

# 2 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Compare the ways Native Americans and white settlers viewed and used the land.
- Describe the conflicts between white settlers and Indians.
- Evaluate the impact of the Indian Wars.


## Prepare to Read

### Background Knowledge L3

Review with students the concept of Manifest Destiny. Ask students to predict how the idea and application of Manifest Destiny might affect Native Americans in the West.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud, or play the audio.

 **AUDIO** **Witness History Audio CD,**  
My Heart Feels Like Bursting

Ask **What is the topic of this excerpt?** (*White people are intruding and destroying Satanta's lands.*)

**How does Satanta describe his emotions?** (*Sample response: He talks about his "bursting heart" and seems overcome with great sadness and great anger.*)

- **Focus** Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **NoteTaking** Using the Guided Questioning strategy (TE, p. T20), have students read this section. As they read, have students identify details about Native Americans west of the Mississippi. **Reading and Note Taking Study Guide**

# 2



◀ A Native American warrior astride his war horse.

Painted buffalo hide ▶

## WITNESS HISTORY AUDIO

### My Heart Feels Like Bursting

Conflict between Native Americans and white settlers began almost from the moment the first Europeans arrived. The clash came to a head with the Indian Wars in the late 1800s. Satanta, a Kiowa chief, clearly expressed the Indian sentiment:

**“**I don't want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die. . . . A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my timber; they kill my buffalo; and when I see that my heart feels like bursting. . . . This is our country. . . . We have to protect ourselves. We have to save our country. We have to fight for what is ours.”

—Chief Satanta, 1867

## Westward Expansion and the American Indians

### Objectives

- Compare the ways Native Americans and white settlers viewed and used the land.
- Describe the conflicts between white settlers and Indians.
- Evaluate the impact of the Indian Wars.

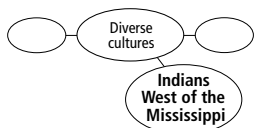
### Terms and People

reservation	Chief Joseph
Sand Creek Massacre	Wounded Knee
Sitting Bull	assimilate
Battle of the Little Big Horn	Dawes General Allotment Act

### NoteTaking

#### Reading Skill: Identify Supporting Details

As you read, fill in a concept web with details about Native Americans west of the Mississippi.



**Why It Matters** In 1787, the Constitution granted sole power for regulating trade with the Native Americans to the federal government. This is just one of many decrees that would establish the long, strained relationship between the federal government and Native Americans. During the 1830s, the federal government forced Native Americans from the East to resettle west of the Mississippi River and promised them the land there forever. In the 1840s through the 1860s, pressure from white settlers weakened this promise. In the ensuing contest, Native American cultures were irrevocably changed. **Section Focus Question:** How did the pressures of westward expansion impact Native Americans?

### Cultures Under Pressure

By the end of the Civil War, about 250,000 Indians lived in the region west of the Mississippi River referred to as “The Great American Desert.” While lumped together in the minds of most Americans as “Indians,” Native Americans embraced many different belief systems, languages, and ways of life.

**Diverse Cultures** Geography influenced the cultural diversity of Native Americans. In the Pacific Northwest, the Klamaths, Chinooks, and Shastas benefited from abundant supplies of fish and forest animals. Farther south, smaller bands of hunter-gatherers struggled to exist on diets of small game, insects, berries, acorns, and roots. In the

## Vocabulary Builder

Use the information below and the following resource to teach students the high-use words from this section. **Teaching Resources,** Vocabulary Builder, p. 10

### High-Use Word

### Definition and Sample Sentence

#### adequate

*adj.* enough to meet a need  
The explorer wanted to be sure that his water supply would be **adequate** for his journey across the desert.

#### confrontation

*n.* hostile encounter between groups  
The Civil War was a **confrontation** over states' rights as well as the issue of slavery.

arid lands of New Mexico and Arizona, the Pueblos irrigated the land to grow corn, beans, and squash. They built adobe homes high in the cliffs to protect themselves from aggressive neighbors. The more mobile Navajos lived in homes made of mud or in hogans that could be moved easily. The most numerous and nomadic Native Americans were the Plains Indians, including the Sioux, Blackfeet, Crows, Cheyenne, and Comanches. The Plains Indians were expert horsemen and hunters. The millions of buffalo that roamed the Plains provided a rich source for lodging, clothing, food, and tools.

Indian cultures, however, shared a common thread—they saw themselves as part of nature and viewed nature as sacred. By contrast, many white people viewed the land as a resource to produce wealth. These differing views sowed the seeds of conflict.

**Threatened by Advancing Settlers** In the early 1800s, the government carried out a policy of moving Native Americans out of the way of white settlers. President Jackson moved the Cherokees off their land in Georgia and onto the Great Plains. To white settlers, Native Americans were welcome to this “Great American Desert,” so called as it was thought to be uninhabitable. To limit conflict, an 1834 law regulated trade relations with Indians and strictly limited the access of white people to this Indian Territory. White settlement generally paused at the eastern rim of the territory and resumed in the Far West.

By the 1850s, however, federal policy toward Native Americans was again challenged: Gold and silver had been discovered in Indian Territory as well as settled regions further west. Americans wanted a railroad that crossed the continent. In 1851, therefore, the federal government began to restrict Indians to smaller areas. By the late 1860s, Indians were forced onto separate **reservations**, specific areas set aside by the government for the Indians’ use. No longer free to roam the Plains, Indians faced suppression and poverty.



#### A Meeting of Cultures

Treaty signings such as this one between the Peace Commission and the Cheyenne and Arapaho Indians were a common occurrence during the late 1800s. How does this photograph illustrate the cultural differences among the groups?

