



GRADE 8 LOUISIANA SOCIAL STUDIES

Great Plains

A Nation in Conflict

Teacher Guide



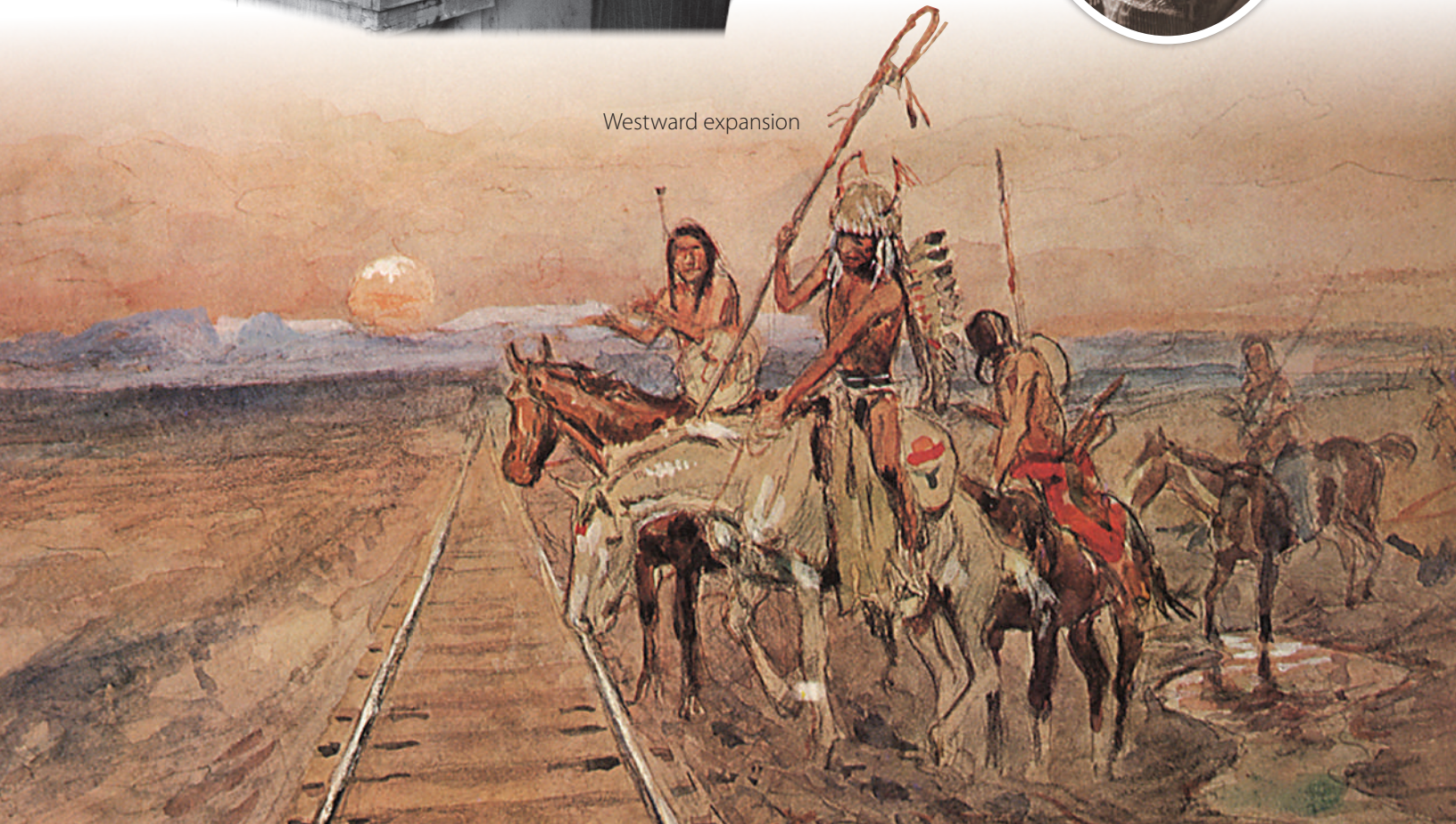
Segregated facilities



Mary Church Terrell



Westward expansion



A Nation in Conflict

Teacher Guide



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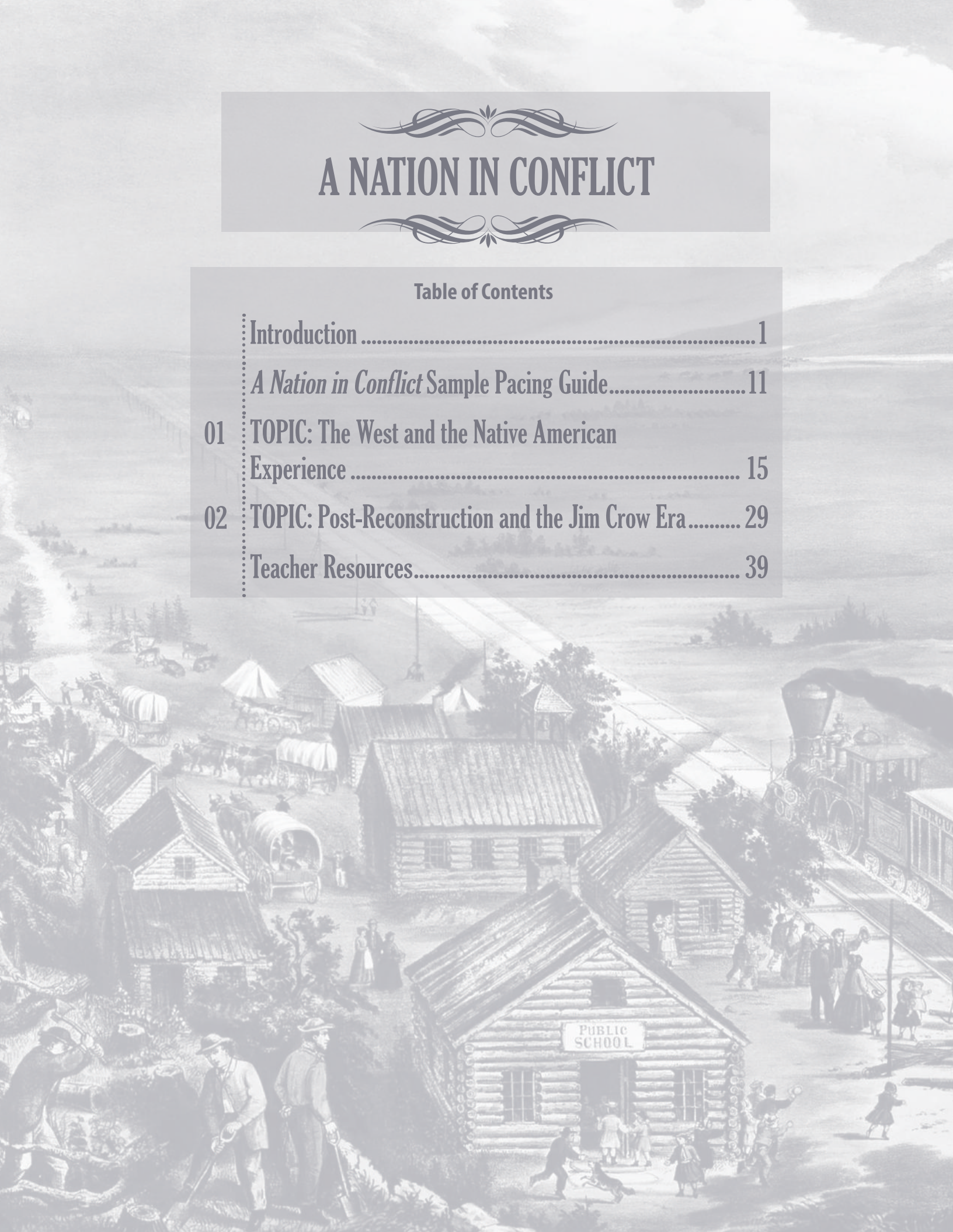


A NATION IN CONFLICT



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A Nation in Conflict

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 8

Introduction

ABOUT THIS UNIT

The Big Idea

The period after the Civil War continued to be a time of conflict, as wars were waged for control of the West and African Americans struggled for their rights.

The end of the Civil War brought an end to slavery in the United States, at great cost. But the period after the war was not a time of peace. American expansion into the West continued, bringing settlers into continuous conflict with Native American peoples. Resistance by some groups brought reprisals from American forces. Meanwhile, African Americans who had won their freedom from enslavement were faced with new efforts to restrict their involvement in politics and society. The struggle for civil rights began with the end of Reconstruction and the reversal of many of the gains that had been made.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

Grade 3

- settlement of the West and the Native American experience
- role of slavery in the early United States and its abolition after the Civil War
- Civil Rights Movement of the 1950s and 1960s

Grade 7

- westward expansion and the Native American experience
- reform movements of the 1800s, including abolitionism
- growing sectionalism and the experience of enslaved people
- Civil War and Reconstruction, including the abolition of slavery, the Reconstruction amendments, sharecropping, Black Codes, and racial violence
- aftermath of Reconstruction, including the introduction of Jim Crow laws

What Students Need to Learn

- continued westward expansion through the completion of the transcontinental railroad and incentives to move West
- removal of Native Americans from their land and destruction of their ways of life through conflicts with settlers, breaking of treaties, and severe depletion of the bison population
- conflicts between settlers and Native Americans, including the Sand Creek Massacre, the Battle of the Little Bighorn, and the Battle of Wounded Knee
- creation of the myth of the American West through Wild West shows and popular stories
- creation of legal racial segregation through Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*
- limitation of African Americans' political participation through revisions to the Louisiana Constitution
- opening of the first Historically Black Colleges and Universities (HBCUs)
- work of early civil rights reformers, including Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, and Mary Church Terrell

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 1837 to 1908.

1837	The first HBCU, the Institute for Colored Youth—now called Cheyney University—is founded in Cheyney, Pennsylvania.
1862	The Homestead Act encourages people to settle in the Great Plains.
1862 and 1890	The Morrill Land-Grant Acts grant federal land to states to establish colleges focused on agriculture, science, and engineering.
1864	U.S. troops led by Colonel J. M. Chivington massacre more than one hundred Cheyenne and Arapaho at Sand Creek.
1869	The transcontinental railroad is completed.
1876	Sioux and Cheyenne forces defeat U.S. troops led by General George A. Custer at the Battle of the Little Bighorn.
1877	The Compromise of 1877 makes Rutherford B. Hayes president and marks the end of Reconstruction.
1879	The Louisiana Constitution undermines the political participation of African Americans through measures such as a poll tax and the removal of bans on segregated facilities.
1880	More than forty thousand Exodusters call Kansas home, with still more settling in other areas of the Great Plains.
1881	The Tuskegee Institute, a historically Black teachers college in Alabama, is founded with Booker T. Washington as its first director.
1887	The U.S. Congress passes the Dawes Act, also known as the General Allotment Act, which leads to a large transfer of land away from Native Americans.

1890	U.S. forces slaughter hundreds of Sioux at Wounded Knee Creek.
1896	The Supreme Court decision in <i>Plessy v. Ferguson</i> upholds Jim Crow laws.
1896	Anti-lynching campaigner Ida B. Wells helps found the National Association of Colored Women (NACW).
1896–1901	Educator and suffragist Mary Church Terrel, cofounder of the NACW, serves as its first president.
1898	The revised Louisiana Constitution explicitly demotes African Americans to second-class citizenship and grants the state legislature the power to enforce segregation in public facilities.
1905	W. E. B. Du Bois and twenty-eight other civil rights reformers form the Niagara Movement.
1908	The Niagara Movement joins with other civil rights reformers to establish the NAACP.

AT A GLANCE

The most important ideas in Unit 1 are the following:

- People moved to the American West in hopes of a new life.
- Native Americans were pushed off their lands and moved to reservations.
- Jim Crow laws were upheld by the Supreme Court.
- African Americans pushed for civil rights in the post-Reconstruction era.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

A Nation in Conflict Student Volume—two chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

A Nation in Conflict Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *A Nation in Conflict* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 39.

- The Chapter Assessments test knowledge of each chapter’s content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

A Nation in Conflict Timeline Card Slide Deck—seventeen individual images depicting significant events and individuals related to westward expansion and post-Reconstruction. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards 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.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline 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!

1837



Chapter 2

1862 and 1890



Chapter 1

1864



Chapter 1

1869



Chapter 1

1876



Chapter 1

1877



Chapter 2

1879



Chapter 2

1880



Chapter 1

1881



Chapter 2

1887



Chapter 1

1890



Chapter 1

1896



Chapter 2

1896



Chapter 2

1896–1901



Chapter 2

1898



Chapter 2

1905



Chapter 2

1908



Chapter 2

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 1 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. The chapters discuss westward expansion and the post-Reconstruction era that occurred in the United States between the mid-1800s and early 1900s. Many of these events happened simultaneously, which is reflected in the timeline.

Understanding References to Time in the *A Nation in Conflict* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, educator and suffragist Mary Church Terrell served as the first president of the National Association of Colored Women between 1896 and 1901, and the Battle of the Little Bighorn occurred in 1876.

