

Activity Page 1.1

Use with Chapter 1

Letter to Family

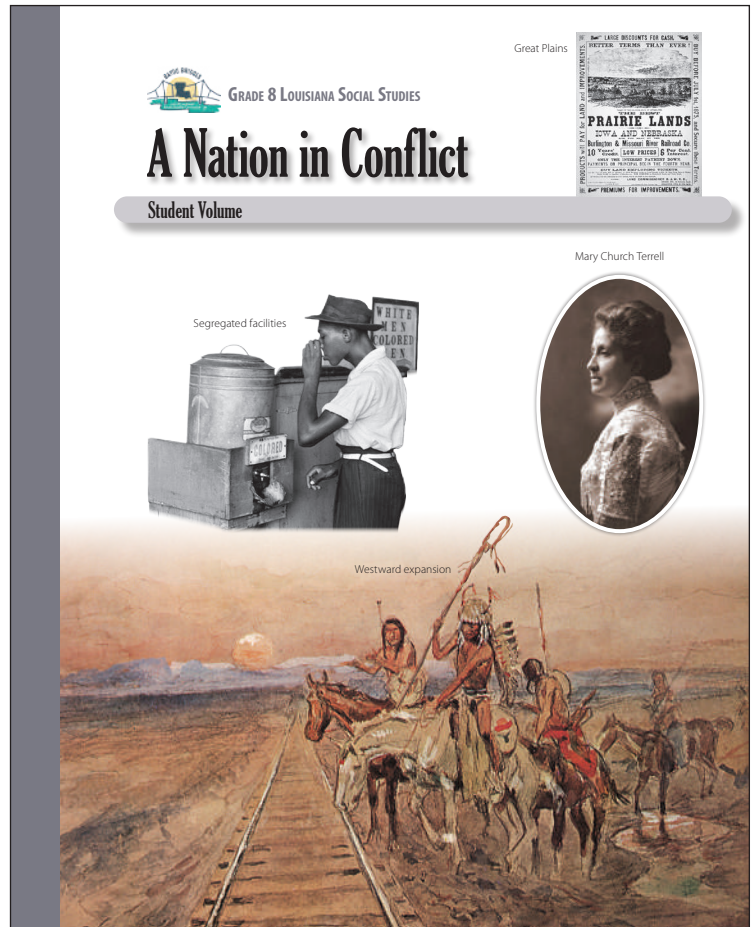
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about westward expansion and the post-Reconstruction era. They will learn how Native American cultures were affected by settlers moving west. They will also learn about the struggle for civil rights in the late nineteenth and early twentieth centuries.

In this unit, students will analyze the motivations for westward expansion and its effects on the Native American population, including events such as the extermination of the bison, the reservation system, and the Dawes Act. They will analyze the causes and effects of conflict between Native Americans and the U.S. government. They will analyze the causes and consequences of the *Plessy v. Ferguson* decision, Jim Crow laws, disenfranchisement of African Americans, and changes to the Louisiana Constitution. They will explore how the effects of these practices were countered by Historically Black Colleges and Universities (HBCUs) and civil rights reformers such as W. E. B. Du Bois, Booker T. Washington, Mary Church Terrell, and Ida B. Wells.

As part of their exploration, students will also learn a little bit about the violence experienced by Native American groups at the hands of U.S. forces. They will also learn about some of the racial discrimination and violence that African Americans faced during the era following Reconstruction. This information is presented in a factual, age-appropriate way. The goal is to foster a complete and accurate understanding of the events of the past and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

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.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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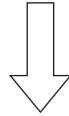
Date _____

Activity Page 1.3

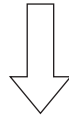
Use with Chapter 1

Claims and Evidence

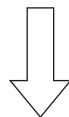
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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.

