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Introduction

Decisions! We make them all the time. We don’t usually think of them as being important, and in fact, many are not. But the consequences of decisions can be far-reaching because they may stretch beyond ourselves to affect others. If a young person prefers to buy a CD by the ABCs rather than one made by the XYZs, then that puts money in the ABCs’ pocket. If everyone buys only the ABCs’ CDs, the XYZs are out of business.

Decisions by one person often affect others as well. A young person’s decision to take drugs may be devastating to himself and his family. The family’s future may be decided by someone the family doesn’t even know and has never heard of, but this mystery person decides to open a factory or close one, or to buy more (or less) of the products this person produces.

Some decisions have affected not only individuals and those with whom they come in contact but have changed history. Most of the time, the person making the decision was thinking about himself or herself and what was to his or her advantage at that moment. He or she was not thinking in terms of how people hundreds of years from then would react to it. Some turned out for the better, some for the worse. At times, there were surprising side effects. The growth of the automobile industry is a good example. Inventors and businessmen like Henry Ford were not thinking about how to change such aspects of American life as eating habits and entertainment preferences—Ford just decided to provide people with an affordable, convenient means of transportation.

As we look at decisions made by people of the past, we need to realize that they were products of their time and place, just as we are. We may not approve of things they did, but we cannot judge them by the standards of today. Discrimination on the basis of race, sex, or religion was an accepted practice by some simply because it had always been that way. As African-Americans, women, and other minorities were given opportunities to make decisions for themselves, they began to affect others and eventually the nation.

This book is about decisions made after 1865. The nation was struggling to recover from a divisive war and claim its place among the great nations of the world. The decisions made during this time would both push America to new heights and plunge her to shameful lows. Yet, America remains to most a “city on a hill” to admire and emulate.

The information in this book is correlated with the National Council of Social Studies (NCSS) curriculum standards and the National Standards of History (NSH). It also supports the No Child Left Behind (NCLB) initiative. Relevant websites are given in each chapter for students to use in researching the topics further.
America Faces New Challenges

After the Civil War was over, the Union army staged the Grand Review, a parade 15 hours long of men marching 60 abreast down Pennsylvania Avenue. Farm boys and factory workers, sailors, whites and African-Americans, Native Americans, native borns and immigrants, had fought in the war. Losses were staggering: 618,000 killed and many thousands more wounded. Most who marched and watched did not realize how much America had changed during the war.

Jefferson had dreamed of a nation where independent farmers and craftsmen worked for themselves, but the new America was a land of factories and stores, with people working for employers and not for themselves. Cities were growing rapidly, and farmers worried that their sons and daughters might leave the land to find a job in the evil city. Skilled labor had been important before the war, but now machines produced faster and cheaper than any worker could.

Another casualty of the war was the slave system. Lincoln’s Emancipation Proclamation freed slaves in those regions still in Confederate hands, and wherever the Union army marched, a long line of African-American men, women, and children followed. Many African-American men joined the army and served their nation far more willingly than they had served their masters. Slaves in the border states were freed by the Thirteenth Amendment, passed in 1865.

The former slaves (now called freedmen) were the focus of much attention. Abolitionists like Thaddeus Stevens thought they should have the full rights of any citizen, but many in the North and South were sure they were not ready to vote, hold public office, or sit on a jury.

The Southern soldier, half-starved and half-clothed, began to find his way home. As he walked past charred houses and fields overgrown with weeds, he joined civilian refugees who were almost afraid to return home. Everything had been lost: slaves, money, property, perhaps even an arm or leg; the future looked grim. In some parts of the South, bummers (Union army deserters) and Confederate deserters went wherever they wanted and took whatever they wanted from anyone they chose. No sheriffs, no courts, and no jails stood in their way. Unless order was restored soon, there was no hope for the law-abiding citizens, white or black, in the South.

The Northern soldier had better prospects after the war, but he also faced an uncertain future. He joined the army as a boy, but battles and army discipline had turned him into a man. He was entering the job market at the same time millions of other soldiers were. Where should he go, and what should he do? He might try gold mining in Colorado, or work on a cattle ranch, or start a business, or work in a factory, or work on a railroad construction crew. He knew the government was not going to take care of him, and he would have to make it on his own.

