Plains Indians Wars Primary Source Analysis Activity

Instructions:

1. Consider the “guiding question” for the set of documents (documents 1-3).
2. Once in your groups, assign each member ONE document from your document set to read.
3. INDIVIDUAL WORK (8 minutes):
   1. Each group member should read their document and answer the four questions below using the chart that correlates to their document on page 2. **Answer the question set for YOUR ASSIGNED document! If you need help, ask me!**
      1. Who is writing? (author)
      2. Who is the author writing to? (audience)
      3. What is the author’s OVERALL theme? What do they want readers to know?
      4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE (“Example #1,” etc.)
   2. If you finish sooner than your group members, spend your extra time going over your document and your answers so you can better explain it to your group members.
4. GROUP WORK (20 minutes):
   1. Once everyone is finished, each member should “teach” their document to the rest of the group. DO NOT simply read what you put for your answers. **DO NOT let group members copy your paper.** You must EXPLAIN your answers to your group members.
   2. Use each group members’ “teaching” of their document to complete the rest of the charts on page 2.
   3. On page 3, as a group, answer the guiding questions by completing the chart. For the prompt, answer the prompt with a thesis statement and supporting evidence. **Each group member is responsible for filling in his or her own chart.** 
      1. A thesis is a sentence that states your argument (your answer to the guiding question).
      2. For each thesis statement, write down THREE pieces of evidence **from the documents** that support the thesis statement. Use at LEAST one piece of evidence from EACH document in the set.

**USE THE CHECKLIST BELOW TO ENSURE YOU FULFILL ALL ASSIGNMENT REQUIREMENTS. Put your papers in the order shown in the checklist, staple them together, and turn them in to me.**

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| **Requirement** | **Completed?** |
| 1. Complete ALL questions on charts on pages 2. |  |
| 2. Attach YOUR assigned document from each document set with text you used for evidence UNDERLINED AND LABELED . |  |
| 3. Complete ALL parts of the thesis/evidence chart on page 3. |  |

**Guiding Question Document Set (1-3): How did conflict with the United States impact the life of Native Americans during the Gilded Age?**

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| --- | --- |
| **Document** | **Analysis** |
| **#1** | 1. Who is writing? (author) 2. Who is the author writing to? (audience) 3. What is the author’s OVERALL theme? What do they want readers to know? 4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE    1. Example #1-    2. Example #2-    3. Example #3- |
| **#2** | 1. Who is writing? (author) 2. Who is the author writing to? (audience) 3. What is the author’s OVERALL theme? What do they want readers to know? 4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE    1. Example #1-    2. Example #2-    3. Example #3- |
| **#3** | 1. Who is writing? (author) 2. Who is the author writing to? (audience) 3. What is the author’s OVERALL theme? What do they want readers to know? 4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE    1. Example #1-    2. Example #2-    3. Example #3- |

**Prompt:**

**How did conflict with the United States impact the life of Native Americans during the Gilded Age?**

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| --- | --- |
| Thesis Statement |  |
| Evidence #1 |  |
| Evidence #2 |  |
| Evidence #3 |  |

**DOCUMENT #1**

Helen Hunt Jackson, author of *A Century of Dishonor*, Criticizes Treatment of Native Americans (1881)

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. The story of one tribe is the story of all, varied only by differences of time and place....Colorado is as greedy and unjust in 1880 as was Georgia in 1830, and Ohio in 1795, and the United States government breaks promises now as deftly as then, and with the added ingenuity from long practice....

To assume that it would be easy...to undo the mischief and hurt of the long past...is the blunder of a hasty and uninformed judgment. The notion which seems to be growing more prevalent, that simply to make all Indians at once citizens of the United States would be a...[solution] for all their ills...is a very inconsidered one.... Nevertheless, it is true, as well stated by one of the superintendents of Indian Affairs in 1857, that “so long as they are not citizens of the United States, their rights of property must remain insecure against invasion. The doors of the federal tribunals being barred against them....The utter absence of individual title to particular lands deprives every one among them of the chief incentive to labor and exertion....”