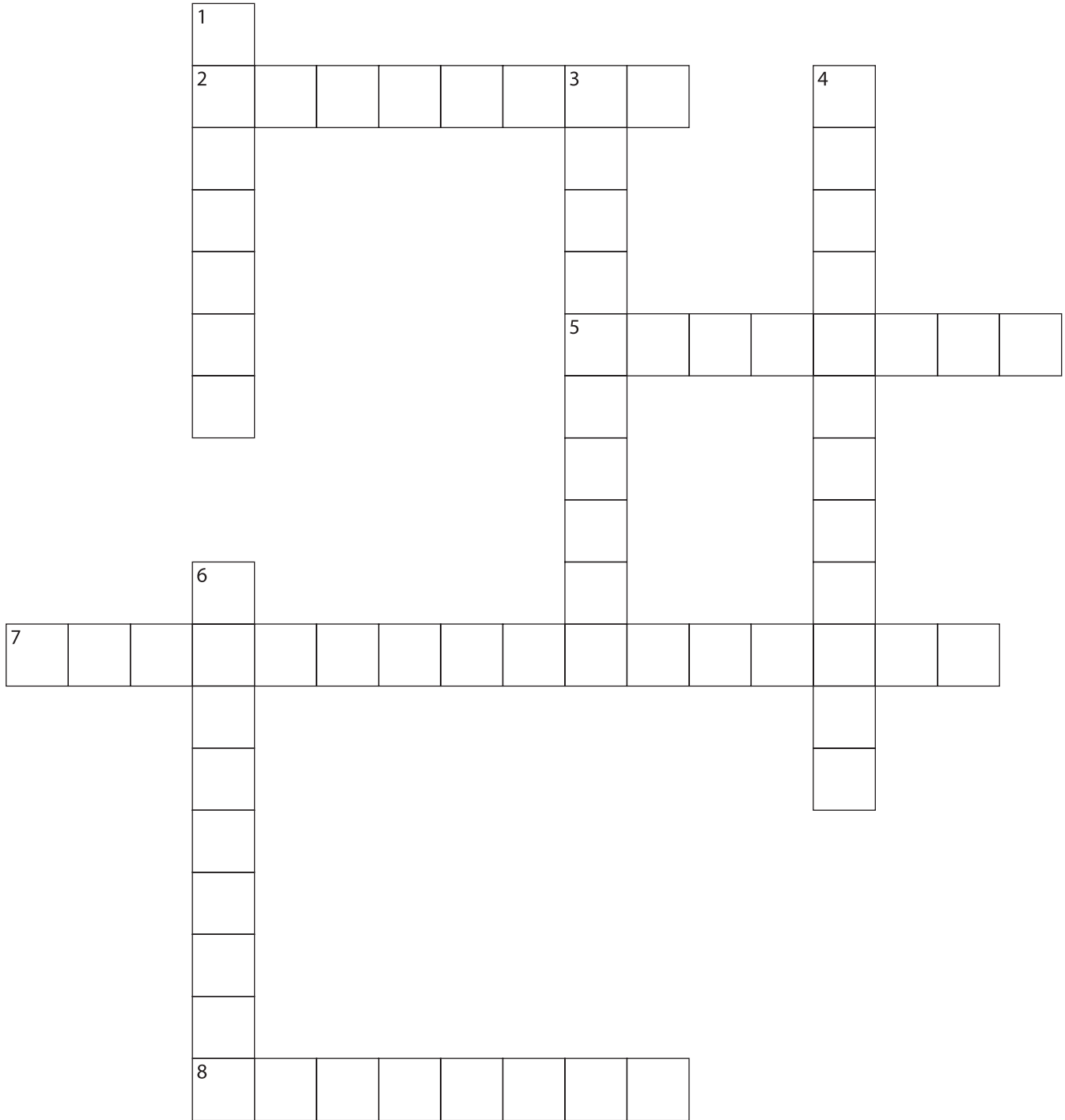
regiment accommodationist lynching suffragist
assimilation manifest amnesty political

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



Assessment: Chapter 1—*The West and the Native American Experience*

A. On your own paper, write the letter(s) that provides the best answer.

1. What did historian Frederick Jackson Turner think was most important in the development of American history? (8.10.b)
 - a) voting rights
 - b) the railroad
 - c) the frontier
 - d) cattle
2. Use the image to answer the question.

