

**Primary Sources Speak: Part 3—
The Plains and Western Indians After Lewis and Clark**

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Overview

The Pittsburgh Teachers Institute has offered three seminars that focused upon immigration and migration in American history, and I have participated in each one. The topic I pursued in the third seminar took me back full circle to the first. At that time I wrote a curriculum using primary sources to document the westward migration of Americans into the Louisiana Purchase land. In the first curriculum students interpreted primary sources created by Lewis and Clark, a legal appeal by the Cherokee Nation, diary entries by the pioneering missionary Narcissa Whitman, Senator Thomas Hart Benton’s “Manifest Destiny” statement, and the unique autobiography by the Piute Indian princess, Sarah Winnemucca. This time the curriculum calls upon students to use primary sources to document the legal basis for the territorial and cultural dispersion of Native Americans in the West after Lewis and Clark explored and mapped the territory for American settlement. Now, students using the new curriculum will look at the historic settlement of the American West from the Native American viewpoint.

The Louisiana Purchase is considered by many to be Thomas Jefferson’s finest achievement as President. It was the largest peacetime transfer of real estate in history, and by it the national territory of the United States doubled at a cost of pennies per acre. Within a year Lewis and Clark were selected to lead the Corps of Discovery. Their mission was to find out just what was in this vast land. They did their job very well. President Jefferson had been anxious to find out if there were an all-water route to the Pacific. There was not. Together the explorers did map 4,134 river miles to the Pacific Ocean with portages in between the waterways. With scientific accuracy they collected and catalogued 178 new plants and 122 species and subspecies of animals. Their daily journal entries, however, recorded more than the flora and fauna they observed. The location, size, and cultural characteristics of Native American tribes were duly noted. Lewis and Clark were on a peaceful scientific mission. On only two occasions in nearly two and a half years did the explorers fire a weapon at Native Americans, and that was in self-defense. They were explorers to find out what was actually there, not to take land from

the Indians. That would come later. Americans used the information they collected to move into the Louisiana Purchase land as permanent farmers, ranchers and prospectors.

The American public and its lawmakers in the early 19th Century had a specific view of the new territory added in the Louisiana Purchase: at first, it was a wide-open place where troublesome Indian tribes occupying valuable land east of the Mississippi River could be deposited. The Removal Policy of the 1830's was enacted for that purpose. As time passed, a modified viewpoint emerged and was enacted into law. Now, as more and more settlers moved westward, nomadic Indians on the Plains were causing far too much trouble for American settlers. The "Cowboy Artist," Charles M. Russell (1864-1926), summarized a prevalent attitude:

In my book a pioneer is a man who turned all the grass upside down, strung bob-wire over the dust that was left, poisoned the water, cut down the trees, killed the Indian who owned the land, and called it progress. (1) Walker, 9.

Legislators became convinced that the Indians should be contained in confined areas. The Treaty of Fort Laramie (1868) called for moving these dispossessed original inhabitants into reservations. The nineteenth century ended with a negative reaction to the segregation of Indians on reservations. The Dawes Act (1887) called for weakening tribal influences by encouraging movement from the reservations.

In this curriculum unit eighth grade students will have a chance to examine these primary sources and others. They will read the original words of these government documents and draw their own conclusions. Two additional primary sources will be used to give contrasting views to the official Indian Removal policy: John Ross, the first Cherokee Chief elected under the terms of the Cherokee constitution, delivered his official annual message in 1831. He gave a spirited argument against the Removal policy. This will be contrasted with the support given to the Removal policy by Governor Wilson Lumpkin in his 1831 message to the Georgia House of Representatives. Student handouts and worksheets have been created using these three primary sources on the Indian Removal policy. They will encourage the development of logical thinking skills and historical analysis of the issues involved in the removal of the Cherokees to lands west of the Mississippi River.

Later when students are considering the impact of white settlers upon traditional Indian lands, they will read excerpts of John C. Fremont's *Report of the Exploring Expeditions to the Rocky Mountains* (1843-1844). Fremont's job was to map possible routes for pioneers as well as potential settlement sites. He, like Lewis and Clark, was to record the flora and fauna he found and make notes on the Indians he encountered. His observations on the rapid disappearance of the buffalo will add to student understanding of the plight of the Native American at this time. Students should become aware of the negative image that Indians and Whites often had of each other. Dale L. Walker, a historian of the westward movement to the Oregon Country, summarized prevailing attitudes.

To the missionaries and other settlers, the natives were shiftless, intractable, and insolent ingrates, owing much to the whites for teaching them English, the Bible, the value of planting, of livestock, of trading in furs, of money. To the whites, the Indians were owed nothing, least of all for the land they claimed. The land was American land, there for the taking for those who could “improve” it, and the land claimers and improvers were on the march. (2) Walker, 301.

I am using one account of a wagon train moving westward across the Great Plains toward California in 1849. Catherine Haun wrote a vivid first-hand description of her experiences in *A Pioneer Woman's Westward Journey*. Her fear of Indians is reflected in her brief account of a practice drill for an Indian attack. A few years later the massive influx of farmers and ranchers into the Great Plains was stimulated by the Homestead Act of 1862. This law provided a way to legally transfer former Indian lands to American farmers and ranchers. Students will become familiar with this law in their United States history textbook and will come to understand how the provisions of this law impacted westward migration.

While students use primary sources throughout this curriculum, they also will examine excerpts from a significant secondary source, Helen Hunt Jackson's *A Century of Dishonor* (1881). Actually, she included many primary sources in her forcefully documented argument for assimilation of Indians into the mainstream. Specifically, students will read excerpts from her chapter on the Cheyenne Indians. Jackson portrays the Cheyenne Indians as a case study of a once powerful tribe divided and separated into two reservations: one in Oklahoma and the other in Montana-Wyoming. Jackson used the plight of the Cheyenne under the iron fist of the Indian Office as an argument for acculturating the Indians into white society through education and individual land ownership. During the debate over Indian policy Jackson personally sent each congressman a copy of her book. Her best selling book contributed to passage of the Dawes Act by Congress.

Objectives

The curriculum created while participating in this third United States immigration/migration seminar will add another dimension to the primary sources course that I currently teach at the Pittsburgh Gifted Center. I titled the course, “What Really Happened,” to appeal to the innate curiosity of teenagers who really do want to know. The use of primary sources allows the use of actual words, phrases and feeling of the past. In this course students do not look at someone else's interpretation of the past; they draw conclusions by looking at the historic documents. Now, I am creating a second course, “What Really Happened: Part 2” because there is too much material to fit into a single course. In the new course students will have a chance to expand their knowledge of what happened in the Louisiana Purchase land by looking at the 19th century when Americans moved in, and Native Americans were moved around or out of their ancestral homes.

This curriculum unit will not attempt to tell the full story of what happened to both Americans and Native Americans as settlers moved onto tribal lands. The narrow

focus will be to examine the migratory pattern of specific Plains Indian tribes (including the newly arrived Cherokee Indians) in the 19th Century. Students will examine three federal government documents that had a direct impact upon the migration of Native Americans: President Jackson's Message to Congress on Indian Removal (1830); the Treaty of Fort Laramie (1868); and the Dawes Act (1887). These primary sources will allow me to create lessons that focus student attention upon the migratory pattern of Indians in the nineteenth century, and the impact of this upon American history.

The Louisiana Territory was populated by hundreds of Indian tribes when we purchased it from France. Original inhabitants, soon overpowered by the might of the United States Cavalry, had to comply with laws and treaties that forced their removal from ancestral homes. Also, Eastern Indians now could be forcibly removed to this new American land west of the Mississippi River. Later when the United States Congress modified its Indian policy to require the concentration of Indians, these dispossessed people were moved onto reservations. Then, the government's Indian policy changed and reservations were to be broken up to end tribal influence. Students need to examine pivotal primary sources that document the momentous upheaval that was imposed upon the Native Americans. Students also need to be exposed to the soft underbelly of American history. Not every government policy was pristine. The American government sometimes enacted policies that would be totally unacceptable today. That is part of our history, and luckily we live in a free democracy where the past can be examined honestly.

The time commitments already in place for Social Studies teachers might necessitate using only a portion of the curriculum. In that case, a teacher might select one or more of the three focused areas (the Cherokee Land-Grab, the Western and Plains Indians, and the Federal Government's 19th Century Indian Policy). The Removal of the Cherokees could be a case study of what happened in Jacksonian America during the 1830s. The Plains Indians might be studied when the textbook is covering the westward migration of Americans over the Oregon Trail in the 1840 and 1850's. It would be an interesting time to learn more about the Plains and western Indians who were responding to the invasion of their ancestral territory by wagon trains of pioneers moving westward, settlers claiming their lands, and prospectors searching for gold and silver. The Treaty of Fort Laramie and the Dawes Act could be incorporated easily into the textbooks coverage of government policy toward Native Americans in the second half of the 19th century. These two government documents are like bookends enclosing a contradictory American government policy toward the native inhabitants. Together they illustrate how difficult it was for the government to come up with a rational Indian policy.

Rationale

This curriculum was written specifically for two target audiences: Middle School Social Studies teachers, and the students I teach at the Pittsburgh Gifted Center. The academic content is appropriate for both. Pittsburgh Middle School teachers using this curriculum may use all or part of it by fitting it chronologically into the on-going story of America in the United States History curriculum. At the Pittsburgh Gifted Center the entire curriculum, as a unified whole, will become an academic elective for seventh and eighth graders.

Each semester students select four courses, and this will be one of the courses listed. Students selecting this course will have the opportunity to gain a better understanding of the forced migration of Native Americans and the tragic consequences of the “Indian Policy” followed by nineteenth century American governments. It is quite possible that high school American history teachers could effectively incorporate selective portions of this unit into the secondary curriculum.

There is, perhaps, an over-riding purpose behind this curriculum unit: students will become familiar with pivotal primary sources that document the legal basis for the territorial and cultural dispersion of Native Americans in the West. Through an examination of primary sources American history students will gain a better understanding of the momentous upheaval that was imposed upon the Native Americans in the nineteenth century. It is important that they come to understand that conflict between the original inhabitants of North America and the westward moving Americans may have been inevitable, but that armed conflict was not the only solution. In the discussions that accompany the various activities students will have the opportunity to explore not only what happened, but also why it happened, and how the primary sources documented the reality of those events.

Strategies

Teachers using this curriculum may choose to begin teaching the unit with two introductory activities that were created to acquaint students with primary sources. The title of this curriculum unit (Primary Sources Speak: Part Three) notes that it is part of a series. The first two curriculum units were similarly titled and focused upon the use of primary sources. Once again, it is appropriate to begin with some activities that acquaint students with primary sources. They need to know what primary sources are, why they are valuable tools in historical research, and how they may be used to increase our understanding of the past. The two introductory activities used in the previous curriculum units are again appropriate. The first activity, “Primary sources and Me: Or, How Will Anyone Know About Me When I become Famous,” was developed to encourage students to be creative while exploring the primary sources that are constantly being created today in the daily lives of ordinary as well as extraordinary people. The second introductory activity, “Sources: Primary and Secondary,” gives a simple definition of these two types of sources and directs students to take a fresh look at their Social Studies book. Specifically, the second activity asks students to make a connection between primary sources and the westward migration of Americans during the nineteenth century. Again, students are encouraged to be creative while developing a mind set that includes an understanding that Indians and westward moving settlers both left primary sources behind that we may study.

Classroom Activities

Eighth grade American history students learn about Lewis and Clark and the Corps of Discovery, especially in the current bicentennial years (2004—2006) of their arduous trip. Later in the American history course students learn much more: the forced migra-

tion of the Cherokees in the Trail of Tears (from Georgia into Louisiana Purchase lands); the trouble that arose between Indians living on ancestral lands and the American pioneers crossing the Great Plains; and the armed conflict between the United States Cavalry and Native Americans in the Indian Wars after the Civil War. What students do not study is the other side of the coin: Native American history. In other words, the land was not empty space; the Indians were there first. That, however, was not enough to save their homes and hunting grounds. The Indians were placed in the unenviable position of defensively reacting to the invasion of farmers, ranchers, and others. The invaders were backed by the might of the powerful American government that was reinforced by soldiers posted in strategically placed frontier forts. Indians also were soon obliged to obey the laws and regulations that comprised the Indian policy of the American government. Times were, indeed, hard for the Native Americans.

