



CHAPTER **Vocabulary Building**

18 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Write each term from the box in front of its definition. Then, on the lines below, use each term in a complete sentence.

wholesale	sodbuster	cooperative	longhorn
reservation	corral	vaquero	transcontinental railroad

1. _____ enclosure for capturing livestock

2. _____ Great Plains farmer

3. _____ group of farmers that pool money to make purchases

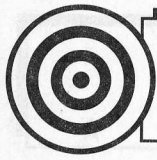
4. _____ wild cattle that roamed across Texas plains

5. _____ area set aside for Native Americans

6. _____ Spanish rider who tended cattle in Mexico and the Southwest

7. _____ railroad that stretches across a continent

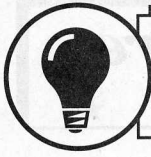
8. _____ buying and selling of goods in large quantities at low prices

**CHAPTER Skill Application****18** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★**A Painting as a Primary Source**

Look at this painting of cowhands driving cattle from Texas. The artist, Clara Williamson, called her paintings of Texas life “memory pictures.” Review the guidelines for using a painting as a primary source in Skill Lesson 18 (text page 525). Then, on a separate sheet of paper, answer the questions that follow.



1. (a) Who are the people in the painting? (b) What are they doing?
2. (a) Describe the landscape shown in the painting. (b) What time of year does the painting depict? (c) How do you know?
3. What does the painting tell you about the life of a cowhand?
4. Consider what you know about the lives of cowhands from the textbook or other sources. How does the depiction in the painting compare with the other information?
5. (a) Is this painting a reliable source of information? (b) How can you tell? (c) What other information might help you decide?



CHAPTER Critical Thinking

18 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

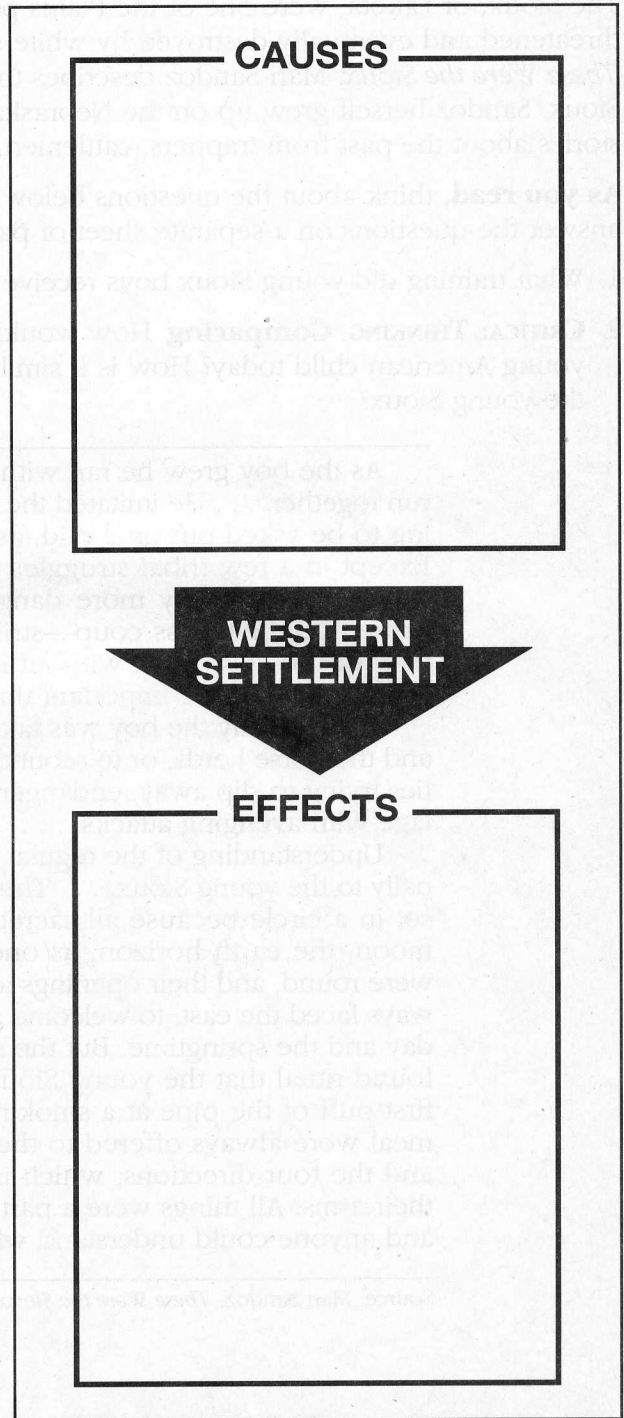
Understanding Causes and Effects

Some of the major events discussed in Chapter 18 are listed below. Some of these events helped bring about the settlement of the western frontier. Other events were a result of the settlement of the frontier. Use the list of events to complete the cause-and-effect chart at right and answer the questions that follow.

