

Teaching with Primary Sources Lesson Outline

Grade Level: High School (9-10)

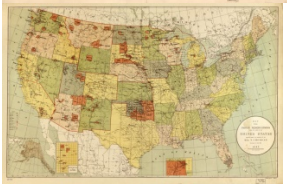
Standard(s) or Objectives: CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Library of Congress or Morris Special Collections Resources:



Map showing Indian reservations with the limits of the United States : 1883

<https://www.loc.gov/item/2009579475>



Map showing Indian reservations within the limits of the United States: 1892

<https://www.loc.gov/item/2009579467/>

Topic Background:

The men who created the reservation system believed that if Indians could be confined to one particular geographical place reserved for them, they could become "civilized" and assimilated into American life. They could be encouraged to stop being Indians and to become like white men. Thus, the reservations were to make sure the remaining tribes were converted to Christianity; taught English, sewing, and small-scale farming; and ultimately, to be Americanized. Much of the impetus for creating reservations on the Great Plains came from the results of the Indian Peace Commission. Established by Congress on June 20, 1867, the role of the Indian Peace Commission was to negotiate peace with Plains Indian tribes who had been at war with the United States. The appointed Commissioners agreed that a lasting peace required separating "hostile" Indians from those regarded as friendly and removing all Indian tribes onto reservations located away from westward expansion routes. By the end of the 19th Century, 56 of 162 federal reservations had been established by executive order. After 1919, only an act of Congress could establish reservations.

Excerpted from: http://americanindiantah.com/history/nar_19thcenturyrelations.html

Source(s) Used:

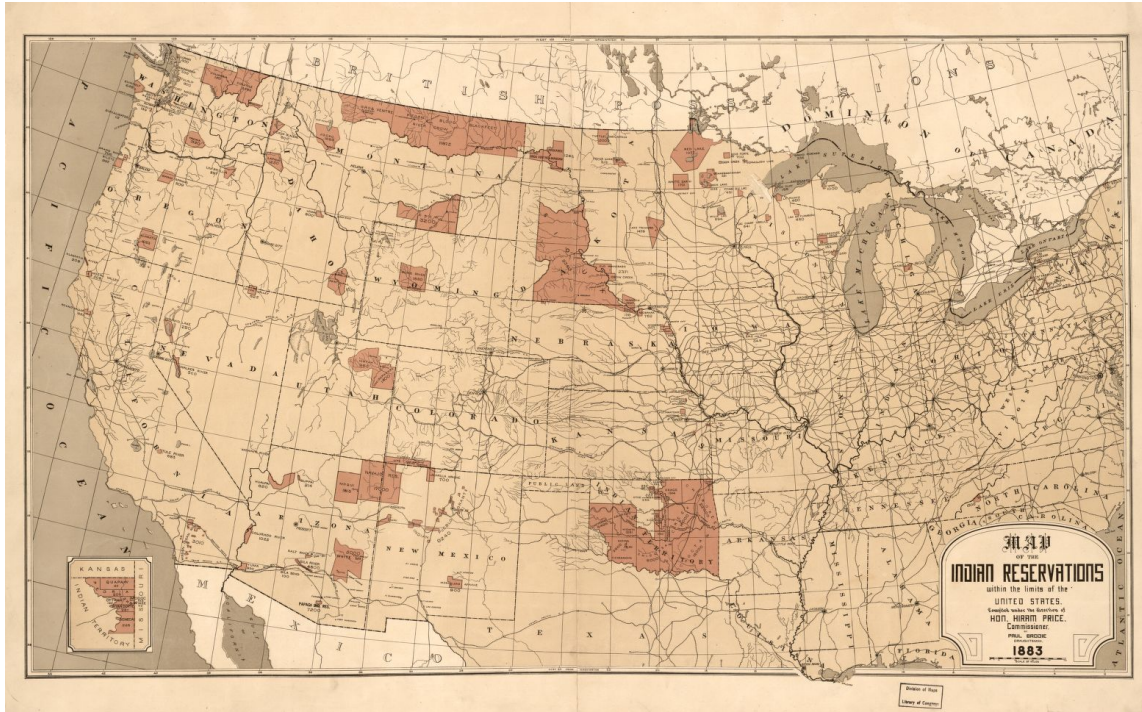
The sources used in this assessment are maps created in 1883 and 1892, which show Native American reservations, along with national and state boundaries, rivers, major cities, and railroads. The maps clearly show a decrease in reservation size between 1883 and 1892.

Answer Key:

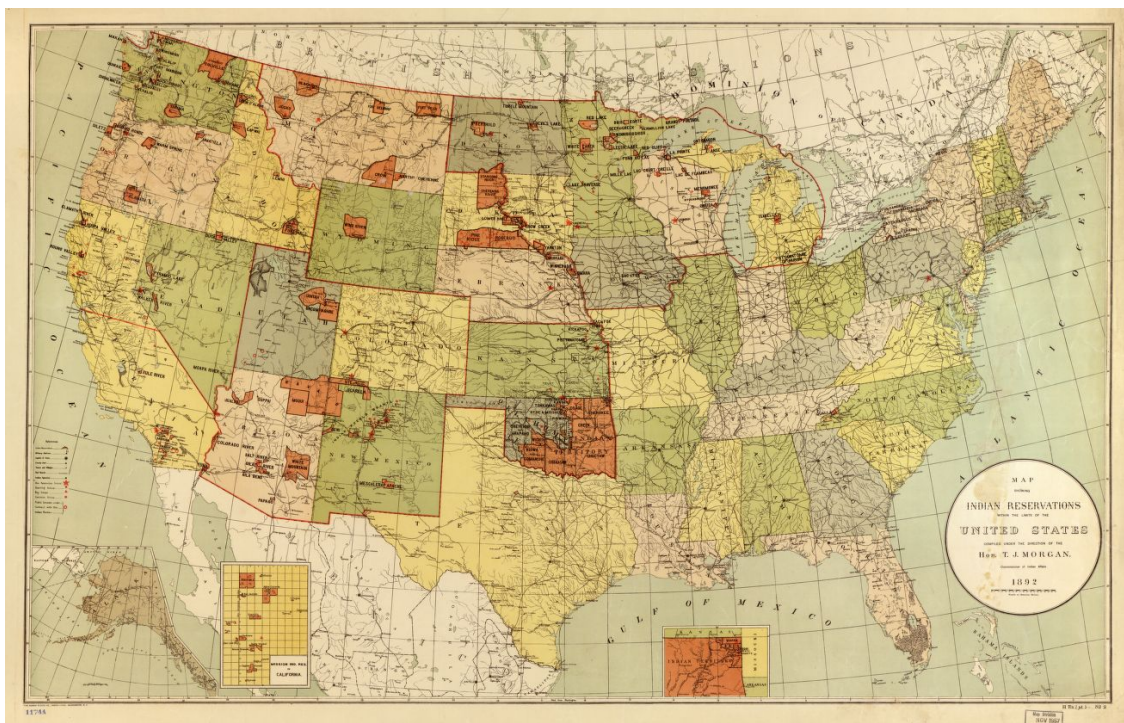
Question 1: C

Question2: B

Map showing Indian reservations with the limits of the United States: 1883



Map showing Indian reservations within the limits of the United States: 1892



Questions:

- 1) According to the maps, which of the following statements is true? (CCSS-RH9-10.1)
 - a. Between 1883 and 1892, Native American reservations in the East increased in size.
 - b. Between 1883 and 1892, Native American reservations in the West increased in size.
 - c. Between 1883 and 1892, Native American reservations decreased in size or disappeared.
 - d. Between 1883 and 1892, Native American reservations stayed relatively the same in size.

- 2) Look specifically at the reservations in Montana in 1883 and 1892. Which of the following statements most likely describes the decrease in the size of the Montana reservations? (CCSS-RH9-10.3)
 - a. The Native American population dramatically decreased.
 - b. White homesteaders and businesses came into Montana and forced Native Americans to give up parts of their reservations.
 - c. Native Americans living in Montana were forced to move to Indian Territory (present-day Oklahoma).
 - d. Native Americans chose to leave American reservations and cross the border to Canadian reservations.