There are three major sections to this curriculum: primary source documents related to the removal of the Cherokees from Georgia to present-day Oklahoma; a focused look at 19th century Indian tribes in the Louisiana Purchase land after Lewis and Clark's explorations; and an examination of the legal documents that first placed Indians on reservations (Treaty of Fort Laramie, 1868), and then encouraged their move from reservations (the Dawes Act, 1887). The proper placement of this curriculum unit really depends upon the teacher's judgment. I anticipate that middle school teachers could use the entire curriculum on the migration of Native Americans immediately after the Louisiana Purchase of 1803 is studied during the first semester. It would be an appropriate time to study both the geography of the vast area being added to the United States, and the culture of the native people living there. Also, it would be an opportunity to illustrate the evolution of American domestic policy regarding Native Americans and the consequences of policy decisions upon the original inhabitants of the land.

Another alternative would be to present the entire unit in the second semester as a follow-up to the textbook information on the Indian policy of the Jackson administration. That is, of course where this unit begins with the political background for the Trail of Tears. The movement of the eastern Cherokees to land west of the Mississippi River followed by research on the Plains Indians and then an examination of Federal Government's Indian policy would all fit nicely into a unit immediately following the Jackson administration. The teacher also could use a thematic approach and follow events by picking and choosing where specific parts of this unit fit best. Finally, the entire unit could be used toward the end of the second semester when students are studying the Indian Wars in the latter part of the 19th century. The Dawes Act of 1887 was the culmination of an Indian policy that had roots in the Removal Policy of the 1830's, and students might understand the Dawes Act better when they are able to put it into an historical context.

I recommend that teachers using this unit begin with the Introductory Activities in Appendix A. This should be done before any primary source documents are presented to the class. Appendix A is divided into two parts. Each was described in the Strategies section of this unit, and using each should make the transition into studying primary sources easier. They emphasize that primary sources are all around us and that we all generate

primary sources during our lifetime. Also, the information in Appendix A provides examples of primary sources that are found in Social Studies books, as well as a definition of both primary and secondary sources.

Each time a primary source is introduced to the class, the teacher should introduce it by reading the source aloud. If the document is lengthy, then selected portions should be read orally either by the teacher or by a student. This is always recommended when presenting a primary source for the first time. Sometimes students find that these documents are difficult to follow. Differences in grammatical usage, writing style and syntax choices always crop up when looking at documents from another century. Students need to know that the spelling and punctuation was common and appropriate, given education levels, when the document was created. Government documents present specific challenges. I have edited very long documents (the Treaty of Fort Laramie and the Dawes Act, in particular) by editing out cumbersome legalese, and sections that add detailed descriptions but do not add to the student's understanding of the historic importance of the document. Also, I have included the names of some of the signatories, but not all. Students do not need to have the name of each Indian who signed a treaty. Some names are included to give the student a feel for the period. Also, if an historic event is reenacted, students will have the authentic names of some of the participants to use in their script.

I have found that students remember best those things that have been incorporated into participatory or hands-on activities. Initially students need to interpret the primary sources with some guidance from their teacher. "Searching for information in Primary Sources" (Appendix B) is the place to start with a primary source document. It is a generic sheet created to analyze any of the documents in this unit. Basically, it asks the student to submit the primary source to a series of basic questions (who created it, what is it, when was written, where was it created, why was it created, how is it important) and then students are asked some interpretive reactions to the document. This worksheet can be used with any or all of the documents to begin a discussion. I have successfully used a similar worksheet with the primary source documents in previous curriculum units created for the Pittsburgh Teachers Institute. I find that it establishes the primary source as something special, something unique, and something that can be understood by middle school students.

In the three specific topics below (Learning focus # 1-3) I have created activities that students may do both individually and as part of a group. For example, in Learning Focus #1, students will research three primary source documents to extract facts, figures and arguments to be used in a group project. In Learning Focus # 2, students are presented with a list of major tribes of the Plains (Piutes, Mandan, Sioux, Crow, Comanche, etc.). Then, each student must pick one or more of these tribes to investigate individually during the nineteenth century. Specific tasks will be assigned to groups who will then divide up responsibilities. While all students will be responsible for interpreting the meaning of the basic primary sources, group responsibilities will vary. Some may be responsible for creating a map showing where a specific tribe of Plains Indians lived at different times, others for creating comparative tables of information on several tribes, or a timeline of significant events. Students may even decide to write a play showing the time of

troubles for a tribe when they were being forced from ancestral lands, or highlighting the culture of the tribe. The hands-on activities rest upon research. In Learning Focus # 3, students will do role-playing that highlights the affect of changing Federal Government Indian Policy upon Native Americans. Students may use traditional sources in the school library or conduct searches on the Internet.

Learning Focus # 1: The Cherokee Land-Grab

Appendix C contains three primary sources related to the ultimate forced removal of the Cherokees from their ancestral homes in Georgia to land west of the Mississippi River in 1838. Each of the three primary sources is preceded by an essay (Section A) containing background information on the topic covered in the primary source. This is followed by the primary source (Section B). Then, there is an interpretative worksheet (Section C) on each primary source. In other words, there are three background information essays, three primary sources, and three worksheets in Appendix C.

The background information provided either expands upon information already in the middle schools' U.S. history textbook, or gives information that is specific to the primary source. These essays are intended to make the primary sources easier to understand. The three primary sources are: "Andrew Jackson's Annual Message to Congress," (1830); John Ross' Annual Message as Chief," (1831); and Governor Lumpkin's Message to the Georgia House of Representatives," (1831). Each gives a different perspective on the topic of the day: Should the Cherokee Nation Be Allowed to Remain on Valuable Ancestral Lands, or Should They Be Forced to Move Away?

President Jackson was well known as an Indian fighter and his attitude is evident in his 1830 message to Congress. Students should be able to find evidence of his attitude in the Jackson primary source and use that evidence not only to complete the worksheet but also to write a speech incorporating those ideas. The same is true of the other two sources. Governor Lumpkin had a slightly different perspective on an Indian Removal Policy, but basically agreed with President Jackson while Chief Ross absolutely opposed both Governor Lumpkin and President Jackson. A debate can be staged between the three. The procedure for creating the debate is as follows:

1. Students should read and discuss each of the three primary sources as well as the background information on each primary source.
2. Next, students should complete the worksheets for each of the primary sources. The teacher should then go over the answers on the three worksheets.
3. As soon as the teacher is satisfied that the basic message of each primary source is understood, the class should then be divided into three groups (one group for each of the primary sources).

4. The teacher should present the following scenario: President Jackson, Governor Lumpkin and Chief Ross has each agreed to speak for five minutes on the topic, "Where Should the Cherokee Indians Live?"
5. Each group of students should comb through the document their group has been assigned to find the arguments they could present to the audience.
6. These arguments should be listed and given to one or two speechwriters within the group.
7. The group should pick one person to portray the historical character (President Jackson, Chief Ross, or Governor Lumpkin). This person will deliver the speech created by the speechwriters.
8. Others in each of the three groups should pick roles for themselves (members of Congress, Cherokee Indians, Georgia farmers who want Cherokee land, members of the press, etc.)
9. These other members of each group should write some questions in advance of the speeches being given by the three historical characters.
10. They should also create some political signs (for or against the removal of the Cherokees). These signs should be colorful and present a strong opinion on the topic of the Cherokee Removal Policy.
11. They also could be encouraged to write letters to the editor of an U.S. newspaper on the topic. Then, enlarge those letters and put them on signs around the room. Create an atmosphere of excitement about the topic.
12. The teacher or a student could introduce each speaker. After each of the three speakers has given their five-minute speech, the teacher could ask for questions from the audience.
13. Now, the prepared questions could be asked of any of the historical characters.
14. After approximately ten minutes of questioning, the session should be brought to a close.
15. All students should then be asked to write an evaluation of the evidence presented by completing this topic statement, "I think that the strongest argument was given by...". Then, the student should present at least three arguments why that person made the best case about where the Cherokees should live.

The activity described above could be done as an interdisciplinary activity with a Language Arts or Communications teacher. Teachers may choose to create an individual or interdisciplinary rubric spelling out academic expectations. Since writing is involved and writing is stressed in these classes, the whole process could be viewed as a history project utilizing public speaking techniques and writing skills. The art teacher might agree to have students work on the visuals during art class. Middle school students like hands-on activities and generally like group work. They might easily get excited about the opportunity to combine historical research with group work that involved public speaking and artwork.

Learning Focus # 2: The Plains and Western Indians

The two primary sources used in this section of the curriculum unit are taken from Catherine Haun's *A Pioneer Woman's Westward Journey* and John C. Fremont's *Report of the Exploring Expeditions to the Rocky Mountains*. They form Part One and Part Two of Appendix D. They are rather short and both could be used in the same class period if one half of the class were assigned one primary source and the other half given the second primary source. Each is an eyewitness account that makes clear both the plight of the Native Americans facing the westward moving American pioneers and the fear that pioneers had of potential Indian attacks on wagon trains. The teacher should make clear that the actual threat of an Indian attack upon a wagon train was minimal, but the possibility of such an attack inspired terror.

Attacks on wagon trains were rare. Historian John D. Unruh in *The Plains Across*, a study of the overland migration before the Civil War, computed the total number of emigrant deaths from Indian attacks at just 362 between 1845 and 1860. This amounts to a mere 4 % of the estimated 10,000 trail deaths. (3) Simmons, 190.

The teacher should have students read these primary sources aloud in class, discuss the content, and then assign the "Worksheet on the Haun and Fremont Primary Sources." The basic questions are designed to make sure the students understand the key points in these two primary sources. Other questions call for higher level thinking skills. Students will be asked to make comparisons, to analyze situations, and to read between the lines.

"A Picture Is Worth a Thousand Words," a hands-on activity, should be used to complete the study of the Haun and Fremont primary sources. Give students a sheet of drawing paper, art supplies (colored pencils, rulers, markers). Then, ask students to work in pairs. One student should make an illustration of Fremont's conclusion about the significance of the buffalo to the Plains Indians. The other should draw a scene or scenes described by Catherine Haun as her wagon train prepared for an expected Indian attack. Then, the students should exchange the completed pictures with a partner. Now, each should write answers to the following questions about the illustrations:

“A Picture Is Worth a Thousand Words”

1. How would potential American pioneers react to this picture?
2. What does this reaction tell you about American opinions of Native Americans in the mid-19th century?
3. What is your 21st century reaction to the events illustrated?

Part Three of Appendix D contains “A Brief History of the Plains Indians.” It is subdivided into three parts (Geographic Setting, North American Tribes, and Some General Characteristics of These Tribes.) This should be duplicated and distributed to the students along with the two accompanying worksheets. The purpose of these handouts is to provide some information that will supplement materials already in the regular Social Studies textbook. For example, maps in the textbook identify the geographic and political outlines of the Louisiana Purchase land. The land and water route followed by Lewis and Clark in 1804-1806 is also identified. Physical maps of the Great Plains and northwestern area visited by these explorers have the rivers and mountains listed in Part One (Geographic Setting) of the hand-out. Political maps of the United States show how competing nations had claims on land in the present southwestern and northwestern United States in the early 19th century.

The immediate follow-up to reading the materials in Appendix D and completing the worksheet is to fill in a blank map of the United States. On this map students should be directed to draw in all the rivers, mountains and other features mentioned in Part One of Appendix D. Then, they should add political features to the map to make it accurate for the years immediately following Lewis and Clark’s journey. In other words, they should color code the map to show Spanish lands as well as American, British and Russian land claims. This exercise will identify the area where the Plains and Western Indians visited by Lewis and Clark lived.

Once this is done, they are ready to do some research on individual Indian tribes who lived in this vast area. In this curriculum unit students are looking at what happened to the Indians after Lewis and Clark visited the land purchased from France in 1803. They will already know that the Cherokees Indians were forcefully removed from the East to make new homes in the Arkansas Territory. The whole Louisiana Purchase Land plus the northwestern corner of the Oregon Country was divided artificially into three regions: the Texas/Oklahoma Area; Nebraska Northward to the Dakotas; and Northwest of the Great Plains. A representative sample of Indian tribes from each area is listed in Part Two of Appendix D. The first two columns contain Plains Indians while the third has tribes who lived in the Northwestern area visited by Lewis and Clark.