LARGE DISCOUNTS FOR CASH.
BETTER TERMS THAN EVER!

VALLEY OF THE BIG BLUE, SOUTH OF KEWANEE, NEB.

THE BEST PRAIRIE LANDS
— IN —
IOWA AND NEBRASKA
ARE FOR SALE BY THE
Burlington & Missouri River Railroad Co.

10 Years' Credit. LOW PRICES 6 Per Cent. Interest.

ONLY THE INTEREST PAYMENT DOWN.
PAYMENTS ON PRINCIPAL BEGIN THE FOURTH YEAR.

BUY LAND EXPLORING TICKETS.
and the Cost of Same will be Allowed on First Payment made on Land bought within 90 days from Date of Ticket.
HALF FARE to Families of Emigrants. LOW FREIGHTS on Household Goods and Farm Stock.
1st-Class Rates with full information on every question, will be sent FREE to every applicant.

ADDITIONAL: **LAND COMMISSIONER B. & M. R. R.,**
LARGE Historical Maps of Iowa, NE, etc. LINCOLN, NEB., for Nebraska Lands.
MILWAUKEE, WI, etc. BURLINGTON, IOWA, for Iowa Lands.

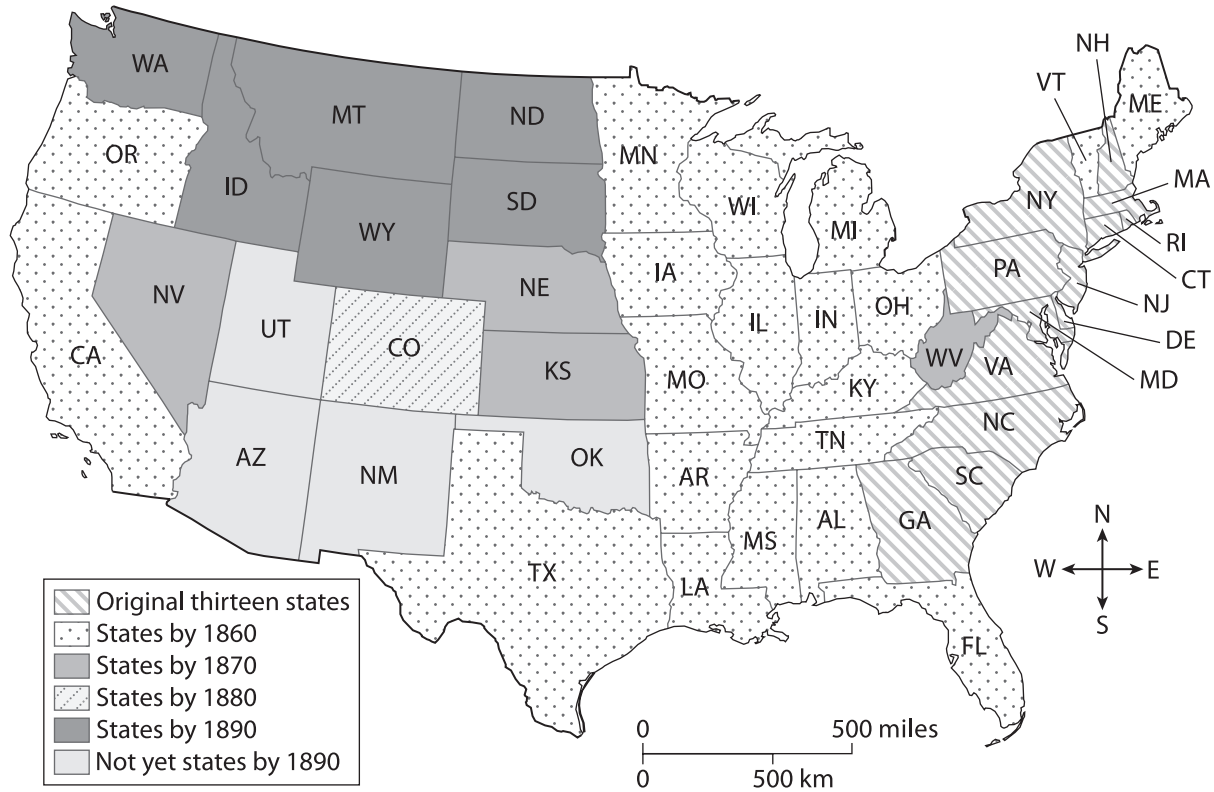
PRODUCTS will PAY for LAND and IMPROVEMENTS. **BUY BEFORE JULY 1st, 1875, and Secure these Terms.**