- Almost all the buffalo that roamed the Plains were destroyed.
- Gold and silver were discovered in the Sierra Nevada and other areas of the West.
- Cattle no longer ran wild on the open range.
- The transcontinental railroad was completed in 1869.
- Congress passed the Homestead Act in 1862.
- After a series of wars, the Plains Indians were finally forced onto reservations.

1. Choose one of the factors you listed as a cause and explain how it contributed to the settlement of the West.

2. Choose one of the factors you listed as an effect and explain how it resulted from the settlement of the West.





CHAPTER *History Through Literature*

18



These Were the Sioux *Mari Sandoz (1901–1966)*

The Sioux, or Lakota, were one of the Plains people whose way of life was threatened and eventually destroyed by white settlers in the late 1800s. In *These Were the Sioux*, Mari Sandoz describes the customs and beliefs of the Sioux. Sandoz herself grew up on the Nebraska frontier, where she heard stories about the past from trappers, cattlemen, and Indians.

As you read, think about the questions below. **When you finish reading**, answer the questions on a separate sheet of paper.

1. What training did young Sioux boys receive for later life?
2. **CRITICAL THINKING Comparing** How would you describe the training of the young American child today? How is it similar to or different from that of the young Sioux?

As the boy grew he ran with his village kind as young antelope run together. . . . He imitated the warriors and ran their errands, hoping to be asked out on a raid, as was done for promising boys. . . . Except in a few tribal struggles for hunting grounds, Plains Indian fights were scarcely more dangerous than a hard-fought football game. The first-class coup—striking an enemy with the hand, the bow or the coup stick without harming him—was the highest war achievement, more important than any scalp.

Occasionally the boy was taken out on night guard of the village and the horse herds, or to scout the region for unauthorized war parties trying to slip away, endangering themselves and perhaps the village with avenging attacks. . . .

Understanding of the regular ceremonials and rituals came gradually to the young Sioux. . . . The Sioux camp of any size was always set in a circle because all sacred things were round—the sun, the moon, the earth horizon, as one could plainly see. Even the tipis were round, and their openings as well as that of the whole camp always faced the east, to welcome and honor the light that brought the day and the springtime. But the simplest and perhaps the most profound ritual that the young Sioux saw was the most common. The first puff of the pipe at a smoking and the first morsel of food at a meal were always offered to the Great Powers—the earth, the sky and the four directions, which included everything that lay within their arms. All things were a part of these Powers, brothers in them, and anyone could understand what a brother was.

Source: Mari Sandoz, *These Were the Sioux*. Los Angeles: McIntosh and Otis, Inc., 1964.



CHAPTER *Geography in History*

18

Indian Removal Continues

The name Oklahoma is a Choctaw word that means “red people.” White settlers in Oklahoma used that name for the land when they applied for statehood in 1907. The many Indian nations who lived there must have found the choice curious because most of the land once given to the “red people” had been taken from them.

PRESSURES ON THE LAND

The Choctaw were one of the Five Nations. In the 1830s, you will recall, Andrew Jackson expelled the Choctaws, Cherokees, Chickasaws, Creeks, and Seminoles from their lands in the Southeast and forced them to move to Indian Territory. Then for 30 years, the government left them more or less in peace.

After its victory over the Plains Indians, however, the government decided to resettle some Plains Indians in Indian Territory, too. It forced the Five Nations to give up land in the western part and sent the Comanche, Arapaho, Cheyenne, and other Indian nations to reservations there.

In the 1870s, new pressures on the land appeared. White ranchers discovered that the tall grasses of the plains made excellent grazing for cattle going north to railheads in Kansas and Missouri. Also, the Chisholm Trail and Western Trail crossed through Indian Territory. Then, railroad companies and land speculators saw opportunities to get rich by developing lands in Indian Territory. They claimed that the Indians were not using the land and that it should be thrown open to white settlers.

LAND ALLOTMENTS AND LAND RUSHES

In the late 1800s, reformers such as Helen Hunt Jackson called on Congress to pass laws to protect the Indians and their lands. Congress responded with a new policy known as the land allotment system.

Under the new system, Indian nations were no longer allowed to hold their land in common. Instead, each Indian family was given a parcel of land, usually 160 acres. Any land left after allotments were made was declared surplus and could be sold to white settlers.