The teacher should direct students to work in groups of three to five students. Each group would have the same academic responsibilities, but would choose the Indian tribes that they want to research. Then, the generic worksheet in Appendix D (Research Based Worksheet on the Plains and Western Indians) created for this research on individual tribes should be completed. Ask students in each group to select at least three of the answers they found and then to illustrate those answers on a sheet of drawing paper along

with an identifying name of the tribe. The teacher may want to have them illustrated instead on a mural that could be drawn on the board with colored chalk or on a large piece of butcher paper that stretches around portions of the classroom. For example, if the students in a particular group selected the question about the foods used by a particular tribe, they should make an illustration of those foods along with illustrations of two more answers to questions on the worksheet. Another student group using a different Indian tribe might want to illustrate a creation myth of their Indian tribe along with a couple of other answers to questions posed on the worksheet. When the mural is completed, the classroom will have a colorful representation of several of the tribes of the Great Plains and West.

Learning Focus # 3: The Federal Government's Indian Policy

Middle school student use of primary sources is often limited because of the length and complexity of the documents. In Appendix E there are three primary sources related to the Federal Government's Indian Policy. Each is presented in an edited format. Archaic language and/or legalistic terms have been explained inside of brackets following the word or term that may be difficult to interpret. Lengthy passages that do not advance the meaning of the passage have been deleted and a series of three periods inserted to mark the deletion.

Each of the three parts of Appendix C has been subdivided into three sections. The first section is a brief essay on the background of the primary source. Then, the document appears in the second section followed by an interpretive worksheet in the final section. Part One is the Treaty of Fort Laramie (1868). Extensive editing has reduced its length from nearly twenty pages to eight pages. The worksheet on this historic document asks one question on each of the seventeen articles. The actual names of the Indian signatories to the treaty have been limited to three per tribe. These names give authenticity to the document and may be used by students doing creative projects. Part Two focuses upon the Cheyenne Indians. Helen Hunt Jackson, an advocate for ending the Indian reservations created by the Treaty of Fort Laramie, wrote *A Century of Dishonor* to describe the end result of creating a place apart for Indians. The worksheet in Part Two requires students to examine the testimony of a Cheyenne Indian chief, and then draw their own conclusion about the wisdom of the reservation system. Part Three examines the Dawes Act (1887). Students will read background information and then an edited version of the law. Then, they will answer questions about the law in an interpretive worksheet.

The teacher should divide the class into groups of four or five students. Each group will be assigned one of the primary sources to dramatize. More than one group may have the same document to transform into a creative production. Authentic names may be taken from the signatories to the Treaty of Fort Laramie. For example, Two Bears, Mad Bear and Rotten Stomach signed this treaty as representatives of the Yanktonais band of the Sioux. Students may dramatize their assigned document in a play of three scenes, or they may chose to conduct a newspaper interview of Indians to give American newspaper readers the Indian viewpoint on the Treaty of Fort Laramie and/or the Dawes Act. Dramatic license may be used to assume that the Indians who signed the

Treaty of Fort Laramie were still alive when the Dawes Act was passed. The *Century of Dishonor* may be dramatized in a meeting called by the Commissioner of Indian Affairs to investigate what happened at Fort Robinson, Nebraska and the subsequent massacre of Cheyenne Indians in 1878. Individual students within each group may either decide for themselves who is writing the play, who is acting in the play, and who is making props to add to the play's authentic flavor. If that is not a workable situation, the teacher will make these assignments.

End Notes

1. Walker, Dale L. *Pacific Destiny: The Three-Century Journey to the Oregon Country*. New York: A Forge Book, Tom Doherty Associates Book, LLC, 2000. p. 9.
2. Walker, Dale L. *Pacific Destiny: The Three-Century Journey to the Oregon Country*. New York: A Forge Book, Tom Doherty Associates Book, LLC, 2000. p. 301.
3. Simmons, James C. *Star-Spangled Eden*. New York: Carroll & Graf Pub. 2000. p. 190.

Annotated Bibliography for Teachers

Boller, Jr., Paul F. and Ronald Story. *A More Perfect Union: Documents in U.S. History*. 2nd ed., Vol. 2. Boston: Houghton Mifflin Company, 1988.

Chapter two, "The Minorities," contains documents focused upon the history of minority groups in American history after the Civil War. This group of historic documents covers discrimination against both Native Americans and a variety of immigrant groups.

Ewers, John C. *Plains Indian History and Culture: Essays on Continuity and Change*. Forward by William T. Hagan. Norman: University of Oklahoma Press, 1997.

The 12 essays in this collection of articles were written by perhaps the most noted historian of the Plains Indians, John Ewers. Each of the 12 chapters covers a different topic, and each addresses some aspect of both change and continuity within the culture of the Plains Indians. Some of the interesting topics include: women's role in warfare, epidemics, folk art, and the use of artifacts to study the Plains Indians.

Fremont, John Charles. *Report of the Exploring Expeditions to the Rocky Mountains, March of America Facsimile Series, Number 79*. Ann Arbor, MI: University Microfilms, Inc, 1966. 133-248.

This literate, descriptive account by the "Pathfinder" was very popular in its day and is an excellent source of information about the Indians as well as the land

they inhabited. It was widely read and inspired many Americans to join westward moving wagon trains.

Haun, Catherine. "A Woman's Trip Across the Plains in 1849," in Lillian Schissel, *Women's Diaries of the Westward Journey*. New York: Schocken Books, 1992. 165-85.

Catherine's story of her wagon train experiences is insightful and descriptive. She and her husband left Iowa and joined the wagon train to California in 1849. Her journal is included in Lillian Schissel's book, *Women's Diaries of the Westward Journey*. New York: Schocken Books, 1992. 166-85.

Jackson, Helen Hunt. *A Century of Dishonor: A Sketch of the United States Government's Dealing with Some of the Indian Tribes*. New York: Barnes & Noble, Indian Head Books, 1993. 96-100.

Helen Hunt Jackson wrote some popular romances about life in the West such as *Ramona*. She also had a very serious side and *A Century of Dishonor* reflects her concern about the mistreatment of Indians by the United States government and its citizens. It was originally published in 1881.

Meinig, D.W. "Shoving the Indians Out of the Way," in *The Shaping of America*, Vol. II: *Continental America*, Part 1, Chapter 5.

Meinig connects the official Indian policy of the U.S. government to a racial divide that separated Whites and Indians. He covers the debate among government leaders about what should be done with the Indians, and most importantly, their ancestral lands.

Moulton, Gary E. ed. *The Papers of Chief John Ross*, Vol. 1. Norman: University of Oklahoma Press, 1985. 224-30.

John Ross was the Cherokee Indian chief who led the fight against the Indian Removal policy of the Jackson administration. His papers chronicle his life, and his determination to save the Cherokees from those who wanted to break treaties to take their ancestral lands.

Perdu, Theda and Michael D. Green, Eds. *The Cherokee Removal: A Brief History with Documents*. Bedford Books, 1995. 95-102, 116-117.

The Removal of the Cherokees from Georgia to lands west of the Mississippi River is documented. The legal battle to remove the Cherokees included Memorials sent to congress and a Supreme Court decision in a case between the Cherokees and the state of Georgia (*Worcester Vs. Georgia*).

Porter, Frank W. III. *Indians of North America Series*. New York: Chelsea House Publishers, 1988-1992.

This is a 53 volume series that includes a wide variety of topics on specific Indian tribes that are the subject of individual volumes. Some of the tribes written about include: “The Arapaho,” “The Cheyenne,” “The Comanche,” “The Crow,” “The Hidatsa,” “The Kiowa,” “The Osage,” “The Piute,” and “The Yankton Sioux.”

Shi, David E. and Holly A. Meyer, *For the Record: A Documentary History of America*, Vol. 1. New York: W.W. Norton & Company, 1999.

This documentary collection goes from the first contact between Europeans and Native Americans and follows the course of colonial and then national history through the Reconstruction period. The primary sources selected for inclusion are wide-ranging and insightful.

Simmons, James C. *Star-Spangled Eden*. New York: Carroll & Graf Pub., 2000.

Walker, Dale L. *Pacific Destiny: The Three-Century Journey to the Oregon Country*. New York: A Forge Book, Tom Doherty Associates Book, LLC, 2000.

This is a must read for anyone interested in the history of the Oregon Country. This is a novel that is based on the historical record and includes factual details usually not found in a popular novel. For example, there is a great deal of detailed information on what pioneers took with them in a wagon train and the reasons for the inclusion of some items and the exclusion of others.

Annotated Bibliography for Students

Hull, Robert. *Native American Stories*. Ill. By Richard Hook and Claire Robinson. Thomson Learning, 1993.

Although this is intended for students in grades 3 to 6, it could prove useful to students doing research on Native American creation stories. It includes a Crow Indian legend about how Coyote created human being.

Katz, Jean, ed. *We Rode the Wind: Recollections of Nineteenth-Century Tribal Life*. Minneapolis: Lerner, 1975.

Students will find this a useful collection of stories about the daily life of Native Americans. It should be especially helpful when they are doing the classroom activities on the Western and Plains Indians (“Learning Focus # 2).

Masson, Jean-Robert. *The Great Indian Chiefs: Cochise, Geronimo, Crazy Horse, Sitting Bull*. Ill. By Jean Marcellin. Trans. From French by Annie Hemingway. 1st ed. Hauppauge, New York: Barron’s, 1994.

Students completing the activities detailed in Classroom Activities, Learning Focus # 2, "The Western and Plains Indians" will find this book helpful. It's examination of great Indian chiefs reveals much about the Indian tribes that they lead.

Sherrow, Victoria. *Political Leaders and Peacemakers*. New York: Facts on File, 1994.

Basic biographic information is presented on Native Americans who were caught in the clash between the Native American world and the American government.

St. Pierre, Mark. *Madonna Swan: A Lakota Woman's Story*. Norman: University of Oklahoma Press, 1991.

This biography is a story told to the author. It has some Lakota Sioux Indian traditions that may be useful to students doing the assigned classroom activities.

Wolfson, Evelyn and Bock, and William Sauts. *Growing Up Indian*. Walker and Company, 1986.

This nonfiction book covers all the basic aspects of Indian life today. It includes information on housing, foods, schooling, and play.

Annotated Bibliography for the Class

Denig, Edwin T. *Five Tribes of the Upper Missouri*. Norman: University of Oklahoma Press, 1975.

The author was a white fur trader among the Plains Indians for 21 years (1833-1854), He wrote a detailed description of the history and daily life of the Sioux, Arickara, Assinibone, Cree, and Crow.

Ewers, John C. *The Blackfeet: Raiders on the Northwestern Plains*. Norman: University of Oklahoma Press, 1986.

John C. Ewers is a respected authority on Native Americans. This book has a wide variety of information on daily life, religion and the interaction of the Blackfeet Indians with the westward moving Americans.

Hoebel, E. Adamson. *The Cheyenne*. New York: Holt, Rinehart & Winston, 1978.

This is a case study of the Cheyenne. It covers such things as their social structure, attitude about war, and their world-view.

Lowie, Robert H. *Indians of the Plains*. Lincoln: University of Nebraska Press. 1982.

This is considered to be the most important summary of Plains culture after contact with the Europeans. It contains information on the food, clothing and shelter of Plains Indians.

Sandoz, Mari. *These Were the Sioux*. Lincoln: University of Nebraska Press. 1985.

This was first published in 1961 and has become a classic. It looks at all aspects of Sioux life, especially traditional Sioux life and customs.

Weltfish, Gene. *The Lost Universe: Pawnee Life and Culture*. Lincoln: University of Nebraska Press, 1977.

The author uses a single year, 1867, to describe all significant events during a year in a typical Pawnee village. He includes religious rituals, agricultural practices, and daily life.

Selected List of Web Sites on the History and Culture of Native Americans

<http://www.lakhist.org>

<http://web.lemoyne.edu/~bucko/lakota.html>

<http://www.ilt.columbia.edu/k12/naha/index.html>

<http://www.bluecloud.org/dakota.html>

<http://www.hanksville.org/Naresources/>

<http://www.nativeweb.org>

<http://www.2.cr.nps.gov/tribal/>

<http://www.ipl.org/ref/RR/static/hum3086.html>

<http://www.ourdocuments.gov>

Transcript of President Andrew Jackson's Message to Congress 'On Indian Removal (1830).

