of the Apache in the Indian Wars.

Explain that after so many wars and battles, the lives of Native Americans changed dramatically. The Ghost Dance was reflective of these changes. Draw attention to the Big Question, and encourage students to look for details about the Ghost Dance as they read.

Guided Reading Supports for “The Ghost Dance” 30 min

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


Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of the section “A New Hope?” on page 136.

CORE VOCABULARY—Stop to explain the meanings of inhospitable and subsistence when they are encountered in the text.
New Year’s Day in 1889, Wovoka claimed to have had a vision of “the land where the sun rose.” The dance he spoke about came to be called the Ghost Dance. A New Hope?

By the 1880s, in spite of increased resistance and significant military victories, most Native Americans felt conquered and in despair. Many were ready to hear any message of hope that could quell their grief and despair. Many were ready to hear any message of hope that could quell their grief and despair.

Native Americans “are dancing in the snow and are wild and crazy. . . . We need protection and we need it now. The leaders of the Ghost Dance have taken our people. They have been defeated. They have been defeated.”

The Ghost Dance inspired some Native Americans, but it made many settlers fearful. Officials in Washington were informed that many Native Americans “are dancing back to their people. Some tribes danced the Ghost Dance nightly. Others could not see the visions that the U.S. government viewed as Native American rebellions and to move Native Americans forcibly to reservations. Ask students what the sentiments and actions toward Sitting Bull on the part of the police represent the Bureau reveal about the motivation and priorities of the Bureau of Indian Affairs. (Possible answers include that the Bureau saw Sitting Bull and the Native Americans he was encouraging to resist western settlement as the cause of many problems. The Bureau was hostile to Native Americans and placed a priority on protecting the European American settlers, many of whom were citizens of the United States, rather than on protecting the rights of Native Americans who had been living on the Plains.)

After students read the text, ask the following questions:

EVALUATIVE—What details on page 136 explain why Native Americans felt conquered and in despair?

» They had been forced from their homelands onto reservations with barren, inhospitable land. They did not have enough food, because the U.S. government did not provide the promised subsistence and because the land was not good enough for gardens or farming.
LITERAL—Who first created the Ghost Dance?

» A Paiute leader from the Great Basin named Wovoka

LITERAL—According to Wovoka, what would the Ghost Dance do?

» It would bring dead and living Native Americans together in their homelands. It would bring back the bison and send the settlers back to the East.

LITERAL—According to Wovoka, what would make his visions come true?

» The people must live quietly and honestly. They must avoid violence and drinking alcohol. They should farm and get an education.

LITERAL—What was the reaction of settlers and the U.S. government to the Ghost Dance?

» The settlers were fearful. The U.S. government banned the Ghost Dance in Dakota Territory.

LITERAL—Who did the U.S. government think would lead the Native American Ghost Dancers in a rebellion? What happened to him?

» The Sioux leader, Sitting Bull, was expected to lead a rebellion. He was killed when police from the Bureau of Indian Affairs tried to arrest him.

“The Battle of Wounded Knee” and “After the Indian Wars,” Pages 141–143

Scaffold understanding as follows:

Have students read the section “The Battle of Wounded Knee” on page 141–142 independently.

SUPPORT—Display Native American Conflicts and Reservations, 1890 (AP 5.1), and have students locate Wounded Knee.

SUPPORT—if Internet access is available, show the remainder of the video American Story of Us: The Last of the Sioux, which depicts the Battle of Wounded Knee.

Read aloud the section “After the Indian Wars” on pages 142–143.

After you read the text, ask the following questions:

LITERAL—What happened after Sitting Bull’s death?

» Sitting Bull’s half brother, Big Foot, fled with a group south to the Pine Ridge Reservation. Many of Sitting Bull’s followers joined him. Big Foot led the group to Wounded Knee Creek.
What happened when U.S. troops entered the Sioux camp to collect all weapons?

» When a young warrior refused to give up his weapon, U.S. soldiers fired and a battle broke out. By noon, three hundred Native Americans were dead.

What was an army investigator’s conclusion about the events at Wounded Knee?

» The Native Americans brought on their own destruction.

What effect did the events at Wounded Knee have on the Ghost Dance?

» It stopped the Ghost Dance Indian Wars.

What is life like for Native Americans today?