PREMIUMS FOR IMPROVEMENTS.

What were posters like this one meant to encourage? (8.10.a)

- a) gold mining
- b) enlistment in the army
- c) employment by the railroads
- d) settlement of western territories

3. Use the map to answer the question.



According to the map, what happened in the United States between 1860 and 1890? (8.4)

- a) Ten new territories in the West became states.
- b) California, Oregon, and Texas became states.
- c) The United States added no new territories.
- d) Hawaii and Alaska became states.

4. Use the image to answer the question.



What effects did Wild West shows such as Buffalo Bill's have? Select the **two** correct answers. (8.10, 8.10.a)

- a) They portrayed the West inaccurately.
 - b) They raised money to help new farmers.
 - c) They created a unique American identity.
 - d) They allowed actors to educate new settlers.
 - e) They encouraged settlers to respect Native American land.
5. Use the image to answer the question.



What is one way in which Native American ways of life changed as settlers moved west? (8.10.c)

- a) The transatlantic railroad ran through the homes of the largest Native American groups.
- b) Treaties removed the source of conflict between Native Americans and settlers.
- c) Native Americans were asked to share their cultures with the new settlers.
- d) Bison were hunted for profit and sport to the point of depletion.

6. What set the events of the Sand Creek Massacre in motion? **(8.10.d)**
- a) A rumor spread that Native Americans were responsible for the murder of a mining family.
 - b) Native American leaders took the governor up on his offer of protection and food.
 - c) Native American leaders voluntarily left Fort Lyon to relocate to Sand Creek.
 - d) U.S. troops were sent to Sand Creek.
7. Why did the United States government break the Second Treaty of Fort Laramie? **(8.10.d)**
- a) General Custer was killed in battle.
 - b) Gold was discovered in the Black Hills.
 - c) Native American leaders threatened to start a war.
 - d) Sitting Bull claimed the Montana Territory for the Sioux.
8. What were the consequences of the Dawes Act for Native Americans? Select the **two** correct answers. **(8.10.d)**
- a) Sitting Bull was arrested by the Bureau of Indian Affairs.
 - b) The Sioux people tried to protect Sitting Bull from arrest.
 - c) Native Americans had to abandon their communal way of life.
 - d) American officials banned the Ghost Dance in Dakota Territory.
 - e) Many Native Americans sold their land to white settlers for less than the land was worth.
9. Considering that nineteen soldiers were awarded the Congressional Medal of Honor after Wounded Knee, which statement most accurately describes how the United States government viewed the events that occurred there? **(8.10.d)**
- a) The Native Americans were defending themselves.
 - b) The soldiers were acting in an unjust way.
 - c) The soldiers acted in a reasonable way.
 - d) The Native Americans fought bravely.

10. Use the quotation to answer the question.

“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.”

—Frederick Jackson Turner, “The Significance of the Frontier in American History”

According to Turner, what has the American intellect gained from the frontier? **(8.10.b)**

- a) great material wealth
- b) a grasp of artistic things
- c) strength and individualism
- d) knowledge of good versus evil

11. Use the quotation to answer the question.

“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.”