Transcript of Treaty of Fort Laramie (1868).

Transcript of Dawes Act (1887).

Appendix A: Introductory Activities

Name _____ Class Period _____ Date _____

Part One: Primary Sources and ME: Or,
“How Will Anyone Know About Me When I Become Famous?”

Scenario: Imagine that you become famous as an adult. Maybe, you will become President of the United States, the discover of a cure for cancer, or a pop music star, or Future generations will want to know about you, but many of the secondary sources (articles in the Inquirer, etc. and tell-all books) may not be accurate. Finally, a first rate writer and winner of the Pulitzer Prize decides to set the record straight in an accurate biography of your life. The author needs to do research using primary sources that record the real story of your life. To do that he/she needs public documents and private records.

Your Task

Decide what made you famous (what you did to become famous). Then, make a list of primary sources that could help this biographer write an accurate story. These sources could be public records of when and where you were born as well as your parents’ names (a birth certificate), other public records or documents, newspaper interviews, etc. List at least ten primary sources that would shed some light on your life.

Complete this statement: I will become famous because I _____

Ten Primary Sources:

- 1. _____ 2. _____
- 3. _____ 4. _____
- 5. _____ 6. _____
- 7. _____
- 8. _____ 9. _____
- 10. _____

Final Question: Even if you don’t become famous, the primary sources that record some of the events of your life could be of interest to historians of the 21st Century. Why?

Part Two: Primary and Secondary Sources

Name _____ Class Period _____ Date _____

Students: Anyone who reads a history book comes in contact with both primary and secondary sources. In fact, the history book is a secondary source that contains some primary sources.

When you do research to find out what really happened in the past, you need to look at primary sources so it is important to know what a primary source really is. A primary source is: a book, person or document supplying first hand information. A secondary source is: an interpretation of the original book, person or document by someone trying to explain what it means.

A Social Studies book explaining the history of the United States is a secondary source, but the excerpts from diaries, letters, and newspapers written by real people at the time are primary sources. The U.S. Constitution printed in the Social Studies book is another primary source.

Question # 1. Name at least three other primary sources found in your Social Studies book.

- A. _____
- B. _____
- C. _____

Question # 2. People moving westward across the United States created primary sources that we can study. List at least three primary sources that pioneers may have created that we can study to find out what life was really like for them. Use your imagination. For example, they may have filled out an application to join a wagon train in which they agreed to pay a certain amount of money or agreed to do certain kinds of jobs.

- A. _____
- B. _____
- C. _____

Question # 3 As the Native Americans came in contact with the advancing settlers, what kind of primary sources may have been created by either themselves or the settlers? For example, Native American chiefs may have signed peace treaties or...

- A. _____
- B. _____

Appendix B: Searching for Information in Primary Sources

The Historian as a Detective

Name _____ Class Period _____ Date _____

Directions: When you examine a primary source, you are really acting like an historical detective looking for information about past events. Primary sources are full of information for historical researchers. The problem is that the language used may be hard to understand. It helps if you are looking for answers to specific questions.

Find answers to the questions below. Some are easy to find (like who is the primary source about). Sometimes, though, it is about more than one person. It may be about a whole group of people (all members of the Cherokee Indian tribe, or even about all American citizens). Other questions aren't as easy. The question may ask you to "read between the lines" to discover the attitude or opinion of the person (s) in the document.

*The Who, What, When, Where, Why, and How of Primary Sources

1. Is this primary source mostly about one person? _____ If yes, who? _____
2. When was this primary source created? _____
3. Where was the primary source created (written)? _____
4. Why was this primary source created? (In other words, is it a personal diary, a public document like a treaty; or a political speech, etc. a legal document like a will; or property deed, etc. a personal statement like a diary or journal entry, or something else?)

5. Does this primary source tell you anything about a larger group of people? If yes, which group or groups did you get information about?

6. Were any strong opinions expressed? _____ If yes, on what topic or topics were strong opinions expressed?

7. Give at least one example from the primary source to explain your answer to number 6.

8. Does this person or group of people have any strong opinions about the rights of the United States citizens to Indian land (yes or no)____
If yes, what opinions were held?

9. Do you think that the people who expressed opinions within this primary source would ever change their minds ? _____ Explain your answer.

10. These documents were written about 150 years ago. Give one opinion that you either agree with or disagree with in the primary source.

*Since this is a generic worksheet that will be used with all primary sources related to the conflict between the United States and Native Americans, it is possible that you will not be able to find an answer to all ten questions.

Appendix C: The Cherokee Land-Grab

Part One: President Jackson's Annual Message, 1830

Section A: Background Information on President Jackson's Indian Policy

President Andrew Jackson was elected in November 1828 and took office in March 1829. He would serve two terms (eight years). Early in his first term he announced his Indian policy in an annual message to Congress in 1830. He declared that he strongly supported the Indian Removal Act passed by Congress that year. This law permitted white settlement of lands held by Indians in states east of the Mississippi (primarily Georgia, Tennessee, Alabama, Mississippi, and North Carolina). President Jackson argued that these states making up the southwestern border of the United States would be strengthened when the Indians were removed (forced to move) from them. He also believed that Indian Removal Policy would "Enable those states to advance rapidly in population, wealth, and power." He also had some other arguments.

The state of Georgia became a focal point of the debate over the Indian Removal Policy. Gold had been discovered on tribal lands in Georgia, and white settlers were anxious to move onto these tribal lands. Also, settlers wanted to farm the lands held by the Indians. Violence broke out between the white settlers and the Indians. The United States government's removal of the Indians from Georgia would end the violence.

Indians were removed from the southeastern states during and after President Jackson's term of office. In fact, the most famous removal occurred in 1838 during the presidency of Martin Van Buren. Cherokees were forced out of Georgia in the "Trail of Tears" that year. Thousands died along the trail as they were driven from their homes to land across the Mississippi River. . * Document Info at <http://ourdocuments.gov>

Section B: Andrew Jackson's Annual Message to Congress (1830)

It gives me pleasure to announce to Congress that the benevolent [kindly,] policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation [perfect completion]. . . .

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. . . . It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact

with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude [primitive] institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

... The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions.

... Can it be cruel in this Government when, by events which it can not control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

Section C: Worksheet on President Jackson's Indian Policy

Name _____ Group _____ Date _____

Directions: Interpret the meaning of the primary source, "Andrew Jackson's Annual Message to Congress (1830)." Use this historical document to answer the following questions on another sheet of paper.

1. What did President Jackson say was now being happily completed after 30 years? (See the first paragraph).
2. President Jackson said there would be many positive consequences as a result of the speedy removal of the Indians. In your own words list five or more of those consequences. (See the second paragraph).
3. President Jackson said that "It [Removal] will separate the Indians from immediate contact with settlements of whites." What good did President Jackson say would come from that? List four things. (See second paragraph).
4. Why did President Jackson say "our extensive Republic" (the United States) was better than the land with Indians living on it? (See the third paragraph).
5. What did President Jackson say had happened to the Indians in the Eastern States? (See the fourth paragraph).
6. What comparison did President Jackson make regarding Indians leaving the graves of their fathers? (See the fourth paragraph).
7. President Jackson said the government was not being cruel toward the Indians.. What did he say the U.S. government was doing for the Indians? (See the fifth paragraph).
8. According to President Jackson how has the policy of the General Government (the U.S. Government) been liberal and generous toward the Indians removed from Ancestral lands? (See the sixth paragraph).

Part One: John Ross, Chief of the Cherokee Indians

Section A: Background Information on the Cherokee Indians

Most Americans regarded the Cherokee Indians differently than other Indian tribes. In fact, they often referred to the Cherokee Indians as a “civilized tribe.” There were many reasons for this positive assessment. The Cherokees had quickly adopted many of the cultural characteristics of the dominant white society. For example, a Cherokee, Sequoia, developed a written language based upon a syllabary, and there was a published newspaper. In 1827, the Cherokees adopted a tribal constitution. It established a government of three branches: a chief executive, a two-house legislature and a judiciary. John Ross, 1/8 th a Cherokee by blood, was elected the first chief under this constitution. In that capacity Chief Ross worked tirelessly to get Federal government intervention against the state of Georgia. Georgia was determined to seize the Cherokee lands, and Chief Ross was equally determined to stop the state with Federal government help. President Andrew Jackson sent troops to Georgia, but they did not provide the help that Chief Ross wanted. * David E. Shi and Holly A. Mayer, *For the Record: A Documentary history of America* (New York: W.W. Norton & Company, 1999), 365-66.

Section B: John Ross' Annual Message as Chief (1831)

...Detachments of the Federal troops were ordered within our territorial limits. This movement was hailed with joy...on our part, under the...hope that the protection which had so recently been promised us by Pres't Jackson was now to be afforded. But to our astonishment and disappointment the troops were soon found employed under the order of their superiors, in preventing our citizens from working gold mines, belonging to this [Cherokee] nation, and thereby treating them as trespassers upon their own soil. ...

Thus, the military of the United States ...decamped before our eyes without affording that protection which we had a right to expect, and which had so recently been pledged, leaving undisturbed the numerous intruders who have settled down upon our [Cherokee] lands on the frontiers of Georgia and other adjacent states. Immediately after this, Georgia...levied a military force,,,,, the “Georgia Guard,” and stationed it in this [Cherokee] nation, at the encampment which had been established and vacated by the United States troops. ...

Here then, in the face of all these constitutional provisions, all the treaties made with the Cherokee Nation and the laws enacted by Congress... the present administration of the General Government, has tolerated Ga.... to march across the line of her constitutional boundary to pass laws repugnant to those treaties and laws of the United States ...that we may be forced to surrender our lands for her benefit. Georgia has surveyed our [Cherokee] country into districts—she has placed numerous intruders upon our soil... those troops ...have arrested our citizens at the point of the bayonet, marched them over the country with chains around their necks, and without trials have imprisoned them in a jail at their military station!...

By innumerable acts of injustice and oppression, the rights, liberties and lives [of] our Citizens, have been threatened and jeopardized...and...the [United States] President has been induced by...Governor Gilmore, to send into the [Cherokee] Nation special agents for the purpose of urging our Citizens to enroll their names for emigration west of the Mississippi river. These Agents are now in the [Cherokee] Nation, and a part of them have been seen conversing [talking] with a few individuals at their houses, but with no success. ...When this project fails, it is not known to what cause the failure will be imputed, as our opponents seem determined not to believe the truth, that the opposition of the Cherokees is owing purely to a correct sense of their rights, and to their love of [Cherokee] country.

Much has been said from time to time to make a false impression on the public mind in regard to our present controversy and difficulties with Georgia. There can be no subject easier understood than the true relationship between this [Cherokee] Nation and the United States.; nor the justness of any cause more obvious than ours when fairly investigated. ...And have not the Cherokees at all times been ready to meet the common foe of the United States? Did they not sufficiently prove to the world their disposition on this subject during the last war? Did they not meet and fight the enemy as became warriors? ...By suitable encouragement and proper culture the arts and sciences would soon flourish in every section of our [Cherokee] Nation & the happy period be hastened when our incorporation into the great family of the American Republic would be greeted by every patriot... .On the other hand, by a removal West of the Mississippi, under the policy of the present administration of the General Government, to a barren and inhospitable region, we can flatter ourselves with no other prospect that the degradation, dispersion and ultimate extinction of our race. * Gary E. Moulton, ed., *The Papers of Chief John Ross*, vol. 1 (Norman: University of Oklahoma Press, 1985, pp. 224-30.

Section C: Worksheet on Cherokee Chief, John Ross

Name _____ Group _____ Date _____

Directions: Interpret the meaning of the primary source, "John Ross' Annual Message as Chief "(1831). Use this historical document to answer the following questions on another sheet of paper.