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 *A Nation in Conflict* unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of twenty days has been allocated to the *A Nation in Conflict* 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 8 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

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. 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.



Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, 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. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.



Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource "About Teaching with Primary Sources":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

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

Chapter	Framing Question
1	What drew so many Americans westward after the Civil War, and what was the effect of this settlement on Native American homelands and cultures?
2	How did African Americans navigate the challenges of the post-Reconstruction era, and what methods did they use to fight for civil rights?

Core Vocabulary

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

Chapter	Core Vocabulary
1	manifest, assimilation, regiment, amnesty
2	political disenfranchisement, accommodationist, lynching, suffragist

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 53–57. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Chapter 1—Claims and Evidence (AP 1.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’

interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges 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 U.S. history unit called “The Freedom Framework,” 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 U.S. government.

Books

Dunbar-Ortiz, Roxanne. *An Indigenous Peoples’ History of the United States for Young People*. Adapted by Jean Mendoza and Debbie Reese. Boston: Beacon Press, 2019.

Haynes, Clarence. *The Legacy of Jim Crow*. True History. New York: Penguin Young Readers/Penguin Workshop, 2022.

Hudson, Wade. *Defiant: Growing Up in the Jim Crow South*. New York: Random House, 2021.

Hudson, Wade, and Cheryl Willis Hudson, eds. *Recognize! An Anthology Honoring and Amplifying Black Life*. New York: Random House, 2021.

Lowe, Mifflin. *Women Sharpshooters, Native American Rodeo Stars, Pioneering Vaqueros, and the Unsung Explorers, Builders, and Heroes Who Shaped the American West*. Illustrated by William Luong. Charlotte, NC: Baker & Taylor, 2020.

Sandler, Martin W. *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad*. Somerville, MA: Candlewick Press, 2015.

Sorell, Traci. *We Are Still Here! Native American Truths Everyone Should Know*. Illustrated by Frané Lessac. Watertown, MA: Charlesbridge, 2021.

Treuer, Anton. *Everything You Wanted to Know About Indians but Were Afraid to Ask*. Young Readers ed. Hoboken, NJ: Levine Querido, 2021.

Wagner, Tricia Martineau. *Black Cowboys of the Old West: True, Sensational, and Little-Known Stories from History*. Guilford, CT: TwoDot Books, 2010.

A NATION IN CONFLICT SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Nation in Conflict

"Making an Argument" (TG, Chapter 1 Additional Activities, AP 1.3)	"The West and the Native American Experience" Core Lesson (TG & SV, Chapter 1)	"The West and the Native American Experience" Core Lesson (TG & SV, Chapter 1)	"Primary Source 'The Significance of the Frontier in American History,' by Frederick Jackson Turner (1893)" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: From <i>A Century of Dishonor</i> , by Helen Hunt Jackson (1881)" (TG & SV, Chapter 1, AP 1.2)	Chapter 1 Learning Lab
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Nation in Conflict

 "PRIMARY SOURCE ACTIVITY: John Wesley Powell's Report on the West" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)	 "PRIMARY SOURCE ACTIVITY: 'I Will Fight No More Forever,' by Chief Joseph" (TG, Chapter 1 Additional Activities, NFE 2, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Native American Perspectives on Westward Expansion" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.2)	"PRIMARY SOURCE ACTIVITY: The Transcontinental Railroad" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Nation in Conflict

"Post-Reconstruction and the Jim Crow Era" Core Lesson (TG & SV, Chapter 2)	"Domain Vocabulary: Chapters 1–2" (TG, Chapter 2 Additional Activities, AP 2.1)	"Primary Source: State Constitution of Louisiana, 1898" (TG & SV, Chapter 2, AP 1.2) and "Primary Source: Justice Harlan's Dissent in <i>Plessy v. Ferguson</i> (1896)" (TG & SV, Chapter 2, AP 1.2)	Chapter 2 Learning Lab	 "PRIMARY SOURCE ACTIVITY: <i>Plessy v. Ferguson</i> (1896)" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)
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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****A Nation in Conflict***

"PRIMARY SOURCE ACTIVITY: Jim Crow Cartoon" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: W. E. B. Du Bois and Booker T. Washington" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)	Chapter 2 Assessment	Unit 1 Performance Task Assessment	Unit 1 Performance Task Assessment
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A NATION IN CONFLICT PACING GUIDE

_____’s class

(A total of twenty days has been allocated to the *A Nation in Conflict* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Nation in Conflict

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Nation in Conflict

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Nation in Conflict

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Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

A Nation in Conflict

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TOPIC: The West and the Native American Experience

The Framing Question: What drew so many Americans westward after the Civil War, and what was the effect of this settlement on Native American homelands and cultures?

Primary Focus Objectives

- ✓ Explain the origins and development of Louisiana public colleges and universities, including land-grant institutions. **(8.9.h)**
- ✓ Explain the motivations for migration to and settlement of the West by various groups, including Exodusters. **(8.10.a)**
- ✓ Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies. **(8.10.c)**
- ✓ Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth and early twentieth centuries. **(8.10.d)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *manifest*, *assimilation*, *regiment*, and *amnesty*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The West and the Native American Experience”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of the National Archives Analyze a Poster worksheet
- maps of Native American lands over time
- before and after images of Navajo student
- “Native Americans Use All of the Buffalo” video (01:43)
- image of bison skulls

- image of Sitting Bull and Buffalo Bill
- 2020 Census Bureau map of reservations

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheet, maps, images, and video may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

manifest, adj. easily understood or obvious (6)

Example: As her ankle had swollen and could not fit into her boot, it was manifest that she could not continue on the hike.

Variations: manifest (v.), manifestation (n.)

assimilation, n. the adoption of the ways of another culture (9)

Example: Some tribes hoped that assimilation might allow them to remain on their lands.

Variations: assimilate (v.)

regiment, n. a unit in an army (12)

Example: The army regiment was sent to the region to enforce the general's orders.

Variations: regiments, regiment (v.), regimented (adj.)

amnesty, n. a decision, usually by a government, not to punish a person or group that has committed a crime (13)

Example: Sitting Bull was promised amnesty for his people, but he was made to serve a prison sentence anyway.

THE CORE LESSON 35 MIN

Introduce *A Nation in Conflict* Student Volume

5 MIN

Distribute copies of the *A Nation in Conflict* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images 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 the effects of westward expansion on Native Americans and the American landscape, the effects of the Jim Crow laws, and how the civil rights movement was born.

Introduce “The West and the Native American Experience”

5 MIN

Remind students that since before there was a United States, American settlers were pushing westward and threatening Native American lands and cultures. In the early 1800s, this led to the forced relocation of many eastern and midwestern Indigenous peoples to Indian Territory, in what is now Oklahoma. The push westward continued after the Civil War, leading to conflict between the U.S. government and Native peoples of the West.

Call students' attention to the Framing Question. Tell students to look for details about why Americans moved west and the effects of westward expansion on Native Americans.

Note: Explain to students that Native Americans are sometimes referred to using different terms, including American Indians and Indigenous peoples, and that it is preferable when possible to refer to specific tribes or nations.

Guided Reading Supports for “The West and the Native American Experience”

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.

“The Allure of the West,” pages 2–3

Scaffold understanding as follows:

SUPPORT—Point out the word *allure* in the section title, and explain that it means attraction or fascination.

Read the section on pages 2–3 aloud.

SUPPORT—Explain to students that Frederick Jackson Turner’s “frontier thesis” held that the identity of America was integrally connected with the frontier and the opportunities that it provided. Turner offered a reinterpretation of U.S. history in contrast to the then-dominant view that America and Americans could be understood as evolving from European culture.

 **SUPPORT**—Display the maps of Native American lands over time. Point out the map on the top right. Explain that it does not show Native American land claims in the area of the original thirteen colonies, but Indigenous peoples such as the Powhatan, Wampanaog, Massachusett, Lenni Lenape, and others did occupy the land that colonists claimed for themselves. Direct students' attention to the series of maps, and have them describe how the map of the United States changed over time. Discuss how losing their lands and those lands' resources might have affected Native Americans. (8.1, 8.4, 8.5, 8.6.a, 8.6.b, 8.7.a, 8.7.c, 8.10.c)

After reading the text, ask the following questions:

LITERAL—What false image did Americans have of the West? (8.10)

- » Americans envisioned clear skies, open spaces, and a fresh start—a land of opportunity and new beginnings.

EVALUATIVE—Why was this image false? That is, why weren't the lands in the West actually unsettled frontier wilderness? (8.10)

- » Native Americans had lived on these lands for centuries.

EVALUATIVE—Why were the open spaces of the West so appealing to Americans? (8.10.a, 8.10.b)

- » Many Americans lived in crowded cities that had been built along the East Coast and in the Midwest. The promise of new beginnings in the West was also becoming part of American folklore.

Scaffold understanding as follows:

Have students read the section on pages 3–6 independently.

SUPPORT—Remind students about the California Gold Rush of the mid-1800s. Gold was discovered in California in 1848, which led to a rapid increase of people moving there in hopes of becoming rich. Lawlessness plagued gold mining settlements, so the government stepped in to set up towns. While some of these towns were abandoned as soon as the local gold was gone, others, such as San Francisco, became permanent, organized towns and cities.

SUPPORT—Explain to students that vast fields of grass made the rise of a great cattle industry in the West possible. Cattle had wandered through Mexico and into South Texas for centuries. By 1860, there were about five million cattle in the small corner of Texas near the town of San Antonio. As U.S. cities in the East continued to grow, it became profitable to transport beef east. Cattle ranchers began driving cattle to the railroad to transport the beef, but these drives were long and difficult. As the transcontinental railroad expanded west, the destinations of the cattle drives changed. States on or near a railroad line became the most attractive for ranchers who were looking to avoid a long cattle drive.

SUPPORT—Point out that the Homestead Act was signed by President Abraham Lincoln in 1862, during the Civil War. The only requirements for receiving land were that the homesteaders be either twenty-one years old or the head of a family and that they live on and improve their plots by farming the land, so any U.S. citizen, freed slave, new immigrant on the path to naturalization, and even single woman was eligible. The act greatly accelerated the settlement of the West, as hundreds of thousands of settlers moved to Kansas, Nebraska, and Oklahoma.

TURN AND TALK—Have students look at and discuss the poster on page 5. Ask them whether this poster would have persuaded them to take a chance on buying land in the West if they lived in the 1870s. Why or why not? (*Possible answer: Yes, the poster would have persuaded me to buy land. Because the American West was becoming popular, I would expect the value of land to increase, and I would not want to miss out on owning good land for a low price.*) You may wish to have students complete the National Archives Analyze a Poster worksheet about the poster. (8.6, 8.6.b, 8.7, 8.10, 8.10.a)

 **SUPPORT**—Direct students to the map on page 6. Remind students that the original thirteen colonies became states shortly after the American Revolution. Much of the territory in the Midwest and West became states between the revolution and 1890. Ask: Which states achieved statehood between 1860 and 1880? (*West Virginia, Nevada, Nebraska, Colorado, Kansas*) Which states achieved statehood between 1880 and 1890? (*Washington, Idaho, Montana, Wyoming, North Dakota, South Dakota*) Ask students to identify the pattern on the map regarding when certain places gained statehood. (*In general, states in the East, closer to the original thirteen colonies, became states first. With the exception of Oregon and California, places farther west became states last.*) Why do you think this pattern developed? (*As people moved west over time, the populations of Americans living there grew. Places with large populations of settlers eventually became states.*) (8.1, 8.4, 8.5, 8.6.a)

After students read the text, ask the following questions:

LITERAL—Besides mining, what industry was most important in attracting people to the West in the 1860s? (8.10, 8.10.a)

» The cattle industry also brought people west.

EVALUATIVE—Why did settlers want to settle on the Great Plains? (8.10, 8.10.a)

- » Settlers wanted to settle on the Great Plains because the land was flat and the climate at the time seemed good for farming.

LITERAL—What advances made farming on the Great Plains easier? (8.10, 8.10.a)

- » Advances in technology and industry had made better tools available, and railroads made it easier to obtain supplies.

EVALUATIVE—How did the western expansion that occurred before the Civil War differ from that which occurred after the war? (8.10, 8.10.a)

- » After the Civil War, there were more railroad lines connecting people and places. It was easier to travel from one place to another and to move goods around. Because of the Homestead Act, the West was now also more populated.

“The Challenges of Manifest Destiny” and “The Impact of Westward Expansion on Louisiana Higher Education,” pages 6–9

Scaffold understanding as follows:

Invite volunteers to read the section “The Challenges of Manifest Destiny” on pages 6–9 aloud.

CORE VOCABULARY—Point out the vocabulary term *manifest*, and explain its meaning.

