Continuity & Change over Time, Causation, and Comparison... Geography, the Environment, and Territorial Expansion

Thematic Learning Objectives:

Environment and Geography – Physical and Human-- This theme examines the role that environment, geography, and climate have played in Americans’ efforts to make lives for themselves and develop the nation. Students should investigate efforts to preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place. Students should be able to explain how different groups interacted with the environment, and how that led to debates over the use and control of the environment and natural resources.

The concept of territorial expansion also relates to the themes of Politics and Power, America in the World, Identity, and Peopling. This activity focuses on the Environmental theme while also reviewing the history of territorial expansion.

(ENV-1) Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.

(ENV-2) Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact through independence eras.

(ENV-3) Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War.

(ENV-4) Analyze how the search for economic resources affected social and political developments in the colonial period through Reconstruction.

(ENV-5) Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

Directions:

1. As you review the summaries and content outlines, highlight main ideas.
2. Answer questions in the spaces provided.
3. If you do not have your thesis formulas memorized (or other strategies such as 3-step contextualization), refer to your writing guidelines!
Period 1, 1491-1607:

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Northwest Indians (including the Chinook): fishing and whaling, hunting and gathering

Pueblo (including Anasazi): Anasazi were ancestors of the Pueblo-cliff dwellers, farming, irrigation, maize, Pueblo – adobe structures

Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

Great Basin and Great Plains (including the Sioux and the Commanche): nomadic hunters and gatherers

In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages.

Eastern Woodland Indians (including the Iroquois, Pequot, and Wampanoag in the north and The Powhatan, Cherokee, and Seminole in the south)

Myth: American Indian cultures were uncivilized and simplistic. Many settlers assumed they were, and used this as justification for subjugation. In reality, American Indians developed complex civilizations, adapted wisely to their environment, and developed social structures, trading networks, and multi-faceted cultures.
European overseas expansion resulted in the **Columbian Exchange**, a series of interactions and adaptations among societies across the Atlantic. Before 1607, interactions were mainly among Spanish, Portuguese, and Indians... but this exchange would continue past 1607 when North America is colonized by Europeans.

The arrival of Europeans in the **Western Hemisphere** in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

Spanish and Portuguese **exploration and conquest** of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. Spanish and Portuguese traders reached **West Africa** and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. The introduction of **new crops and livestock** by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere. The horse, in the long run, would transform Plains Indian cultures. Cattle would end up dominating where the buffalo once did. In the economies of the **Spanish colonies**, Indian labor, used in the encomienda system to support plantation-based agriculture [sugar] and extract precious metals [gold, silver] and other resources, was gradually replaced by African slavery. In the Southwest, the **Pueblo Revolt** illustrated Indian resistance to encomienda and Christianization.

European **expansion** into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. **European exploration and conquest** were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. **New crops** from the Americas stimulated European population growth, while **new sources of mineral wealth** facilitated the European shift from feudalism to capitalism. **Improvements in technology** and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. The concept of **land ownership** which was central to European culture and desire for expansion was completely foreign to American Indians. This culture conflict would create problems through the 20th century.

**FOUR PART EXCHANGE**

1. **People**: Uneven exchange... most are settlers moving to the New World... more than half were slaves forcibly taken from Africa. Most are men, only New England has families as the norm. As disease destroys a majority of native population, the Americas are quickly redefined... New Spain, New France, New England, New Amsterdam, etc.
2. **Food**: Even exchange, although ¾ of today’s foods originated in the New World. Potatoes and corn, in particular, had major impact on Europe; crops that lead to major cash crop agriculture, encomienda, and the plantation systems included cocoa, sugar, vanilla, tobacco, rice, indigo
3. **Animals**: Uneven exchange... most moving to the New World... environmental impact was dramatic as other species of animals and plants are displaced; also leads to enclosures (fences) which disrupts open range lifestyle of Indians
4. **Microbes**: Uneven exchange... most moving to the New World with devastating impact on native population, up to 90% in some areas die from disease
### Causation... Cause and Effect of the Columbian Exchange

#### Skill 1: Historical Causation (cause and effect/impact)

- Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
- Proficient students should be able to ...
  - Compare causes and/or effects, including between short-term and long-term effects.
  - Analyze and evaluate the interaction of multiple causes and/or effects.
  - Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Directions: Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

**Prompt:** Explain how the introduction of new plants, animals, and technologies impacted the natural environment of North America and interactions among various groups in the colonial era.