1. Why were the Cherokees happy to have Federal troops enter the Cherokee Nation? How did these troops disappoint the Cherokees? What group of military men replaced the Federal troops when they left? (See the first and second paragraphs.)
2. The U.S. government (General Government) allowed the Georgia Guard to operate in the Cherokee Nation? How did they treat the Cherokees? (See the third paragraph.)
3. Chief John Ross said that the effort to get Cherokees to sign up to move west of the River would fail. Why would the Cherokees oppose moving west of the Mississippi River? (See the fourth paragraph.)
4. What evidence did Chief Ross give of the willingness of Cherokees to support the United States? What did Chief Ross say would happen to the Cherokees if they were removed to land west of the Mississippi River? (See the fifth paragraph.)

Part Three: Governor Lumpkin and the Cherokees

Section A: Background Information on Governor Lumpkin of Georgia

Wilson Lumpkin was elected governor of Georgia in 1831 when the burning issue of the day was the future of the Cherokee Indians in Georgia. These Indians lived on fertile farmlands protected by treaties with the United States government. They also had treaty rights to extensive holdings within the state of Georgia that they did not occupy currently. White settlers wanted both their occupied and unoccupied lands. The fact that gold had been discovered on Cherokee lands made that land all the more attractive to people who wanted to profit by obtaining Cherokee lands.

Governor Lumpkin took credit for actively promoting the removal of “the Indians from the different States and Territories, and the Cherokees especially, from the limits of Georgia, by colonizing and collecting them in a suitable country for their well being to the west of the Mississippi, and out of the limits of all the States and Territories of the Union.” (Wilson Lumpkin, *The Removal of the Cherokee Indians from Georgia, 1827-1841* (1907; New York: Augustus M. Kelly, Publishers, 1971), pp. 95-102.

You will discover that Governor Lumpkin proclaimed that he supported the treaty rights of the Cherokees, but he also wanted them out of Georgia. Some words were put into bold-faced print to help you realize what he really wanted to happen.

Section B: The Governor’s Message to the Georgia House of Representatives (1831)

...The State cannot consent to be restricted in the exercise of her constitutional rights. ...It is our constitutional right, and moral duty, forthwith [sic.] to interpose and save that part of our State from confusion, anarchy, and perhaps from bloodshed. ...

A few thousand half civilized men, both indisposed and incompetent to the faithful discharge of the duties of citizenship, and scattered over a territory so extensive, can never enjoy the inestimable blessings of civil government. ...

If Georgia were at this day to relinquish all right, title and claim to the Cherokee country, what would be the situation? The impotency and incompetency of the Cherokees to maintain a regular government, even for a few months, perhaps for a few weeks, would at once be demonstrated. The country would be speedily overrun, chiefly by the most abandoned portions of society from all quarters. The gold mines would hold out an irresistible temptation to all such characters. ...

Officious persons...have unfortunately succeeded in inducing our Indian people to believe that we are their enemies and oppressors, and in alienating their affections from us. ...

The unfortunate remnant of Cherokee Indians remaining in Georgia ought now to consider themselves the admitted charge of our peculiar care; and if possible we ought as their friends and benefactors, to preserve and cherish them. They ought not forcibly to be dispossessed of their homes, or driven from the lands of their fathers; they ought to be guarded and protected in the peaceable enjoyment of a sufficient portion of land to sustain them, with their families, in their present abodes, so long as they may choose to remain. ...It would be as cruel as unjust, to compel the aborigines to abandon the graves of their fathers; but in the present extraordinary state of things, it would be visionary to suppose, that the Indian claim can be allowed to this extensive tract of country—to lands on which they have neither dwelt nor made improvements. ...

It cannot be denied that possession...of the entire habitable part of this continent was taken by the nations of Europe and that it was divided out and held by them originally, by the right of discovery, as between themselves, and by the rights of discovery and conquest, as against the aboriginal inhabitants. The English colonies and plantations were settled and governed under various charters...issued by the crown to individual or companies;...yet in the grant of the absolute property in the soil there was no reservation of any part of it to the natives, who were left to be disposed of as the proprietors might think fit and proper.

...One of the expedients resorted to by the early settlers in this country as a fundamental principle of policy towards the Indians was to appear to do nothing which concerned them, either in appropriating their lands or in controlling their conduct, without their consent. But instances have occurred, and will again occur, in which the interests of civilized communities have demanded...a departure from this seeming liberal policy. It is believed that many acts of the Colonial, as well as of the State Governments, will maintain the great fundamental principle that...the ancient possessions of the Indians conferred on them no rights, either of soil or sovereignty. ...

I never can consent to be considered amongst the number of those who disregard the interests, rights, or claims of the Cherokee Indians. ...I would recommend no course which might tend in the slightest degree, to weaken the just claims of the Cherokee Indians to full indemnity and remuneration from the government of the United States for all guarantees made by that government to the Indians, to lands within the limits of Georgia.

...Whether a treaty or compact be made with one of the States of the Union, or with a dependent and subject community, the faith of the nation should not be disregarded. ...As far as possible, the Cherokees should be compensated for any failure on the part of the United States literally to comply with their stipulations to that people. ...

Regardless of the pretensions of others, I yield to none in my respect, friendship, and veneration for our present patriotic Chief Magistrate of the Union [President]. He has upon every fit occasion, manifested an unceasing disposition to better the condition of the Indians, and at the same time to relieve the States from this embarrassing portion of their population. ...

Section C: Worksheet on Governor Lumpkin

Name _____ Group _____ Date _____

Directions: Interpret the meaning of the primary source, “The Governor’s Message to the Georgia house of Representatives” (1831). Use this historical document to answer the following questions on another sheet of paper.

1. What did Governor Lumpkin say would happen if Georgia gave up “all rights, title and claim to the Cherokee country”? (See the third paragraph.)
2. Use information in the fifth and sixth paragraph to prove that Governor Lumpkin didn’t really think that the Cherokees had a right to stay in Georgia.
3. In the seventh paragraph Governor Lumpkin said that “the interests of civilized communities have demanded” that the Indians’ rights to their ancestral lands be disregarded. What do you think he meant? What did “civilized communities” refer to?
4. In the eighth and ninth paragraph Governor Lumpkin emphasized that he thought that treaties made with the United States should be enforced. Yet, he thought that the Cherokees should be removed from their treaty-protected lands in Georgia.

What did he think the Cherokees were entitled to receive from the United States Government?

5. Governor Lumpkin used the phrase “this embarrassing portion of the population” to refer to the Cherokees. What does his choice of words reveal about him? (see the tenth paragraph).

Appendix D:

Part One: "A Woman's Trip Across the Plains in 1849" (Catherine Haun)

Section A: Background Information on Catherine Haun

Catherine Haun's story appeared in Lillian Schissel's book, *Women's Diaries of the Westward Journey* (New York: Schocken Books, 1992), pp. 166-85. Catherine was young, middle classed, and newly married when she made the trip westward on the Overland Trail in 1849. The Gold Rush to California was in full swing, and she and her husband wanted to find gold to pay off bills that had accumulated back home in Clinton, Iowa. A half dozen other families from their neighborhood joined them, and all together there were about twenty-five people in their wagon train. Once the decision to go to California was made, they spend about three months preparing for the journey. They made an early start on April 24, 1849 when snow was still on the ground in Iowa. It was vital that they cross the Sierra Nevada Mountains into California before the winter blizzards hit. The Donner Party was unable to in 1846 and tragedy resulted. Catherine and members of her wagon train feared Indian attacks most of all, and she recorded a frightening practice drill in her diary. She also gave an eyewitness account of a stampeding buffalo herd that lets the reader know something of the size of a buffalo herd, and the danger they posed to a wagon train. Catherine noted, however, the buffalo chips (dried manure) left by these animals did come in handy as fuel on the treeless prairie.

Section B: Primary Source (Catherine Haun's Journal)

...During the entire trip Indians were a source of anxiety, we being never sure of their friendship. Secret dread and alert watchfulness seemed always necessary for after we left the prairies they were more treacherous and numerous being in the language of the pioneer trapper: "They wus the most onsartainest vermints alive."

One night after we had retired, some sleeping in blankets upon the ground, some in tents, a few under the wagons and others in the wagons, Colonel Brophy gave the men a practice drill. It was impromptu and a surprise. He called "Indians, Indians!" We were thrown into great confusion and excitement but he was grateful at the promptness and courage with which the men responded. Each immediately seized his gun and made ready for the attack. The women had been instructed to seek shelter in the wagons at such times of danger, but some screamed, others fainted, a few crawled under the wagons and those sleeping in wagons generally followed their husbands out and all of us were nearly paralyzed with fear. Fortunately, we never had occasion to put into actual use this maneuver, but the drill was quite reassuring and certainly we womenfolk would have acted braver had the alarm ever again been sounded. ...Finally after a couple of weeks' travel the distant mountains of the west came into view.

This was the land of the buffalo. One day a herd came in our direction like a great black cloud, a threatening moving mountain, advancing toward us very swiftly and with wild snorts, noses almost to the ground and tails flying in midair. I haven't any idea how

many there were but they seemed to be innumerable and made a deafening terrible noise. As is their habit, when stampeding they did not turn out of their course for anything. Some of our wagons were within their line of advance and in consequence one was completely demolished and two were overturned. Several persons were hurt, one child's shoulder being dislocated, but fortunately no one was killed.

Two of these buffaloes were shot and the humps and tongues furnished us with fine fresh meat. They happened to be buffalo cows and, in consequence, the meat was particularly good flavor and tender. It is believed that the cow can run faster than the bull. The large bone of the hind leg after being stripped of the flesh, was buried in coals of buffalo chips and in an hour the baked marrow was served. I have never tasted such a rich, delicious food.

Buffalo chips, when dry, were very useful to us as fuel. On the barren plains when we were without wood, we carried empty bags and each pedestrian "picked up chips" as he, or she, walked along. Indeed, we could have hardly got along without these useful animal, were always appropriating either his hump, tongue, marrowbone, tallow, skin or chips!...

Part Two: John C. Fremont's *Report of the Exploring Expeditions to the Rocky Mountains* (1843-44).

Section A: Background Information on John C. Fremont

John C. Fremont became known as "the Pathfinder" because he mapped the Oregon Trail in 1842. Others had traveled on it before, but no one had ever mapped it for future use by wagon trains. He served in the United States Topographical Corps and was an associate and friend of Kit Carson, the most knowledgeable frontiersman since Daniel Boone. In 1843-44 he went to Oregon, followed the eastern slopes of the Sierra Nevadas down to central California and then went on to the Great Salt Lake. The meticulous, detailed account he published of his travels was very well written, thanks in part to the literary talents of his wife, Jessie. The book sparked interest in Easterners, especially those who wanted to experience the challenges of joining a westward moving wagon train. Fremont, son-in-law of Senator Thomas Hart Benson, had political aspirations. During the Mexican war Fremont played a role in the annexation of California to the United States. In 1856 he was the first presidential candidate of the newly formed Republican Party. Although he won the 114 electoral votes of the northern states, he lost the election to James Buchanan of Pennsylvania. Later in 1861, during the Civil War, Fremont was Commander of the Department of the West. He freed all slaves of those who helped the Rebel cause, but President Lincoln rescinded this emancipation order for fear of angering the Border States. Lincoln's Emancipation Proclamation would be issued a year later in September 1862. * George Brown Tindell, David E. Shi, *America: Narrative History* (New York: W.W. Norton & Company, Inc., 1999) pp. 601-2,614-15,702, 755.

Section B: Primary Source (John C. Fremont's Report)

...The hills on the right grew lower, and, on entering a more open country, we discovered a Shoshonee village; and being desirous to obtain information, and purchase from them some roots and berries, we halted on the river, which was lightly wooded with cherry, willow, maple, service berry, and aspen...

...A number of Indians came immediately over to visit us, and several men were sent to the village with goods, tobacco, knives, cloth, vermilion, and the usual trinkets, to exchange for provisions. But they had no game of any kind; and it was difficult to obtain any roots from them, as they were miserably poor, and had but little to spare from their winter stock of provisions. Several of the Indians drew aside their blankets, showing me their lean and bony figures; and I would not any longer tempt them with a display of our merchandise to part with their wretched subsistence, when they gave as a reason that it would expose them to temporary starvation.

The buffalo ranging about in herds, as we had found them on the eastern waters, and the plains dotted with scattered bands of antelope, but so rapidly have they disappeared within a few years, that now, as we journeyed along, an occasional buffalo skull and a few wild antelope were all that remained of the abundance which had covered the country with animal life.