RESULTS: During the war, the government had opened new opportunities for expansion. It had chartered two companies to build a railroad to the Pacific, and it had passed the Homestead Act (1862) allowing 160 acres of land nearly free to a settler who improved it over a five-year period. By making the tariff on foreign goods high, manufacturing interests grew.
America Faces New Challenges: Reinforcement

Directions: Complete the following activities, essays, and challenges on your own paper.

ACTIVITIES:

1. Have the class imagine themselves as soldiers in the Grand Review. What thoughts are going through their minds as they march in the parade?
2. Wars are usually followed by economic slowdowns. Ask the class if they feel that was true after the Civil War, and why?

ESSAYS:

1. As a recently discharged Northern soldier, write a letter home telling how you feel about your future.
2. As a freedman, tell how you feel about your future.
3. As a former Confederate soldier returning to a farm destroyed by war, write about your feelings.

CHALLENGES:

1. How many men had been killed in the war?
2. Was the situation better or worse for the skilled worker after the war? Why?
3. What large group of slaves was not freed by the Emancipation Proclamation?
4. What ended slavery everywhere in the United States?
5. What leader thought freedmen should be treated as equals?
6. What problems faced the former Confederate soldier that did not bother the Union soldier?
7. What were four things a veteran might do in the West?
8. Who were “bummers”?
9. How would California benefit from an action by Congress during the war?
10. What law benefited the family with very little money that wanted to start a farm of its own in the West?

NATIONAL STANDARDS CORRELATIONS:

NCSS Id: (Culture) Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

NSH Era 5, Standard 3: How various Reconstruction plans succeeded or failed

WEBSITES:

http://memory.loc.gov/ammem/ndlpedu/features/timeline/civilwar/recontwo/recontwo.thml
“Civil War and Reconstruction, 1861–1877,” The Library of Congress

http://www.digitalhistory.uh.edu/reconstruction/index/html
“America’s Reconstruction: People and Politics After the Civil War,” Digital History

“14th Amendment to the U.S. Constitution,” National Park Service
Andrew Johnson Is Impeached

After Lincoln’s death on April 15, 1865, the nation went into a time of mourning. Andrew Johnson, the vice president, took the oath of office and became the nation’s seventeenth president. Like Lincoln, he had been born poor. His mother had apprenticed him to a tailor, who treated him cruelly. He had run away to Tennessee where he opened his own tailor shop, got married, and learned to read and write. A strong Democrat, Johnson moved up the political ladder, from alderman to U.S. senator. When Tennessee left the Union, Johnson remained in the Senate. After the Union army moved into Tennessee, Lincoln appointed Johnson military governor. In 1864, he was chosen for vice president to win support from border state Democrats.

When Lincoln died, Johnson took the oath of office. He had climbed far since his boyhood, but he never forgot his humble origins. Some qualities he had were stubbornness, unwillingness to compromise, and no sense of humor. He talked about following a hard line toward the South, and that appealed to the radical Republicans in Congress. Their leader, Thaddeus Stevens from Pennsylvania, hated the rich slaveowners and blamed them for the war. When Stevens saw Johnson following Lincoln’s lenient policies, he turned against the president.

Johnson wanted poor white Southerners to take over in their states, but Stevens was concerned about protecting the rights of African-Americans. Johnson opposed the Freedmen’s Bureau and the Civil Rights Bill, and he urged states to reject the Fourteenth Amendment. In 1866, Johnson went around the North on his “swing around the circle,” urging voters to elect Democrats. He was often heckled and probably hurt the candidates he supported. When the opponents were elected, they had a two-thirds majority in both houses and could override his vetoes.

Congress began limiting presidential power. One law they passed was the Tenure of Office Act. It said the president could not remove a Cabinet member he had appointed without the consent of the Senate. Secretary of War Edwin Stanton cooperated more with the radicals than with Johnson, so Johnson waited until Congress adjourned, then fired Stanton. Johnson appointed General Grant as interim (acting) secretary of war, but when Congress met, they voted in favor of Stanton, so Grant resigned.