SUPPORT—Expansion westward came to be thought of as an obligation by many Americans living in the nineteenth century. There was a belief that it was the duty of the people to settle the continent and prosper. After independence from Great Britain, a wave of nationalism had swept through America, and this feeling encouraged expansion. Ask: How do you think the British felt about American expansion after the American Revolution? (Possible answers: They may have paid no attention to it, as it did not affect them; they may have been jealous because they were no longer benefiting from their former colonies.) What do you think British people thought of Wild West shows such as Buffalo Bill’s? (Possible answer: These shows brought something completely different to British people who had never experienced having their own frontier. They probably found such shows exciting, as they were quite in contrast to the rapid industrialization going on in Great Britain.) (8.2)

SUPPORT—The large numbers of African Americans who left the South and moved to Kansas and other nearby areas called themselves Exodusters. This name comes from the word *exodus*, which means a mass departure of people. It also has a biblical reference. In the Old Testament, Moses and the Israelites make an exodus out of Egypt to the Promised Land to escape slavery.

SUPPORT—The “exodus” to Kansas and other areas of the Great Plains was spurred largely by economics and the end of Reconstruction. It was rare for a freed African American to own land in the South. Some former slaves became tenant farmers or sharecroppers; they rented farmland and tried to make a living growing cotton. Yet it was difficult to earn enough to pay the rent and have enough left over to survive. Additionally, Jim Crow laws and violence waged against African Americans in the South prompted people to move elsewhere. Some people saw Kansas as a solution. Thousands of Exodusters arrived in Kansas, many on steamboats, and settled in the cities of Wyandotte, Atchison, and Kansas City.

Have students read the sidebar “The Impact of Westward Expansion on Louisiana Higher Education” on page 8 with a partner.



SUPPORT—Have students identify the Louisiana public college or university closest to their community.

After students read the text, ask the following questions:

EVALUATIVE—What was the idea behind the term *Manifest Destiny*? (8.10, 8.10.a, 8.10.b)

- » *Manifest Destiny* refers to the belief that Americans had a mission to expand the boundaries of their country by pushing west across the continent. It was how they would fulfill the American Dream by creating a better life for themselves and their families.

LITERAL—What factors made settling in the West difficult? (8.10, 8.10.a)

- » Farming is physically difficult and demanding work, and homesteaders faced large farm expenses like fencing, plows, animals, barns, and seed.

INFERENTIAL—How does the idea of the American “Wild West” still permeate American culture? (8.10, 8.10.a)

- » The American West developed an identity around gunfighters, rugged cowboys, and endless adventures. This identity is still part of American culture because the West is used as a setting in movies, television, and books, and the cowboy is idealized in visual entertainment as well as in country music.

LITERAL—What did the Morrill Land-Grant Acts of 1862 and 1890 do? (8.9.h)

- » The acts granted federal land to states to establish colleges focused on agriculture, science, and engineering. The second act mandated the inclusion of African Americans.

LITERAL—What does HBCUs stand for? (8.9.h)

- » HBCUs stand for Historically Black Colleges and Universities.

EVALUATIVE—How are Louisiana’s public colleges and universities connected to western expansion? (8.9.h)

- » Louisiana’s public colleges and universities are connected to western expansion because they were built under federal land-grant acts passed in response to the growth of the western population and its need for educational institutions.

“Broken Promises and the Plight of the Bison,” pages 9–11

Scaffold understanding as follows:

Have students read the section on pages 9–11 with a partner.

CORE VOCABULARY—Point out the vocabulary term *assimilation*, and explain its meaning.

SUPPORT—Remind students that in the 1830s and 1840s, displacement of Native Americans meant forced relocation to Indian Territory, in what is now Oklahoma. Native American peoples resisted this relocation in different ways. The Cherokee, for example, fought via the court system. The Seminoles, on the other hand, fought three wars against the U.S. government.

SUPPORT—Make sure students understand that Carlisle Indian Industrial School, and other assimilationist schools like it, were boarding schools. Children were taken away from their families to live at the school. Administrators feared that if the children returned to their families, they would return to their traditional ways. These boarding schools often left the children unable to permanently return to their families on the reservation. Because they had missed so much learning—sometimes even losing the language of their nation—they no longer were welcomed into community life in the same way. They were also not fully integrated into U.S. American life. Many of these students were caught between the two cultures with no real home. Illustrate the effect of these schools by showing the before and after photos of a Navajo (Diné) student.

SUPPORT—Make it clear to students that despite the attempts to weaken Native American cultures, those cultures survived. Many Native Americans today live according to their traditions. However, some Native American languages are considered endangered because so few living people are fluent in them.

SUPPORT—After reading the line “Plains peoples depended on bison for many of their needs” on page 10, show students the “Native Americans Use All of the Buffalo” video (01:43). Explain that the video shows how bison were used by Native Americans to fulfill many needs, with little wasted.

SUPPORT—It is estimated that before 1600 CE, 30 to 60 million bison lived in North America. In 1884, there were around 325 wild bison left in the United States. Despite the overhunting of bison, the animals never went extinct, in part thanks to the preservation efforts of President Theodore Roosevelt and Yellowstone National Park. Today, the estimated North American bison herd size on both public and private lands is more than 362,000, with almost 40,000 on public and tribal lands in the United States.

SUPPORT—After reading the final paragraph of the section on pages 10–11, display for students the image of the bison skulls. Tell students that this image shows a pile of bison skulls collected by American hunters. The photograph was taken in Detroit, Michigan, in 1892. Explain that the image illustrates the sheer number of bison that were killed. Point out that the figures in the photograph can be used to estimate the size of the pile. Mention that the skulls were to be used as fertilizer or to make charcoal.

After students read the text, ask the following questions:

LITERAL—What did the U.S. leaders who made treaties with Native Americans not understand about the groups they made treaties with? **(8.10.c, 8.10.d)**

- » U.S. leaders did not understand that Native American groups did not have one central government, so a treaty with one group did not apply to others. They also didn’t understand that Native Americans as individuals exercised their own independence and were not bound by their leaders’ decisions or agreements.

EVALUATIVE—Why were the bison so valuable to Native Americans? **(8.10.c, 8.10.d)**

- » Bison could be used for food, clothing, tools, and shelter.

EVALUATIVE—Why did so many bison die? **(8.10.d)**

- » Bison were overhunted by settlers for their hides, for sport, and to weaken Native American groups that depended on the bison for their survival.

INFERENTIAL—Why did white Americans try to force Native Americans to assimilate? (8.10.c, 8.10.d)

- » White Americans believed that their culture was superior to those of the Native Americans. They were hoping that Native Americans would eventually give up their cultures and ways of life. Differences between the groups would then cease to be a source of conflict.

“The Sand Creek Massacre” pages 11–12

Scaffold understanding as follows:

Invite volunteers to read the section on pages 11–12 aloud.

SUPPORT—Ask students what else was happening in the United States in November 1864. (*the Civil War*) (8.1, 8.2)

SUPPORT—Explain that there are many different groups of Sioux. Sitting Bull, for example, was a Lakota Sioux. Crazy Horse was an Oglala Sioux. The Sioux people are made up of the many Native American tribes or bands who speak dialects of three Siouan languages: Lakota Sioux, Dakota Sioux, and Nakota Sioux. The Sioux Nation includes eighteen groups in the United States and twelve in Canada.

SUPPORT—The area where the Sand Creek Massacre took place in Colorado is a National Park Service historic site. There are efforts underway to install a sculpture to commemorate the event and the people who died there.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did people in the community of Denver, Colorado, vow revenge on Native Americans in 1864? (8.10.c, 8.10.d)

- » A mining family was murdered, and rumors began swirling that Native American people were responsible.

EVALUATIVE—Why were Black Kettle, White Antelope, and Left Hand’s people defenseless at Sand Creek? (8.10.c, 8.10.d)

- » The Colorado governor had offered to live peacefully with Native Americans who sought protection at a U.S. military post and threatened to attack those who did not surrender. Black Kettle, White Antelope, and Left Hand led their people to Fort Lyon and surrendered their weapons in exchange for protection and food. After a while, these groups were expelled from the fort.

“Native American Resistance,” pages 12–14

Scaffold understanding as follows:

Read the section on pages 12–14 aloud.

SUPPORT—Note the reference to the Black Hills in the first paragraph of the section. Explain that the Black Hills are the site of Mount Rushmore, the famous monument to George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. The monument was begun in 1927 on land that had earlier been recognized by the U.S. government as

sacred territory of the Sioux and Cheyenne nations. In response to what the Sioux saw as a desecration of their lands, twelve years after the project of Mount Rushmore was begun, Sioux chief Henry Standing Bear invited a sculptor to carve a statue of Crazy Horse, a Sioux warrior who famously led the Sioux against the U.S. Army. That sculpture is also located in the Black Hills. It is still being carved today by the family of the original sculptor. Crazy Horse's face was completed in 1998. Not all Sioux agree with this use of their sacred land, even to showcase a great hero.

CORE VOCABULARY—Point out the vocabulary terms *regiment* and *amnesty*, and explain their meanings.

SUPPORT—Display the image of Sitting Bull and Buffalo Bill. Explain that the photograph was taken in 1885. After spending four years in Canada and then two years in prison for leading the Sioux resistance, Lakota Sioux chief Sitting Bull was hired by Buffalo Bill to feature in Buffalo Bill's Wild West show for four months. Sitting Bull's only role in the show was to ride in the opening procession, but he also featured in advertising and sold photographs to fans of the show.

After reading the text, ask the following questions:

LITERAL—What did the Second Treaty of Fort Laramie guarantee the Sioux? (8.10.c, 8.10.d)

- » The Second Treaty of Fort Laramie guaranteed the Sioux a reservation in the Black Hills.

LITERAL—Who invaded the Black Hills? Why? (8.10.c, 8.10.d)

- » Miners and prospectors invaded the Black Hills looking for gold.

EVALUATIVE—Why did the U.S. Army attack Sioux people in the Dakotas and Montana? (8.10.c, 8.10.d)

- » The Sioux were protecting their reservation lands, promised by the Second Treaty of Fort Laramie, from encroachment by miners. The U.S. Army was sent to protect the miners; it did not try to enforce the treaty.

EVALUATIVE—Why were the Sioux forced to surrender even though they were winning battles in the northern plains? (8.10.c, 8.10.d)

- » The lack of bison for food left the Sioux starving, and they were forced to surrender to survive.

"Assimilation and Rebellion," pages 14–16

Scaffold understanding as follows:

Have students read the section on pages 14–16 independently.

SUPPORT—The problems with the reservation system were many. There was the moral issue of taking people off their ancestral land and separating them from their traditional burial grounds, as well as economic issues. Groups of Native Americans lost their entire means of subsistence because they were forced to live on small areas of land. They might have been able to survive by farming, but many had been hunters and lacked the knowledge needed to cultivate the land on which they had been placed, and they were unable to implement irrigation systems. Feuding groups were also sometimes placed in close proximity to each other. It was common for Native Americans to starve to death on

early reservations. They also easily contracted new diseases, as they lived in closer quarters than they were used to.



SUPPORT—Explain that the reservation system created under the 1851 Indian Appropriations Act still exists today. Display the 2020 Census Bureau map of reservations. Explain that today, while many Native Americans still live on reservations, many do not. Have students find Louisiana on the map. Explain that the purple areas on the map indicate state-designated tribal statistical areas. The Native Americans in these areas are recognized as tribes by the state but not by the U.S. government. These are not reservations—these tribes do not have reservations—but simply areas in which there is a high concentration of tribal members. The states and the Census Bureau cooperate to delineate these statistical areas in order to acquire statistical information about the tribe members concentrated within that area.

SUPPORT—Explain that Native Americans were not considered citizens of the United States until 1924 and the passage of the Indian Citizenship Act. However, in many states, Native Americans were not allowed to vote until the victories of the Civil Rights Movement of the 1950s and 1960s.

After students read the text, ask the following questions:

LITERAL—Who was Wovoka? What did Wovoka say about the Ghost Dance? (8.10.c, 8.10.d)

- » Wovoka was a Native American spiritual leader. He said that if people performed the Ghost Dance, they would return to their old homelands, and life would return to the way it had been. But he also said that the Native Americans needed to live quietly and honestly, without violence.

EVALUATIVE—Why did the U.S. government ban the Ghost Dance? (8.10.c, 8.10.d)

- » Native Americans were inspired by the Ghost Dance. This caused settlers and U.S. officials to fear that they were planning a rebellion.

EVALUATIVE—How did western settlements erode Native American cultures? (8.10.c, 8.10.d)

- » Native Americans lost the practical and physical means of surviving in the manner they had for many centuries, such as land to hunt, access to medicinal plants, and land they knew how to farm. Because they were forced to live in designated areas, they also lost access to their communal way of life.

“Wounded Knee,” pages 16–17

Scaffold understanding as follows:

Read the section on pages 16–17 aloud.

SUPPORT—Explain that Wounded Knee remains an important site to the Sioux. Every year, on the anniversary of the massacre at Wounded Knee (December 29), a group of Sioux ride to Wounded Knee and perform a memorial ceremony. In the 1970s, when Indigenous reformers protested the U.S. government’s treatment of Native Americans, they did so at Wounded Knee.

After reading the text, ask the following questions:

LITERAL—What was the last full-scale armed battle against Native Americans on U.S. soil? (8.10.c, 8.10.d)

- » The Battle of Wounded Knee in 1890 was the last battle against Native Americans on U.S. soil.

