**Speech to the Pah-Ute Council by a leader of the tribe**

Numaga

1860

ponder, think, meditate

desert-like, dusty, dry

You would make war upon the whites; I ask you to pause and reflect. The white men are like the stars over your heads. You have wrongs, great wrongs,that rise up like those mountains before you; but can you, from the mountain tops, reach and blot out those stars? Your enemies are like the sands in the bed of your rivers; when taken away they only give place for more to come and settle there. Could you defeat the whites in Nevada, from over the mountains in California would come to help them an army of white men that would cover your country like a blanket. What hope is there for the Pah-Ute? From where is to come your guns, your powder, your lead, your dried meats to live upon, and hay to feed your ponies with while you carry on this war? Your enemies have all of these things, more than they can use. They will come like the sand in a whirlwind and drive you from your homes. You will be forced among the barren rocks of the north, where your ponies will die; where you will see the women and the old men starve, and listen to the cries of your children for food. I love my people; let them live; and when their spirits shall be called to the Great Camp in the southern sky, let their bones rest where their fathers were buried.

[*As Numaga spoke these last words, an Indian approached on horseback and informed the group that Indians had killed four whites and burned Williams Station the previous night. Numaga continued:]*

There is no longer any use for the counsel; we must prepare for war, for the soldier will now come here to fight us.

**Text-Dependent Question Creation Worksheet**

*Please print legibly.*

Name of Text: **Speech to the Pah-Ute Council by a leader of the tribe, Numaga 1860**

First and Last Names of the Question Composers: Julie Martin and Kelly Lorenzetti

Standards: Nevada State: H2.4.1-4

CCSS: RI.4.1, .2, .5, .8, .10: W4.2, 4.2b,

| Text Dependent Questions  | Teacher Notes and Possible Textual Evidence for Student Answers |
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| Who is giving the speech? Who is the speech directed to? When was the speech given?  | 1- leader of the Pah-Ute tribe, 2- Numaga1- to the Pah-Ute Council3- 1860Rationale: This question orients students to the text. |
| How does line 5 show us that Numaga has a different point of view from the rest of the Pah-Ute Council? | 5- Numaga asks the council to “pause and reflect” on their reasons for “making war upon the whites”Rationale: This question draws attention to the fact that Numaga disagrees with his Council and will be articulating this difference throughout his speech. |
| What is the purpose of Numaga’s speech?  | The purpose of the speech is to dissuade the Pah-Ute Council from going to war against the “whites”6-18: Several figurative and concrete examples identifying why going to war would be disasterous.19-21: Numaga’s plea based on love to “let them live”- to surrender to the demands of the whites. Rationale: This is an orientation and a synthesis question. Here students should identify the main idea of the passage? |
| Find three examples of figurative language (imagery, simile, metaphor, personification) and explain what each one means in your own words. | 6-7: wrongs rise up like mountains, but from those mountains, can you reach and blot out those stars?8-9: Your enemies are like the sands in the bed of your rivers; when taken away they only give place for more to come and settle there.11-12: An army of white men that would cover your country like a blanket15-16: They will come like the sand in a whirlwind Rationale: This question allows students to draw concrete conclusions from Numaga’s figurative language. |
| Why does Numaga want to prevent war from happening? | 19: I love my peopleRationale: Identifies Numaga’s key motivation for preventing war. |
| Using lines 10-15, cite examples identifying why Numaga believes war would be hopless for the Pah-Utes? | 10-11: White reinforcements would come from California12-14: The Pah-Utes lack guns, gunpowder, lead, dried meats, and hay to sustain them during war. 14-15: Their enemies (the whites) have all of these things, more than they can use.Rationale: This question allows students to identify the unequal access to resources both groups have. Emphasizes the weakness of the Pah-Utes and strength of the Whites  |
|  What does Numaga believe the consequences of war will be?  | 16-17: driven from homes, forced among the barren rocks of the north, ponies will die, people will starve. Rationale: Gives insight to the consequences of war. |
| How and why is the text different in lines 22-24?What do we learn through this section?  | Structurally, students will notice that line spacing separates it from the speech, brackets, italics, narrative voice vs. first person- it’s an interruption of the speech. It is significant because it identifies that on the previous evening, “Indians had killed four whites and burned Williams Station.” War is looming. Rationale: This question helps students identify the key transition in the text. |
| How does Numaga’s tone change in lines 25-26? What does he call for and why?  | 25: He surrenders to the reality of war. “There is no longer any use for the counsel; we must prepare for war.26: Soldiers will come to retaliate for the killing for 4 soldiers and the burning of Williams Station.  |
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**Writing Prompt: An Exit Ticket**

In a 4-6 sentence paragraph citing specific evidence from the text, answer the following question: Why does Numaga argue against the Pah-Utes going to war against the whites?

Checklist identifying key points that will assist in measuring student success and/or difficulty with the close reading and/or writing prompt?