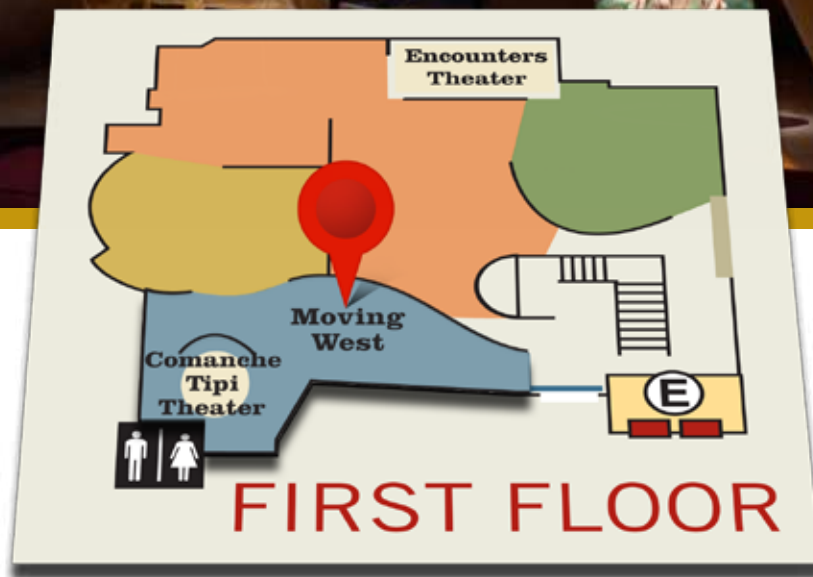
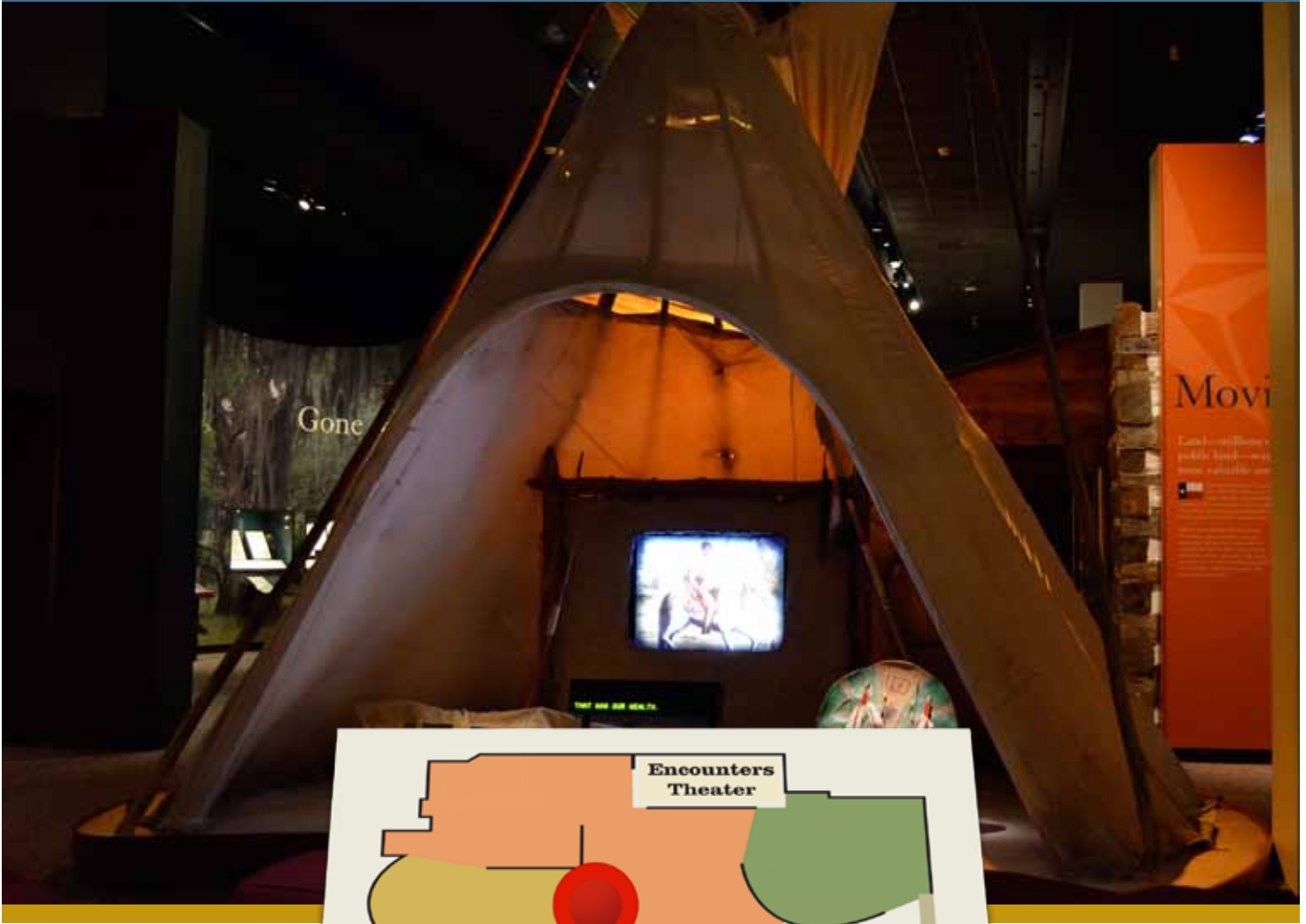


