



ISD Virtual Learning

APUSH Period 6 Review, Westward Expansion: Native American Policies

April 20, 2020



APUSH

Lesson: April 20, 2020

Objective/Learning Target: Students will explain the causes and effects of the settlement of the West from 1877 to 1898.

Warm Up

Document 3b

Compare the two pictures. What changed over the period of three years?

What is the purpose of the Carlisle Indian Industrial School?

Lakota boys are pictured when they arrived at the Carlisle Indian Industrial School in Pennsylvania, left, and three years later, right.



Source: New York Public Digital Gallery (adapted)

Lesson Activity: Background Information

Document 2b

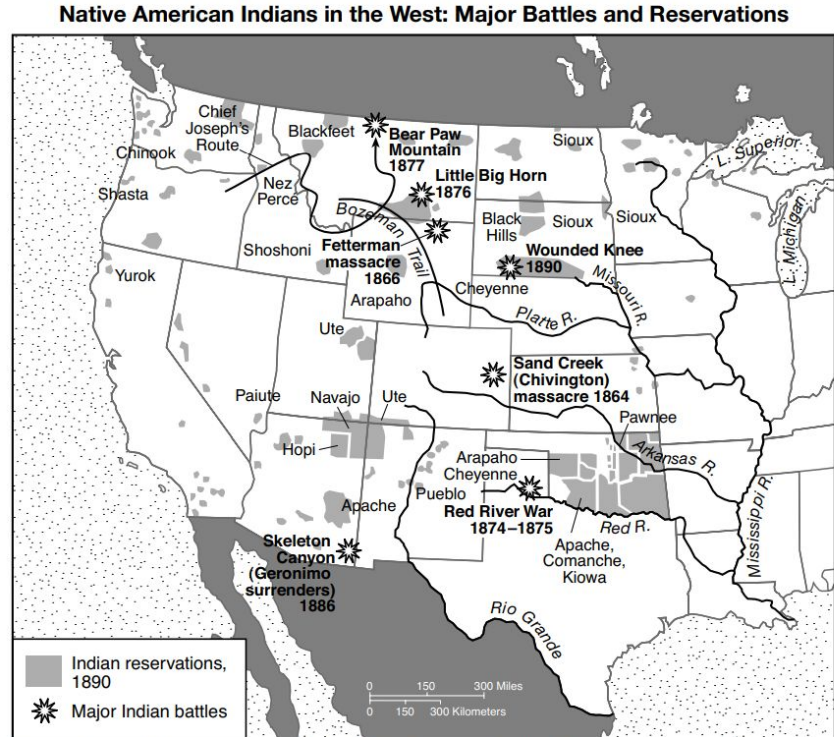
Khan Academy Articles:

[Reservation System](#)

[Dawes Act](#)

[The Indian Wars and the Battle of Little Bighorn](#)

[The Ghost Dance and Wounded Knee](#)



Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

Lesson Activity: Reading Comprehension Questions

1. Compare the effects of the reservation system and the Dawes Act. How was Native American society and culture affected by both of these governmental policies?
2. Analyze the significance of The Battle of Little Bighorn, The Ghost Dance Movements and Wounded Knee. Analyze how each of these events defined this period of relations between the US government and Native American tribes.

Lesson Activity Overview: DBQ Outline

1. Click [HERE](#) for the Document Based Question and Documents
 - a. (Adapted from APUSH with Mr Johnson <https://www.apushwithmrjohnson.com/westward-expansion.html>)
 - b. **Prompt: Analyze the changing policies of the US Government towards the Sioux from 1868 to 1891, their reasoning behind those changes and the effects these changes had on the Sioux.**
2. Look over the updated [APUSH DBQ Rubric](#) for the 2020 Exam
3. Write a DBQ Outline that conforms to this new rubric. Detailed requirements are on the next slide.

Lesson Activity: DBQ Outline

NOTE: This is only one option for an outline. It is flexible. Use what works for you and/or what your AP teacher has specifically taught you. Just make sure to take into account the requirements on the updated Rubric for the 2020 At Home Exam.

- I. Introduction Paragraph
 - A. Contextualization - Background Information
 - B. Thesis Statement (Your Argument) Answer the full question is a historically defensible way
- II. Body Paragraph 1
 - A. Summarize the content of your first document
 - B. Summarize the content of your second document
 - C. Explain how these documents relate to each other and how they support the argument laid out in your thesis
 - D. Discuss at least one of the document's point of view, purpose, historical situation, and/or audience and how it is relevant to your argument
 - E. Outside Evidence - Use relevant evidence beyond what is found in the documents to support your argument
- III. Body Paragraph 2
 - A. Summarize the content of your third document
 - B. Summarize the content of your fourth document
 - C. Explain how these documents relate to each other and how they support the argument laid out in your thesis
 - D. Discuss at least one of the document's point of view, purpose, historical situation, and/or audience and how it is relevant to your argument
 - E. Outside Evidence - Use relevant evidence beyond what is found in the documents to support your argument
- IV. Conclusion (Can be very short, there is no specific point for a conclusion unless you are also hitting other requirements such as outside evidence etc.)
 - A. Restate your thesis in a different way and summarize the evidence you have presented

Throughout the Essay: The Complex Understanding Point. In your essay you must do one of the following: Explain nuance by analyzing multiple variables • Explain both similarity and difference, both continuity and change, or multiple causes, or both causes and effects • Explain relevant and insightful connections within and across periods • Confirm the validity of an argument by corroborating multiple perspectives across themes • Qualify or modify an argument by considering diverse or alternative views or evidence

Additional Unit 6 Practice- *America's History* Textbook Review Videos

[Click HERE](#) to watch a review video on Chapter 16, Conquering a Continent: 1854-1890

Additional Unit 6 Practice- Define and Review Key Terms

Chapter 16

1. Transcontinental Railroad
2. Treaty of Kanagawa
3. Burlingame Treaty
4. Munn v Illinois
5. Gold Standard
6. Homestead Act
7. Morrill Act
8. Land Grant Colleges
9. Comstock Lode
10. Long Drive
11. Exodusters
12. Yellowstone National Park
13. US Fisheries Commission
14. Sandcreek Massacre
15. Indian Boarding Schools
16. Lone Wolf v Hitchcock
17. Dawes Severalty Act
18. Battle of Little Bighorn
19. Ghost Dance Movement
20. Wounded Knee

Reflection

What does the term *Westward Expansion* imply? Do you think that this is a good term to describe the process studied in this lesson? Is there a better term?



ISD Virtual Learning

APUSH: Period 6, Westward Expansion (Economics)

April 20, 2020



APUSH/Period 6

Westward Expansion, Economics: April 20, 2020

Objective/Learning Target:

Explain the causes and effects of the settlement of the West from 1877 to 1898.

Warm Up

Look at this map and answer the following questions in your notebooks:

1. What does this map represent?
2. What could be a cause for trails going to different places on the West Coast?
3. What is a specific motivation for people to move west?

Do the best you can to answer, but if you are having trouble recalling this information we are going to answer it in today's lesson.



The Four National Historic Trails

Lesson Activity: Westward Expansion

[The Homestead Act](#)



As the US expanded it became clear that people would need to settle this new land to help develop it. Click on the Homestead Act link and answer these questions in your notebook.

1. When was it passed?
2. Who qualifies? (3 to 4 factors)
3. What do they get?
4. How much do they pay per acre?
5. What do you think the purpose was of the Homestead Act?

Lesson Activity: Westward Expansion

Technology also made Westward Expansion possible. Read the attached article from [history.com](https://www.history.com) and answer the following questions in your notebook.

1. Why was there a need for the Transcontinental Railroad?
2. How did the TRR develop?
3. What are some specific effects of the development of the railroad? Think about economic effects.



[Transcontinental Railroad](#)

Lesson Activity: Westward Expansion

The Gold Rush:

- In 1848 some settlers found gold in the California mountains.

- So from 1848-1855 the Gold Rush occurred.

- Men moved to California with the dream of finding gold and becoming rich. These men were known as Forty-Niners

- Most did NOT get rich off of gold

- The most significant effect was the develop of mining towns that soon developed into urban centers. (San Francisco was a mining town)

Lesson Activity: Westward Expansion

This is a picture of a mining town. Think about the information you just read about on the previous slide:

1. How did the mining towns help develop and establish the economy of California?
2. How is the reality of the 49ers and Mining Towns different from the mythic image of the American West?



Practice

Look at the two photos of Homesteaders in Nebraska. Analyze the photos:

What stands out about each photo? What does the photo say about the families pictured?

Now make some inferences about Homesteaders:

What kinds of people took advantage of the Act?
What was life generally like for the Homesteaders?

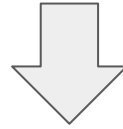


Reflection: Cause and Effect

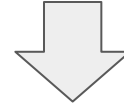
You have read and looked at several documents about the American West. Now use what you have just reviewed and tie it all together.

In your notebook, write about the links between these three events: think about cause and effect. Make sure they are directly linked:

The Homestead Act



Transcontinental Railroad



Mining Towns