



CHAPTER 13 ASSESSMENT

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to changes on the Great Plains.

- | | |
|------------------|---------------------------|
| 1. Homestead Act | 6. George A. Custer |
| 2. Sitting Bull | 7. William Jennings Bryan |
| 3. assimilation | 8. William McKinley |
| 4. Morrill Act | 9. Populism |
| 5. exoduster | 10. Grange |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

Cultures Clash on the Prairie (pages 408–417)

1. Identify three differences between the culture of the Native Americans and the culture of the white settlers on the Great Plains.
2. How effective was the Dawes Act in promoting the assimilation of Native Americans into white culture?
3. Why did the cattle industry become a big business in the late 1800s?
4. How did cowboy culture reflect the ethnic diversity of the United States?

Settling on the Great Plains (pages 420–424)

5. What measures did the government take to support settlement of the frontier?
6. How did settlers overcome the challenges of living on the Great Plains?

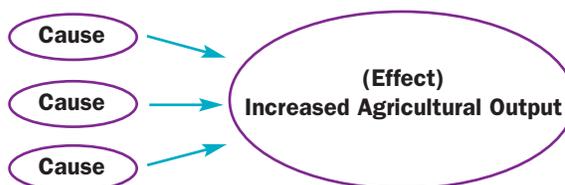
Farmers and the Populist Movement

(pages 425–429)

7. What economic problems confronted American farmers in the 1890s?
8. According to farmers and other supporters of free silver, how would bimetallism help the economy?