The extraordinary rapidity with which the buffalo is disappearing from our territories will not appear surprising when we remember the great scale on which their destruction is yearly carried on. With inconsiderable exceptions, the business of the American trading posts is carried on in their skins; every year the Indian villages make new lodges, for which the skin of the buffalo furnishes the material; and in that portion of the country where they are still found, the Indians derive their entire support from them, and slaughter them with a thoughtless and abominable extravagance. Like the Indians themselves, they have been a characteristic of the Great West; and as, like them, they are visibly diminishing. ...

The extraordinary abundance of the buffalo on the east side of the Rocky mountains, and their extraordinary diminution, will be made clearly evident from the following statement: At any time between the years 1824 and 1836, a traveler might start from any given point south or north in the Rocky mountain range, journeying by the most direct route to the Missouri river; and, during the whole distance, his road would be always among large bands of buffalo, which would never be out of his view until he arrived almost within sight of the abodes of civilization.

At this time, the buffalo occupy but a very limited space, principally along the eastern base of the Rocky mountains, sometimes extending at the southern extremity to a considerable distance into the plains between the Platte and Arkansas rivers, and along the eastern frontier of New Mexico as far south as Texas.

...The rapidly progressive failure of their principal and almost their only means of subsistence has created great alarm among them [the Sioux]; and at this time there are only two models presented to them, by which they see a good prospect for escaping star-

vation: one of these is to rob the settlements along the frontier of the States; and the other is to form a league between the various tribes of the Sioux nation, the Cheyennes, and Arapahoes, and make war against the Crow nation, in order to take from them their country, which is now the best buffalo country in the west.

This plan they now have in consideration; and it would probably be a war of extermination, as the Crows have long been advised of this state of affairs, and say they are perfectly prepared. These are the best warriors in the Rocky mountains, and are now allied with the Snake Indians; and it is probable that their combination would extend itself to the Utahs, who have long been engaged in war against the Sioux. It is in this section of country that my observation formerly led me to recommend the establishment of a military post.

Section C: Worksheet on Haun and Fremont Primary Sources

Name _____ Group _____ Date _____

Directions: Read the background information on Catherine Haun and John C. Fremont as well as the two primary sources they created. Then, use the information to write answers to the questions listed below on another sheet of paper.

1. Compare the motives that Catherine Haun had for going west with those of John C. Fremont.
2. Mrs. Haun feared a stampeding buffalo herd. Quote her to show why she feared the buffalo herds. Use her exact words.
3. Give two examples of how the buffalos were useful to the people on the wagon train.
4. The Indians did not want to trade with John C. Fremont. Why?
5. Why were many of the Indians close to starvation?
6. In Fremont's opinion, the American trading posts and the Indians themselves were both responsible for the disappearance of the buffalo. Explain.
7. The rapid disappearance of the buffalo herds left the Sioux Indians with two choices, according to Fremont. What were the two choices these Indians had for survival?
8. Why did Fremont recommend that a U.S. military post be established in the area near the Rocky Mountains where the Crow Indians lived?

Part Three: *A Brief History of the Plains Indians

Section A: Geographic Setting

The Great Plains region of the United States extends westward from the Mississippi River Valley to the Rocky Mountains, and southward from central Canada to southern Texas. The eastern part consists of rolling, fertile grasslands (prairies) with adequate rainfall for good farming. The higher elevations of the western plains have short grasses. In this western land farming is more difficult because of little rainfall.

There is a great difference between the intense heat of the summer and the long, harsh winters. Powerful winds often sweep across the plains. Large areas are treeless with occasional trees commonly found near the rivers. The flat level plains occasionally rise up in elevation to form highlands such as the Ozark Mountains in Missouri, the Black Hills of South Dakota and Wyoming. The Badlands stretch across both North and South Dakota.

The Mississippi River forms the eastern boundary of the Great Plains. Other major rivers either branch off the Mississippi River or are tributaries of these rivers. Significant waterways include the following rivers: the Brazos, Red, Colorado, Arkansas, Platte, Missouri, Yellowstone, Snake and Columbia. The last three (Yellowstone, Snake, and Columbia) are in the Northwest.

Section B: Native American Tribes

Tribes in the Great Plains usually consisted of several hundred people loosely organized into bands of related families. These Indians spent most of the year living apart from the whole tribe. Then, special group hunting parties and ceremonies caused the bands to unite. Most Indians of the eastern Great Plains lived along rivers. They were agriculturalists who traditionally hunted seasonally. Tribes in the western part of the Great Plains did not evolve into farmers living in villages like those in the east. Instead, the colder, dry climate caused them to remain hunters and gatherers.

The Spaniards in Mexico introduced the horse to the Plains Indians in the 16th century. This animal caused great changes in the Indian way of life. Farmers living in villages could now easily join nomadic hunting parties. Then, after the hunt they returned home with their share of the bison (buffalo) they had killed. The swift horse causes tribes to interact more and unique tribal customs of one tribe were often adopted by others.

While there were dozens of tribes in this large area, some stand out because of their size and general reputation among the wondering tribes. Five representative tribes are listed below for each of three general areas of the United States today. While only the first two columns are Plains Indians, the third column is listed because Lewis and Clark came into contact with many of these tribes.

Texas/Oklahoma Area	Nebraska Northward To the Dakotas	Northwest of the Great Plains
Comanche	Mandan	Blackfeet
Cheyenne	Pawnee	Nez Pearce
Comanche	Teton Sioux	Chinook
Kiowa-Apache	Yankton Sioux	Walla Walla
Osage	Hidatsa	Shoshone (Snake Nation)

Section C: Some General Characteristics of These Tribes

Indians of the Great Plains hunted for a variety of game, went fishing, and continued to grow vegetable crops after the introduction of the horse. Their most important source of meat and animal by-products, however, became bison (American buffalo). Now, bison was their most important staple meat. It was eaten raw, roasted, and preserved. Dried meat became jerky and pemmican (dried buffalo meat mixed with fat and berries) was a long lasting food to carry on long trips. Indians used every part of the buffalo from the tail (fly swatter) to tendons (needles), to stomach (cooking pots) and bones (knives and clubs). Of course, the two most important uses of the buffalo were for meat and for leather hides used as warm clothing, and robes.

Each tribe usually had a peace chief and a war chief. The day-to-day business of the tribe fell under the authority of the peace chief. A young warrior known for his bravery and fighting skill or a well respected veteran warrior served as the war chief. Nomadic Plains Indians lived in tipi (teepee or tepee). These were cone like structures built around three or four poles covered by buffalo skins. Smoke from the fire inside escaped from the top of the tipi. A flap served as the entrance way and the bottom could be rolled up as needed for ventilation. Designs painted to represent spirits, ancestors, and famous battles covered the inner and exterior surfaces. Tribes living in eastern villages of the Great Plains built different types of homes. Earth lodges (often 50 feet in diameter) were dome shaped and built over a log framework. They were large enough to accommodate several families. The walls consisted of small branches covered with packed mud or sod.

* The basic information in this description came from Encarta. See:
http://encarta.msn.com/media_701508350/Native_Americans_of_the_Great_Plains.html

Section D: Worksheets on the Plains Indians

Basic information Worksheet

Name _____ Group _____ Date _____

Directions: Read the information in "Plains Indians: A Brief History. Then, use it to write answers to the questions listed below.

1. Give the boundaries of the Great Plains. They are located west of the _____ River Valley and east of the _____ Mountains. They stretch southward from central _____ to southern _____.
2. Which part of the Great Plains (eastern or western) has good farmland with enough rainfall? _____
3. The Mississippi River and nine other rivers may be found in the Great Plains. Name the nine rivers (do not include the three rivers in the Northwest)
_____, _____, _____, _____,
_____, _____, _____, _____,
_____, _____.
4. Indians in the eastern part of the Great Plains were farmers who hunted seasonally and lived in villages. Why did the Indians in the western part remain hunters and gatherers? _____

5. How did the introduction of the horse cause changes for the Indians of the Great Plains? _____

6. List six ways that the Plains Indians used the buffalo. _____,
_____, _____, _____, _____
7. Describe the two types of homes that Plains Indians built. Use the space on the back of this paper to answer.

Research Based Worksheet on the Western and Plains Indians

Name _____ Group _____ Date _____

Directions: Each team of three to five students should complete this worksheet. The answers will come from their research on a particular Indian tribe. Use another sheet of paper.

1. What does the tribal name mean in English?
2. Where did this tribe live (in what part of present day United States)?
3. Describe the climate and topography of the area they inhabited.
4. Their religious life often included a creation story. Summarize that story or explain one of their beliefs.
5. List at least five facts about their religion and/or about the importance of their medicine man.
6. Describe their diet (the crops grown and the animals hunted).
7. Describe the importance of the buffalo to members of this tribe.
8. Name one or more of their most famous chiefs.
9. Describe the clothing that men and women of this tribe wore.
10. Name and describe any special ceremonies or events.
11. Describe the arts and crafts created by these Indians.
12. Did this Indian tribe ever live on a reservation (yes or no). If they lived on a reservation or are currently living on a reservation, name it. _____
13. Approximately how many members are there of this tribe today? _____

Appendix E: The Federal Government's Indian Policy

Part One: The Treaty of Fort Laramie

Section A: Background Information on the Treaty of Fort Laramie (1868)

Representatives of the United States and the Sioux Nation signed the Treaty of Fort Laramie on April 29, 1868. In it the United States recognized the Black Hills (now part of North Dakota) as land set aside for the exclusive use of the Sioux people. It was hoped that placing these Indians on a reservation would bring peace to the area.

In the decades that followed the Lewis and Clark expedition there had been violent clashes between westward moving Americans and the Plains Indians who fought to keep their ancestral homes. In 1865 the United States government created a congressional committee to study the Indians uprisings in the West. In 1867 that committee issued its finding in a "Report on the Condition of the Indian Tribes." Soon after an Indian Peace Commission was established to bring an end to the Indian wars. Then, the U.S. government began to work on creating Indian treaties to force the Indians to give up their lands. Once that happened the Indians would have to move onto reservations. This was a repeat of the Indian Removal Policy of President Jackson's administration that led to the removal of the Cherokees from Georgia to land west of the Mississippi River.

In the spring of 1868 a conference was held at Fort Laramie (present state of Wyoming) to create a treaty with the Sioux Indians. In it the Sioux agreed to settle in the Black Hills Reservation located in the Dakota Territory. The Black Hills area of the Dakota Territory had long been sacred ground to the Sioux. The treaty was signed by Indians at Fort Laramie and then taken to other military posts in the Sioux country where other Sioux Indians would sign it.

Under the terms of this treaty the Indians would be confined to the reservation, and would continue to live there as a distinct group of people with a unique history and culture. Nearly twenty years later the Dawes Act of 1887 would reverse this policy. Under the Dawes Act the Indians would be encouraged to give up tribal ways and abandon their culture. In other words, the Treaty of Fort Laramie allowed the Indians to remain Indians, but restricted where they could live. The Dawes Act a few years later would try to get the Indians to stop being themselves and encourage them to take on the ways of main-stream America.

Although the Treaty of Fort Laramie set aside the Black Hills for the exclusive use of the Sioux, others soon wanted it. General George A. Custer, of recent Civil War fame, led an expedition to the area that discovered gold in 1874. That created big problems because American miners wanted to search for gold, and the Indians insisted on their treaty rights to the land. Gold hungry American prospectors repeatedly violated the Treaty of Fort Laramie. Two years later in 1876 General Custer and his U.S. soldiers returned to the Black Hills and their death at the hands of the Indians. They had been ordered there to protect the American miners from the wandering bands of Sioux and

Cheyenne Indians. Custer's defeat at the Battle of the Little Big Horn in 1876 is famous. The following year the U.S. government confiscated the land from the Sioux, but the legal dispute continues today between the Sioux and the U.S. government over ownership of the Black Hills. * Information taken from "document info" www.ourdocuments.gov

Section B: Treaty of Fort Laramie (1868) Edited Transcript

Articles of a treaty made and concluded by and between Lieutenant General William T. Sherman [and eight other U.S. commissioners], and the different bands of the Sioux Nation of Indians, by their chiefs and headmen, whose names are hereto subscribed, they being duly authorized to act in the premises.

