

# Open Up the Textbook (OUT)

***Enlarge***

***Complicate***

***Contest***

***Vivify***

**Title:** Reservation Life For Native Americans

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## **Introduction:**

In this OUT analysis, 4<sup>th</sup> grade students will study reservation life in order to better understand the coexistence between white settlers and native peoples. This OUT analysis provides students with documents that are meant to deliberately enlarge and vivify the textbook.

This strategy is implemented most effectively when students collaborate to analyze the texts in small, heterogeneous groups. The texts that accompany the textbook are complex and often include difficult vocabulary and syntax. (For a few words that are likely unknown to students and unidentifiable based upon context clues, helpful synonyms are provided in the footnotes.) Students should first annotate each text and then collaborate to answer the text dependent and specific questions that follow. Questions will highlight sourcing and perspective of the author, close reading of key details from the document that enlarge, complicate, contest, or vivify the textbook, as well as questions that help students corroborate (or not) the accuracy of individual documents. The writing task that follows is an independent activity wherein students will employ evidence from multiple sources to justify their analysis, synthesis, and evaluation. This OUT also includes alternative culminating tasks that have varying degrees of difficulty and time constraints.

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## **Standards Addressed:**

### **Social Studies**

**HI.4.4-**Discuss the interactions of pioneers with the Great Basin Indians.

### **Language Arts**

**RI.4.6-**Compare and contrast a firsthand and secondhand account of the same topic; describe the differences in focus and the information provided.

**W.4.2-**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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## **Notes on Suggested Pacing and Method:**

This lesson is not meant to be completed in one day, nor is it meant to be used as a unit of study being stretched out over hours and weeks. Students are expected to fully engage with these difficult and demanding texts, but the pace should be fairly brisk. 4-5 45 minutes blocks of time should be plenty of time to get through all of the sources as well as the culminating task. This might, at times, require more or less scaffolding from the facilitator (teacher) depending on your students. The more the students are able to do on their own, or in small groups without any direct instruction from the teacher the better. There will be times when students will get stuck. As the facilitator, it is the teacher's job to keep things flowing. This might mean giving the definition of a word, or answering some of the questions as a whole class. It is up to you to decide what your students need. This lesson is meant to be a fun exploration of Nevada's past, not a worksheet to be filled out, so modify as you see fit, and have fun!

**Source A: The Textbook** – *Nevada: Our Home*, G.P. BeDunnah et al., page 64

### **Reservation Life**

Life became harder for native people as the problems of living with white settlers grew worse. Soon the U.S. government stepped in and began forcing native tribes to move to reservations. Reservations are pieces of land set aside by the government. However, native groups did not want to live on reservations. Life there was not as good as the government told them it would be.

Reservation life left native people very poor. Even though they were promised food and clothing, the clothes they got were often old and worn. Sometimes the food they were sent was not good quality. Farming and hunting on reservation land was not good either. But the government wouldn't let them hunt outside of the reservation. Native people were angry about how they were treated. They were angry about having to live on reservations.

### **Source A: Questions for Consideration**

1. What claims are being made by the author?
2. How did reservation life effect native people? Use at least three pieces of evidence from the text to support your answer.
3. What was the relationship like between the U.S. government and the Native Americans living on the reservations? Use evidence to support your answer.

**Source B: Primary Source** – *Letter to Major Henry Douglas, Superintendent of Indian Affairs for Nevada*, by Sarah Winnemucca, 1881

[Sarah Winnemucca was a leader of the Northern Paiute Indians. Her father and grandfather were chiefs of the Paiutes. She was raised with nearby white settlers to read and write. Her people were forced by the white settlers to move from reservation to reservation.]

It is needless for me to enter into details as to how we were treated on the reservation while there. It is enough to say that we were confined to the reserve, and had to live on what fish we might catch in the river. If this is the kind of civilization awaiting us on the reserve, God grant that we may never be compelled to go on one, as it is more preferable to live in the mountains and drag out the existence in our native manner.

So far as living is concerned, the Indians at all the military posts get enough to eat and considerable cast-off clothing; but how long is this to continue? What is the object of the Government in regard to the Indians? Is it enough that we are at peace?

### **Source B Questions for Consideration**

1. Who is the author of this letter and to whom is it written?
2. Why was Sarah Winnemucca able to write this letter?
3. Reread the first paragraph. Underline phrases that describe life on the reservation. Write a single sentence describing life on the reservation.
4. Which word would you use to describe the relationship between native people and the white settlers: conflict, compromise or cooperation? Circle one and in the space below, provide two pieces of evidence from the text for your answer.
5. Compare Source A to Source B. Are they saying the same things? How are they different? Use evidence to support your idea.

