



GRADE 8 LOUISIANA SOCIAL STUDIES

Great Plains

A Nation in Conflict

Student Workbook



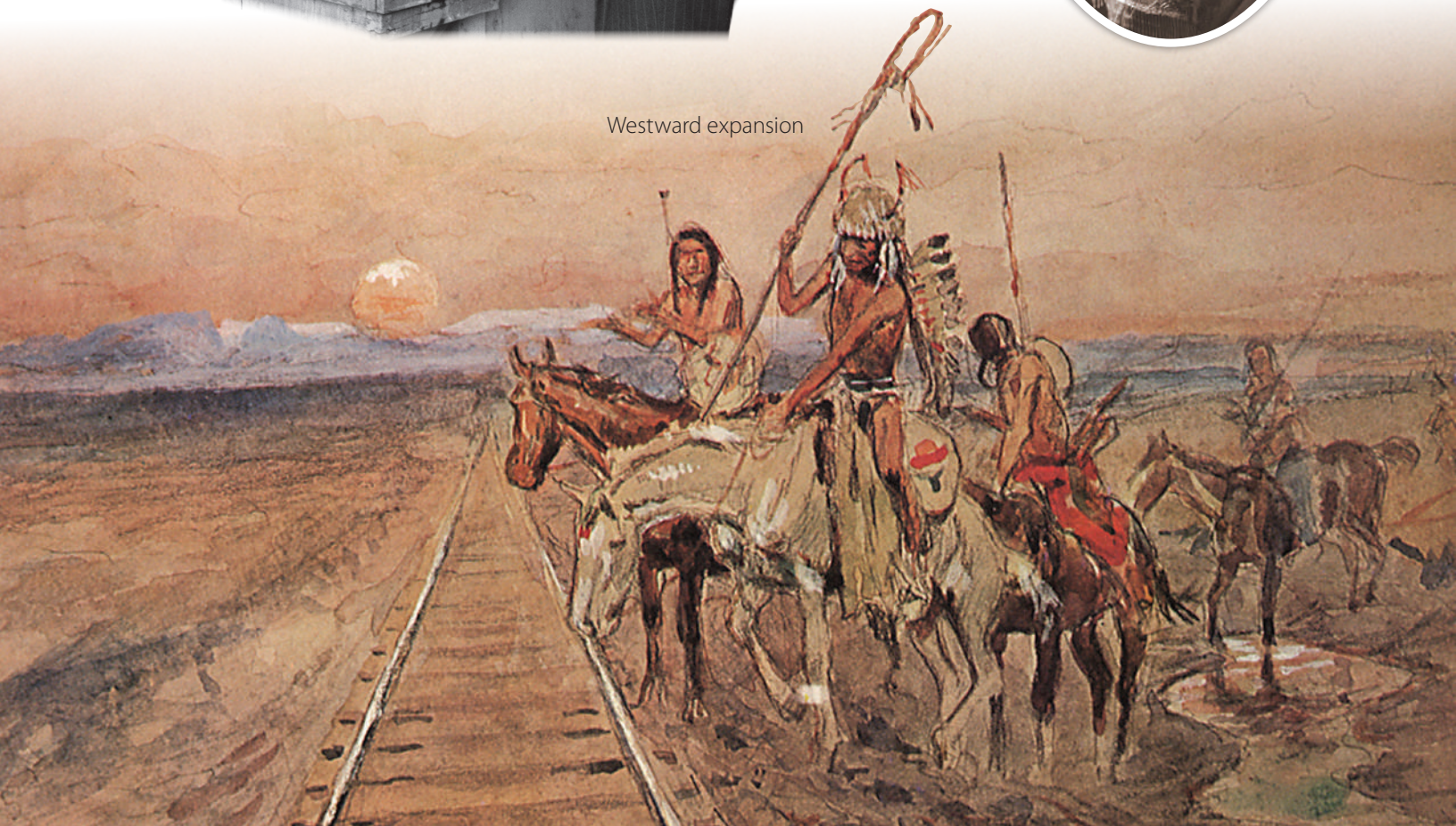
Segregated facilities



Mary Church Terrell



Westward expansion



A Nation in Conflict

Student Workbook



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A Nation in Conflict

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Chapter 1: The West and the Native American Experience

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?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Allure of the West	
Western Migration	

The Challenges of Manifest Destiny	
Broken Promises and the Plight of the Bison	
The Sand Creek Massacre	

Native American Resistance	
Assimilation and Rebellion	
Wounded Knee	

Primary Sources

PRIMARY SOURCE A: "THE SIGNIFICANCE OF THE FRONTIER IN AMERICAN HISTORY," BY FREDERICK JACKSON TURNER (1893)

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 (2.6 km²). In this excerpt, Turner comments on the legacy of the previous decades' rapid western expansion.

Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development.

. . . The peculiarity of American institutions is, the fact that they have been compelled to adapt themselves to the changes of an expanding people—to the changes involved in crossing a continent, in winning a wilderness, and in developing at each area of this progress out of the primitive economic and political conditions of the frontier into the complexity of city life. . .

. . . 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. Since the days when the fleet of Columbus sailed into the waters of the New World, America has been another name for opportunity, and the people of the United States have taken their tone from the incessant expansion which has not only been open but has even been forced upon them. He would be a rash prophet who should assert that the expansive character of American life has now entirely ceased. Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves.

Source: Turner, Frederick J. "The Significance of the Frontier in American History." *The Frontier in American History*. New York: Henry Holt and Company, 1921. pp. 1–3, 37.

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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.	
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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE B: FROM *A CENTURY OF DISHONOR*, BY HELEN HUNT JACKSON (1881)

There are within the limits of the United States between two hundred and fifty and three hundred thousand Indians, exclusive of those in Alaska. The names of the different tribes and bands, as entered in the statistical tables of the Indian Office Reports, number nearly three hundred. . . .

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.

It makes little difference, however, where one opens the record of the history of the Indians; every page and every year has its dark stain. The story of one tribe is the story of all, varied only by differences of time and place; but neither time nor place makes any difference in the main facts. Colorado is as greedy and unjust in 1880 as was Georgia in 1830, and Ohio in 1795; and the United States Government breaks promises now as deftly as then, and with an added ingenuity from long practice.

Source: Jackson, Helen Hunt. *A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes*. New York: Harper & Brothers, 1881, pp. 336–338.

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PRIMARY SOURCE C: FROM JOHN WESLEY POWELL'S REPORT ON THE LANDS OF THE ARID REGION OF THE UNITED STATES

The Arid Region is the great Rocky Mountain Region of the United States, and it embraces something more than four-tenths of the whole country, excluding Alaska. In all this region the mean annual rainfall is insufficient for agriculture, but in certain seasons some localities, now here, now there, receive more than their average supply. Under such conditions crops will mature without irrigation. As such seasons are more or less infrequent even in the more favored localities, and as the agriculturist cannot determine in advance when such seasons may occur, the opportunities afforded by excessive rainfall cannot be improved.

In central and northern California an unequal distribution of rainfall through the seasons affects agricultural interests favorably. A "rainy season" is here found, and the chief precipitation occurs in the months of December–April. The climate, tempered by mild winds from the broad expanse of Pacific waters, is genial, and certain crops are raised by sowing the seeds immediately before or during the "rainy season," and the watering which they receive causes the grains to mature so that fairly remunerative crops are produced. But here again the lands are subject to the droughts of abnormal seasons. As many of these lands can be irrigated, the farmers of the country are resorting more and more to the streams, and soon all the living waters of this region will be brought into requisition.

In the tables of a subsequent chapter this will be called the San Francisco Region.

Again in eastern Washington and Oregon, and perhaps in northern Idaho, agriculture is practiced to a limited extent without irrigation. The conditions of climate by which this is rendered possible are not yet fully understood. The precipitation of moisture on the mountains is greater than on the lowlands, but the hills and mesas adjacent to the great masses of mountains receive a little of the supply condensed by the mountains themselves, and it will probably be found that limited localities in Montana, and even in Wyoming, will be favored by this condition to an extent sufficient to warrant agricultural operations independent of irrigation. These lands, however, are usually supplied with living streams, and their irrigation can be readily effected, and to secure greater certainty and greater yield of crops irrigation will be practiced in such places.

Within the Arid Region only a small portion of the country is irrigable. These irrigable tracts are lowlands lying along the streams. On the mountains and high plateaus forests are found at elevations so great that frequent summer frosts forbid the cultivation of the soil. Here are the natural timber lands of the Arid Region—an upper region set apart by nature for the growth of timber necessary to the mining, manufacturing, and agricultural industries of the country. Between the low irrigable lands and the elevated forest lands there are valleys, mesas, hills, and mountain slopes bearing grasses of greater or less value for pasturage purposes.