ARTICLE I.

From this day forward all war between the parties to this agreement shall forever cease. The government of the United States desires peace, and its honor is hereby pledged to keep it. The Indians desire peace, and they now pledge their honor to maintain it.

If bad men among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, the United States will, upon proof made to the agent, and forwarded to the Commissioner of Indian Affairs at Washington city, proceed at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained.

If bad men among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black, or Indian, subject to the authority of the United States, and at peace therewith, the Indians herein named solemnly agree that they will, upon proof made to their agent, and notice by him, deliver up the wrongdoer to the United States, to be tried and punished according to its laws, and, in case they willfully refuse so to do, the person injured shall be reimbursed for his loss. ...

ARTICLE II.

The United States agrees that ... commencing on the east bank of the Missouri river where the 46th parallel of north latitude crosses the same... all existing reservations of the east bank of said river, shall be ... set apart for the absolute and undisturbed use and occupation of the Indians herein named, and for such other friendly tribes or individual Indians as from time to time they may be willing, with the consent of the United States, to admit amongst them; and the United States now solemnly agrees that no persons, except those herein designated and authorized so to do, and except such officers, agents, and employees of the government as may be authorized to enter upon Indian reservations in discharge of duties enjoined by law, shall ever be permitted to pass over, settle upon, or reside in the territory described in this article, or in such territory as may be added to this reservation for the use of said Indians, and henceforth they will and do hereby relinquish all claims or right in and to any portion of the United States or Territories, except such as is embraced within the limits aforesaid, and except as hereinafter provided.

ARTICLE III.

If it should appear from actual survey or other satisfactory examination of said tract of land that it contains less than 160 acres of tillable land for each person who, at the time, may be authorized to reside on it under the provisions of this treaty, and a very considerable number of such persons shall be disposed to commence cultivating the soil as farmers, the United States agrees to set apart, for the use of said Indians, as herein provided, such additional quantity of arable land, adjoining to said reservation, or as near to the same as it can be obtained, as may be required to provide the necessary amount.

ARTICLE IV.

The United States agrees, at its own proper expense, to construct, at some place on the Missouri river, near the centre of said reservation where timber and water may be convenient, the following buildings, to wit, a warehouse, a store-room for the use of the agent in storing goods belonging to the Indians, to cost not less than \$2,500; an agency building, for the residence of the agent, to cost not exceeding \$3,000; a residence for the physician, to cost not more than \$3,000; and five other buildings, for a carpenter, farmer, blacksmith, miller, and engineer-each to cost not exceeding \$2,000; also, a school-house, or mission building, so soon as a sufficient number of children can be induced by the agent to attend school, which shall not cost exceeding \$5,000.

The United States agrees further to cause to be erected on said reservation, near the other buildings herein authorized, a good steam circular saw-mill, with a grist-mill and shingle machine attached to the same, to cost not exceeding \$8,000.

ARTICLE V.

The United States agrees that the agent for said Indians shall in the future make his home at the agency building; that he shall reside among them, and keep an office open at all times for the purpose of prompt and diligent inquiry into such matters of complaint by and against the Indians as may be presented for investigation... to the Commissioner of Indian Affairs, whose decision, subject to the revision of the Secretary of the Interior, shall be binding on the parties to this treaty.

ARTICLE VI.

If any individual belonging to said tribes of Indians ... being the head of a family, shall desire to commence farming, he shall have the privilege to select ... a tract of land within said reservation, not exceeding three hundred and twenty acres in extent, which tract ... shall cease to be held in common, but the same may be occupied and held in the exclusive possession of the person selecting it, and of his family, so long as he or they may continue to cultivate it.

Any person over eighteen years of age, not being the head of a family, may in like manner select and cause to be certified to him or her, for purposes of cultivation, a quantity of

land, not exceeding eighty acres in extent, and thereupon be entitled to the exclusive possession of the same as above directed.

...The President may, at any time, order a survey of the reservation, and, when so surveyed, Congress shall provide for protecting the rights of said settlers in their improvements, and may fix the character of the title held by each....

ARTICLE VII.

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted ...and they, therefore, pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school, and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that for every thirty children between said ages, who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians and faithfully discharge his or her duties as a teacher. The provisions of this article to continue for not less than twenty years.

ARTICLE VIII.

When the head of a family or lodge shall have selected lands and received his certificate as above directed, and the agent shall be satisfied that he intends in good faith to commence cultivating the soil for a living, he shall be entitled to receive seeds and agricultural implements for the first year, not exceeding in value one hundred dollars, and for each succeeding year he shall continue to farm, for a period of three years more, he shall be entitled to receive seeds and implements as aforesaid, not exceeding in value twenty-five dollars. And it is further stipulated that such persons as commence farming shall receive instruction from the farmer herein provided for, and whenever more than one hundred persons shall enter upon the cultivation of the soil, a second blacksmith shall be provided, with such iron, steel, and other material as may be needed.

ARTICLE IX.

At any time after ten years for the making of this treaty, the United States shall have the privilege of withdrawing the physician, farmer, blacksmith, carpenter, engineer, and miller herein provided for, but in case of such withdrawal, an additional sum thereafter of ten thousand dollars per annum shall be devoted to the education of said Indians, and the Commissioner of Indian Affairs shall, upon careful inquiry into their condition, make such rules and regulations for the expenditure of said sums as will best promote the education and moral improvement of said tribes.

ARTICLE X.

In lieu of all sums of money or other annuities provided to be paid to the Indians herein named under any treaty or treaties heretofore made, the United States agrees to deliver at

the agency house on the reservation herein named, on or before the first day of August of each year, for thirty years, the following articles, to wit:

For each male person over 14 years of age, a suit of good substantial woollen clothing, consisting of coat, pantaloons, flannel shirt, hat, and a pair of home-made socks.

For each female over 12 years of age, a flannel shirt, or the goods necessary to make it, a pair of woollen hose, 12 yards of calico, and 12 yards of cotton domestics.

For the boys and girls under the ages named, such flannel and cotton goods as may be needed to make each a suit as aforesaid, together with a pair of woollen hose for each.

And in order that the Commissioner of Indian Affairs may be able to estimate properly for the articles herein named, it shall be the duty of the agent each year to forward to him a full and exact census of the Indians, on which the estimate from year to year can be based.

And in addition to the clothing herein named, the sum of \$10 for each person entitled to the beneficial effects of this treaty shall be annually appropriated for a period of 30 years, while such persons roam and hunt, and \$20 for each person who engages in farming, to be used by the Secretary of the Interior in the purchase of such articles as from time to time the condition and necessities of the Indians may indicate to be proper. And if within the 30 years, at any time, it shall appear that the amount of money needed for clothing, under this article, can be appropriated to better uses for the Indians named herein, Congress may, by law, change the appropriation to other purposes, but in no event shall the amount of the appropriation be withdrawn or discontinued for the period named. And the President shall annually detail an officer of the army to be present and attest the delivery of all the goods herein named, to the Indians, and he shall inspect and report on the quantity and quality of the goods and the manner of their delivery. And it is hereby expressly stipulated that each Indian over the age of four years, who shall have removed to and settled permanently upon said reservation, one pound of meat and one pound of flour per day, provided the Indians cannot furnish their own subsistence at an earlier date. And it is further stipulated that the United States will furnish and deliver to each lodge of Indians or family of persons legally incorporated with the, who shall remove to the reservation herein described and commence farming, one good American cow, and one good well-broken pair of American oxen within 60 days after such lodge or family shall have so settled upon said reservation.

ARTICLE XI.

In consideration of the advantages and benefits conferred by this treaty and the many pledges of friendship by the United States, the tribes who are parties to this agreement hereby stipulate that they will relinquish all right to occupy permanently the territory outside their reservations as herein defined, but yet reserve the right to hunt on any lands north of North Platte, and on the Republican Fork of the Smoky Hill river, so long as the buffalo may range thereon in such numbers as to justify the chase. And they, the said Indians, further expressly agree:

1st. That they will withdraw all opposition to the construction of the railroads now being built on the plains.

2d. That they will permit the peaceful construction of any railroad not passing over their reservation as herein defined.

3d. That they will not attack any persons at home, or travelling, nor molest or disturb any wagon trains, coaches, mules, or cattle belonging to the people of the United States, or to persons friendly therewith.

4th. They will never capture, or carry off from the settlements, white women or children.

5th. They will never kill or scalp white men, nor attempt to do them harm.

6th. They withdraw all pretence of opposition to the construction of the railroad now being built along the Platte river and westward to the Pacific ocean, and they will not in future object to the construction of railroads, wagon roads, mail stations, or other works of utility or necessity, which may be ordered or permitted by the laws of the United States. But should such roads or other works be constructed on the lands of their reservation, the government will pay the tribe whatever amount of damage may be assessed by three disinterested commissioners to be appointed by the President for that purpose, one of the said commissioners to be a chief or headman of the tribe.

7th. They agree to withdraw all opposition to the military posts or roads now established south of the North Platte river, or that may be established, not in violation of treaties heretofore made or hereafter to be made with any of the Indian tribes.

ARTICLE XII.

No treaty for the cession of any portion or part of the reservation [giving up any part of the reservation land] . . . unless executed and signed by at least three-fourths of all the adult male Indians occupying or interested in the same, and no cession by the tribe shall be understood or construed in such manner as to deprive, without his consent, any individual member of the tribe of his rights to any tract of land selected by him as provided in Article VI of this treaty.

ARTICLE XIII.

The United States hereby agrees to furnish annually to the Indians the physician, teachers, carpenter, miller, engineer, farmer, and blacksmiths, as herein contemplated, and that such appropriations shall be made from time to time, on the estimate of the Secretary of the Interior, as will be sufficient to employ such persons.

ARTICLE XIV.

It is agreed that the sum of five hundred dollars annually for three years from date shall be expended in presents to the ten persons of said tribe who in the judgment of the agent may grow the most valuable crops for the respective year.

ARTICLE XV.

The Indians herein named agree that when the agency house and other buildings shall be constructed on the reservation named, they will regard said reservation their permanent home, and they will make no permanent settlement elsewhere; but they shall have the right, subject to the conditions and modifications of this treaty, to hunt, as stipulated in Article XI hereof.

ARTICLE XVI.

The United States hereby agrees and stipulates that the country north of the North Platte river and east of the summits of the Big Horn mountains shall be held and considered to be ... Indian territory, and also stipulates and agrees that no white person or persons shall be permitted to settle upon or occupy any portion of the same; or without the consent of the Indians, ...; and it is further agreed by the United States, that within ninety days after the conclusion of peace with all the bands of the Sioux nation, the military posts now established in the territory in this article named shall be abandoned, and that the road leading to them and by them to the settlements in the Territory of Montana shall be closed.

ARTICLE XVII.

It is hereby expressly understood and agreed by and between the respective parties to this treaty that the execution of this treaty... and shall be construed as ... annulling all treaties and agreements heretofore entered into between the respective ... In testimony of all which, we, the said commissioners, and we, the chiefs and headmen of the Brule band of the Sioux nation, have hereunto set our hands and seals at Fort Laramie, Dakota Territory, this twenty-ninth day of April, in the year one thousand eight hundred and sixty-eight.

[Signed by Lieutenant General W.T. Sherman and seven other U.S. officials]

Executed on the part of the Brule band of Sioux by the chiefs and headman whose names are hereto annexed, they being thereunto duly authorized, at Fort Laramie, D. T., the twenty-ninth day of April, in the year A. D. 1868.

MA-ZA-PON-KASKA, his X mark, Iron Shell.

WAH-PAT-SHAH, his X mark, Red Leaf.

HAH-SAH-PAH, his X mark, Black Horn.

[and 22 other Indians, three interpreters and a photographer]

... Executed on the part of the Ogallalla band of Sioux by the chiefs and headmen whose names are hereto subscribed, they being thereunto duly authorized, at Fort Laramie, the 25th day of May, in the year A. D. 1868.

TAH-SHUN-KA-CO-QUI-PAH, his mark, Man-afraid-of-his-horses.
SHA-TON-SKAH, his X mark, White Hawk.
SHA-TON-SAPAH, his X mark, Black Hawk.
EGA-MON-TON-KA-SAPAH, his X mark, Black Tiger

[and 35 other Ogallalla Sioux Indians and 3 interpreters]

Executed on the part of the Minneconjou band of Sioux by the chiefs and headmen whose names are hereunto subscribed, they being thereunto duly authorized.

