



Section 2

Standards-Based Instruction



SECTION 2

Native Americans Struggle to Survive



Standards at a Glance

Students have read about the westward migration of settlers and the expansion of railroads. Now they will learn how these developments affected the Native Americans who lived there.

Section Focus Question

What were the consequences of the conflict between the Native Americans and white settlers?

Before you begin the lesson for the day, write the Section Focus Question on the chalkboard. (*Lesson focus: Attempts to coexist were abandoned and removing Native Americans from their lands became standard policy.*)

Prepare to Read

Build Background Knowledge

L2

Ask students to suppose that the principal and teachers at their school are going to be replaced. The new administration is changing all the rules of the school. Also, 100 students are going to be brought in from another school system. Ask students how they might feel about this change. Ask: **How might this change be positive? What are some negative aspects of this change?** Have students use the Idea Wave strategy (TE p. T38) to come up with answers. Write their ideas on the board. Tell students that this may be how the Native Americans felt when new settlers moved west.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 6, Reading Readiness Guide, p. 18

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.



Standards Preview

H-SS 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

Prepare to Read

Reading Skill

Use Restatement Clues Like a definition clue, a restatement clue tells you what an unfamiliar word means. It restates in simple language what the word means. Restatement clues often follow the unfamiliar word, linked by a comma or the word *or*. This textbook often uses restatement clues to define key terms and highlights them in blue.

E-LA Reading 8.1.3

Vocabulary Builder

High-Use Words

transform, p. 458

violate, p. 463

Key Terms and People

travois, p. 458

tepee, p. 458

reservation, p. 460

Sitting Bull, p. 460

★ **Background Knowledge** Mining and railroading brought people to the West and turned it into a booming region. But Native Americans struggled to survive there.

People of the Plains

At the end of the Civil War, some 360,000 Native Americans lived in the West, mainly on the Great Plains. Many, like the Arikaras and the Lakotas, had been there for centuries.

Life in Transition People of the Plains lived by gathering wild foods, hunting, and fishing. Some raised crops. Early Native Americans hunted buffalo and other game on foot. The arrival of the Europeans transformed their lives. Plains nations tamed herds of wild horses, descended from tough breeds brought by the Spanish. They also traded with the French and British for guns.

With guns, Native Americans could kill more game. On horseback they could travel faster and farther. Some groups became wanderers, carrying belongings on travois (truh VOIZ), or small sleds. They lived in tepees, cone-shaped tents made of buffalo skins.

Many Plains nations followed the buffalo herds. In winter, they trailed the herds into protected valleys and forests. In summer, when grass grew tall, hunters tracked the buffalo as they gathered to graze.

People found many uses for the buffalo. Its meat was a protein-rich food. Horns and bones could be made into tools and tendons could be made into thread. Buffalo hunting thus played a key role in people's survival.

Main Idea

Native Americans of the Plains relied on the buffalo to meet many basic needs.

Vocabulary Builder

transform (trans FORM) *v.* to change in appearance or form; to change the condition of something

Universal Access

L1 Less Proficient Readers

Guided Reading Give students a page protector to put over the text. Have students reread the section and mark each sentence with a ? if they are uncertain or don't understand the sentence, a * if they

L1 Special Needs

understand the sentence, or a ! (wow!) if they find the information interesting or new. Review any sentences they have with a question mark. Ask students to share their "wow" sentences with the class.

Division of Labors In many Plains nations, women managed village life. They cared for children and prepared food. They carved tools and made clothing and tepees. Sometimes they went to war. In 1876, a Crow woman named The Other Magpie rode against the Sioux for killing her brother. In some groups, a wise woman ruled.

Men were hunters and warriors. Often, they also led religious life. One important ritual was the Sun Dance. The four-day ceremony brought together thousands of Native Americans from many nations. Men would make pledges to the Great Spirit, or ruler of the universe.

✓**Checkpoint** Why was the buffalo important to many groups?