» Many still struggle with life on reservations. Others have joined contemporary American society. They work hard to preserve their culture and traditions, including gatherings called pow wows.

Timeline

- Show students the two Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the Ghost Dance come about, and what did it represent for Native Americans?”
- Post the Timeline Image Cards under the dates referencing the 1880s and 1890s; refer to the illustration in the Unit 13 Introduction for guidance on the placement of each Image Card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “How did the Ghost Dance come about, and what did it represent for Native Americans?”

» Key points students should cite include: The Ghost Dance came from a vision by the Paiute leader Wovoka; it gave hope to Native Americans because it promised a way to reunite with their ancestors and return to their old ways of life; for some, such as the Sioux, it represented another way to resist settlers and the U.S. government.
• Choose one of the Core Vocabulary words (inhospitable, subsistence, spirituality, or vision), and write a sentence using the word.

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

Additional Activities

**Domain Vocabulary: Chapters 5–8 (RI.5.4, L.5.6)**

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 5–8 (AP 8.1)

Distribute Domain Vocabulary: Chapters 5–8 (AP 8.1), and direct students to complete the crossword using the vocabulary terms in the Word Bank.

This activity may be assigned for homework.
Teacher Resources

Unit Assessment: *Native Americans: Cultures and Conflicts* 170

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  - Native Americans of the Plateau Chart (AP 2.1) 181
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Answer Key: *Native Americans: Cultures and Conflicts* 189

The following fiction and nonfiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts
  - “Coyote Goes to the Land of the Dead” (FE 1)
  - “The Sun Dance” (FE 2)

Nonfiction Excerpt
  - Chief Joseph: “I will fight no more forever” (NFE 1)
A. Circle the letter of the best answer.

1. Why does the Great Basin have that name?
   a) The area is full of water.
   b) The area is surrounded by mountains.
   c) The Great Lakes empty into the Great Basin.
   d) It is the name of the Native Americans who first settled there.

2. The Paiutes of the Great Basin
   a) had rituals involving salmon.
   b) held potlatches.
   c) moved from place to place.
   d) had no language.

3. What was the staple food of the Native Americans of the Great Basin?
   a) pine nuts
   b) salmon
   c) horses
   d) buffalo

4. Why was life easier in the Plateau area than in the Great Basin?
   a) The weather was warmer.
   b) Water, plants, and animals were more abundant.
   c) The railroad reached to the plateau but not as far as the Great Basin.
   d) The Plateau Indians had become farmers.

5. In the spring, why did the Nez Perce get together?
   a) to hunt salmon
   b) to pray for rain
   c) to pierce their noses
   d) to bury their dead

6. Which animal is a famous trickster in Native American legends?
   a) salmon
   b) eagle
   c) spider
   d) coyote
7. What is the land like in the Plains region?
   a) desert
   b) swamp
   c) grasslands
   d) mountainous

8. Which animal changed the lives of many Plains Native Americans forever?
   a) horse
   b) cow
   c) eagle
   d) chicken

9. How did the Plains Native Americans use the bison?
   a) hide for clothes and shoes
   b) bones for knives and shovels
   c) hair for pillows and rope
   d) all of the above

10. What is the weather like in the Pacific Northwest?
    a) very cold
    b) very wet
    c) very dry
    d) very hot

11. What is the effect of the climate in the Pacific Northwest?
    a) People must stay indoors most of the year.
    b) It is too hot and dry to grow many plants.
    c) The rainfall causes forests to grow, full of plants and animals.
    d) It is hard to farm in cold weather.

12. What is a potlatch?
    a) a ceremonial gathering
    b) an animal like a bison
    c) an herb used as a medicine
    d) a supper to which each guest brings a different dish

13. How did Native Americans of the Pacific Northwest pass on their legends?
    a) They painted pictures on pottery.
    b) They wrote books on buffalo hide.
    c) They put on plays.
    d) They carved totem poles.
14. Why did the U.S. government have trouble making treaties with Native Americans?
   a) The Constitution said the government could only make treaties with foreign nations.
   b) There was no central Native American government to approve a treaty.
   c) The Indians’ religions forbade making treaties.
   d) The Indians wanted to be paid too much money.

