

Chapter 13 Study Guide: Westward Expansion, 1860-1900 American History

This test will be comprised of two sections, an in-class objective test and a short answer section submitted online to Turnitin.com.

Objective Test: Friday, January 14, 2011 (in-class)

Short Answer Section due: Friday, January 14, 2011 no later than 10 PM on Turnitin.com
(assignment next page)

CONCEPTS TO REVIEW FOR THE OBJECTIVE TEST:

- **Native Americans:** ***Also illustrated in [Into the West](#)*
 - How important is the concept of land ownership?
 - Understand what Native American life on the Plains needed to survive
 - Why did many of the treaties signed fall apart?
 - What is the “cycle”?
 - Be familiar with the map on p. 411 – understand the major events and what caused this “map” to change
 - How did the federal government in the late 1870s into the 1880s try to change the cycle of violence? (one example: Dawes Act-see above)
 - What was the “Indian-rights” movement?
- **Role of Government:** Understand the following government actions towards westward expansion and **what the purpose of these actions** were:
 - Homestead Act (and what was required?)
 - Morrill Land-Grant Act
 - Dawes Severalty Act
- **Homesteaders:** ***Also illustrated in [Into the West](#)*
 - What was life like for homesteaders?
 - How difficult was it to settle the Great Plains?
 - What was life like for women?
- **Why move west?**
 - Exodusters?
 - Immigrants?
 - Average American citizens?
- **Boomers, Sooners and Oklahoma (opened in 1889)**
- **Ranching and the Cattle Boom** – what began the “long drives” and the cattle boom? What ended it?
- **Mining Frontier:**
 - What was mined? Who did the mining?
 - Once all of the surface gold/silver was mined, who took over?
- **Railroads**
 - How did the government help the railroads?
 - What was the **Interstate Commerce Act of 1887** and why was it necessary?
- **Farming and Farmers Problems in the Late 1800s:**
 - What was a common complaint that farmers made to their state and federal government representatives?

- How did farmers organize themselves? (i.e. know the Grange and what they supported)
- In the debate on inflation/deflation, what would farmers want?
- Farm mechanization (key term) – what was the significance of this? How did technology help, but also hurt farmers?
- What were bonanza farms?
- **Economics and the Debate on Currency:**
 - Who would want gold-only policy? Why?
 - Who would want “free silver”? Why?
 - Understand these terms: inflation, deflation, bi-metallism
- **Populist Movement**
 - What major ideas did the Populists support?
 - Why did they lose the Election of 1896?
- **Understanding the history of the West:**
 - What are some major myths about the West?
 - What was the main message of Frederick Jackson Turner’s thesis?

SHORT ANSWER TEST INSTRUCTIONS

This section will compromise of **50%** of your final test score.

Choose **ONE** of the following topics:

1. What were some of the hardships that frontier farmers faced in the mid to late-1800s?

Include:

- availability of land & housing
- working conditions
- dangers of living on the frontier, including weather
- economic concerns

2. What are some of the main reasons that the federal government’s policy of assimilation failed?

Include:

- Native Americans’ way of life
- Cultural differences
- Attitude of whites toward Native Americans
- Government promises

Instructions:

- Answer in 3-5 complete paragraphs
- Response must be typed, double-spaced with 10-12 point font
- Use proper spelling and grammar (see the Writing Advice document if you need help)
- The textbook should be the only source. When specific information is used from the textbook, cite the page number in parenthesis. For example (451).
- Remember to use specific historical examples to support your argument
- **Essay must be submitted online to Turnitin.com no later than 10:00 PM on Friday, January 14th**

Grading Rubric next page...

Grading Rubric - this is how you will be scored!

Introduction - Essay begins with a proper introduction that presents a thesis (main argument/answer to the question)	0 - 5 points
Historical Content - Specific historical examples are included for each content area (see the "include" bullets)	0 - 20 points (5 pts. per item)
Analysis - Entire essay provides a clear argument	0 - 10 points
Format - Proper MLA format, instructions are met	0 - 3 points
Spelling/Grammar - Proper spelling and grammar	0 - 3 points

FINAL TEST GRADING

Objective Test

33 questions # correct / 33 = % score % score x 0.50 = _____

Short Answer Test

41 points possible # earned / 41 = % score % score x 0.50 = _____

TEST GRADE _____