Broken Treaties

U.S. treaties promised to safeguard Native American lands. As miners and railroad crews pushed west, they broke those treaties.

Fort Laramie Treaty In 1851, ten thousand people from many Plains nations gathered near Fort Laramie in Wyoming for a “big talk” with U.S. officials. The officials wanted the nations to stop following the buffalo. If they would settle permanently, the government promised to protect their lands “as long as the grass shall grow.”

No sooner had some Native American leaders signed the Fort Laramie Treaty than settlers moved onto their lands. In 1859, a gold strike at Pikes Peak in Colorado sent miners swarming to the region.

Main Idea

Treaties to protect Native American lands were quickly broken and wars broke out.

Uses of the Buffalo

The buffalo was central to the life of Native Americans living on the Great Plains. It furnished not only food but also many other necessities of life. **Critical Thinking: Draw Conclusions** Why did the nations of the Plains depend so heavily on the buffalo? How did they cope when the buffalo herds began to disappear?



Covering Tepees Buffalo hides were used to cover the tepees in which the people of the Plains lived.



Keeping Warm The hairy hides of the buffalo provided clothing and warm coverings, such as this Cheyenne robe. Buffalo tendons made a strong thread for sewing garments together.



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History Background

Fort Laramie Treaty The Fort Laramie Treaty of 1851 set the precedent for the U.S. recognition of tribal sovereign rights, and it began years of negotiations and treaties that eventually transferred almost all of the tribal lands to the U.S. In exchange for limitations on their movements, the treaty promised each tribe \$50,000 each year for

50 years (later reduced to 10 years by the U.S. Senate). The treaty recognized the U.S. government’s right to establish roads and forts and the guarantee of peaceful travel for immigrants on the Overland Trail. The peace did not last, and within a few years, the fighting renewed.

Teach

People of the Plains

Broken Treaties

H-SS 8.12.2

Instruction

L2

Vocabulary Builder


High-Use Words Before teaching this section, preteach the High-Use Words **transform** and **violate** using the strategy on TE p. 451.

Key Terms Have students continue to fill in the “See It—Remember It” chart.

- Have students read *People of the Plains* and *Broken Treaties* using the Oral Cloze reading strategy (TE p. T36).
- Discuss how Native Americans in the American West lived at the end of the Civil War.
- Ask: **How did life change for Native Americans when miners, settlers, and railroads moved west?** (*Treaties protecting Native Americans were broken so that miners and railroad companies could obtain more land. Native Americans resisted the loss of their land, and wars broke out.*)

Independent Practice

Have students begin filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand changes in Native American life after the Civil War. Provide assistance as needed.

Answers

✓**Checkpoint** Native Americans used buffalo for food, clothing, tools, and shelter.

Draw Conclusions They depended heavily on the buffalo because it could provide for many of their basic needs. When the buffalo began to disappear, Native Americans had to change their way of life.

Last Stand for Custer and the Sioux

H-SS 8.12.2

Instruction


L2

- Have students read Last Stand for Custer and the Sioux. Remind students to look for details that support the Main Idea.
- Ask: **How did federal officials make Plains nations settle in one place?** (*They forced them to live on reservations.*)
- Ask: **Why did Native Americans react violently to living on reservations?** (*They did not want to lose their lands and traditions, and life on reservations was hard.*)
- Ask: **Why couldn't strong leaders like Crazy Horse, Sitting Bull, and Chief Joseph save their people's lands?** (*Possible answer: Native Americans were outnumbered.*)
- Have students complete the worksheet These Were the Sioux to learn more about one Native American group's lost way of life.

All in One Teaching Resources, Unit 6, These Were the Sioux, p. 24

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 2 (Adapted Version also available.)


Monitor Progress


As students fill in the Notetaking Study Guide, circulate and make sure that they understand why Native Americans went to war against white settlement. Provide assistance as needed.

Answers

Biography Quest

He realized he could not teach his children the skills they would need for the future, so he sent them to non-Indian schools to learn to read and write.