—Helen Hunt Jackson, *A Century of Dishonor*

What effect did the Gold Rush have on the Native Americans of the Pacific coast? (8.10.c)

- a) The Gold Rush caused settlers to drive Native Americans from their lands.
 - b) The Gold Rush caused a new wave of treaties to be made.
 - c) The Gold Rush led to Native Americans growing rich.
 - d) The Gold Rush kept settlers away from the Pacific.
12. What was the purpose of institutions such as the Carlisle Indian Industrial School? (8.10.c)
- a) to force the assimilation of Native Americans
 - b) to offer higher education to Native Americans
 - c) to provide job skills training to Native Americans
 - d) to push Native Americans off their ancestral lands

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The lives of Native Americans changed in negative ways because of westward expansion and U.S. policies. Use evidence from the chapter to support this claim. (8.7, 8.7.a, 8.7.c, 8.7.d, 8.10.c, 8.10.d)

Assessment: Chapter 2—Post-Reconstruction and the Jim Crow Era

A. On your own paper, write the letter(s) that provides the best answer.

1. What did the Compromise of 1877 do? (8.9)
 - a) It granted African Americans the right to vote.
 - b) It enacted literacy tests and poll taxes.
 - c) It marked the end of Reconstruction.
 - d) It ended Jim Crow laws.
2. Use the image to answer the question.



What is portrayed in this picture? Select the **two** correct answers. (8.9.j)

- a) racial segregation in public spaces
 - b) use of poll taxes and literacy tests
 - c) intimidation by the Ku Klux Klan
 - d) effects of Jim Crow laws
 - e) political disenfranchisement
3. Use the quotation to answer the question.

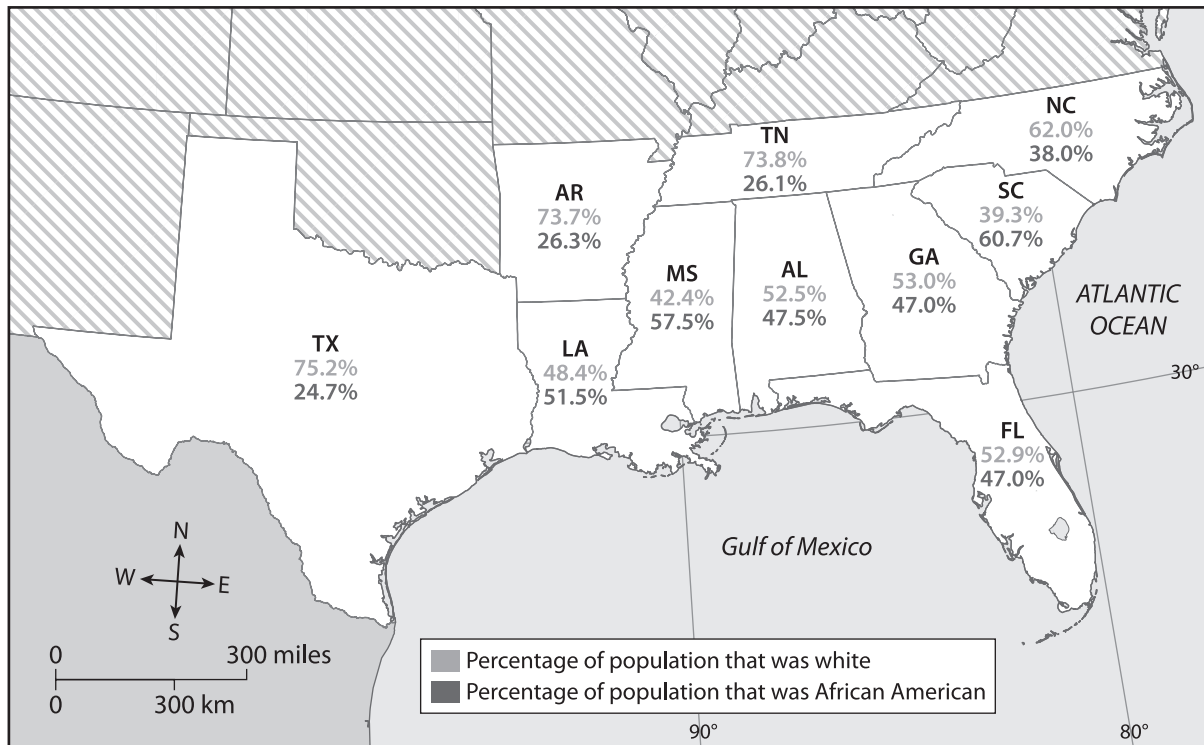
"If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane."

—Justice Brown, *Plessy v. Ferguson*

What practice is referred to in this excerpt? (8.9.i)

- a) public education
- b) separate but equal
- c) granting citizenship
- d) political disenfranchisement

4. Use the map to answer the question.



Which statement is accurate, according to the map? (8.4)

- In southern states with Jim Crow laws, the white population was much higher than the African American population.
 - Many states with Jim Crow laws had nearly equal African American and white populations.
 - States with Jim Crow laws had much higher African American populations.
 - Jim Crow laws were in place predominantly in northern states.
5. Which was a result of 1898 revisions to the Louisiana Constitution? (8.12.i)
- Interracial relationships were deemed illegal.
 - The period of Reconstruction came to an end.
 - Poll taxes and bans on segregated facilities were removed.
 - The state legislature was able to enforce segregation in public facilities.
6. What was the primary purpose of the first Historically Black Colleges and Universities? (8.9.h)
- to counter the discrimination in the American education system
 - to increase the number of African American medical doctors in America
 - to encourage young African American students to enter trades
 - to preserve African American culture
7. What did Booker T. Washington believe was the best way for African Americans to gain equality? (8.9.k)
- ending African American voter suppression
 - pursuing educational and economic opportunities
 - forming organizations that championed civil rights
 - amending state constitutions to include equal rights

8. Use the quotations to answer the question.

“To those of my race who . . . underestimate the importance of cultivating friendly relations with the southern white man, . . . I would say, ‘Cast down your bucket where you are.’ . . . Cast it down in making friends in every manly way of the people of all races by whom you are surrounded. . . . Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions. . . . No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top.”

—Booker T. Washington

“Mr. Washington’s doctrine has tended to make the whites, North and South, shift the burden of the Negro problem to the Negro’s shoulders and stand aside as critical spectators; when in fact the burden belongs to the nation, and the hands of none of us are clean if we do not all work on righting these great wrongs.”

—W. E. B. Du Bois

On what point do the authors of these passages disagree? (8.9.k)

- a) how to achieve the best economic opportunities
 - b) how to educate young African Americans
 - c) how to win legal cases regarding racism
 - d) how to achieve racial equality
9. Use the images to answer the question.



What did these two women have in common? (8.9.k)

- a) They helped found the National Association of Colored Women.
- b) They each wrote a book about women’s suffrage.
- c) They were teachers at the same school.
- d) They were both journalists.

10. Use the quotation to answer the question.

“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.”

—Louisiana Constitution of 1898

What is the name for this type of law? (8.12.i)

- a) poll tax
 - b) literacy test
 - c) grandfather clause
 - d) property ownership
11. Use the quotation to answer the question.

“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 color-blind, 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*.”

—Justice Harlan’s dissent in *Plessy v. Ferguson*

What is Justice Harlan’s opinion about segregationist laws? (8.9.i, 8.9.j)

- a) Segregation violates the Constitution.
 - b) Segregation is justified by the Constitution.
 - c) Segregation is supported by America’s caste system.
 - d) Segregation is allowed only if it means equal treatment.
12. Which African American activist is known for their campaign against lynching? (8.9.k)
- a) Ida B. Wells
 - b) W. E. B. Du Bois
 - c) Mary Church Terrell
 - d) Booker T. Washington

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The lives of African Americans were impacted in negative ways as a result of Jim Crow laws and changes to the Louisiana Constitution. Use evidence from the chapter to support this claim. (8.7, 8.7.a, 8.7.c, 8.7.d, 8.9.i, 8.9.j, 8.12.i)

