

PGAMO FREE K-12 SCHOOL · STUDY PACK

Grade 5 History & Geography

Unit 13: Native Americans: Cultures and Conflicts

8 lessons and a unit quiz. Use this pack with the **Native Americans: Cultures and Conflicts Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Native Americans of the Great Basin	PDF pages 66–75	AP 1.1, AP 1.2
☐	Chapter 2: Native Americans of the Plateau	PDF pages 76–83	AP 1.1, AP 1.2, AP 2.1
☐	Chapter 3: Native Americans of the Plains	PDF pages 84–95	AP 1.1, AP 2.1, AP 3.1
☐	Chapter 4: Native Americans of the Pacific Northwest	PDF pages 96–105	AP 1.1, AP 3.1, AP 4.1, AP 4.2, AP 1.2, AP 2.1, AP 4.3
☐	Chapter 5: Broken Promises	PDF pages 106–117	AP 1.1, AP 5.1
☐	Chapter 6: Tensions Mount	PDF pages 118–129	AP 1.1, AP 5.1
☐	Chapter 7: The Indian Wars	PDF pages 130–139	AP 5.1
☐	Chapter 8: The Ghost Dance	PDF pages 140–147	AP 5.1, AP 8.1
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Native Americans of the Great Basin

THE BIG QUESTION

How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?

Words to know

- **nation** — the land and people who live under the authority of a government and its laws; a country *The United States is a nation.*
- **tribe** — a group of people who share the same language, customs, beliefs, and leadership *The Paiutes are a tribe who once lived in the Great Basin.*
- **myth** — a traditional story, often concerning the early history of a people or explaining some natural or social occurrence, and typically involving supernatural beings or events *One Native American myth explained why thunderstorms happened.*
- **moral** — relating to ideas of right and wrong *Each myth usually taught a moral lesson about how to live.*
- **shaman** — a Native American leader who is believed to have special powers *The shaman called on the spirits to bring rain to the dry land.*
- **irrigate** — to water crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops *Native Americans of the Great Basin needed to irrigate to get water to help plants grow.*
- **corral** — a fenced area for animals *The cows were kept in a corral to keep them from running away.*

Read

Read Chapter 1 in the Student Reader: PDF pages 66–75. Look at the pictures and maps together.

Talk it over

1. What happened in the 1800s to Native Americans living west of the Mississippi River?
2. Where is the Great Basin?
3. What are the climate and landscape of the Great Basin like?
4. What food sources are available in the Great Basin?
5. What Native American groups live in the Great Basin?
6. What was the purpose of Native American myths?
7. According to the myths of the Paiutes, what did Wolf, Coyote, and Rabbit teach people?
8. What were shamans? What did they do?
9. What does the author mean by “Great Basin peoples never wandered aimlessly”?

10. Before they had guns and horses, how did the Paiutes hunt?
11. What did Great Basin peoples do when they gathered in the fall?
12. How did people work together to harvest the pine nuts?
13. What did Great Basin peoples do with the pine nuts?
14. What did the peoples of the Great Basin teach their children?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 185
- Activity Page 1.2: The United States — Teacher Guide PDF page 186

Chapter 2: Native Americans of the Plateau

THE BIG QUESTION

What does “living by the seasons” reveal about life in the Plateau region for Native Americans?

Words to know

- **hunter-gatherers** — small groups of people who feed themselves by hunting animals and gathering plants *The Paiutes of the Great Basin and many other Native American groups were hunter-gatherers.*
- **snowshoe** — a lightweight frame that lets a person walk on snow without sinking *Emma used snowshoes to walk across her yard after the snowstorm.*
- **harpoon** — a spear used to hunt fish or whales *The hunter used a harpoon to spear salmon in the river.*
- **bitterroot** — a plant that grows in dry areas and has roots that can be eaten *Many Native American groups ate bitterroot.*
- **coyote** — an animal similar to a wolf, but smaller *The coyote is found in many parts of the United States.*

Read

Read Chapter 2 in the Student Reader: PDF pages 76–83. Look at the pictures and maps together.

Talk it over

1. What did the peoples of the Plateau have in common with peoples of the Great Basin?
2. What did the Nez Perce do when their winter food supplies ran out?
3. How did the Nez Perce use salmon?
4. What was the first thing that happened in a Nez Perce salmon hunt?
5. What was the purpose of this religious ritual?
6. What did the Nez Perce do in late summer?
7. What did Nez Perce men do in the summer?
8. In the summer, who had the main responsibility to find, harvest, and preserve plant foods?
9. What did the Nez Perce do in the late summer and early fall to get ready for winter?
10. In the winter months, what did the Plateau Native Americans do in the pithouses?
11. Who is Coyote in Nez Perce mythology?
12. Who are the two coyotes in the story?
13. What happens to the two coyotes in the story?
14. What does Sleek believe about himself because of this?