## Teach

### Cultures Under Pressure **L3**

#### Instruct

- Introduce: Key Term** Write the key term **reservation** on the board, and then write its definition. Tell students to read to find out how Native Americans were forcibly moved onto **reservations**.
- Teach** Remind students that thriving cultures existed in the Americas when Europeans arrived. Discuss the way that Native Americans were slowly pushed off their land as white people expanded control from both the East and West. Ask **Why did white people leave Native Americans undisturbed on the Great Plains until the 1850s?** (*They thought this “Great American Desert” was uninhabitable.*) **What changed this attitude?** (*the discovery of gold and silver in the West*) **How did differing Native American and white views of nature lead to conflict?** (*Sample response: Some white people believed that Native Americans did not make good use of or did not appreciate their land because they did not develop its resources as white people would have.*)
- Quick Activity** Have students choose one Native American culture group mentioned below this blue heading and write a paragraph explaining how geography influenced that group’s way of life.

#### Independent Practice

Have students examine the image on this page and answer the question that accompanies it.

#### Monitor Progress

As students fill in their concept webs, circulate to make sure that they understand the differences among the culture groups and include information about each group’s environment. For a completed version of the concept web, see **Note Taking Transparencies, B-69a**.

#### Answer

**Caption** There are differences in clothing, hairstyles, facial hair, and ornamentation. The white people are sitting on something, but the Native Americans are sitting on the ground.

### Differentiated Instruction Solutions for All Learners

#### **L4** Advanced Readers **L4** Gifted and Talented Students

To help students learn more about the Native Americans of the West, have them research one of the groups mentioned in this section. Ask students to find out the most important cultural aspects of their chosen group, including facts about diet, religion and rituals, social and government structure, the role of women, childrearing practices, sports and other pastimes, and arts and crafts.

Then, have students use this information to create a large informational poster that highlights important culture traits of that Native American group. Encourage students to include various media in their posters, such as photographs, artwork, or graphs. Then, have each student use the poster as a visual aid while making a brief oral presentation to the class about the selected Native American group.



## New Settlers and Native Americans Clash

L3

### Instruct

#### Introduce: Vocabulary Builder

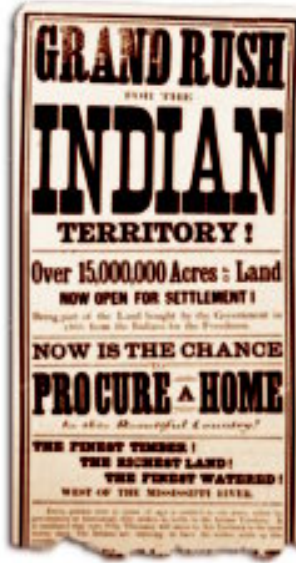
Have students locate the vocabulary term **adequate** in the text and read the definition. Ask them to write an original sentence containing this word. Invite volunteers to share their sentences. Point out to English Language Learners that if something is not **adequate**, it can be described as **inadequate**.

#### Teach

Ask a volunteer to read aloud the Primary Source quotation on this page. Have students discuss why this quotation seems ironic to people today. Using the Numbered Heads strategy (TE p. T23), discuss with students the causes and effects of the Indian Wars. Display Color Transparency: *Sand Creek Massacre*. Ask **What was the Sand Creek Massacre, and what was its significance?** (It was an attack by Colorado militia on innocent Cheyenne and Arapahoe people, and it caused Plains Indians to unite to fight white settlement.) **What did the Peace Commission conclude?** (that peace would come only if Native Americans adapted to white ways) **Why was this the conclusion?** (Sample response: The only other conclusion would have been to let Native Americans keep their land, and that condition would not have satisfied many white people.)

**Why did the Fort Laramie Treaty fail?** (Some Native Americans could not live on the reservation, unscrupulous agents stole money and resources meant for Native Americans, and there was a lack of government support to enforce the treaty.)

**Color Transparencies A-58**

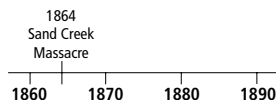


#### Land Rush

Posters like the one above advertised land to white settlers in areas previously promised to Native Americans.

### NoteTaking

**Reading Skill: Recognize Sequence** Copy the timeline below, and use it to record important dates and events in the Indian Wars.



Two more staggering blows threatened Native American civilizations: White settlers introduced diseases to which Indians had no immunity, and the vitally important buffalo herds were destroyed. In the 1870s, hunters slaughtered hundreds of buffaloes in a single day. They skinned the animals for their hides and left the meat to rot. Trainloads of tourists came to kill buffaloes purely for sport, leaving behind both the valuable meat and hides.

#### Checkpoint What three circumstances hurt Native Americans?

## New Settlers and Native Americans Clash

The rapid industrial development and expansion following the Civil War set Native Americans and white settlers on a collision course. Advances in communication and transportation that supported industrial growth also reinforced faith in manifest destiny. Horace Greeley, editor of the *New York Tribune*, encouraged the poor to move West:

**Primary Source** “If you strike off into the broad, free West, and make yourself a farm from Uncle Sam’s generous domain, you will crowd nobody, starve nobody, and neither you nor your children need evermore beg. . . .”

—*New York Tribune*, February 5, 1867

Generally ignored was the fact that Native Americans inhabited half of the area of the United States. Indians fought to retain or regain whatever they could.

**Rebellion and Tragedy on the Plains** In 1862, while the Civil War raged in the East, a group of Sioux Indians had resisted threats to their land rights by attacking settlements in eastern Minnesota. In response, the government waged a full-scale war against the Sioux, who then were pushed west into the Dakotas.

