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PART FOUR

# A Maturing Industrial Society

## 1877–1914

### Part Instructional Objectives

After you have taught Part Four, your students should be able to answer the following questions:

1. Why and how did American society industrialize during the late nineteenth century?
2. How did economic consolidation lead to political change and progressive reform movements?
3. What were the causes and consequences of urbanization?
4. Why did racial, ethnic, and gender divisions arise in American society between the end of Reconstruction and World War I?
5. How did the United States emerge as a world power by 1914?

	<b>ECONOMY</b>	<b>SOCIETY</b>	<b>CULTURE</b>	<b>POLITICS</b>	<b>DIPLOMACY</b>
	<b>The Triumph of Industrialization</b>	<b>The West</b>	<b>The Industrial City</b>	<b>From Inaction to Progressive Reform</b>	<b>An Emerging World Power</b>
<b>1877</b>	<ul style="list-style-type: none"> <li>▶ Andrew Carnegie launches modern steel industry</li> <li>▶ Knights of Labor becomes national movement (1878)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Nomadic Indian life ends</li> </ul>	<ul style="list-style-type: none"> <li>▶ National League founded (1876)</li> <li>▶ Dwight L. Moody pioneers urban revivalism</li> </ul>	<ul style="list-style-type: none"> <li>▶ Election of Rutherford B. Hayes ends Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>▶ United States becomes net exporter</li> </ul>
<b>1880</b>	<ul style="list-style-type: none"> <li>▶ Gustavus Swift pioneers vertically integrated firm</li> <li>▶ American Federation of Labor (1886)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Chinese Exclusion Act (1882)</li> <li>▶ Dawes Act divides tribal lands (1887)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Electrification brightens city life</li> <li>▶ First Social Register defines high society (1888)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ethnocultural issues dominate state and local politics</li> <li>▶ Civil service reform (1883)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Diplomacy of inaction</li> <li>▶ Naval buildup begins</li> </ul>
<b>1890</b>	<ul style="list-style-type: none"> <li>▶ United States surpasses Britain in iron and steel output</li> <li>▶ Economic depression (1893–1897)</li> <li>▶ Industrial merger movement begins</li> </ul>	<ul style="list-style-type: none"> <li>▶ U.S. Census declares westward movement over</li> <li>▶ Wounded Knee Massacre; Indian resistance ends</li> <li>▶ California national parks established</li> </ul>	<ul style="list-style-type: none"> <li>▶ Immigration from southeastern Europe rises sharply</li> <li>▶ William Randolph Hearst’s <i>New York Journal</i> pioneers yellow journalism</li> </ul>	<ul style="list-style-type: none"> <li>▶ Black disfranchisement in South</li> <li>▶ Populist Party founded (1892)</li> <li>▶ William McKinley wins presidency; defeats Bryan’s free-silver crusade (1896)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Social Darwinism and Anglo-Saxonism promote expansion</li> <li>▶ Spanish-American War (1898–1899); conquest of the Philippines</li> </ul>
<b>1900</b>	<ul style="list-style-type: none"> <li>▶ Immigrants dominate factory work</li> <li>▶ Industrial Workers of the World (1905)</li> </ul>	<ul style="list-style-type: none"> <li>▶ California farmers rely on Japanese labor</li> <li>▶ “Gentlemen’s Agreement” (1908) excludes Japanese workers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Social progressivism comes to the city</li> <li>▶ Movies begin to overtake vaudeville</li> </ul>	<ul style="list-style-type: none"> <li>▶ McKinley assassinated; Roosevelt inaugurates progressivism in national politics</li> <li>▶ Hepburn Act regulates railroads (1906)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Panama cedes Canal Zone to United States (1903)</li> <li>▶ Roosevelt Corollary to Monroe Doctrine (1904)</li> </ul>
<b>1910</b>	<ul style="list-style-type: none"> <li>▶ Henry Ford builds first automobile assembly line</li> </ul>	<ul style="list-style-type: none"> <li>▶ Women vote in western states</li> <li>▶ U.S. government approves Hetch Hetchy reservoir</li> </ul>	<ul style="list-style-type: none"> <li>▶ Urban liberalism</li> <li>▶ World War I halts European immigration</li> </ul>	<ul style="list-style-type: none"> <li>▶ NAACP (1910)</li> <li>▶ Woodrow Wilson elected (1912)</li> <li>▶ New Freedom legislation creates Federal Reserve, FTC</li> </ul>	<ul style="list-style-type: none"> <li>▶ Taft’s diplomacy promotes U.S. business</li> <li>▶ Wilson proclaims U.S. neutrality in World War I</li> </ul>

The year 1876 marked the hundredth anniversary of the Declaration of Independence. In celebration the nation mounted a Centennial Exposition where it all began, in Philadelphia. Observing the hectic preparations, the German journalist Ernst Otto Hopp anticipated the impact that this grand world’s fair would have on his European compatriots. “Foreigners will be astounded at the vision of American production. . . . The pits of Nevada will display their enormous stores of silver, Michigan its copper, California its gold and quicksilver, Missouri its lead and tin, Pennsylvania its coal and iron. . . . And from a thousand factories will come the evidences of the wonders of American mechanical skill.” Herr Hopp got it right. In 1876 the country Hopp described as a “young giant”

was on the cusp of becoming, for better or worse, the economic powerhouse of the world. In Part Four we undertake to explain how it happened and what it meant for American life.

### The West

In his catalogue of achievements, Ernst Hopp emphasized the mining pits of Nevada and California’s gold and quicksilver. He might also have mentioned the corn, wheat, and livestock flowing cityward from the Great Plains. For it was the eastern demand for new sources of food and mineral resources that drove the final surge of western settlement and integrated the Great Plains and Far West into the nation’s industrial-

ing economy. Defending their way of life, western Indians were ultimately defeated not so much by army rifles as by the encroachment of railroads, mines, ranches, and proliferating farms. These same forces disrupted the old established Hispanic communities of the Southwest but spurred Asian, Mexican, and European migrations that made for a multiethnic western society.

