

Optional Emergency Education Resources

US History

Close Reading of Informational Texts in Social Studies/History

Learning Targets

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/ social science.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast treatments of the same topic in several primary and secondary sources.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Close Reading for Meaning

What does learning to **read closely** mean? As readers, we cannot just ask an author questions about the text. We must read the author's words, looking at what some words say explicitly and what others may imply about the author's meaning.

An author or speaker's experiences, beliefs, attitudes, and values shape the point of view, or perspective, of a text, as well as the **tone**. Primary sources, original documents containing firsthand information about a subject, may have a **subjective** tone due to the writer's point of view on the subject at the time. Secondary sources, which provide commentary on primary sources, may be **objective** or subjective, depending on the author's purpose.

In this workshop, you will read four different texts and will practice close reading using strategies that will help you make meaning of the text. Your teacher will guide you through the first activity. In Activity 2, you will work in a collaborative group to read and respond to the text. For the third activity, you will work independently to apply close-reading strategies to determine meaning in a new text.

Introducing the Strategy: Diffusing

Diffusing is a strategy for close reading of text. Using this strategy, the reader reads a passage to identify unfamiliar words. The reader uses context clues, dictionaries, and/or thesauri to discover the meaning of unfamiliar words. Writing notes about meaning or substituting synonyms for unfamiliar words helps the reader increase comprehension of the text.

LEARNING STRATEGIES:

Diffusing, Close Reading, Marking the Text, Rereading, OPTIC, SOAPStone, Summarizing, Paraphrasing

ACADEMIC VOCABULARY

Tone refers to the writer's or speaker's attitude towards a subject. A **subjective** tone is a tone that is obviously influenced by the author's feelings or emotions. An **objective** tone is a tone that is more clinical or analytical and that is not influenced by emotion.

ACTIVITY 1

Guided Practice

You will read the text in this activity at least three times, focusing on a different purpose for each reading.

First Reading: First Impressions

Read the following passages silently. Your focus for this first reading is on understanding the meaning of the text. As you read, practice diffusing the words you may not know by replacing unfamiliar words with synonyms or definitions for the underlined words. Use the definitions and synonyms in the margins to help your understanding.

Biography

From

Black Elk SPEAKS

by John G. Niehardt

1 But it was not long until we all knew what had happened in there, because some of the people saw it happen, and I will tell you how it was.

2 They told Crazy Horse they would not harm him if he would go to the Soldiers' Town and have a talk with the Wasichu chief there. But they lied. They did not take him to the chief for a talk. They took him to the little prison with the iron bars on the windows, for they had planned to get rid of him. And when he saw what they were doing, he turned around and took a knife out of his robe and started out against all those soldiers. Then Little Big Man, who had been his friend and was the one who told us boys that we were brave before my first fight when we attacked the wagons on War Bonnet Creek, took hold of Crazy Horse from behind and tried to get the knife away. And while they were struggling, a soldier ran a **bayonet** into Crazy Horse from one side at the back and he fell down and began to die. . . .

3 Crazy Horse was dead. He was brave and good and wise. He never wanted anything but to save his people, and he fought the Wasichus only when they came to kill us in our own country. He was only thirty years old. They could not kill him in battle. They had to lie to him and kill him that way.

Crazy Horse: Native American war leader of the Oglala Lakota

Wasichu: a person of nonindigenous descent, typically a white person

War Bonnet Creek: The Battle of Warbonnet Creek occurred July 17, 1876, in Sioux County in northwestern Nebraska

Historical Nonfiction

From **BURY MY HEART AT WOUNDED KNEE:**

An Indian History of the American West

by Dee Brown

1 On April 14 Touch-the-Clouds, with a large number of Minneconjous and Sans Arcs from Crazy Horse's village, arrived at the Spotted Tail agency and surrendered. A few days before this happened, Three Stars Crook had sent Red Cloud out to find Crazy Horse and promise him that if he **surrendered** he could have a **reservation** in the Powder River country. On April 27 Red Cloud met Crazy Horse and told him of Three Stars's promise. Crazy Horse's nine hundred Oglalas were starving, the warriors had no **ammunition**, and their horses were thin and **bony**. The promise of a reservation in the Powder River country was all that Crazy Horse needed to bring him in to Fort Robinson to **surrender**.

2 The last of the Sioux war chiefs now became a **reservation** Indian, **disarmed**, **dismounted**, with no **authority** over his people, a prisoner of the Army, which had never **defeated** him in battle. Yet he was still a hero to the young men, and their **adulation** caused jealousies to arise among the older agency chiefs. Crazy Horse remained aloof, he and his followers living only for the day when Three Stars would make good his promise of a reservation for them in the Powder River country.

3 Late in the summer, Crazy Horse heard that Three Stars wanted him to go to Washington for a **council** with the Great Father. Crazy Horse refused to go. He could see no point in talking about the promised reservation. He had seen what happened to chiefs who went to the Great Father's house in Washington; they came back fat from the white man's way of living and with all the hardness gone out of them. He could see the changes in Red Cloud and Spotted Tail, and they knew he saw and they did not like him for it.