15. In the 1800s, which was a plan for getting Native Americans to leave their lands?
   a) give them Alaska in exchange
   b) move them to reservations
   c) move them to Canada and Mexico
   d) send them on Lewis and Clark’s expedition

16. What was the Trail of Tears?
   a) a branch of the Mississippi River
   b) a traditional Indian dance when the crops failed
   c) a forced march westward of the Cherokee
   d) a Paiute funeral ceremony

17. What is the name of the land President Thomas Jefferson bought from Napoleon Bonaparte of France after the Revolutionary War?
   a) the Great Basin
   b) the Northwest Territory
   c) the Indian Territory
   d) the Louisiana Territory

18. Which European disease killed many Native Americans?
   a) smallpox
   b) flu
   c) polio
   d) typhoid

19. What happened during the Sand Creek Massacre?
   a) American army officers attacked and killed a group of Cheyenne and Arapaho.
   b) Iroquois killed all the bison on the Plains.
   c) Sioux warriors ambushed the U.S. cavalry.
   d) A smallpox epidemic killed thousands of Indians.

20. What happened at the Battle of Little Bighorn?
   a) Sitting Bull and all his Sioux warriors were killed.
   b) George Armstrong Custer and all his soldiers were killed.
   c) Geronimo and Chief Joseph fought to be the leader of all Native Americans.
   d) Native Americans doing the Ghost Dance were killed.
21. Which is a famous statement by Chief Joseph?
   a) “I have not yet begun to fight.”
   b) “Don’t fire until you see the whites of their eyes.”
   c) “I will fight no more forever.”
   d) “Geronimo!”

22. Which battle ended the Indian Wars?
   a) Little Bighorn
   b) Custer’s Last Stand
   c) Modoc War
   d) Wounded Knee
B. Match the following vocabulary words with their definitions. Write the correct letter on the line.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. clan</td>
<td>a) a symbol</td>
</tr>
<tr>
<td>24. shaman</td>
<td>b) to adopt the ways of another culture</td>
</tr>
<tr>
<td>25. massacre</td>
<td>c) a group of families claiming a common ancestor</td>
</tr>
<tr>
<td>26. hunter-gatherers</td>
<td>d) a Native American leader who is believed to have special powers</td>
</tr>
<tr>
<td>27. regiment</td>
<td>e) a unit in the army</td>
</tr>
<tr>
<td>28. treaty</td>
<td>f) small groups of people who feed themselves by hunting animals and gathering plants</td>
</tr>
<tr>
<td>29. totem</td>
<td>g) the violent killing of defenseless people</td>
</tr>
<tr>
<td>30. assimilate</td>
<td>h) a plant or animal that is a respected symbol in Native American society</td>
</tr>
<tr>
<td>31. emblem</td>
<td>i) a group of people who share the same language, customs, beliefs, and leadership</td>
</tr>
<tr>
<td>32. tribe</td>
<td>j) a formal agreement between two or more groups, especially countries</td>
</tr>
</tbody>
</table>
**Performance Task: Native Americans: Cultures and Conflicts**

**Teacher Directions:** The migration of European American settlers to the West created many challenges for Native Americans. They were challenged to hold onto their lands and their cultures. Have students create a picture book telling the story of one group of Native Americans, before and after the arrival of settlers. The book should use a combination of pictures and words to share information. Encourage students to use the Student Reader to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three or more details in each column to tell the story of their chosen Native American group.