### **Industry**

Equally as momentous as the final settlement of the West was the fact that for the first time, as the decade of the 1870s passed, farmers no longer constituted a majority of working Americans. Henceforth, America's future would be linked to its development as an industrializing society. In the manufacturing sector, production became increasingly mechanized and increasingly directed at making the capital goods that undergirded economic growth. As the railroad system was completed, the vertically integrated model began to dominate American enterprise. The labor movement became firmly established, and as immigration surged, the foreign-born and their children became America's workers. What had been partial and limited now became general and widespread; America turned into a land of factories, corporate enterprise, and industrial workers.

### **The City**

Industrialization also transformed the nation's urban life. By 1900 one in five Americans lived in cities. That was where the jobs were—as workers in the factories; as clerks and salespeople; as members of a new, salaried middle class of managers, engineers, and professionals; and, at the apex, as a wealthy elite of investors and entrepreneurs. The city was more than just a place to make a living, however. It provided a setting for an urban lifestyle unlike anything seen before in America.

### **Politics**

The unfettered, booming economy of the Gilded Age at first marginalized political life, or rather, the role of government, which, for most Americans, was very nearly invisible. The major parties remained robust because they exploited a culture of popular participation and embraced the ethnic and religious identities of their constituencies. The depression of the 1890s triggered a major challenge to the political status quo, with the rise of the agrarian Populist Party and its radical demand for free silver. The election of 1896 turned back that challenge and established the Republicans as the dominant national party.

Still unresolved was the threat that corporate power posed to the marketplace and democratic politics. How to curb the trusts dominated national debate during the Progressive era. From different angles political reformers, women progressives, and urban liberals went about the business of cleaning up machine politics and making life better for America's urban masses. African Americans, victimized by disfranchisement and segregation, found allies among white progressives and launched a new drive for racial equality.

### **Diplomacy**

Finally, the dynamism of America's economic development altered the country's foreign relations. In the decades after the Civil War, America had been inward-looking, neglectful of its navy and inactive diplomatically. The business crisis of the 1890s brought home the need for a more aggressive foreign policy that would advance the nation's overseas economic interests. In short order, the United States went to war with Spain, acquired an overseas empire, and became actively engaged in Latin America and Asia. There was no mistaking America's standing as a Great Power and, as World War I approached, no evading the entanglements that came with that status.



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## Chapter 16

# The American West

### Teaching Resources

#### Chapter Instructional Objectives

After you have taught this chapter, your students should be able to answer the following questions:

1. How and why did the economic and social values of white Americans clash with those of Native Americans in the West?
2. How did the Industrial Revolution affect the settlement of the West?
3. How did mining, farming, and ranching shape the development of the West?
4. How did diversity both fundamentally define the West and become the source of conflict in western society?

#### Chapter Annotated Outline

##### I. The Great Plains

###### A. Indians of the Great Plains

1. About a hundred thousand Native Americans lived on the Great Plains at mid-nineteenth century; they were divided into six linguistic families and over thirty tribal groupings.
2. In the eastern section lived the Mandans, Arikaras, and Pawnees; in the Southwest, the Kiowas and the Comanches; on the Central Plains, the Arapahos and Cheyennes; to the north, the Blackfeet, Crows, and the Sioux nation.
3. The Sioux were nomadic people, and once they were on horseback, they claimed the entire Great Plains north of the Arkansas River as their hunting grounds.
4. The Sioux dominated the northern Great Plains by driving out or subjugating longer-settled tribes.
5. Sioux women labored on the buffalo skins that the men brought back; the women

did not see their unrelenting labor as subordination to men.

6. The Sioux saw sacred meaning in every manifestation of the natural world; the natural world embodied a “series of powers pervading the universe.”
  7. The world of the Lakota Sioux was not self-contained; they traded pelts and buffalo robes for the produce of Pawnees and Mandans, and, when white traders appeared on the upper Missouri River during the eighteenth century, the Sioux began to trade with them.
  8. The Sioux way of life depended on the survival of the Great Plains as the Sioux had found it—wild grasslands on which the antelope and buffalo ranged free.
- ##### B. Wagon Trains, Railroads, and Ranchers
1. On first encountering the Great Plains, Euro-Americans thought the land “almost wholly unfit for cultivation” and best left to the Indians. They referred to it as the **Great American Desert**.
  2. In 1834 Congress formally designated the Great Plains as permanent Indian country.
  3. In the 1840s settlers began moving to Oregon and California, and the Indian country became a bridge to the Pacific.
  4. Indian country was criss-crossed by overland freight lines and Pony Express riders, and in 1861 telegraph lines brought San Francisco into instant communication with the East; the next year the federal government began a transcontinental railroad project.
  5. The federal government awarded generous land grants, plus millions of dollars of loans to the Union Pacific and Central Pacific Railroads.
  6. The Union Pacific built westward from Omaha, and the Central Pacific built eastward from Sacramento until the tracks met in Promontory Point, Utah, in 1869.

Other rail companies laid track in the West, but many went bankrupt in the Panic of 1873.