Source: Powell, J. W. Report on the *Lands of the Arid Region of the United States*. Washington, D.C.: Government Printing Office, 1879, pp. 5–6.

Name _____

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Primary Sources

PRIMARY SOURCE D: "I WILL FIGHT NO MORE FOREVER," BY CHIEF JOSEPH

In 1877, the U.S. government ordered Chief Joseph, a Nez Percé, to round up his people and bring them onto a reservation. The Nez Percé were furious—they did not want to leave the land where their people had lived for centuries. Three young warriors slipped away and murdered several white people. Inspired by this act, another group of Nez Percé killed even more settlers. This meant war. The U.S. Army came after the Nez Percé. The Nez Percé warriors fought well. In fact, one army scout said he had been in many fights, but he "never went up against anything like the Nez Percés in all [his] life." There were a number of battles, but the Nez Percé kept managing to escape. Traveling for months over mountains and plains, nearly eight hundred adults and children tried to outrun the U.S. Army. Not far from Canada, where the Nez Percé would be safe, the army caught up with them. Chief Joseph was sick of fighting and running. He sent a message back to the U.S. troops:

Tell General Howard I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohoolhoolzote is dead. The old men are all dead. . . . It is cold, and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are—perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever.

Name _____

Date _____

Activity Page 1.2

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Chapter 2: Post-Reconstruction and the Jim Crow Era

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?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Hope to Hardship	
Unraveling Threads and Jim Crow Laws	

Changes to the Louisiana Constitution	
Historically Black Colleges and Universities	
An Uphill Battle for Civil Rights	

Primary Sources

PRIMARY SOURCE E: STATE CONSTITUTION OF LOUISIANA, 1898

The following sections describe the required qualifications for voting under the 1898 Louisiana constitution.

Art. 197

Sec. 3. He shall be able to read and write, and shall demonstrate his ability to do so when he applies for registration, by making, under oath administered by the registration officer or his deputy, written application therefor, in the English language, or in his mother tongue. . . .

Sec. 4. If he be not able to read and write, . . . then he shall be entitled to register and vote if he shall, at the time he offers to register, be the bona fide owner of property assessed to him in this State at a valuation of not less than three hundred dollars . . . and on which, if such property be personal only, all taxes due shall have been paid. . . .

Sec. 5. 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. . . .

Art. 198. No person less than sixty years of age shall be permitted to vote at any election in the State who shall not, in addition to the qualifications above prescribed, have paid on or before the 31st day of December, of each year, for the two years preceding the year in which he offers to vote, a poll tax of one dollar per annum, to be used exclusively in aid of the public schools of the parish in which such tax shall have been collected. . . .

Source: *Constitution of the State of Louisiana: Adopted in Convention at the City of New Orleans, May 12, 1898.* New Orleans: H. J. Hearsey, 1898, pp. 77–81.

Name _____

Date _____

Activity Page 1.2

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Primary Sources

PRIMARY SOURCE F: JUSTICE HARLAN'S DISSENT IN *PLESSY v. FERGUSON* (1896)

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 colorblind, 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.

Source: *Plessy v. Ferguson*, 163 U.S. 537, 559 (1896).

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

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PRIMARY SOURCE G: *PLESSY v. FERGUSON* (1896)

From Justice Brown's majority decision:

We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it. The argument necessarily assumes that if, as has been more than once the case, and is not unlikely to be so again, the colored race should become the dominant power in the state legislature, and should enact a law in precisely similar terms, it would thereby relegate the white race to an inferior position. We imagine that the white race, at least, would not acquiesce in this assumption. The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals. As was said by the court of appeals of New York in *People v. Gallagher*, 93 N. Y. 438, 448: "This end can neither be accomplished nor promoted by laws which conflict with the general sentiment of the community upon whom they are designed to operate. When the government, therefore, has secured to each of its citizens equal rights before the law, and equal opportunities for improvement and progress, it has accomplished the end for which it was organized, and performed all of the functions respecting social advantages with which it is endowed." Legislation is powerless to eradicate racial instincts, or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. 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.

Source: *Plessy v. Ferguson*, Judgement, Decided May 18, 1896; Records of the Supreme Court of the United States; Record Group 267; *Plessy v. Ferguson*, 163, #15248, National Archives.