The Sioux rebellion sparked a series of attacks on settlements and stagecoach lines as other Plains Indians also saw their way of life slipping away. Each battle took its toll, raising the level of distrust on all sides. In the fall of 1864, a band of Colorado militia came upon an unarmed camp of Cheyenne and Arapaho Indians, who were under U.S. Army protection, gathered at Sand Creek. The troops opened fire, killing many men, women, and children despite the Indians’ efforts to signal their friendship by raising the American flag.

Praise turned to scorn for the commanding officer, John Chivington, when the facts of the encounter became known. The **Sand Creek Massacre** spawned another round of warfare as Plains Indians joined forces to repel white settlement.

Once the Civil War ended, regiments of Union troops—both white and African American—were sent to the West to subdue the Indians. Recruitment posters for volunteer cavalry promised that soldiers could claim any “horses or other plunder” taken from the Indians. The federal government defended its decision to send troops as necessary to maintain order.

**Peace Plans Fail** As the Plains Indians renewed their efforts to hold onto what they had, the federal government announced plans to build a road through Sioux hunting grounds to connect gold-mining towns in Montana. Hostilities intensified. In 1866, the legendary warrior Red Cloud and his followers lured Captain William Fetterman and his troops into an ambush, killing them all.

The human costs of the struggle drew a public outcry and called the government’s Indian policy into question. As reformers and humanitarians promoted education for Indians, westerners sought strict controls over them. The government-appointed United States Indian Peace Commission concluded that lasting peace would come only if Native Americans settled on farms and adapted to the civilization of the whites.

### Answer

- the forcing of Native Americans onto reservations; the introduction of diseases to which Native Americans were not immune; the destruction of the buffalo herds

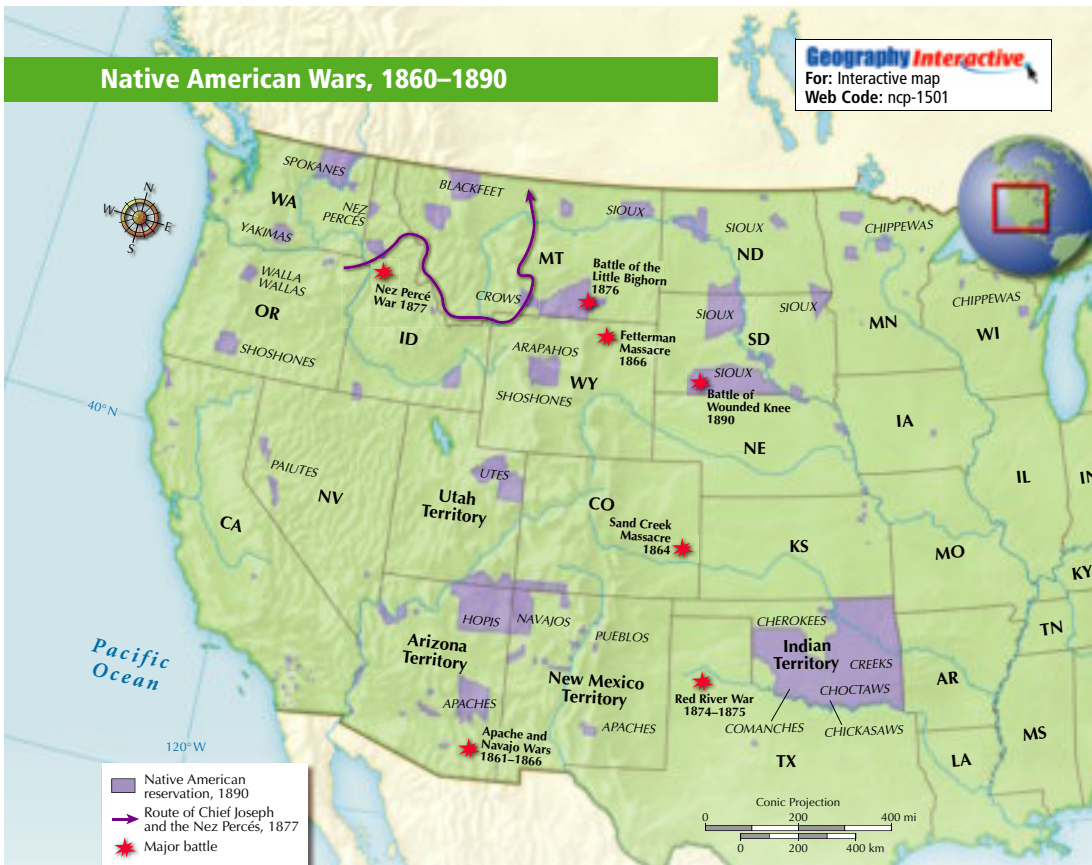
### Connect to Your World

**National Museum of the American Indian** In 1989, an act of Congress established a National Museum of the American Indian. When the facility opened in Washington, D.C., in 2004, it became the sixteenth addition to the Smithsonian Institution. Designed with guidance from Native Americans, the museum faces east in accordance with many Native American building traditions. Inside, 70 percent of the collection consists of materials from the United States and Canada, and 30 percent comes from Latin America, totaling more than 800,000 items. The

objects represent aspects of Native American and First People culture, including arts, history, religion, and everyday life, as well as the entire span of Indian history, from 10,000 years ago to today. The museum also has a Cultural Resources Center where artifacts are evaluated, cataloged, and stored, and a smaller location in New York City. According to the mission statement, the museum’s primary goal is “to protect and foster their cultures by reaffirming traditions and beliefs, encouraging contemporary artistic expression, and empowering the Indian voice.”

