

**Guided Reading & Analysis: the Last West and the New South, 1865-1900**

**Chapter 17- *Enclosure and Redemption* pp 339-353**



(Images from Wikipedia.org, public domain. Pictured: Sitting Bull)

**Reading Assignment:**

Ch. 17 AMSCO; If you do not have the AMSCO text, use chapter 26 of *American Pageant* and/or online resources such as the website, podcast, crash course video, chapter outlines, Hippocampus, etc.

**Purpose:**

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using your noggin (thinking skills) with new knowledge gained from the reading. This guide, **if THOUGHFULLY completed in its entirety BOP (Beginning of Period) by the due date**, can be used on the corresponding quiz as well as earn up to 10 bonus points. In addition, completed guides provide the student with the ability to correct a quiz for ½ points back! The benefits of such activities, however, go far beyond quiz help and bonus points. ☺

**Mastery of the course and AP exam await all who choose to process the information as they read/receive.**

This is an optional assignment. *So... young Jedi... what is your choice? Do? Or do not? There is no try.*

**Directions:**

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read**. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

**Key Concepts FOR PERIOD 6:**

**Main Idea: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.**

**Key Concept 6.1:** The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

**Key Concept 6.2:** The emergence of industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, & women.

**Key Concept 6.3:** The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

**Section 1 Introduction page 339 and Historical Perspectives page 353**

Key Concepts and Main Ideas	Notes Analysis
<p>As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.</p>	<p>Read the <b>Frederick Jackson Turner quote on page 339</b>, the <b>second-third-fourth paragraphs on page 343</b>, and <b>Historical Perspectives on page 353</b>. Then address the following:</p> <p><b>Which is more significant to American history... the frontier... or the cities?</b>  <b>Defend your answer with specific evidence, and address the opposing viewpoint.</b></p>

**Section 2 Guided Reading, pp 339-353**

**1. The West: Settlement of the Last Frontier, pp 339-346**

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Post-Civil War migration</b> to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate <b>treaties</b> with American Indian nations in order to expand the amount of land available to settlers.</p> <p><b>Westward migration, new systems</b> of farming and transportation, and economic instability led to political and popular conflicts.</p> <p>Increased <b>migrations</b> from Asia and from southern and eastern Europe, as well as <b>African American migrations</b> within and out of the South, accompanied the mass movement of people into the nation's <b>cities</b> and the <b>rural and boomtown</b> areas of the West.</p> <p>The <b>competition for land</b> in the West among <b>white settlers, Indians, and Mexican Americans</b> led to an increase in violent conflict.</p>	<p><b>The West: Settlement of the Last Frontier...</b></p> <p><b>The Mining Frontier...</b></p> <p>49ers...</p> <p>Pikes Peak...</p> <p>Comstock Lode...</p> <p>Boomtowns and Ghost Towns...</p> <p><b>Chinese Exclusion Act...</b></p> <p><b>The Cattle Frontier...</b></p>	<p>Compare and contrast the “Great American Desert” of pre-1860 to the “Great American West” of post-1865.</p> <p><b>Similarities:</b></p> <p><b>Differences:</b></p> <p>List 5 major changes in the American West caused by the “settlement of the last frontier.”</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>To what extent was the Chinese Exclusion Act a turning point in American foreign policy? Explain the rationales behind this action.</p> <p>List three reasons that the long drive ended. Which one of these reasons had the greatest impact on cattle ranching?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

**REMEMBER...** As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column and in the subtitles of the text. **INCLUDE IN YOUR NOTES ALL SIGNIFICANT VOCABULARY AND PEOPLE.** After read and take notes, *thoughtfully*, analyze what you read by answering the questions in the right column. Remember this step is essential to your *processing* of information. Completing this guide *thoughtfully* will increase your retention as well as your comprehension!

