

PGAMO FREE K-12 SCHOOL · STUDY PACK

Grade 5 History & Geography

Unit 12: Westward Expansion After the Civil War

7 lessons and a unit quiz. Use this pack with the **Westward Expansion After the Civil War Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: The Mining Frontier	PDF pages 6–13	AP 1.1, AP 1.2
☐	Chapter 2: Railroads Come to the West	PDF pages 14–23	AP 1.1, AP 1.2, AP 2.1
☐	Chapter 3: The Cattle Frontier	PDF pages 24–33	AP 3.1
☐	Chapter 4: Farmers Move West	PDF pages 34–41	AP 1.1, AP 4.1
☐	Chapter 5: Adjusting to Life on the Plains	PDF pages 42–47	—
☐	Chapter 6: Remembering the “Wild West”	PDF pages 48–57	AP 1.1, AP 1.2, AP 3.1
☐	Chapter 7: The United States Gains Alaska	PDF pages 58–63	AP 7.1, AP 7.2
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: The Mining Frontier

THE BIG QUESTION

How did mining affect the development of the American West?

Words to know

- **immigrant** — a person from one country who moves to another country to live *The immigrant came to the United States looking for better education and job opportunities.*
- **stake a claim** — to declare ownership of something, such as land *Miners rushed to stake a claim to areas that looked rich in gold.*
- **vigilante justice** — also known as frontier justice; when ordinary citizens pursue and punish people accused of crimes instead of the police, other officials, or the courts *Without official laws and government, vigilante justice was common in most mining camps.*
- **boom town** — a town that grows quickly in size and wealth *So many people moved to the area in such a short time that the boom town seemed to go up almost overnight.*
- **swarm** — to gather or move together in a large group *Be careful, or ants will swarm the picnic blanket looking for crumbs.*

Read

Read Chapter 1 in the Student Reader: PDF pages 6–13. Look at the pictures and maps together.

Talk it over

1. Why did thousands of people rush to Pikes Peak in 1858?
2. Why did most miners who went to the Rockies fail to get rich?
3. What happened to the Comstock Lode?
4. What happened in Six Mile Canyon?
5. Where did mining camps develop?
6. Why did mining camps not have official laws, police, and courts?
7. Based on the text, what do you think life was like in the mining camps?
8. Why did some mining towns become known as boom towns?
9. Why did businesses other than mining companies succeed?
10. The text says that many towns in the West became ghost towns. What are ghost towns?
11. Why did boom towns become ghost towns?
12. How did mining change by the 1880s?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did mining affect the development of the American West?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 84
- Activity Page 1.2: The United States — Teacher Guide PDF page 85

Chapter 2: Railroads Come to the West

THE BIG QUESTION

What were the benefits and drawbacks of the transcontinental railroad?

Words to know

- **transcontinental** — across a continent *The transcontinental railroad linked cities from the Atlantic Coast to the Pacific Coast.*
- **railroad ties** — wood planks used to support railroad tracks *Workers laid down the railroad ties before adding the steel rails.*
- **Great Plains** — a region of relatively flat grassland between the Mississippi River and the Rocky Mountains *Settlers found few woodland areas on the Great Plains.*
- **prairie** — grassland *Many people moved west and settled on the prairie.*
- **telegraph** — a machine that communicates messages over long distances by sending signals through wires *The operator punched the keys of the telegraph to send a message.*

Read

Read Chapter 2 in the Student Reader: PDF pages 14–23. Look at the pictures and maps together.

Talk it over

1. How far west did railroad lines extend at the end of the Civil War?
2. How did Congress arrange for a new transcontinental railroad to be built?
3. Why did the two railroad companies agree to build the new line?
4. About how many people helped build the transcontinental railroad? Who were they?
5. Where did the two lines of the transcontinental railroad meet?
6. How many more transcontinental railroads were built after 1869?
7. Why do you think the additional transcontinental railroads were built?
8. After completion of the transcontinental railroad, how long did it take to travel from Omaha to San Francisco?
9. Why did railroad companies advertise the inexpensive land available in the American West?
10. Why did towns where railroad lines crossed do especially well? How does Chicago reflect this phenomenon?
11. How were cities and towns with railroad stations similar to mining boom towns?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the benefits and drawbacks of the transcontinental railroad?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 84
- Activity Page 1.2: The United States — Teacher Guide PDF page 85
- Activity Page 2.1: Map of the Planned Route of the Transcontinental Railroad — Teacher Guide PDF page 86

Chapter 3: The Cattle Frontier

THE BIG QUESTION

How did the rise of the cattle industry shape the use of land?

Words to know

- **graze** — to eat grass, crops, and other plants in a field *The cattle graze in the field on prairie grasses.*
- **open range** — land where cattle roam freely *The cattle spend their day wandering and grazing on the open range.*
- **brand** — to mark with a symbol of ownership *Owners used iron seals heated in fire to brand their cattle.*
- **stampede** — the rushed movement of a large group of animals *The lightning strike frightened the cattle and caused a stampede.*

Read

Read Chapter 3 in the Student Reader: PDF pages 24–33. Look at the pictures and maps together.