4 In August news came that the Nez Percés, who lived beyond the Shining Mountains, were at war with the Bluecoats. At the agencies, soldier chiefs began **enlisting** warriors to do their **scouting** for them against the Nez Percés. Crazy Horse told the young men not to go against those other Indians far away, but some would not listen, and allowed themselves to be bought by the soldiers. On August 31, the day these former Sioux warriors put on their Bluecoat uniforms to march away, Crazy Horse was so sick with

Minneconjous, Sans Arcs: subdivisions of the Lakota people

Spotted Tail agency: Indian agencies were established in the nineteenth century to serve and interact with Native American tribes on behalf of the U.S. government; agencies were often named after tribal chiefs

Sioux: refers to any ethnic group within the Great Sioux Nation, including the Lakota

aloof: cool and distant

Great Father: president of the United States

Nez Percés: Native American tribe in the Pacific Northwest region of the U.S.
Bluecoats: Union soldiers

disgust that he said he was going to take his people and go back north to the Powder River country.

5 When Three Stars heard of this from his spies, he ordered eight companies of pony soldiers to march to Crazy Horse's camp outside Fort Robinson and arrest him. Before the soldiers arrived, however, Crazy Horse's friends warned him they were coming. Not knowing what the soldiers' purpose was, Crazy Horse told his people to **scatter**, and then he set out alone to Spotted Tail agency to seek **refuge** with his old friend Touch-the-Clouds.

6 The soldiers found him there, placed him under arrest, and informed him they were taking him back to Fort Robinson to see Three Stars. Upon arrival at the **fort**, Crazy Horse was told that it was too late to talk with Three Stars that day. He was turned over to Captain James Kennington and one of the agency policemen. Crazy Horse stared hard at the agency policeman. He was Little Big Man, who not so long ago had **defied** the **commissioners** who came to steal Paha Sapa, the same Little Big Man who had threatened to kill the first chief who spoke for selling the Black Hills, the brave Little Big Man who had last fought beside Crazy Horse on the icy **slopes** of the Wolf Mountains against Bear Coat Miles. Now the white men had bought Little Big Man and made him into an agency policeman.

7 As Crazy Horse walked between them, letting the soldier chief and Little Big Man lead him to wherever they were taking him, he must have tried to dream himself into the real world, to escape the darkness of the shadow world in which all was madness. They walked past a soldier with a bayoneted rifle on his shoulder, and then they were standing in the doorway of a building. The windows were **barred** with iron, and he could see men behind the bars with chains on their legs. It was a trap for an animal, and Crazy Horse **lunged** away like a trapped animal, with Little Big Man holding on to his arm. The **scuffling** went on for only a few seconds. Someone shouted a **command**, and the soldier guard, Private William Gentles, thrust his bayonet deep into Crazy Horse's **abdomen**.

8 Crazy Horse died that night, September 5, 1877, at the age of thirty-five. At dawn the next day the soldiers presented the dead chief to his father and mother. They put the body of Crazy Horse into a wooden box, fastened it to a pony-drawn travois, and carried it to Spotted Tail agency, where they mounted it on a **scaffold**. All through the Drying Grass Moon, mourners watched beside the burial place. And then in the Moon of the Falling Leaves came the heartbreaking news: the reservation Sioux must leave Nebraska and go to a new reservation on the Missouri River.

agency policemen: policemen hired by Indian agents to enforce federal and state laws as well as the terms of federal treaties within their tribal authority
Paha Sapa: the Black Hills, a mountain range in western South Dakota that extends into Wyoming

travois: a frame structure used to drag loads over land

Second Reading: Vocabulary in Context

Now that you have read the passages silently, listen and follow along as your teacher reads the text aloud. As you read along with your teacher, circle words and/or phrases (other than the underlined words) that you do not know or that you feel are important to the meaning of the document. Diffuse these words/phrases for comprehension.

Check Your Understanding

1. Pair with another student and, using context clues and reference resources, determine the meaning of any new words you need to define. Then choose six words from the vocabulary that have been underlined, bolded, and/or you have circled, **paraphrase** the definitions to show your understanding, and discuss how the definitions help you understand the meaning of the document as a whole.
2. Choose two or three of the words you have examined that you think are significant to understanding the text. Use the words in sentences as part of a **summary** explaining the central ideas in the text and explaining how these words contribute to your understanding of the document.

Third Reading: Text-Dependent Questioning

Read the passages a third time and respond to the text-dependent questions on the next pages. As your class discusses the text, write your responses to each question and highlight or underline the textual evidence that supports your answer. During discussions, you may also want to annotate the text to record a new or different meaning of the text.

Background Information: One of the most celebrated Native American leaders was Crazy Horse of the Oglala Sioux. The first excerpt is an account of his death given by his second cousin, Black Elk, who was 13 at the time of Crazy Horse's death and 69 when he retold the story for what became the 1932 book *Black Elk Speaks*.