15. What advice or lesson does this coyote story teach about life?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What does “living by the seasons” reveal about life in the Plateau region for Native Americans?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 185
- Activity Page 1.2: The United States — Teacher Guide PDF page 186
- Activity Page 2.1: Map of the Planned Route of the Transcontinental Railroad — Teacher Guide PDF page 187

Chapter 3: Native Americans of the Plains

THE BIG QUESTION

What impact did the introduction of the horse have on the way of life for the people of the Plains?

Words to know

- **tepee** — a cone-shaped tent used by Native American groups living on the Plains *A tepee was a home for Plains Native Americans.*
- **moccasin** — a soft leather shoe made from animal skins *Native Americans of the Plains knew how to craft a moccasin from bison hide.*
- **quiver** — a case for holding arrows *Each Plains Native American hunter usually carried a quiver full of arrows.*
- **awl** — a sharp, pointed tool used for sewing and to make holes *The craftswoman used an awl to make clothing.*
- **initiation rite** — a n act that a person must complete to join a group *Native American teenage boys of the Plains went through an initiation rite to mark their entrance into manhood.*
- **fortitude** — strength or determination *The native people of the Plains had great fortitude.*

Read

Read Chapter 3 in the Student Reader: PDF pages 84–95. Look at the pictures and maps together.

Talk it over

1. What are the Plains?
2. How did the Native Americans of the Plains get their food before the Spanish introduced the horse to them?
3. What animal was an important source of food for Plains peoples?
4. How did Native Americans of the Plains hunt bison before they had horses?
5. How did having horses change the way Native Americans of the Plains hunted bison?
6. How did horses change the way Plains Native Americans lived?
7. Whom did Native Americans of the Plains trade with?
8. What did Native Americans of the Plains acquire from Europeans and settlers?
9. How did horses bring war to Native Americans of the Plains?
10. What does it mean to count coup?
11. What training did boys receive as they grew up?
12. What did Plains women do?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What impact did the introduction of the horse have on the way of life for the people of the Plains?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 185
- Activity Page 2.1: Map of the Planned Route of the Transcontinental Railroad — Teacher Guide PDF page 187
- Activity Page 3.1: Cattle Drives and Railroads — Teacher Guide PDF page 188

Chapter 4: Native Americans of the Pacific Northwest

THE BIG QUESTION

How would you describe life for the Native Americans of the Pacific Northwest?

Words to know

- **totem** — a plant or animal that is a respected symbol in Native American society *Northwest Coast Native Americans often painted a totem on their houses as a symbol of their family.*
- **clan** — a group of families claiming a common ancestor *Many families belonged to the Sea Lion clan.*
- **emblem** — a symbol *A lion is a popular emblem of bravery.*
- **ancestry** — the people who were in your family in past times *Maria traced her ancestry all the way back to Spain in the 1500s.*
- **copper** — a type of metal *Ellen wore shiny bracelets made of copper.*

Read

Read Chapter 4 in the Student Reader: PDF pages 96–105. Look at the pictures and maps together.

Talk it over

1. Why was it important to Native Americans of the Pacific Northwest to be able to give things away?
2. What were potlatches?
3. How long did it take to plan a potlatch? Why?
4. What does the totem that is raised at the celebration represent?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you describe life for the Native Americans of the Pacific Northwest?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 185
- Activity Page 3.1: Cattle Drives and Railroads — Teacher Guide PDF page 188
- Activity Page 4.1: Domain Vocabulary: Chapters 1–4 — Teacher Guide PDF page 189

- Activity Page 4.2: Date — Teacher Guide PDF page 190
- Activity Page 1.2: The United States — Teacher Guide PDF page 186
- Activity Page 2.1: Map of the Planned Route of the Transcontinental Railroad — Teacher Guide PDF page 187
- Activity Page 4.3: Compare and Contrast Native American Cultures — Teacher Guide PDF page 191

Chapter 5: Broken Promises

THE BIG QUESTION

What challenges did Native Americans face as America developed and expanded?

Words to know

- **treaty** — a formal agreement between two or more groups, especially countries *The U.S. government often signed a treaty with the Cherokee but did not honor it.*
- **commerce** — trade; the buying and selling of goods and services *Lewis and Clark wanted to establish commerce between the United States and Native Americans of the West.*
- **assimilate** — to adopt the ways of another culture *Many settlers wanted Native Americans to assimilate and live like European Americans.*
- **stockades** — enclosures or pens usually made from stakes or poles driven into the ground *The U.S. Army herded Native Americans into stockades as though they were animals.*

Read

Read Chapter 5 in the Student Reader: PDF pages 106–117. Look at the pictures and maps together.