**Source C: Primary Source** – Photograph of “Shoshone Indians at Ft. Washakie, Wyoming Indian Reservation” 1892

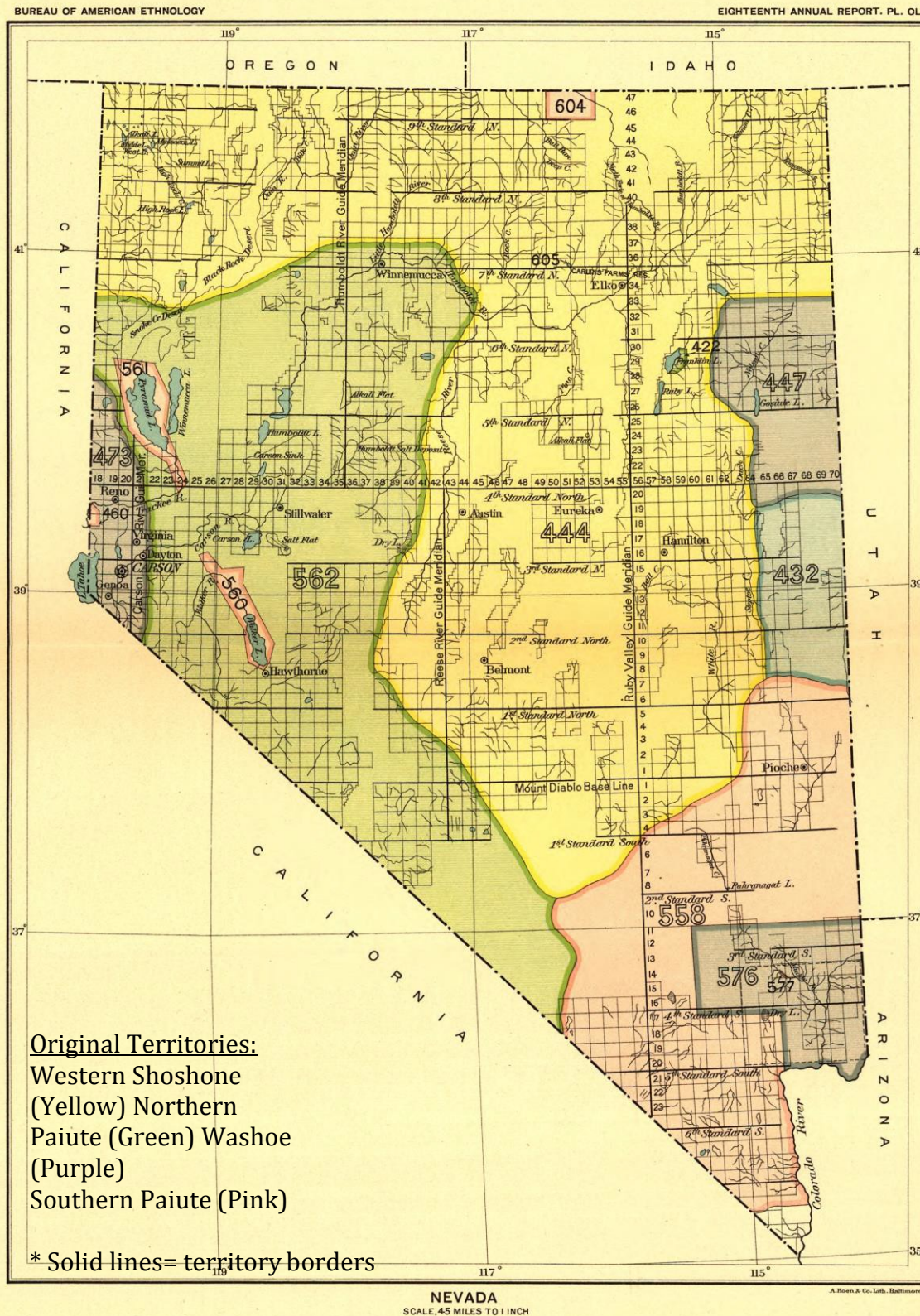


**Source C Questions for Consideration**

1. Source the document: Where and when was this photo taken?
2. Choose an individual from the foreground and describe the person's age, clothing, expression, and pose (laying down, standing, pointing, etc.). Compare that to an individual in the background. How are they different?
3. How does the photograph add to your understanding about reservation life and the relationship between the government and the Native Americans?
4. Based on this photograph and what the first two sources, were Native Americans on reservations free to do whatever they wanted to do? Why or why not?