EVALUATIVE—Compare and contrast what happened at Sand Creek and at Wounded Knee. Which side was justified in their actions during these two events? Discuss answers as a class, and address differing opinions. (8.3, 8.6.c, 8.7.b, 8.7.d, 8.10.c, 8.10.d)

- » Possible answer: Before the massacre at Sand Creek, Native Americans had been unjustly turned away from Fort Lyon. They had been promised food and protection but were then made to leave. Then, despite Chief Black Kettle's attempts to remain peaceful, Chivington led U.S. troops to ambush his people. In the case of Wounded Knee, General Nelson had no good reason to pursue Big Foot and treat his people as hostile, so the killings that occurred when a rifle mistakenly went off were the soldiers' fault. Although different circumstances led to the violence, in both cases, U.S. troops were guilty of attacking Native Americans without just cause. An inquiry found Chivington at fault for Sand Creek, but justice was never served. In contrast, after the full-scale attack at Wounded Knee, the Native Americans were wrongly blamed for everything that happened, and the U.S. troops were awarded for their bravery.

Primary Source Feature: “The Significance of the Frontier in American History,” by Frederick Jackson Turner (1893),” page 18

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 18.

Introduce the source by reviewing what students read about Frederick Jackson Turner and his frontier thesis. Explain that this excerpt is from Turner's famous essay.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

recession, n. a withdrawal or going back from a forward position

peculiarity, n. the state of being odd, unusual, or distinctive

compelled, v. forced or driven to do something

acuteness, n. the state of being sharp, quick, or intense

inquisitiveness, n. curiosity and eagerness to learn

expedients, n. useful means to an end

withal, n. besides; in addition

buoyancy, n. the capacity to float or rise to the top

exuberance, n. enthusiasm

incessant, adj. never stopping; constant

After the volunteers have read the source, ask the following questions:

LITERAL—What does Frederick Jackson Turner say American history has consisted of? (8.10, 8.10.a, 8.10.b)

- » He says that “American history has been in a large degree the history of the colonization of the Great West.”

LITERAL—According to Turner, what is peculiar or unique about American institutions? (8.10, 8.10.b)

- » He says that American institutions are unique because they have been forced to adapt themselves to expansion and continuous development.

INFERENTIAL—Whose perspective does Turner ignore as he makes his observations? (8.10, 8.10.a, 8.10.b, 8.10.d)

- » He is ignoring the perspectives of Native Americans.

EVALUATIVE—What claim does Turner make about the effect of the frontier and expansion on the psyche of Americans? (8.10, 8.10.a, 8.10.b)

- » He says that the frontier has given Americans their best qualities, such as strength, resourcefulness, and individualism. He says that this has been the case since Columbus arrived and America became synonymous with new opportunities.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

Primary Source Feature: “From *A Century of Dishonor*, by Helen Hunt Jackson (1881),” page 19

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 19.



Background for Teachers: Helen Hunt Jackson was an American poet, writer, and reformer. Born in Amherst, Massachusetts, in 1830, Jackson wrote novels and poetry, the latter of which drew the admiration of American philosopher Ralph Waldo Emerson. In 1879, she heard a lecture by Standing Bear, a chief of the Ponca tribe, in which Standing Bear described how the Great Sioux Reservation had been formed in 1868. Jackson was moved to investigate the plight of Native Americans, and she became a passionate supporter of their cause. Her book *A Century of Dishonor* was published in 1881. In the book, she describes the long list of instances in which treaties were ignored or broken by American authorities, to the detriment of Native American groups.

Introduce the source to students. Tell students that Jackson was an American writer who argued for the rights of Native Americans and sought to raise awareness of how poorly they had been treated. Her book *A Century of Dishonor* describes the many treaties made with Native American peoples that were ignored or broken and the negative consequences for Native Americans that followed.

Note: Native American perspectives on these events can be found in the Additional Activities for this chapter.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

exclusive of, prep. not including

deftly, adv. skillfully

ingenuity, n. cleverness

After the volunteers have read the source, ask the following questions:

LITERAL—How many Native American groups does Jackson identify as having suffered? **(8.6.a, 8.10.c)**

- » All of them: she mentions three hundred groups and between 250,000 and 300,000 people, all of whom she says have suffered.

LITERAL—Which groups does Jackson accuse of causing this suffering? **(8.6.a, 8.10.c)**

- » Jackson accuses both settlers and the United States government.

LITERAL—What happened on the Pacific coast to cause Jackson to identify Native Americans here as the hardest hit? **(8.6.a, 8.10.c)**

- » Jackson describes the rapid movement of settlers to the Pacific coast caused by the discovery of gold. She says that this rapid movement happened before the government could make treaties or laws. She says this means that settlers attacked and drove Native Americans from their land, and Native Americans had no laws or law enforcement to protect them from this.

EVALUATIVE—What is Jackson's purpose in writing this passage? **(8.6.a, 8.10.c, 8.10.d)**

- » She wants to make it clear to her audience that Native Americans have been the victims of the actions of the U.S. government and of settlers. She argues that Native Americans have been victimized for years, across the country. She wants her audience to understand that the repeated harms to Native Americans have resulted not from a series of individual actions but from a policy deliberately and jointly carried out by settlers and the government over decades.

Activity Page



AP 1.2



Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(8.1)**

- Review and discuss the Framing Question: “What drew so many Americans westward after the Civil War, and what was the effect of this settlement on Native American homelands and cultures?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What drew so many Americans westward after the Civil War, and what was the effect of this settlement on Native American homelands and cultures?”
 - » Key points students should cite include: after the Civil War, settlers continued to move west in great numbers; formerly enslaved people called Exodusters sought to build new lives on the prairie; the United States gave away land to the railroads and settlers to encourage westward expansion; railroads such as the transcontinental railroad made it easier for settlers to move west; newspapers and other media fostered an image of the West as a place of independence and adventure; Native Americans attempted to defend their homelands from settlers, but the U.S. Army fought them, killing adults and children; the United States made treaties with Native Americans but did not honor them when there was pressure from settlers, miners, or other interests to take the land; even Native American dancing was seen as threatening by the settlers and was forbidden by the U.S. government; Native Americans were forced from their ancestral lands and burial grounds and restricted to lands where they were unable to preserve their ways of life; those Native Americans who were not killed in battles with the U.S. Army were left with land that often could not sustain them.
- Choose two of the Core Vocabulary terms (*manifest, assimilation, regiments, or amnesty*), and write a sentence using the terms.

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

Activity Page

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: Post-Reconstruction and the Jim Crow Era

The Framing Question: How did African Americans navigate the challenges of the post-Reconstruction era, and what methods did they use to fight for civil rights?

Primary Focus Objectives

- ✓ Explain the origins and development of Louisiana public colleges and universities, including land-grant institutions, Historically Black Colleges and Universities, and regional universities. (8.9.h)
- ✓ Analyze the events leading to *Plessy v. Ferguson* and the consequences of the decision, including changes to the Louisiana Constitution. (8.9.i, 8.12.i)
- ✓ Explain the emergence of the Jim Crow system and how it affected African Americans. (8.9.j)
- ✓ Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s. (8.9.k)
- ✓ Understand the meaning of the following domain-specific vocabulary: *political disenfranchisement*, *accommodationist*, *lynching*, and *suffragist*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Post-Reconstruction and the Jim Crow Era”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Volume page numbers listed below)

political disenfranchisement, n. the deprivation of the right to vote (21)

Example: Strategies of political disenfranchisement such as poll taxes, literacy tests, and grandfather clauses were commonly used to prevent African Americans from exercising their right to vote.

accommodationist, n. one who compromises or adapts to the attitudes of someone else (28)

Example: Booker T. Washington is considered an accommodationist because he believed that pursuing the severely limited educational and economic opportunities afforded to African Americans was the best strategy to gain equality, rather than directly challenging segregation.

Variations: accommodate (v.), accommodation (n.)

lynching, n. the killing of a person by a mob, often by hanging (28)

Example: Lynching was established as a federal hate crime in 2022.

Variations: lynch (v.)

suffragist, n. a person who supports extending the right to vote, especially to women (30)

Example: As a suffragist, Mary Church Terrell fought passionately for equal voting rights for women.

Variations: suffrage (n.)

THE CORE LESSON 35 MIN

Introduce “Post-Reconstruction and the Jim Crow Era”

5 MIN

Review what students read in Chapter 1. Explain that while the United States pushed westward and subjugated Native Americans, African Americans were struggling against an unjust system as well. Remind students that the Civil War had ended slavery, but the end of slavery did not bring freedom and equality. Black Codes and then Jim Crow laws limited the rights and freedoms of African Americans in the South. In this chapter, students will read more about those limitations and how African Americans fought to end them.

Call students’ attention to the Framing Question. Tell students to look for details about how African Americans dealt with post-Reconstruction challenges and fought for civil rights.

Guided Reading Supports for “Post-Reconstruction and the Jim Crow Era”

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.

“Hope to Hardship,” pages 20–21

Scaffold understanding as follows:

Read the section on pages 20–21 aloud.

SUPPORT—Direct students to the chapter opener image on pages 20–21, and read the caption aloud. Remind students about the changes to the Constitution made by the Thirteenth, Fourteenth, and Fifteenth Amendments. The Thirteenth Amendment abolished slavery. The Fourteenth Amendment granted citizenship to all persons born in the United States and required states to provide equal protection of the laws to all persons. The Fifteenth Amendment prevented citizens from being denied the right to vote based on race or color.

After reading the text, ask the following question:

EVALUATIVE—Why did the United States begin a period of rebuilding in 1865? (8.1, 8.9)

- » The United States had to rebuild and try to mend the division caused by the massive conflict of the Civil War.

**“Unraveling Threads and Jim Crow Laws” and “Battle of Liberty Place,”
pages 21–24**

Scaffold understanding as follows:

Invite volunteers to read the section “Unraveling Threads and Jim Crow Laws” on pages 21–24 aloud.

CORE VOCABULARY—Point out the vocabulary term *political disenfranchisement*, and explain its meaning.



SUPPORT—Point out the base word *franchise* in *disenfranchisement*. Explain that *franchise* is another word for the right to vote.

SUPPORT—Explain that Jim Crow laws legalized racial segregation. The laws marginalized African Americans by keeping them out of certain public spaces and denying them the right to vote. The term *Jim Crow* is thought to have originated from a character of that name, played by Thomas Dartmouth Rice. Rice was a white actor and musician who performed in blackface. His character was a racist and demeaning caricature of African Americans.

SUPPORT—Remind students of the barriers to voting that African Americans faced, even after they were granted the right to vote by the Fifteenth Amendment. States, especially in the South, found ways to disenfranchise African American voters by means of poll taxes and literacy tests. Poll taxes were taxes that had to be paid before voting. Legislatures claimed they were meant to raise state revenue, but for many, the real purpose was to discourage the African American vote, as formerly enslaved persons and their descendants were predominantly indigent. Literacy tests required a potential voter to read a section of the Constitution or to give a reasonable interpretation of any section that was read to him. The examiner could bias the test by assigning passages of varying complexity or even by assigning a prearranged section. Seven states also instituted a “grandfather clause,” which exempted a voter from a tax or test if their grandfather had been eligible to vote. The exemption only applied to white people, as descendants of enslaved persons typically did not have grandfathers who had had voting rights. Grandfather clauses were deemed unconstitutional by the Supreme Court in 1915.

SUPPORT—Direct students to the image of the African American man at the drinking fountain on page 22. Explain that segregation meant separate water fountains and separate bathrooms for African American people and white people. Point out the signs in the photo, and explain that *colored* was once a commonly used term for African Americans. It is now considered offensive.



SUPPORT—Direct students’ attention to the population map on page 23. Point out the map key, and guide students in understanding that the map shows the percentages of the population in former Confederate states that were African American and white. Ask: Which states had a majority white population? (*Texas, Arkansas, Tennessee, Alabama, Georgia, North Carolina, Virginia, and Florida*) Which states had the largest proportion of white inhabitants? (*Texas, Arkansas, and Tennessee*) Which states had populations in which African Americans were in the majority? (*Louisiana, Mississippi, and South Carolina*) What does the map suggest was the impact of Jim Crow laws on state politics? (*The map suggests that in several states, a large part of the population was denied representation by Jim Crow laws. This concentrated power in the hands of white inhabitants.*)



TALK IT OVER—Have students discuss or debate whether it is possible to have facilities that are separate but equal or separate is inherently unequal. (8.6, 8.6.a, 8.6.b, 8.7, 8.7.a, 8.7.b, 8.7.d, 8.9.j)

Invite a volunteer to read the sidebar “Battle of Liberty Place” on page 22 aloud.

SUPPORT—Point out that the Democratic-Conservative White League mentioned in the sidebar was an extremist group, with many members who had fought for the Confederacy in the Civil War. Explain that although the White League was unsuccessful in overthrowing Louisiana’s government, its violent attack on the state government shows the lengths opponents of Reconstruction would go to in order to end it.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why were African Americans still often unable to vote after Reconstruction? (8.1, 8.7.c, 8.9.j)

- » Political disenfranchisement was carried out by means of poll taxes and literacy tests. Groups like the Ku Klux Klan also continued to use violence and fear to prevent African Americans from exercising their right to vote.