Talk it over

1. What impact did the arrival of European settlers have upon Native Americans?
2. What Native American groups survived European settlement of the eastern United States, though in smaller numbers?
3. After the Revolutionary War, how did the U.S. government view Native American people living beyond the Appalachians?
4. What were some of the challenges encountered by the U.S. government when it tried to use diplomacy with the Native American groups?
5. Why was the traditional diplomacy that the U.S. government used with Native Americans a doomed effort?
6. What four things might happen after the U.S. government signed a treaty with Native Americans?
7. Did the chief of a tribe have the authority to make agreements with the U.S. government that other tribe members had to follow?
8. What was the Louisiana Purchase? How did it affect the United States?
9. According to explorer Meriwether Lewis, what did the U.S. government want from Native Americans in the Louisiana Territory?
10. What did most European Americans think Native Americans would eventually do?

11. What did the U.S. government do with Native Americans who refused to sign treaties and refused to move to a reservation?
12. What Native American group adopted American ways, including creating an alphabet, publishing a newspaper, and farming?
13. What happened after the U.S. Supreme Court ruled that the Cherokee could keep their land?
14. What do the Cherokee call this forced march?
15. What was the Carlisle School?
16. What was the purpose of the Carlisle School?
17. How did the Carlisle School assimilate young Native Americans?
18. What happened to the Carlisle School and schools like it?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What challenges did Native Americans face as America developed and expanded?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 185
- Activity Page 5.1: Native American Conflicts and Reservations, 1890 — Teacher Guide PDF page 192

Chapter 6: Tensions Mount

THE BIG QUESTION

What factors made it increasingly difficult for Native Americans to live according to their own traditions?

Words to know

- **smallpox** — a serious disease that spreads from person to person and causes a fever and rash *Smallpox killed many Native Americans.*
- **annex** — to take over territory *When the United States acquired the Oregon Territory, the border between the United States and British Canada was set at the 49th parallel.*
- **homestead** — a home and the land surrounding it *The U.S. government promised each settler land for a homestead.*
- **massacre** — the violent killing of defenseless people *Many Native Americans died in the massacre at Sand Creek.*
- **office** — a position of leadership or responsibility *General Grant held a high office in the U.S. military.*

Read

Read Chapter 6 in the Student Reader: PDF pages 118–129. Look at the pictures and maps together.

Talk it over

1. Why were Native Americans unable to fight off the European diseases?
2. What would happen when all the people of a Native American village would get sick at the same time?
3. What did Mexico give the United States in the Treaty of Guadeloupe Hidalgo?
4. By treaty, what land was supposed to belong to Native Americans “forever”?
5. Do you think western Native American nations wanted to share land and hunting grounds with the eastern Native Americans who had been forced to move west?
6. What did the arrival in the west of more Americans and eastern tribes do to the bison population?
7. When did the Sand Creek Massacre occur? What else was happening in the United States at that time?
8. What Native American nations were the victims of the Sand Creek Massacre?
9. Why were the Cheyenne and Arapaho living at Sand Creek?
10. When the Native American village was alerted to being surrounded by U.S. government troops, what did Chief Black Kettle quickly do?
11. What two American commanders ordered an attack on the Native Americans, and how many Native Americans were killed?

12. What happened to the men who committed the massacre?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What factors made it increasingly difficult for Native Americans to live according to their own traditions?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Important Physical Features of the United States — Teacher Guide PDF page 185
- Activity Page 5.1: Native American Conflicts and Reservations, 1890 — Teacher Guide PDF page 192

Chapter 7: The Indian Wars

THE BIG QUESTION

What factors made it increasingly impossible for Native Americans to resist the settlement of their land?

Words to know

- **prospector** — a person who searches an area for gold, minerals, or oil *The prospector searched for silver in the Rocky Mountains.*
- **regiment** — a unit in the army *The colonel sent a regiment to fight the Sioux in the Black Hills.*
- **amnesty** — a decision, usually by a government, not to punish a group or person who has committed a crime *The U.S. government promised amnesty to Sitting Bull, but then put him in prison.*
- **ration** — a certain amount of food *The army gave each Native American family at the fort a ration of food.*

Read

Read Chapter 7 in the Student Reader: PDF pages 130–139. Look at the pictures and maps together.

Talk it over

1. What was the Indian Wars Period?
2. Who was Geronimo? What Native American group did he belong to?
3. Which Plains Native American group lived in Minnesota and South Dakota?
4. What did the Second Treaty of Fort Laramie in 1868 guarantee to the Sioux?
5. What broke the treaty and the peace between the United States and the Sioux?
6. What happened in the Battle of Rosebud?
7. What happened in the Battle of Little Bighorn?
8. What happened after the Battle of Little Bighorn?
9. What happened to Sitting Bull after the Battle of Little Bighorn?
10. Do you think Sitting Bull was treated fairly?
11. Where did Chief Joseph and the Nez Perce live originally?
12. How did the Nez Perce War start?
13. What happened next?
14. What happened after Chief Joseph's surrender?
15. What did U.S. authorities do to the Apache in 1874?
16. How did the Apache respond?
17. What happened after Geronimo's final surrender?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What factors made it increasingly impossible for Native Americans to resist the settlement of their land?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Native American Conflicts and Reservations, 1890 — Teacher Guide PDF page 192

Chapter 8: The Ghost Dance

THE BIG QUESTION

How did the Ghost Dance come about, and what did it represent for Native Americans?