Talk it over

1. What natural resource on the Great Plains gave rise to the cattle industry?
2. From where did longhorns come?
3. What food comes from cattle?
4. Why did Texas ranchers want to get cattle to northern railroad cities?
5. What challenges did ranchers face during the first long drive on the Sedalia Trail?
6. How did the Chisholm Trail differ from the Sedalia Trail?
7. Why did the cattle kingdom move north?
8. Who competed with cattle ranchers for land?
9. What led to the end of the open range?
10. Who were the cowboys in the American West?
11. What happened to cowboys when cattle ranchers moved north and fenced off their lands?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the rise of the cattle industry shape the use of land?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Cattle Drives and Railroads — Teacher Guide PDF pages 87-88

Chapter 4: Farmers Move West

THE BIG QUESTION

What attracted farmers to the Great Plains?

Words to know

- **precipitation** — water falling to Earth’s surface as rain, hail, snow, sleet, and mist *Most spring and summer precipitation tends to fall as rain.*
- **till** — to break up soil so crops can be planted *Farmers work hard to till the soil before they plant seeds.*
- **weather pattern** — weather that repeats over a period of time *Each geographic region in the country has its own weather pattern.*
- **credit** — a system of buying now and paying later *Farmers sometimes bought supplies on credit when they didn’t have enough money to pay for what they needed.*
- **homestead** — a home and the land surrounding it *The family bought land to set up their own homestead.*

Read

Read Chapter 4 in the Student Reader: PDF pages 34–41. Look at the pictures and maps together.

Talk it over

1. What two physical features form natural boundaries to the plains regions in the middle of the country?
2. Why did some people call the Great Plains “the Great American Desert”?
3. Which region was better suited to farming, the Great Plains or Interior Lowlands, and why?
4. How did weather encourage people to start settling the Great Plains?
5. How did technology encourage people to settle the Great Plains?
6. Why did railroads offer land deals to encourage westward settlement?
7. What were the exact terms of the Homestead Act?
8. How did the Homestead Act encourage immigration?
9. Who were Exodusters? Why do you think the Homestead Act appealed to them?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What attracted farmers to the Great Plains?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 84
- Activity Page 4.1: Domain Vocabulary: Chapters 1-4 — Teacher Guide PDF page 89

Chapter 5: Adjusting to Life on the Plains

THE BIG QUESTION

How did farmers adjust to the hardships of the Great Plains?

Words to know

- **ditch** — a narrow channel dug in the ground *Running across the field, the child stumbled into a ditch.*
- **evaporation** — the process by which a liquid changes to a vapor or gas *Hot summer temperatures increase surface water evaporation.*
- **hardship** — a difficulty *One hardship experienced by many settlers was hunger.*

Read

Read Chapter 5 in the Student Reader: PDF pages 42–47. Look at the pictures and maps together.

Talk it over

1. What was the climate of the Great Plains?
2. What resources did homesteaders and other American settlers use to build their homes on the plains?
3. What were the challenges of living in a sod house?
4. How did settlers get fresh water?
5. What made life on the Great Plains lonely?
6. What three inventions helped farmers adapt to environmental conditions on the Great Plains?
7. What else did farmers do to adapt the environment of the plains?
8. Why were grasshoppers such a problem for farmers?
9. How did some settlers try to combat the grasshopper plagues?
10. Why do you think people continued to move to the Great Plains despite the hardships of life there?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did farmers adjust to the hardships of the Great Plains?
- Use one of today's words in a sentence of your own.

Chapter 6: Remembering the “Wild West”

THE BIG QUESTION

How did the legends of the Wild West come about?

Words to know

- **foolhardy** — reckless; without care or caution *The foolhardy boys did not think about the consequences of their actions.*
- **ore** — rock from which metal can be obtained *Miners dug into the mountain hoping to find iron ore.*
- **census** — a count of the number of people living in a certain area *The U.S. government took its first census of the population in 1790.*
- **irrigation** — 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 *Farmers used river water in the irrigation of their crops.*
- **stagecoach** — a horse-drawn vehicle used to carry passengers and mail along an established route *Many people used the stagecoach to travel between towns in the American West.*
- **scout** — a person sent to observe an area and get information *As a scout, the young woman traveled and explored many places.*

Read

Read Chapter 6 in the Student Reader: PDF pages 48–57. Look at the pictures and maps together.

Talk it over

1. How did the frontier—the area that had not yet been explored and settled by Americans and European immigrants—move throughout American history?
2. What was Manifest Destiny? What role did it play in westward expansion?
3. What do you think Horace Greeley meant when he said, “Go West, young man, and grow up with the country”?
4. What was the Oklahoma land rush?
5. What did the U.S. Census Bureau announce in 1890?
6. What did the U.S. Census Bureau mean by announcing that the frontier was gone?
7. After the closing of the frontier, where were the best places to find new opportunities?
8. Who were Billy the Kid and Jesse James?
9. What were dime novels?
10. Who was Buffalo Bill Cody?
11. Who was Annie Oakley?

12. How accurate were the portrayals of the West in newspapers, dime novels, and Wild West shows?
13. What did the myth of the Wild West represent?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the legends of the Wild West come about?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 84
- Activity Page 1.2: The United States — Teacher Guide PDF page 85
- Activity Page 3.1: Cattle Drives and Railroads — Teacher Guide PDF pages 87–88

Chapter 7: The United States Gains Alaska

THE BIG QUESTION

What were the events leading to America's purchase of Alaska?

Words to know

- **treaty** — a formal agreement between two or more groups, especially countries
Representatives for the two nations signed a treaty to expand trade.

Read

Read Chapter 7 in the Student Reader: PDF pages 58–63. Look at the pictures and maps together.

Talk it over

1. Which country claimed the territory of Alaska?
2. How did Russia make money from Alaska?
3. Why did Russia decide to sell Alaska?
4. What was the name and position of the American government official who negotiated the purchase of the Alaskan territory from Russia?
5. What had to happen in Congress for the Alaska Purchase to happen?
6. What was “Seward’s Folly”? What does this name suggest about some people’s opinion of Alaska?
7. What benefits did other people see in the purchase of the Alaskan territory?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the events leading to America’s purchase of Alaska?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 7.1: Russia and Alaska Map — Teacher Guide PDF page 90
- Activity Page 7.2: Domain Vocabulary: Chapters 5–7 — Teacher Guide PDF page 91

UNIT QUIZ

Westward Expansion After the Civil War

Name: _____ Date: _____

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

Answers

Chapter 1: The Mining Frontier

1. **Why did thousands of people rush to Pikes Peak in 1858?**
Stories spread that gold had been found there.
2. **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. Most of the gold miners who rushed to find gold in the Rockies came from California. They had already tried and failed to get rich in the earlier Gold Rush of 1849.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **Why did some mining towns become known as boom towns?**
They sprung up and grew rapidly.
9. **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.
10. **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.
11. **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.

12. 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.

Chapter 2: Railroads Come to the West

1. How far west did railroad lines extend at the end of the Civil War?

They only went as far as Omaha, Nebraska.

2. 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.

3. 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.

4. About how many people helped build the transcontinental railroad? Who were they?

About twenty thousand people worked on the railroad. They included Chinese and Irish immigrants, Mexican Americans, African Americans, and Native Americans. Veterans from the Civil War also worked on the railroad.

5. Where did the two lines of the transcontinental railroad meet?

They met at Promontory Point, Utah.

6. How many more transcontinental railroads were built after 1869?

four

7. 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.

8. After completion of the transcontinental railroad, how long did it take to travel from Omaha to San Francisco?

four days

9. 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.

10. 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.

11. 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.

Chapter 3: The Cattle Frontier

1. What natural resource on the Great Plains gave rise to the cattle industry?
grass

2. From where did longhorns come?

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

3. What food comes from cattle?

Cattle can be butchered and the meat sold as beef.

4. 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.

5. 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.

6. 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.

7. 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.

8. Who competed with cattle ranchers for land?

Sheep herders and farmers competed with cattle ranchers for land.

9. 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.

10. Who were the cowboys in the American West?

Many cowboys were Mexicans, African Americans who left the South, and Native Americans.

11. What happened to cowboys when cattle ranchers moved north and fenced off their lands?

The cowboy became an ordinary ranch hand.

Chapter 4: Farmers Move West

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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.

8. **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.

9. **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.

Chapter 5: Adjusting to Life on the Plains

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **What else did farmers do to adapt the environment of the plains?**

They grew crops that needed less water.

8. **Why were grasshoppers such a problem for farmers?**

There were millions of them, and they would eat everything in their path, including farmers' crops.

9. **How did some settlers try to combat the grasshopper plagues?**

They started smoky fires to drive the grasshoppers away from their crops.

10. **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.

Chapter 6: Remembering the “Wild West”

1. **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.

2. **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.

3. **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.
4. **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.
5. **What did the U.S. Census Bureau announce in 1890?**
It announced that there was no more frontier.
6. **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.
7. **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.
8. **Who were Billy the Kid and Jesse James?**
They were criminals who became famous because of exaggerated newspaper stories about them.
9. **What were dime novels?**
They were cheap paperback adventure stories, usually about cowboys and outlaws.
10. **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.
11. **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.
12. **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.
13. **What did the myth of the Wild West represent?**
Possible responses: It represented an American identity. It represented opportunity and excitement.

Chapter 7: The United States Gains Alaska

1. **Which country claimed the territory of Alaska?**
Russia
2. **How did Russia make money from Alaska?**
The Russian government created a company to trade with native peoples for fur.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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.

Unit quiz key

1. d 2. d 3. b 4. d 5. b 6. a 7. c 8. a 9. d 10. c 11. b 12. a 13. c 14. d 15. b 16. c