

1. Take it amiss: be offended.

We know you highly esteem the kind of learning taught in these colleges. And the maintenance of our young men, while with you, would be very expensive to you. We're convinced, therefore, that you mean to do us good by your proposal, and we thank you heartily. But you who are so wise must know that different nations have different conceptions of things. And you will not, therefore, take it amiss if our ideas of this kind of education happens not to be the same with yours.


BACKGROUND In the 1700s, the British and the French were competing for land and resources in North America. British colonists thought that offering Iroquois boys the chance to go to the university in Virginia would convince the Iroquois to support their side. Chief Canasatego's speech, which he delivered in 1744, responds to this offer.

Chief Canasatego

EDUCATING SONS

SECOND READ: CRITICAL ANALYSIS

MARK & ANALYZE

Read these selections once on your own, marking the text in any way that is helpful to you. Then read the selections a second time, using the questions in the margins to help you analyze the literature. When you see this pencil , you'll be asked to mark up the text.

DRAW CONCLUSIONS

Reread lines 1-5. Underline the sentences that tell why Chief Canasatego believes the colonists' intentions are good.

Considering how Canasatego ends this speech, do you think he truly believes the colonists have good intentions? Explain why or why not.

What is Chief Canasatego's claim in this argument?

A. Good warriors are born, not trained.

B. Europeans have no useful knowledge.

C. College education does not benefit Native Americans.

D. Colonial universities should teach running and hunting.

TIP When a test question asks you to identify the claim in an argument, remember that sometimes a claim is stated directly, and sometimes you must infer it based on the support given. To answer this question, reread lines 9–17 and decide which of the four possible answer choices is best supported by the example that Canasatego describes.

decline (dī-'kīn) v. to politely refuse

EVALUATE

Do you think that Canasatego's tone in the last paragraph helps or hurts his argument about how his people should be educated? Why?

We have had some experience of it. Several of our young people were formerly brought up in the colleges of the northern province. They were instructed in all your sciences. But when they came back to us, they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, or kill an enemy, spoke our language imperfectly, and therefore were neither fit for hunters nor warriors nor councilors. They were totally good for nothing. ►

We are, however, not the less obliged² for your kind offer, though we **decline** accepting. To show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we would take great care in their education, instruct them in all we know, and make men of them. ►

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2. **obliged** (ə-'blɪd): grateful or indebted.

The First Americans

THE GRAND COUNCIL FIRE OF AMERICAN INDIANS

BACKGROUND In 1927, Chicago Mayor William Hale Thompson protested school textbooks that he believed favored Great Britain over the United States. The mayor wanted to revise the books to be "100 percent American." However, as this letter points out, the books were unfair in other ways, too.

DECEMBER 1, 1927

TO THE MAYOR OF CHICAGO:—
You tell all white men "America First." We believe in that. We are the only ones, truly, that are 100 percent. We therefore ask you while you are teaching school children about America First, teach them truth about the First Americans. ►

We do not know if school histories are pro-British, but we do know that they are unjust to the life of our people—the American Indian. They call all white victories, battles, and all Indian victories, massacres. The battle with Custer¹ has been taught to school children as a fearful massacre on our part. We ask that this, as well as other incidents, be told fairly. If the Custer battle was a massacre, what was Wounded Knee?² History books teach that Indians were murderers—is it murder to fight in self-defense? Indians killed white men because white men took their lands, ruined their hunting grounds, burned their forests, destroyed their buffalo. White men penned our people on reservations, then took away the reservations. White men who rise to protect their property are called patriots—Indians who do the same are called murderers. ►

1. **Custer**: George Armstrong Custer (1839–1876), a U.S. cavalry officer who fought Sioux and Cheyenne warriors at Little Bighorn. Custer was killed and his army was wiped out.
2. **Wounded Knee**: a creek in South Dakota where U.S. troops massacred about 200 Native Americans on December 29, 1890.

SECOND READ: CRITICAL ANALYSIS

ANALYZE

The letter begins with an ethical appeal. To what universal value does the Grand Council appeal in the first paragraph?

ANALYZE

Is the Grand Council's claim stated directly or implied through supporting details?
 stated directly
 implied

If it is stated directly, circle it in the text. Underline support for the claim in lines 6–20.

Summarize the claim in your own words.

treacherous (trĕch'ĕr-ĕs)
adj., not to be relied on;
untrustworthy

savage (sāv'ij) *n.* a person
regarded as primitive or
uncivilized

ANALYZE & EVALUATE

In lines 21–33, underline
the **loaded language** with
negative associations. Double
underline the **loaded language**
with positive associations.
Do you think this series of
contrasts makes an effective
argument? Explain.

oratory (ōr'ĕ-tōr'ĕ) *n.* the art
of making speeches

FCAT TestSmart!