## Native American Wars, 1860–1890

Geography Interactive  
For: Interactive map  
Web Code: ncp-1501



- Native American reservation, 1890
- Route of Chief Joseph and the Nez Percés, 1877
- Major battle

Many Native Americans shared this Cree Indian's memories of the progression of the federal government's broken promises:

**Primary Source** "In order to become sole masters of our land they relegated us to small reservations as big as my hand and make us long promises, as long as my arm; but the next year the promises were shorter and got shorter every year until now they are the length of my finger, and they keep only half of that."

—Chief Piapot, 1895

This 1864 recruitment poster sought cavalry volunteers to fight the Indians. The photograph shows the tragic aftermath of one of the clashes, as cavalrymen gather the dead from the battlefield at Wounded Knee.



**Map Skills** After many years of fighting between Native Americans and the U.S. government, most Indians were restricted to the reservations shown on the map above.

1. **Location:** In which states were the largest reservations located?
2. **Make Inferences** Why do you think reservations were located in these places?

- **Quick Activity** To learn more about Native Americans' struggles to keep their lands, have students read *Link to Literature: Black Elk Speaks*, and then answer the questions on the worksheet. **Teaching Resources**, p. 19

### Independent Practice

- Discuss with students how Native Americans might have felt seeing this map during this time. Have students access **Web Code ncp-1501** to use the **Geography Interactive map** and then answer the map skills questions in the text.
- **NoteTaking** Have students fill in the timeline with important dates and events from the Indian Wars. **Reading and Note Taking Study Guide**

### Monitor Progress

- While students are answering the map skills questions, circulate to make sure that they are correctly interpreting the map.
- As students fill in their timelines, circulate to make sure that they sequence events in the Native American Wars correctly. For a completed version of the timeline, see **Note Taking Transparencies, B-69b**.

## Differentiated Instruction Solutions for All Learners

- L1** Special Needs Students **L2** English Language Learners **L3** Less Proficient Readers

To help students retain information from the map about the Native American Wars, work with them to identify each battle or event on the map in chronological order. Begin by checking that all students understand the symbols in the key. Next, point to the "Apache and Navajo Wars" symbol, and explain that this series of wars started first. Then, ask a volunteer

to find the event that came next (*Sand Creek Massacre*), and so on. Tell students that for the sake of sequencing the events that spanned several years, they can cite the year in which the events started. Complete the sequence with the Battle of Wounded Knee.

### Answers

#### Map Skills

1. Reservations were located in South Dakota, Montana, and Washington, but the largest were in the Indian Territory (Oklahoma), Arizona, New Mexico, and Utah territories.
2. Sample response: The existing populations of these states left large areas open for Indian resettlement; in addition, Native American groups would be easier to control if relegated to reservations.



# The End of the Indian Wars

L3

## Instruct

- **Introduce: Key Terms** Explain that although two key Native American leaders from this period—**Sitting Bull** and **Chief Joseph**—approached the crisis differently, both tried to resist white settlement. Have students compare and contrast the experiences of both leaders.
- **Teach** Clarify for students that Native Americans fought hard to keep what was theirs. Ask **What was the cause of the Red River War?** (*The U.S. government did not abide by the 1867 Treaty of Medicine Lodge.*) **What were the immediate and long-term outcomes of the Battle of the Little Big Horn?** (*The Sioux initially won by wiping out Custer and all his men. However, the U.S. Army tried to track down the Sioux, Sitting Bull fled to Canada, and Crazy Horse and his followers were made to surrender.*) **What was the result of the attempt by the Nez Percé to escape to Canada?** (*They surrendered short of the border and were banished to a reservation in Oklahoma.*) **Why do you think that government officials felt threatened by the Ghost Dance?** (*Sample response: The dance was meant to banish white settlers and restore the buffalo, and its performance could have led to another resistance movement.*)
- **Quick Activity** Have students read the HISTORY MAKERS biography of Sitting Bull and create a concept web that records the various aspects of his character.

## Independent Practice

Have students write a summary of the conflicts between white settlers and Native Americans in the West.

## Monitor Progress

As students write their summaries, circulate to make sure that they understand the causes and effects of the Indian Wars.

## Answer

- ✔ Settlers wanted the land and its resources, but Native Americans did not want to move. Treaties were made, but the government did not enforce them.

### Vocabulary Builder

**adequate**—(AD ih kwuht) *adj.*  
enough to meet a need

In an effort to pacify the Sioux and to gain more land, the government signed the Fort Laramie Treaty of 1868. The government agreed not to build the road through Sioux territory and to abandon three forts. The Sioux and others who signed the treaty agreed to live on a reservation with support from the federal government. The Bureau of Indian Affairs, established in 1824, handled affairs between Native Americans and the government. The agency appointed an agent who was responsible for distributing land and **adequate** supplies to anyone willing to farm as well as for maintaining peaceful relations between the reservation and its neighbors. A school and other communal buildings were also promised by the treaty.

As often happened, some Indians could not live within the imposed restrictions. Unfortunately, many Indian agents were unscrupulous and stole funds and resources that were supposed to be distributed to the Indians. Even the most well-meaning agents often lacked support from the federal government or the military to enforce the terms of the treaties that were beneficial to Native Americans.

- ✔ **Checkpoint** Why did tensions exist between settlers and Indians?

