



The American West



Name: _____

Class: _____

Table of Contents

Topic	Homework Activity	Complete by:
Homework Quiz 1	Complete the homework quiz and research question	
Homework Quiz 2	Complete the homework quiz and research question	
Homework Quiz 3	Complete the homework quiz and research question	
Homework Quiz 4	Complete the homework quiz and research question	
The Donner Party	Read the primary accounts of the Donner Party's journey and label the map	
Law & Order in the West	Review a western film and create a 'fact or fiction' guide	
Farming on the Plains	Read the story of Laura Ingalls Wilder and analyse her account of the grasshopper plague of 1876	
The Railroad Immigrants	Read the secondary source account of railroads and immigration and answer questions	
Life in a Cow Town	Research the history of Dodge City, Kansas	
The Battle of the Little Bighorn	Read the primary source account written by Red Horse	
Crazy Horse and Custer	Read an excerpt and review from Steven Ambrose's book	
Wounded Knee	Watch and analyse the film <i>Bury My Heart at Wounded Knee</i>	
The New Mount Rushmore		

The American West

Quiz 1

1.	Why were the Great Plains called the Great American desert?	
2.	Name two barriers to settlement of the West	
3.	What is 'counting coup'?	
4.	Which parts of the buffalo did the Plains Indians use?	
5.	What land was sacred to the Lakota Sioux?	
6.	What does the word 'nomadic' mean?	
7.	How was the weather on the Plains harsh?	
8.	What did young men in a warrior brotherhood do?	
9.	Why did Indian tribes raid each other?	
10.	How did Indians and whites think differently about owning land?	

Investigate one of the following and write 2 paragraphs explaining its/his importance to understanding the history of the American West

- The Last Child Society
- the Black Hills (Paha Sapa) of South Dakota
- Crazy Horse

The American West

Quiz 2

1.	The Indian Removal Act forced Indians West of what river?	
2.	What does the word 'frontier' mean?	
3.	What year was the Indian Trade and Intercourse Act passed?	
4.	What territory did the U.S gain from Mexico in the 1840s?	
5.	The Indian Appropriations Act moved Indians onto....	
6.	Who were the first people to use the Oregon Trail?	
7.	Name one factor pushing settlers west	
8.	Name one factor pulling settlers west	
9.	What is 'manifest destiny'?	
10.	What did John Fremont do?	

Investigate one of the following and write 2 paragraphs explaining its/his/their importance to understanding the history of the American West

- mountain men / fur traders
- President Andrew Jackson
- war with Mexico in the 1840s

The American West

Quiz 3

1.	Who devised the trail taken by the Donner Party?	
2.	Which country did the U.S not want to share the Oregon Territory with?	
3.	On whose land was gold first discovered in California?	
4.	What was the name given to the men who headed west in search of gold during the California gold rush?	
5.	Could the gold rush be described as a push factor or a pull factor?	
6.	Which mountain range did the Donner Party have difficulty crossing?	
7.	Who made a name for himself outfitting the California miners?	
8.	Name two problems that created violence in a mining town	
9.	What was 'claim jumping'?	
10.	Why did settlers travel west in wagon trains instead of individual family groups?	

Investigate one of the following and write 2 paragraphs explaining its/his/their importance to understanding the history of the American West

- the Oregon Trail
- Samuel Colt's revolvers
- San Francisco's Chinatown

The American West

Quiz 4

1.	What states did the Mormons move to?	
2.	What is the other name for the Mormon church?	
3.	What is polygamy?	
4.	Why did the Mormons want to settle at the Great Salt Lake?	
5.	What was the Perpetual Emigration Fund?	
6.	Who led the Mormons after the death of Joseph Smith?	
7.	Name one way Young made sure the trip to Salt Lake was a success	
8.	In what year was the Mountain Meadow Massacre?	
9.	In what year did the Mormons abandon polygamy?	
10.	In what year did Utah become a state?	

Investigate one of the following and write 2 paragraphs explaining its/his/their importance to understanding the history of the American West

- Sam Brannen
- Moroni
- the town of Nicodemus

The Journey of the Donner Party

The Donner Party and their ill-fated journey through the Sierra Nevada mountains have become the stuff of American legend. Led astray by Lansford Hastings, they spent a harrowing winter at the base of a mountain range they couldn't cross. Out of food and supplies, they were forced to resort to cannibalism.