In 1970, almost a century after Crazy Horse's death, historical writer Dee Brown published *Bury My Heart at Wounded Knee*, from which the second text is excerpted. An author of numerous nonfiction pieces about the American West, Brown published the book at a time of increasing Native American activism, including the 19-month occupation of Alcatraz Island by 79 Native Americans. As he explains in his introduction to the book, Brown "tried to fashion a narrative of the conquest of the American West as the victims experienced it, using their own words whenever possible."

from *Black Elk Speaks*
by John G. Niehardt

KEY IDEAS AND DETAILS

In the retelling of the events of Crazy Horse's death, why does Black Elk start by telling how the Wasichus lied to Crazy Horse?

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2 They told Crazy Horse they would not harm him if he would go to the Soldiers' Town and have a talk with the Wasichu chief there. But they lied. They did not take him to the chief for a talk. They took him to the little prison with the iron bars on the windows, for they had planned to get rid of him. And when he saw what they were doing, he turned around and took a knife out of his robe and started out against all those soldiers. Then Little Big Man, who had been his friend and was the one who told us boys that we were brave before my first fight when we attacked the wagons on War Bonnet Creek, took hold of Crazy Horse from behind and tried to get the knife away. And while they were struggling, a soldier ran a **bayonet** into Crazy Horse from one side at the back and he fell down and began to die. . . .

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CRAFT AND STRUCTURE

In paragraph 3, how does Black Elk use rhetoric to influence readers' opinions about Crazy Horse?

from *Bury My Heart at Wounded Knee: An Indian History of the American West*
by Dee Brown

CRAFT AND STRUCTURE

What connotation does the title of this passage have? What other examples of connotative diction can you find in the opening paragraphs? How do these word choices impact the tone of the passage?

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2 The last of the Sioux war chiefs now became a **reservation** Indian, **disarmed**, **dismounted**, with no **authority** over his people, a prisoner of the Army, which had never **defeated** him in battle. Yet he was still a hero to the young men, and their **adulation** caused jealousies to arise among the older agency chiefs. Crazy Horse remained aloof, he and his followers living only for the day when Three Stars would make good his promise of a reservation for them in the Powder River country.

3 Late in the summer, Crazy Horse heard that Three Stars wanted him to go to Washington for a **council** with the Great Father. Crazy Horse refused to go. He could see no point in talking about the promised reservation. He had seen what happened to chiefs who went to the Great Father's house in Washington; they came back fat from the white man's way of living and with all the hardness gone out of them. He could see the changes in Red Cloud and Spotted Tail, and they knew he saw and they did not like him for it.

4 In August news came that the Nez Percés, who lived beyond the Shining Mountains, were at war with the Bluecoats. At the agencies, soldier chiefs began **enlisting** warriors to do their **scouting** for them against the Nez Percés. Crazy Horse told the young men not to go against those other Indians far away, but some would not listen, and allowed themselves to be bought by the soldiers. On August 31, the day these former Sioux warriors put on their Bluecoat uniforms to march away, Crazy Horse was so sick with disgust that he said he was going to take his people and go back north to the Powder River country.

5 When Three Stars heard of this from his spies, he ordered eight companies of pony soldiers to march to Crazy Horse's camp outside Fort Robinson and arrest him. Before the soldiers arrived, however, Crazy Horse's friends warned him they were coming. Not knowing what the soldiers' purpose was, Crazy Horse told his people to **scatter**, and then he set out alone to Spotted Tail agency to seek **refuge** with his old friend Touch-the-Clouds.

6 The soldiers found him there, placed him under arrest, and informed him they were taking him back to Fort Robinson to see Three Stars. Upon arrival at the **fort**, Crazy Horse was told that it was too late to talk with Three Stars that day. He was turned over to Captain James Kennington and one of the agency policemen. Crazy Horse stared hard at the agency policeman. He was Little Big Man, who not so long ago had **defied** the **commissioners** who came to steal Paha Sapa, the same Little Big Man who had threatened to kill the first chief who spoke for selling the Black Hills, the brave Little Big Man who had last fought beside Crazy Horse on the icy **slopes** of the Wolf Mountains against Bear Coat Miles. Now the white men had bought Little Big Man and made him into an agency policeman.

7 As Crazy Horse walked between them, letting the soldier chief and Little Big Man lead him to wherever they were taking him, he must have tried to dream himself into the real world, to escape the darkness of the shadow world in which all was madness. They walked past a soldier with a bayoneted rifle on his shoulder, and then they were standing in the doorway of a building. The windows were **barred** with iron, and he could see men behind the bars with chains on their legs. It was a trap for an animal, and Crazy

CRAFT AND STRUCTURE

How and where does Brown use an omniscient (all-knowing) point of view to portray the thoughts of Crazy Horse and others without any documentation for his conclusions? How does this affect his credibility?

KNOWLEDGE AND IDEAS

Brown makes the claim that "the white men had bought Little Big Man and made him into an agency policeman." Does Brown provide sufficient evidence to support this claim? Explain.