7. Railroad tycoons realized that rail transportation was laying the basis for the economic exploitation of the Great Plains; a railroad boom followed economic recovery in 1878.
  8. To make room for cattle, professional buffalo hunters eliminated the buffalo; in the early 1870s, when eastern tanneries learned how to cure buffalo hides, the herds almost vanished within ten years.
  9. Texas ranchers inaugurated the famous Long Drive, hiring cowboys to herd cattle hundreds of miles north to the railroads that pushed west across Kansas.
  10. As soon as railroads reached the Texas range country during the 1870s, ranchers abandoned the Long Drive.
  11. North of Texas, where land was public domain, a custom of “range right” quickly became established.
  12. News of easy money to be made on cattle traveled fast; by the early 1880s the plains overflowed with cattle.
  13. After a hard winter in 1885, followed by severe drought the next summer, cattle died by the hundreds of thousands; ranchers dumped cattle on the market, and beef prices plunged.
  14. An enduring ecological catastrophe occurred: the destruction of native grasses caused by relentless overgrazing during the drought cycle.
  15. Open-range ranching came to an end, and sheep raising became a major enterprise in the sparser high country.
  16. The American imagination romanticized a mythic west. This movement was fed by entertainers such as Buffalo Bill, who played on stage and ran a traveling Wild West Show during the 1870s and 1880s
- C. Homesteaders
1. Railroads, land speculators, steamship lines, and the western states and territories did all they could to encourage settlement of the Great Plains.
  2. The government encouraged settlers with the Homestead Act of 1862, offering 160 acres of public land to all settlers—including widows and single women.
  3. For migrants traveling west, prescribed gender roles sometimes broke down as women shouldered men’s work and became self-reliant in the face of danger and hardship.
4. By the 1870s farmers from the older agricultural states looked westward for land.
  5. “American fever” took hold in northern Europe as Norwegians and Swedes joined in on the older German migration to the United States to better themselves economically.
  6. For some southern blacks, Kansas was the promised land of racial freedom; by 1880, 40,000 blacks lived in Kansas—by far the largest African American concentration in the West aside from Texas.
  7. Homesteaders’ crops were highly susceptible to natural disasters such as fire, hail, and damage caused by grasshoppers.
  8. New technology—steel plows, barbed wire, and strains of hard-kernel wheat—helped settlers to overcome obstacles presented by the land.
  9. From 1878 to 1886 settlers enjoyed exceptionally wet weather, but then the dry weather typical of the Great Plains returned, and recently settled land emptied out as homesteaders fled.
  10. By the turn of the century, the Great Plains had fully submitted to agricultural development. In this process there was little of the “pioneering” that Americans associated with the westward movement; the railroads came before the settlers, eastern capital financed the ranching bonanza, and dry-farming depended on sophisticated techniques and modern machinery.
  11. The economic capital of the Great Plains was Chicago, the hub of the nation’s rail system.
- D. The Fate of the Indians
1. Incursions by whites into Indian lands increased from the late 1850s onward; the Indians struck back, hoping whites would tire of the struggle.
  2. Few whites questioned the necessity of moving the Native Americans out of the path of settlement and into reservations; this time, however, Indian removal included something new: a strategy for undermining the Indians from their tribal way of life.
  3. A peace commission was appointed in 1867 to end the fighting and negotiate treaties under the terms of which Indians would cede their lands and move to reservations; under the tutelage of the Office of

Indian Affairs, they would be wards of the government until they learned “to walk on the white man’s road.”

4. The southwestern quarter of the Dakota Territory was allocated to the Lakota Sioux tribes; Oklahoma was allocated to the southwestern Plains Indians and the Five Civilized Tribes—the Choctaw, Cherokee, Chickasaw, Creek, and Seminole; and scattered reservations went to the Apache, Navaho, and Ute in the Southwest and to the mountain Indians in the Rockies.
  5. The Plains Indians resisted; the Nez Percé Indians, led by Chief Joseph, marched 1,500 miles from eastern Oregon to escape confinement in a small reservation. After four months of engagements with the pursuing U.S. Army, remnants of the tribe were cornered and forced to surrender in Montana near the Canadian border.
  6. As fighting intensified in the mid-1870s, a reluctant Congress appropriated funds for more western troops to fight the Indians.
  7. The Indians fought on for years; the Apache made life miserable for white settlers in the Southwest until their chief Geronimo was finally captured in 1886.
  8. A crisis came on the northern plains in 1875 when the Indian Office ordered the Sioux to vacate their Powder River hunting grounds and withdraw to the reservation.
  9. On June 25, 1876, George A. Custer pursued a reckless battle strategy in which his troops were surrounded and annihilated by Chief Crazy Horse’s Sioux and Cheyenne warriors at Little Big Horn.
  10. Pursued relentlessly by the army, Sioux bands gradually gave up and moved onto the reservation.
  11. White greed ruined the reservation solution when the government opened up the Black Hills to gold seekers in the mid-1870s; in 1877, after Sioux resistance had crumbled, federal agents forced the tribes to cede the western third of their Dakota reservation.
  12. The Indian Territory of Oklahoma met a similar fate; two million acres of the so-called Indian Oklahoma District were placed under the Homestead Act, and, on April, 22, 1889, a horde of “Boomers” rushed in and staked out the entire district within a few hours.
  13. During the 1870s the Office of Indian Affairs developed a program to train Indian children for farm work and prepare them for citizenship by sending them to reservation schools or boarding schools.
  14. The Indian Rights Association, with the boost of Helen Hunt Jackson’s influential book *A Century of Dishonor* (1881), thought that the only way Indians could fit into the white man’s world was by radical assimilation; the reformers also favored undermining tribal authority and advocated **severalty**, the dividing of reservation lands into individually owned parcels owned by Indian people.
  15. The Dawes Act of 1887 declared that land for the Indians would be allotted in 160-acre lots to heads of households and held in trust by the government for twenty-five years, at which time the Indians would become U.S. citizens; remaining reservations were sold off, with proceeds going toward Indian education.
  16. The federal government announced that it had tribal approval to open the Sioux “surplus” land to white settlement in 1890.
  17. The Indians had lost their ancestral lands, faced an alien future of farming, and were confronted by a winter of starvation; but at the same time, news of “salvation” came from a holy man called Wovoka, who predicted the disappearance of the whites and encouraged the Ghost Dance as a ritual to prepare for the regeneration.
  18. As the frenzy of Wovoka’s Ghost Dance swept through the Sioux encampments in 1890, alarmed whites called for army intervention.
  19. The bloody battle at Wounded Knee erupted when soldiers attempted to disarm a group of Wovoka’s followers; it was the final episode in the long war of suppression of the Plains Indians. Thereafter, the division of tribal lands proceeded without hindrance.
  20. As whites flooded the newly acquired land, Indians became the minority.
- II. The Far West
- A. The Mining Frontier
1. Fewer than 100,000 Euro-Americans lived in the entire Far West when it became a U.S. territory in 1848.
  2. Extraction of mineral wealth became the basis for the Far West’s development.
  3. By 1860 California was a booming state of 300,000 residents, with San Francisco as the hub of a mining empire that stretched to the Rockies.

