Name of the Student

History 216

Instructor

Date

QUIZ AND ASSIGNMENT

ASSIGNMENT 11

Using the following link above Construct a short, 3-4 sentence note in Navajo about what you will be doing later this day or week. Also attach your code into the discussions section.

T SA-E-DONIN-EE DA-GHA-HI YAS-NIL-TES CRUSTED SNOW

(I will fly to France in December)

GAH-TAHN BEH-EH-HO-ZINZ SHIL-LOH (I) SAH-DEI

(I will take documents immediately to post)

THLA-GO-A-NAT-ZAH HOGAN BILH-HAS-AHN TA-HA-AH-TAY

(I will change my department position if possible)

QUIZ 13 ACTIVIN

Many Native American soldiers were conflicted about serving in the Vietnam War, especially when soldiers referred to enemy territory as “Indian country.” Examine their reasons for these conflicting feelings.

For Native American soldiers, the wars against the enemy territory being called as Indian Country has some empathetic impact. It was used by military to refer to the hostile and uncompromising nation. There were certain military conflicts due to the mutual feelings of homeland and the native superiority. However, many soldiers refused to cross the territories based on the nationalistic apprehensions.

DISCUSSION 13

Many of the graduates of government-run boarding schools were not accepted in the white world, nor were they comfortable with traditional life on the reservation. What difficulties did the students face living in two cultures?

Native Americans were adversely affected by the colonization and as their children could not be accepted in the white world, their children faced a lot of difficulties in receiving the education while carrying the burden of two cultures. There was the barrier of the vocabulary and the phonetics. They were also the target of the disparities on being the people of the color.

QUIZ 11

**QUESTION 1**

1. How did warrior societies demonstrate their reemergence during World War I?

|  |  |  |
| --- | --- | --- |
|  |  | They declared war on the United States. |
|  |  | They renounced their sons who agreed to fight. |
|  |  | They brought young soldiers to the recruitment centers. |
|  |  | They refused to leave their homeland to fight in the war. |

**1 points**

**QUESTION 2**

1. How did dime novels stereotype Native Americans?

|  |  |  |
| --- | --- | --- |
|  |  | They described Native Americans as victims of lawless white men. |
|  |  | They portrayed Native Americans as heroes who civilized the frontier. |
|  |  | They portrayed Native Americans as peaceful students of white culture. |
|  |  | They described Native Americans as worthless and bound to die out. |

**1 points**

**QUESTION 3**

1. How did the Bursum Bill establish squatters' rights?

|  |  |  |
| --- | --- | --- |
|  |  | It said squatters were on the land long enough to own it. |
|  |  | It said Native Americans were not competent enough to use the land correctly. |
|  |  | It said squatters had rights to the land from a treaty enacted in the previous century. |
|  |  | It said Native Americans were under federal guardianship and therefore did not own the land. |

**1 points**

**QUESTION 4**

1. How was the education of Indian children different during than before WWI?

|  |  |  |
| --- | --- | --- |
|  |  | They learned basic skills. |
|  |  | They attended public schools. |
|  |  | They abandoned lessons in cultural traditions. |
|  |  | They were encouraged to seek professional careers. |

**1 points**

**QUESTION 5**

1. Indians and non-Indians alike were encouraged to join the war effort on the home front. What were Native Americans asked to do that non-Indians were not?

|  |  |  |
| --- | --- | --- |
|  |  | donate money to the military |
|  |  | invest heavily in Liberty Bonds |
|  |  | lease land to more experienced farmers |
|  |  | volunteer for the American Red Cross |

**1 points**

**QUESTION 6**

1. What was the purpose of code talkers in the U.S. Army?

|  |  |  |
| --- | --- | --- |
|  |  | They could not be understood by the Germans. |
|  |  | They were willing to fight on the front lines. |
|  |  | They were regarded as being especially courageous during battle. |
|  |  | They were known for winning medals of valor from the French. |

**1 points**

**QUESTION 7**

1. Which of the following were reasons for Native American enlistment?   
   I. escape from poverty   
   II. educational opportunities   
   III. medical care   
   IV. sense of obligation

|  |  |  |
| --- | --- | --- |
|  |  | I only |
|  |  | III only |
|  |  | I, II, III |
|  |  | I, II, III, IV |

**1 points**

**QUESTION 8**

Why did the Indian Citizenship Act produce little change among Indians' attitudes toward voting?

|  |  |  |
| --- | --- | --- |
|  |  | The public was unsupportive of Indians becoming true American citizens. |
|  |  | Indians had always been allowed to vote, so it introduced nothing new. |
|  |  | Many Indians were more connected to tribal affiliation and saw their identity in that structure rather than in the United States. |
|  |  | The Indian Rights Association could not agree on where Indians would vote, so they never got the chance to cast their ballots. |

**1 points**

**QUESTION 9**

Why was the increase in agricultural production by the Indians futile?

|  |  |  |
| --- | --- | --- |
|  |  | Some lost their land to white speculators. |
|  |  | Many did not make money from the extra crops. |
|  |  | Many were encouraged to raise cattle and sheep instead. |
|  |  | Some did not receive funds promised by the government. |

**1 points**

**QUESTION 10**

1. Why were many Indians classified as "white" on draft board registration documents?

|  |  |  |
| --- | --- | --- |
|  |  | The Indians could not comprehend the complicated documents the draft boards provided. |
|  |  | The government believed military service with whites would encourage assimilation. |
|  |  | Many Indians desired to be known as white men so they could assume new identities after the war. |
|  |  | The government was careless in their records and recorded all soldiers-white, Indian, or African American-as "white." |

**1 points**