KEY IDEAS AND DETAILS

Brown is openly subjective here in his description of the news as “heartbreaking.”

How does this link back to the repetition of “the promise of a reservation in the Powder River country” in the first few paragraphs?

Horse **lunged** away like a trapped animal, with Little Big Man holding on to his arm. The **scuffling** went on for only a few seconds. Someone shouted a **command**, and the soldier guard, Private William Gentles, thrust his bayonet deep into Crazy Horse’s **abdomen**.

8 Crazy Horse died that night, September 5, 1877, at the age of thirty-five. At dawn the next day the soldiers presented the dead chief to his father and mother. They put the body of Crazy Horse into a wooden box, fastened it to a pony-drawn travois, and carried it to Spotted Tail agency, where they mounted it on a **scaffold**. All through the Drying Grass Moon, mourners watched beside the burial place. And then in the Moon of the Falling Leaves came the heartbreaking news: the reservation Sioux must leave Nebraska and go to a new reservation on the Missouri River.

Check Your Understanding

Now that you have read closely and worked to understand challenging portions of these passages, choose a sentence that you think is important to understanding the text. Explain in your own words what the sentence means and why it is important to understanding the text.

Synthesizing Your Understanding

Now that you have read the texts three times and studied the vocabulary and sentences, work with your classmates and your teacher to synthesize your understanding by applying the **SOAPSTone** strategy to Brown's passage. Respond to the following questions as a way of bringing all your knowledge together.

Introducing the Strategy: SOAPSTone

SOAPSTone is a strategy for analysis of a text to understand an author's craft. Using this strategy, the reader discusses and identifies the **speaker**, the **occasion**, the **audience**, the **purpose**, the **subject**, and the **tone**.

S—Speaker

What do we know about the **speaker**? What is his or her background with the subject? How does this person's background or position impact the way the text is written?

O—Occasion

What is the immediate **occasion**? What is the time and place of the piece of writing? What events or concerns prompted the author to write?

A—Audience

Who is the **audience**? Who did the writer anticipate would read the text?

P—Purpose

What is the **purpose**? What is the reason behind the creation of this piece of writing? What do you suppose the writer wants the audience to think or do as a result of reading the text?

S—Subject

What is the **subject** of the text—the general topic and main ideas? Be as specific as you can in identifying and summarizing the subject of each passage.

Tone

Tone describes the attitude conveyed by the author about the subject being discussed. What clues in the text reveal the speaker’s attitude toward the subject?

Writing Prompt: Based on your current understanding of the passages, compare and contrast the portrayal of the same event in a primary and a secondary source. Be sure to:

- Identify similarities and differences in the subject in your topic sentence.
- Provide several pieces of textual evidence.
- Include commentary explaining how the evidence supports your claim.

ACTIVITY 2

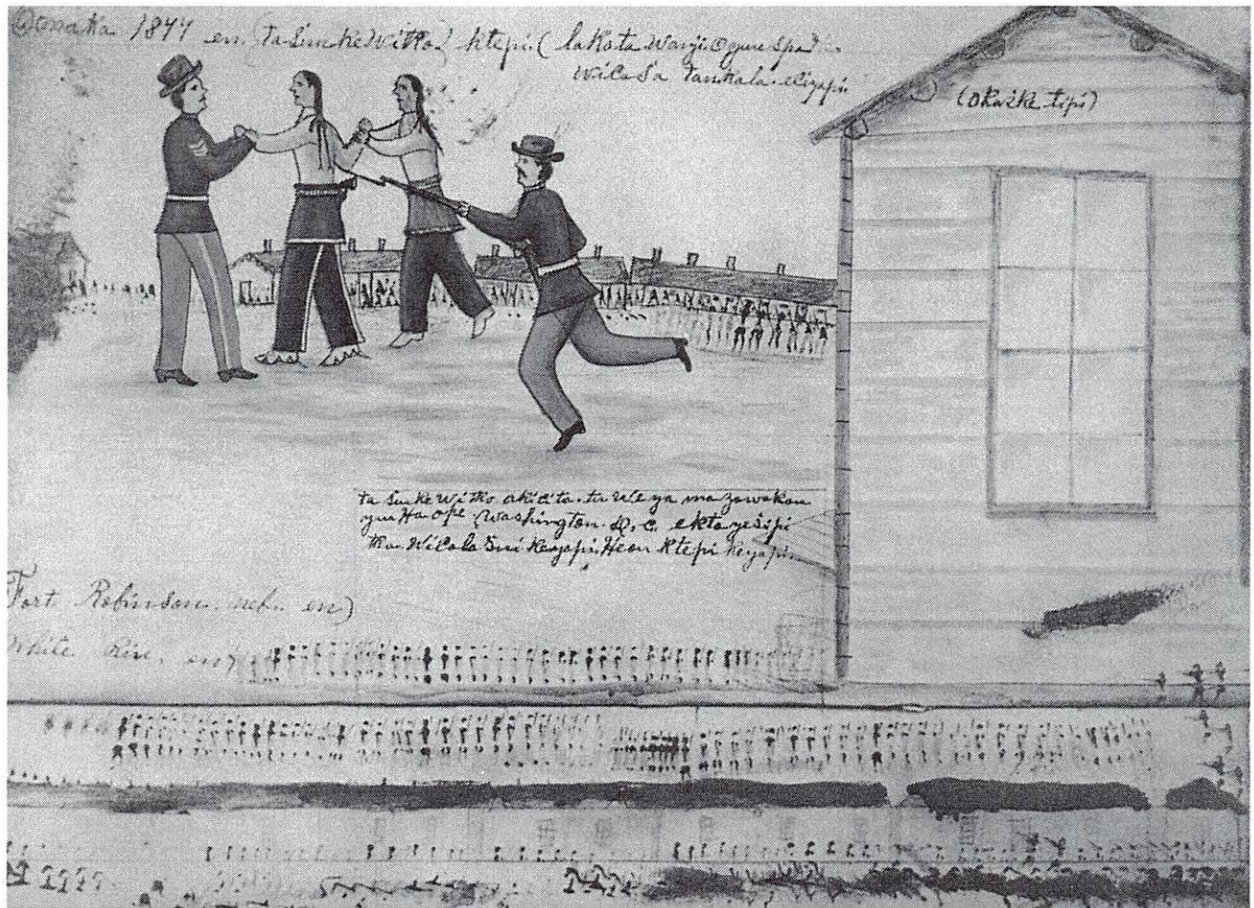
Collaborative Practice

There are no verified, authentic photographs or portraits of Crazy Horse in existence. However, Amos Bad Heart Bull, an Oglala Lakota who was in the Red Cloud Agency at the time of Crazy Horse's death, painted an account of the incident years later in a style known as ledger art, which was an adaptation of traditional Plains hide painting art to the medium of ledger paper. As you view the painting, consider how it depicts the scene. What point of view does it seem to take on the event? Examine the painting closely by applying the OPTIC strategy.

Visual Text

Ledger Art of Crazy Horse

by Amos Bad Heart Bull



Introducing the Strategy: OPTIC


OPTIC is a strategy for systematically analyzing visual texts—including paintings, photographs, advertisements, maps, charts, or graphs—and developing an interpretation regarding the meaning or theme(s) of the text. The acronym stands for Overview, Parts, Title, Interrelationships, and Conclusion.

O—Overview Write a brief **overview** of the painting. In very basic terms, what is included in the details?

P—Parts Key in on all of the **parts** by noting any details that seem important. These details can be anything: figures, textures, scenery, or anything else that you notice.

T—Title and Text Use the **title** and **verbal text** to clarify the subject of the painting. How does the language suggest its meaning?

I—Interrelationships Specify the **interrelationships** in the painting. In other words, how are the parts related both to one another and to the visual as a whole?



C—Conclusion Draw a **conclusion** about the painting and the point of view it presents. What is the main idea that it offers?

Writing Prompt: Now that you have carefully examined the painting and come to conclusions about its point of view and tone, write a paragraph that makes a connection between the painting and the texts describing the death of Crazy Horse.

Be sure to:

- Write a topic sentence that connects the texts.
- Include textual details and explain how they support your connection.
- Write a conclusion that follows from your explanations.

ACTIVITY 3

Independent Practice

Published in 1984, more than a century after the events described by Black Elk, Evan S. Connell's *Son of the Morning Star* relates an account of Crazy Horse's death within the context of the broader history of the Plains Indian Wars. As a secondary source, Connell's book draws from a range of primary sources to recreate an account of an event that the author himself did not experience. As his obituary in the January 14, 2013, edition of the *Guardian* notes, his work was often characterized by "the search for knowledge about subjects, such as ancient civilisations (*sic*), about which we can never be totally sure."

First Reading: First Impressions

Read the passage silently. Your focus for the first reading is on understanding the meaning of the passage. As you read, practice diffusing by replacing unfamiliar words with synonyms or definitions for the underlined words. Use the definitions and synonyms in the margins to help your understanding.

Historical Nonfiction

From

Son of the Morning Star:

Custer and the Little Bighorn

by Evan S. Connell

deliberate: done on purpose

1 Misinterpretation, deliberate or unintentional, brought about [Crazy Horse's] death in 1877. Frank Grouard told General Crook that Crazy Horse would ride north *against the whites* during the Nez Perce campaign, although the message should have been that he would ride north to **assist** the whites. Col. Graham thinks this was an honest mistake, "a classic example of erroneous interpretation." However, Dr. McGillicuddy called it "a purposeful misinterpretation of his words by Frank Grouard, who had once been a friend of Crazy Horse but was now his enemy and feared him."

erroneous: incorrect or wrong

2 The **trader** Louis Bordeaux was present at an earlier **conference** when Crazy Horse and Lt. Philo Clark talked about the Nez Percés. On this occasion, too, Grouard interpreted. Clark asked if Crazy Horse would help fight the Nez Percés. Crazy Horse replied that under certain **conditions**, which were then enumerated, he and his Oglalas would fight until not one Nez Perce was left; but Grouard told Clark the Oglalas would

enumerated: mention a number of things one by one

fight until not a soldier was left. Clark then turned to Louis Bordeaux and asked if this was indeed what Crazy had said. Bordeaux said it was not, and gave his own translation, but was interrupted by Grouard, who called him a liar.

3 Whether the interpretation was malicious or accidental, Crook **resolved** to arrest Crazy Horse. He was **escorted** to Fort Robinson where he realized that whites meant to **imprison** him. He pulled a knife. Little Big Man grabbed his arm. Moments later Private William Gentles **speared** him with a bayonet.

malicious: intended to do harm

4 He may not have been surprised. Eleanor Hinman interviewed an Oglala woman named Carrie Slow Bear in 1930. Hinman asked this woman if she knew why Crazy Horse refused to visit Washington. Carrie Slow Bear replied that at first Crazy Horse had been willing to go, but then he thought something would be done to him because another Indian said the whites planned to kill him, either in Washington or at Fort Robinson. Hinman asked who had told him so. Carrie Slow Bear said: “Little Big Man told him that.”

5 Major H.R. Lemly, then a Ninth Infantry **lieutenant** at Fort Robinson, claimed that Little Big Man was a paid **spy** employed by the whites—which, if true, makes him a double agent. But with which **faction** did Little Big Man truly feel allied? Or was he **indifferent**?

double agent: a spy who is actually working for the side he is supposed to be spying on
allied: joined with; supportive of

6 Regarding the death of Crazy Horse, Dr. McGillicuddy would not equivocate: “A combination of **treachery**, jealousy and **unreliable** reports simply resulted in a ‘frame up’ and he was railroaded to his death.” McGillicuddy went on to say that it was just as well, because he would have gone to the Dry Tortugas as a prisoner for life. McGillicuddy’s opinion is **substantiated** by at least two other men who were present. Lemly wrote: “Already it had been planned to imprison the chief in Fort Marion, at St. Augustine, Florida. He was to have been taken in an ambulance at midnight, with a troop of **cavalry** for an escort, to Fort Laramie, thence by the Deadwood stagecoach to Cheyenne and by trains east and south.” The Spotted Tail agent, Capt. Jesse Lee, said he was told by a Third Cavalry captain that his troop had been detailed to escort the chief from the **guardhouse** at midnight, “push on rapidly to the railroad, and from there he was to be sent a prisoner to the Dry Tortugas, Florida.”

equivocate: to use unclear language to deceive or mislead someone
railroaded: convicted of a crime unfairly
Dry Tortugas: a small group of islands at the end of the Florida Keys

7 General James Allison, editor of the *Journal of the Military Service Institution*, studied this mysterious business at some length. He absolved Grouard of malice, accusing him only of **incompetence**, but **denounced** Washington officials: “There is little doubt that certain ‘higher authorities’ . . . found appetite **keener** and sleep sweeter through the knowledge that Crazy Horse had, through hook or crook, become a ‘good Indian’ and would give no further trouble. A simple, easy and reasonable solution was to state that he had been killed in an attempt to escape from the guardhouse, and let it go at that!”

stagecoach: a covered wagon used to carry passengers and goods

absolved: declared free from blame or guilt
malice: intent to do evil

post adjutant: an army officer who is responsible for written communications

obliged: forced to do something

amicably: in a polite and friendly way to avoid disagreement and argument

8 Crazy Horse made a speech just before he died, a rather long speech. After being bayoneted he had been carried to the post adjutant's office. His blanket was spread on the floor and there for several hours he lay unconscious, bleeding **internally**. When he awoke he lifted himself on one elbow. According to interpreter Baptiste Pourière, the chief said he had not been **hostile** to whites. Buffalo supplied his people with food and clothing and they preferred to chase buffalo rather than live **idly** at the agencies, arguing with each other and sometimes starving. But the Gray Fox—Crook—came in midwinter and destroyed their village. Then came Long Hair in the same way. When the Indians first saw Long Hair they wanted to escape but could not, so they were obliged to fight. They fought because the government would not let them alone. Then, said Crazy Horse, he decided to live in peace on the Red Cloud agency. And at this point he **interjected** a seemingly **irrelevant** comment, saying he had taken a **half-breed** wife. Why did he make such a remark? Perhaps it related to his expressed desire to live amicably with whites—Nellie being half-white. All the same, it is a curious thing for a dying man to mention. He then **reiterated** that all he ever wanted was to be left alone, and had come to the agency to talk, but white men had tried to imprison him and a soldier had run a bayonet into him. This concluded the speech. Very weakly he began his death-song.

Second Reading: Vocabulary in Context

Now that you have read the passage silently, listen and follow along as the text is read aloud. As you read along, circle words and/or phrases (other than the underlined words) that you do not know or that you feel are important to the meaning of the document. Using context clues and reference resources, determine the meaning of any new words you need to define. Diffuse these words/phrases for comprehension.

Check Your Understanding

1. Choose six words from the vocabulary that has been underlined, bolded, and/or you have circled, and paraphrase the definitions to show your understanding. Then choose two or three of the words you have examined that you think are significant to understanding the text and use those words in sentences as part of a summary explaining the central ideas in the text.

Third Reading: Text-Dependent Questioning

Read the passage a third time and respond to the text-dependent questions. Write your responses to each question and highlight or underline the textual evidence that supports your answer.

from *Son of the Morning Star: Custer and the Little Bighorn*
by Evan S. Connell

1 Misinterpretation, deliberate or unintentional, brought about [Crazy Horse's] death in 1877. Frank Grouard told General Crook that Crazy Horse would ride north *against the whites* during the Nez Perce campaign, although the message should have been that he would ride north to **assist** the whites. Col. Graham thinks this was an honest mistake, "a classic example of erroneous interpretation." However, Dr. McGillicuddy called it "a purposeful misinterpretation of his words by Frank Grouard, who had once been a friend of Crazy Horse but was now his enemy and feared him."

2 The **trader** Louis Bordeaux was present at an earlier **conference** when Crazy Horse and Lt. Philo Clark talked about the Nez Percés. On this occasion, too, Grouard interpreted. Clark asked if Crazy Horse would help fight the Nez Percés. Crazy Horse replied that under certain **conditions**, which were then enumerated, he and his Oglalas would fight until not one Nez Perce was left; but Grouard told Clark the Oglalas would fight until not a soldier was left. Clark then turned to Louis Bordeaux and asked if this was indeed what Crazy had said. Bordeaux said it was not, and gave his own translation, but was interrupted by Grouard, who called him a liar.

3 Whether the interpretation was malicious or accidental, Crook **resolved** to arrest Crazy Horse. He was **escorted** to Fort Robinson where he realized that whites meant to **imprison** him. He pulled a knife. Little Big Man grabbed his arm. Moments later Private William Gentles **speared** him with a bayonet.

4 He may not have been surprised. Eleanor Hinman interviewed an Oglala woman named Carrie Slow Bear in 1930. Hinman asked this woman if she knew why Crazy Horse refused to visit Washington. Carrie Slow Bear replied that at first Crazy Horse had been willing to go, but then he thought something would be done to him because another Indian said the whites planned to kill him, either in Washington or at Fort Robinson. Hinman asked who had told him so. Carrie Slow Bear said: "Little Big Man told him that."

KNOWLEDGE AND IDEAS

What assertion does Connell make in the first sentence? Does he effectively support this assertion? Explain.

KNOWLEDGE AND IDEAS

How does this description of the killing of Crazy Horse differ from those provided by Black Elk and Brown? Why might Connell have chosen to present this account so succinctly?

Close Reading of Informational Texts in Social Studies/History (continued)

5 Major H.R. Lemly, then a Ninth Infantry **lieutenant** at Fort Robinson, claimed that Little Big Man was a paid **spy** employed by the whites—which, if true, makes him a double agent. But with which **faction** did Little Big Man truly feel allied? Or was he **indifferent**?

CRAFT AND STRUCTURE

How does Connell develop the idea that Little Big Man may have been a double agent?

6 Regarding the death of Crazy Horse, Dr. McGillicuddy would not equivocate: “A combination of **treachery**, jealousy and **unreliable** reports simply resulted in a ‘frame up’ and he was railroaded to his death.” McGillicuddy went on to say that it was just as well, because he would have gone to the Dry Tortugas as a prisoner for life. McGillicuddy’s opinion is **substantiated** by at least two other men who were present. Lemly wrote: “Already it had been planned to imprison the chief in Fort Marion, at St. Augustine, Florida. He was to have been taken in an ambulance at midnight, with a troop of **cavalry** for an escort, to Fort Laramie, thence by the Deadwood stagecoach to Cheyenne and by trains east and south.” The Spotted Tail agent, Capt. Jesse Lee, said he was told by a Third Cavalry captain that his troop had been detailed to escort the chief from the **guardhouse** at midnight, “push on rapidly to the railroad, and from there he was to be sent a prisoner to the Dry Tortugas, Florida.”

CRAFT AND STRUCTURE

How does Connell’s use of quotations in these paragraphs affect the tone of the text?

7 General James Allison, editor of the *Journal of the Military Service Institution*, studied this mysterious business at some length. He absolved Grouard of **malice**, accusing him only of **incompetence**, but **denounced** Washington officials: “There is little doubt that certain ‘higher authorities’ . . . found appetite **keener** and sleep sweeter through the knowledge that Crazy Horse had, through hook or crook, become a ‘good Indian’ and would give no further trouble. A simple, easy and reasonable solution was to state that he had been killed in an attempt to escape from the guardhouse, and let it go at that!”

KEY IDEAS AND DETAILS

Connell returns to the night of Crazy Horse’s death and paraphrases his dying speech. Why return to this scene after four paragraphs exploring the conspiracy that may have existed? Why paraphrase instead of quote the speech?

8 Crazy Horse made a speech just before he died, a rather long speech. After being bayoneted he had been carried to the post adjutant’s office. His blanket was spread on the floor and there for several hours he lay unconscious, bleeding **internally**. When he awoke he lifted himself on one elbow. According to interpreter Baptiste Pourière, the chief said he had not been **hostile** to whites. Buffalo supplied his people with food and clothing and they preferred to chase buffalo rather than live **idly** at the agencies, arguing with each other and sometimes starving. But the Gray Fox—Crook—came in midwinter and destroyed their village. Then came Long Hair in the same way. When the Indians first saw Long Hair they wanted to escape but could not, so they were obliged to fight. They fought because the government would not let them alone. Then, said Crazy Horse, he decided to live in peace on the Red Cloud agency. And at this point he **interjected** a seemingly **irrelevant** comment, saying he had taken a **half-breed** wife. Why did he

make such a remark? Perhaps it related to his expressed desire to live amicably with whites—Nellie being half-white. All the same, it is a curious thing for a dying man to mention. He then **reiterated** that all he ever wanted was to be left alone, and had come to the agency to talk, but white men had tried to imprison him and a soldier had run a bayonet into him. This concluded the speech. Very weakly he began his death-song.

Check Your Understanding

Questioning the Text: Using the text-based questions as a model, ask a question that explores the speaker, occasion, audience, purpose, subject, or tone of the text. Begin your questions with “why” or “how.” Remember that though you may not know the answer to the question, you think the answer might be important to understanding the meaning of the passage.

Synthesizing Your Understanding

Using SOAPStone: Refer back to Activity 1 and review the SOAPStone strategy. Reread the passage and underline sentences that you believe express important ideas about the speaker, occasion, audience, purpose, subject, and tone of the passage. Then respond to the questions below.

S—Speaker

What do we know about the **speaker**? What inferences can you make about the speaker based on voice and language of the text?

O—Occasion

What is the immediate **occasion**? What is the time and place of the piece of writing? What events or concerns prompted the author to write?

Close Reading of Informational Texts in Social Studies/History (continued)

A—Audience

Who is the **audience**? Who did the writer anticipate would read this text?

P—Purpose

What is the **purpose**? What is the reason behind the creation of this piece of writing? What do you suppose the writer wants the audience to think or do as a result of reading this text?

S—Subject

What is the **subject** of the text—the general topic and main ideas? Be as specific as you can in identifying and summarizing the subject of each passage.



Tone

Tone describes the attitude conveyed by the author about the subject being discussed. What clues in the text reveal the speaker's attitude toward the subject?

Writing Prompt: Using textual evidence to support your thinking, write a paragraph in which you discuss how Connell's objective point of view presents an account of Crazy Horse's death that is different from one of the more subjective accounts examined in Activity 1. Be sure to:

- Write a topic sentence that identifies Connell's point of view and claim(s).
- Choose several pieces of appropriate textual evidence.
- Explain the significance of your textual evidence.

ACTIVITY 4

Synthesis Questions

Your teacher may choose or ask you to choose one of the following assessments as a way of showing your understanding of the texts you have read.

Writing Prompt: Review the different ways that primary and secondary sources portray the death of Crazy Horse. Revisit the work that you have done with these texts, and consider other points of view of this event that have not been represented in this unit, and perhaps have not been represented in any recorded historical document. For example, you may choose Private William Gentles’s or Little Big Man’s point of view. Write a narrative from this point of view describing the events of Crazy Horse’s death, using details from the texts in this unit. Conduct research if necessary to find out more about the point of view you have chosen.

Debate/Discussion: Conduct a Socratic Seminar. Work with a small group of students to revisit the texts in this unit and create two or three open-ended questions for each written and visual text. Remember that your open-ended questions should not have a “yes” or “no” answer, but they should be questions that will encourage a rich discussion. With your questions and your annotated text in front of you, engage with your peers in a Socratic Seminar in which you share your questions and respond to the questions that other students have generated.

Multimedia Presentation: The “American Indian Wars,” conflicts between European colonists and the native peoples of North America, were waged from the early 1600s until approximately 1890. Crazy Horse’s death is just one incident representing this conflict. Follow your teacher’s guidelines to investigate another incident from this conflict that is well documented. Which aspects of the event are known, and which are unknown or disputed by different sources? What primary sources—print and visual—can you find to document the conflict? Consider using a multimedia presentation tool to arrange and present your findings.

Reflection

Think about what you have learned from your close reading and analysis of the text passages you have read in this workshop.

1. What limitations do historians face when trying to construct the truth of past events?
2. In this workshop, you have learned how to make meaning of three different texts. How can you use what you have learned to help you as you encounter challenging texts in the future? What strategies best helped you as a learner during this workshop? When and why would you use these strategies in the future?