★ CHAPTER FOUR ★

WESTWARD EXPANSION



Overview

Chapter 4: Westward Expansion includes information about Indian Wars, Buffalo Soldiers, and Texas Rangers. Exhibits in this section represent the late 1860s-1890s when American settlements were expanding westward through Texas and impacting the American Indians who lived there. During their visit, students will examine how the expansion of railroads accelerated the growth of settlements into North and

West Texas. Students will also evaluate the interactions between American Indian groups and the U.S. government, military, and settlers, focusing on people who supported and protected them during westward expansion. Finally, students will analyze the events and actions that led to the loss of dominion for American Indians living in Texas.

Student Objectives

- ★ Participate in a debate to present and discuss the points of view of settlers and American Indians regarding new settlements built in traditional tribal territories.
- ★ Write an editorial of how American Indians reacted to settlers moving into their lands and the treatment of American Indians by settlers.
- ★ Participate in a true/false quiz to test knowledge of American Indian and settler relationships.
- ★ Identify and explain the role that people including Quanah Parker and the Buffalo Soldiers played during westward expansion.
- ★ Explain the causes of conflicts between American Indians and settlers.
- ★ Identify and evaluate the promises made to American Indians by the U.S. government.
- ★ Observe and record information and ideas from exhibits representing the 1800s to determine what caused the loss of American Indian control over Texas territory.

Guiding Questions

- ★ What happened to American Indian groups as settlements expanded westward through Texas?
- ★ What Comanche traditions and ways of life were changed due to westward expansion efforts by the U.S.?
- ★ How did the U.S. government respond to the conflicts between American Indians and settlers in Texas?
- ★ What was the importance of the Red River War?
- ★ What role did people including the Buffalo Soldiers and Quanah Parker play in the conflicts between American Indian groups and settlers in Texas?

TEKS

(Texas Essential Knowledge and Skills)

§113.15. Social Studies, Grade 4

History 4.4C, 4.4D

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19. Social Studies, Grade 7

History 7.1A

History 7.6A

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 4: Westward Expansion*

Set the Stage

For more than 150 years, European and American settlements in Texas were limited to the southern and eastern regions because of the uneasy relationships with the Southern Plains Indians, particularly the Comanche. Following the Civil War, expanding railroad lines encouraged immigration to north and west Texas by promoting attractive, but often unrealistic, portrayals of the region. To further encourage westward expansion, the U.S. military provided protection to settlers and traders from a variety of threats, including attacks by American Indians. Consequently, hostilities between the Southern Plains Indians and the settlers increased because this western expansion threatened the Plains Indians traditional way of life.

