

# ELEMENTARY U.S. HISTORY 6: THE LAST GREAT PERIOD OF NEW SETTLEMENT

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE STARTED \_\_\_\_\_ DATE COMPLETED \_\_\_\_\_

**PREREQUISITE:** Elementary U.S. History 5: Slavery and the Civil War course.

**HOW TO DO THIS COURSE:** Do the steps one at a time, in order. When you finish a step, put your initials and the date on the sign-off line on the right. A split line means to get a pass (and an initial) from another student or your academic supervisor if it says that. A \* means get a checkout. All written work is turned in to the supervisor.

**PURPOSE:** Learn how the United States continued to expand, and became a world leader after the Civil War.

**ESTIMATED TIME:** 5–7 hours.

## MATERIALS NEEDED TO DO THIS COURSE

### Heron materials:

Access to *Elementary U.S. History 4* study booklet.

Heron study booklet, *Elementary U.S. History 6: The Last Great Period of New Settlement*, with these data sheets (DS):

7267                      7266                      7542                      7544                      7543                      7528

Exam: 7311, 7312 (review)

### Other required texts/references:

*United States—Adventures in Time and Place* (2000) ISBN 0-02-148855-X, McGraw-Hill School Division. To place orders, call 1-800-442-9685.

Encyclopedia at level of *The New Book of Knowledge*.

### Other recommended texts/references:

*A History of US*, Joy Hakim, Oxford University Press: (paper or cloth)

*Book 7 Reconstructing America*, ISBN 0-19-515332-4 (paper); ISBN 0-19-515331-6 (cloth)

Access to Internet strongly recommended.

### Other materials:

Student's time line from Elementary U.S. History 5, raised relief map of United States, globe, crayons or markers, clay.

## NOTE TO STUDENT

The history book for this course is *United States—Adventures in Time and Place*. Each chapter is divided into lessons. When you read a lesson, there are also illustrations and maps, and extra things to look at. You should read the text and captions of illustrations. You should also understand any illustrations and maps. You do not have to study anything else on the page unless you are told to do so or unless you want to. Each lesson begins with a "Read Aloud," but you do not have to read it aloud.

## A. INTRODUCTION

### 1. PRACTICAL APPLICATION:

- a) Read the Purpose statement for this course. \_\_\_\_

- b) Look at the list of books for Elementary U.S. History 6 in Data Sheet (DS) #7267 Elementary U.S. History Book List. Then pick out a book you would like to read while you do this course. \_\_\_\_
- c) Read step D.1 in the final section of this course. Start the project as soon as you can and complete it in (or before) the final section of this course. The sign-off line for the project is at step D.1. \_\_\_\_

## B. EXPANDING WEST

- 1. READ: DS #7542 Running Out of New Land, section “The Last Great Period of American Settlement.” \_\_\_\_\_
- 2. READ: DS #7544 Railroads Across America to heading “Standardizing the Railroads.” \_\_\_\_\_
- 3. DEMONSTRATE: Look at the map on p. R7 in US and trace the three different ways a person could get from the East Coast to the West Coast before there were transcontinental railroads. \_\_\_\_\_
- 4. DEMONSTRATE: Look at the illustrations of *United States—Adventures in Time and Place* (US), starting on p. 506, and Ch. 18, Lesson 1 “Rails Across the Country,” and read the captions. (The word *tarriers* on p. 513 is explained in the last paragraph on p. 512. *Promontory Point* on p. 514 is defined in the Gazetteer.) \_\_\_\_\_
- 5. DEMONSTRATE: Use the map on p. 515 of US as a guide, and trace the route of the first transcontinental railroad (from Omaha to San Francisco) on a raised relief map as best you can. Notice the land features that the railroad had to cross. \_\_\_\_\_
- \*6. READ: DS #7544, section “Standardizing the Railroads.” \_\_\_\_\_
- 7. ESSAY: Do you think it makes sense to think of transcontinental railroads as “arteries” of the nation? Why or why not? \_\_\_\_\_
- \*8. READ: DS #7542 Running Out of New Land, section “Cattle and Cowboys.” \_\_\_\_\_
- 9. DEMONSTRATE: In US, look at the illustrations of Ch. 18, Lesson 2 “Life on the Range,” starting on p. 518. \_\_\_\_\_
- 10. DEMONSTRATE: On a raised relief map, trace the five cattle trails shown on p. 521 of US. Notice what land features the cowboys had to deal with on each route when they drove cattle north from Texas. \_\_\_\_\_
- \*11. READ: DS #7542, section “Farming the Plains.” \_\_\_\_\_