LITERAL—According to the map on page 23, what portion of the population in southern states such as Florida, Georgia, Louisiana, and Mississippi was African American? (8.4, 8.5, 8.9.j)

- » About half the population in these states was white, and half was African American.

LITERAL—What events led to the *Plessy v. Ferguson* decision? (8.9.i)

- » In 1890, the state of Louisiana had passed a law requiring separate cars on trains for African American and white passengers. In 1892, Homer Plessy, a New Orleans resident of mixed race, sat in the “white” car of a train and was arrested. In court, his lawyer argued that the Louisiana law requiring “separate but equal accommodation” was unconstitutional. Judge John H. Ferguson ruled against him, and Plessy appealed his case all the way to the U.S. Supreme Court.

EVALUATIVE—In what ways did the *Plessy v. Ferguson* decision affect race relations in the United States? (8.1, 8.7.a, 8.7.c, 8.9.i, 8.9.j)

- » The decision continued to separate white and African American people and to preserve an inherently unequal society. Particularly in the South, African Americans were subjected to discrimination and racism in nearly every part of their lives. This resulted in lower-quality education, limited job opportunities, and limited social interaction for African Americans.

“Changes to the Louisiana Constitution,” pages 24–25

Scaffold understanding as follows:

Read the section on pages 24–25 aloud.

SUPPORT—The 1898 Louisiana Constitution did away with federal voting rules that had given African American men the right to vote during Reconstruction. There were 650,804 African American residents in Louisiana; after the revisions of 1898, the number of African American registered voters in Louisiana went from 130,000 to just 5,000 by 1900. By 1904, the number had decreased further, to 1,000. Most of the language restricting the right to vote remained in the constitution until 1972.

After reading the text, ask the following questions:

EVALUATIVE—How did the Louisiana Constitution change between when it was first established and 1898? (8.9.i)

- » The state constitution shifted from being one of the country's most forward-looking constitutions to a document that significantly reduced the rights of African Americans.

LITERAL—What race-based restrictive measures were added to the Louisiana Constitution in 1879? (8.9.i)

- » The Louisiana Constitution of 1879 instituted a poll tax, permitted segregated facilities, and eliminated the office of the state superintendent of education, which had been responsible for ensuring equal educational opportunities.

INFERENTIAL—How did the 1898 change to the Louisiana Constitution that made property ownership a voting requirement disenfranchise African Americans? (8.9, 8.9.i, 8.12.i)

- » Few African Americans owned land at this time, so making ownership a requirement was a way to automatically block many African American people from voting.

**“Historically Black Colleges and Universities” and “Louisiana’s HBCUs,”
pages 25–26**

Scaffold understanding as follows:

Invite volunteers to read the section “Historically Black Colleges and Universities” on pages 25–26 aloud.

SUPPORT—Since the establishment of Historically Black Colleges and Universities (HBCUs), many African Americans who attended HBCUs have made their mark on the world and advanced equality among races. Some notable graduates include W. E. B. Du Bois, who students will read about later in this chapter. Du Bois was an activist and founding member of the NAACP. The first African American justice of the Supreme Court, Thurgood Marshall, attended an HBCU (Howard University), as did poet and playwright Langston Hughes (Lincoln University), groundbreaking NASA mathematician Katherine Johnson (West Virginia State), and Nobel Prize–winning civil rights leader Martin Luther King Jr. (Morehouse College).

Invite volunteers to read the sidebar “Louisiana’s HBCUs” on page 26 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What was Louisiana’s first HBCU? (8.9.h)

- » The first HBCU to be established in Louisiana was Southern University, which opened in 1881 in response to an 1879 constitutional mandate for “the education of persons of color.”

EVALUATIVE—How did HBCUs counter the years of segregation and political disenfranchisement experienced by African Americans? (8.7.c, 8.9.h)

- » These schools offered higher education to young African American people without the racism and discrimination that existed in the educational system at the time. They were specifically designed to provide African Americans with the education, opportunities, and empowerment they would not receive at other colleges.

“An Uphill Battle for Civil Rights,” “Mary Church Terrell,” and “De Jure Segregation vs. De Facto Segregation,” pages 26–30

Scaffold understanding as follows:

Read the section “An Uphill Battle for Civil Rights” on pages 26–30 aloud.

CORE VOCABULARY—Point out the vocabulary terms *accommodationist*, *lynching*, and *suffragist*, and explain their meanings.

Note: W. E. B. Du Bois’s last name is pronounced (/doo*boyz/). Say the name aloud, and have students repeat it after you.

SUPPORT—The Tuskegee Institute was founded in 1881 by Booker T. Washington, who was also the school’s first teacher and principal. The school was founded under a charter by the Alabama state legislature to train teachers in the state. It began in a one-room shanty, and just thirty people made up the school’s first class. Not long after it opened, the school moved to an abandoned plantation, where it is still located. In 1892, through legislation, the Tuskegee Institute was granted authority to act independently of the state of Alabama.

SUPPORT—Point out Booker T. Washington’s quote from his speech at the Atlanta exposition. The speech is sometimes called the Atlanta Compromise. Why might Washington’s ideas be considered a compromise? (*Possible answer: They might be considered a compromise because he is telling people not to actively oppose discrimination but to bring dignity and equality to themselves, through taking pride in their hard work, as they cooperate with discrimination.*) (8.9.k)

SUPPORT—In 1910, as much as 80 percent of the African American upper-middle class in the United States were farm owners. Some of this landownership had come out of sharecropping during the Reconstruction era. By 1982, African American farmers made up less than 2 percent of the 2.2 million American farmers, and the average African American–owned farm was about 100 acres, compared with the overall national average of 440 acres. Also, about one-third of African American farmers were sixty-five or older in 1982, compared with less than one-fifth of all farmers nationwide. Ask: How did the average size of African American–owned farms compare to the average size of all American farms in 1982? (*African American–owned farms were less than a quarter of the size.*) (8.4)

SUPPORT—In 1898, W. E. B. Du Bois wrote a social study on a community in Virginia called Farmville. Du Bois immersed himself in the culture, social life, and families of the community. He found that the 1,350 African Americans of the community made up more than 60 percent of the population. When he looked at the African American population by age, he found high proportions of older people and children under age fifteen. He also found that working-aged people were leaving their children with grandparents. Ask: What is one likely reason that working-aged African Americans were leaving Farmville? (*They were not able to find employment in Farmville. They left to find work.*) What effect did this have on families? (*Families were divided because of the need for working-aged people to leave their town to find work.*) (8.4)

SUPPORT—W. E. B. Du Bois was an officer for the First Pan-African Conference in London in 1900. For three days, prominent Black leaders from all over the world spoke about racial discrimination and how it was affecting people of color. Speakers explored how racial equality could be achieved as a new century began. This was a first step toward uniting Black people from all over the globe. Ask: Considering the topic of the First Pan-African Conference, what do you think Black people from different countries had in common at this time? (*discrimination, racial inequality*) Why do you think Black leaders thought it was important to all come together in one place? (*Possible answer: So many people of color were*

experiencing the same problems. Coming together was a way to think of practical solutions that could help everyone.) (8.2)

SUPPORT—On the evening of August 14, 1908, white inhabitants of Springfield, Illinois, initiated a race riot. It began after reports that an African American man had assaulted a white woman and was being held in the city jail. Two African American men were indeed being held in the jail at that time. One was accused of the assault, and the other was accused of murdering a white railroad worker. After hearing of the accusation, a mob of people gathered at the jail, demanding to be able to take the two men out of the jail and kill them. However, police had already transferred the two men to another prison. When the mob learned the men were gone, they turned to violence against the entire African American community. Homes and businesses of African Americans were destroyed, and two men were lynched. The National Association for the Advancement of Colored People (NAACP) was created six months later, largely in response to the violence in Springfield.



SUPPORT—Explain that the NAACP still exists, and it played a significant role in the Civil Rights Movement of the 1950s and 1960s. The organization continues to fight discrimination today.

Invite a volunteer to read the sidebar “Mary Church Terrell” on page 30 aloud.

TURN AND TALK—Ask students to discuss what “Lifting as we climb” means. (*This was the motto chosen by Mary Church Terrell for the National Association of Colored Women, or NACW, the organization that she co-founded and Ida B. Wells was a member of. The motto was Terrell’s response to the racially based violence she saw around her. She wanted the motto to empower fellow African Americans through education and civic action. “Lifting” referred to building on the legacies of struggle and hope like those of Terrell and other educators who promoted civil rights.*) (8.9.k)

Read the sidebar “De Jure Segregation vs. De Facto Segregation” on page 30 aloud.

SUPPORT—Point out that *de jure* is a Latin term that means “in law,” and *de facto* is a Latin term that means “in fact.” Explain that the difference means that while something may be true or required by law, it may not be true in reality because of how the law is enforced (or if it is enforced at all).

After reading the text, ask the following questions:

LITERAL—What was the purpose of the Tuskegee Institute? (8.9, 8.9.h, 8.9.k)

- » The Tuskegee Institute was an academic and vocational school that trained African Americans for careers in carpentry, brickmaking, printing, teaching, and home economics.

EVALUATIVE—Explain the difference between how Booker T. Washington and W. E. B. Du Bois viewed racial inequality. (8.3, 8.6.c, 8.9, 8.9.k)

- » Booker T. Washington encouraged the African American community to take full advantage of the limited opportunities available to them. W. E. B. Du Bois demanded expanded opportunities equal to those of white people and wanted African Americans to expand their political power through voting and working for increased civil rights.

LITERAL—What was the goal of the Niagara Movement? (8.9.k)

- » The Niagara Movement opposed Booker T. Washington’s approach to equality through only education and economic opportunity and instead pushed for direct action and immediate legal change.

EVALUATIVE—Why was the National Association for the Advancement of Colored People (NAACP) established? (8.9.k)

- » The NAACP fought to end segregation and worked on passing legislation that would end discrimination against African Americans.

LITERAL—On what issues did Ida B. Wells focus as an activist? (8.9.k)

- » She used her platform to campaign against lynching and to promote women's suffrage. She also founded the National Association of Colored Women.

EVALUATIVE—Why did Mary Church Terrell campaign for both civil rights and women's suffrage? (8.9.k)

- » She campaigned for both issues because she saw them as linked. She believed in equality for all Americans regardless of their appearance or identity, so she campaigned for full and equal rights for all.

Primary Source Feature: "State Constitution of Louisiana, 1898," page 31

Scaffold understanding as follows:



Background for Teachers: Beginning in 1896, there were calls for a new constitutional convention in Louisiana. The main purpose of the convention was to solidify the Democratic Party's control over the state through disenfranchisement. An all-white group of former Confederate soldiers called the Redeemers spearheaded the changes to the constitution in order to stamp out any political opposition. The revised constitution included restrictions on voting that resulted in much fewer African American and poor white people going to the polls in Louisiana. Remind students that the new constitution made African Americans in Louisiana second-class citizens and codified Jim Crow.

Direct students to the Primary Source Feature on page 31.

Introduce the source by reviewing what students read about the Louisiana Constitution of 1898.

Have students to read the source with a partner. Have the partners list in their own words the requirements for voting under this constitution.

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

LITERAL—What does Section 3 of Article 197 require? (8.12.i)

- » Section 3 requires voters to demonstrate the ability to read when registering to vote.

EVALUATIVE—What effect did Section 4 of the article have? (8.12.i)

- » Section 4 provides an exception for property owners to the Section 3 literacy requirement.

EVALUATIVE—What effect did Section 5 of the article have? (8.12.i)

- » Section 5 is the grandfather clause. It exempts most white adult males from any other voting restriction.



Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently or with a partner.

Primary Source Feature: “Justice Harlan’s Dissent in *Plessy v. Ferguson* (1896),” page 32

Note: An excerpt from the majority opinion in *Plessy v. Ferguson* is included as NFE 1 in the Additional Activities for Chapter 2. You may wish to teach these two extracts together, and the activity in the Additional Activities suggests comparing the two.

Scaffold understanding as follows:

Review what students read about *Plessy v. Ferguson*. Tell students that the excerpt they will read is Justice Harlan’s dissenting opinion in the case. Justice Harlan was the only justice to disagree with the majority opinion. The United States Supreme Court rules by majority vote, and whatever the majority decides becomes the court’s decision, which in turn impacts the nation’s laws. Tell students that unless the whole court agrees with a decision, the Supreme Court will issue a majority opinion and one or more dissenting opinions. Explain the difference between a majority opinion and a dissent. The majority opinion is an opinion that more than half of the justices on the court agree with. It explains the justices’ reasons for their decision. A dissent is issued by the justices who do not agree, explaining their reasons for disagreeing with the majority.

Direct students to the Primary Source Feature on page 32.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

caste, n. a system that divides society into classes

pernicious, adj. harmful, especially over time

SUPPORT—Remind students that in the *Dred Scott* decision of 1857, the Supreme Court ruled that African Americans had no rights to citizenship or to freedom. The decision upheld the institution of slavery, which only ended with the Civil War and ratification of the Thirteenth Amendment.

After the volunteers have read the source, ask the following questions:

LITERAL—What are the principles that cause Justice Harlan to dissent from the majority opinion? (8.6.a, 8.9.i)

- » He argues that the Constitution guarantees rights for every American, regardless of their appearance or beliefs.