 **Checkpoint** People who worked for railroad companies and other settlers were hunting buffalo for food, sport, and profit.

 **Checkpoint** He had orders to force Native Americans onto a reservation.

Biography Quest



Sitting Bull
1831–1890

Sitting Bull's legend as a great Native American leader began at the age of 10, when he killed his first buffalo. During battle, a warrior would try to get close enough to the enemy to touch him. Sitting Bull excelled at this practice, called "counting coup." He was 14 when he touched his first enemy in battle. He soon became a leader known for his fearlessness in battle.

Biography Quest

What kind of education did Sitting Bull give his children?

For: The answer to the question about Sitting Bull

Visit: PHSchool.com

Web Code: myd-6132

Main Idea

Warfare continued even as some Native American nations tried to adapt to life on reservations.

Last Stand for Custer and the Sioux

New treaties in the late 1860s sought to end the wars on the Plains. Federal officials urged Plains nations to settle down and farm.

Reservations The southern Plains nations—the Kiowas, Comanches, and Arapahos—moved to reservations in Oklahoma. A **reservation is land set aside for Native Americans to live on**. Life there was a disaster. Poor soil in Oklahoma made farming difficult.

Many Sioux and Cheyennes gathered on land set aside for them in the Black Hills of the Dakotas. An 1874 gold strike brought a flood of miners. **Sitting Bull** and Crazy Horse led attacks to keep whites out.

Little Bighorn In June of 1876, under orders to force the Native Americans onto a reservation, Colonel George Armstrong Custer entered the Little Bighorn Valley in Montana Territory. Although outnumbered, he attacked a large band of Sioux and Cheyennes.

Custer and all his men died at the Battle of Little Bighorn. But the victory of Sitting Bull and Crazy Horse was fleeting. One Sioux recalled, "A winter or so later, more soldiers came to round us up on reservations. There were too many of them to fight now."


 **Checkpoint** Why did Custer attack at Little Bighorn?

Sand Creek Massacre In the early 1860s, new treaties forced Native Americans to give up land around Pikes Peak. Many warriors resisted. They attacked supply trains and homes.

In response, Colonel John Chivington and 700 volunteers attacked a band of Cheyennes at Sand Creek in eastern Colorado in 1864. These Cheyennes were friendly and under army protection. They raised a white flag to signal peace, but Chivington ordered his men to attack. In the end, more than 100 men, women, and children died.

Buffalo Soldiers The Sand Creek Massacre helped to ignite an era of war. Among the soldiers most feared on the Plains were African American veterans of the Civil War. The Native Americans called them Buffalo Soldiers. The Buffalo Soldiers fought on the Plains for 20 years. They also captured bandits from Texas to the Dakotas.

End of the Buffalo The giant herds of buffalo, so central to Native American life, began to shrink in the 1870s. Railroads had hunters kill the animals to feed their crews. Others also slaughtered buffalo because buffalo robes drew high prices in eastern cities. One hunter might kill 2,000 buffalo in a month.