<table>
<thead>
<tr>
<th>1492</th>
<th>1585</th>
<th>1607</th>
<th>1754</th>
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Identify and explain three specific ways the Colombian Exchange impacted each category:

a) Impact on physical environment…
   1. 
   2. 
   3. 

b) Impact on European, African, and American Indian groups…
   1. 
   2. 
   3. 

Which part of the exchange had the most significant impact or effect? What was the main cause of contact and the beginning of this exchange?

Write your thesis!
Period 2 1607-1754:

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce [lumber, fishing, subsistence farming, shipbuilding]. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops [wheat, corn], while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco*, a labor-intensive product based on white indentured servants and African chattel. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops [sugar, rice, indigo]; in some cases, enslaved Africans constituted the majority of the population.

European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. [Land, minerals, lumber, fishing] Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability. As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

*Tobacco exhausted soil fertility so rapidly that individual planters felt obliged to engross large quantities of land simply in order to maintain consistent levels of production; when, after a few years, one field would no longer bear a good crop, cultivation was moved to others. Moreover, the same planters needed ready access to the ships that would carry their harvest to market; hence a host of little wharves and docks sprouted at intervals along the shoreline. Both factors—crop and marketing requirements—worked to disperse settler populations across a broad expanse of coastal and interior land (the Tidewater and the Piedmont, in local parlance).

Land and other resources were present in great abundance (especially whenever and wherever Indians were not found standing in the way). The challenge was to convert these into suitably finished “goods,” whether for immediate consumption or for sale in domestic and foreign markets. The sheer scale of it was enormous. Forests must be cleared, soil prepared for cultivation, housing constructed (along with barns and other outbuildings), roadways, fences and walls lined out, boats and wagons prepared for use in transport, tools and furnishings fashioned from whatever lay at hand. What would do all this work? Under what conditions and with what inducements? In fact, the pool of readily available workers was dwarfed by the size of the task; the development problem was, first and foremost, a problem of labor scarcity. ...At first Indentured Servants filled this need, but then conflict on the frontier [Bacon’s Rebellion] turn the tide toward African chattel.
**Causation... Effects of North American environment on Colonial development**

**Skill 1: Historical Causation (cause and effect/impact)**

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to:
- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Directions: Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

Evaluate the extent to which geography was the primary factor in shaping the development of the British colonies in North America during the 1600s.

**Prompt:** Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts during the Colonial Era.

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Identify and explain three specific ways the environment impacted each region:

a) Impact on New England...
   1. Identity...
   2. Institutions...
   3. Conflicts...

c) Impact on Southern Colonies...
   1. Identity...
   2. Institutions...
   3. Conflicts...

b) Impact on Middle Colonies...
   1. Identity...
   2. Institutions...
   3. Conflicts...

Which factor had the most significant impact on the development of regional identities?

How did this impact differ for French and Spanish colonies?

Write your thesis!
Period 3 1754-1800:

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity. Britain’s victory over France in the Imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands. During and after the colonial war for independence [aka American Revolution], various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

Following The Treaty of Paris 1783 which ended the Revolution, the Indian Reserve secured following the French and Indian War was no longer secured... as it was now part of the United States. Under the Articles of Confederation, the young republic began to organize this new territory (Ohio Valley or the "Old Northwest") with the Land Ordinance of 1785 and Northwest Ordinance of 1787 which set up guidelines for statehood and prohibited slavery.

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution. Enlightenment ideas and women’s experiences in the movement for independence promoted an ideal of “republican motherhood,” which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

**Causation... Effects of North American environment on Colonial development**

**Directions:** Summarize your review so far by answering the following prompt. You may use a list of bulleted points rather than writing a formal introduction.