<table>
<thead>
<tr>
<th>Before the Arrival of Settlers (Culture)</th>
<th>After the Arrival of Settlers (Conflicts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native Americans of the Plateau</strong></td>
<td><strong>Chief Joseph led group of Nez Perce who</strong></td>
</tr>
<tr>
<td>• lived by the seasons</td>
<td>lived in Wallowa Valley of Oregon.</td>
</tr>
<tr>
<td>• Spring: hunt bear, deer, caribou; fish for salmon</td>
<td>• In 1877, U.S. army ordered to move Nez Perce to reservation in Idaho.</td>
</tr>
<tr>
<td>• Summer: move into mountains; search for plants to eat</td>
<td>• Young warriors resisted, attacking and killing ranchers.</td>
</tr>
<tr>
<td>• Fall: build pithouses</td>
<td>• Chief Joseph and Nez Perce fled for Canada, fighting the U.S. troops that chased them.</td>
</tr>
<tr>
<td>• Winter: live in pithouses; make baskets, weave nets, share stories and myths</td>
<td>• On Sept. 30, 1877, at Bear Paw Mountain, Chief Joseph surrendered. There were only 400 Nez Perce left.</td>
</tr>
<tr>
<td></td>
<td>• In 1885, about 200 Nez Perce were allowed to return to the Plateau region.</td>
</tr>
</tbody>
</table>
### Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their completed picture books, using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their picture books.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average</strong></td>
<td>Book is accurate, detailed, and neatly presented. Images are engaging; ten or more details (any combination from the before and after columns) are included; and both images and text demonstrate strong understanding of the content discussed in the unit. One or two minor errors may be present.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>Book is neatly presented, mostly accurate, and somewhat detailed. Images and text demonstrate a solid understanding of the content discussed in the unit, and eight details are included (any combination from the before and after columns). A few minor errors may be present.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>Book is mostly accurate but lacks detail. Images and text demonstrate some understanding of the content discussed in the unit, and six details are included (any combination from the before and after columns). Some errors may be present.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>Book is incomplete or demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge of the histories and cultures of Native Americans.</td>
</tr>
</tbody>
</table>

Performance Task Activity: Native Americans: Cultures and Conflicts

What challenges did Native Americans face with the arrival of Europeans and, later, with the formation and expansion of the United States? Create a picture book that explains the lives of one Native American group before and after the arrival of settlers to their region. The goal is to tell the story of one Native American group, with images and words. Each page of the picture book should be mostly images, with no more than two or three sentences of text.

Use the table on the next page to take notes and organize your thoughts. You should provide three or more details for each column of the table. You may refer to the chapters in Native Americans: Cultures and Conflicts.
Native Americans: Cultures and Conflicts Performance Task Notes Table

Use the table below to help organize your ideas as you refer to Native Americans: Cultures and Conflicts. You should try to have at least three details in each column.

<table>
<thead>
<tr>
<th>Before the Arrival of Settlers (Culture)</th>
<th>After the Arrival of Settlers (Conflicts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Americans of the _____________</td>
<td></td>
</tr>
</tbody>
</table>

Before the Arrival of Settlers (Culture)

After the Arrival of Settlers (Conflicts)
Map of Native American Cultural Groups and Regions

- Pacific Northwest Native Americans
- Plateau Native Americans
- Great Basin Native Americans
- Plains Native Americans
- Southwest Native Americans
- Eastern Woodlands Native Americans

North American and Atlantic Ocean regions with major rivers and geographic features labeled.
Fill in the chart, giving specific facts about each category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Representative Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the chart, giving specific facts about each category.

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climate</th>
<th>Clothing</th>
<th>Food</th>
<th>Beliefs</th>
<th>Representative Peoples</th>
</tr>
</thead>
</table>

Name ____________________________
Date ____________________________
### Native Americans of the Plains Chart

**Fill in the chart, giving specific facts about each category.**

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climate</th>
<th>Housing</th>
<th>Clothing</th>
<th>Food</th>
<th>Beliefs</th>
</tr>
</thead>
</table>

**Representative Peoples:**

---

---
Native Americans of the Pacific Northwest Chart

<table>
<thead>
<tr>
<th>Category</th>
<th>Representative Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
</tr>
</tbody>
</table>