4. By the mid-1850s prospectors had begun to strike it rich elsewhere, including in the Sierra Nevada, the Colorado Rockies, Montana, Wyoming, the Black Hills a decade later, and the Coeur d'Alene region of Idaho during the 1880s.
  5. Remote areas turned into a mob scene of prospectors, traders, gamblers, prostitutes, and saloonkeepers; prospectors made their own mining codes that limited the size of a mining claim to what a person could reasonably work and also were used to exclude or discriminate against Mexicans, Chinese, and African Americans in the gold fields.
  6. Prospecting gave way to entrepreneurial development and large-scale mining as original claim holders quickly sold out to generous bidders.
  7. Rough mining camps turned into big towns.
  8. At some sites, gold and silver proved less profitable than the more common metals for which there was a huge demand in manufacturing.
  9. Entrepreneurs raised capital, built rail connections, devised technology for treating lower-grade copper deposits, constructed smelting facilities, and recruited a labor force that went on to organize trade unions.
  10. As elsewhere in corporate America, western mining industries went through a process of consolidation, culminating by the turn of the century in near-monopoly control of western copper and lead production.
  11. California and its tributary mining country created a market for Oregon's produce and timber.
  12. Portland, Oregon, and Seattle, Washington, became important commercial centers, prospering from farming, ranching, logging, and fishing.
  13. But what had provided the first markets and underwritten the economic infrastructure of the West was the bonanza mining economy, at the hub of which stood San Francisco.
- B. Hispanics, Chinese, Anglos
1. The first Europeans to enter the Far West were Hispanics moving northward out of Mexico.
  2. The economy of the Hispanic Southwest consisted primarily of cattle and sheep ranching, and the social order was highly stratified. At the top stood the elite dons who were proudly Spanish and devoted to the life of a landed aristocracy; below them was a laboring class of servants, artisans, vaqueros (cowboys), and farm hands.
  3. New Mexico also contained a large mestizo population and Pueblo Indians still occupied much of the region. To the north a vibrant new tribe, the Navajo, had taken shape; they were warriors skilled at crafts and sheep raising.
  4. In New Mexico, European and Native American cultures managed a successful, if uneasy, coexistence; but in California, Hispanics treated the Native Americans very poorly.
  5. Anglos were incorporated into the New Mexican society through intermarriage and business partnerships, but by the 1880s California Hispanics had lost most of their land to Anglos.
  6. When Anglo ranchers established title and began putting up fences, New Mexico peasant men began migrating seasonally to pursue wage work on the railway, in the mines, or in sugar beet fields, leaving the village economy in the hands of their wives.
  7. Some Hispanics struck back by organizing themselves into masked night-riding raiders in a harassment campaign against the interlopers; in Texas, much of the raiding by Mexican "bandits" from across the border before World War I was more like a civil war waged by embittered Hispanics who had lived north of the Rio Grande for generations.
  8. Hispanics of all types could not avoid being driven into the ranks of a Mexican-American working class as the Anglo economy developed and that same economy began to attract increasing numbers of immigrants from Mexico itself.
  9. As economic activity picked up all along the Southwest borderlands, the exploding Southwest Hispanic population met the labor demand, though virtually all were relegated to the lowest-paying and most backbreaking jobs and were discriminated against by Anglo workers.
  10. First attracted by the California gold rush, 200,000 Chinese came to the United States between 1850 and 1880.