**Prompt:** Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution.

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**Impact on regional economic identity...**

**Impact on regional political identity...**

**Impact on the American Revolution...**

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The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives. The American acquisition of lands in the West including the 1803 Louisiana Purchase gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter. As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad scale debate about how to set national goals, priorities, and strategies. Land disputes were slowly negotiated and resolved along the northern border following the failed attempt to acquire Canada in the War of 1812. Following the Seminole Wars led by Andrew Jackson, Secretary of State John Quincy Adams helped to negotiate the Adams-Onis Treaty with Spain. As these negotiations took place among European powers and the United States, American Indian interests were ignored.

**Comparison... Impact on the environment**

**Directions:** Summarize your review so far by answering the following prompt. You may use a list of bulleted points rather than writing a formal introduction.

**Prompt:** Compare and contrast the impact colonists had on the environment to the impact early Americans had on the environment.

**Similarities...**

**Differences...**
Period 5 1844-1877:

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society. The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era’s political debates. In 1845 Texas was annexed following their war for independence against Mexico. The acquisition of even more new territory in the West followed in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories. Oregon Territory was also secured with another treaty with Great Britain. As settlers poured in, many American Indians moved inland toward the Plains.

The expansion of slavery and plantation agriculture led to Civil War. The Compromise of 1850 and the Kansas Nebraska Act were only temporary delays. The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. Lincoln’s decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South’s environment and infrastructure. It would take the South decades to recover.

The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

In 1867, the U.S. purchased Alaska from Russia, but environmental impact of that territory would not be felt until the end of the century when the Klondike Gold Rush occurred.
**Skill 2: Patterns of Continuity and Change over Time**

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to:
- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

**Prompt:**

Analyze the extent to which the ongoing search for economic resources maintained continuity or fostered change in the social and political developments of the United States from independence through Civil War.

Define your parameters, and analyze important turning points referenced on the timeline.

1776 1803 1820 1846 1848 1850 1854 1861 1865

Identify three major turning points and briefly explain how they maintained continuity or fostered change. Consider developments before 1776 as establishing the “before.” Be sure to address EXTENT!

a) 

b) 

c) 

Which one fostered more change? (specific event)

Which one maintained continuity the most? (specific event)

Write your complete thesis:
The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity. Growing cities created air and water pollution and diseases like cholera and typhoid spread quickly due to poor sanitation. Westward migration, new systems of farming and transportation (dry-soil farming, railroads), and economic instability led to political and popular conflicts. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water. With rapid industrialization and rise of mechanized, bonanza agriculture, came rapid destruction of the environment. (which had already begun with gold rushes and mining ventures). Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures. City beautiful movements began to set aside land in cities for parks, and eventually local efforts included programs to plant trees. City services also began providing clean water and sanitation systems to remove trash and human waste. Both Cleveland and McKinley set aside lands. The early national conservation movement shifted emphasis to scientific management which favored larger enterprises and control began to shift from local governments to the states and federal government.

The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo [the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. Post-Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

**Causation... Effects of Rapid Industrialization**

**Directions:** Summarize your review so far by answering the following prompt. You may use a list of bulleted points rather than writing a formal introduction.

**Prompt:** Explain the environmental impact of rapid industrialization of the late 19th century, and evaluate the responses from the public and the federal government.

**Impact of industrialization...**

**Responses...**
**Causation... Effects of the Environment on development of the West**

**Skill 1: Historical Causation (cause and effect/impact)**
- Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
- Proficient students should be able to...
  - Compare causes and/or effects, including between short-term and long-term effects.
  - Analyze and evaluate the interaction of multiple causes and/or effects.
  - Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Directions: Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

**Prompt:** Evaluate the extent to which the natural environment shaped the development of the West and the lives of those who lived and settled there from the 1840’s through the 1890’s.