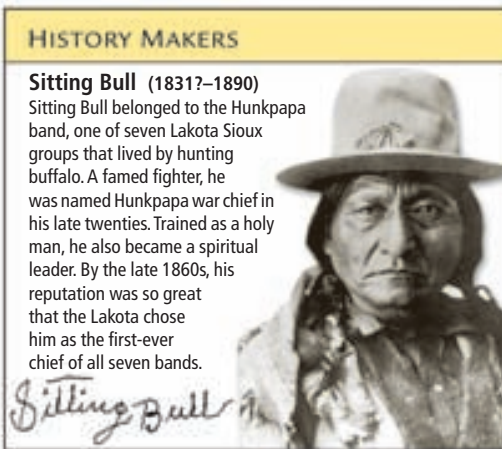
## The End of the Indian Wars

The conditions facing Native Americans had all the ingredients for tragedy. Indians were confined to isolated and impoverished areas, which were regularly ravaged by poverty and disease. Promises made to them were eventually broken. Frustration, particularly among young warriors, turned to violence. Guns replaced treaties as the government crushed open rebellions.

**Red River War** The Red River War, a series of major and minor incidents, led to the final defeat of the powerful southern Plains Indians, including the Kiowas and Comanches. It marked the end of the southern buffalo herds and the opening of the western panhandle of Texas to white settlement. At the heart of the matter was the failure of the United States government to abide by and enforce the terms of the 1867 Treaty of Medicine Lodge. White buffalo hunters were not kept off Indian hunting grounds, food and supplies from the government were not delivered, and white lawlessness was not punished. Hostilities began with an attack by Indians on a group of Texans near the Red River in June 1874. They came to an end in June 1875 after the last Comanche holdouts surrendered to U.S. troops.

**Battle of the Little Big Horn** It was the lure of gold not animal hides that led to the defeat of the Indians on the northern Plains. The Black Hills Gold Rush of 1875 drew prospectors onto Sioux hunting grounds in the Dakotas and neighboring Montana. When the Sioux, led by chiefs Crazy Horse and **Sitting Bull**, assembled to drive them out, the U.S. Army sent its own troops against the Native Americans.

In June 1876, a colonel named George Custer rushed ahead of the other columns of the U.S. cavalry and arrived a day ahead of the main force. Near the Little Bighorn River, in present-day Montana, Custer and his force of about 250 men unexpectedly came upon a group of at least 2,000 Indians. Crazy Horse led the charge at what became known as the **Battle of the Little Big Horn**, killing Custer and all of his men.



## History Background

**A Legendary Leader's Fate** In May 1877, after the Battle of the Little Big Horn, Tatanka Iyotanka, or Sitting Bull, led followers north into Canada, out of reach of the U.S. Army. However, the buffalo that sustained his people were nearly gone, and the Canadian government would not provide assistance. In 1881, Sitting Bull was forced to lead his hungry people back into the United States, where he surrendered. He was sent to join the Sioux at the Standing Rock Reservation. However, his people's reaction to his arrival worried U.S. officials, so Sitting Bull was moved to a fort downriver, where he was held as a prisoner of war. In 1885, after enduring two years of disrespectful treatment by Indian agents at

Standing Rock, Sitting Bull left to join Buffalo Bill's Wild West Show. Although he was able to tolerate white society for only four months, he won international fame while with the show. After his return to Standing Rock, Sitting Bull lived in defiance of white ways until 1890, when as a result of the Ghost Dance movement, he was arrested as a precaution against an uprising. During an attempt by his followers to rescue him, Sitting Bull was killed. Initially buried at Fort Yates in North Dakota, his remains were moved to Mobridge, South Dakota, in 1953, where a granite monument marks his resting place.

## TRACK THE ISSUE



### How should the federal government deal with Indian nations?

From its earliest days, the federal government has grappled with the issue of relations with Native Americans. Since Indians in the West were forced to move onto reservations, government policy has shifted several times. Use the timeline below to explore this enduring issue.

#### 1787 U.S. Constitution

Federal government given power to regulate trade with Native Americans.

#### 1824 Bureau of Indian Affairs

Agency created to handle relations with Native Americans.

#### 1887 Dawes Act

Government divides reservations into individual land holdings.

#### 1934 Indian Reorganization Act

Tribal governments gain more control over own affairs.

#### 1975 Indian Self-Determination and Educational Assistance Act

Indians win control over schools and other government services.



Comanche girls, 1892



Native Americans in traditional garb press for Indian rights in Washington, D.C.

## DEBATE THE ISSUE

**Native American Land Claims** Today, several Native American nations have made claims to their original lands, arguing that old treaties were illegal. Opponents say that to recognize these claims after so many years would lead to injustice to the people now living on those lands.

“For over 200 years, we have endured hardship and indignities from the unjust taking of our ancestral land. We have been confined to a small reservation. We have suffered the painful loss of our traditional way of life. . . . There will be no actions to evict our neighbors from their homes as we know all too well the pain and suffering displacement causes.”

—Tadodaho (Sidney Hill) of the Onondaga Nation, March 10, 2005

“Employing a unique body of laws, today’s courts have decided to hear cases based on alleged violations of federal law that occurred over 200 years ago. Even more incredible than the ability and willingness of our judicial system to resurrect these ancient claims, is its [tendency] to apply modern legal interpretations to ancient events and blatantly disregard the historical record.”

—Scott Peterman, May 25, 2002



### TRANSFER Activities

- Compare** How do Tadodaho and Peterman differ on the subject of land claims?
- Analyze** How do you think Tadodaho would view the Dawes Act?
- Transfer** Use the following Web site to see a video, try a WebQuest, and write in your journal. **Web Code:** neh-7502

## Objectives

- Describe the ways in which federal policy toward Native Americans has shifted since the origins of the nation.
- Identify arguments in support of and against Native American claims of lands they inhabited before white settlement of North America.