 **Checkpoint** Why did the buffalo begin to disappear?

Universal Access

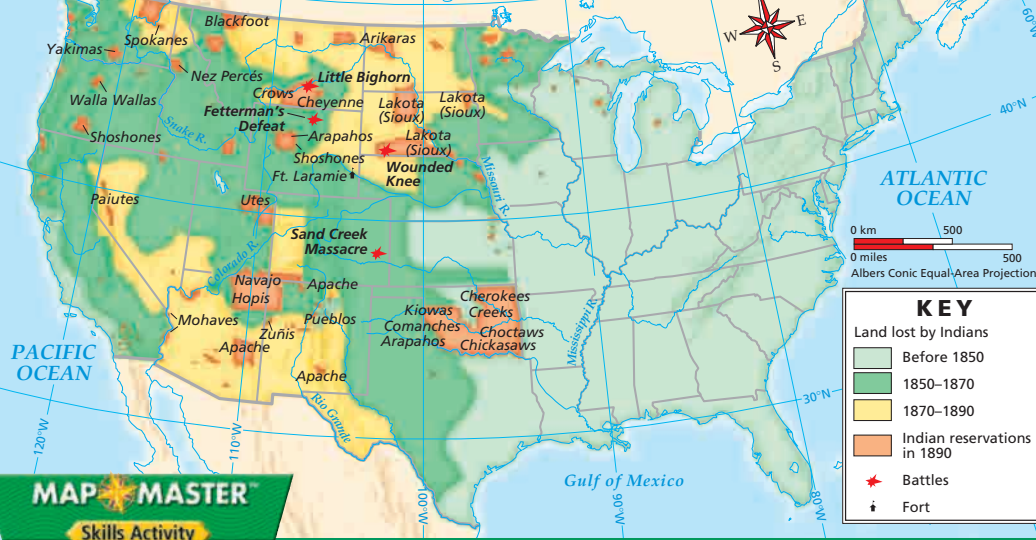
L3 Advanced Readers

Researching Local History Remind students that different native groups lived throughout North America at one time. Have students go to the library or a historical society to find out which Native American group(s) lived locally. If possible, have

L3 Gifted and Talented

students interview local residents of Native American heritage about the history of their group in the region. Have students create a pamphlet about this aspect of local history. Distribute their work as a public service to the community.

Native American Territory



By 1890, most Native Americans had been confined to reservations.

- (a) **Read a Map** During what period did Native Americans lose most of their land in California?
- (b) **Draw Conclusions** How did being restricted to reservations change the way of life of Native Americans on the Great Plains?

MapMaster  online

For: Interactive map
Visit: PHSchool.com
Web Code: myp-6132

Other Efforts at Resistance

Other Native American nations in the West also came under pressure. Among them were the Nez Percés to the north and the Navajos and Apaches to the south.

The Nez Percés The Nez Percés lived where Idaho, Oregon, and Washington now meet. They bred horses and cattle in the Snake River valley. Under pressure, many agreed to go to a reservation.

Rather than see his nation humiliated, Chief Joseph fled toward Canada with a large band of Nez Percés in 1877. The U.S. Army pursued them. In 75 days the Nez Percés traveled 1,300 miles.

The army caught the Nez Percés near Canada's border. As Chief Joseph surrendered, he said, "I shall fight no more forever."

The Navajos Navajos raised sheep, horses, and cattle in the Southwest. Bands of Navajos also raided for livestock. To stop raids, white settlers called in the army. After a series of wars, the Navajos were defeated in 1864 in Arizona. Soldiers took them on what the Navajos called a "Long Walk" to a spot near the Pecos River. There they suffered years of disease and hunger.

Main Idea

Efforts by Native Americans to preserve their traditional way of life did not succeed.

Primary Sources

See Chief Joseph, *I Will Fight No More Forever*, in the Reference Section at the back of this textbook.

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History Background

Geronimo and the Mexicans As leader of the Apaches, Geronimo led his people back and forth across the Mexican border many times, fleeing American soldiers in Arizona. But the Mexican Army was just as much an enemy as the American Army and often attacked the Native Americans

as they made camp in the mountain ranges of Mexico. Geronimo lost many men to the Mexican Army, and in his later years recalled, ". . . If I were young, and followed the warpath, it would lead into Old Mexico."

Other Efforts at Resistance

H-SS 8.12.2


Instruction

L2

- Have students read *Other Efforts at Resistance*. Remind students to look for context clues to clarify unfamiliar words and ideas.
- Ask: **What was the "Long Walk"?** (*The "Long Walk" occurred after the Navajos were defeated by American soldiers in Arizona and led to live near the Pecos River.*)
- Ask: **Why did the government want to stop the Ghost Dance?** (*Settlers thought it was a step toward war. Students may suggest that settlers feared anything that might serve to unite the Native American groups.*)
- Discuss why one chief said "A people's dream died" at the Battle of Wounded Knee. (*The unnecessary massacre of the Sioux people exhausted whatever hopes of freedom they had left.*)

Independent Practice


Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand the Native Americans' continued efforts at resistance. Provide assistance as needed.