<table>
<thead>
<tr>
<th>1840</th>
<th>1849</th>
<th>1862</th>
<th>1890</th>
<th>1900</th>
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</thead>
</table>

Identify and explain three specific ways the environment impacted the West socially, economically, and politically:

a) Impact on interaction among groups…
   1. 
   2. 
   3. 

b) Impact on economic activities…
   1. 
   2. 
   3. 

Which factor had the most significant impact on the development of the West?

What was the most significant cause of westward migration?

Write your thesis!
Interpreting & Making Inferences ... The West

Skill 7: Appropriate Use of Relevant Historical Evidence
Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Skill 8: Interpretation
Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

Directions: Using your HIPP and Contextualization strategies, analyze the following documents, and then discuss how you would use each document in an essay defending your thesis on the previous page.

Document 1

Source: Physical Map of the United States
Interpreting, Making Inferences and Drawing Conclusions... The West

Document 2
Source: William T. Hornady, Superintendent of the National Zoological Park, 1889

Between the Rocky Mountains and the States lying along the Mississippi River on the west, from Minnesota to Louisiana, the whole country was one vast buffalo range, inhabited by millions of buffaloes. One could fill a volume with the records of plainsmen and pioneers who penetrated or crossed that vast region between 1800 and 1870, and were in turn surprised, astounded, and frequently dismayed by the tens of thousands of buffaloes they observed, avoided, or escaped from. They lived and moved as no other quadrupeds ever have, in great multitudes, like grand armies in review, covering scores of square miles at once. They were so numerous they frequently stopped boats in the rivers, threatened to overwhelm travelers on the plains, and in later years derailed locomotives and cars, until railway engineers learned by experience the wisdom of stopping their trains whenever there were buffaloes crossing the track. . . . No wonder that the men of the West of those days, both white and red, thought it would be impossible to exterminate such a mighty multitude. The Indians of some tribes believed that the buffaloes issued from the earth continually, and that the supply was necessarily inexhaustible. And yet, in four short years the southern herd was almost totally annihilated. . . .

Document 3
Source: March 28, 1872, Letter from Secretary of the Interior Delano

“I am inclined to think that the occupation of this region of the country is not necessary to the happiness and prosperity of the Indians, and as it is supposed to be rich in minerals and lumber it is deemed important to have it freed as early as possible from Indian occupancy. I shall, therefore, not oppose any policy which looks first to a careful examination of the subject... If such an examination leads to the conclusion that country is not necessary or useful to Indians, I should then deem it advisable...to extinguish the claim of the Indians and open the territory to the occupation of the whites.”

Document 4
Source: Parra-Wa-Samen (Ten Bears) of the Yamparika Comanches (ca. 1872)

When I was at Washington the Great White Father told me that all the Comanche land was ours, and that no one should hinder us in living upon it. So, why do you ask us to leave the rivers, and the sun, and the wind, and live in houses? Do not ask us to give up the buffalo for the sheep. The young men have heard talk of this, and it has made them sad and angry. Do not speak of it more. . . . If the Texans had kept out of my country, there might have been peace. But that which you now say we must live on is too small. The Texans have taken away the places where the grass grew the thickest and the timber was the best. Had we kept that, we might have done the things you ask. But it is too late. The white man has the country which we loved, and we only wish to wander on the prairie until we die.
Document 5

Source: Mining on the Comstock, 1877, Virginia City
**Interpreting, Making Inferences and Drawing Conclusions... The West**

**Document 6**

Source: Photograph, Emigrant Family Entering Loop Valley, 1881

**Document 7**

Source: “The Significance of the Frontier in American History,” Frederick Jackson Turner. 1893

Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance, the men who grew up under these conditions, and the political, economic, and social results of it, is to study the really American part of our history. . . .

The effect of the Indian frontier as a consolidating agent in our history is important. From the close of the seventeenth century various intercolonial congresses have been called to treat with Indians and establish common measures of defense. Particularism was strongest in colonies with no Indian frontier. This frontier stretched along the western border like a cord of union. The Indian was a common danger, demanding united action. . . .