## Background Knowledge L3

Remind students that in the period covered in this chapter, Native Americans were losing their lands and being forced onto reservations. Today, many Native American groups want those lands returned to them.

## Instruct L3

Review the items in the timeline. Have students discuss how they think the federal government should resolve the debate over Native American lands. Ask **Assuming a court determined that old land treaties were illegal, what would be one consequence of such a decision?** (Sample: *Lands that had belonged to Native Americans would be returned to them, forcing the people living on those lands today to find new places to live.*)

## Monitor Progress

- Have students complete the Issues Connector worksheet, *American Indian Policy*. Check their work to make sure that students grasp all aspects of the issue. **Teaching Resources**, pp. 14–17
- Remind students to complete their American Issues Journal worksheets. Review their work for accuracy. **Reading and Note Taking Study Guide**

## Answers

### Transfer Activities

- Tadodaho believes that land claims are legitimate because the lands were taken unjustly. Peterman believes the claims are questionable and are too old to be heard in courts today.
- Tadodaho would probably find it harmful and unjust.
- For more information about American Indian Policy, have students access **Web Code neh-7502**.

## History Background

**Reservations** Native American reservations are recognized by treaties and other agreements. Between 270 and 300 reservations exist in the United States, mostly in the West. The largest is the Navajo Reservation, which covers about 16 million acres in Arizona, New Mexico, and Utah. The smaller reservations consist of less than 100 acres, and many of these are located in California.

More than 550 Native American groups exist in the United States; not every group has a reservation, and not every Native American lives on one. Many of the

nation’s more than one million Native Americans live in towns and cities around the country.

Today’s reservations are the legacy of a land policy that sought to confine Native Americans to small areas. After Native Americans were pushed west of the Mississippi River, a series of treaties in the mid-1800s limited Native American groups to progressively smaller areas reserved for them. As a result of the Dawes Act, the federal government took about 60 million additional acres of Native American land.



## The Government Promotes Assimilation L3

### Instruct

- **Introduce: Key Term** Write the key term **assimilate** (in bold) on the board. Underline the root *-simil-*, and point out that the word is related to the word *similar*. Have students use this information to predict what it meant when white people wanted Native Americans to **assimilate**.
- **Teach** Remind students of recent debates about whether immigrants should assimilate, or adopt, American culture. Explain that in the nineteenth century, many people thought that the best solution for both immigrants and displaced Native Americans was for them to adopt American culture. In the case of Native Americans, many white people sincerely believed that they would benefit from assimilation. Others believed assimilation would completely destroy Native American cultures. Discuss with students the drawbacks and benefits of assimilation to both the predominant culture and to immigrant or minority groups. Then, discuss why Congress passed the Dawes General Allotment Act and explain the consequences of the law.
- **Analyzing the Visuals** Direct students' attention to the Infographic beginning on this page. Have students discuss the differences between the images on this page and the next. Then, have them answer the Thinking Critically questions. Discuss students' answers as a class.

Cries for revenge motivated army forces to track down the Indians. Sitting Bull and a small group of followers escaped to Canada. Crazy Horse and his followers surrendered, beaten by weather and starvation. By then, the will and the means to wage major resistance had been crushed.

**Chief Joseph and the Nez Percés** Farther west, in Idaho, another powerful drama played out. In 1877, the federal government decided to move the Nez Percés to a smaller reservation to make room for white settlers. Many of the Nez Percés were Christians and had settled down and become successful horse and cattle breeders. They had pride in themselves and a great deal to lose.

Trying to evade U.S. troops who had come to enforce their relocation, the Nez Percés's leader **Chief Joseph** led a group of refugees on a trek of more than 1,300 miles to Canada. Stopped just short of the border, Chief Joseph surrendered with deeply felt words: "I will fight no more forever." Banished with his group to a barren reservation in Oklahoma, he traveled twice to Washington, D.C., to lobby for mercy for his people.

**Wounded Knee** With the loss of many leaders and the destruction of their economy, Native Americans' ability to resist diminished. In response, many Indians welcomed a religious revival based on the Ghost Dance. Practitioners preached that the ritual would banish white settlers and restore the buffalo to the Plains. As the popularity of the movement spread, government officials became concerned about where it might lead.