LITERAL—What does Justice Harlan mean when he says, “There is no caste here”? (8.6.a, 8.9.i)

- » He means that America is meant to be a place where there is no system of social hierarchy based on skin color.

EVALUATIVE—Why does Justice Harlan think the decision will be “pernicious”? (8.6.a, 8.9.i)

- » He points out that the Constitution makes no distinction based on race, color, or caste. He argues that the law infringes on the personal liberty of people in

Louisiana—liberty that the Constitution guarantees for all Americans. It is pernicious because it will have a negative effect.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently or with a partner.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (8.1)
- Review and discuss the Framing Question: “How did African Americans navigate the challenges of the post-Reconstruction era, and what methods did they use to fight for civil rights?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did African Americans navigate the challenges of the post-Reconstruction era, and what methods did they use to fight for civil rights?”
 - » Key points students should cite include: African Americans faced political disenfranchisement and discrimination after the Reconstruction era; Jim Crow laws, the *Plessy v. Ferguson* Supreme Court decision, and, in Louisiana, changes to the Louisiana Constitution further marginalized them by stripping away the rights granted by the Fourteenth and Fifteenth Amendments; groups such as the Ku Klux Klan used violence to prevent African Americans from voting and from speaking out against discrimination; African American reformers and their allies fought against discrimination and inequality by establishing HBCUs and organizations focused on civil rights, including the NAACP, and by using their votes to gain equal educational and economic rights.
- Choose two of the Core Vocabulary terms (*political disenfranchisement*, *accommodationist*, *lynching*, or *suffragist*), and write a sentence using the terms.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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Assessment: Chapter 1—*The West and the Native American Experience*

A. On your own paper, write the letter(s) that provides the best answer.

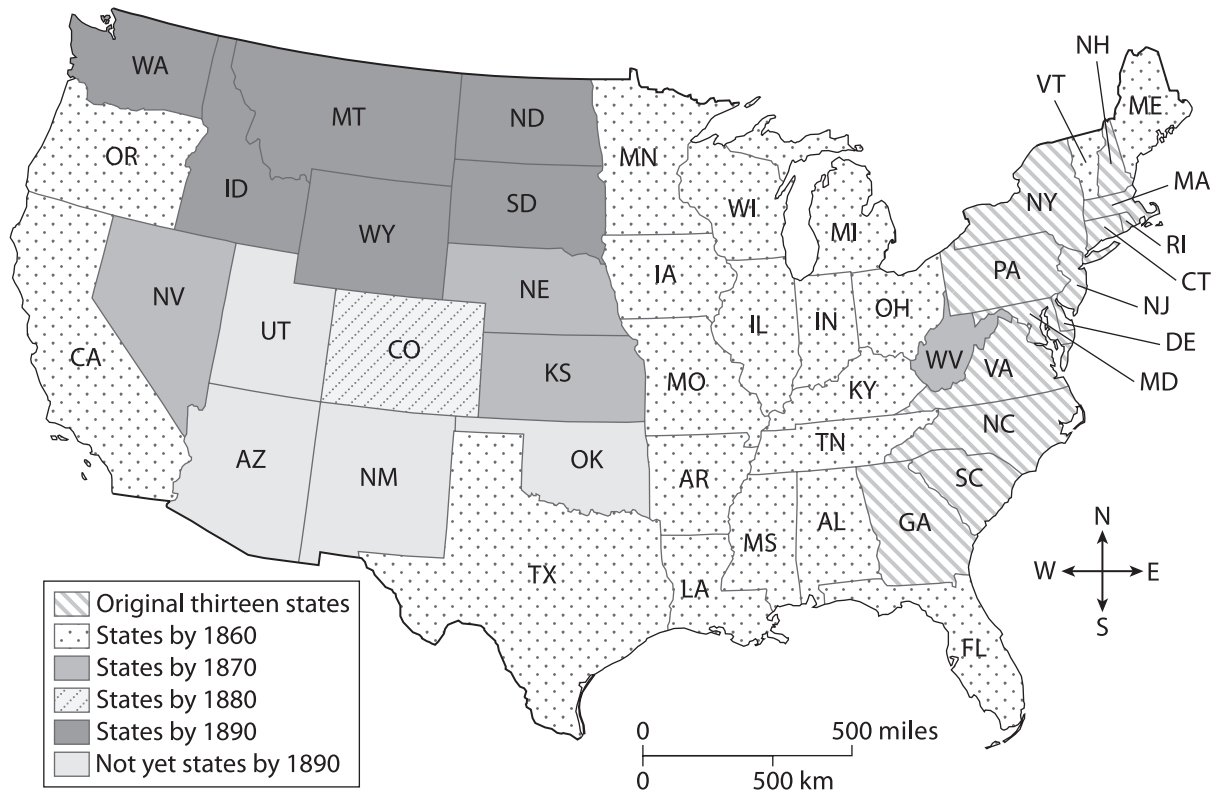
- What did historian Frederick Jackson Turner think was most important in the development of American history? (8.10.b)
 - voting rights
 - the railroad
 - the frontier
 - cattle
- Use the image to answer the question.



What were posters like this one meant to encourage? (8.10.a)

- gold mining
- enlistment in the army
- employment by the railroads
- settlement of western territories

3. Use the map to answer the question.



According to the map, what happened in the United States between 1860 and 1890? (8.4)

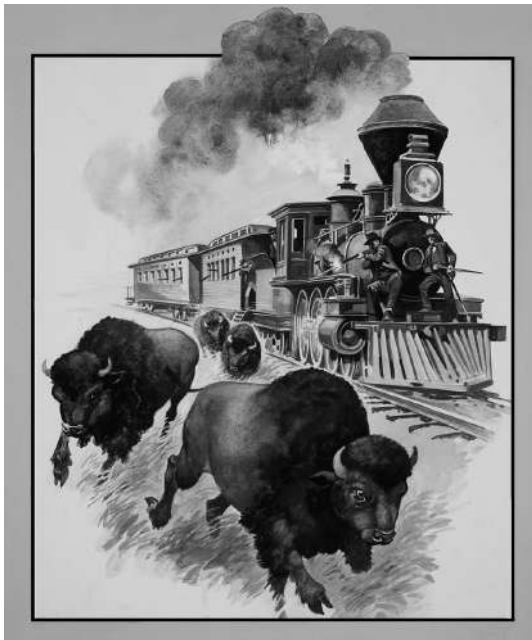
- a) Ten new territories in the West became states.
- b) California, Oregon, and Texas became states.
- c) The United States added no new territories.
- d) Hawaii and Alaska became states.

4. Use the image to answer the question.



What effects did Wild West shows such as Buffalo Bill's have? Select the **two** correct answers. (8.10, 8.10.a)

- a) They portrayed the West inaccurately.
 - b) They raised money to help new farmers.
 - c) They created a unique American identity.
 - d) They allowed actors to educate new settlers.
 - e) They encouraged settlers to respect Native American land.
5. Use the image to answer the question.



What is one way in which Native American ways of life changed as settlers moved west? (8.10.c)

- a) The transatlantic railroad ran through the homes of the largest Native American groups.
- b) Treaties removed the source of conflict between Native Americans and settlers.
- c) Native Americans were asked to share their cultures with the new settlers.
- d) Bison were hunted for profit and sport to the point of depletion.

6. What set the events of the Sand Creek Massacre in motion? **(8.10.d)**
- a) A rumor spread that Native Americans were responsible for the murder of a mining family.
 - b) Native American leaders took the governor up on his offer of protection and food.
 - c) Native American leaders voluntarily left Fort Lyon to relocate to Sand Creek.
 - d) U.S. troops were sent to Sand Creek.
7. Why did the United States government break the Second Treaty of Fort Laramie? **(8.10.d)**
- a) General Custer was killed in battle.
 - b) Gold was discovered in the Black Hills.
 - c) Native American leaders threatened to start a war.
 - d) Sitting Bull claimed the Montana Territory for the Sioux.
8. What were the consequences of the Dawes Act for Native Americans? Select the **two** correct answers. **(8.10.d)**
- a) Sitting Bull was arrested by the Bureau of Indian Affairs.
 - b) The Sioux people tried to protect Sitting Bull from arrest.
 - c) Native Americans had to abandon their communal way of life.
 - d) American officials banned the Ghost Dance in Dakota Territory.
 - e) Many Native Americans sold their land to white settlers for less than the land was worth.
9. Considering that nineteen soldiers were awarded the Congressional Medal of Honor after Wounded Knee, which statement most accurately describes how the United States government viewed the events that occurred there? **(8.10.d)**
- a) The Native Americans were defending themselves.
 - b) The soldiers were acting in an unjust way.
 - c) The soldiers acted in a reasonable way.
 - d) The Native Americans fought bravely.

10. Use the quotation to answer the question.

"The result is that to the frontier the American intellect owes its striking characteristics. That coarseness and strength combined with acuteness and inquisitiveness; that practical, inventive turn of mind, quick to find expedients; that masterful grasp of material things, lacking in the artistic but powerful to effect great ends; that restless, nervous energy; that dominant individualism, working for good and for evil, and withal that buoyancy and exuberance which comes with freedom—these are traits of the frontier, or traits called out elsewhere because of the existence of the frontier."

—Frederick Jackson Turner, "The Significance of the Frontier in American History"

According to Turner, what has the American intellect gained from the frontier? **(8.10.b)**

- a) great material wealth
- b) a grasp of artistic things
- c) strength and individualism
- d) knowledge of good versus evil

11. Use the quotation to answer the question.

“There is not among these three hundred bands of Indians one which has not suffered cruelly at the hands either of the Government or of white settlers. The poorer, the more insignificant, the more helpless the band, the more certain the cruelty and outrage to which they have been subjected. This is especially true of the bands on the Pacific slope. These Indians found themselves of a sudden surrounded by and caught up in the great influx of gold-seeking settlers, as helpless creatures on a shore are caught up in a tidal wave. There was not time for the Government to make treaties; not even time for communities to make laws. The tale of the wrongs, the oppressions, the murders of the Pacific-slope Indians in the last thirty years would be a volume by itself, and is too monstrous to be believed.”

—Helen Hunt Jackson, *A Century of Dishonor*

What effect did the Gold Rush have on the Native Americans of the Pacific coast? **(8.10.c)**

- a)** The Gold Rush caused settlers to drive Native Americans from their lands.
- b)** The Gold Rush caused a new wave of treaties to be made.
- c)** The Gold Rush led to Native Americans growing rich.
- d)** The Gold Rush kept settlers away from the Pacific.

12. What was the purpose of institutions such as the Carlisle Indian Industrial School? **(8.10.c)**

- a)** to force the assimilation of Native Americans
- b)** to offer higher education to Native Americans
- c)** to provide job skills training to Native Americans
- d)** to push Native Americans off their ancestral lands

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The lives of Native Americans changed in negative ways because of westward expansion and U.S. policies. Use evidence from the chapter to support this claim. **(8.7, 8.7.a, 8.7.c, 8.7.d, 8.10.c, 8.10.d)**

Assessment: Chapter 2—Post-Reconstruction and the Jim Crow Era

A. On your own paper, write the letter(s) that provides the best answer.

1. What did the Compromise of 1877 do? (8.9)
 - a) It granted African Americans the right to vote.
 - b) It enacted literacy tests and poll taxes.
 - c) It marked the end of Reconstruction.
 - d) It ended Jim Crow laws.
2. Use the image to answer the question.



What is portrayed in this picture? Select the **two** correct answers. (8.9.j)

- a) racial segregation in public spaces
 - b) use of poll taxes and literacy tests
 - c) intimidation by the Ku Klux Klan
 - d) effects of Jim Crow laws
 - e) political disenfranchisement
3. Use the quotation to answer the question.