11. Driven by poverty, a worldwide Asian migration began in the mid-nineteenth century when thousands of Asians came to Australia, Hawaii, and Latin America as **indentured servants**, the property of others. But by the 1820s indentured servitude was illegal in the United States, so many Chinese came to North America as free workers, going into debt for their passage money but not surrendering their personal freedom or right to choose their employers.
  12. Chinese immigrants normally entered the orbit of a powerful confederation of Chinese merchants in San Francisco's Chinatown, known as the Six Companies, which steered new arrivals to jobs and provided social and commercial services.
  13. Chinese men labored mainly in the California gold fields until the 1860s; then the Central Pacific hired the Chinese to work on the transcontinental railroad.
  14. When the transcontinental railroad was completed, the Chinese changed to other locations and industries, but nearly three-quarters remained in California.
  15. Though the Chinese had a reputation for orderly and industrious work habits, whites targeted them with vicious racism; the frenzy climaxed in San Francisco in the late 1870s when anti-Chinese mobs ruled the streets.
  16. Democrats and Republicans in California wrote a new state constitution replete with anti-Chinese provisions, and in 1882 Congress passed the Chinese Exclusion Act, which barred further entry of Chinese laborers into the country.
  17. The job opportunities that had attracted the Chinese to America continued to intensify as the West's agricultural development shifted from wheat to fruits and vegetables, which required lots of workers. Considered not to be "white men's work," a kind of caste labor system developed, essentially defined along color lines.
  18. With the influx of Chinese barred, Japanese immigrants came to dominate the state's agricultural labor force until anti-Japanese agitation closed off that population flow in 1908; after this, Mexico became the next, essentially permanent, source of migratory workers for California's booming commercial agriculture.
  19. California was a land of limitless opportunity, boastful of its democratic egalitarianism, yet it simultaneously was a racially torn society that exploited and despised the minorities whose hard labor helped make it what it was.
- C. Golden California
1. Location, environment, and history all helped to set California apart from the rest of the American nation.
  2. Californians yearned for a cultural tradition of their own.
  3. Authors such as Mark Twain and Bret Harte celebrated the make-or-break optimism of the mining camps, but many found this history too disreputable for an up-and-coming society.
  4. After Helen Hunt Jackson published her novel *Ramona* in 1884, California found the cultural traditions it needed in its Spanish past, although much of the cultural celebration was actually commercialism.
  5. In the 1880s the Southern Pacific Railroad was boasting of California's attractions; by 1900 southern California had firmly established itself as the land of sunshine and orange groves.
  6. California wheat farmers converted to specialty crops like peaches, oranges, and pears. By 1810 the state had abandoned wheat and was shipping vast quantities of fruit across the nation in a system of industrial agriculture dependent on migrant labor from Mexico.
  7. A dizzying real estate boom developed along with the frantic building of resort hotels; California had found a way to translate climate into riches.
  8. An environmental movement formed in California after destruction of the forests and pollution of the water system struck the attention of influential writers, thinkers, and activists such as John Muir.
  9. Muir's environmentalism was at once scientific and romantic. An exacting researcher, he persuaded dignitaries and scientists to help preserve nature as a laboratory against capitalist production. He became a one-man crusader to preserve Yosemite and Hetch Hetchy from development.
  10. In 1890 California's national parks—Yosemite, Sequoia, and King's Canyon—

were established; the Sierra Club was formed in 1892 as a defender of California's wilderness.

11. In 1913 preservationists were unable to prevent the federal government from approving the damming of Hetch Hetchy to serve the water needs of San Francisco.
12. California's well-being was linked with the preservation of its natural resources; the urge to conquer and exploit was tempered by a sense that nature's bounty was not limitless.

## Key Terms

**Great American Desert** The name given to the drought-stricken Great Plains by Euro-Americans in the early nineteenth century. Believing the region was unfit for cultivation or agriculture, Congress designated the Great Plains as permanent Indian country in 1834. (488)

**severalty** Individual ownership of land. The term applied to the Dawes Severalty Act of 1890, which undertook to end tribal ownership and grant Indians deeds to individual holdings, i.e., severalty. (503)

**indenture, indentured servants** A seventeenth-century labor contract that required service for a period of time in return for passage to North America. Indentures were typically for a term of four or five years, provided room and board in exchange for labor, and granted free status at the end of the contract period. (511)

## Lecture Strategies

1. Write a lecture that examines the destruction of the way of life of the Plains Indians. Explore the origins of Indian-white conflict in the context of western development. Be sure to start with a general overview of Plains Indian history, followed by a general portrait of their lifeways and culture. Always provide a brief bit of modern history to let the students know the Plains people still exist. Note the reasons why the Native Americans were subdued with relative ease by the invading Anglo-American population despite stout Indian resistance. Explain the failure of government policy "solutions" to the Indian "problem." Finally, answer the question, "How did Indians respond to the federal reservation system?"
2. Write a lecture focusing on the development of agriculture on the Great Plains. Define and discuss the geography of the region. Relate how native peoples utilized the land for settlement. Note the technological innovations that made westerner farming on the plains possible. Explain the role of plains agriculture in the developing American economy from the mid-nineteenth until the twentieth century.
3. Write a lecture focusing on the role of women in the settlement of the Great Plains in the context of western historical development. Explain why a disproportionate burden fell on women in the male-dominated West. Note the hardships experienced by women from a diversity of class and social backgrounds. Explore how gender roles eroded and how that might have benefited women. Depict women of different ethnic categories to point out the role of race and ethnicity in the female western experience.
4. Write a lecture that explores Hispanic culture in the West beginning with the geographical limits of the Spanish-speaking areas. Probe the extensive background of Hispanic immigration, commenting on how the immigrant issue is still a hot topic today in the United States. Consider the different experiences of Hispanics in New Mexico, California, and Texas. Describe the influx of Mexicans and Anglos into the Southwest, and explain its impact on southwestern Hispanics. Highlight events such as the U.S.-Mexican War, the Gold Rush, and the development of agribusiness to reveal how Mexican Americans dealt with major forces of economic and social change.
5. Historians tend to focus on European immigration to America. The text offers an opportunity to explore immigration from other areas. Using examples from the American West and Southwest, write a lecture that explains the history of immigration from China, Japan, and Mexico to the western portions of North America. Note the common reasons for immigration. Start the lecture with the arrival of native people in the ancient period, followed by traders from Asia and Europe. Discuss the experiences and contributions of these non-European immigrants to building the West. Finally, explain the imposition of restrictions on Chinese and Japanese immigration by local and federal lawmakers.
6. Consider the California mystique. Write a lecture focusing on California history and explaining the diverse geography of the "Golden State"; show how it attracted immigrants but divided the state. Explore how California's beauty and immense

natural wealth strengthened the American dream. Discuss California as a crossroads between an industrial economy and an economy based on a new desire to limit industrialism. Comment on the ethnic diversity of California and how Anglo-Americans created a white supremacist state during the Gold Rush.