Task	Resources to Use
<ol style="list-style-type: none">1. Read the story of the Donner Party, taken from the SHP textbook2. Complete the comprehension questions	<ul style="list-style-type: none">• account of the Donner Party taken from the SHP textbook

Case study 3: the Donner party

Lansford W. Hastings first visited California in 1843. From then on, he had only one ambition – to take California from Mexico and establish an independent country with himself as President. For this, he needed thousands of settlers. The problem was that Oregon was the more popular destination – partly because it involved a shorter journey. There was only one answer – to find a short cut to California. By examining maps and explorers' reports, he found one.

Although he had not actually used the short cut himself, he advised wagon trains to leave the normal route at Fort Bridger, go south-west to the Great Salt Lake, and then rejoin the usual route. It saved hundreds of kilometres but was to cause disaster for the Donner party in 1846. This group was organised by two well-to-do brothers, Jacob and George Donner. It consisted of 60 wagons and 300 emigrants.

At first everything went well. The party left Independence in May and made good progress. By July they had reached the Little Sandy River. The Donners were keen to travel with Hastings along his short cut but most of the party wanted to follow the usual route. As a result, the company split into two, with 88 people going with the Donners.

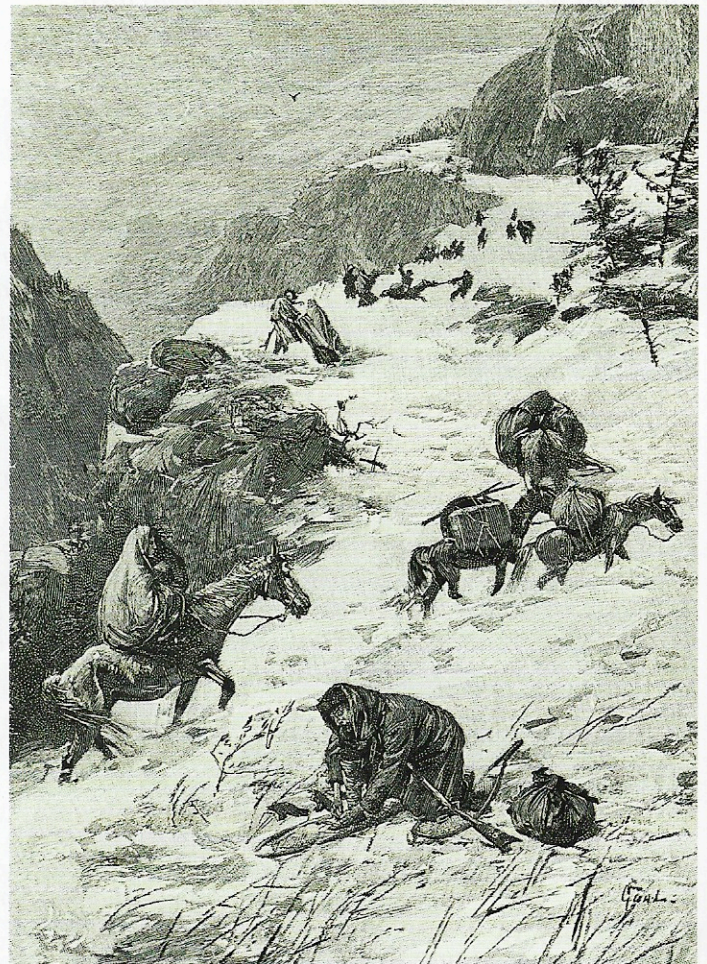
Hastings had agreed to meet them at Fort Bridger. But when they arrived there at the beginning of August Hastings had already left with another party. However, he promised to mark the trail for the Donners.

They started off, but soon came across a note from Hastings stuck into a forked stick. It told them to wait until he could find a way through the Wasatch Mountains. For eight days they camped. At last, instructions came telling them to follow another trail. This turned out to be almost impossible. For days they pushed aside boulders and guided their cattle along twisting paths. Eventually they emerged on to the blinding-white alkali flats of the Great Salt Lake Desert.

According to Hastings, it should have taken two days to cross the desert. It actually took nearly a week. Behind them in the sand the emigrants left four wagons and 300 head of oxen and cattle. Paiute Indians began to raid the stock. They were now in desperate trouble. Quarrels broke out, fights started. One member of the party, James Reed, killed another in self-defence and was banished to the desert. Their food supplies were almost gone and it was already well into September; their chances of crossing the Sierras before snow began to fall were disappearing.

They sent two men ahead to Fort Sutter to bring back supplies. On 19 October one of them returned with a mule-train of food and two Indian guides. They rested and fed at Truckee Meadows. Not until 23 October did they leave the grassy meadows and start into the Sierras. But they thought they had plenty of time. It usually did not start to snow until mid-November. They began the 600-metre climb. On the night of 28 October they made camp fairly happy. When they awoke the next morning there was 15 cm of snow on the ground. The snows had come a month early!