. . . [T]he frontier promoted the formation of a composite nationality for the American people. The coast was preponderantly English, but the later tides of continental immigration flowed across to the free lands. . . . The legislation which most developed the powers of the national government, and played the largest part in its activity, was conditioned on the frontier. Writers have discussed the subjects of tariff, land, and internal improvement, as subsidiary to the slavery question. But when American history comes to be rightly viewed it will be seen that the slavery question is an incident. In the period from the end of the first half of the present century to the close of the Civil War slavery rose to primary, but far from exclusive, importance. . . . The growth of nationalism and the evolution of American political institutions were dependent on the advance of the frontier. . . .

From the conditions of frontier life came intellectual traits of profound importance. . . . Since the days when the fleet of Columbus sailed into the waters of the New World, America has been another name for opportunity, and the people of the United States have taken their tone from the incessant expansion which has not only been open but has even been forced upon them. He would be a rash prophet who should assert that the expansive character of American life has now entirely ceased. Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves. . . .
Period 7, 1890-1945:

**The American Empire in 1903**

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

**Global conflicts over resources**, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. Imperialists were fueled by Alfred Thayer Mahan’s book on *Sea Power*. Hawaii was annexed in 1898 [McKinley said, “We need Hawaii as much… as in its day we needed California.”] Germany and the U.S. split Samoan islands in 1899. The perception in the 1890s that the western frontier was “closed” [Frederick Jackson Turner’s Frontier Thesis], economic motives [bettering trade relations and routes], competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.

The American victory in the Spanish-American War led to the U.S. acquisition of island territories [Puerto Rico, Guam, Cuba], an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia. Questions about America’s role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists. In 1903 U.S sponsored revolution leads to Panama becoming independent nation from Colombia Hay-Bunau Treaty opened door for U.S. Panama Canal project. [Theodore Roosevelt’s Big Stick foreign policy], and in 1914 the Panama Canal was completed. Panama Canal Zone returned to Panama in 1999 (as planned in Torrijos-Carter Treaty Signed in 1977). In 1917 the U.S. purchased the Virgin Islands from Denmark in order to increase fueling stations for the growing merchant marine and trading vessels as well as help safeguard the Caribbean Sea and access to the Panama Canal.

**Comparison... Competition for Resources**

**Directions:** Summarize your review so far by answering the following prompt. You may use a list of bulleted points rather than writing a formal introduction.

**Prompt:** Compare and contrast the impact of competition for resources in the colonial era to that of the Gilded Age. To what extent were they similar? Differences...

**Similarities...**

**Differences...**
Period 7, 1890-1945 Continued:

Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. Today, the government owns approximately 1/3 of lands in the U.S. Where they once gave it away [Homestead Act], they now began to preserve the environment following years of mineral, lumber, and soil depletion. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy. Before Theodore Roosevelt, Yellowstone and the Grand Canyon ad already been preserved. But he did far more in setting aside forest reserves, wildlife refuges, national parks [and the National Park Service], and national monuments like the Redwood Forest. Western governors objected as they were losing valuable resources and eventually an agreement was made that the government would seize no further land. Organizations like Sierra Club and Boy Scouts began in this era and celebrated the environment and encouraged people to be committed to it.

Conservationists aimed to improve on nature by managing forests, regulating wildlife populations, and building dams to harness the bounty of nature for the public good.

Preservationists, in contrast, opposed the conservationists’ hard-nosed reasoning. The preservationists’ best-known leader was John Muir, the president of the newly founded Sierra Club (which remains one of the nation’s foremost environmental groups). They urged the government to set aside public lands for their recreational and spiritual values. In Our National Parks (1901), Muir wrote, “I think of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wilderness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.”