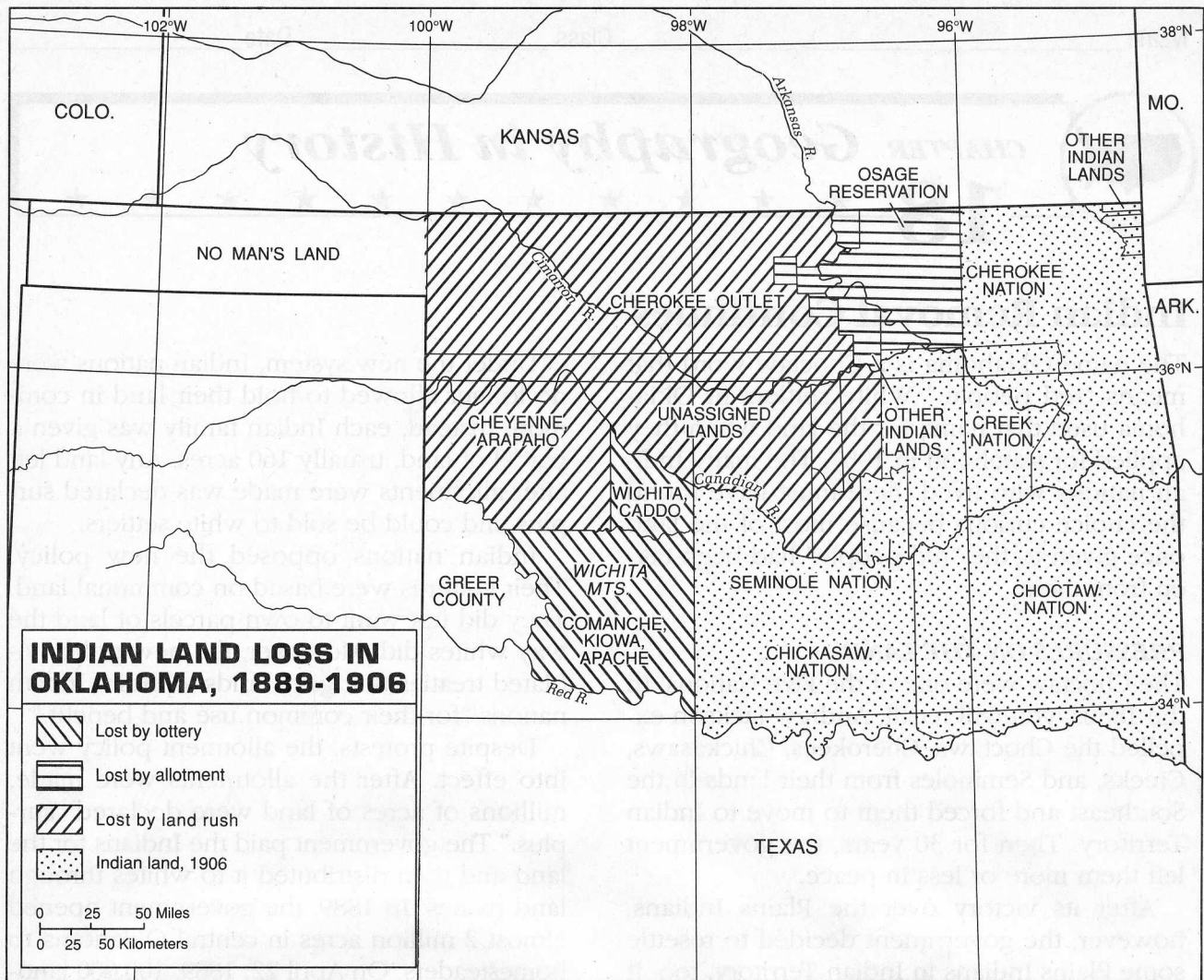
Indian nations opposed the new policy. Their cultures were based on communal land. They did not want to own parcels of land the way whites did. Moreover, the new policy violated treaties that gave lands to entire Indian nations “for their common use and benefit.”

Despite protests, the allotment policy went into effect. After the allotments were made, millions of acres of land were declared “surplus.” The government paid the Indians for the land and then distributed it to whites through land rushes. In 1889, the government opened almost 2 million acres in central Oklahoma to homesteaders. On April 22, 1889, 100,000 land-hungry settlers streamed onto the land.

In 1892, another land rush resulted in white claims to 3 million acres of land taken from the Cheyenne and Arapaho reservations. The next year, the Cherokee Outlet was divided among settlers. The Cherokee Outlet was land in northern Oklahoma that the government had forced the Cherokees to sell.

In 1901, the government prepared to sell surplus lands in southwestern Oklahoma. But it feared a stampede after rumors reported gold and silver finds in the Wichita Mountains. Instead of a land rush, it held a lottery. Lottery winners had the right to claim homesteads.

The Five Nations kept their lands until the early 1900s. Then the government applied the allotment policy to their territory in eastern Oklahoma. To try to save their land, the Five Nations drafted a constitution for an Indian state to be called Sequoyah, after the great Cherokee leader. But Congress refused to consider it, dooming Indian Territory.



A. FOCUS ON GEOGRAPHY

- Location** Which Indian groups had their lands distributed by lottery?
- Place** Why did white settlers become interested in the western part of Indian Territory in the 1870s?
- Interaction** How did the allotment system violate Indian traditions about the land?
- Movement** (a) What was the purpose of the land rush? (b) Which Indian lands were distributed in the land rush of 1893?
- Region** During most of the 1800s, how did the United States government use what is today Oklahoma?

B. CRITICAL THINKING

- Analyzing Information** Lands west of 100° west longitude receive much less rain than those east of it. (a) What name was given to the land in Oklahoma west of 100° west longitude? (b) Why do you think few people were interested in that part of Oklahoma?
- Understanding Causes and Effects** How did well-meaning reformers cause great harm to the Indians?