The passes ahead of them were covered by drifts. Sleet coated the rocks with slippery ice. Further storms buried the mountains under a metre of snow. Their animals died of the cold and of suffocation in the drifts. They were snowbound in the High Sierras with blizzards howling down the mountain.



SOURCE 12 *On the Way to the Summit*, an engraving showing the Donner party struggling over the Sierra Nevada mountains

They built crude shelters and huddled together. The snow deepened and the numbing cold grew. Their food supplies were dwindling fast. The first emigrant died of starvation on 15 December. By this time they were eating anything they could chew, including bones, twigs and the bark of trees.

It was clear that someone had to go for help. Fifteen people (eight men, including two Indian guides, and five women) volunteered to try to reach Sutter's Fort. This small group – the 'Forlorn Hope' – started on 16 December. They had starvation rations for six days. It would be 32 days before they saw the first signs of civilisation.

By Christmas Day they had been without food for four days. They agreed that one of them must die to allow the others to live. They drew lots. But no one had the heart to kill the loser. The storms got worse. After two days huddled under their blankets, four of them were dead. The survivors stripped the flesh from their bones, roasted it and ate it. When they moved on they packed the last of the flesh – carefully labelling each piece so that no one would eat their husband or wife. When this food ran out, the Indians, who had refused to eat human flesh, were shot and butchered. At last, on 10 January, the seven survivors (two men and five women) stumbled into Johnson's Ranch.

Rescue parties were sent out, and the first reached the camp on 19 February. It found half the emigrants dead, and the others half-mad. Twenty-three of them were strong enough to be led out of the Sierras but the rest had to wait for the main rescue party. This was delayed, and the emigrants had to resort to cannibalism. The main rescue party arrived at the end of February. It was led by James Reed, who had found his way to California alone after being banished to the desert. He found his wife and four children all alive.



SOURCE 13 An illustration of the Donner party emigrants who were trapped in the Sierras for almost four months

SOURCE 14 A description of what he found at the camp by Captain Fellun, who led one of the rescue parties

“ A horrible scene presented itself. Human bodies terribly mutilated, legs, arms and skulls scattered in every direction. At the mouth of a tent stood a large kettle, filled with human flesh cut up, it was the body of George Donner. His head had been split open and the brains extracted. ”

1. Why did the Donner journey end in disaster?

TASK

1. Trace the three journeys described on pages 62–67 on your own copy of the map on page 60.
2. From these three journeys, what impression do you get of:
 - a) the Indians?
 - b) the role of women?
3. Which group would you rather have belonged to? Why?
4. Make a list of all the dangers and difficulties each group faced. Did the different groups face different dangers and difficulties or the same ones?
5. Design and write a small booklet entitled *The Emigrants' Guide to Travelling to Oregon and California*. In it, you are going to advise people:
 - how to prepare for the journey and when to leave
 - which routes to take
 - how to survive the journey and what dangers to look out for
 - what they can look forward to when they arrive.

You might want to include examples from the Donner story about how not to do things.

Law and Order in the West

Hollywood has been fascinated with the American west for decades. In the 1960s, westerns were immensely popular and, for many Americans, these films provided their first view of the history of the American west. Predictably, many of these films presented a somewhat simplistic view of dashing cowboys, baddies in black hats, and violent Indian tribes. These films can provide us with an interesting and sometimes truthful depiction of the American west, but we need to sort the facts from the fiction.

Task	Resources to Use
<p>3. Watch one of the westerns listed on the right and create a two paragraph review of the film (one paragraph summarising the events of the film and one paragraph explaining your opinion about what the film says about the history of the American west)</p> <p>4. Fill in the 'Fact or Fiction' table with the elements of the film you think were correct and those you think were false or exaggerated.</p>	<p>One of the following westerns:</p> <ul style="list-style-type: none">• The Magnificent Seven (2016)• True Grit (2010)• 3:10 to Yuma (2007)• The Assassination of Jesse James by the Coward Robert Ford (2007)• Wyatt Earp (1994)• Tombstone (1993)• Unforgiven (1992)

Summary of the Film:

My Opinion of the Film:

FACTS	FICTION

Farming on the Plains

Homesteaders who migrated west in the 1800s faced a series of challenges as they lived and farmed on the plains. The stories of one such family have been preserved in the children's books published by Laura Ingalls Wilder in 1932 as the *Little House on the Prairie* series. Laura Ingalls was born in 1867 in Wisconsin. By the 1870s, her family had moved west to Minnesota. In 1874 the grasshopper plague destroyed the family's wheat crop and they were forced to move back east, and then west again to the Dakota Territory. This account is Ingalls' memory of the grasshopper plague.

