

HISTORICAL ANALYSIS – Causation... *Enclosure of the West... impact on American Indians*

From the 2015 Revised Framework:

Causation - Historical thinking involves the ability to **identify, analyze, and evaluate the relationships** among historical **causes and effects**, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

Argumentation - Historical thinking involves the ability to **create an argument and support it using relevant historical evidence**. Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. **A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence.** The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization). Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

From the 2015 Revised Rubric for the Long Essay - Describes causes AND/OR effects of a historical event, development, or process. Explains the reasons for the causes AND/OR effects of a historical event, development, or process. (2 of 6 possible points) Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.

Review the events on the timeline. Add notes summarizing each event. Some are already summarized for you. Consider the prompt on the next page as you summarize the significance of the remaining items.

From the Revised 2015 Content Outline:

Key Concept 6.2: The **migrations** that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

- A) The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
- B) In hopes of achieving ideals of self-sufficiency and independence, **migrants** moved to both rural and boomtown areas of **the West** for opportunities, such as building the railroads, mining, farming, and ranching.
- C) As migrant populations increased in number and the **American bison population** was decimated, competition for land and resources in the West among white settlers, **American Indians**, and Mexican Americans led to an increase in **violent conflict**.
- D) **The U.S. government violated treaties with American Indians** and responded to resistance with military force, eventually confining **American Indians** to **reservations** and denying tribal sovereignty.
- E) Many **American Indians** preserved their cultures and tribal identities despite **government policies promoting assimilation**, and they attempted to develop self-sustaining economic practices.

Adapted From DigitalHistory.uh.edu:

In 1860, most Americans considered the Great Plains the “Great American Desert.” Settlement west of Minnesota, Iowa, Missouri, Arkansas, and Louisiana averaged just 1 person per square mile. The only parts of the Far West that were highly settled were California and Texas. **Between 1865 and the 1890s, however, Americans settled 430 million acres in the Far West--more land than during the preceding 250 years of American history.** By 1890, the Census Bureau was able to claim that the entire western frontier was now occupied. The discovery of gold, silver, and other precious minerals in California in 1849, in Nevada and Colorado in the 1850s, in Idaho and Montana in 1860s, and South Dakota in the 1870s sparked an influx of prospectors and miners. The expansion of railroads and the invention of barbed wire and improvements in windmills and pumps attracted ranchers and farmers to the Great Plains in the 1860s and 1870s. **The 250,000 Native Americans who lived on the Great Plains were confined onto reservations through renegotiation of treaties and 30 years of war.**

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Timeline Review

Complete the thematic review by identifying each event then analyzing the thread. Some items have been completed for you. Remember you are not just describing events, you are analyzing impact on American Indians.



Comstock Lode, 1859

Sand Creek Massacre, 1864

Colonel J. M. Chivington's militia massacred more than 100 Cheyenne who apparently thought that they had been promised immunity and had land rights under the Treaty of Fort Laramie. Bodies were mutilated. Women and children included. This reflected increasing American thirst for land and resources along with further reduction of Indian lands and respect for treaties.

Fetterman Massacre, 1866

Sioux war party ambushed William J. Fetterman's command of eighty one soldiers and civilians. All Fetterman's men were killed and mutilated. Determined to challenge the growing American military presence in their territory, Indians lured them into the ambush and then slaughtered them.

Treaty of Fort Laramie, 1868

The government stopped efforts to construct the Bozeman Trail and established a "Great Sioux reservation." This lasted until 1874, when gold was discovered in the area.

Carlisle Indian School, 1879

Helen Hunt Jackson writes *A Century of Dishonor*, 1881

Helen Hunt Jackson writes *Ramona*, 1884

Books that brought to light the plight of the American Plains Indians. Unfortunately increased sympathy for Natives did not translate to real tolerance or respect... it translated into stronger efforts to Christianize, educate, and "civilize."



Sun Dance outlawed, 1884

Zealous, white Christians joined with military men in successfully persuading the government to outlaw the sacred Sun Dance. The military men wanted to outlaw what they called the "Ghost Dance" because it was often mistaken for the beating of the war drum. Many feared the unification of tribes would challenge the army. Christian zealots often tried to force Natives to change, such as withholding food if they did not give up their tribal beliefs and traditions.

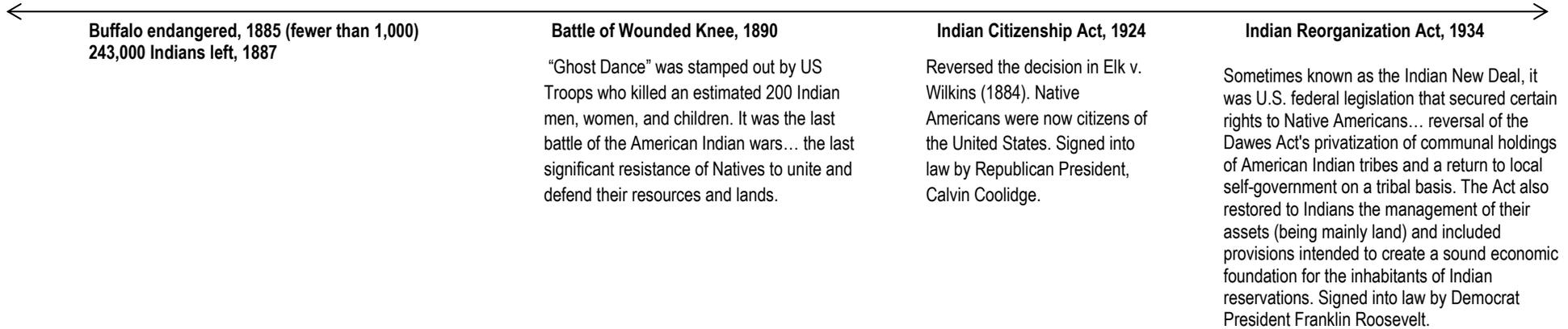
Elk v. Wilkins, 1884

Geronimo Surrenders, 1886

Dawes Severalty Act, 1887

The Dawes Severalty Act of 1887 was the offspring of the movement to reform Indian policy. Reflecting the forced-civilization views of the reformers, the act dissolved many tribes as legal entities, wiped out tribal ownership of land, and set up individual Indian family heads with 160 free acres. If the Indians behaved themselves like "good white settlers," they would get full title to their holdings, as well as citizenship, in twenty-five years.

Timeline Review Continued...



Write a complete thesis/introduction addressing the prompt below. Use your thesis formula. If you do not know the formula, see your writing guidelines and remember.... You will no longer be given the formula on tests!

Prompt: Explain how the American government and westward pioneers responded to the American Indians' attempts to secure their lands and culture during the westward migration and enclosure of the West during the Gilded Age.

Extension-On a separate sheet of paper, write a complete conclusion including a comparative contextualization to Andrew Jackson's Indian Removal Act of the 1830s.