In October 1867, the U.S. government called a council to seek peace with representatives from the Comanche, Kiowa and Plains-Apache tribes and created the Medicine Lodge **Treaty**. This **treaty** relocated the Comanche, Kiowa and Plains-Apache to reservations in **Indian Territory**, present-day Oklahoma with promises of support and protection from the U.S. government. Unfortunately, the government refused to fulfill its part of the **treaty**, which included providing food rations, tools, a school, and protection to the people on the reservation. To make matters worse, **buffalo** hunters set up camps in **Indian Territory**, hunting the animals to the brink of extinction and eliminating the Plains Indians' primary food source.

The Comanche and other American Indians staged raids into the Texas Panhandle out of anger towards the government for failing to follow through on their promises. Escalating conflicts prompted the **Red River War**, a series of battles fought between 1874 and 1875. American soldiers, including African American troops known as **Buffalo Soldiers**, were dispatched to western Texas to protect settlers and force the remaining American Indians onto the Indian Territory reservations.

One of the Quahadi Comanche leaders during the **Red River War** was Quanah Parker, the son of Cynthia Ann Parker, an American settler who had been captured as a child and raised by the Comanche. The Quahadi Comanche had refused to attend the Medicine Lodge **Treaty** Council or acknowledge the terms of the treaty. They remained fugitives in the Texas Plains for seven years, but finally surrendered during the **Red River War** and moved to the reservation in Oklahoma. Parker was named chief of the Comanche bands in the reservation and continued to serve as a leader there. The end of the **Red River War** resulted in the complete opening of the Texas Panhandle to American settlement. By 1898, the State of Texas had sold, granted, or reserved all of its public land. In 1900, geologist Robert T. Hill published the first complete map of Texas.

Vocabulary

Buffalo Also known as bison; a mammal having a large body, shaggy mane, and a massive head with short curved horns

Buffalo Soldiers African American soldiers assigned to control the western frontier and protect settlers moving west from American Indian attacks

Indian Territory The territory established in the early 19th century in present-day Oklahoma, where American Indians were forced to live by the U.S. government

Red River War A series of battles fought between the U.S. Army and several American Indian tribes including the Comanche and Kiowa from June of 1874 into the spring of 1875; resulted in the near extinction of the southern herd of buffalo, the defeat of the Comanche and other powerful American Indian groups, and the opening of the Panhandle to American settlement.

Reservation Area of land where an American Indian tribe was ordered to live by the U.S. government