"A cloud was over the sun. It was not like any cloud they had ever seen before. It was a cloud of something like snowflakes, but they were larger than snowflakes, and thin and glittering. Light shone through each flickering particle.

There was no wind. The grasses were still and the hot air did not stir, but the edge of the cloud came on across the sky faster than wind. The hair stood up on Jack's neck. All at once he made a frightful sound up at that cloud, a growl and a whine. Plunk! Something hit Laura's head and fell to the ground. She looked down and saw the largest grasshopper she had ever seen. Then huge brown grasshoppers were hitting the ground all around her, hitting her head and her face and her arms. They came thudding down like hail.

The cloud was hailing grasshoppers. The cloud was grasshoppers. Their bodies hid the sun and made darkness. Their thin, large wings gleamed and glittered. The rasping whirring of their wings filled the whole air and they hit the ground and the house with the noise of a hailstorm.

Laura tried to beat them off. Their claws clung to her skin and her dress. They looked at her with bulging eyes, turning their heads this way and that. Mary ran screaming into the house. Grasshoppers covered the ground, there was not one bare bit to step on. Laura had to step on grasshoppers and they smashed squirming and slimy under her feet.

Ma was slamming the windows shut, all around the house. Pa came and stood just inside the front door, looking out. Laura and Jack stood close beside him. Grasshoppers beat down from the sky and swarmed thick over the ground. Their long wings were folded and their strong legs took them hopping everywhere. The air whirred and the roof went on sounding like a roof in a hailstorm.

Then Laura heard another sound, one big sound made of tiny nips and snips and gnawings. "The wheat!" Pa shouted. He dashed out the back door and ran toward the wheat-field. The grasshoppers were eating. You could not hear one grasshopper eat, unless you listened very carefully while you held him and fed him grass. Millions and millions of grasshoppers were eating now. You could hear the millions of jaws biting and chewing."

..."It's no use, Caroline," he said. "Smoke won't stop them. They keep dropping down through it and hopping in from all sides. The wheat is falling now. They're cutting it off like a scythe. And eating it, straw and all."

He put his elbows on the table and hid his face with his hands. Laura and Mary sat still. Only Carrie on her high stool rattled her spoon and reached her little hand toward the bread. She was too young to understand.

"Never mind, Charles," Ma said. "We've been through hard times before."

Laura looked down at Pa's patched boots under the table and her throat swelled and ached. Pa could not have new boots now.

Pa's hands came down from his face and he picked up his knife and fork. His beard smiled, but his eyes would not twinkle. They were dull and dim.

"Don't worry, Caroline," he said. "We did all we could, and we'll pull through somehow."

Then Laura remembered that the new house was not paid for. Pa had said he would pay for it when he harvested the wheat. It was a quiet meal, and when it was over Pa lay down on the floor and went to sleep. Ma slipped a pillow under his head and laid her finger on her lips to tell Laura and Mary to be still.

They took Carrie into the bedroom and kept her quiet with their paper dolls. The only sound was the sound of the grasshoppers' eating. Day after day the grasshoppers kept on eating. They ate all the wheat and the oats. They ate every green thing—all the garden and all the prairie grass. "Oh, Pa, what will the rabbits do?" Laura asked. "And the poor birds?" "Look around you, Laura," Pa said. The rabbits had all gone away. The little birds of the grass tops were gone. The birds that were left were eating grasshoppers. And prairie hens ran with outstretched necks, gobbling grasshoppers."

..."That was a merry supper. When they had eaten every bit of it, Pa pushed back his

plate and said, "Well, Caroline."

"Yes, Charles?" Ma said.

"Here's the way out," said Pa. "I'm going east tomorrow morning."

"Oh, Charles! No!" Ma cried out.

"It's all right, Laura," Pa said. He meant, "Don't cry," and Laura did not cry."

"It's harvest time back there," Pa told them. "The grasshoppers went only about a hundred miles east of here. Beyond that there's crops. It's the only chance to get a job, and all the men in the west are heading for those jobs. I've got to get there quick."

"If you think it's for the best," Ma said, "the girls and I can get along. But, oh, Charles, it will be such a long walk for you!"

"Shucks! What's a couple of hundred miles?" said Pa. But he glanced at his old patched boots. Laura knew he was wondering if they would last to walk so far. "A couple of hundred miles don't amount to anything!" he said.