Words to know

- **inhospitable** — harsh or unwelcoming *Native American reservations often were on barren, inhospitable land.*
- **subsistence** — just enough food to keep a person alive *The U.S. government promised Native Americans subsistence but often failed to give even that little bit.*
- **spirituality** — a belief in supernatural beings or phenomena; also refers to belief in the soul *The spirituality of Native Americans included belief in a Great Spirit.*
- **vision** — an image in one's mind or imagination that others cannot see *Native American Wovoka had a vision that led to the creation of the Ghost Dance.*

Read

Read Chapter 8 in the Student Reader: PDF pages 140–147. Look at the pictures and maps together.

Talk it over

1. What details on page 136 explain why Native Americans felt conquered and in despair?
2. Who first created the Ghost Dance?
3. According to Wovoka, what would the Ghost Dance do?
4. According to Wovoka, what would make his visions come true?
5. What was the reaction of settlers and the U.S. government to the Ghost Dance?
6. Who did the U.S. government think would lead the Native American Ghost Dancers in a rebellion? What happened to him?
7. What happened after Sitting Bull's death?
8. What happened when U.S. troops entered the Sioux camp to collect all weapons?
9. What was an army investigator's conclusion about the events at Wounded Knee?
10. What effect did the events at Wounded Knee have on the Ghost Dance?
11. What is life like for Native Americans today?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the Ghost Dance come about, and what did it represent for Native Americans?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Native American Conflicts and Reservations, 1890 — Teacher Guide PDF page 192
- Activity Page 8.1: Domain Vocabulary: Chapters 5-8 — Teacher Guide PDF pages 193-194

UNIT QUIZ

Native Americans: Cultures and Conflicts

Name: _____ Date: _____

Circle the letter of the best answer.

1. Why does the Great Basin have that name?
 - a) The area is full of water.
 - b) The area is surrounded by mountains.
 - c) The Great Lakes empty into the Great Basin.
 - d) It is the name of the Native Americans who first settled there.
2. The Paiutes of the Great Basin
 - a) had rituals involving salmon.
 - b) held potlatches.
 - c) moved from place to place.
 - d) had no language.
3. What was the staple food of the Native Americans of the Great Basin?
 - a) pine nuts
 - b) salmon
 - c) horses
 - d) buffalo
4. Why was life easier in the Plateau area than in the Great Basin?
 - a) The weather was warmer.
 - b) Water, plants, and animals were more abundant.
 - c) The railroad reached to the plateau but not as far as the Great Basin.
 - d) The Plateau Indians had become farmers.
5. In the spring, why did the Nez Perce get together?
 - a) to hunt salmon
 - b) to pray for rain
 - c) to pierce their noses
 - d) to bury their dead
6. Which animal is a famous trickster in Native American legends?
 - a) salmon
 - b) eagle
 - c) spider
 - d) coyote
7. What is the land like in the Plains region?
 - a) desert
 - b) swamp
 - c) grasslands
 - d) mountainous

- 8.** Which animal changed the lives of many Plains Native Americans forever?
- a) horse
 - b) cow
 - c) eagle
 - d) chicken
- 9.** How did the Plains Native Americans use the bison?
- a) hide for clothes and shoes
 - b) bones for knives and shovels
 - c) hair for pillows and rope
 - d) all of the above
- 10.** What is the weather like in the Pacific Northwest?
- a) very cold
 - b) very wet
 - c) very dry
 - d) very hot
- 11.** What is the effect of the climate in the Pacific Northwest?
- a) People must stay indoors most of the year.
 - b) It is too hot and dry to grow many plants.
 - c) The rainfall causes forests to grow, full of plants and animals.
 - d) It is hard to farm in cold weather.
- 12.** What is a potlatch?
- a) a ceremonial gathering
 - b) an animal like a bison
 - c) an herb used as a medicine
 - d) a supper to which each guest brings a different dish
- 13.** How did Native Americans of the Pacific Northwest pass on their legends?
- a) They painted pictures on pottery.
 - b) They wrote books on buffalo hide.
 - c) They put on plays.
 - d) They carved totem poles.
- 14.** Why did the U.S. government have trouble making treaties with Native Americans?
- a) The Constitution said the government could only make treaties with foreign nations.
 - b) There was no central Native American government to approve a treaty.
 - c) The Indians' religions forbade making treaties.
 - d) The Indians wanted to be paid too much money.
- 15.** In the 1800s, which was a plan for getting Native Americans to leave their lands?
- a) give them Alaska in exchange
 - b) move them to reservations
 - c) move them to Canada and Mexico
 - d) send them on Lewis and Clark's expedition