Cheating, robbing, breaking promises--these three are clearly things which must cease to be done. One more thing, also, and that is the refusal of the protection of the law to the Indian's right of property....

When these four things have ceased to be done, time, statesmanship, philanthropy, and Christianity can slowly and surely do the rest.

**DOCUMENT #2**

Luther Standing Bear Recalls Life at the Carlisle Indian School (1879)

**(Historical Context: “Indian schools” were places where the children of Native Americans on reservations were taken to remove their cultural heritage and replace it with the culture of the United States)**

It did not occur to me at that time that I was going away to learn the ways of the white man. My idea was that I was leaving the reservation and going to stay away long enough to do some brave deed, and then come home again alive. If I could just do that, then I knew my father would be so proud of me....

One day when we came to school there was a lot of writing on one of the blackboards. We did not know what it meant, but our interpreter came into the room and said, “Do you see all these marks on the blackboard? Well, each word is a white man's name. They are going to give each one of you one of these names by which you will hereafter be known”....

Then the teacher took a piece of white tape and wrote the name on it. Then she cut off a length of the tape and sewed it on the back of the boy's shirt. Then that name was erased from the board. There was no duplication of names in the first class at Carlisle School!...

Next we had to learn to write our names...

Next the teacher wrote out the alphabet on my slate and indicated to me that I was to take the slate to my room and study....

How lonesome I felt for my father and mother!....

…when my hair was cut short, it hurt my feelings to such an extent that the tears came into my eyes. I do not recall whether the barber noticed my agitation or not, nor did I care. All I was thinking about was that hair he had taken away from me. Right here I must state how this hair-cutting affected me…Now, after having my hair cut, a new thought came into my head. I felt that I was not more Indian, but would be an imitation of a white man.

Next, we heard that we were soon to have white men's clothes....

The clothes were some sort of dark heavy gray goods, consisting of coat, pants, and vest. We were also given a dark woolen shirt, a cap, a pair of suspenders, socks, and heavy farmer's boots.

**DOCUMENT #3**

American Soldier Recalls the Surrender of Chief Joseph (1936)

Without digressing further, let me say that on that same day, the 5th of October, the ground covered with a light fall of snow, the surrender was agreed on. About an hour or so before sunset there came from the ravine below, up to the knoll on which we were standing, a picturesque and pathetic little group. Joseph was the only one mounted, and he sat, his rifle across his knees at each side of his horse talking earnestly. Slowly they mounted to where we stood at the top. General Howard and Colonel Miles were grouped together, and a little retired, myself, Lieutenant Howard, Lieutenant Long, and further back an orderly and Arthur Chapman, the interpreter. Still further away, at some little distance, a courier stood at the head of his horse, holding loosely the bridle while the horse pawed the snowy ground. When the Indians reached the summit those on foot stopped and went back a little, as if all was over. Then, nothing but silence. Joseph threw himself off his horse, draped his blanket about him, and carrying his rifle in the hollow of one arm, changed from the stooped attitude in which he had been listening, held himself very erect, and with a quiet pride, not exactly defiance, advanced toward General Howard and held out his rifle in token of submission. General Howard smiled at him, but waved him over to Colonel Miles, who was standing beside him. Joseph quickly made a slight turn and offered the rifle to Miles, who took it. Then Joseph stepped back a little, and Arthur Chapman stepped forward so as to be between Joseph and the group of two-Howard and Miles. I was standing very close to Howard, with a pencil and a paper pad which I always carried at such times, ready for any dictation that might be given. Joseph again addressed himself to General Howard, as was natural, for he had had several councils with Howard, including the last one which led to the war. He said (Chapman interpreting):

"Tell General Howard I know his heart. What he told me before -- I have it in my heart. I am tired of fighting. Too-hul-hul-sit is dead. Looking Glass is dead. He-who-led-the-young-men-in-battle is dead. The chiefs are all dead. It is the young men now who say 'yes' or 'no.' My little daughter has run away upon the prairie. I do not know where to find her-perhaps I shall find her too among the dead. It is cold and we have no fire; no blankets. Our little children are crying for food but we have none to give. Hear me, my chiefs. From where the sun now stands, Joseph will fight no more forever."