Then he took his fiddle out of its box. He played for a long time in the twilight, while Laura and Mary sat close to him and Ma rocked Carrie near by. He played "Dixie Land," and "We'll Rally Round the Flag, Boys!" He played "All the Blue Bonnets Are Over the Border," and "Oh, Susanna, don't you cry for me! I'm going to California With my wash pan on my knee!" He played "The Campbells Are Coming, Hurrah! Hurrah!" Then he played "Life Let Us Cherish." And he put away the fiddle. He must go to bed early, to get an early start in the morning.

"Take good care of the old fiddle, Caroline," he said. "It puts heart into a man."

After breakfast, at dawn, Pa kissed them all and went away. His extra shirt and pair of socks were rolled in his jumper and slung on his shoulder. Just before he crossed Plum Creek he looked back and waved. Then he went on, all the way out of sight, without turning again. Jack stood pressed close against Laura.

They all stood still for a moment after Pa was gone. Then Ma said, cheerfully, "We have to take care of everything now, girls. Mary and Laura, you hurry with the cow to meet the herd."

Task	Resources to Use
<ol style="list-style-type: none">1. Read Ingalls' account of the grasshopper plague2. Answer the following questions on a separate sheet. One paragraph each.	<ul style="list-style-type: none">• Laura Ingalls Wilder's primary source account of the grasshopper plague• To find out more about Laura Ingalls Wilder, you can go to: http://littlehouseontheprairie.com

1. What inferences about life on the prairies can you make from Ingalls' account?
2. How did the grasshopper plague disrupt life and work for the Ingalls family?
3. Explain three of the long-term consequences of plagues or droughts for farmers on the plains

The Railroad Immigrants

The construction of railroads encouraged a vast amount of immigration to the U.S, as well as migration within the U.S. Railroads created opportunity for new immigrants, but also the possibility of exploitation and suffering. Can we see the railroads as a positive symbol of American expansion into the West, or is the story more complicated?

Work on the first transcontinental railroad began after President Abraham Lincoln approved the Pacific Railway Act of 1862, a landmark law that authorized the federal government to financially back the construction of a transcontinental railroad. Due to the American Civil War, work was delayed for several years. By 1866, however, the great race was on between the Central Pacific Railroad, which was charged with laying track eastward from Sacramento, and the Union Pacific Railroad, which started laying track westward from Omaha, to see which railroad company could lay the most miles of railroad track before the two railroad lines joined up. Because the federal government subsidized at least \$16,000 for each mile of railroad laid as well as generous land grants along the track, each company had a strong financial incentive to lay track as quickly as possible.

This massive work could never have been completed without Chinese and Irish laborers, who comprised the bulk of the workforce. Chinese laborers were brought in by the Central Pacific Railroad in large numbers. Indeed, by the height of the construction effort in 1868, over 12,000 Chinese immigrants were employed, comprising about 80 percent of the Central Pacific's workforce.

The work ethic of the Chinese impressed James Strobridge, the foreman of construction, as did their willingness to do the dangerous work of blasting areas for track in the treacherous Sierra Nevada, an effort that cost some Chinese laborers their lives. Chinese workers even helped lay a record ten miles of track in just twelve hours, shortly before the railroad was completed. The Chinese dedication to the Central Pacific was even more impressive in light of the racial discrimination they experienced. California law prevented them from obtaining full citizenship, but still mandated that they pay taxes to the state of California. In addition, the Chinese were paid only \$27 a month (later rising to \$30 a month), significantly less than the \$35 a month that Irish laborers on the Central Pacific earned for doing the same work.

The Union Pacific was built primarily by Irish laborers from the Eastern Seaboard who were veterans of the Union and Confederate armies during the Civil War. Mormons also supplied labor, due to their desire to see the railroad pass near to Salt Lake City, and thereby to incorporate heavily Mormon Utah into the rest of the country. Although the Irish did not suffer from the same kind of racial discrimination as the Chinese did on the Central Pacific, they were still paid relatively little for hard work in dangerous territory. Irish laborers were killed by Native American war parties, who attacked laborers and construction parties for their efforts to build a railroad that Native Americans believed threatened the continued existence of their culture and violated treaties granted by the US government.

Between 1865 and 1869, the Central Pacific had laid 690 miles of track and the Union Pacific 1,087 miles of track. The meeting of the two railroads and the completion of the first transcontinental railroad at Promontory Summit, Utah, on May 10, 1869, was a major national achievement that could not have occurred without immigrant laborers.