- 16.** What was the Trail of Tears?
- a) a branch of the Mississippi River
 - b) a traditional Indian dance when the crops failed
 - c) a forced march westward of the Cherokee
 - d) a Paiute funeral ceremony
- 17.** What is the name of the land President Thomas Jefferson bought from Napoleon Bonaparte of France after the Revolutionary War?
- a) the Great Basin
 - b) the Northwest Territory
 - c) the Indian Territory
 - d) the Louisiana Territory
- 18.** Which European disease killed many Native Americans?
- a) smallpox
 - b) flu
 - c) polio
 - d) typhoid
- 19.** What happened during the Sand Creek Massacre?
- a) American army officers attacked and killed a group of Cheyenne and Arapaho.
 - b) Iroquois killed all the bison on the Plains.
 - c) Sioux warriors ambushed the U.S. cavalry.
 - d) A smallpox epidemic killed thousands of Indians.
- 20.** What happened at the Battle of Little Bighorn?
- a) Sitting Bull and all his Sioux warriors were killed.
 - b) George Armstrong Custer and all his soldiers were killed.
 - c) Geronimo and Chief Joseph fought to be the leader of all Native Americans.
 - d) Native Americans doing the Ghost Dance were killed. 172
- 21.** Which is a famous statement by Chief Joseph?
- a) "I have not yet begun to fight."
 - b) "Don't fire until you see the whites of their eyes."
 - c) "I will fight no more forever."
 - d) "Geronimo!"
- 22.** Which battle ended the Indian Wars?
- a) Little Bighorn
 - b) Custer's Last Stand
 - c) Modoc War
 - d) Wounded Knee

Answers

Chapter 1: Native Americans of the Great Basin

1. **What happened in the 1800s to Native Americans living west of the Mississippi River?**

The push westward of white settlers disrupted and led to the downfall of some Native American cultures.

2. **Where is the Great Basin?**

It is between the Rocky Mountains and the Sierra Nevada Mountains, in what is now Nevada, Utah, and parts of California, Idaho, Oregon, Colorado, and Wyoming. 110

3. **What are the climate and landscape of the Great Basin like?**

The Great Basin has hot days in the summer and very cold nights in the winter. It is mostly desert with little water.

4. **What food sources are available in the Great Basin?**

The Great Basin has fruits and vegetables, such as pine nuts, roots, and cactus fruits. There are also animals, such as marmots, beavers, voles, rabbits, and mountain lions.

5. **What Native American groups live in the Great Basin?**

The Bannocks, Shoshone, Utes, and Paiutes live in the Great Basin.

6. **What was the purpose of Native American myths?**

Myths have often been used to explain how natural forces affect people's lives. Native Americans' myths gave them rules of conduct, shaped by the natural conditions under which they lived.

7. **According to the myths of the Paiutes, what did Wolf, Coyote, and Rabbit teach people?**

They taught people how to organize themselves into families and groups. They also taught people how to gather food and how to live moral lives.

8. **What were shamans? What did they do?**

Shamans were leaders who, Native Americans believed, communicated with spirits. They provided help when people were ill or when their people were hungry.

9. **What does the author mean by "Great Basin peoples never wandered aimlessly"?**

Great Basin peoples knew where to go to find food and traveled specifically to those places.

10. **Before they had guns and horses, how did the Paiutes hunt?**

They used corrals to trap animals and then used clubs and knives to kill and skin what they caught. Activity Page

11. **What did Great Basin peoples do when they gathered in the fall?**

They shared stories, danced, played, looked for husbands and wives, hunted, and harvested.

12. How did people work together to harvest the pine nuts?

Men pulled the pinecones off the trees. Women and children collected the cones in baskets.

13. What did Great Basin peoples do with the pine nuts?

They saved most of them for winter. Then they used the nuts to make soup and flour for bread. Note: You may want to point out to students that some people still eat pine nuts, often adding them to familiar recipes for added flavor. It is possible to buy pine nuts, already removed from the pinecone shells, at the grocery store.

14. What did the peoples of the Great Basin teach their children?

They taught them myths and traditions and the necessary skills needed to find food, water, and shelter while living in the Great Basin.

Chapter 2: Native Americans of the Plateau

1. What did the peoples of the Plateau have in common with peoples of the Great Basin?

Peoples in both regions were hunter-gatherers. They traveled from place to place to find food. They were also very skilled at living off the land.

2. What did the Nez Perce do when their winter food supplies ran out?

They broke into groups to find food. Some hunted deer, bear, or caribou. Others caught salmon.

3. How did the Nez Perce use salmon?

They ate some of it fresh after it was cooked. They also dried it to save and eat later.

4. What was the first thing that happened in a Nez Perce salmon hunt?

The first thing that happened was a religious ritual. A shaman caught a salmon with his hands, and everyone ate a small piece of it. Then the salmon's bones were put back in the river.