The House voted 126–47 that Johnson be impeached, and 11 charges were written by a committee chaired by Stevens. Impeachment trials take place in the Senate. The Constitution requires a two-thirds vote to remove an official from office. It also states that when the president is on trial, the Chief Justice presides. There were 54 senators at the time, 42 of whom were Republicans. All 12 Democrats and seven Republicans voted for the president. The motion to remove failed by a single vote.

RESULTS: Johnson finished his term and later returned to the Senate. None of the seven Republicans who voted for him were elected to any office again. Congress had flexed its muscle, and that reminded future presidents for many years that it did not pay to antagonize the legislature.
Andrew Johnson Is Impeached: Reinforcement

Directions: Complete the following activities, essays, and challenges on your own paper.

ACTIVITIES:

1. One of the charges against Johnson was that he criticized Congress. Discuss the relationship between president and Congress that is written into Articles I and II of the Constitution and why the president and Congress often do not get along.
2. Discuss the impeachment provisions of the Constitution (Article I, Sections 2 and 3).

ESSAYS:

1. President Johnson’s “swing around the circle” was a political trip asking the public to vote for certain candidates. Modern presidents often do the same thing. Why do they do it, and what are the risks?
2. As a Northerner following the Civil War, how do you think you would have felt about letting the South back in the Union? Why?
3. If you were in Congress, would you have voted for or against Johnson? Why?

CHALLENGES:

1. What occupation did Johnson have before he entered into politics?
2. To what party did Johnson belong?
3. What was the “swing around the circle”?
4. What was the effect of the “swing around the circle”?
5. Whom did Johnson want to help, and whom did Stevens want to help?
6. What was the purpose of the Tenure of Office Act?
7. Whom did Johnson fire, and whom did he appoint to replace him?
8. How many senators must vote “guilty” before an official is removed from office?
9. How many states had senators at that time? How did you figure that answer out?
10. How many votes did Johnson have to spare?

NATIONAL STANDARDS CORRELATIONS:

NCSS IIb: (Time, Continuity, & Change) Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
NSH Era 5, Standard 3: How various Reconstruction plans succeeded or failed

WEBSITES:

http://www.law.umkc.edu/faculty/projects/ftrials/impeach/impeachmt.htm
“The Andrew Johnson Impeachment Trial: 1868,” UMKC Law School

http://memory.loc.gov/ammem/amlaw/lwcg-imp.html
“The Impeachment Trial of President Andrew Johnson,” The Library of Congress

http://www.historyplace.com/unitedstates/impeachments/johnson.htm
“Presidential Impeachments Proceedings: Andrew Johnson,” The History Place
African-American Progress Brings White Resistance

“The day of jubilee” had come when the slaves were freed. They had high hopes for the future, but they were not sure what that future held. There were some things they knew they wanted: to reunite with their families, to get an education, and to enjoy the fruits of freedom. Slave marriages were not legally binding, and many husbands and wives went to the minister to make their marriage official. There was the search for parents and children, who were often separated by hundreds of miles.

They were also determined to get an education. When the Freedmen’s Bureau and some churches established schools for freedmen, they had students from 5 to 90 years old. These schools ran seven days a week, with classes from early morning to late at night. Trade schools like Hampton Institute in Virginia opened to prepare freedmen for skilled labor jobs, but there were also colleges established like Howard University in Washington, D.C., Atlanta University, and Fisk University in Nashville.

Old abolitionists worried about the future of the freedmen. President Johnson’s policy was that after enough whites had signed loyalty oaths, they could form new governments. They began to pass “Black Codes,” restricting what African-Americans could do and the kinds of jobs they could take. Many whites who had served in the Confederate army were elected to high positions in the states and to Congress. It seemed to Northerners that the South was defying them.

Congress formed the Joint Committee on Reconstruction and began to pass laws to protect African-Americans. They passed a civil rights bill over the president’s veto and then approved the Fourteenth Amendment (adopted in 1868). It declared all persons born or naturalized in the United States to be citizens. No state could pass a law abridging the rights of citizens; no state could deprive a person of life, liberty, or property, nor deny a person of equal protection of the law. A law divided ten Southern states into five military districts, each under a general. New voter lists were to be prepared that included African-Americans and took the vote from many whites. New constitutional conventions were to be called, this time including African-American delegates.