After the first transcontinental railroad was completed, immigrants who entered the US at immigration checkpoints on the Eastern Seaboard such as Ellis Island began using the train system to migrate west. In fact, the railroad companies themselves promoted such plans, because increased population in the west meant more business for railroads. One vivid example of this phenomenon is in Kansas, where the marketing campaign of railroads led to the influx of European, Russian, Mexican, and African immigrants only a decade after murderous conflicts in "bloody Kansas" had presaged the American Civil War. Railroads, then, were the means by which the population of western states increased dramatically due to the creation of new immigrant settlements and the westward migration of native-born Americans.

Task	Resources to Use
<ol style="list-style-type: none"> 1. Read the above secondary account of railroads and immigration 2. Answer the questions below on a separate sheet 	<ul style="list-style-type: none"> • secondary source account of railroads and immigration produced by the Harvard University Open Collections Program • To find out more about the impact of railroads on immigration, you can go to: http://www.kshs.org/p/western-trails-project-railroads-and-immigration/13882

1. Using evidence from the secondary source, explain why you think the Chinese and Irish were seen as ideal labourers by the railroad companies
2. Why was there a significant difference between the large subsidies the government provided to the railroads and the small salaries the railroads paid their workers. What problems do you think this was going to cause?
3. This account gives the impression that railroads were crucial to the development of the American West. To what extent do you think this is true? Explain.

Life in a Cow Town

As the cattle industry developed, cities sprang up in states like Kansas, where railway links connected the cattle drives up from Texas to the cities in the eastern United States where beef was sold. One such town was Dodge City.

Task	Resources to Use
<ol style="list-style-type: none">1. Research the town of Dodge City on the internet using the sites listed on the right2. Create a profile of Dodge City by answering the following questions in the space provided	<ul style="list-style-type: none">• Website of the Kansas Historical Society (https://www.kshs.org/kansapedia/dodge-city-ford-county/12038)• Website of the Ford County Historical Society http://www.kansashistory.us/fordco/dodgecity.html

Who were the original inhabitants of Dodge City?

How was the city developed in the 1860s and 1870s?

How did the city deal with lawlessness?

The Battle of the Little Bighorn

The Battle of the Little Bighorn is an important moment in American history because it was a victory for the Indians. However, white and Indian accounts of the battle show different perspectives of the same event.

Task	Resources to Use
<ol style="list-style-type: none">1. Read the eye-witness account of the battle2. Answer the following questions on a separate sheet	<ul style="list-style-type: none">• eye-witness account of the Battle of the Little Bighorn, written by Chief Red Horse

An Eyewitness Account of the Battle of the Little Bighorn by the Lakota Chief Red Horse, recorded in pictographs and text at the Cheyenne River Reservation, 1881

I was a Sioux chief in the council lodge. My lodge was pitched in the center of the camp. The day of the attack I and four women were a short distance from the camp digging wild turnips. Suddenly one of the women attracted my attention to a cloud of dust rising a short distance from camp. I soon saw that the soldiers were charging the camp. To the camp I and the women ran. When I arrived a person told me to hurry to the council lodge. The soldiers charged so quickly we could not talk (council). We came out of the council lodge and talked in all directions. The Sioux mount horses, take guns, and go fight the soldiers. Women and children mount horses and go, meaning to get out of the way.

Among the soldiers was an officer who rode a horse with four white feet. [This officer was evidently Capt. French, Seventh Cavalry.] The Sioux have for a long time fought many brave men of different people, but the Sioux say this officer was the bravest man they had ever fought. I don't know whether this was Gen. Custer or not. Many of the Sioux men that I hear talking tell me it was. I saw this officer in the fight many times, but did not see his body. It has been told me that he was killed by a Santee Indian, who took his horse. This officer wore a large-brimmed hat and a deerskin coat. This officer saved the lives of many soldiers by turning his horse and covering the retreat. Sioux say this officer was the bravest man they ever fought. I saw two officers looking alike, both having long yellowish hair.

Before the attack the Sioux were camped on the Rosebud river. Sioux moved down a river running into the Little Bighorn river, crossed the Little Bighorn river, and camped on its west bank.

This day [day of attack] a Sioux man started to go to Red Cloud agency, but when he had gone a short distance from camp he saw a cloud of dust rising and turned back and said he thought a herd of buffalo was coming near the village.