Treaty A formal agreement between two or more groups

Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students.
Imagine that you are part of a Caddo group that has lived in East Texas for hundreds of years. You have always benefitted from the resources the land has to offer. Unfortunately many settlers are determined to remove you from the land you have lived on all of your life so they can establish settlements. What will you do?
2. Divide the students into two groups: settlers and Caddo. Ask students to discuss the scenario with their groups. Each group will research American Indian conflicts in Texas to learn about the history of attacks made on settlers and on American Indian groups. Each side will gather evidence to support their point of view.
3. Conduct a debate allowing each side to present their positions about who should settle the land and how to resolve the conflict between settlers and the Caddo.
4. Afterwards, discuss students' arguments supporting each side. Discuss examples of what actually happened between American Indians and settlers, military and government officials.
5. Students write an editorial explaining their opinion of how American Indians reacted to settlers moving into their lands and the treatment of American Indians by settlers. Students also write about questions they still have.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: What caused the loss of American Indian control over Texas territory?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the tipi.
2. Explain that students will participate in a true/false quiz to test their knowledge of American Indian and settler relationships. After reading each statement aloud, students will show thumbs up if they think the statement is true, and thumbs down if they think the statement is false.
 - ★ After the Civil War, tensions between southern Plains Indians and settlers increased. (true)
 - ★ The Treaty of Medicine Lodge in 1867 forced tribes to move to reservations in Indian Territory in present-day Oklahoma. (true)
 - ★ The government refused to fulfill their part of the Treaty of Medicine Lodge which included providing food rations, farm tools, a school, a saw and grist mills, and protection to the Indian reservation. (true)
 - ★ Plains Indians staged raids into the Texas Panhandle out of anger towards the U.S. government for failing to follow through on their promises. (true)
 - ★ Buffalo hunters and skinners set up camps in Indian Territory, killing as many as 100 animals an hour. This eliminated the Plains Indians' ability to hunt. (true)
 - ★ The Red River War was a series of battles fought between the U.S. Army and several Plains Indian groups including the Comanche and Kiowa. (true)
 - ★ The Red River War resulted in the near extinction of the southern herd of buffalo, the defeat of the Comanche and other powerful Plains Indian groups, and the opening of the Panhandle to American settlement. (true)
3. Ask students to explain how they feel about the statements they have heard and their opinions of actions taken by the U.S. government, military, settlers, and Plains Indian groups. Instruct students to look for evidence that shows the events that unfolded as settlements expanded west through Texas.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: What caused the loss of American Indian control over Texas territory?
2. Explain that students will identify and analyze how westward expansion impacted the American Indians living in Texas.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of their student journals or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

4.1 Conflict in Central Texas and on the Plains and Panhandle

Identify three examples of conflicts between American Indians and settlers. Include the causes of the conflicts. Identify some promises the government made to American Indians and which promises were kept.

4.2 Comanche Lifeways and Leaders

Identify and sketch artifacts that show how the Comanche people lived. Be sure to explain what each artifact was used for. Explain whether you think Quanah Parker was a strong or weak leader. Identify the evidence you used to decide.

4.3 Buffalo Soldiers

Complete a web describing buffalo soldiers and their jobs.

4.4 The Promise and the Reality

Look for and record evidence showing how the railroads helped extend settlements westward. Identify an invention that helped with the settlement of the west.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their journal.



After the Museum

DRAW CONCLUSIONS

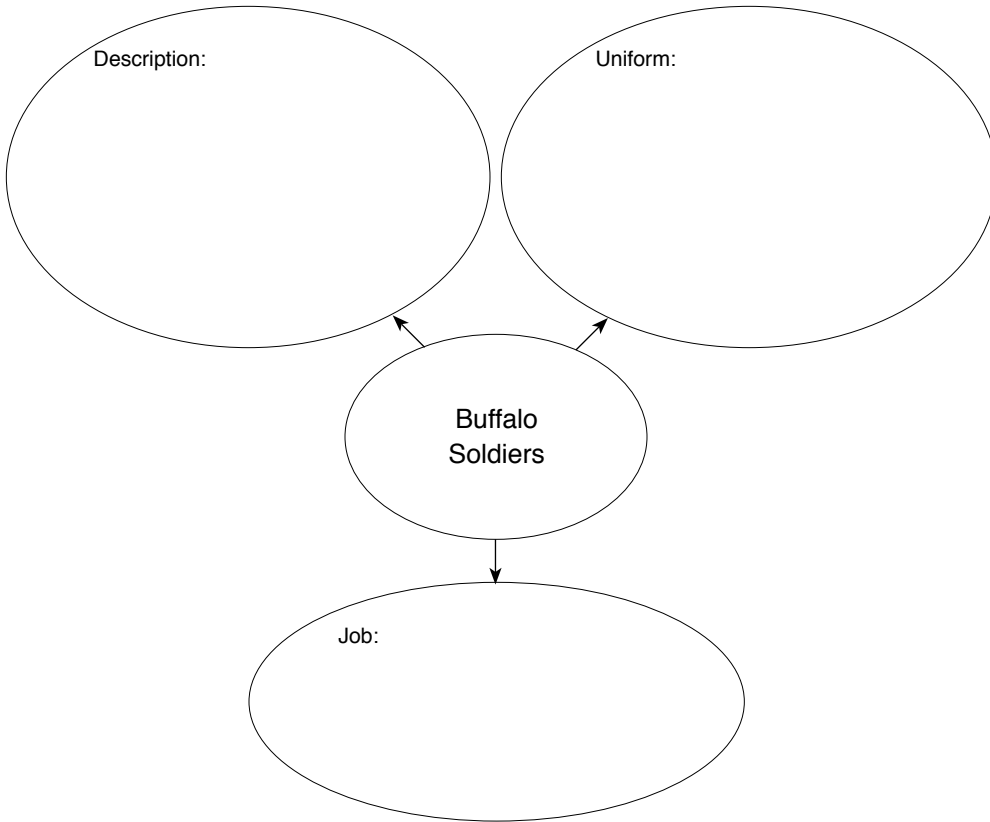
1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. A series of events took place that led to increased tensions and violence between American settlers and American Indian groups. The extermination of buffalo herds eliminated an important food source for many Plains Indian groups. Forcing these groups onto reservations and failing to provide resources to support their survival also contributed to the loss of American Indian control over Texas territory.

EXTEND STUDENT LEARNING

- ★ Research the events of the Red River War. Create a documentary retelling the events from the American Indian point of view.
- ★ Select a famous Texas Indian such as Quanah Parker and research his or her life. Write and give a speech summarizing events in the person's life, interactions with white settlers, contributions, and death. Include your point of view.
- ★ Research an American Indian group that lived in Texas. Trace the group's history and explain where their descendants are today. Create a poster displaying research, pictures, and maps.
- ★ Research the Buffalo Soldiers. Write two to three newspaper articles describing who the Buffalo Soldiers were, what their job duties were, where they were stationed, when they were in service, and what the soldiers did following the Indian wars.
- ★ Research reasons the U.S. wanted to expand westward into Texas in the 1800s. Create a travel display or video explaining what settlers, the government, the military, and railroads were hoping to gain and achieve. The presentation should include the resources and opportunities that Texas provided at the time as well as a description of the daily life of American settlers.

ACTIVITY 4.3: BUFFALO SOLDIERS

Complete the web describing Buffalo Soldiers.



ACTIVITY 4.4: THE PROMISE AND THE REALITY

Identify and record evidence showing how the railroads helped extend settlements westward.

Evidence: _____

Identify an invention that helped with the settlement of the west.

Invention	Purpose of invention



**CHAPTER FOUR:
WESTWARD EXPANSION**

STUDENT NAME



Question:

What caused the loss of American Indian control over Texas territory?

Before I visit:	During my visit:
<p>What evidence will I look for to answer the question?</p>	<p>What evidence have I found to answer the question?</p>



After exploring this chapter I learned _____

ACTIVITY 4.1: CONFLICT IN CENTRAL TEXAS AND ON THE PLAINS AND PANHANDLE

The military and railroads became primary agents for protecting and promoting immigration. The line of settlement moved into far West Texas and the Panhandle. Many American Indians resisted the threat to their lifeways. Identify three examples of conflicts between Indians and settlers. Include the causes of the conflicts.

Conflict	Cause

After looking over the conflicts and their causes, do you think the American Indians should have fought against the American settlers? Explain why or why not.

Identify some promises the government made to American Indians and which promises were kept.

Promise	Kept/Not Kept

ACTIVITY 4.2: COMANCHE LIFEWAYS AND LEADERS

In the 1800s, Comanche in Texas lived in family-centered bands that traveled, camped, and hunted together. Identify and sketch artifacts that show how the Comanche people lived. Be sure to explain how each artifact was used.

Artifact:	Explanation



Quanah Parker, ca. 1870
Courtesy Texas State Library and Archives Commission, Austin

Who was Quanah Parker?

Explain whether you think he was a strong or weak leader? Identify the evidence you used to decide.