Working with African-Americans were whites called carpetbaggers (Northerners who had moved South since the war) and scalawags (Southerners seen as traitors to their race by other whites). Together, they wrote laws funding railroad construction, building public schools, and improving local government, but there was also corruption in some states.

Many whites did not like these changes and tried to do something about them. One way was to join the Ku Klux Klan. It began in 1865 as a social club but became a way to scare African-Americans and prevent them from voting. Wearing bedsheets over their heads, Klansmen rode through the night, often committing brutal acts when punishing African-Americans and their white sympathizers.

RESULT: About 700,000 African-Americans were given the vote by the Reconstruction Act, and the Fifteenth Amendment guaranteed that vote. But white opposition made it increasingly dangerous for African-Americans to exercise the right to vote. Government efforts provided little security in the rural South.
African-American Progress Brings White Resistance: Reinforcement

Directions: Complete the following activities, essays, and challenges on your own paper.

ACTIVITIES:
1. Have the class discuss what freedom means to them.
2. Discuss whether race relations were helped or hurt by Reconstruction.

ESSAYS:
1. Pretend you are a slave who has just been told you are free. What problems do you face now that you have never faced before?
2. You live in the South during Reconstruction, and your father is thinking about becoming a scalawag. What arguments might you give him as to why he should or should not become a scalawag?
3. “The Ku Klux Klan is just expressing an opinion” is what a friend says on the playground in 1870. Would you agree or disagree? Why?

CHALLENGES:
1. Name a famous trade school created for African-Americans after the war.
2. Name three African-American universities created after the Civil War.
3. What organizations set up schools to educate freedpersons?
4. The Declaration of Independence uses the phrase “life, liberty, and the pursuit of happiness.” How does that differ from the language of the Fourteenth Amendment?
5. How were the constitutional conventions required by Congress different from the ones held right after the war?
6. Most Southern whites disliked both carpetbaggers and scalawags. Which do you think they disliked most, and why?
7. What were some good things done in the South during Reconstruction?
8. What valid excuse might a person have for opposing Reconstruction governments?
9. Read the Fifteenth Amendment. What special right does it give African-Americans that the Thirteenth and Fourteenth amendments did not?
10. About how many African-Americans were given the vote by the Reconstruction Act?

NATIONAL STANDARDS CORRELATIONS:
NCSS VIa: (Power, Authority, & Governance) Examine persistant issues involving the rights, roles, and status of the individual in relation to the general welfare.
NSH Era 5, Standard 3: How various Reconstruction plans succeeded or failed

WEBSITES:
http://memory.loc.gov/ammem/ndlpedu/features/timeline/civilwar/freedmen/educfree.html
“Education Among the Freedmen,” The Library of Congress

http://memory.loc.gov/ammem/ndlpedu/features/timeline/civilwar/recontwo/recontwo.html
“Reconstruction and Rights,” The Library of Congress

http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=28
“Reconstruction,” Digital History

“Darkness and Light: The Interwar Years, 1865–1898,” The United States Army
The 1876 Election: The Most Unusual Yet

As the 1876 election approached, one scandal after another was reported in the nation’s newspapers. Some scandals were local in level, like the charges that the Democratic Party’s Tweed Ring had corrupted New York City politics. A cartoonist for the New York Times, Thomas Nast, drew many pictures of “Boss” Tweed, and Governor Samuel Tilden, a Democrat, sent Tweed to jail. Many other local governments had their crooks as well. Some went into politics to make money rather than going into business.

The national government was also infected with corruption. In 1868, General Ulysses Grant was elected president. An honest man, he did not understand how dishonest men operated. They entertained him and gave him good stories about how what they were doing was for the nation’s good. They pressured honest government officials, who either quit or were removed by Grant. In 1872, the Liberal Republicans tried to dump Grant, but he won the nomination and easily defeated the Democrat, Horace Greeley. Newspapers reported one scandal after another. Democrats were sure they could win in 1876 and nominated Governor Samuel Tilden.