The day was hot. In a short time the soldiers charged the camp. [This was Maj. Reno's battalion of the Seventh Cavalry.] The soldiers came on the trail made by the Sioux camp in moving, and crossed the Little Bighorn river above where the Sioux crossed, and attacked the lodges of the Uncpapas, farthest up the river. The women and children ran down the Little Bighorn river a short distance into a ravine. The soldiers set fire to the lodges. All the Sioux now charged the soldiers and drove them in confusion across the Little Bighorn river, which was very rapid, and several soldiers were drowned in it. On a hill the soldiers stopped and the Sioux surrounded them. A Sioux man came and said that a different party of Soldiers had all the women and children prisoners. Like a whirlwind the word went around, and the Sioux all heard it and left the soldiers on the hill and went quickly to save the women and children.

From the hill that the soldiers were on to the place where the different soldiers [by this term Red-Horse always means the battalion immediately commanded by General Custer, his mode of distinction being that they were a different body from that first encountered] were seen was level ground with the exception of a creek. Sioux thought the soldiers on the hill [i.e., Reno's battalion] would charge them in rear, but when they did not the Sioux thought the soldiers on the hill were out of cartridges. As soon as we had killed all the different soldiers the Sioux all went back to kill the soldiers on the hill. All the Sioux watched around the hill on which were the soldiers until a Sioux man came and said many walking soldiers were coming near. The coming

of the walking soldiers was the saving of the soldiers on the hill. Sioux can not fight the walking soldiers [infantry], being afraid of them, so the Sioux hurriedly left.

The soldiers charged the Sioux camp about noon. The soldiers were divided, one party charging right into the camp. After driving these soldiers across the river, the Sioux charged the different soldiers [i.e., Custer's] below, and drive them in confusion; these soldiers became foolish, many throwing away their guns and raising their hands, saying, "Sioux, pity us; take us prisoners." The Sioux did not take a single soldier prisoner, but killed all of them; none were left alive for even a few minutes. These different soldiers discharged their guns but little. I took a gun and two belts off two dead soldiers; out of one belt two cartridges were gone, out of the other five.

The Sioux took the guns and cartridges off the dead soldiers and went to the hill on which the soldiers were, surrounded and fought them with the guns and cartridges of the dead soldiers. Had the soldiers not divided I think they would have killed many Sioux. The different soldiers [i.e., Custer's battalion] that the Sioux killed made five brave stands. Once the Sioux charged right in the midst of the different soldiers and scattered them all, fighting among the soldiers hand to hand.

One band of soldiers was in rear of the Sioux. When this band of soldiers charged, the Sioux fell back, and the Sioux and the soldiers stood facing each other. Then all the Sioux became brave and charged the soldiers. The Sioux went but a short distance before they separated and surrounded the soldiers. I could see the officers riding in front of the soldiers and hear them shooting. Now the Sioux had many killed. The soldiers killed 136 and wounded 160 Sioux. The Sioux killed all these different soldiers in the ravine.

The soldiers charged the Sioux camp farthest up the river. A short time after the different soldiers charged the village below. While the different soldiers and Sioux were fighting together the Sioux chief said, "Sioux men, go watch soldiers on the hill and prevent their joining the different soldiers." The Sioux men took the clothing off the dead and dressed themselves in it. Among the soldiers were white men who were not soldiers. The Sioux dressed in the soldiers' and white men's clothing fought the soldiers on the hill.

The banks of the Little Bighorn river were high, and the Sioux killed many of the soldiers while crossing. The soldiers on the hill dug up the ground [i.e., made earth-works], and the soldiers and Sioux fought at long range, sometimes the Sioux charging close up. The fight continued at long range until a Sioux man saw the walking soldiers coming. When the walking soldiers came near the Sioux became afraid and ran away.

1. How do the Sioux prepare for the battle?
2. How does Red Horse describe the white soldiers? Does he give a positive or negative view of them? Or is he both positive and negative?
3. How do you think Red Horse's perspective on the battle differs from the perspective of a white soldier? What information would an historian need to arrive at a balanced view of the battle (what information does Red Horse's account not provide)?

Crazy Horse and Custer

In 1975, the historian Stephen Ambrose wrote a famous book entitled *Crazy Horse and Custer: The Parallel Lives of Two American Warriors*. His main argument was that both Crazy Horse and Custer were flawed men, but they were equal as warriors, and the Battle of the Little Bighorn was a fight between two nations: the Indians and the whites.

Task	Resources to Use
<ul style="list-style-type: none"> • Read the excerpt from Ambrose's book • Answer the following questions on a separate sheet 	<ul style="list-style-type: none"> • excerpt from Ambrose's <i>Crazy Horse and Custer</i> • review of Ambrose's book • to find out more about Crazy Horse and Custer go to: https://www.pbs.org/weta/thewest/people/

An extract from the Introduction of Stephen Ambrose's *Crazy Horse and Custer: The Parallel Lives of Two American Warriors* (1975).