Source D: Map and Table Schedule, *Bureau of American Ethnology: Nevada*, A. Hoen & Co. Lith. Baltimore



**Schedule of Indian Land Cessions**

Date	How Concluded	Tribe	Description of cession or reservation	Historical data and remarks	Session # on map
October 5, 1859		Western Shoshoni	A reserve was selected and set apart by agent Jarvis at Ruby Valley, Nevada	This reserve was 6 miles square. After being occupied and cultivated for several years it was abandoned and subsequently became a station for the Overland Stage Company	422
April 28, 1864	Executive Order	Pai-Ute (Northern)	President orders establishment of a mill and timber reserve on Truckee river for use of Pyramid Lake reservation Indians ...containing within said boundaries 20, 531.38 acres.	The Secretary of the Interior notified the General Land Office, July 13, 1864, that the President had ordered the reservation to be made. July 19, 1864, the Indian Office sent the General Land Office a copy of the Executive order. The reserve was really within the territory claimed, by the Washo, although intended to furnish timber for the use of the Pai-Ute at Pyramid lake. It contained 20,000 acres. It was surveyed, but never used for the purpose intended. It became so far lost sight of by the Indian Office that in 1870 Agent Douglass reported that no such reservation existed and that a contrary statement by his predecessor was incorrect. It was thus tacitly abandoned without any formal relinquishment.	460
March 19, 1874	Executive Order	Paiute (Southern)	President establishes a reservation at Walker river, as surveyed by Eugene Monroe in Dec., 1864.	The establishment of this reserve was recommended by Agent Dodge Nov. 25, 1859. The Secretary of the Interior directed it to be established Nov. 29, 1859. Agent Lockhart was instructed Feb. 15, 1864, to have the boundaries surveyed. The survey was made in Dec., 1864, by Eugene Monroe.	560
March 3, 1875	Act of Congress	Paiute	President retains 1,000 acres of Moapa River reservation as future reserve for Pai Utes.	This constitutes all of the Moapa reservation established by Executive order of Feb. 12, 1874, except the 1,000 acres retained for a future reserve. (See Executive order of Feb. 12, 1874.)	576-577
May 10, 1877	Executive Order	Northwest Shoshoni	President sets apart tract known as Carlin Farms reservation	Restored to public domain by Executive order of Jan. 16, 1879	605

This source was created by the *Bureau of American Ethnology*, a government agency tasked with transferring archives, records, and materials relating to the Indians of North America.

### Source D Questions for Consideration

1. What is this a map of? What features do you notice on this map?
2. What tribes are represented from this map and text?
3. In your group, analyze the map and complete the table to compare how the territories changed in the 1800s.

<u>Tribe</u>	<u>Original Territory Color</u>	<u>New Territory</u>	<u>Additional Information</u> <u>Add description or historical data</u>
<i>Washoe</i>	<i>Purple</i>		
		422	<i>6 miles square After being occupied/cultivated for several years it was abandoned</i>

4. In what ways did the Native American's land change in the 1800s?
5. How does this map support the claim of sources A and B?

## Writing Task

This is an informative writing task based on NVACS standards W.4.2. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged and vivified.

Using evidence from sources A-D, support the claim:

### **Life on reservations was challenging for Native Americans.**

- Respond to the above statement approximately one paragraph using evidence from at least three of the texts provided.
- After each piece of evidence cited in a direct quote or paraphrase (your own words), please add the source letter in parentheses, for example (Source B).
- For each piece of evidence, clearly reason (explain) why this piece of evidence helps support your claim. Underline your reasoning. Reasoning can be in the same sentence as the evidence or come before or after the sentence that includes the evidence.
- Choose 3 of the important vocabulary terms from the box below to include in your writing. Add at least two context clues for each term to demonstrate your understanding. Circle your context clues for each term.

#### Important Vocabulary:

- reservation
- confined
- cast-off
- territory
- cession
- boundaries

#### Alternative tasks:

- Write a letter, as a Native American on a reservation, to the president telling him how you are being treated and persuading him to take action.
- Create a daily itinerary for a typical day of someone living on a reservation.
- Create a text conversation between someone living on a reservation and someone who is not. (you will have to pretend that there were smart phones in this time)