

Bell Ringers

Questions:

- We will do these everyday, they will be collected on test day
- You do need to write the question
- You do not have to write in complete sentences
- Please always write what you remember, not what outside sources have to say about the material

1. What is one thing I should know about you?
2. What do you hope to get out of this class?
3. In your opinion, what has been one of the biggest events to shape U.S. history?

Primary Sources vs Secondary Sources

Primary Source

- *document or physical object which was written or created during the time under study.*
 - Letters, diary excerpts, speeches, interviews, official records
 - Newspapers, political cartoons, paintings, photographs, videos, music
- **Why important** – eye witness, first hand account
- **Why question** – does the author have a bias or agenda?

Secondary Source

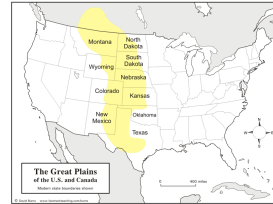
- *an interpretation of a primary source, at least 1 step removed from the actual event or time period.*
 - Textbooks, histories, magazines, encyclopedias
- **Why important** – offers additional insight into an event
- **Why question** – author wasn't actually there and could be misinformed, or could have a bias.

Settling the Great Plains

Unit 1

The Great Plains

- *Grassland extending through the west-central portion of the US*



The Great Plains

- **Cheyenne and Sioux** – largest and most resistant tribes on the plains
- **Buffalo = survival**
 - Food, clothes, shelter, tools, weapons
- **No sense of land ownership**
 - **Nomadic, followed buffalo herds**
 - **Land cannot be owned**



The Great Plains

- New economic opportunities in the west
 - **Land ownership** (“improving upon the land”)
 - **Cattle industry**
 - **Gold Rush, mining**
- Increasing clashes with American settlers and government in the mid-late 1800s



Clashes with Native Americans

- 1834 – Fed gov't designated the Great Plains as one large **reservation** for NA tribes
- 1850s – Fed gov't created **boundaries** for each tribe
 - Allowed for **railroad** expansion westward
- **Massacre at Sand Creek (1864)**
 - **Cheyenne** tribe returned to Sand Creek to camp for the winter
 - **Col. Chivington** and **US troops** attacked Cheyenne → killed 150, mostly women/children

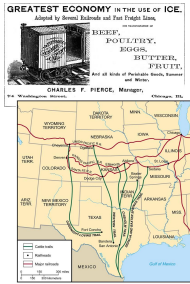


Native American Assimilation

- Not all Americans supported the killing of NAs
 - 1881 – Helen Hunt Jackson published *A Century of Dishonor* that exposed NA treatment by fed gov't
- Some Americans encourage **assimilation** – a *minority group's adoption of the cultural beliefs of the dominant culture*
- **Dawes Act (1887)** – aimed to *"Americanize"* NAs, provided 160 acres of reservation land to each NA family
 - Rest of land would be sold to settlers → \$ to help NAs start **farms**
 - Promote ideas of "land ownership"
 - By 1930s, 2/3 land bought by white settlers, NAs got no \$

Growing Cattle Business

- Settlers learned Mexican techniques for managing large cattle herds
 - Round up, rope, brand, maintain/care
 - Mostly **longhorns** taken from Texas to ranges via cattle trails (**Chisholm Trail**)
- Ranching industry and demand for beef grew quickly with new inventions
 - **Barbed wire** – 1874, easily divided up land and secured animals, reduced cost of enclosing land
 - **Refrigerated train car** – 1875, could ship beef long distances without spoiling



Cowboys

- **Herded cattle along cattle trails**
- 1865-1866 – 55,000 cowboys
 - 25% black
 - 12% Mexican
 - As young as 15
- **NOT** like Hollywood portrayals
 - 10-14+ hour days
 - 3 months = 1 "long drive" (trip on cattle trail)
 - 1 cowboy to every 250-300 cattle
 - Always on alert for dangers to cattle
 - Gun to protect herd, not to hurt/chase outlaws
 - Expert rider and roper, but horse usually belonged to trail boss/supervisor



End of the Open Range

- By the late 1880s, the land on the Great Plains was no longer profitable.
 - **Wiped out by overgrazing**
 - **Series of cold and dry weather**
- Most ranchers scaled down ranches and focused on high-grade cattle = more meat per animal = more \$
- Barbed wire was used to divide up land ("tamed" the west)

BATTLE OF LITTLE BIG HORN

- For each document – answer the following questions:
 1. Is this document a **primary** or **secondary** source?
 2. What is the **purpose** of the document? (what is the author trying to achieve?)
 3. What **bias** may exist in the document? Why would the author have this bias in their analysis of the battle?
 4. Describe at least one **strength** and one **weakness** of the document

BATTLE OF LITTLE BIG HORN

- **After reading each document and answer the questions – write at least two paragraphs that answer the following the questions: (make sure you use specific evidence from the documents in your response):**
- 1. Why is it important to have different perspectives when analyzing the same event?
- 2. Which document do you believe contains the strongest analysis or perspective? Why did you choose the document that you did?