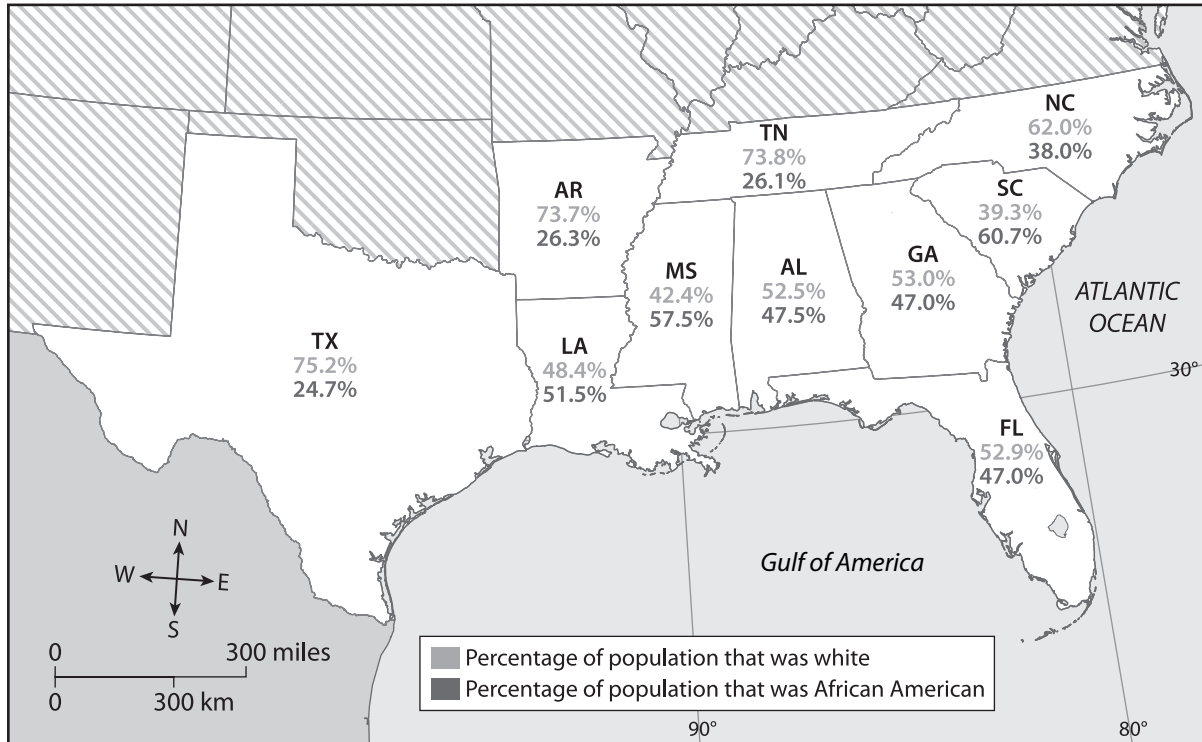
"If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane."

—Justice Brown, *Plessy v. Ferguson*

What practice is referred to in this excerpt? (8.9.i)

- a) public education
 - b) separate but equal
 - c) granting citizenship
 - d) political disenfranchisement

4. Use the map to answer the question.



Which statement is accurate, according to the map? (8.4)

- a) In southern states with Jim Crow laws, the white population was much higher than the African American population.
 - b) Many states with Jim Crow laws had nearly equal African American and white populations.
 - c) States with Jim Crow laws had much higher African American populations.
 - d) Jim Crow laws were in place predominantly in northern states.
5. Which was a result of 1898 revisions to the Louisiana Constitution? (8.12.i)
- a) Interracial relationships were deemed illegal.
 - b) The period of Reconstruction came to an end.
 - c) Poll taxes and bans on segregated facilities were removed.
 - d) The state legislature was able to enforce segregation in public facilities.
6. What was the primary purpose of the first Historically Black Colleges and Universities? (8.9.h)
- a) to counter the discrimination in the American education system
 - b) to increase the number of African American medical doctors in America
 - c) to encourage young African American students to enter trades
 - d) to preserve African American culture
7. What did Booker T. Washington believe was the best way for African Americans to gain equality? (8.9.k)
- a) ending African American voter suppression
 - b) pursuing educational and economic opportunities
 - c) forming organizations that championed civil rights
 - d) amending state constitutions to include equal rights

8. Use the quotations to answer the question.

"To those of my race who . . . underestimate the importance of cultivating friendly relations with the southern white man, . . . I would say, 'Cast down your bucket where you are.' . . . Cast it down in making friends in every manly way of the people of all races by whom you are surrounded. . . . Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions. . . . No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top."

—Booker T. Washington

"Mr. Washington's doctrine has tended to make the whites, North and South, shift the burden of the Negro problem to the Negro's shoulders and stand aside as critical spectators; when in fact the burden belongs to the nation, and the hands of none of us are clean if we do not all work on righting these great wrongs."

—W. E. B. Du Bois

On what point do the authors of these passages disagree? (8.9.k)

- a) how to achieve the best economic opportunities
 - b) how to educate young African Americans
 - c) how to win legal cases regarding racism
 - d) how to achieve racial equality
9. Use the images to answer the question.



What did these two women have in common? (8.9.k)

- a) They helped found the National Association of Colored Women.
- b) They each wrote a book about women's suffrage.
- c) They were teachers at the same school.
- d) They were both journalists.

10. Use the quotation to answer the question.

"No male person who was on January 1st, 1867, or at any date prior thereto, entitled to vote under the Constitution or statutes of any State of the United States, wherein he then resided, and no son or grandson of any such person not less than twenty-one years of age at the date of the adoption of this Constitution, and no male person of foreign birth, who was naturalized prior to the first day of January, 1898, shall be denied the right to register and vote in this State by reason of his failure to possess the educational or property qualifications prescribed by this Constitution."

—Louisiana Constitution of 1898

What is the name for this type of law? (8.12.i)

- a) poll tax
- b) literacy test
- c) grandfather clause
- d) property ownership

11. Use the quotation to answer the question.

"In view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved. . . . In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the *Dred Scott case*."

—Justice Harlan's dissent in *Plessy v. Ferguson*

What is Justice Harlan's opinion about segregationist laws? (8.9.i, 8.9.j)

- a) Segregation violates the Constitution.
- b) Segregation is justified by the Constitution.
- c) Segregation is supported by America's caste system.
- d) Segregation is allowed only if it means equal treatment.

12. Which African American activist is known for their campaign against lynching? (8.9.k)

- a) Ida B. Wells
- b) W. E. B. Du Bois
- c) Mary Church Terrell
- d) Booker T. Washington

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The lives of African Americans were impacted in negative ways as a result of Jim Crow laws and changes to the Louisiana Constitution. Use evidence from the chapter to support this claim. (8.7, 8.7.a, 8.7.c, 8.7.d, 8.9.i, 8.9.j, 8.12.i)

Performance Task: *A Nation in Conflict*

Teacher Directions: In the period following Reconstruction, the interactions of Native Americans and African Americans with white Americans were shaped by conflicts over land, freedom, and political power.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses.

Prompt:

Compare the experiences of Native Americans and African Americans in the last decades of the 1800s. Remember to make a claim and support it with evidence from the unit.

Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays. 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.

Sample Claim:	The experiences of Native Americans and African Americans in the last decades of the 1800s were similar in several ways.
Reason:	Both groups were discriminated against and had their rights ignored and their voices suppressed by the actions of government.
Evidence:	Native Americans were repeatedly promised certain land, and then treaties were broken and the land was taken back by the government. This led to the breakdown of the cultures and lifestyles of Native Americans. African Americans were denied the rights to equal education and the vote. They lived largely segregated from the white population. Reformers for both groups stood up for equal rights. For both groups, marginalization made it easier for others to view the group as "others." It made it easier for discrimination to take place.
Counterclaim and Answer:	Counterclaim: The experiences of Native Americans and African Americans in the last decades of the 1800s were different in several ways. Answer: Although the counterclaim is true, it is a weak claim. Native Americans' and African Americans' experiences were somewhat different, in that the groups were stripped of their rights in different ways. However, their experiences were similar in the most basic and important respect: both groups were denied the right to live as equals with the rest of the population.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of westward expansion and the post-Reconstruction era; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • Many people moved west after the Civil War. • The Homestead Act, the railroads, and the cattle industry drew many settlers west. • Land treaties with Native Americans were repeatedly broken. • The government tried to assimilate Native Americans through boarding schools such as the Carlisle Indian Industrial School. • Native American cultures and livelihoods suffered, especially on the Great Plains as the bison population declined. • The 1851 Indian Appropriations Act forced Native Americans onto reservations, often disrupting traditional ways of life. • The Ghost Dance was an effort by Plains Indians to preserve their culture and resist encroachment on their lands. • Several Indian Wars led to the deaths of Native Americans and U.S. soldiers. • Jim Crow laws legalized discrimination against African Americans. • <i>Plessy v. Ferguson</i> established the principle of “separate but equal” segregated facilities, which remained in place until the 1950s. • Poll taxes, literacy tests, grandfather clauses, and racial violence by groups such as the KKK deprived African Americans of their right to vote. • Civil rights reformers such as Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, and Mary Church Terrell fought for racial equality through education, protest, and voting. • HBCUs sought to give African Americans advanced educations. • African Americans formed organizations such as the Niagara Movement and the NAACP to secure their civil rights.
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2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of westward expansion and the post-Reconstruction era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of westward expansion and the post-Reconstruction era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of westward expansion and the post-Reconstruction era. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Date _____

Compare the experiences of Native Americans and African Americans in the last decades of the 1800s. Remember to make a claim and support it with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *A Nation in Conflict*, as well as from the sources and resources in the unit activities.

[illegible]

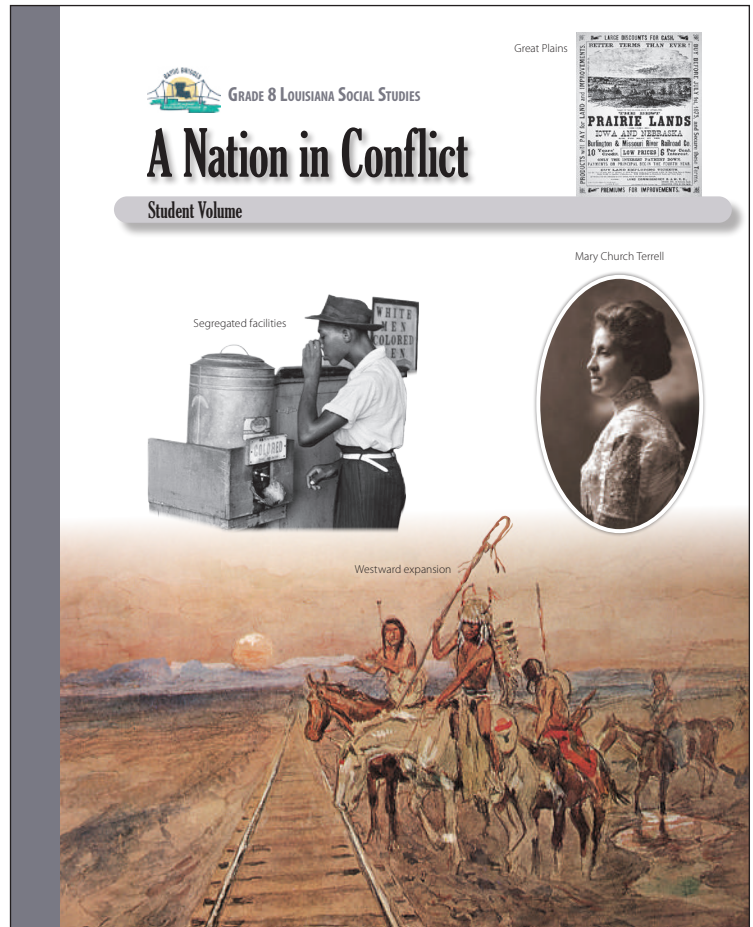
Activity Page 1.1

Use with Chapter 1

Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about westward expansion and the post-Reconstruction era. They will learn how Native American cultures were affected by settlers moving west. They will also learn about the struggle for civil rights in the late nineteenth and early twentieth centuries.

In this unit, students will analyze the motivations for westward expansion and its effects on the Native American population, including events such as the extermination of the bison, the reservation system, and the Dawes Act. They will analyze the causes and effects of conflict between Native Americans and the U.S. government. They will analyze the causes and consequences of the *Plessy v. Ferguson* decision, Jim Crow laws, disenfranchisement of African Americans, and changes to the Louisiana Constitution. They will explore how the effects of these practices were countered by Historically Black Colleges and Universities (HBCUs) and civil rights reformers such as W. E. B. Du Bois, Booker T. Washington, Mary Church Terrell, and Ida B. Wells.



As part of their exploration, students will also learn a little bit about the violence experienced by Native American groups at the hands of U.S. forces. They will also learn about some of the racial discrimination and violence that African Americans faced during the era following Reconstruction. This information is presented in a factual, age-appropriate way. The goal is to foster a complete and accurate understanding of the events of the past and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

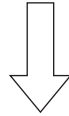
Date _____

Activity Page 1.3

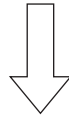
Use with Chapter 1

Claims and Evidence

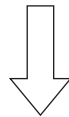
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the words in the Word Bank to complete the crossword puzzle.