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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.

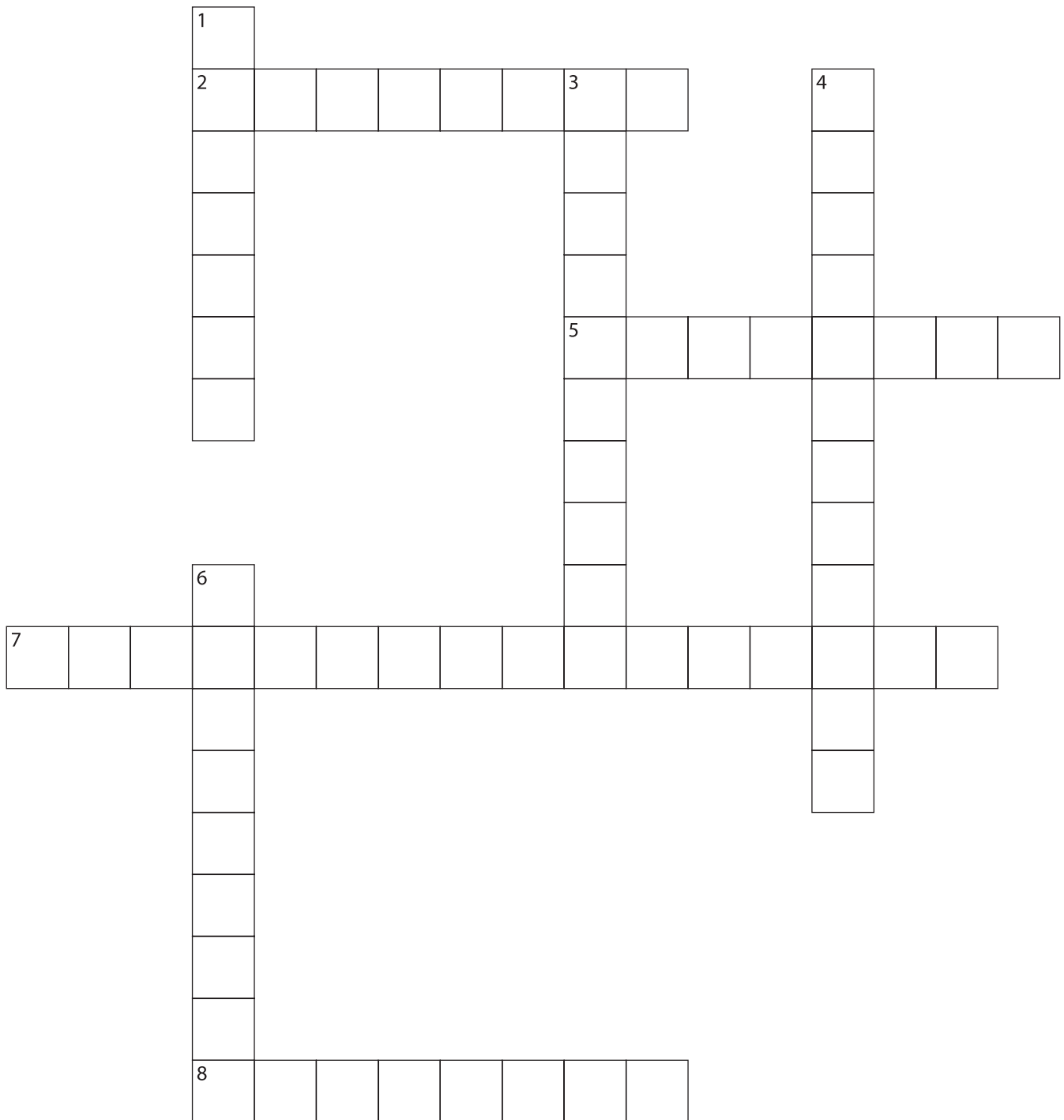
regiment	accommodationist	lynching	suffragist
assimilation	manifest	amnesty	political

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



Name _____

Date _____

Performance Task Activity: *A Nation in Conflict*

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.

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Name _____

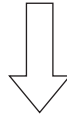
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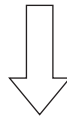
Use with Chapter 1

Claims and Evidence

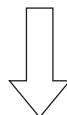
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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The Changing Nation
The Changing World
Prosperity and Decline
The World at War
The Postwar Era
The Modern Era

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