Answer

 (a) 1850–1870 (b) Native Americans lost their traditional lifestyles. They were expected to settle down, stop following the buffalo, and become farmers.

The Failure of Reform


H-SS 8.12.2

Instruction

- Have students read *The Failure of Reform*. Remind students to look for details to help answer the Section Focus Question.
- Ask: **How was the Dawes Act an attempt to help Native Americans?** (*It gave Native Americans land for farming and funded schools.*) **Why did it fail?** (*Few Native Americans took to farming; in the schools, children were forced to be more like other Americans; Native Americans were forced to lose their traditional ways of life; they remained poor.*)
- Ask: **What effect do you think the efforts of Helen Hunt Jackson, Susette LaFlesche, and Alice Fletcher had on the public and on federal policy?** (*Possible answer: Many Americans were probably shocked to find out how Native Americans had been treated. Federal policy changed, but only for appearance's sake—the Dawes Act was actually detrimental to Native Americans.*)

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 2 (Adapted Version also available.)


Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure that they understand government attempts to reform Native American policies.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources** Unit 6, Reading Readiness Guide, p. 18

Answers

 **Reading Skill** A trance is a dream-like state.

 **Checkpoint** The Ghost Dance was a way for Native Americans to restore hope that they could return to their old ways of life.

Links Across Time

1968 Native Americans demonstrate in the nation's capital against a bill under consideration by Congress.

Civil Rights for Native Americans

1920s–Today Congress granted citizenship to Native Americans in 1924. Inspired by the civil rights movement of the 1950s and 1960s, Native Americans organized to demand their rights. Since the 1980s, many Native American nations have built a strong economic base by operating gambling casinos and other businesses on reservations.

Link to Today

Native American Rights Today What issues affect Native Americans in modern society? Learn about Native American issues today.

For: Native Americans in the news
Visit: PHSchool.com
Web Code: myc-6132




The Apaches Fierce resistance came from Apaches like Geronimo, who refused to go to a reservation. From Mexico, Geronimo and his men attacked settlers in Arizona and New Mexico for 10 years. Upon his capture in 1886, he was sent to a reservation in Oklahoma.

The Ghost Dance Some Native Americans dreamed of returning to old ways. In the late 1880s, Native Americans across the Plains began performing a unique, swaying dance. Dancers fell into a trance, or dreamlike state. They believed they were talking to ghosts of their ancestors, so the dance was called the Ghost Dance. Dancers believed their ancestors and the buffalo would return and white people would leave the Plains. Soldiers guarding reservations saw the dance as the beginning of an uprising. In December 1890, Native American police went to a Sioux village to stop the dances. In a struggle to arrest Sitting Bull, police killed him.

Fearful of further violence, a band of Sioux tried to flee to safety. Army troops surrounded them at Wounded Knee Creek in South Dakota. As the Sioux were giving up their guns, a shot rang out. The troops opened fire with machine guns and rifles. Nearly 200 Sioux men, women, and children were killed. Some 30 soldiers died.

The Battle of Wounded Knee marked the end of the era of Indian Wars. "A people's dream died there," said one chief.

 **Checkpoint** What was the purpose of the Ghost Dance?

 **Use Restatement Clues** What is a trance? Use a restatement clue in your answer.

462 Chapter 13 The West Transformed

Universal Access

English Language Learners

Practicing Pronunciation After reading the section, ask students to write down all the names of Native American groups used in the section. Have them work with a partner to create flashcards with each name, its pronunciation, and an interesting

fact about that group. You may want to review the information before students use the flashcards. Suggest that students share the correct pronunciations with the rest of the class.

The Failure of Reform


Reformers criticized the government for its harsh treatment of Native American nations. Criticism grew as more groups were forced onto reservations in the late 1800s.