**The West: Settlement of the Last Frontier Continued...**

Key Concepts and Main Ideas	Notes	Analysis
<p><b>Post-Civil War migration</b> to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate <b>treaties</b> with American Indian nations in order to expand the amount of land available to settlers.</p> <p><b>Westward migration, new systems</b> of farming and transportation, and economic instability led to political and popular conflicts.</p> <p>Increased <b>migrations</b> from Asia and from southern and eastern Europe, as well as <b>African American migrations</b> within and out of the South, accompanied the mass movement of people into the nation's <b>cities</b> and the <b>rural and boomtown</b> areas of the West.</p> <p>The <b>competition for land</b> in the West among <b>white settlers, Indians, and Mexican Americans</b> led to an increase in violent conflict.</p>	<p><b>The Farming Frontier...</b></p> <p><b>Problems and Solutions...</b></p> <p><b>The Closing of the Frontier...</b></p> <p><b>Turner's Frontier Thesis...</b></p> <p><b>American Indians in the West...</b></p> <p>Hopi and Zuni...</p> <p>Navajo and Apache...</p> <p>Chinook and Shasta...</p> <p>Sioux, Blackfoot, Cheyenne, Crow, and Comanche...</p> <p><b>Reservation Policy...</b></p>	<p>To what extent was the 1862 Pacific Railway Act responsible for westward migration? ATFP (Address the full prompt) and defend your answer with at least one specific piece of evidence.</p> <p>List 4 ways surviving pioneers in the West adapted to the environment of the Great Plains.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> <p>Based on what you know about the enclosure of Great Britain in the 17<sup>th</sup> century, what impact do you think enclosure of the West in the United States will have in the 20<sup>th</sup> century? In your answer, explain the impact of British enclosure as well as explaining your prediction.</p> <p>Proclamation Line of 1763 : Treaty of Paris 1783          Indian Removal Act : _____          Explain these connections.</p>

## The West: Settlement of the Last Frontier Continued...

Key Concepts and Main Ideas	Notes	Analysis
<p><b>Post-Civil War migration</b> to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate <b>treaties</b> with American Indian nations in order to expand the amount of land available to settlers.</p> <p><b>Westward migration, new systems</b> of farming and transportation, and economic instability led to political and popular conflicts.</p> <p>Increased <b>migrations</b> from Asia and from southern and eastern Europe, as well as <b>African American migrations</b> within and out of the South, accompanied the mass movement of people into the nation's <b>cities</b> and the <b>rural and boomtown</b> areas of the West.</p> <p>The <b>competition for land</b> in the West among <b>white settlers, Indians, and Mexican Americans</b> led to an increase in violent conflict.</p> <p>The <b>U.S. government</b> generally responded to American Indian resistance with military force, eventually dispersing tribes onto small <b>reservations</b> and hoping to end <b>American Indian tribal identities</b> through <b>assimilation</b>.</p>	<p><b>Indian Wars...</b></p> <p>1866...</p> <p>1870s...</p> <p>1890...</p> <p><b>Assimilationists...</b></p> <p><b>Dawes Severalty Act (1887)...</b></p> <p><b>Changes in the 20<sup>th</sup> Century...</b></p> <p><b>The Latino Southwest...</b></p>	<p>Compare and contrast the Battle of Tippecanoe to the Battle of Wounded Knee. Why do some label these as “massacres” instead of “battles?”</p> <p>Explain the cultural impact of <i>A Century of Dishonor</i>.</p> <p>Explain how the Mexican-American War impacted Latinos in the West.</p>

## The West: Settlement of the Last Frontier Continued...

Key Concepts and Main Ideas	Notes	Analysis
<p><b>Government agencies and conservationist organizations</b> contended with corporate interests about the extension of public control over natural resources, including land and water.</p> <p><b>Business interests</b> battled <b>conservationists</b> as the latter sought to protect sections of unspoiled wilderness through the establishment of <b>national parks</b> and other conservationist and preservationist measures.</p>	<p>The <b>Conservation Movement...</b></p> <p><b>National Parks...</b></p> <p>Forest Reserves...</p> <p>Forest Reserve Act...</p> <p>Forest Management Act...</p> <p>Sierra Club...</p> <p>Arbor Day...</p> <p>Audubon Society...</p>	<p>Connect the significance of the Hudson River School in the Antebellum Era to the reaction to the exploitation of the American environment during the Gilded Age.</p> <p>What is the difference between a preservationist and a conservationist?</p> <p>Which one was John Muir?</p>

