

Exercise walk-through

6.3

Westward Expansion: Social and Cultural Development

AP United States History

Westward Expansion after the Civil War

Period 6 runs from **1865** to **1898** – the **Gilded Age**. Industry, migration, and the West transform the country, and every transformation produces a political argument about who benefits.

But the same forces squeezed farmers: **consolidation in agricultural markets** left them facing high freight rates, expensive credit, and falling crop prices.

The final dispossession of American Indians

the shift in policy

federal policy moved **from treaties** to **reservations**, and then to forced assimilation

the Dawes Act

1887: broke communal land into individual allotments and sold the surplus

boarding schools

children removed from families to be stripped of language and custom

what drove it

railroads, mining, cattle and farming all demanded the land

the buffalo

its near-extirmination destroyed the economic basis of Plains life

The change from treaty-making to reservations is a change in **legal status**: from dealing with nations to administering wards. Say that and the analysis is made.

Exercises 2.1·2.2

2.1 State what migrants hoped to achieve and two opportunities they sought. [2]

2.2 State what the U.S. government did. [3]

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2.1 State what migrants hoped to achieve and two opportunities they sought. [2]

2.1

- ideals of self-sufficiency and independence; any two of building railroads, mining, farming, ranching
-

2.2 State what the U.S. government did. [3]

2.2

- violated treaties; responded to resistance with military force; confined American Indians to reservations and denied tribal sovereignty

Exercise 2.3 (a)

2.3 The CED records American Indian action.

(a) State what many did.

[2]

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2.3 The CED records American Indian action.

(a) State what many did.

[2]

(a)

- preserved their cultures and tribal identities despite assimilation policies and attempted to develop self-sustaining economic practices

Exercise 2.3 (b)

2.3 The CED records American Indian action.

(b) Name the three groups competing for land and resources.

[1]

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2.3 The CED records American Indian action.

(b) Name the three groups competing for land and resources.

[1]

(b)

- white settlers, American Indians and Mexican Americans

Exercises 3.1-3.2

3.1 Competition intensified as the American bison population was

[1]

☐

A decimated

B protected

C increased

D unaffected

3.2 The government eventually confined American Indians to reservations and denied [1]

☐

A tribal sovereignty

B all migration

C railroad access

D mineral rights only

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3.2 A

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Exercise 3.3 (a)

3.3 A government signs treaties and then violates them.

(a) State what the CED records.

[1]

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(a)

- that the government violated treaties with American Indians

Exercise 3.3 (b)

3.3 A government signs treaties and then violates them.

(b) Explain why recording the treaties matters.

[2]

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3.3 A government signs treaties and then violates them.

(b) Explain why recording the treaties matters.

[2]

(b)

- a treaty is an agreement between sovereigns, so its violation is evidence about how sovereignty was recognised and then denied