5. What was the purpose of this religious ritual?

The Nez Perce believed the ritual ensured that the salmon would return the following year.

6. What did the Nez Perce do in late summer?

They broke into smaller groups and moved from the rivers to the mountains.

7. What did Nez Perce men do in the summer?

They went on long hunting and trading journeys.

8. In the summer, who had the main responsibility to find, harvest, and preserve plant foods?

The women had the responsibility to find, harvest, and preserve plant food.

9. What did the Nez Perce do in the late summer and early fall to get ready for winter?

They built pithouses.

10. In the winter months, what did the Plateau Native Americans do in the pithouses?

They made baskets and mended their nets, and the older people told stories and

myths. These stories and myths helped teach lessons to the children.

11. Who is Coyote in Nez Perce mythology?

He is a trickster. He is always getting into trouble or odd situations. Stories about him teach lessons to the children.

12. Who are the two coyotes in the story?

Wanderer and Sleek

13. What happens to the two coyotes in the story?

They run across a field. A person notices them and yells, "There's a coyote!" and "There's another one!"

14. What does Sleek believe about himself because of this?

He believes he is not a coyote.

15. What advice or lesson does this coyote story teach about life?

We should not let others tell us who we are.

Chapter 3: Native Americans of the Plains

1. What are the Plains?

They are flat grasslands that stretch from Canada to Mexico, across the midwestern United States.

2. How did the Native Americans of the Plains get their food before the Spanish introduced the horse to them?

They were farmers and grew most of their own food. They occasionally hunted bison on foot.

3. What animal was an important source of food for Plains peoples?

the bison

4. How did Native Americans of the Plains hunt bison before they had horses?

They built corrals and herded the bison into them.

5. How did having horses change the way Native Americans of the Plains hunted bison?

With horses, fewer people were needed to hunt. One hunter could kill as many as four bison. Before, it took many people to kill just one bison.

6. How did horses change the way Plains Native Americans lived?

With horses, Plains Native Americans stopped being farmers and became hunters and traders.

7. Whom did Native Americans of the Plains trade with?

They traded with other Native American groups and, later, with Europeans and settlers.

8. What did Native Americans of the Plains acquire from Europeans and settlers?

guns

9. How did horses bring war to Native Americans of the Plains?

Having horses brought them into conflict with more Native American groups.

10. What does it mean to count coup?

It means to show the most bravery or skill, sometimes by embarrassing the enemy by taking his gun or horse.

11. What training did boys receive as they grew up?

They learned about justice, bravery, and honor by listening to stories. They learned to use bows and arrows. They learned to handle horses and hunt small game. They joined adults on bison hunts and war parties.

12. What did Plains women do?

They made robes and tepees. They gathered plants and took care of crops. They cooked, sewed, and did beadwork. They moved the encampments during hunting season.

Chapter 4: Native Americans of the Pacific Northwest

1. Why was it important to Native Americans of the Pacific Northwest to be able to give things away?

The more things that a Native American could give away, the more respect and help he would be owed.

2. What were potlatches?

They were great ceremonies that lasted for days. Hundreds of people might attend and participate in dances, stories, games, singing, and gift giving. They honored dead chiefs or celebrated life events, such as a new house, a new child, a coming of age, a marriage, or a wedding anniversary.

3. How long did it take to plan a potlatch? Why?

It took more than a year to plan a potlatch because items had to be collected and gathered, songs had to be written, food had to be prepared, and the totem pole had to be designed and carved.

4. What does the totem that is raised at the celebration represent?

It tells a story about the party giver, in this case, about the marriage of the host's son.

Chapter 5: Broken Promises

1. What impact did the arrival of European settlers have upon Native Americans?

While there were times when the European settlers and Native Americans interacted peacefully with one another, the arrival of European settlers often resulted in violence and conflict. In addition, many Native Americans died because they had no resistance to the new diseases they encountered from their contact with Europeans and Africans.

2. What Native American groups survived European settlement of the eastern United States, though in smaller numbers?

The Haudenosaunee, Mohawk, Seminole, Choctaw, and Catawba survived.

3. After the Revolutionary War, how did the U.S. government view Native American people living beyond the Appalachians?

The U.S. government treated the Native Americans as a sovereign, or separate people, and dealt with them as they would deal with another country, such as Great

Britain or France.

4. **What were some of the challenges encountered by the U.S. government when it tried to use diplomacy with the Native American groups?**

There were many Native American nations with differing points of view, so attempts by the U.S. government to treat all of the Native American nations as a single group were doomed to fail. Furthermore, none of the Native American nations wanted to give up the land they lived on.

5. **Why was the traditional diplomacy that the U.S. government used with Native Americans a doomed effort?**

The U.S. government and Native American groups did not understand each other. The U.S. government did not understand tribal leadership or the fierce independence of Native Americans.