This is the story of two men who died as they lived—violently. They were both war lovers, men of aggression with a deeply rooted instinct to charge the enemy, rout him, kill him. Men of supreme courage, they were natural-born leaders in a combat crisis, the type to whom others instinctively looked for guidance and inspiration. They were always the first to charge the enemy, and the last to retreat.

Just as they shared broadly similar instincts, so did they have roughly parallel careers. Born at about the same time, they died within a year of each other. Both had happy childhoods, both had become recognised and honoured leaders in their societies at an astonishingly young age (Custer at 23, Crazy Horse at 24), both were humiliated and punished at the height of their careers for violating the fundamental laws of their societies in an attempt to be with the women they loved, both recovered from the blows and re-established their claims to leadership roles, both had younger brothers who were even more daredevil risk takers than they were, and both were in a position when they died that, with a little luck, could have given them the supreme political direction of their people.

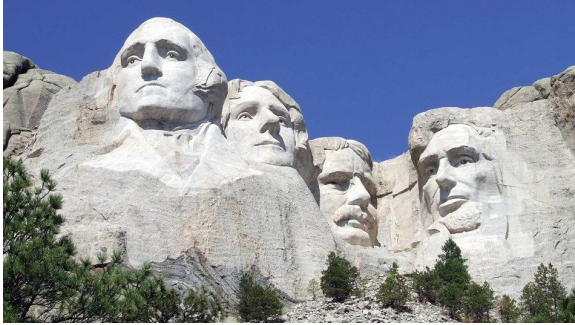
There were other parallels. Neither man drank. Both were avid hunters, for whom only the excitement of combat exceeded the joy of the chase. Each man loved horses, and riding at full gallop across the unfenced Great Plains of North America, day after day, was a source of never-ending delight for both of them. Yet Crazy Horse and Custer, like their societies, were as different as life and death. Crazy Horse and Custer spent their adult lives on the Great Plains, riding, hunting, fighting. They met only twice, on the battlefield, the first time on the banks of the Yellowstone in 1873, the second time on the banks of the Little Bighorn in 1876. The trail each man followed to the Little Bighorn is the subject of the following story.

Robert A. Trennert's review of *Crazy Horse and Custer* (published in *The Journal of American History*, 1976).

'..the obvious point of the book is how totally different were the white and red societies that struggled for control of the frontier. By using comparative chapters, Ambrose concentrates on the gulf between the progress-minded United States and the status quo Indian culture. Custer and Crazy Horse represent these societies, one being flamboyant and ambitious, the other quiet and introspective. No personal connections are drawn between the two men; they hardly knew each other, much the way the two conflicting societies knew nothing of each other. The comparative approach does lead to some exaggeration. The role of Crazy Horse in particular seems overly enlarged, while it may also be doubted that Custer represented as much of America as Ambrose thinks'.

Questions:

1. Is Ambrose correct in believing that Custer and Crazy Horse can be compared as people and warriors? Explain.
2. What was Trennert's main criticism of Ambrose's book?
3. Can Custer and Crazy Horse be used as symbols of white and Indian America? How far do you agree/disagree?



The New Mount Rushmore

Mount Rushmore has become one of the most famous symbols of America. It has been interpreted in a variety of ways since it was built. It has also become a source of debate about how we learn American history and who deserves to be remembered.

Task	Resources to Use
<ul style="list-style-type: none"> • Make a brief note of what each of the individuals listed below was famous for • Choose 4 individuals from the list below who you think deserve to be carved into a New Mount Rushmore • For each individual, you must write one paragraph explaining why this person is so important to American history and why he/she deserves to be memorialised on a New Mount Rushmore 	<ul style="list-style-type: none"> • list of key individuals in the history of the American West • to find out more about why these 4 presidents were chosen for the original Mount Rushmore, go to: https://www.nps.gov/moru/learn/historyculture/why-these-four-presidents.htm

George Armstrong Custer
 Sitting Bull
 Crazy Horse
 George Donner
 Brigham Young
 Levi Strauss
 Black Kettle
 Laura Ingalls Wilder
 Charles Goodnight
 John Chisholm
 Ulysses S. Grant
 Colonel Chivington
 Benjamin Singleton
 Jim Averill
 Lansford Hastings

Billy the Kid
 Joseph McCoy
 John Iliff
 Jedediah Smith
 Joseph Smith
 Tamsyn Donner
 Wyatt Earp
 Wild Bill Hickock
 Oliver Loving
 Little Crow
 Ely Parker
 Daniel Halladay
 Ella Watson
 Wovoka