Fill in the chart, giving specific facts about each category.
For each word, write the letter of the definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiver</td>
<td>a) the people who were in your family in past times</td>
</tr>
<tr>
<td>harpoon</td>
<td>b) strength or determination</td>
</tr>
<tr>
<td>ancestry</td>
<td>c) a group of families claiming a common ancestor</td>
</tr>
<tr>
<td>fortitude</td>
<td>d) an act that a person must complete to join a group</td>
</tr>
<tr>
<td>corral</td>
<td>e) the land and people who live under the authority of a government and its laws; a country</td>
</tr>
<tr>
<td>awl</td>
<td>f) a case for holding arrows</td>
</tr>
<tr>
<td>initiation rite</td>
<td>g) a plant or animal that is a respected symbol in Native American society</td>
</tr>
<tr>
<td>nation</td>
<td>h) a Native American leader who is believed to have special powers</td>
</tr>
<tr>
<td>moccasin</td>
<td>i) a group of people who share the same language, customs, beliefs, and leadership</td>
</tr>
<tr>
<td>tribe</td>
<td>j) a symbol</td>
</tr>
<tr>
<td>shaman</td>
<td>k) a sharp pointed tool, used for sewing or to make holes</td>
</tr>
<tr>
<td>clan</td>
<td>l) an animal similar to a wolf, but smaller</td>
</tr>
<tr>
<td>emblem</td>
<td>m) a soft leather shoe made from animal skins</td>
</tr>
<tr>
<td>hunter-gatherers</td>
<td>n) small groups of people who feed themselves by hunting animals and gathering plants</td>
</tr>
<tr>
<td>myth</td>
<td>o) a traditional story, often concerning the early history of a people or explaining some natural or social occurrence, and typically involving supernatural beings or events</td>
</tr>
<tr>
<td>moral</td>
<td>p) a plant that grows in dry areas and has roots that can be eaten</td>
</tr>
<tr>
<td>tepee</td>
<td>q) a fenced area for animals</td>
</tr>
<tr>
<td>snowshoe</td>
<td>r) relating to ideas of right and wrong</td>
</tr>
<tr>
<td>coyote</td>
<td>s) a spear used to hunt fish or whales</td>
</tr>
<tr>
<td>bitterroot</td>
<td>t) a lightweight frame that lets a person walk on snow without sinking</td>
</tr>
<tr>
<td>totem</td>
<td>u) a cone-shaped tent used by native American groups living on the Plains</td>
</tr>
<tr>
<td>copper</td>
<td>v) to water crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops</td>
</tr>
<tr>
<td>irrigate</td>
<td>w) a type of metal</td>
</tr>
</tbody>
</table>
Compare and Contrast Native American Cultures

In Chapters 1–4, you read about Native Americans of four cultural groups. Each group has its own unique way of life.

A. Write the individual, unique characteristics for each cultural group under the correct headings.

<table>
<thead>
<tr>
<th>Individual Characteristics of Four Cultural Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Basin</td>
</tr>
</tbody>
</table>

B. Write at least three characteristics that were shared by the four cultural groups in the box below.

<table>
<thead>
<tr>
<th>Common Characteristics of Four Cultural Groups</th>
</tr>
</thead>
</table>
1. In 1890, which state or territory had the largest area of reservation lands?

2. In which state was the Battle of Little Bighorn fought?

3. How do you think the Native Americans felt about being forced to live on reservations?
Use the terms in the Word Bank to complete the crossword puzzle. For terms that have more than one word, omit the spaces between words when writing the terms in the puzzle.

Across
7. just enough food to keep a person alive
10. harsh or unwelcoming
11. a belief in supernatural beings or phenomena; also refers to belief in the soul
14. a serious disease that spreads from person to person and causes a fever and rash
16. the violent killing of defenseless people
17. a decision, usually by a government, not to punish a person or group who has committed a crime
18. enclosures or pens made from stakes or poles driven into the ground
19. to take over territory

Down
1. a person who searches an area for gold, minerals, or oil
2. a position of leadership or responsibility
3. an image in one’s mind or imagination that others cannot see
4. the management of relationships between groups or countries using negotiation to avoid conflict
5. to adopt the ways of another culture
6. the line of latitude that defines part of the border between United States and Canada
8. a home and the land surrounding it
9. a unit in the army
12. a formal agreement between two or more groups, especially countries
13. trade; the buying and selling of goods and services
15. a certain amount of food
Answer Key: Native Americans: Cultures and Conflicts

Unit Assessment (pages 170–174)


B. 23. c 24. d 25. g 26. f 27. e 28. j 29. h 30. b 31. a 32. i

Activity Pages

Native Americans of the Great Basin Chart (AP 1.2) (page 180)

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climate</th>
<th>Housing</th>
<th>Clothing</th>
<th>Food</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>bowl between the Rocky Mountains and the Sierra Nevada (Nevada and parts of California, Idaho, Oregon, and Utah)</td>
<td>desert; extremely hot and extremely cold; temperatures can reach 120°F in summer and -20°F in winter</td>
<td>clothing made out of animal fur</td>
<td>hunted game; gathered edible plants</td>
<td>mysterious natural forces or “powers” fill the world; myths explain how these powers affected their lives; shamans could communicate with spirits</td>
<td></td>
</tr>
</tbody>
</table>