6. **What four things might happen after the U.S. government signed a treaty with Native Americans?**

Native Americans would threaten settlers and the settlers would return east. The settlers would refuse to leave and the Native Americans would move. Native Americans and settlers would fight. U.S. troops would forcefully remove the Native Americans.

7. **Did the chief of a tribe have the authority to make agreements with the U.S. government that other tribe members had to follow?**

A chief was someone who had shown bravery or good sense or had respect from others in the group. However, the rest of the tribe was not expected to follow his decisions as though they were law.

8. **What was the Louisiana Purchase? How did it affect the United States?**

The United States bought the Louisiana Territory from Napoleon Bonaparte of France. It doubled the size of the United States.

9. **According to explorer Meriwether Lewis, what did the U.S. government want from Native Americans in the Louisiana Territory?**

It wanted to trade and get along peacefully.

10. **What did most European Americans think Native Americans would eventually do?**

Native Americans would eventually assimilate and follow European American cultural ways. Page 111

11. **What did the U.S. government do with Native Americans who refused to sign treaties and refused to move to a reservation?**

The U.S. government forced them to move.

12. **What Native American group adopted American ways, including creating an alphabet, publishing a newspaper, and farming?**

the Cherokee of the southeastern United States

13. **What happened after the U.S. Supreme Court ruled that the Cherokee could keep their land?**

President Jackson sent the army to remove the Cherokee and force them to relocate.

They were herded into stockades and marched hundreds of miles to Oklahoma.

14. What do the Cherokee call this forced march?

They call it Nuna-da-ut-sun'y, which means The Trail Where They Cried.

15. What was the Carlisle School?

It was a school for Native American children founded by a soldier named Richard Henry Pratt.

16. What was the purpose of the Carlisle School?

Its purpose was to assimilate young Native Americans.

17. How did the Carlisle School assimilate young Native Americans?

Students were required to wear military uniforms and shoes, instead of traditional Native American clothing and moccasins. Their hair was cut short. They were required to speak English only. They worked in American homes. They were not allowed to go home on vacation or to practice their traditional religions.

18. What happened to the Carlisle School and schools like it?

The schools failed and were eventually closed.

Chapter 6: Tensions Mount

1. Why were Native Americans unable to fight off the European diseases?

They had never been exposed to diseases such as measles, smallpox, and influenza and had no vaccinations or medicines to fight these diseases.

2. What would happen when all the people of a Native American village would get sick at the same time?

There were few healthy people left to hunt, tend crops, and nurse the sick.

3. What did Mexico give the United States in the Treaty of Guadeloupe Hidalgo?

It gave the land that became the states of New Mexico, Arizona, Nevada, Utah, and California.

4. By treaty, what land was supposed to belong to Native Americans "forever"?

all land west of the Mississippi.

5. Do you think western Native American nations wanted to share land and hunting grounds with the eastern Native Americans who had been forced to move west?

Possible response: Probably not. Neither the western nor the eastern Native Americans were involved in planning the removal of eastern Native Americans to the west. It was another decision forced on them with no regard for their preferences.

6. What did the arrival in the west of more Americans and eastern tribes do to the bison population?

The bison population declined, in part because many Americans killed bison for sport.

7. When did the Sand Creek Massacre occur? What else was happening in the United States at that time?

It happened in 1864, when the Civil War was happening.

8. **What Native American nations were the victims of the Sand Creek Massacre?**
Cheyenne and Arapaho
9. **Why were the Cheyenne and Arapaho living at Sand Creek?**
They had been told to leave Fort Lyon, which they had voluntarily entered peacefully for protection and safety. They were given back their guns and horses when they left for Sand Creek.
10. **When the Native American village was alerted to being surrounded by U.S. government troops, what did Chief Black Kettle quickly do?**
He hung an American flag along with a white flag of truce on his lodge.
11. **What two American commanders ordered an attack on the Native Americans, and how many Native Americans were killed?**
Colonel Chivington and Major Anthony, commander of Fort Lyon. One hundred twenty-three defenseless Native Americans were dead, of which one hundred were women and children.
12. **What happened to the men who committed the massacre?**
Although there was a congressional investigation that recommended severe punishment, the men were not punished.

Chapter 7: The Indian Wars

1. **What was the Indian Wars Period?**
It was the period between 1782 and 1890, during which there were at least sixty-five clashes and wars with Native Americans.
2. **Who was Geronimo? What Native American group did he belong to?**
Geronimo was a leader of the Apache. He took revenge against the Mexicans for the death of his family and spent most of his life fighting against U.S. government efforts to take Apache land. Page 127
3. **Which Plains Native American group lived in Minnesota and South Dakota?**
The Sioux
4. **What did the Second Treaty of Fort Laramie in 1868 guarantee to the Sioux?**
It guaranteed the Sioux a reservation until the end of time in what is now southwestern South Dakota and recognized the nearby Black Hills as sacred hunting grounds of the Sioux and Cheyenne.
5. **What broke the treaty and the peace between the United States and the Sioux?**
Gold was discovered in the Black Hills, and many prospectors came to the area. To the surprise of Sitting Bull, the Sioux leader, the U.S. government sent soldiers to protect the prospectors, not to enforce the treaty with the Sioux. The Native American leaders fought back.
6. **What happened in the Battle of Rosebud?**
Sioux warriors defeated U.S. troops.

7. What happened in the Battle of Little Bighorn?

General Custer led two hundred men in an attack on a large gathering of Sioux and Cheyenne warriors who camped on the Little Bighorn River. The Sioux and Cheyenne warriors won the battle, and Custer and his regiment were all killed. The battle is known today as Custer's Last Stand.

8. What happened after the Battle of Little Bighorn?

Americans demanded more military action. The Sioux continued to fight but could not stop the flow of settlers. Many Sioux surrendered because they were hungry.

9. What happened to Sitting Bull after the Battle of Little Bighorn?

He led his followers into Canada, where they stayed for four years. When Sitting Bull returned to the United States, he was put in prison for leading the Sioux resistance and killing American soldiers. When he was released from prison, he went to live on a reservation.

10. Do you think Sitting Bull was treated fairly?

Possible response: No, although he was promised amnesty, he spent two years in prison. He did not have a trial because it was argued that he was not an American citizen.

11. Where did Chief Joseph and the Nez Perce live originally?

They lived in the Wallowa Valley of Oregon. They were forced to go to a reservation in Idaho.

12. How did the Nez Perce War start?

Some of Chief Joseph's warriors attacked and killed ranchers. General Howard sent his troops to fight the warriors.

13. What happened next?

The Nez Perce were pursued by federal troops. The Native Americans tried to join Sitting Bull's Sioux in Canada, but after a clash at Bear Paw Mountain, Chief Joseph surrendered.

14. What happened after Chief Joseph's surrender?

Chief Joseph was confined at Fort Leavenworth in Kansas. Finally, in 1885, some Nez Perce were allowed to return to the Plateau region.

15. What did U.S. authorities do to the Apache in 1874?

They forced the Apache to move to a reservation in San Carlos, Arizona.

16. How did the Apache respond?

They turned to Geronimo, who led them off the reservation. U.S. forces pursued Geronimo and his band. Geronimo surrendered but then escaped again.

17. What happened after Geronimo's final surrender?

Apache bands continued their raids into the 1890s, but all Apache— including those who helped U.S. troops—were exiled from their native land.

Chapter 8: The Ghost Dance

1. What details on page 136 explain why Native Americans felt conquered and in despair?

They had been forced from their homelands onto reservations with barren, inhospitable land. They did not have enough food, because the U.S. government did not provide the promised subsistence and because the land was not good enough for gardens or farming.

2. **Who first created the Ghost Dance?**

a Paiute leader from the Great Basin named Wovoka

3. **According to Wovoka, what would the Ghost Dance do?**

It would bring dead and living Native Americans together in their homelands. It would bring back the bison and send the settlers back to the East.

4. **According to Wovoka, what would make his visions come true?**

The people must live quietly and honestly. They must avoid violence and drinking alcohol. They should farm and get an education.

5. **What was the reaction of settlers and the U.S. government to the Ghost Dance?**

The settlers were fearful. The U.S. government banned the Ghost Dance in Dakota Territory.

6. **Who did the U.S. government think would lead the Native American Ghost Dancers in a rebellion? What happened to him?**

The Sioux leader, Sitting Bull, was expected to lead a rebellion. He was killed when police from the Bureau of Indian Affairs tried to arrest him.

7. **What happened after Sitting Bull's death?**

Sitting Bull's half brother, Big Foot, fled with a group south to the Pine Ridge Reservation. Many of Sitting Bull's followers joined him. Big Foot led the group to Wounded Knee Creek.

8. **What happened when U.S. troops entered the Sioux camp to collect all weapons?**

When a young warrior refused to give up his weapon, U.S. soldiers fired and a battle broke out. By noon, three hundred Native Americans were dead.

9. **What was an army investigator's conclusion about the events at Wounded Knee?**

The Native Americans brought on their own destruction.

10. **What effect did the events at Wounded Knee have on the Ghost Dance?**

It stopped the Ghost Dance Indian Wars.

11. **What is life like for Native Americans today?**

Many still struggle with life on reservations. Others have joined contemporary American society. They work hard to preserve their culture and traditions, including gatherings called pow wows. Pow wows are modern celebrations of Native American culture.

Unit quiz key

1. b 2. c 3. a 4. b 5. a 6. d 7. c 8. a 9. d 10. b 11. c 12. a 13. d 14. b 15. b 16. c 17. d 18. a
19. a 20. b 21. c 22. d