## 2. The New South, pp 347-350

Key Concepts & Main Ideas	Notes	Analysis
<p>Despite the industrialization of some segments of the <b>southern economy</b>, a change promoted by southern leaders who called for a "<b>New South</b>," agrarian <b>sharecropping</b>, and <b>tenant farming</b> systems continued to dominate the region.</p>	<p><b>The New South...</b></p> <p>Henry Grady...</p> <p><b>Economic Progress...</b></p> <p>Birmingham Alabama...</p> <p>Richmond Virginia...</p> <p>Georgia &amp; the Carolinas...</p> <p><b>Continued Poverty...</b></p> <p>Poverty of the majority of southerners caused by...</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol>	<p>Explain how economic development in the New South helped to "reconstruct" the nation following the Civil War.</p> <p>Explain two limitations of this economic transformation in the South.</p>

## The New South Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>Despite the industrialization of some segments of the <b>southern economy</b>, a change promoted by southern leaders who called for a "<b>New South</b>," agrarian <b>sharecropping</b>, and <b>tenant farming</b> systems continued to dominate the region.</p> <p>Increasingly prominent <b>racist and nativist theories</b>, along with Supreme Court decisions such as <b><i>Plessy v. Ferguson</i></b>, were used to justify violence, as well as local and national policies of discrimination and segregation.</p> <p>Challenging their prescribed "place," <b>women and African American activists</b> articulated alternative visions of <b>political, social, and economic equality</b>.</p>	<p><b>Agriculture...</b></p> <p><b>Sharecropping...</b></p> <p>Crop-lien...</p> <p>George Washington Carver...</p> <p><b>Segregation...</b></p> <p><b>Discrimination and the Supreme Court...</b></p> <p>Civil Rights Cases of 1883...</p> <p><b><i>Plessy v. Ferguson</i>...</b></p> <p><b>Loss of Civil Rights...</b></p> <p>a. Loss of voting rights via...</p> <p>b. Loss of 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> Amendment rights via...</p> <p>c. Loss of economic opportunity via...</p>	<p>To what extent did Antebellum "cottonocracy" continue through the Gilded Age? AFTP and defend your answer with specific evidence.</p> <p>How successful were the redeemers at using the "race card" to promote their agendas?</p> <p>The purpose of Jim Crow laws was to strip African Americans of their civil rights granted to them by the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. Support or refute this statement. (defend your answer with specific evidence!)</p> <p>What was the key difference between economic and social mobility between poor whites and African Americans?</p>

## The New South Continued...

Key Concepts & Main Ideas	Notes	Analysis
<p>Challenging their prescribed "place," <b>women and African American activists</b> articulated alternative visions of <b>political, social, and economic equality</b>.</p>	<p><b>Responding to Segregation...</b></p> <p>Ida B. Wells...</p> <p>Booker T. Washington...</p> <p>W.E.B. DuBois...</p>	<p>Turn to page 443 and read "Two Approaches: Washington and DuBois." Explain the fundamental difference in the goals and strategies between Washington and DuBois.</p> <p>Which strategy was embraced more at the time?</p> <p>Which strategy would be embraced more at a later time?</p>

### 3. Farm Problems, pp 350-353

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Westward migration, new systems</b> of farming and transportation, and economic instability led to political and popular conflicts.</p> <p><b>Farmers</b> adapted to the new realities of <b>mechanized agriculture</b> and dependence on the evolving <b>railroad system</b> by creating local and regional <b>organizations</b> that sought to resist corporate control of agricultural markets.</p>	<p><b>Farm Problems: North, South, and West...</b></p> <p><b>Changes in Agriculture...</b></p> <p><b>Falling Prices...</b></p> <p><b>Rising Costs...</b></p> <p><b>Fighting Back...</b></p> <p><b>National Grange Movement...</b></p> <p><i>Munn v Illinois (1877)</i></p>	<p>Explain how the "industrialization" of American agriculture destroyed Thomas Jefferson's dream of American Agrarian Virtue.</p>

## Farm Problems Continued...

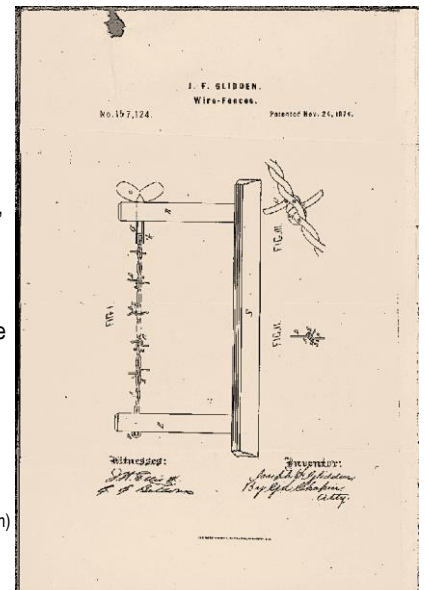
Key Concepts & Main Ideas	Notes	Analysis
<p><b>Westward migration, new systems</b> of farming and transportation, and economic instability led to political and popular conflicts.</p> <p>Farmers adapted to the new realities of <b>mechanized agriculture</b> and dependence on the evolving <b>railroad system</b> by creating local and regional <b>organizations</b> that sought to resist corporate control of agricultural markets.</p> <p><b>Corruption in government</b> — especially as it related to <b>big business</b> — energized the public to demand increased <b>popular control</b> and <b>reform</b> of local, state, and national governments, ranging from minor changes to major overhauls of the <b>capitalist system</b>.</p>	<p><b>Interstate Commerce Act (1886)...</b></p> <p><i>Wabash v. Illinois</i> (1886)</p> <p>ICC...</p> <p><b>Farmer's Alliances...</b></p> <p><b>Ocala Platform...</b></p> <p>Platform supported...</p> <ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> <li>5)</li> <li>6)</li> </ol>	<p><b>Although not successful in forming a political party, the National Alliance successfully responded to the farmers' plight because it united diverse peoples for a common cause which increasing effective communication and action as well as influenced local and state elections raising political support for the problems they faced.</b></p> <p><b>Write a question/prompt that the above thesis statement is effectively addressing.</b></p>

## Food For Thought:

(source: Eric Sass, Mental Floss History of the United States, 2010)

Nasty and effective, barbed wire is a quintessential American invention: without it, the West might not have been won. Or at least, there would have been a lot more cows, horses, and miscellaneous livestock roaming free, with distraught ranchers in pursuit! Called "the Devil's rope," barbed wire substituted for more substantial fencing materials like wood or stone. While regular wire was an option, the average cow, weighing 1,000 pounds or more, was not deterred by "smooth" wire fences. Buss, weighing up to a ton and armed with horns, were even less daunted. The difficulty of ranching without fencing quickly became a serious hindrance to Western expansion. From 1857 to 1867, a handful of inventors "back East" experimented with wire augmented with small knots of sharp cut wire, but there wasn't much demand in the tree-filled eastern part of the country. Farther west, however, it was an idea who's time had come. Approximately 176 ranchers submitted some variation of the basic idea to Illinois patent offices, which set in motion an exciting legal free-for-all, with various patent holders trying to prove that barbed wire manufacturers were stealing their ideas. In the end, the patent office chose Joseph F. Glidden's economical design, which produced the maximum number of sharp edges with the least amount of wire. And in 1874, Glidden sold half his patent to an enterprising Illinois hardware entrepreneur named Isaac L. Ellwood, who began manufacturing barbed wire by hand. Imitators produced close variants of the design, and small factories sprang up across western Illinois, all of them turning out barbed wire using manual labor. By 1884 the legitimate factories (there were still several bootleg joints too) were manufacturing up to 100,000 tons of barbed wire a year. That's roughly 600,000 miles of barbed wire, or 40 times the circumference of the earth!

(image: Glidden's 1874 patent, historyrat.wordpress.com)





## Map of 1890 ... Enclosure...

(if you do not complete this map, you can still use the guide if every other portion is completed, however your top bonus will be 9 points)

### Label the following:

All states & territories,

Pike's Peak,

Comstock Lode,

Chief Joseph's Trail,

Red River War (1874),

Battle of Little Bighorn (1876; Custer's Last Stand),

Battle of Wounded Knee (1890),

Sand Creek Massacre (1864),

Skeleton Canyon (Geronimo surrenders, 1886),

Medicine Lodge (Southern Plains Indians agree to move to Indian Territory),

Fort Laramie (1851 & 1868 treaties; 1851 Native Americans are promised control of the Plains. 1868 Sioux agree to move to reservation the Black Hills),

Color/Highlight the "West" (one color)

Trace the path of the transcontinental Railroad.



Write a caption for this map that indicates the significance of the information illustrated on this map... regarding The Enclosure of the West.