12. DEMONSTRATE: In US, look at the illustrations of Ch. 18, Lesson 3 “Homesteading on the Plains,” starting on p. 524. (The word *soddie* on p. 527 is explained on p. 526.) \_\_\_\_\_

13. ESSAY: After the East was settled, the next wave of settlers did not settle the Midwest but went to Texas or further westward.

a) Why didn’t they stop and settle the Midwest? (Hint: For additional data, review the last section of DS #7472 Transportation Routes in the 1800s in Elementary U.S. History 4.) \_\_\_\_\_

b) How did the Homestead Act help to bring about settlement on the Midwest plains? \_\_\_\_\_

**Supervisor pass.** \_\_\_\_\_

\*14. READ: DS #7542, section “Eliminating the Bison and Plains Indians” to the end of the data sheet \_\_\_\_\_

15. ESSAY: Why do you think the federal government encouraged homesteaders to move to the Great Plains even though Native Americans were already living there? \_\_\_\_\_

16. DEMONSTRATE: Two “reasons” the bison were eliminated from the Great Plains. \_\_\_\_\_

17. DEMONSTRATE: Look at the map of Native American Reservations on p. 534 of US. Notice that most of them are west of the Mississippi River. Spot the one nearest to where you live. \_\_\_\_\_

18. PRACTICAL APPLICATION: Choose one of these topics: transcontinental railroad, cowboys, homesteads, Plains Wars. Find out three things that you didn’t know before about the topic and tell another student. If you use the Internet, you might start with key words such as these: transcontinental railroad, cowboys history, bison, homestead, Plains Wars. \_\_\_\_\_

19. PRACTICAL APPLICATION: Get your time line from Elementary U.S. History 5. Fill in these points and anything else you want to include:

- First Transcontinental Railroad—1869
- Cattle drives in Great Plains—1866–1886
- Homesteading the Plains—1862–about 1910
- Indian wars in the West—1874–1890.

Include some illustrations. \_\_\_\_\_

## C. EXPANSION AROUND THE WORLD

- \*1. READ: DS #7543 The United States Becomes One of the World’s Most Important Countries. \_\_\_\_\_
2. READ: US, p. 555 only, Ch. 19, Lesson 3 “The United States Expands” section “Two New Territories.” \_\_\_\_\_
3. DEMONSTRATE: Using a globe, find Alaska and Hawaii in relation to the rest of the United States. \_\_\_\_\_
4. DEMONSTRATE: Using the map on p. 556 of US as a guide, find on a globe these islands that the United States took possession of: Philippine Islands, Guam, at least one other Pacific island. \_\_\_\_\_
5. PRACTICAL APPLICATION: US, pp. 558–559. Read: “Using Primary and Secondary Sources.” Then write answers to questions 1 through 5 on p. 559. **Supervisor pass.** \_\_\_\_\_
6. PRACTICAL APPLICATION: Add to your time line a final time. Fill in these points and anything else you want to include:
  - Alaska purchased—1867
  - Hawaii becomes U.S. possession—1898
  - Spanish-American War. U.S. gains Spanish possessions—1898
  - United States has become a world power—1900.

**Supervisor pass.** The student’s time line should include all the points listed in step B.19 and this step, with some illustrations for both steps. \_\_\_\_\_

**NOTE TO STUDENT: Save your time line to use again in Elementary U.S. History 7.**

## D. FINAL APPLICATION SECTION

1. PRACTICAL APPLICATION: Complete one of the projects from DS #7266 Elementary U.S. History Projects with Literature. **Supervisor pass.** \_\_\_\_\_
2. DRILL: To do this drill, use DS #7528 Important Events and Dates for Elementary U.S. History. Look at the table and find the single row for Elementary U.S. History 6. Then do Part A of the Important Events and Dates Drill with it (the drill follows the table). \_\_\_\_\_
3. DRILL: Do Part B of the Important Events and Dates Drill. \_\_\_\_\_
4. DRILL: Do Part C of the Important Events and Dates Drill. \_\_\_\_\_

5. ESSAY: Name a few people (at least three) you learned about in this course that you think were important people for their time and tell why you think so. \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor \_\_\_\_\_ Date \_\_\_\_\_

This student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_