Grant wanted to be nominated for a third term, but the party chose Governor Rutherford B. Hayes of Ohio. He was honest, a Civil War veteran, and had no scandal attached to his name. With candidates like Tilden and Hayes, it could have been a clean campaign that dealt with issues. The problem was that they agreed on issues like civil service reform and ending Reconstruction. Their supporters turned to dirty tactics. Republicans brought out the “bloody shirt,” reminding the public that rebels were Democrats, and a Democrat had shot Lincoln. Democrats falsely accused Hayes of taking the pay due dead soldiers in his regiment during the war. The main activity was getting people’s support with parades, bands, and picnics.

When the election returns came in, it appeared that Tilden had won; but there were serious questions about whether the vote reported in some southern states was an accurate count. One electoral vote in Oregon was also questioned. Hayes would win 185–184 if all these votes were his. The truth was that both parties in these southern elections were guilty of cheating in this election; it was a question of which cheater deserved to win. Republicans controlled the U.S. Senate, and Democrats controlled the U.S. House, so Congress was divided evenly, and tempers were hot.

The solution found was to set up an Electoral Count Commission of 15 members, with five members each from the House, Senate, and Supreme Court. Eight of these were Republicans and seven were Democrats. They examined the returns and decided by 8–7 in every case for Hayes.

RESULTS: After much arguing, Congress realized that they had to set politics aside. If inauguration day came and there was no president, it would create a situation that no one wanted. Hayes was accepted on March 2, 1877, and inaugurated on March 5. He ended Reconstruction and withdrew federal troops from the South. Southern states ended carpetbag government, and Democrats returned to power in the South.

<table>
<thead>
<tr>
<th>Election results disputed</th>
<th>Electoral Count Commission voted 8–7 in favor of Hayes</th>
</tr>
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<tbody>
<tr>
<td>Nov. 1876</td>
<td>Mar. 2, 1877, Hayes declared winner of election</td>
</tr>
<tr>
<td></td>
<td>Mar. 5, 1877, Hayes inaugurated as president</td>
</tr>
<tr>
<td></td>
<td>Mar. 2, 1877, Hayes ended Reconstruction</td>
</tr>
</tbody>
</table>

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The 1876 Election: The Most Unusual Yet: Reinforcement

Directions: Complete the following activities, essays, and challenges on your own paper.

ACTIVITIES:

1. Discuss examples of how side issues become important in elections.
2. Discuss the pros and cons of what had happened during Reconstruction.

ESSAYS:

1. Do you think an honest president should lose his job because of crooks who use government to make money? Why or why not?
2. As an African-American, how would the election results in 1876 have affected you?
3. The Centennial took place in 1876. What would this election say about the American system to you, a citizen at that time?

CHALLENGES:

1. Who was the political leader of New York City Democrats? What happened to him?
2. What did Thomas Nast do for a living?
3. Who were Liberal Republicans trying to defeat?
4. Where was Rutherford Hayes from, and what job did he hold in 1876?
5. Why didn’t parties talk about issues in 1876?
6. What was the “bloody shirt”?
7. How many electoral votes were there in 1876? How many were needed to win?
8. What southern states were disputed by the two parties?
9. Why was the Electoral Commission formed?
10. What did Hayes do that affected the South?

NATIONAL STANDARDS CORRELATIONS:

NCSS Ve: (Individuals, Groups, & Institutions) Identify and describe examples of tensions between belief systems and government policies and laws.

NSH Era 5, Standard 3: How various Reconstruction plans succeeded or failed

WEBSITES:

http://elections.harpweek.com/controversy.htm

http://www.pbs.org/wnet/jimcrow/stories_events_election.html
“Hayes-Tilden Election (1876),” Public Broadcasting Service

http://www.whitehouse.gov/history/presidents/rh19.html
“Rutherford B. Hayes,” The White House
Answers to Challenges

America Faces New Challenges (page 5)
1. Killed in the Civil War: 618,000
2. Skilled workers are worse off; machines were able to do their work.
3. Slaves in loyal border states were not freed.
4. The 13th Amendment ended slavery in the United States.
5. Thaddeus Stevens thought freedmen should be treated as equals.
6. Southern soldier was short on food and clothing, had no money, and faced a bad situation when he got home.
7. Veteran might mine gold, become a cowboy, work on the railroad, or homestead.
8. Bummers: Union army deserters
9. Congress chartered two companies to build a railroad to California.
10. The Homestead Act benefited the poor family.

Andrew Johnson Is impeached (page 7)
1. Johnson was a tailor.
2. Johnson was a Democrat.
3. The “swing” was a political trip to encourage a vote for Democrats in 1866.
4. When Republicans won, the “swing” would hurt Johnson.
5. Johnson: poor whites; Stevens: freedmen
6. It limited the president’s power to remove a Cabinet member.
7. Johnson fired Stanton and replaced him with Grant.
8. Two-thirds of the senators who were present must vote “guilty” before an official can be removed.
9. 27 states had senators. (Two senators from each state made a total of 54.)
10. Johnson had no votes to spare.

African-American Progress Brings White Resistance (page 9)
1. The Hampton Institute was a trade school.
2. Howard, Fisk, and Atlanta were three African-American universities created after the Civil War.
3. The Freedmen’s Bureau and churches set up schools.
4. The 14th Amendment protected “life, liberty, and property.”
5. Those required by Congress allowed African-Americans to vote, whereas earlier ones did not.
6. Scalawags were the most disliked because they were seen as traitors to the South.
7. Reconstruction created public schools, railroads, and modernized government.
8. Corruption would be an excuse.
10. About 700,000 were allowed to vote.

The 1876 Election: The Most Unusual Yet (page 11)
1. William “Boss” Tweed was the Democratic leader; he went to jail.
2. Nast was a cartoonist for the New York Times.
3. Liberal Republicans tried to defeat Grant because of the administration’s corruption.
4. Hayes was from Ohio and was governor.
5. Issues were confusing, and the parties split on them, so they avoided them.
6. The “bloody shirt” reminded people that the Republican party had won the war.
7. 369 electoral votes; 185 were required to win.
8. Disputed southern states: Louisiana, South Carolina, Florida
9. The Electoral Commission was formed to decide who won in disputed elections.
10. Hayes removed federal troops from the South.

The Nation Invests in Railroads (page 13)
1. 21,000 miles of track was laid from 1850 to 1860.
2. Sherman neckties were rails wrapped around trees by Northern soldiers.
3. Vanderbilt was associated with the New York Central.
4. U.P. began construction in Omaha.
5. C.P. began construction in Sacramento.
6. C.P. sent to China for workers.
7. U.P. had trouble getting supplies to construction sites and organizing crews.
8. C.P. had more supply problems than U.P. and was soon in the snowy Sierra Nevadas.
9. U.P. was built by Credit Mobilier; C.P. by Contract & Finance Co.
10. Central Pacific, Union Pacific, Northern Pacific, Atlantic & Pacific, Texas & Pacific

Cattlemen Take Over the West’s Rangeland (page 15)
1. There were no cattle in the Western Hemisphere in 1492.
2. Coronado was the first to bring cattle into the United States.
3. Longhorns could be any color from white to black.
4. There were few ranches because there was no market for Texas cattle.
5. Mavericks: unmarked cattle
6. McCoy shipped them by rail from Kansas; since they were in cattle cars, they had no contact with domestic cattle.
7. Most cowboys were from the ages of 17 to 21 years old.
8. Chaps protected his legs from brush and cactus.
9. The largest ranch: XIT (It encompassed ten counties—the name meant “Ten in Texas.”)
10. Woolies were sheep. Cattlemen didn’t like them. Range wars started.

Native Americans React to a Changing World (page 17)
1. Counting coup: touching an enemy or wild beast
2. Native Americans didn’t feel that they had to obey their leaders.
3. Contraries did things backward; riding horse backward was part of it.
4. The Treaty of Ft. Laramie was important because each tribe was given a separate piece of land.
5. The Sioux didn’t like Sibley; he led the troops that moved their people out of their homes.
7. Fetterman said 80 men; he had 80 men with him.
8. Julesburg, Colorado, was attacked.