

## **Chapter 13 (or Chapter 5 in other book): Changes on the Western Frontier**

**Chapter Objective:** To analyze the settlement of the Great Plains during the late 1800s and to examine Native American policies, private property rights, and the Populist movement.

### **SECTION 1 Cultures Clash on the Prairie (This may be two sections in some books)**

1. Contrast the cultures of Native Americans and white settlers and explain why white settlers moved west.
2. Identify restrictions imposed by the government on Native Americans and describe the consequences.
3. Identify the government's policy of assimilation as well as continuing conflicts between Native Americans and settlers.
4. Trace the development of the cattle industry.
5. Describe both the myth and the reality of the American cowboy and explain the end of the open range.

### **SECTION 2 Settling on the Great Plains**

1. Explain the rapid settlement of the Great Plains due to homesteading.
2. Describe how early settlers survived on the plains and transformed them into profitable farm land.

### **SECTION 3 Farmers and the Populist Movement**

1. Identify the problems farmers faced and their cooperative efforts to solve them.
2. Explain the rise and fall of the Populist Party.

### **Resources:**

- a) Chapter 13 (chapter5) readings
- b) Required primary source reading of all students:  
to be done in class on classzone.com
- c) Film: "Little Big Man" with Dustin Hoffman

**Process:** The class will be divided into four groups each of which will present their findings to the class.

Group One: section one, 1 – 3

Group Three: section 2

Group Two: section one, 4 - 5

Group Four: section 3

Each group has the following tasks to be completed:

- 1) **Create** a study guide with the important information from your reading that answers the basic tasks above. It will be distributed to other members of the class.
- 2) **Present** your information to the class. Each member must be responsible for a part of the presentation in a meaningful way. Each group will have a maximum of 15 minutes. One person speaks at a time and clearly identifies the purpose of their part of the presentation.

### **Grading:**

Each student will be assessed on involvement in the preparation and on participation in the presentation.

Each student will submit answers to the primary source research questions.

Each student will take a test (not open note) on the total material from the chapter, from the primary sources, and from "Little Big Man."

### **Timeline:**

Day one: Introduction. Read, plan and prepare your study guide for the rest of the class. Decide who will be presenting which information to the class. Show the plan to me at the end of the class.

Day two: a) Start "Little Big Man"  
b) primary sources day: Log on to [classzone.com](http://classzone.com) and follow my directions.

Day three: a) more of "Little Big Man," presentations one and two

Day four: presentations and questions. Review for the test.