Read this sentence from the
letter.

That we killed game only
for food, not for fun.

What does *game* mean?

F. amusing pastime

G. wild animals

H. spirited

I. ready

TIP Be careful when a test
question asks the meaning
of a **multiple-meaning word**.

The first meaning that comes
to mind may not be the right
one for the context. Reread
the sentence or paragraph in
which the word appears and
substitute the answer choices
to see which one makes the
most sense.

White men call Indians **treacherous**—but no mention is made of broken treaties on the part of the white man. White men say that Indians were always fighting. It was only our

Indian mother prayed that her boy be a great medicine man?

rather than a great warrior. It is true that we had our own small battles, but in the main we were peace-loving and home-loving. White men called Indians thieves—and yet we lived in frail

skin lodges and needed no locks or iron bars. White men call Indians **savages**. What is civilization? Its marks are a noble religion and philosophy, original arts, stirring music, rich

history and legend. We had these. Then we were not savages, but a civilized race. ▶

We made blankets that were beautiful that the white man with all his machinery has never been able to duplicate. We made baskets that were beautiful. We wove in beads and

colored quills, designs that were not just decorative motifs, but were the outward expression of our very thoughts. We made pottery—pottery that was useful and beautiful as

well. Why not make school children acquainted with the beautiful Indian handicrafts in which we were skilled? Put in every school Indian blankets, baskets, pottery.

We sang songs that carried in their melodies all the sounds of nature—the running of waters, the sighing of winds, and the calls of the animals. Teach these to your children that they may come to love nature as we love it.

We had our statesmen—and their **oratory** has never been equalled. Teach the children some of these speeches of our people, remarkable for their brilliant oratory.

We played games—games that brought good health and sound bodies. Why not put these in your schools? We told stories. Why not teach school children more of the wholesome proverbs and legends of our people? Tell them how we loved

all that was beautiful. That we killed game only for food, not for fun. Indians think white men who kill for fun are murderers. ▶

3. **medicine man**: a Native-American holy man and healer.

Tell your children of the friendly acts of Indians to the

white people who first settled here. Tell them of our leaders and heroes and their deeds. Tell them of Indians such as Black Partridge,⁴ Shabbona,⁵ and others who many times saved the

people of Chicago at great danger to themselves. Put in your history books the Indian's part in the World War.⁶ Tell how the Indian fought for a country of which he was not a citizen,

for a flag to which he had no claim, and for a people that have treated him unjustly.

The Indian has long been hurt by these unfair books. We ask only that our story be told in fairness. We do not ask you to overlook what we did, but we do ask you to understand it. A true program of America First will give a generous place to the

culture and history of the American Indian. ▶
We ask this, Chief, to keep **sacred** the memory of our people.

ANALYZE

- Which persuasive technique is used most in lines 66–70?
- loaded language
 - ethical appeal
- Explain how the technique is used.

sacred (sāk'rĭd) *adj.* holy; worthy of religious veneration or respect

Big Question?

Based on what you've read, what would you add to your list of important things learned in school? **SYNTHESIZE**



Answer Numbers 1 through 6. Base your answers on the speech "Educating Sons" and the letter "The First Americans."

- 1 "Educating Sons" is an argument because it
 - A. insults the European educational system.
 - B. describes differences between two cultures.
 - C. provides support for a claim about education.
 - D. stirs people's emotions about an important issue.
- 2 Which detail in "Educating Sons" is support for the claim that Native Americans should be educated by their own people?
 - F. College-educated Native Americans are poor hunters and woodsmen.
 - G. White men could benefit from a Native American education.
 - H. Native American men have attended college in the past.
 - I. Educating Native American men would be expensive.
- 3 In "The First Americans," the writers' main claim is that
 - A. European culture is inferior to Native American culture.
 - B. textbooks do not tell the truth about Native Americans.
 - C. Chicago owes its existence to Native Americans.
 - D. Native Americans are the only true Americans.
- 4 Which moral value is the basis of the ethical appeal in "The First Americans"?
 - F. courage
 - G. love
 - H. fairness
 - I. charity
- 5 The authors' purpose in BOTH selections is to persuade white people to
 - A. act more like Native Americans.
 - B. live in Native American cultures.
 - C. respect Native American traditions.
 - D. learn Native American arts and crafts.
- 6 Read this sentence from the speech.

And the maintenance of our young men, while with you, would be very expensive to you.

What does *maintenance* mean?

 - F. the continuation of something
 - G. the payment of living expenses
 - H. the upkeep of grounds and buildings
 - I. the unlawful interference in others' business