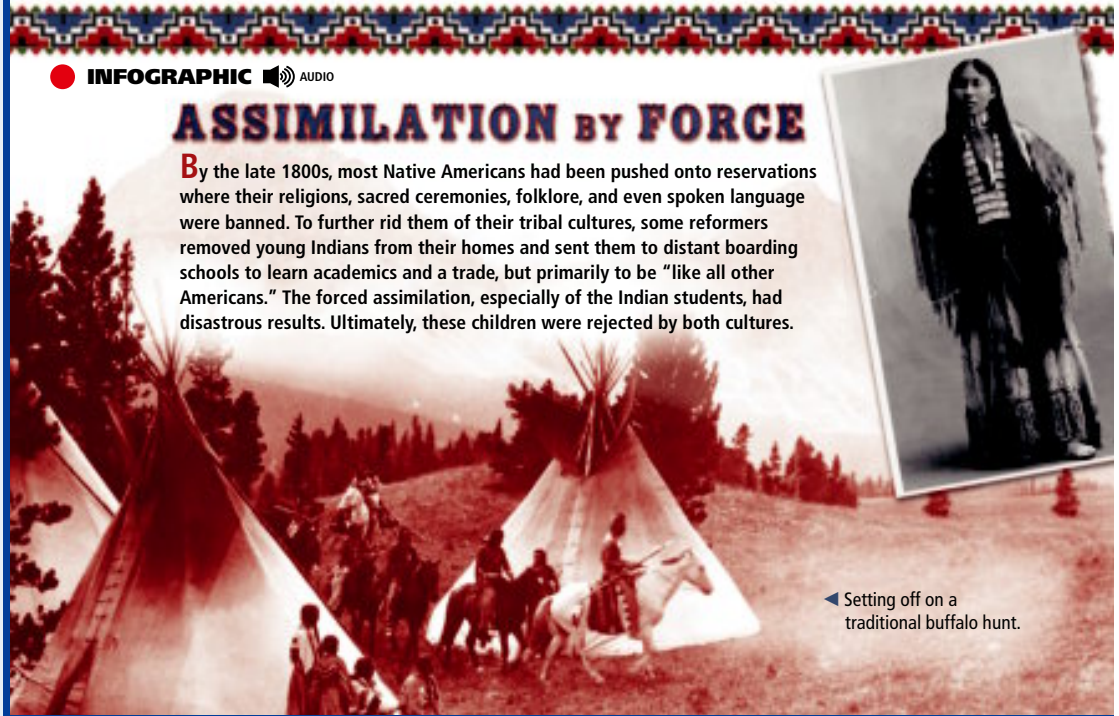
In 1890, in an effort to curtail these activities, the government ordered the arrest of Sitting Bull. In the **confrontation**, he and several others were killed.

**Vocabulary Builder**  
**confrontation**—(kahn fruhn TAY shuhn) *n.* hostile encounter

### ● INFOGRAPHIC AUDIO

## ASSIMILATION BY FORCE

By the late 1800s, most Native Americans had been pushed onto reservations where their religions, sacred ceremonies, folklore, and even spoken language were banned. To further rid them of their tribal cultures, some reformers removed young Indians from their homes and sent them to distant boarding schools to learn academics and a trade, but primarily to be "like all other Americans." The forced assimilation, especially of the Indian students, had disastrous results. Ultimately, these children were rejected by both cultures.



### Differentiated Instruction Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented Students

Have students locate and read a nonfiction book representing the Native American perspective on the Indian Wars or related issues, such as Dee Brown's landmark book, *Bury My Heart at Wounded Knee*.

Then, have students write a book report on the chosen work, including whether they recommend the book to fellow students and why. Make students' reports available to the class.

Troops then set out after the group of Indians as they fled. Hostilities broke out at Wounded Knee, South Dakota, when the well-armed cavalry met and outgunned the Indians. The ground was stained with the blood of more than 100 men, women, and children. The tragic end of the Ghost Dance War at **Wounded Knee** sealed the Indians' demise.

✓ **Checkpoint** What rebellions ended major Indian resistance?

## The Government Promotes Assimilation

The reservation policy was a failure. Making Indians live in confined areas as wards of the government was costly in human and economic terms. Policy makers hoped that as the buffalo became extinct, Indians would become farmers and be **assimilated** into national life by adopting the culture and civilization of whites.

**Reformers Criticize Government Policy** A few outspoken critics defended the Indians' way of life. In *A Century of Dishonor*, Helen Hunt Jackson decried the government's treatment of Native Americans:

### Primary Source

“There is not among these three hundred bands of Indians one which has not suffered cruelly at the hands either of the Government or of white settlers. The poorer, the more insignificant, the more helpless the band, the more certain the cruelty and outrage to which they have been subjected. . . . It makes little difference where one opens the record of the history of the Indians; every page and every year has its dark stain. . . .”

—Helen Hunt Jackson, 1881

▼ Carlisle Indian Industrial School book cover



◀ A Native American bride in her tribe's traditional bridal dress (far left) and the same bride with her groom in "American" wedding attire (right).

Established in 1879, the Carlisle Indian Industrial School in Pennsylvania was one of the first boarding schools for Native Americans. Students there were required to change their traditional hairstyles, dress, and language to that of the white American culture.

### Thinking Critically

- 1. Draw Conclusions** Why do you think it was difficult for assimilated Native Americans to be accepted by their own cultures?
- 2. Synthesize Information** Why is forced assimilation destined to fail?

## Differentiated Instruction Solutions for All Learners

### L1 Special Needs Students L2 English Language Learners L3 Less Proficient Readers

To increase understanding of the issues over forced assimilation of Native Americans in this period, have students review the information below the blue heading "The Government Promotes Assimilation," and organize it in a concept web on the topic. The main oval should be labeled *Assimilation*, and subordinate

ovals may be labeled *Goals*, *Results*, and *Dawes Act*. Make sure that students include information from the text and images in the Infographic in their concept webs. Encourage students to review their webs with a partner to check the logic of their organization and that all key information is included.

## Independent Practice

Have students read the **HISTORY MAKERS** biography of Helen Hunt Jackson and review the Primary Source quotation on this page. Then, have them write a paragraph paraphrasing Jackson's statement and explaining why *A Century of Dishonor* was so effective in building sympathy for Native Americans.

## Monitor Progress

Have students summarize the information below the red heading "Congress Passes the Dawes Act," and include in their summaries a concluding sentence explaining why the Dawes Act was a failure.

