

## Fraser: Chapter 16

Complete the following exercises in order *as you read* the chapter.

### INTRODUCTION

Introductions provide a valuable guide to the material you are about to read, telling you what topics will be covered and how they fit together. If you keep the "big picture" provided by the introduction in mind as you read the chapter, you'll find it much easier to organize your notes, identify important information, and avoid getting lost in the details. With this in mind, re-read the introduction to Chapter 16. As you read, make a list of the key topics you expect to learn about.

#### Key Topics

#### Key Terms

When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

### The Tribes of the West and the U.S. Government

#### Graphic Note Taking: Compare and Contrast

Once the Civil War was over, the government gave renewed attention to Indian peoples, particularly those of the Great Plains. Westward migration of whites resumed and conflicts between whites and Indians intensified. As you read this section, use a table like the one included below to take notes on the impact of these developments for major Indian groups. You'll use your table to answer a question when you finish this section.

	General Characteristics in Post-Civil War Period	Interactions with U.S. Government
The Comanche Empire		
The Navajos and Apaches		
The Modocs, the Nez Perce, and the Pacific Coast Tribes		
The Lakota Sioux		

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. How did the U.S. government interpret the Medicine Lodge Creek Treaty? How did the Comanche

2. What factors combined to make the Bosque Redondo a complete failure?

3. What considerations shaped Ulysses S. Grant's Peace Policy?

### Making Connections

Take another look at the photograph of the Ghost Dance on page 487 of your text book. What did the dance mean to the Indians who participated in it? What did it mean to whites who witnessed it?

## Graphic Note Taking: Follow Up

Use your notes to help answer the following question. How did various Indian groups respond to efforts to force them onto reservations in the decades following the Civil War?

## The Impact of the Transcontinental Railroad, 1869

### Graphic Note Taking: Outline

The construction of a transcontinental railroad was one of the most important American engineering feats of the nineteenth century. As you read the section, create an outline like the one included below to help you identify the most important consequences of the completion of the transcontinental railroad. You'll use your outline to answer a question when you finish this section.

#### I. The Impact of the Transcontinental Railroad

##### A. Building the Transcontinental Railroad

1. Before the Civil War, a variety of routes were proposed for the railroad.
2. After the war began, a northerly route was chosen and work began in 1862.
3. The end of the war brought a rush to complete construction

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. What roles were played by the Central Pacific railroad, the Union Pacific railroad, and the federal government in the construction of the transcontinental railroad?

2. How did technological innovations contribute to the growth of the nation's railroad network in the post-Civil War era?

3. Why did trains lead many Americans to develop a new sense of time?

### **Making Connections**

Take another look at the photograph of Chinese railroad workers on page 491 of your text book. What challenges and obstacles did construction of the transcontinental railroad present?

### **Graphic Note Taking: Follow Up**

Use your notes to answer the following question. What were the most important economic consequences of the expansion of the nation's railroad network in the decades following the Civil War?

## **The Transformation of the West**

### **Graphic Note Taking: Cause and Effect**

Railroads, the defeat of the Indians, and a new wave of white settlement combined to transform the West. As you read this section, use a table like the one included below to take notes on the changing social, political, and economic order in the West in the late nineteenth century. You'll use your table to answer a question when you finish this section.

<b>Western Society</b>
<b>The Western Economy</b>

**Reviewing the Facts**

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. What led to the post-Civil War cattle boom?

2. How and why did Latino resistance in New Mexico and Texas differ?

3. What were the consequences for Indians and Latinos of the influx of white settlers, particularly farmers, after 1870?

**Making Connections**

Take another look at the photograph of a Colorado mining town on page 503 of your text book. How did

**Graphic Note Taking: Follow Up**

Use your notes to answer the following question. In your opinion, does the term "Wild West" create a fair and accurate impression of the late nineteenth-century American West? Why or why not?