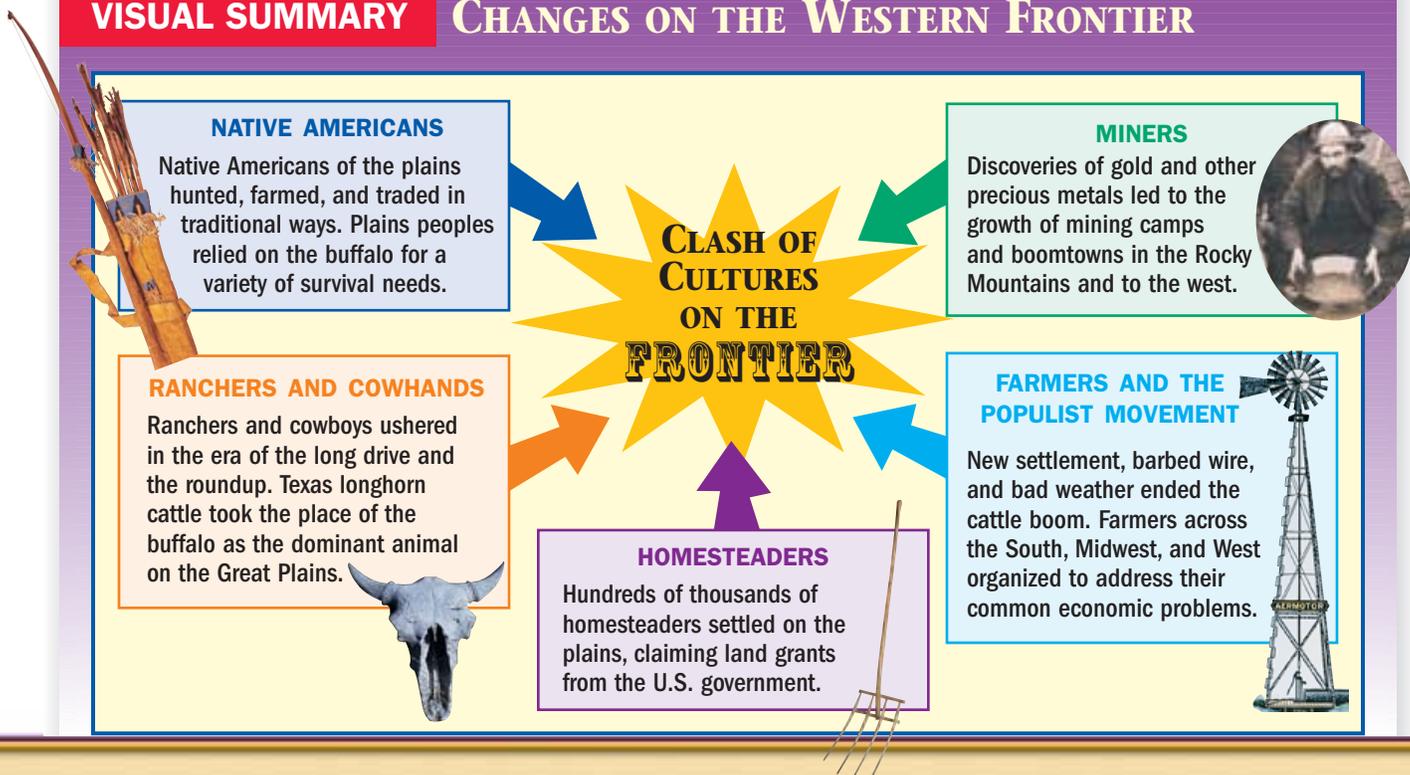
CRITICAL THINKING

1. **USING YOUR NOTES** Create a cause/effect diagram identifying the reasons that agricultural output from the Great Plains increased during the late 1800s.



2. **ANALYZING MOTIVES** In 1877, Nez Perce Chief Joseph said, “My people have always been the friends of white men. Why are you in such a hurry?” Why do you think white people hurried to settle the West, with so little regard for Native Americans? Give evidence from the chapter to support your position.
3. **INTERPRETING CHARTS** Look at the chart of Gold Bugs and Silverites on page 428. What would be the result of the policies favored by the gold bugs? by the silverites?

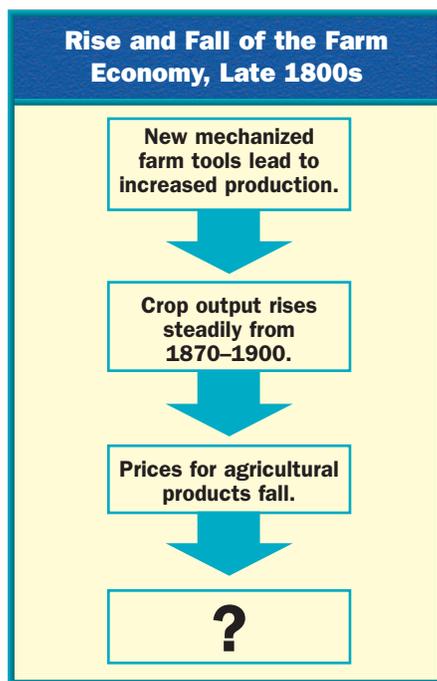
VISUAL SUMMARY CHANGES ON THE WESTERN FRONTIER





Standardized Test Practice

Use the flowchart and your knowledge of U.S. history to answer question 1.



1. Which effect accurately completes the flowchart?
- A Farmers have less money to repay loans, and many lose their farms.
 - B Small farmers live off the land, so are not affected by the economy.
 - C Wealthy farmers hoard gold, rather than depend on paper money.
 - D The government subsidizes farmers to help them pay their bills.

Use the quotation and your knowledge of U.S. history to answer question 2.

“[We] have been taught to hunt and live on the game. You tell us that we must learn to farm, live in one house, and take on your ways. Suppose the people living beyond the great sea should come and tell you that you must stop farming, and kill your cattle, and take your houses and lands, what would you do? Would you not fight them?”

—Gall, a Hunkpapa Sioux, quoted in *Bury My Heart at Wounded Knee*

2. What was Gall’s view of future relations between the Plains Indians and the settlers?
- F peaceful coexistence
 - G further conflict
 - H mutual respect
 - J equality before the law
3. How did the invention of barbed wire in 1874 change the look of the Western frontier?
- A It endangered wildlife.
 - B It ended the cattle frontier.
 - C It increased cattle stocks.
 - D It enriched the cow towns.

ADDITIONAL TEST PRACTICE, pages S1–S33.



TEST PRACTICE

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ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 407:

What do you expect to find on settling in the West?

Suppose you are a frontier settler. Write a letter to the family members you left behind describing your journey west and how you are living now. Perhaps, for example, you and your companions have built a soddy. Use information from Chapter 13 to provide some vivid impressions of life on the frontier.

2. **VIDEO LEARNING FROM MEDIA** View the American Stories video, “A Walk in Two Worlds.” Discuss the following questions in small groups.
- How did Zitkala-Ša react to life in the boarding school?
 - What lessons about clashes of cultures did you learn from Zitkala-Ša’s experience?
 - How might people make interactions with other cultures a positive, rather than a negative, experience?

Stage a panel discussion for the class.