### Reviewing the Text

These questions are from the textbook and follow each main section of the narrative. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

#### *The Great Plains (pp. 488–504)*

1. What was the role of the railroads in the settlement of the Great West?
  - Railroads helped to link geographically the eastern states with the new territories taken from Mexico to facilitate population settlement, improve communications and transportation, and provide capital investment for industrial growth. Towns sprang up along railroad lines, forming the urban West and providing homes for new settlers who forced Indians off their lands.
2. How would you characterize the agricultural settlers' relationship to the natural environment of the Great Plains?
  - Settlers viewed the land as part of a capitalist production system destined for Christian Anglo development, in which the land served as one of many commodities bought, sold, and developed in the United States in the short term with little heed for pollution and destruction of the environment in the long term.
3. What was the new Indian reservation policy, and why was it a failure?
  - The policy was to move Indians away from the path of white settlement to end warfare, to obtain lands and pay tribes but force them to live in one place, to undermine their Indian way of life through assimilation and education to obtain their lands, and to use troops to keep Indians on reservations.
  - The policy failed because of a lack of funding, Indian resistance, Anglo-American corruption, the declining health of Indian people, a lack of food and clothing, Indian dependency, the failure of

the Christian church to eradicate Indian religion, and the education and boarding school system which alienated Indian youth and parents.

#### *The Far West (pp. 505–515)*

1. Why is mining the key to understanding the settlement of the Far West?
  - Mining served to bring immigrants to the West, subdue Indian tribes and take their land, create transportation networks, establish industrial capitalist production, hasten the creation of territories and urban areas from Indian land, and provide the basis of wealth of the West.
2. In what ways are the experiences of Hispanics and Chinese in the Far West similar? In what ways different?
  - *Similarities:* Both groups suffered racism, segregation, and violence from Anglos as minority populations of counties. They both attempted to engage in capitalist development of the West in all endeavors from mining to farming. Each organized into self-help groups to survive Anglo domination.
  - *Differences:* Chinese were immigrants, whereas Mexicans were living in a familiar landscape. The Chinese experienced greater cultural isolation because of stronger cultural differences from Anglo-Americans. Therefore the Chinese, more so than Mexicans, created insular communities for protection and cultural enrichment.
3. Why can we speak of a distinctly California history in the late nineteenth century?
  - Location, history, and environment combined to make life in California both modern and exotic. Ethnic diversity, closeness to Asia as a port state, history of Mexican ownership, history of the gold rush, and abundant land and amazing natural resources provided a tourist quality to this rapidly developing, capitalist, "get rich quick" state.

### Chapter Writing Assignments

These questions appear at the end of Chapter 16 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. Do you think this chapter successfully makes the case that the final phases of the frontier movement should be seen as an extension of American industrialization?

- The increase of larger and more corporate systems of money-making; the increase of extractive capitalist activities such as hard rock mining under industrial conditions; the increase of the use of the railroad as the communication, transportation, and capital-intensive unit of western growth and settlement; and the extension of the urbanization, including a modern banking infrastructure, gave a strongly industrial edge to the last stage of frontier development.
2. Would it be possible to write an account of the settlement of the Great Plains and Far West without taking account of the natural environment?
    - It would be impossible, since the natural environment played a central role in western history and development.
    - The presence of precious minerals created a mining boom and migration.
    - The natural environment of the Great Plains facilitated the development of a sophisticated Indian culture of Sioux who resisted Anglo-American takeover.
    - The natural environment shaped human settlement; for example, the Sierra Nevada mountains created a barrier to California migration that required a sophisticated railroad to link the continent.
    - The natural environment shaped the weather conditions and agricultural systems of different regions of the West.
  3. Although frontier history is generally treated as an Anglo-American story, in the Far West it is much more about ethnic diversity. Why is that?
    - The frontier history of the West is about ethnic diversity because of the peoples living there when the Anglos arrived.
    - Spain and Mexico had populated and intermarried with Indians since the late eighteenth century.
    - Indians had lived in the western regions since 10,000 B.C.
    - The discovery of gold brought Chinese to the western United States.
    - The West's great distance from the eastern states meant that fewer Anglo-Americans were present to compete with ethnic minorities. The absence of white women encouraged ethnic intermixture, producing greater diversity in the West than in the East.

## Class Discussion Starters

1. **Why do you think the federal government's Indian policies rarely met the expectations of either Native Americans or settlers?**

*Possible answers*

- a. Politicians who directed Indian policies often had little direct knowledge of, but plenty of contempt for, Native Americans.
- b. The government was controlled by expansionist-minded administrations, and the Indians stood in the way of settlement; they viewed reservations as the best possible solution for the Indian "problem."
- c. Many Indians were slow to recognize the serious threat that settlers posed to their way of life; the tremendous population growth of Europeans and Americans through birthrates and emigration led to inevitable conflict.
- d. Given the fundamentally different bases of American and Indian societies, no policy could have succeeded.

2. **What were the results, both positive and negative, of rapid western settlement?**

*Possible answers*

- a. Indian removal and degradation.
- b. The brushing aside of Hispanics; disregarding treaties and earlier land grants.
- c. Rapid economic expansion and creation of wealth.
- d. Unprecedented opportunity for settlers, both to improve their economic position and to fall into crippling debt.
- e. Destruction of the native ecology.

3. **Why has the West had such a powerful impact on the American imagination?**

*Possible answers*

- a. The West's natural features—great rivers, soaring mountains, magnificent forests, endless stillness—have been a tremendous draw.
- b. The West was seen as a place where one's personal fortune could be made or enhanced.
- c. The federal government made western settlement attractive.

d. The West was considered to be unchartered and free—a place where people could begin anew.

**4. What forces sparked the astronomical growth of California in the nineteenth century?**

*Possible answers*

- The gold rush of the late 1840s and early 1850s brought hordes of people to California.
- Rail links with the East provided convenient and relatively inexpensive transportation to the area.
- The natural and man-made attractiveness of San Francisco and Los Angeles lured many.
- Irrigation provided water for southern crops and for growing cities.
- A major agricultural industry developed, especially in the central valley.
- Many areas experience a superb climate.

**5. What difficulties did farmers on the Great Plains and in the South face in the late nineteenth century?**

*Possible answers*

- Farmers faced international competition.
- Transportation problems were inherent in this vast, newly developing land.
- Weather affected the success or failure of a crop.
- Cost-price pressures were a constant difficulty.
- There was a need for greater capital investment.
- The vast expansion of productivity increased supply and depressed prices.

**Classroom Activities**

- Form the class into several interest groups based on the different ethnic divisions of the American West, such as Chinese, Indian, Mexican-American, and Anglo-American. Give the students time to discuss the economic, social, and political aspects of their particular groups. Then ask a series of questions designed to elicit responses from the students based on the particular character of the community and their treatment in the United States.
- Create the conditions for a debate over the reservation system for Native Americans in the United States. Divide the class in half, with one side arguing the case of the Commissioner of Indian Affairs (see chapter), and the other from a Native American who had experienced the assimilation cam-

paign. Allow fifteen minutes for discussion by both sides. As moderator you might want to ask the students to form their own questions to submit to you, which you will then ask the class.

**Oral History Exercise**

- Ask the students to find examples of Native American oral history in books or on the Internet and bring into class one or more entries. You can then create a list of comparative items that force students to reexamine their entries for hidden clues to the meaning of the document.

**Working with Documents**

**COMPARING AMERICAN VOICES**

**Becoming White (p. 500)**

- Why, in Commissioner Morgan's conception of Indian education, was it necessary to cut off Zitkala-Sa's beautiful black braids?
  - Her hair was cut as part of the assimilation and education program to remove everything Indian and "savage" in favor of "civilized behavior in the form of Anglo-American Protestant values, including appearance.
- Zitkala-Sa went on to become a well-known author and reformer; indeed, she took an Anglo-American name. Commissioner Morgan would surely have regarded her as a triumph of his system of Indian education. So why is she not more appreciative of his efforts on her behalf?
  - She is not appreciative because she has lost as much as she has gained, including clothing and appearance, Indian language, and Indian values. She experienced much fear and pain in the corporal environment of the boarding school.
- Commissioner Morgan's report is concerned strictly with education. Can it also be read as a primer of American values? If so, in what ways?
  - It reflects American values in the need to foster a progressive, Christian-based education to convince Indian children of the higher state of morality, wealth, and righteousness of Anglo culture over a more indolent Indian culture. The assimilation of ethnic minorities into the white body politic, the need to increase patriotism, and the rigid gender roles and expectations are also evident.

## VOICES FROM ABROAD

Baron Joseph Alexander von Hübner:  
A Western Boom Town (p. 507)

1. We read foreign impressions of America because we hope to find in them insights that Americans themselves might not have. In what ways, if any, do you find such insights in Baron von Hübner's account of Corrine?
  - Insights include the ethnic diversity of western towns, the unsettled state of western development, the high crime rate in western towns, and the lack of a firm legal system.
2. The baron describes Corrine as a booming supply center for the hard-rock mining industry of Montana and Idaho. Yet his explanation of Corrine is more romantic. He sees in its activities a "struggle between civilization and savage men and things." Is that a helpful insight for us? Would it have been shared or seen as helpful by, say, a Boston businessman looking to invest in real estate in Corrine?
  - The unsettled state of Corrine, the high crime, and the lack of an established legal system would have turned away business investors.
3. The baron is unsparing in his description of the prostitutes, "miserable looking" Indians, and other low-life inhabiting Corrine. But he makes an exception for the gunmen roaming the streets. Despite their "defects," they have "a providential mission to fulfill." What does he mean by that? Would his view have made sense to the hypothetical Boston businessman mentioned above? Or to other Americans who saw in the West the economic opportunity of a lifetime?
  - The mission is to tame the savage unsettled West for capitalist white development through brute strength and physical force by a special breed of men designed for the purpose by God.
  - Other Americans would have easily identified with this European idea of a preordained mission of redeeming the land for white ownership and capitalist development.

## Reading American Pictures

Uncovering the Culture of the Plains  
Indians (p. 490)

1. By looking at the dewcloth, can you explain why the Plains Indians developed a sharply divided sexual division of labor, with the women relegated to the laborious domestic tasks?
  - The necessity of buffalo hunting and warfare as part of Plains Indian life led to gender specialization, with men taking on these roles outside of village life.
2. Although the dewcloth celebrates fighting prowess, the Plains Indians were ultimately defeated by the U.S. Army. Do the images you see give you any clues about why they lost?
  - The dewcloth indicates that hand-to-hand combat with firearms, spears, and bow and arrows represented the main battle tactics of native people. The U.S. Army possessed more repeating rifles and engaged in a genocidal campaign of wiping out Indians en masse.
3. The dewcloth depicts both battle scenes and buffalo hunting. Although visually they appear seamless, in reality of course fighting and hunting were entirely separate activities. By inspecting the images, can you see why the artist chose to depict them as a single phenomenon? Does your answer offer any insight into the culture of the Plains Indians?
  - The artist chose to depict both hunting and fighting as part of the same activity because of their inseparable nature in the lives of male Plains Indians. Both images represent outside challenges met with physical violence. The images reveal that the cultural life of Plains Indians was based on ethnic competition and buffalo hunting.

## Electronic Media

## Web Sites

- *The American West*  
[www.americanwest.com](http://www.americanwest.com)  
This site contains documents and commentary relating to a general history of the U.S. West.

- *National Museum of the American Indian*  
[www.si.edu/nmai](http://www.si.edu/nmai)  
The official Web site of the Smithsonian Institution's new museum dedicated to Indian history and culture in the United States.
- *Chinese Americans and the Transcontinental Railroad*  
[cpr.org/Museum/Chinese.html](http://cpr.org/Museum/Chinese.html)  
This site provides visual and literary documents tracing the Chinese contributions to the making of the continental railroad.

## Films

- *500 Nations* (1995, Warner Bros. Video, 360 minutes)  
Directed by Jack Leustig and narrated by Kevin Costner, this multipart series provides native commentary and has an accompanying Web site, [www.500nations.tv](http://www.500nations.tv).
- *Gold, Greed, and Genocide* (2002, Project Underground, 30 minutes)  
Produced by the nonprofit group Project Underground, this documentary traces the impact of the California Gold Rush on the land and native people of California.
- *Little Big Man* (1970, National General Pictures, 120 minutes)  
Directed by Arthur Penn and starring Dustin Hoffman, this film provides a late 1960s perspective on Indian life in the West.
- *The West* (1996, PBS series, 750 minutes)  
Directed by Ken Burns, this documentary covers a broad sweep of time and subjects regarding the development of the western United States.

## Literature

- Francis P. Fraquhar, ed., *Up and Down California in 1860–1864: The Journal of William H. Brewer*, 4th ed. (Berkeley: Univ. of California Press, 2003)  
A primary account from a geologist traveling the state during the Civil War period, providing commentary on the Gold Rush and Indian people.
- Laurence H. Shoup and Randall T. Milliken, *Inigo of Rancho Posolmi: The Life and Times of a Mission Indian* (Menlo Park, CA: Ballena Press, 1999)

An interesting and well-documented portrait of the life of a mission Indian spanning the Spanish and Anglo-American periods in California.

- William C. Sturtevant, ed., *Handbook of North American Indians, vol. 4: History of Indian-White Relations* (Washington, DC: Smithsonian Institution, 1988)

The Smithsonian Institute's encyclopedia volume of secondary articles relating to Indian-white relations, federal policy, and Indian history in the United States.

## Additional Bedford/St. Martin's Resources for Chapter 16

### FOR INSTRUCTORS

#### Transparencies

The following maps and images from Chapter 16 are available as full-color acetates:

- Yo-Hamite Falls (1855)
- Map 16.1 The Natural Environment of the West, 1860s
- Tepee Liner
- Map 16.2 Western Trunk Lines, 1887
- Map 16.3. The Indian Frontier, to 1890
- Map 16.4 The Sioux Reservations in South Dakota, 1868–1889
- Map 16.5 The Mining Frontier, 1848–1890
- Map 16.6 The Settlement of the Pacific Slope, 1860–1890

#### Instructor's Resource CD-ROM

The following maps, figures, and images from Chapter 16, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 16.1 The Natural Environment of the West, 1860s
- Map 16.2 Western Trunk Lines, 1887
- Map 16.3 The Indian Frontier, to 1890
- Map 16.4 The Sioux Reservations in South Dakota, 1868–1889
- Map 16.5 The Mining Frontier, 1848–1890
- Map 16.6 The Settlement of the Pacific Slope, 1860–1890
- Yo-Hamite Falls (1855)
- Tepee Liner
- Cowboys on the Open Range
- John Muir

## Using the Bedford Series with *America's History, Sixth Edition*

Available online at [bedfordstmartins.com/usingseries](http://bedfordstmartins.com/usingseries), this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture into the U.S. History Survey. Relevant titles for Chapter 16 include

- *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*, Edited with an Introduction by Colin G. Calloway, *Dartmouth College*

## FOR STUDENTS

### Documents to Accompany *America's History*

The following documents and illustrations are available in Chapter 16 of the companion reader by Kevin Fernlund, *University of Missouri-St. Louis*:

1. Custer's Last Stand, *Helena Daily Herald* (July 4, 1876)
2. Helen Hunt Jackson, *A Century of Dishonor* (1881)
3. The Dawes Severalty Act (1887)
4. Buffalo Bird Woman, "Beginning a Garden" (1917)
5. Howard Ruede, Letter from a Kansas Homesteader (1878)
6. John Wesley Powell, Report on the Lands of the Arid Region (1878)
7. William E. Smythe, On Irrigation (1905)
8. On Chinese Immigration (1876, 1882)
9. The White Caps, *Nuestra Plataforma: Hispanics Protest Anglo Encroachment in New Mexico* (1890)
10. Charles Fletcher Lummis, *The Land of Poco Tiempo* (1893)
11. Mormon Renunciation of Polygamy, Woodruff Manifesto (1890)
12. John Muir, A Perilous Night on Shasta's Summit (1888)

## Online Study Guide at [bedfordstmartins.com/henretta](http://bedfordstmartins.com/henretta)

The Online Study Guide helps students synthesize the material from the text as well as practice the skills historians use to make sense of the past. The following map, visual, and documents activities are available for Chapter 16:

### Map Activity

- Map 16.5 The Mining Frontier, 1848–1890

### Visual Activity

- Reading American Pictures: *Uncovering the Culture of Plains Indians*

### Reading Historical Documents Activities

- Comparing American Voices: *Becoming White*
- Voices from Abroad: Baron Joseph Alexander von Hubner: *A Western Boom Town*

## Critical Thinking Modules at [bedfordstmartins.com/historymodules](http://bedfordstmartins.com/historymodules)

These online modules invite students to interpret maps, audio, visual, and textual sources, centered on events covered in the U.S. history survey. Relevant modules for Chapter 16 include

- The Industrialization of the United States, 1860–1910
- Asian Americans, Race, and Citizenship in the Late Nineteenth Century