Calls for Reform Susette La Flesche knew all about the calamity befalling Native Americans. Her father was an Omaha chief. In lectures and articles, she told of the destruction of native culture.

In 1881, inspired by La Flesche, the poet Helen Hunt Jackson wrote *A Century of Dishonor*. The book recorded the many treaties violated by the government at Native American expense. Alice Fletcher also promoted native rights. She became an agent for the U.S. Bureau of Indian Affairs, which dealt with Native Americans.

The Dawes Act Hoping to improve Native American life, Congress passed the Dawes Act in 1887. It tried to end Native Americans' wandering and turn them into farmers. Native American males each received 160 acres to farm. The act set up schools to make Native American children more like other Americans.

The Dawes Act failed. Few Native Americans took to farming. Many sold their land cheaply to dishonest whites. Federal agents replaced native leaders, and Native Americans had to give up traditional ways like the buffalo hunt. As a result, they remained poor. Many grew dependent on the government for food and supplies.

 **Checkpoint** What was the purpose of the Dawes Act?

 **Looking Back and Ahead** As settlers poured into the West, buffalo grew scarce. Native Americans were moved onto reservations and forced to change their way of life. In the next section, you will read how some of the settlers made a living in the West.

Main Idea

The Dawes Act encouraged Native Americans to become farmers, but it failed.

Vocabulary Builder

violate (vi ah layt) *v.* to break a rule or law; to disrespect; to disturb

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

 **Teaching Resources, Unit 6,** Section Quiz, p. 29

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 13, Section 2

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Extend

L3

Have students use the Internet to find out how the Sioux, Nez Perces, Apache, and Navajo live today. Ask students to create a two-column chart. In the first column, they should write the names of each Native American group. Have students write a brief summary of their findings in the second column. Provide students with the Web Code below.

Web Code: Mye-0275

Writing Rubric Share this rubric with students.


Score 1 Evidence does not address the topic

Score 2 Evidence uneven, opinion not clear

Score 3 Opinion clear, some evidence inaccurate

Score 4 Well supported, well written and developed

Answer

 **Checkpoint** The Dawes Act was an attempt by the government to respond to criticism of its treatment of Native Americans and to turn Native Americans into farmers.

places where Native Americans were sent by the government

5. See rubric.

Section 2 Check Your Progress



Standards Review

H-SS: 8.12.2; E-LA: Reading 8.1.3

Progress Monitoring

For: Self-test with instant help

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Comprehension and Critical Thinking

- (a) Describe** How did guns and horses change the lives of Plains Native Americans?

(b) Analyze Cause and Effect What were the short- and long-term effects of hunting buffalo on Native American life?
- (a) Identify** Who was Chief Joseph?

(b) Detect Points of View In 1879, Chief Joseph appeared before Congress. He said, "Treat all men alike. Give them all the

same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief." What was Chief Joseph trying to tell Congress? How do you think members of Congress responded to his words?

Reading Skill

3. Use Restatement Clues Use a restatement clue to define the term **tepees** in the following sentence: They lived in cone-shaped tepees, portable tents made of buffalo skins.

Vocabulary Builder

4. Write two definitions for each key term: **travois** and **reservation**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Writing

5. Find three pieces of evidence in this section that support or refute the following opinion: In the nineteenth century, the U.S. government treated Native Americans in an unfair way.

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Section 2 Check Your Progress

- (a)** They could follow and hunt buffalo herds year-round.

(b) Short term—They had a resource for food, clothing, and shelter. Long term—They had no established settlement on which to support themselves.
- (a)** the leader of the Nez Perces

(b) that the government should treat Native Americans the way it would

treat its citizens; Possible answer: Congress may have reformed its treatment of Native Americans.

- Tepees are portable tents made of buffalo skins.
- travois**—formal: small sled on which Native Americans carried their belongings; informal: sled Native Americans used to move their things

reservation—formal: land set aside for Native Americans to live on; informal: