Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_\_\_\_\_

**Westward Expansion Document Analysis**

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Historical Context**

Since the first English settlers arrived at Jamestown in 1607, the story of America has been one of movement westward. As more and more Europeans came to our shores, colonists spread further and further into what was called the frontier, which is defined as an area of unsettled land. We know, however, that America was already inhabited by Natives whose ancestors had arrived thousands of years earlier.

Conflicts over land ownership, religion, and culture, combined with broken promises by the U.S. government, moved the Indian population away from their homeland. The presidency of Andrew Jackson forced the removal of the tribes of the Southeast on the “Trail of Tears” to what is now Oklahoma.

In the 1800’s, many people moved west for new opportunities and a new life. This would mean more clashes—this time with Plains Indians. Although America had changed much in the 250 years since the first settlers arrived, the attitude toward Native Americans had not. The building of the transcontinental was the beginning of the end for many proud tribes of the West.

**Directions**

The following work is based on the accompanying documents (A–F). As you analyze the documents, take into account both the source of the document and the author’s point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?

2. Carefully read each document, underlining key phrases and words that address the document-based question. You may wish to use the margin to make brief notes. Fill in the graphic organizer with the most important points of each article.

**Westward Expansion Document Analysis**

**Pre-Reading Exercise**

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

1. **Carefully look at the document-based question above. What do you already know about this topic?**
2. **How would you answer this question if you had no documents to examine?**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Sourcing the Documents**

As you read and look at the documents, please complete the following graphic organizer for **all** documents! You will want to read each document at least twice to get a true understanding of the main points.

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Document A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document title:** | **Document author:**  **(Name, profession, and anything you know about this person)** | | **Date of document:**  **(Is it a long time or a short time after the event?)** |
| **Purpose of the Document** | | | |
| **Purpose:**  **(Why did the author take the time to write this document? What was s/he trying to do?)** | | **Evidence from the text:** | |
| **Point of View** | | | |
| **What was the author’s point of view?** | | **Evidence from the text:** | |
| **Value of this document** | | | |
| **What are the uses of this document for learning about the event/issue you are investigating?** | | **What are the limitations of this document for learning about the event/issue you are investigating?** | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Document B**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document title:** | **Document author:**  **(Name, profession, and anything you know about this person)** | | **Date of document:**  **(Is it a long time or a short time after the event?)** |
| **Purpose of the Document** | | | |
| **Purpose:**  **(Why did the author take the time to write this document? What was s/he trying to do?)** | | **Evidence from the text:** | |
| **Point of View** | | | |
| **What was the author’s point of view?** | | **Evidence from the text:** | |
| **Value of this document** | | | |
| **What are the uses of this document for learning about the event/issue you are investigating?** | | **What are the limitations of this document for learning about the event/issue you are investigating?** | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Document C**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document title:** | **Document author:**  **(Name, profession, and anything you know about this person)** | | **Date of document:**  **(Is it a long time or a short time after the event?)** |
| **Purpose of the Document** | | | |
| **Purpose:**  **(Why did the author take the time to write this document? What was s/he trying to do?)** | | **Evidence from the text:** | |
| **Point of View** | | | |
| **What was the author’s point of view?** | | **Evidence from the text:** | |
| **Value of this document** | | | |
| **What are the uses of this document for learning about the event/issue you are investigating?** | | **What are the limitations of this document for learning about the event/issue you are investigating?** | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Document D**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document title:** | **Document author:**  **(Name, profession, and anything you know about this person)** | | **Date of document:**  **(Is it a long time or a short time after the event?)** |
| **Purpose of the Document** | | | |
| **Purpose:**  **(Why did the author take the time to write this document? What was s/he trying to do?)** | | **Evidence from the text:** | |
| **Point of View** | | | |
| **What was the author’s point of view?** | | **Evidence from the text:** | |
| **Value of this document** | | | |
| **What are the uses of this document for learning about the event/issue you are investigating?** | | **What are the limitations of this document for learning about the event/issue you are investigating?** | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Document E**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document title:** | **Document author:**  **(Name, profession, and anything you know about this person)** | | **Date of document:**  **(Is it a long time or a short time after the event?)** |
| **Purpose of the Document** | | | |
| **Purpose:**  **(Why did the author take the time to write this document? What was s/he trying to do?)** | | **Evidence from the text:** | |
| **Point of View** | | | |
| **What was the author’s point of view?** | | **Evidence from the text:** | |
| **Value of this document** | | | |
| **What are the uses of this document for learning about the event/issue you are investigating?** | | **What are the limitations of this document for learning about the event/issue you are investigating?** | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

**Document F**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document title:** | **Document author:**  **(Name, profession, and anything you know about this person)** | | **Date of document:**  **(Is it a long time or a short time after the event?)** |
| **Purpose of the Document** | | | |
| **Purpose:**  **(Why did the author take the time to write this document? What was s/he trying to do?)** | | **Evidence from the text:** | |
| **Point of View** | | | |
| **What was the author’s point of view?** | | **Evidence from the text:** | |
| **Value of this document** | | | |
| **What are the uses of this document for learning about the event/issue you are investigating?** | | **What are the limitations of this document for learning about the event/issue you are investigating?** | |

**Document A**



**Document B**

“Crossing Over the Great Plains by Ox-Wagons” by Harriet Scott Palmer, 1852

"Although I was but a girl of 11 years, I distinctly remember many things connected with that far-off time when all of our western country was a wilderness.

We were six months in crossing the plains in ox-wagons.

In our home, In Illinois, in the early fifties, there was much talk and excitement over the news of the great gold discoveries in California-and equally there was much talk concerning the wonderful fertile valleys of Oregon Territory-an act of Congress giving to actual settlers 640 acres of land.

My father, John Tucker Scott, with much of the pioneer spirit in his blood, became so interested that he decided to "go West"…The spring of 1852 ushered in so many preparations, great work of all kinds. I remember relations coming to sew, of tearful partings, little gifts of remembrances exchanged, the sale of the farm, the buying and breaking in of unruly oxen, the loud voices of the men, and the general confusion."

Editor’s Note: Spelling reflects that which was used in the original documents.

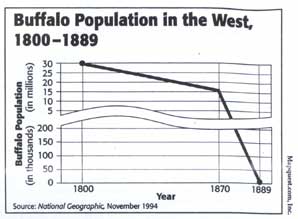
**Document C**

“I Will Fight No More Forever” by Indian Chief Joseph of the Nex Perce, upon his surrender to the U.S. government troops, September 1877

“I am tired of fighting. Our chiefs are killed… He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them have run away to the hills and have no blankets, no food; no one knows where they are – perhaps freezing to death. I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead. Hear me my chiefs, I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever.”

**Document D**

This is a graph taken from *National Geographic*, November 1994.



**Document E**

The Homestead Act

Source: United States. *Statutes at Large*, Vol. XII, 1862, pp.392-394 (12 Stat. 392)

May 20, 1862

AN ACT to secure homesteads to actual settlers on the public domain. Be it enacted, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first of January, eighteen hundred and sixty-three, be entitled to enter one quarter-section or a less quantity of unappropriated public lands, upon which said person may have filed a pre-emption claim. . . . Provided, that any person owning or residing on land may, under the provision of the act, enter other land lying contiguous to his or her said land, which shall not, with the land already owned and occupied, exceed in the aggregate one hundred and sixty acres.

**Document F**

S.G. Colley, U.S. Indian Agent, Report, Joint Committee on the Conduct of the War

Source: S.G. Colley, U.S. Indian Agent, *Report, Joint Committee on the Conduct of the War*, 38th

Congress, 2nd Session, 1865.

“[F]rom the time that Major Wynkoop left this post to go out to rescue white prisoners until the arrival of Colonel Chivington here, which took place on the 28th of November last, no depredations of any kind had been committed by the Indians within two hundred miles of this post; that upon Colonel Chivington’s arrival here with a large body of troops he was informed where these Indians were encamped. . . . [T]hat not withstanding his knowledge of the facts as above set forth, he is informed that Colonel Chivington did, on the morning of the 29th of November last, surprise and attack said camp of friendly Indians and massacre a large number of them, (mostly women and children,) and did allow the troops of his command to mangle and mutilate them in the most horrible manner.”

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_\_\_\_\_

**Westward Expansion Document Analysis**

**Constructed Response - Writing to Inform/Explain**

**Analysis Question: Analyze the extent to which western expansion affected the lives of Native Americans during the period 1860–90 and evaluate the role of the federal government in those effects.**

Based on what you have learned from analyzing the documents and your own knowledge, write a paragraph response that summarizes and explains how western expansion affected the lives of Native Americans during the period 1860 – 1890 and the role of the federal government in these changes. Remember to include a solid strong thesis that states your opinion. You also need to use textual evidence from the documents to support your ideas.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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