Representative Peoples: Bannocks, the Shoshone, the Utes, and the Paiutes

Native Americans of the Plateau Chart (AP 2.1) (page 181)

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climate</th>
<th>Housing</th>
<th>Clothing</th>
<th>Food</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountains and rivers (portions of Idaho, Oregon, Washington, California, Montana, and areas in Canada)</td>
<td>hot summers, cold winters</td>
<td>pithouses in fall and winter</td>
<td>snowshoes in winter</td>
<td>hunt deer, bear, or caribou; fish for salmon</td>
<td>ritual must be performed for salmon to return each year; myths about Coyote</td>
</tr>
</tbody>
</table>

Representative Peoples: Kutenais, Walla Wallas, Coeur d’Alenes, Cayuses, Nez Perce
Native Americans of the Plains Chart (AP 3.1) (page 182)

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climate</th>
<th>Housing</th>
<th>Clothing</th>
<th>Food</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>grasslands (from central Canada south to Mexico and from the midwestern United States westward to the Rockies)</td>
<td>mild weather; temperatures range from 35°F to 45°F in January and from 55°F to 65°F in July; moist and foggy</td>
<td>at first lived in same home year-round; after horses, lived in tepees</td>
<td>made from bison hide; wore moccasins</td>
<td>farmers at first; gathered fruits and nuts; hunted buffalo</td>
<td>Warriors’ reputations depended on how many coups they could count.</td>
</tr>
</tbody>
</table>

Representative Peoples: Arapaho, Cheyenne, Osages, Sioux, Blackfoot

Native Americans of the Pacific Northwest Chart (AP 4.1) (page 183)

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Climate</th>
<th>Housing</th>
<th>Clothing</th>
<th>Food</th>
<th>Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountains, Pacific Coast (from southern Alaska and along Canada’s coastline to Washington, Oregon, and northern California)</td>
<td>mild weather; temperatures range from 35°F to 45°F in January and from 55°F to 65°F in July; moist and foggy</td>
<td>plank houses painted with totems</td>
<td>got everything they needed from their environment (no farming needed)</td>
<td>value systems revolved around acquiring, displaying, and giving away property; families belong to totems and clans</td>
<td></td>
</tr>
</tbody>
</table>

Representative Peoples: Tlingits, Salishes, Haidas, Kwakwaka’wakw

Domain Vocabulary: Chapters 1–4 (AP 4.2) (page 184)


Compare and Contrast Native American Cultures (AP 4.3) (page 185)

Great Basin: hunter-gatherers, harvested pinecones
Plains: hunter-gatherers, hunted bison, captured wild horses
Plateau: hunter-gatherers, fished, salmon was staple food
Pacific Northwest: lived in villages of longhouses of cedar, carved totems symbolizing families, hosted potlatches
Common: depending on women’s skills for food, clothing, and other important necessities; held animals, plants, and natural forces in high respect; used myths, legends, and other stories to pass on tradition and teach children rules and values.
Native American Conflicts and Reservations, 1890
(AP 5.1) (page 186)

1. Oklahoma
2. Montana
3. Answers may vary.

Domain Vocabulary: Chapters 5–8 (AP 8.1)
(pages 187–188)

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. subsistence</td>
<td>1. prospector</td>
</tr>
<tr>
<td>10. inhospitable</td>
<td>2. office</td>
</tr>
<tr>
<td>11. spirituality</td>
<td>3. vision</td>
</tr>
<tr>
<td>14. smallpox</td>
<td>4. diplomacy</td>
</tr>
<tr>
<td>16. massacre</td>
<td>5. assimilate</td>
</tr>
<tr>
<td>17. amnesty</td>
<td>6. 49th parallel</td>
</tr>
<tr>
<td>18. stockades</td>
<td>8. homestead</td>
</tr>
<tr>
<td>19. annex</td>
<td>9. regiment</td>
</tr>
<tr>
<td></td>
<td>12. treaty</td>
</tr>
<tr>
<td></td>
<td>13. commerce</td>
</tr>
<tr>
<td></td>
<td>15. ration</td>
</tr>
</tbody>
</table>
Native Americans: Cultures and Conflicts
Subject Matter Experts
Jeffrey Hantman, University of Virginia
Tony Williams, Senior Teaching Fellow, Bill of Rights Institute

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Tyler Pack: 110
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