Despite protective efforts of Theodore Roosevelt, waterfowl population continued to decline in the 1930s driving some species toward extinction. By 1934, there were only 150 egrets left, and 14 whooping cranes. In 1934, President Franklin Roosevelt created a commission to study wildlife restoration. Industrialization and urbanization, with loss of wetlands habitat, were seen as major contributors to the loss of bird habitat. In some cases, federal projects for other agencies contributed to the loss of wetlands. The Civilian Conservation Corps, for example, which worked on many conservation-related projects in the Depression era, was involved in flood control and wetlands drainage programs in order to create new agricultural lands. The conflict in federal policies led to the Fish and Wildlife Coordination Act of 1934. The establishment of the U.S. Fish and Wildlife Service in 1940, merged the Bureau of Fisheries (Department of Commerce) and the Bureau of Biological Survey (Department of Agriculture). The new Fish and Wildlife Service became a unit of the Department of the Interior with a mandate to conserve, protect, and enhance fish, wildlife, and their habitats. The Service oversees national wildlife refuges and fish hatcheries, and develops recovery plans for endangered species. The National Wildlife Refuge System has grown dramatically since 1903, since the establishment of the first National Wildlife Refuge on Pelican Island, Florida. There are now more than 530 refuges in the National Wildlife Refuge System, administered by the U.S. Fish and Wildlife Service, providing 93 million acres of lands and waters managed for the protection of wildlife and habitat. The U.S. National Wildlife Refuge System is the most comprehensive wildlife management system in the world.
After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals. The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes with varying levels of commitment to democracy. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

In August 1939, on the eve of World War II, Albert Einstein wrote to President Franklin D. Roosevelt, informing him that recent research showed that a nuclear chain reaction might make possible the construction of "extremely powerful bombs." In response, Roosevelt initiated a Federal research program, and, in 1942, the Army Corps of Engineers established the Manhattan Engineer District to design and produce the first atomic bomb. Following the war, Congress engaged in a contentious debate over civilian versus military control of the atom. The Atomic Energy Act of 1946 settled the debate by creating the Atomic Energy Commission (AEC), which took over the Manhattan Project’s sprawling scientific and industrial complex. During the early Cold War years, the AEC focused on designing and producing nuclear weapons and developing nuclear reactors for naval propulsion. The Atomic Energy Act of 1954 ended exclusive government use of the atom and began the growth of the commercial nuclear power industry, giving the AEC authority to regulate the new industry. Until the 1970s, the Federal government played a limited role in formulating national energy policy in an era of relatively cheap and abundant energy. The nation relied on the private sector to fulfill most of its energy needs. Historically, Americans expected private industry to establish production, distribution, marketing, and pricing policies. When free market conditions were absent, Federal regulations were established to control energy pricing.

The Department of Energy Organization Act of 1977 created one of the most interesting and diverse agencies in the Federal government. What brought these two traditions together in the Department of Energy were two factors. First, the AEC’s activities in developing and commercializing nuclear energy represented the Federal government’s largest and most significant energy project into the early 1970s. Second, the energy crisis of the mid-1970s hastened a series of government reorganizations as both the executive and legislative branches sought to better coordinate Federal energy policy and programs. The Department undertook responsibility for long-term, high-risk research and development of energy technology, Federal power marketing, energy conservation, the nuclear weapons program, energy regulatory programs, and a central energy data collection and analysis program. During the late 1970s, the Department emphasized energy development and regulation.

Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

Federal Wilderness Act (1964), which established the National Wilderness Preservation System. This system now has more than 95 million acres of protected land. The Nature Conservancy, founded in 1951, was organized with the goal of protecting habitat and acquired more than 1500 reserves and over 9 million acres in North America.

