

INFLUENCES ON NEVADA NATIVE LIFESTYLES

BETRAYAL OF THE HEART

An old man stands alone, looking across the land;
feeling deep inside his spirit die.
Once a proud chief, he looks in his empty hands;
in one he sees death, in the other a warrior's cry.

Years ago, the warrior cry is what he would choose;
but now he holds in his hands his people's fate.
His decision is a difficult one, with much to lose,
his feelings towards is that of anger and hate.

He asks of the Great Fathers, the right choice;
the one he will follow until his death.
His heart is crying for battle, the wrong choice;
he will give in to the whites with a dying breath.

Saying this to the Great Fathers, tore his heart apart;
And in that was the betrayal of the heart.

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INFLUENCES ON NEVADA NATIVE LIFESTYLES

UNIT GOALS:

To understand the Nevada Native way of life was disrupted, weakened, and grew more dependent on outside influences.

To understand the Nevada Natives, even though diminished by war and disease, continued to struggle to retain traditional lifestyles, values and adapt to the permanent outside presence.

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INFLUENCES ON THE 4 TRIBES OF NEVADA

ACTIVITY GOALS:

Students will identify the types of major Influences on the Four (4) Native Tribes of Nevada and which one had the most impact.

Students will understand that the Native Way of Life was disrupted, weakened and grew more dependent on some of Influences.

Students will understand that the Natives of Nevada, even though they were diminished by war and disease, continued to struggle to retain their traditional lifestyles and values and adapt to the permanent presence of the Influences.

MATERIALS:

4 Student Information Workbooks
Natives of Nevada Tribal Comparison chart (Blackline Masters)
Natives of Nevada Solutions Chart
Nevada Map (Optional)

PROCEDURES:

1. Explain to the students the activity goal, 1.
2. Divide the students into their same tribal bands.
3. Name and review the different influences affecting Natives of Nevada using a transparency or wall map.
4. Have each group decide which influence they would like to be for these activities.
5. Write topic questions on the board/chart.
 - a. What were the influences affecting your tribe?
 - b. What problems/issues occurred because of these influences?
 - c. What are some solutions to the problems/issues?
 - d. What are the advantages and disadvantages?
 - e. Which solution is most beneficial for all?
6. Students will meet in their cooperative groups.
7. Record the information on a comparison chart as each group speaker presents their information.
8. Then compare & discuss the charted information.

ADDITIONAL ACTIVITIES OF LESSON:

1. Compare economic changes of the present with the past
2. Compare ecological changes and their affect on the Natives of Nevada.
3. Illustrate one of the influences & its affects on the Natives of Nevada.
4. Contact local Native tribes and interview a local leader on current issues affecting their tribe.

NATIVE TRIBES OF NEVADA

Solutions Chart

Problem or Issue:

SOLUTIONS	ADVANTAGES	UNADVANTAGES
1.		
2.		
3.		
4.		
5.		

CONCLUSION:

SOUTHERN PAIUTE TRADING

Materials needed:

Personal items in desk

Imagination

Comparison Chart (chart paper)

1. Identify tools, food, materials, or other goods that the Nuwuvi could have used as trading materials with other tribes.
2. Identify 5 items in your desk that you would be willing to use as barter.
*mark or identify each item so that it can be returned after this lesson.
3. Trade with other persons/groups to see what items you can acquire. Do not place a monetary value on the items.
4. Discuss as a class:
 - a. Who traded for the most items?
 - b. Was it hard not to attach a money value to the items?
 - c. Do you feel you made a good deal with the items you traded?
 - d. Do you think you would be able to live without money and trade for the items you needed? Why? Why not?

SOUTHERN PAIUTE

Role-playing Activity

Materials needed:

Imagination

Imagine you were in one of the following situations and write or tell what you would do and how you would feel.

1. You and your brother/sister/mother have been kidnapped and taken hundreds of miles away and forced into slavery.
2. You and your family are living at your home, raising your crops. Strangers come in with many livestock and let their animals feed on your crops that you need for your winter food.
3. You and your family are living at your home, raising your crops. Many people come and say you are on their land. They say they bought it from the "Federal Government". You and your family will have to move but your family can stay if you work for them.
4. You are about six years old and you are forced to go to a boarding school far away from your family. You are not allowed to speak the language you know, and are forced to speak another language. You are not allowed to practice your religion, but are forced to go to a church run by the school. You are only allowed to go home after school lets out in the summer.

SOUTHERN PAIUTE

Timeline Activity

Materials needed:

Timeline Worksheet

Historical Information Sheets (Student Information Workbook)

1. Identify major events in history.
2. Write brief notes in chronological order by the appropriate date or draw illustrations of the major events by the appropriate date.

TIMELINE WORKSHEET

The worksheet features a central vertical column with a decorative border of geometric shapes: solid black triangles pointing up and down, hollow triangles, solid black squares, and solid black diamonds. This column is flanked by horizontal lines on both sides, providing space for writing. The entire page is enclosed in a decorative border with corner and mid-point motifs.

WESTERN SHOSHONE - TREATY OF 1863

LESSON GOAL - Students will understand that making a decision about land ownership can be very complex when dealing with different political groups and issues.

LESSON OBJECTIVE - Students will portray a political group in a role-playing debate over land ownership & payment of monies for loss of rights and privileges conceded.

MATERIALS - Information on political positions of each group.

Teacher Information sheet on Treaty of 1863.

Teacher Information sheet on Western Shoshone Timeline.

Western Shoshone Public Opinion Poll.

INTRODUCTION –

1. Explain to the students that since 1863, the question of ownership and payment of Western Shoshone lands has caused great debate among the Western Shoshone.
2. Read the Treaty of 1863 to the students.
3. Explain that they will role-play one of the groups originally involved in the signing of the treaty.

STUDENT ACTIVITY –

1. Divide students into four groups: Settlers, Emigrants, Western Shoshone and U.S. Government.
2. Explain the steps to be used in this debate:
 - a. Follow same steps as cooperative learning activities, however, in this activity, your groups will have to decide whether they are "pro or con" for the treaty.
 - b. Each group will meet individually to write a support statement for their viewpoint.
 - c. Each group will come back to the group to present their viewpoint (3 min. maximum).
 - d. After group presentations, you will have a floor debate, in which individuals present their viewpoints (1 min. maximum).

FOLLOW-UP - Take an opinion poll vote on these issues: Do you think the Treaty of 1863 was fair to all parties? Or Did the Western Shoshone benefit from the Treaty of 1863?

EVALUTION - Completion of opinion poll.
Participation in discussion.

ADDITIONAL ACTIVITIES -

1. Discuss how the U.S. Claims Commission had decided in 1979 that the Western Shoshone had lost title to their land. Later it was upheld by the Supreme Court in 1985.
2. Have the students write letters to the Editor of Native Voices (Fictitious paper) regarding their views.
3. Have the students debate current issues affecting the claims issues.

WESTERN SHOSHONE PUBLIC OPINION POLL

What is your topic? _____

Using the two given questions, make-up 2 more questions that require a yes or no answer. Then ask others how they feel about it? Try to find at least ten people to ask. Be sure to ask both male and female.

QUESTIONS	SEX		AGE	YES	NO
	M	F			
1.					
2.					
3.					
4.					

CONCLUSION: Out of _____ people I asked, _____ answered _____.
I think this means _____.

WESTERN SHOSHONE - TREATY OF 1863 - POSITION PAPERS

POSITION 1 - SETTLERS: You are an American pioneer who has come to the Great Basin and decided to settle in the rich and abundant land with mountains covered with grasses of the best quality, wooded with several varieties of trees, and containing more deer and mountain sheep than had ever been seen on the previous parts of your journey. However, you find that after you have settled in the area, the Western Shoshone have continued to come back upon your lands, gather foods or hunt animals. Sometimes they would even try to get money or food from you because you had settled on their land. Since you did not want the Shoshone around, you were more likely to summon the federal troops at the slightest hint of trouble with them.

POSITION 2 - EMIGRANTS: You are an American emigrant traveling through the Great Basin, on your way to the gold fields or the fertile valleys of California. Along the way you have encountered many difficulties with the Western Shoshone. They have tried to take goods from your wagon train and steal your stock. They have also come begging for food and sometimes even demanding a toll to be paid for you and your stock to go through their lands. Tales of entire wagon trains being wiped out by Shoshone, cattle shot with poisonous arrows, horses run off, and frequent attacks have made you more reluctant about the Shoshone. Sometimes previous wagon trains shot at or enticed Shoshone into camps to shoot them, so that they wouldn't attack their group or take their stock. You fear for your safety and you want the government to guarantee your safety through this area.

POSITION 3 - WESTERN SHOSHONE: Since the Whites have come into your lands, they have destroyed your foods with their wagon trains and livestock. They have hunted your wild game, leaving none for you to find. They have also settled in your lands & are putting up fences to keep you out. They have also brought in "Whiteman's sicknesses" which are killing off your people. Sometimes, they promise to be good to your people, and then kill them. You have gotten tired of this treatment & have decided to make them pay for their damages. Sometimes, your people have fought back with the guns that "Friendly Whites" have given & encouraged you to use against those people who won't pay for going through & hunting in your lands. Other times, you take their horses & livestock in payment for their taking & destroying of your food resources. But sometimes, you have fought the Whites for revenge of the people they have killed. Many Government men have come & promised your people that they will be paid for their losses but they have not kept them. You want your people to be able to live as they once lived before the "Whites" came into your territory.

POSITION 4 - THE GOVERNMENT: You have come into the area, knowing that hostilities between the Western Shoshone, emigrants & settlers are continuing. And that many of the hostilities are caused or encouraged by the "Whites" or soldiers of the area. The Government has been here before and made a treaty but with only one group of Shoshone and many of the others did not follow this treaty and the government did not follow through with their promises. Now you have to contact all groups of the Western Shoshone and make a treaty & restore order to the area, by providing a fort to help end the hostilities.

THE TREATY OF 1863

Treaty of Peace and Friendship made at Ruby Valley, in the Territory of Nevada, this first day of October, A.D. one thousand eight hundred and sixty-three, between the United States of American, represented by the undersigned commissioners and the Western Bands of the Shoshone Nation of Indians, represented by their Chiefs and Principal Men and Warriors, as follows:

Article 1.

Peace and Friendship shall be hereafter established and maintained between the Western Bands of Shoshonee nation and the people and Govern-ment of the United State; and the said bands stipulate and agree that hostilities and all depredations upon the emigrant trains, the mail and telegraph lines, and upon the citizens of the United States within their country, shall cease.

Article 2.

The several routes of travel through the Shoshonee country, now or hereafter used by white men, shall be forever free, and unobstructed by the said bands, for the use of the government of the United States, and of all emigrants and travellers under its authority and protection, without molesta-tion or injury from them. And if depredations are at any time committed by bad men of their nation, the offenders shall immediately taken and delivered up to the proper officers of the United States, to be punished as their offences shall deserve; and the safety of all travellers passing peaceably over either of said routes is hereby guaranteed by said bands.

Military posts may be established by the President of the United States along said routes or elsewhere in their country; and station houses may be erected and occupied at such points as may be necessary for the comfort and convenience of travellers or for mail or telegraph companies.

Article 3

The telegraph and overland stage lines having been established and operated by companies under the authority of the United States through a part of the Shoshonee country, it is expressly agreed that the same may be continued without hinderance, molestation, or injury from the people of said bands, and that their property and the lives and property of passengers in the stages and of the employees of the respective companies, shall be protected by them. An further, it being understood that provision has been made by the government of the United States for the construction of a railway from the plains west to the Pacific ocean, it is stipulated by the said bands that the said railway or its branches may be located, constructed, and operated, and without molestation from them, through any portion of country claimed or occupied by them.

Article 4

It is further agreed by the parties hereto, that the Shoshonee country may be explored and prospected for gold and silver, or other minerals; and when mines are discovered, they may be worked, and mining and agricultural settlements formed, and ranches established whenever they may be required. Mills may be erected and timber taken for their use, as also for building and other purposes in any part of the country claimed by said band.

Article 5

It is understood that the boundaries of the country claimed and occupied by said bands are defined and described by them as follows: On the north by Wong-goga-da Mountains and Shoshonee River Valley; on the west by Su-non-to-yah Mountains or Smith Creek Mountains; on the south by Wi-co-bah and the Colorado Desert; on the east by Po-ho-no-be Valley or Steptoe Valley and Great Salt Lake Valley.

Article 6

The said bands agree that whenever the President of the United States shall deem it expedient for them to abandon the roaming life, which, they now lead, and become herdsmen or agriculturalists, he is hereby authorized to make such reservations for their use as he may deem necessary within the country above described; and they do also hereby agree to remove their camps to such reservations as he may indicate, and to reside and remain therein.

Article 7.

The United States, being aware of the inconvenience resulting to the Indians in consequence of the driving away and destruction of game along the routes travelled by white men, and by the formation of agricultural and mining stipulations, and of their faithful observance by the said bands, the United States promise and agree to pay to the said bands of the Shoshonee nation parties hereto, annually for the term of twenty years, the sum of five thousand dollars in such articles, including cattle for herding or other purposes, as the President of the United States shall deem suitable for their wants and condition, either as hunters or herdsmen. And the said bands hereby acknowledge the reception of the said stipulated annuities as full compensation and equivalent for the loss of game and the rights and privileges hereby conceded.

Article 8.

The said bands hereby acknowledge that they have received from said commissioners provisions and clothing amounting to five thousand dollars as presents at the conclusion of this treaty.

Done at Ruby Valley the day and year above written.

James W. Nye

James Duane Doty

Temoak, his x mark

Mo-ho-a

Kirk-weedgwa, his x mark

To-nag, his x mark

To-so-wee-so-op, his x mark

Sow-er-e-gah, his x mark

Po-on go-sah, his x mark

Par-a-woat-ze, his x mark

Ga-ha-dier, his x mark

Ko-ro-kout-ze, his x mark

Pon-ge-mah, his x mark

Buck, his x mark

Witnesses:

J.B. Moore, lieutenant-colonel Third Infantry California Volunteers

Jacob T. Lockhart, Indian Agent Nevada Territory

Henry Butterfield, Interpreter

Ratified on June 26, 1866.

WESTERN SHOSHONE TIMELINE

- 1700 - Introduction of the horse, through contacts with the Plains, California and Southwest tribes. In most areas of Nevada, the horse was considered a beast of burden, due to the lack of food. However, it did provide opportunities for better trade relations and promoted cultural changes, including deadly diseases.
- 1827 - Fur trappers, Jedidiah Strong Smith (1827) and Peter Skene Ogden (1828) entered the Great Basin. They were sent to the area to deplete its natural resources in a British Government policy known as "Scorched stream policy". Making the area less appealing and profitable for Americans. The Western Shoshone began to trade with the trappers for goods. They began to resent the trappers exploitation of their lands and stole their traps.
- 1833 - Joseph Walker, an American fur trapper, came into the Great Basin. Disappointed by the lack of beavers, he met with avoidance and resistance from the Western Shoshone. Clashes between the Walker party and the Western Shoshone started over the stealing of traps and demands made by both groups. These incidents were the first in which death occurred. Further deadly incidents occurred as Walker traveled into Northern Paiute lands.
- 1841 - Bidwell and Bartleson led the first emigrant party through the Western Shoshone lands. Meeting with hospitable Western Shoshone, some on horseback and carrying guns, they traded for gifts, horses, and food.
- 1843 - The Walker-Chiles party was the first wagon train to cross the Western Shoshone lands with no confrontations. John C. Fremont led an American expedition through Northern Paiute and Western Shoshone territories. He and others recorded the abundance of resources thereby encouraging more emigrants to come west.
- 1846 - The Donner Party having traveled a longer route through Nevada, was trapped in the deep-snows of the Sierras. Most died and stories of cannibalism were noted. This tragedy slowed down emigrant migration through Nevada.
- 1847 - The Church of Jesus Christ of Latter-day Saints (the Mormons) settled in the Salt Lake Valley. In a few years, the Mormon population grew from six thousand to twenty thousand. The Mormon policy towards the Western Shoshone was one of diplomacy, trade, education, missions, and protective benevolence.
- 1848 - Gold was discovered in California at Sutter's Mill. Almost one hundred thousand emigrants traveled through Nevada on their way to California. Violence erupted and many Western Shoshone were killed. The Mexican War was won by the Americans and Mexico ceded all of their northern provinces to the Americans.
- 1849 - The U.S. Government set Howard Stansbury to investigate the troubled area. He noted abuses suffered by the Western Shoshone at the hands of unprincipled emigrants. He received only hospitality from Western Shoshone.
- 1850 - Settlers settled in the Western Shoshone territory. Brigham Young was made Territorial Governor and ex-officio Superintendent of Indian Affairs. Non-communicative Indian agents were assigned to the area.

- 1852 - One Indian agent, Jacob Holeman made many trips to the Western Shoshone lands and reported that the whites, not the Indians, were primarily responsible for the violent and deadly incidents along the Humboldt. Holeman tried to maintain peace but found most resistance from the whites. He made recommendations for military posts and for a treaty to be made with the Western Shoshone. However, when he left office, he had made many unfulfilled promises to the Western Shoshone causing more hostilities.
- 1855 - The Treaty of 1855 was made between Garland Hurt, an Indian agent, and the Western Shoshone, professing friendship between the two nations. However, it was never ratified by the U.S. Government and the whites in the area never observed its provisions. Although Hurt never met with hostility from the Western Shoshone, tension and hostility continued between the settlers, emigrants and the Western Shoshone.
- 1858 - Jacob Fournay, the first Superintendent of Indian Affairs for the Utah Territory, brought federal troops into the area. He created the first reservation and established a fort at Ruby Valley, in order to provide a food supply for Ruby Valley Western Shoshone. However, more conflicts occurred with other Western Shoshones. Captain James Simpson surveyed the area for a better wagon route across Nevada, with no confrontations.
- 1859 - The Comstock Lode was discovered in the Virginia City area which helped to start the Paiute Wars. The Pony Express set up stations with regular routes through central Nevada. Some of the stations were being attacked by the Indians and more federal troops were sent to Ruby Valley to keep peace.
- 1861 - The Nevada Territory was established and the Overland Mail and Stage Line began operations in Ruby Valley. The Civil War was occurring and the military was somewhat in control of the Western Shoshone. This control was very damaging and hostilities continued. Indian agent Wasson was sent through central Nevada to talk to leaders, distribute goods and try to prevent another Indian war. He reported on the lack of food available and the need for more reservations for the Western Shoshone.
- 1862 - Colonel Patrick Connor led various military campaigns to wipe out the Western Shoshone. He was responsible for the massacre of more than two hundred Northwestern Shoshone, many women and children.
- 1863 - Governor James W. Nye of Nevada and James D. Doty of Utah signed a treaty with the Western Shoshone at Ruby Valley on October 1, 1863. It was not ratified until 1866 and the Western Shoshone were never provided the food supplies nor monies by which the treaty had promised. Only a few blankets and trinkets were given.
- 1864 - Nevada was proclaimed a state. New officials took over and the Western Shoshone were overlooked.
- 1866 - H.G.Parker, new superindent, found the Western Shoshone living in the poorest conditions and only the Ruby Valley Western Shoshone receiving any support.
- 1867 - Two thousand, five hundred Western Shoshone were reported to be living in Nevada. But special agent, Griffith, indicated he had found greater numbers of Western Shoshone on his travels through central Nevada.

- 1868 - More mining booms were found in central Nevada. The Central Pacific Railroad came through Nevada, making it more accessible to whites. But it also brought smallpox and mumps which killed many Western Shoshone.
- 1870 - Levi Gheen was appointed agent for the Western Shoshone area. He had lived with the Western Shoshone, learned their ways and spoke their language. He tried to get fair treatment, reservations and payments for the Western Shoshone. He met with various Western Shoshone leaders and delivered goods and annuities to some groups but one official opposed his activities and had him discharged.
- 1872 - Ingalls and Powell were sent to study the Great Basin tribes. They concluded the need for reservations and that not all Western Shoshone were represented by the Treaty of 1863. Despite the opposition of the people, they suggested moving the Western Shoshone to the newly established Fort Hall Reservation in Idaho.
- 1877 - Agent C.E. Bateman helped the Western Shoshone to get a fifty-two acre farm established at Carlin. Farmer Levi Gheen pushed to get a reserve established at Duck Valley, purchasing more than seven hundred acres from ranchers living in the area. From 1877 to 1931, day and boarding schools were opened for the children. In 1931, a public school was opened and a high school was added in 1946.
- 1879 - The U.S. President revoked the Carlin Farms Reservation due to the illegal efforts of whites claiming they had homesteaded the area. Over a thousand Western Shoshone were moved onto the Duck Valley Reservation.
- 1885 - Paddy Cap and his band of Northern Paiutes were moved onto the Duck Valley Reservation.
- 1890 - Stewart Indian Boarding School was opened by the Bureau of Indian Affairs, closing in 1980.
- 1900 - Many Western Shoshone attended separate day schools established by the Government.
- 1911 - Shoshone Mike, last of the Western Shoshone to live the free roaming life, tried to defy the whiteman's system but his band was later massacred by a posse bent on the revenge for the killing of four men.
- 1914 - President Taft set aside thirty-four thousand, five hundred sixty acres for the Goshute Reservation. In 1928, an additional purchase enlarged the reservation to one hundred eleven thousand acres.
- 1917 - Six hundred eighty-eight acres were set aside in Battle Mountain, The people did not build homes until 1934.
- 1918 - One hundred sixty acres were established in Elko for a reservation. Homes were built in 1923.
- 1931 - Almost ten acres were purchased by the U.S. Government for a reservation in Ely. In 1973, an additional ten acres were leased in East Ely.
- 1933 - Death Valley was declared a National Monument, prohibiting the Western Shoshone lifestyle. The Park Service forced the Western Shoshone out of the area. In 1982, the U.S. Government recognized the Death Valley Western Shoshone and more than 20 Western Shoshone still live there.
- 1934 - U.S. Government bought four tracts of land for the Reese River Western Shoshone. The reservation has four thousand, seven hundred eighteen acres, mostly agricultural. Passage of the Indian

- Reorganization Act paved the way for the establishment and adoption of Constitution and Bylaws of recognized tribal governments.
- Taylor Grazing Act passed and Bureau of Land Management assumed management over Western Shoshone lands.
- 1938 - Temoak Council was adopted to form a tribal council for Elko, South Fork, Battle Mountain Western Shoshone.
- 1940 - Department of Interior purchased three thousand, seven hundred eighty-five acres for the Duckwater Shoshone.
- 1941 - U.S. Government purchased fifteen thousand, thirty-six acres for the South Fork Western Shoshone reservation.
- 1946 - Indian Claims Commission was enacted by Congress to compensate natives for lands "taken" by the U.S. Government.
- 1960 - Inter-Tribal Council of Nevada was organized to provide state-wide support for native governments.
- 1973 - Duckwater Shoshone opened their Elementary School to teach cultural and core educational subjects.
- 1974 - Western Shoshone Defense and Education Association was formed to intervene in Western Shoshone Claims Commission proceedings (later known as the Sacred Lands Association). Trespassing suit brought against Mary and Carrie Dann by the Bureau of Land Management.
- 1975 - Passage of the Indian Self-Determination and Assistance Act which helped to provide funds for tribal economic, educational, and social services programs.
- 1976 - Wells Western Shoshone was recognized by the Temoak Council. At that time Wells Council petitioned for and received acreage west of Wells to build homes.
- 1979 - Twenty-six million dollars were awarded to the Western Shoshone, by the U.S. Claims Commission. It was supposed to be ratified by vote and a distribution plan adopted by the Western Shoshone.
- 1980 - Western Shoshone rejected the Claims Commission's award and did not set up a distribution plan. The Danns lost their case against the BLM. The Judge ruled that since the Western Shoshone claims award had been deposited by the U.S. Government, the Western Shoshone had lost territorial rights.
- 1985 - U.S. Supreme Court upheld the Dann Case decision. Western Shoshone hunting and fishing rights were restored. It gave the Western Shoshone the right to hunt and fish, year-round, within their territorial boundaries with some special limitations.