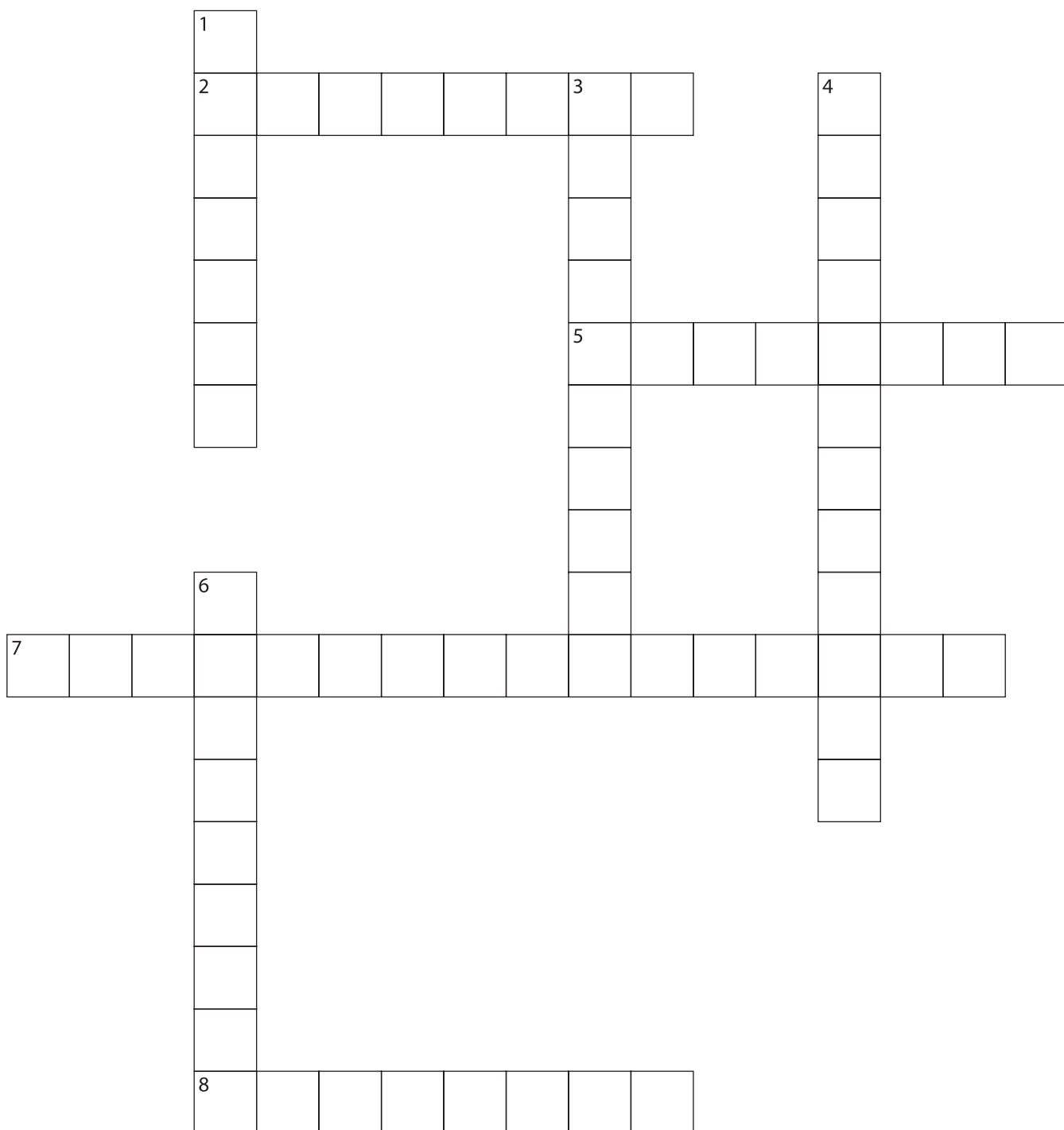
regiment	accommodationist	lynching	suffragist
assimilation	manifest	amnesty	political

Across:

- 2. easily understood or obvious
- 5. a unit in an army
- 7. one who compromises or adapts to the attitudes of someone else
- 8. the killing of a person by a mob, often by hanging

Down:

- 1. a decision, usually by a government, not to punish a person or group that has committed a crime
- 3. a person who supports extending the right to vote, especially to women
- 4. the adoption of the ways of another culture
- 6. _____ disenfranchisement: the deprivation of the right to vote



- 8.1** Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.
- 8.2** Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.
- 8.3** Compare and contrast events and developments in U.S. history from 1877 to 2008.
- 8.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.
- 8.5** Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 8.6** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 8.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 8.8** Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.
 - a)** Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
 - b)** Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
 - c)** Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.
- 8.9** Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.
 - a)** Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.

- b) Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.
- c) Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.
- d) Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.
- e) Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.
- f) Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.
- g) Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.
- h) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.
- i) Analyze the events leading to *Plessy v. Ferguson* (1896) and the consequences of the decision, including changes to the Louisiana Constitution.
- j) Explain the emergence of the Jim Crow system and how it affected Black Americans.
- k) Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. Du Bois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.

8.10 Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.

- a) Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.
- b) Analyze Frederick Turner's "The Significance of the Frontier in American History."
- c) Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.
- d) Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.
- e) Analyze the events leading to and effects of the U.S. acquisition of Hawaii.
- f) Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.
- g) Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

- a) Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.
- b) Explain the reasons for the initial U.S. policy of neutrality and isolationism.
- c) Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the Lusitania, and the Zimmerman Telegram.

- d)** Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.
- e)** Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and *Schenck v. United States* (1919).
- f)** Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.
- g)** Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
- h)** Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

- a)** Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.
- b)** Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.
- c)** Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.
- d)** Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.
- e)** Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).
- f)** Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.
- g)** Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.
- h)** Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.
- i)** Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.
- j)** Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.
- k)** Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

- a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.
- b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of “Hoovervilles,” and soup kitchens.
- c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.
- d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.
- e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

- a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.
- b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.
- c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.
- d) Describe the role of alliances during World War II, including the Allies and Axis Powers.
- e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).
- f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).
- g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.
- h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.
- i) Explain the causes and effects of Japanese internment in the United States during World War II.
- j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun “Frenchies”, the Women’s Army Corps (WAC), and the Navajo Code Talkers.
- k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.

- l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen's Readjustment Act (GI Bill).
- m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States' critical role in the Allied victory.
- n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.
- o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

- a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8022 and Executive Order 9981.
- b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.
- c) Analyze how the murder of Emmett Till affected support for the civil rights movement.
- d) Analyze the importance of the *Brown v. Board of Education* (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.
- e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.
- f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.
- g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.
- h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.
- i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.
- j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).
- k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

- a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.
- b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).
- c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.

- d)** Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.
- e)** Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.
- f)** Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.
- g)** Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

- a)** Explain how events and developments of the modern era have affected American society.
- b)** Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.
- c)** Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.
- d)** Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Answer Key: A Nation in Conflict

Student Volume Questions

Chapter 1

p. 9 Think Twice Students should recognize that the West offered an opportunity for settlement that was not available to people in much of the world. People who moved west sought the possibility of forming their own communities with their own values. This was less possible in European countries with established governments and territories.

p. 12 Think Twice Students may relate the details of the section. In addition, they may choose descriptive vocabulary that may include *massacre*, *betrayal*, *tragedy*, or *foul play*.

p. 13 Think Twice Students might infer that individuals ignored the treaty due to greed and perhaps a sense of entitlement and that the U.S. government ignored the treaty because it lacked respect for Native Americans and their rights.

p. 16 Think Twice The Ghost Dance movement represented a clash between the deep spiritual beliefs of Native Americans and the settlers' fear of any form of Native American resistance or cultural preservation. It highlighted the ongoing cultural misunderstandings between the two groups.

p. 17 Think Twice He felt it was awful to be alive under the rule of U.S. soldiers with so many of his people dead and that the dead women and children were lucky to have been spared those experiences. He also thought the dead would be happy in the afterlife.

Chapter 2

p. 25 Think Twice The changes made to the Louisiana Constitution in 1879 and 1898 denied African American citizens equal rights, may have made them feel marginalized and excluded, and may have damaged their senses of identity and social belonging.

p. 26 Think Twice HBCUs have played an important role in providing educational opportunities, fostering a sense of community, and producing African American leaders who have made contributions to many fields, such as politics, science, arts, and civil rights movements.

Chapter Assessments

Chapter 1

- A. 1. c 2. d 3. a 4. a, c 5. d 6. a 7. b 8. c, e 9. c 10. c 11. a 12. a**
- B.** Students should clearly support the claim with relevant evidence, such as that after the Civil War, settlers continued to move west in such great numbers that the government gave away land to settlers; the railroads and westward settlement led to the depletion of the bison population that Plains peoples depended on; boarding schools such as the Carlisle Indian Industrial School forced Native children to assimilate; Native Americans attempted to defend their homelands from settlers, but the U.S. Army did not honor treaties that had been made and fought the Native Americans, killing adults and children; even Native American dancing was seen as threatening by the settlers and was forbidden by the government; and Native Americans who were not killed in battles with the U.S. Army were left with land that often could not sustain them. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A. 1. c 2. a, d 3. b 4. b 5. d 6. a 7. b 8. d 9. a 10. c 11. a 12. a**
- B.** Students should clearly support the claim with relevant evidence, such as that the consequences of the Jim Crow era were far-reaching; African Americans, particularly in the South, were subjected to discrimination and racism in nearly every part of their lives; African American schools often lacked resources and quality education, and economic opportunities were limited; despite the "separate but equal" part of the *Plessy v. Ferguson* decision, segregated facilities were far from equal; social interactions were strained; and the Louisiana Constitution of 1898 explicitly demoted African Americans to second-class citizenship, granted the state legislature the power to enforce segregation in public facilities, made property ownership a requirement to vote, and put a literacy test and grandfather clause into effect. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: “The Significance of the Frontier in American History,” by Frederick Jackson Turner (1893)

Content: This is an excerpt from an essay in which the author comments on the legacy of the previous decades’ rapid American western expansion.

Creation: The source is from an essay by a historian that was written in 1893.

Communication: The intended audience is historians. The purpose is to explain the author’s theory about how westward expansion influenced the American identity.

Context: In 1890, the U.S. Census Bureau declared the western frontier “closed” because there was no longer a consistent stretch of territory with a population density of fewer than two people per square mile.

Connection: Turner was connecting how geographical expansion, population growth, and “open” territory impacted what it meant to be American.

Consideration: Turner is placing a great deal of weight on westward expansion in explaining America’s history. However, he does not acknowledge the damage that this expansion did to the cultures and well-being of Native Americans, who had lived in North America for centuries.

Conclusion: The excerpt helps explain why so many people were drawn west. It does not address the effects on Native Americans. This seems to be typical of how many people felt about Native Americans and their land at the time. Their lives and “claims” to the land were not respected.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: From *A Century of Dishonor*, by Helen Hunt Jackson (1881)

Content: This is an excerpt from a book in which the author describes the negative impact on Native Americans caused by the actions of the United States government and settlers.

Creation: The source is from a book by a reformer written in 1881.

Communication: Ordinary people are the intended audience. The book is aimed at convincing people to understand the injustices suffered by Native Americans and promote change.

Context: By the 1880s, Native American groups had largely been forced to live on reservations, after their ancestral lands were taken from them by settlers and through the breaking of treaties.

Connection: Jackson was looking back at a hundred years of injustices inflicted on Native Americans and describing how Native Americans came to be driven from their lands.

Consideration: Jackson was not a Native American herself, so she presents the perspective of a concerned ally rather than a member of the affected group.

Conclusion: The excerpt introduces the author’s argument in clear terms: Native Americans suffered removal from their land because of settlement and dishonest treaties, and this occurred consistently over the period of a century. Jackson is calling on Americans to share her concern and end this trend.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: State Constitution of Louisiana, 1898

Content: This is four sections of the constitution that describe qualifications for voting.

Creation: The Louisiana state legislature created this version of the constitution in 1898.

Communication: The people of Louisiana are the intended audience. The document was a revision of an already existing constitution.

Context: The dominant Democratic Party was trying to entrench its power by depriving African Americans of the few rights they had secured during Reconstruction. The Louisiana Constitution had been one of the more forward-thinking documents until it underwent revisions.

Connection: This was a period during which Jim Crow laws were in effect and there was widespread racial discrimination and segregation. The revisions to the constitution made this situation worse.

Consideration: The legislature was trying to make it more difficult and less appealing for African Americans to vote. They wanted to do away with African Americans in elected positions.

Conclusion: Changes such as these to the Louisiana Constitution played a role in launching the Civil Rights Movement by motivating reformers to fight for change.

**Primary Source Analysis (AP 1.2): Chapter 2
Primary Source Feature 2**

Source: Justice Harlan's Dissent in *Plessy v. Ferguson* (1896)

Content: This is an excerpt from the dissent issued by Justice Harlan of the Supreme Court in the *Plessy v. Ferguson* case.

Creation: Justice Harlan wrote this dissent to show his disagreement with the majority opinion in the case.

Communication: The intended audience is lawyers, judges, and authorities with an interest in interpreting and enforcing the law, as well as ordinary people with an interest in civil rights.

Context: Justice Harlan was the only justice to dissent from the majority opinion. The majority held that segregation was legal under a doctrine of "separate but equal" treatment. Justice Harlan disagreed and wished to argue that segregation was in fact unconstitutional.

Connection: This was at a time when Jim Crow laws and policies were entrenched in the law and early civil rights activists tried to fight to get these laws and policies overturned.

Consideration: Justice Harlan hoped his dissent would provide support for future efforts to oppose segregation and overturn segregationist laws.

Conclusion: While Harlan was in the minority, his argument helped empower and encourage continued efforts to fight for civil rights, including through the courts.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

Across

2. manifest
5. regiment
7. accommodationist
8. lynching

Down

1. amnesty
3. suffragist
4. assimilation
6. political



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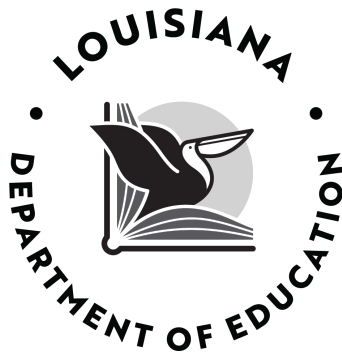


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