## Answers

- ✓ the Red River War, the Battle of the Little Big Horn, the Nez Percés' flight to Canada, the Ghost Dance War, and Wounded Knee

### Thinking Critically

- Sample response: They probably had changed considerably and taken on white cultural behaviors and values, and this made them aliens among their own people.
- Possible answer: Forced assimilation entails major psychological changes and often the severing of emotional ties with one's background and family. In many cases, it also causes people to belong neither to the old culture nor entirely to the new culture.



## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz. **Teaching Resources, p. 23**
- To further assess student understanding, use **Progress Monitoring Transparencies, 77**.

### Reteach

If students need more instruction, have them read the section summary.

### Reading and Note Taking Study Guide

L3

### Adapted Reading and Note Taking Study Guide

L1 L2

### Spanish Reading and Note Taking Study Guide

L2

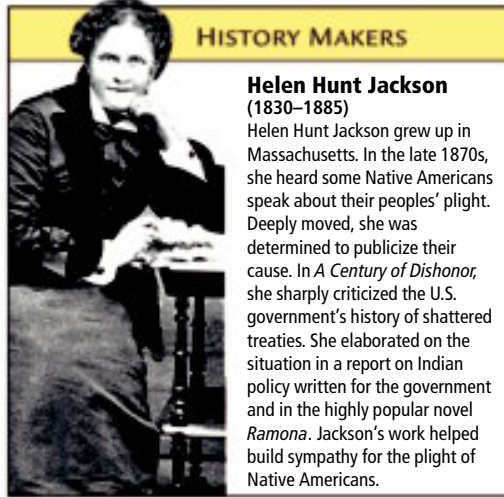
### Extend

L4

To extend the section content, assign the Enrichment worksheet, *Write a Review: A Century of Dishonor*. **Teaching Resources, pp. 12–13**

### Answer

- Native American families were granted land, and it was protected for 25 years in hopes that younger Indians would eventually take up farming.



#### Helen Hunt Jackson (1830–1885)

Helen Hunt Jackson grew up in Massachusetts. In the late 1870s, she heard some Native Americans speak about their peoples' plight. Deeply moved, she was determined to publicize their cause. In *A Century of Dishonor*, she sharply criticized the U.S. government's history of shattered treaties. She elaborated on the situation in a report on Indian policy written for the government and in the highly popular novel *Ramona*. Jackson's work helped build sympathy for the plight of Native Americans.

Susette La Flesche, the granddaughter of a French trader and an Omaha Indian woman, also used her writing and lecturing talents to fight for recognition of the Indians and Indian rights in the courts. Born on the Omaha reservation in Nebraska, she studied in the East and returned to the reservation to teach.

**Congress Passes the Dawes Act** In 1871, Congress had passed a law stating that “no Indian nation or tribe within the United States would be recognized as an independent nation, tribe or power with whom the United States may contract by treaty.” Indians were now to be treated as individuals.

Partly in response to reformers like La Flesche and Jackson and partly to accelerate the process of assimilation, Congress passed the **Dawes General Allotment Act** (sometimes known as the Dawes Severalty Act) in 1887. The Dawes Act replaced the reservation system with an allotment system. Each Indian family was granted a 160-acre farmstead. The size of

the farm was based on the eastern experience of how much land was needed to support a family. In the arid West, however, the allotment was not big enough.

To protect the new Indian owners from unscrupulous speculators, the Dawes Act specified that the land could not be sold or transferred from its original family for 25 years. Congress hoped that by the end of that time, younger Indians would embrace farming and individual landownership. To further speed assimilation, missionaries and other reformers established boarding schools, to which Indian parents were encouraged to send their children. Indian children were to learn to live by the rules and culture of white America. The struggle to retain their homeland, freedom, and culture proved tragic. Although Native Americans faced their enemy with courage and determination, tens of thousands died in battle or on squalid reservations. Only a small number were left to carry on their legacy.

**Checkpoint** How did the Dawes Act change the way Indians were treated?

## SECTION

# 2 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nca-1502

#### Comprehension

- Terms and People** For each item below, write a sentence explaining its significance to the fate of Native Americans.
  - reservation
  - Sand Creek Massacre
  - Sitting Bull
  - Battle of the Little Big Horn
  - Chief Joseph
  - Wounded Knee
  - assimilate
  - Dawes General Allotment Act

#### 2. NoteTaking Reading Skill:

**Identify Supporting Details** Use your concept web and timeline to answer the Section Focus Question: How did the pressures of westward expansion impact Native Americans?

#### Writing About History

- Quick Write: Research an Oral Presentation** Use library or Internet resources to gather information on one of the battles in the Indian Wars. Afterward, list at least two written sources and two images that you might use in an oral presentation.

#### Critical Thinking

- Recognize Cause and Effect** Why did Native Americans and white settlers clash?
- Analyze Information** How did Native Americans try but fail to keep their land?
- Identify Central Issues** What steps were taken to foster assimilation of Native Americans?

## Section 2 Assessment

- Sentences should demonstrate an understanding of how each person or term was significant to the fate of Native Americans.
- Native Americans lost their lands, their ways of life, and often their lives.
- Students should provide two Internet or print sources and two images on the same topic related to one of the battles in the Indian Wars. Check that students have evaluated the sources for reliability.

- because white settlers wanted Native American land and destroyed the buffalo and other natural resources on which the Native Americans depended
- Native Americans fought a series of battles, and they also attempted to make treaties with the U.S. government. However, they were eventually overwhelmed militarily, and many treaties were not honored by settlers or supported by the U.S. government.

- Native Americans were forced onto reservations; given specific, but inadequate, plots of land to farm; and their children were encouraged to attend boarding schools to learn to live as white people did.

For additional assessment, have students access **Progress Monitoring Online** at Web Code **nca-1502**.