In the second half of the 20th century, public concerns increased over a wide range of environmental issues, many related to quality of life. In urban areas, the toxic effects of polluted air and water were growing concerns. In suburban areas, a host of issues arose, including the loss of scenic and rural character, habitat fragmentation, and the spread of harmful pesticides and other chemical pollutants. Existing conservation organizations cultivated larger memberships and new groups formed, too. Grassroots organizations often began with local issues and later broadened in their concerns. They helped to educate the public and lobbied for legislation that would address a wide range of environmental issues. Local grassroots advocacy groups formed in both urban and suburban areas throughout the country, working on a variety of environmental concerns in their own area. Grassroots efforts coalesced into a social movement in 1970, with the holding of the first Earth Day.
Two influential books in environmental thinking in the mid-20th century were Rachel Carson’s *Silent Spring*, published in 1962, and Aldo Leopold’s *Sand County Almanac*, published in 1949. The compellingly written *Silent Spring* drew public attention to the alarming toxic effects of DDT and some other common pesticides on both wildlife and on people. In *Sand County Almanac*, Aldo Leopold demonstrated through work on his own property the restoration of badly eroded land created healthy wildlife habitat. The science of ecology provided new understandings of requirements for wildlife habitat, and the dangers of habitat fragmentation. A third book, *Thoreau’s Walden* [written in the Antebellum Era], became an instant classic with many environmentalists, who used it to illustrate a healthier ideal for people living in harmony with nature. Growing public support for environmental protection in the 1960s and 1970s, led to the passage of much new federal legislation, including the

- Clean Air Act (1963);
- the Wilderness Act (1964);
- the Water Quality Control Act (1965);
- the Wild and Scenic River Act (1968);
- the National Trails System Act (1968);
- the National Environmental Policy Act (NEPA, 1969);
- the establishment of the Environmental Protection Agency (1970),
- the National Historic Preservation Act (1966).

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system. Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

Increased drilling for oil and natural gas has resulted from pressure from OPEC while at the same time environmentalists push for more research and development into renewable energies such as solar, wind, and geothermal power. Moving from gasoline powered cars to hybrids and electric is a slow moving trend. In the 1980s, the EPA (Environmental Protection Agency) nuclear weapons research, development, and production took a priority. With the end of the Cold war, the Department focused on environmental clean up of the nuclear weapons complex and nonproliferation and stewardship of the nuclear stockpile. In the 2000s, the Department’s priority has been ensuring the nation’s security and prosperity by addressing its energy, environmental and nuclear challenges through science and technology solutions. The Department has sought to transform the nation’s energy system and secure leadership in clean energy technologies, pursue world-class science and engineering as a cornerstone of economic prosperity, and enhance nuclear security through defense, nonproliferation, and environmental efforts.

The Limited Test Ban Treaty was signed by the United States, the Soviet Union, and Great Britain in 1963 [negotiations began with Eisenhower, then signed, and it banned all nuclear tests in the atmosphere, in space, or underwater. Because it stopped the spread of radioactive nuclear material through atmospheric testing and set the precedent for a new wave of arms control agreements, the Treaty was hailed as a success. The Treaty was the first of several Cold War agreements on nuclear arms, including the Non-Proliferation Treaty that was signed in 1968 and the SALT I agreements of 1972. In 1974, the Threshold Test Ban Treaty returned to the question of nuclear testing by limiting underground testing of bombs with a yield greater than 150 kilotons. SALT II was not signed by Congress. Later in the 1980s, Ronald Reagan and Mikhail Gorbechev negotiated further limitation treaties. START I and START II.

Concerns about pollution led to the 1992 Kyoto Protocol which is an international agreement to dramatically cut emissions. The U.S. did not sign on due to the economic ramifications, but new policies have been implemented to limited emissions on automobiles and industry. Concerns over global warming or climate change remain a heated topic as debated continues over the extent of the role of industry and humans’ impact on the environment... leading to new focus on renewable energy and other changes to reduce the negative impact on climate.
Continuity/Change over Time, The Search for Resources

Skill 2: Patterns of Continuity and Change over Time
Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.
Proficient students should be able to
Analyze and evaluate historical patterns of continuity and change over time.
Connect patterns of continuity and change over time to larger historical processes or themes.

Prompt: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

Define your parameters, and analyze important turning points referenced on the timeline.

1890 1898 1901 1917 1918 1941 1945 1970 2000

Identify three major turning points and briefly explain how they maintained continuity or fostered change. Consider developments before Progressive Era as establishing the “before.” Be sure to address both HOW and WHY?

a)
b)
c)

Which one fostered the most change? (specific event)
Which one maintained continuity the most? (specific event)

Write your complete thesis: