Lines on the Land

Read how federal decisions shaped Idaho reservations.

4.SS.1.2 "Describe the federal policies behind the treaties and executive orders that resulted in the creation of the reservations in Idaho."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline why federal officials wanted land, circle the three dated treaty or executive order actions, and number the land result of each action 1, 2, and 3.

How Reservations Were Made

1. When newcomers wanted land for farms and towns in what is now Idaho, the U.S. government made a policy of moving many Native nations onto reservations. A reservation is land set aside for a tribe by the federal government. Tribes had lived on and cared for much larger homelands. Federal officials wanted more land open to settlers. This policy changed where many Native families could live, hunt, and gather.

2. One tool was a treaty, a written agreement between the United States and a tribe. In an 1855 treaty, Nez Perce leaders agreed to a reservation that covered part of their homeland. After gold was found, federal officials pushed for a smaller reservation in an 1863 treaty. Some Nez Perce leaders did not sign the new treaty. The government still treated the smaller boundary as official.

3. Another tool was an executive order, a direction from the president. A 1873 executive order from President Ulysses S. Grant set aside a reservation for the Coeur d'Alene people in Idaho. It did not require a new treaty. Both treaties and orders let the federal government draw reservation boundaries. These choices gave settlers access to land while limiting Native nations' control over parts of their homelands.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the government's goal of opening land to settlers help lead to reservations?

2. How did the 1855 treaty shape the Nez Perce reservation?

3. After gold was found, how did federal officials use the 1863 treaty to change the Nez Perce reservation?

4. How did the 1873 executive order create a reservation without a new treaty?

3 YOUR TURN

Your own words

Write a three-sentence note for a new student. Explain the government's land goal, how treaties and an executive order shaped Idaho reservations, and one effect on Native nations. Use both the Nez Perce and Coeur d'Alene examples.

ANSWER KEY

Lines on the Land

GRADE 4 · 4.SS.1.2

PART 1 · READ AND MARK

Underline why federal officials wanted land, circle the three dated treaty or executive order actions, and number the land result of each action 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the government's goal of opening land to settlers help lead to reservations?	**The government set aside reservation land for tribes so that more land would be open to settlers.**
2	How did the 1855 treaty shape the Nez Perce reservation?	**It set aside a reservation covering part of the Nez Perce homeland.**
3	After gold was found, how did federal officials use the 1863 treaty to change the Nez Perce reservation?	**They pushed for a smaller reservation, and the government treated its new boundary as official even though some Nez Perce leaders did not sign.**
4	How did the 1873 executive order create a reservation without a new treaty?	**President Grant used an executive order to set aside a reservation for the Coeur d'Alene people.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Federal officials wanted more land open to settlers, so they set aside reservation land for Native nations. Treaties set aside part of the Nez Perce homeland in 1855 and made the reservation smaller in 1863 after gold was found. A presidential executive order set aside a Coeur d'Alene reservation in 1873 without a new treaty, and these decisions limited Native nations' control over parts of their homelands.

Accept wording that connects the government's land goal to reservation boundaries and distinguishes a treaty from a presidential executive order. Students should not claim that all Nez Perce leaders signed the 1863 treaty.