HEH-WON-GE-CHAT, his X mark, One Horn.
OH-PON-AH-TAH-E-MANNE, his X mark, The Elk that Bellows Walking.
HE-HON-NE-SHAKTA, his X mark, The Old Owl.
[and 13 other Indians and interpreters]

Executed on the part of the Yanctonais band of Sioux by the chiefs and headmen whose names are hereto subscribed, they being thereunto duly authorized:

MAH-TO-NON-PAH, his X mark, Two Bears.
MA-TO-HNA-SKIN-YA, his X mark, Mad Bear.
CU-WI-TO-WIA, his X mark, Rotten Stomach.
[and 21 other Indians]

Arapahoes.

LITTLE CHIEF, his X mark.
TALL BEAR, his X mark.
TOP MAN, his X mark.
[and 23 other Indians]

Witnesses:

ROBERT P. MCKIBBIN,
Captain 4th Infantry, and Bvt. Lieut. Col. U. S. A.,
Commanding Fort Laramie. [and 4 other U.S. Army officers, 6 Indians and
6 witnesses]]
FORT LARAMIE, WYOMING TERRITORY
November 6, 1868.

Transcription courtesy of the [Avalon Project](#) at Yale Law School.

Page URL: <http://www.ourdocuments.gov/doc.php?doc=42&page=transcript>

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Section C: Interpretive Worksheet on the Treaty of Fort Laramie

Name _____ Class Period _____ Date _____

Directions: Each of the 17 articles in the Treaty of Fort Laramie has a question to be answered. Each answer will demonstrate that you understood the treaty. Write answers on another sheet of paper.

1. ARTICLE I: If any Indian or White acted in a bad way and harmed any other person, and proof was forwarded to Washington city (Washington, D.C.), how would that person be punished, and how would the injured person (the victim) be treated?
2. ARTICLE II: What did the U.S. government promise the Indians living on the reservation regarding who could enter their reservation?
3. ARTICLE III: What did the United States promise to do if there was not enough good farming land (tillable land) for each Indian to get 160 acres?
4. ARTICLE IV: The U.S. government promised to construct **ten** buildings near the center of the reservation and a circular saw-mill, a gristmill and a shingle machine. Name these ten buildings, and then look up the definition of a GRIST MILL.
5. ARTICLE V: Where did the United States promise that the Indian Agent would live?
6. ARTICLE VI: The head of an Indian family was promised 320 acres of land to farm. What did he have to do to keep this land? How much land could an Indian under 18 years old get if he wasn't the head of a family?
7. ARTICLE VII: What was the age and sex of the Indians who were required to attend school? A house and teacher were to be provided when there were at least how many children?
8. ARTICLE VIII: How was the Indian farmer helped by the United States government during the first year of his farming? Then, how was he helped during the next three years?
9. ARTICLE IX: How much did the United States promise to pay the Indians on the reservation if the U.S. withdrew certain key people (physician, etc) during the ten years following the signing of the treaty?
10. ARTICLE X: Give your opinion about the clothing that the U.S. provided to the Indians on the reservation. Was it adequate (enough)? Was it the fair thing to do? Should the U.S. government have to provide clothing?
11. ARTICLE XI: In this article the Indians agreed to not interfere in the construction of

railroads and the travel of Americans westward. How would this affect the future of the Indians in the West?

12. ARTICLE XII: For any Indian to be deprived of his land, what fraction of all the adult male Indians had to sign over that land?
13. ARTICLE XIII: The United States agreed to provide people to fill seven types of occupations on the reservation. What were the seven occupations?
14. ARTICLE XIV: For three years what would the U.S. government provide annually as rewards to the ten Indians who grew the most valuable crops?
15. ARTICLE XV: The Indians agreed to make the reservation their permanent homes once what had been constructed on the reservation?
16. ARTICLE XVI: The United States made two promises in this article. What additional territory was reserved for the Indians, and what would be done with the U.S. military posts on Indian reservation land?
17. ARTICLE XVII: What did the signers of this treaty say about all previous agreements between the United States and the Sioux Nation?

Part Two: The Cheyenne

Section A: Background Information on Helen Hunt Jackson's A Century of Dishonor

Helen Hunt Jackson, daughter of a Massachusetts college professor and childhood friend of Emily Dickinson, became a leading advocate for more humane treatment of Indians by the American government. Her husband, a Union Army officer was killed in 1863, and she began earning her living writing poems, stories and travel literature. In 1872 she married a financier and moved to Colorado. Mrs. Jackson wrote *A Century of Dishonor*, published in 1881, to increase public awareness of the brutal aspects of life on American Indian reservations. The Treaty of Fort Laramie had created reservations to solve the "Indian problem," but all was not well. She sent a copy to every member of Congress at her own expense. The book documented the hardships of Indian life, and she soon earned a reputation as a forceful advocate of Indian assimilation. The book is divided into seven separate chapters of individual Indian tribes with a final chapter entitled, "Massacres of Indians by Whites." The excerpt below, taken from Chapter Three, "The Cheyennes," highlights the problems created when Indians were artificially moved onto a reservation far from the land of their birth.

Section B: A Century of Dishonor (1881)

The winter of 1877 and the summer of 1878 were terrible seasons for the Cheyenes. Their fall hunt had proved unsuccessful. Indians from other reservations had hunted the ground over before them, and driven the buffalo off; and the Cheyennes made their way home again in straggling parties, destitute and hungry. Their agent reports that the result of this hunt has clearly proved that 'In the future the Indian must rely on tilling the ground as the principal means of support; and if this conviction can be firmly established, the greatest obstacle to advancement in agriculture will be overcome. With the buffalo gone, and their pony herds being constantly decimated by the inroads of horse-thieves, they must soon adopt, in all its varieties, the way of the white man.

The ration allowed to these Indians is reported as being 'reduced and insufficient,' and the small sums they have been able to earn by selling buffalo-hides are said to have been of 'material assistance. . . . But this year there have been sold only \$657 worth of skins. . . . In 1876 they sold \$17,600 worth. . . . But this was only the beginning of their troubles. The summer proved one of unusual heat. Extreme heat, chills and fever, and 'a reduced and insufficient ration,' all combined. . . . 'It is no exaggerated estimate,' says the agent, 'to place the number of sick people on the reservation [population of 5,000] at two thousand. Many deaths occurred which might have been obviated had there been a proper supply of anti-malarial remedies at hand. Hundreds applying for treatment have been refused medicine. . . .

Early in the autumn, after this terrible summer, a band of some three hundred of these Northern Cheyennes took the desperate step of running off and attempting to make their way back to Dakota. They were pursued, fought desperately, but were finally overpowered and surrendered. They surrendered, however, only on the condition that they

should be taken to Dakota. They were unanimous in declaring that they would rather die than go back to the Indian Territory. This was nothing more, in fact, than saying that they would rather die by bullets than of chills and fever and starvation.

These Indians were taken to Fort Robinson, Nebraska. Here they were confined as prisoners of war, and held subject to the orders of the Department of the Interior. The department was informed of the Indians' determination never to be taken back alive to Indian Territory. ...Orders came—explicit, repeated, finally stern—insisting on the return of these Indians to their agency. ...He [the commanding officer] thought perhaps he could starve them into submission. He stopped the issue of food; he also stopped the issue of fuel to them. It was midwinter; the mercury froze in that month at Fort Robinson. At the end of two days he asked the Indians to let their women and children come out that he might feed them. Not a woman would come out. On the night of the fourth day—or, according to some accounts, the sixth—these starving, freezing Indians broke prison, overpowered their guards, and fled, carrying their women and children with them. They held the pursuing troops at bay for several days; finally they made a last stand in a deep ravine, and were shot down—men, women, and children together.

Out of the whole band there were left alive some fifty women and children and seven men, who, having been confined in another part of the fort, had not the good fortune to share in this outbreak and meet their death in the ravine. These, with their wives and children, were sent to Fort Leavenworth to be put in prison; the men were to be tried for murders committed in their skirmishes in Kansas on their way to the north. Red Cloud, a Sioux chief, came to Fort Robinson immediately after this massacre and entreated [begged] to be allowed to take the Cheyenne widows and orphans into his tribe to be cared for. The Government, therefore, kindly permitted twenty-two Cheyenne widows and thirty-two Cheyenne children—many of them orphans—to be received into the band of the Ogallalla Sioux. ...

[A committee called by the Commissioner of Indian Affairs took testimony from Indians living on the reservation about why some 300 Indians had fled and ultimately died.] “Old Crow,” a chief who served faithfully as Indian scout and ally under General [George] Crook [commander of Far Western troops since 1868] for years, said: “ I did not feel like doing anything for awhile, because I had no heart. I did not want to be in this country. I was all the time wanted to get back to the better country where I was born, and where my children are buried, and where my mother and sister yet live. So I have laid in my lodge most of the time with nothing to think about but that, and the affair up north at Fort Robinson, and my relatives and friends who were killed there. But now I feel as though, if I had a wagon and a horse or two, and some land, I would try to work. If I had something, so that I could do something, I might not think so much about these other things. As it is now, I feel as though I would just as soon be asleep with the rest. Jackson, pp. 96-100.

Section C: Worksheet on A Century of Dishonor

Name _____ Group _____ Date _____

Directions: Read the excerpts from *A Century of Dishonor*. Then, answer these questions. At times, you will have to “read between the lines” and form conclusions based upon what you have read. Write answers on another sheet of paper.

1. Why was the fall hunt unsuccessful?
2. Read between the lines and explain why the Indian agent thought that the lack of success in the fall hunt was a good thing in the long run.
3. “The winter of 1877 and the summer of 1878 were terrible seasons for the Cheyennes.” Give at least three facts that support this topic statement.
4. What condition did the 300 run-away Cheyennes insist upon when they surrendered?
5. Summarize what was done to force the Indian prisoners of war to agree to return to Indian Territory when they really wanted to go to the Dakotas.
6. Why did some of the Cheyenne Indians confined at Fort Robinson not participate in the outbreak? What ultimately happened to these 54 Cheyenne Indians?
7. What conclusions can you draw from the testimony of the Cheyenne Indian chief, Old Crow?

Part Three: the Dawes Act

Section A: Background Information: The Dawes Act (1887)

The Dawes Act was a result of a new way of thinking about Native Americans, and the land that they occupied. The Federal Government's new Indian policy after 1870 moved away from methods used in the past: specifically, removal policies; treaties with individual tribes; reservations carved from government land; and ultimately open warfare. Now, government policy would focus upon breaking up the reservations and emphasize the assimilation of Indians into mainstream American society.

Policy planners hoped to break the paternalistic (fatherly) relationship that had developed between the Federal government and the Indians on reservations. Remember, under the Treaty of Fort Laramie (1868) the government provided food, clothing and shelter on the Indian reservations, but the Indians had to do what they were told to get these things and had to stay on the reservation. Under the new policy Indians would be encouraged to own their own plot of land and be independent. Also, they were to give up their distinctive Indian cultural traditions. The goal of the Dawes Act was to create independent Indians who took on the ways of the White man and abandoned their own history and culture.

The Dawes Act (also, known as the General Allotment Act) called for the President to break-up reservation lands then held in common by all Indians on a reservation. Each Indian would receive a specific amount of land with the head of a family getting the most followed by a smaller amount for single persons over 18 and orphans under 18 years old. Other single persons under 18 received the least amount, but everyone got some land.

Although one provision of the Dawes Act (Section 8) exempted some specific American Indian tribes from the law, that would begin changing in 1893 when the Five Civilized Tribes (Cherokees, Creeks, Choctaws, Chickasaws, and Seminoles) were included. Soon new laws brought all Indians in the United States and its territories under the provisions of the Dawes Act. All Indians were required to abolish tribal governments and recognize state and Federal laws. Indians were required to enroll with the Bureau of Indian affairs, a Federal agency. Once they were on the "Dawes Roll," they were eligible to receive a portion of their tribal land.

The effort to give plots of land to individual Indians did not work out very well. Much of the land given included desert and rocky land that could not be farmed profitably. Also, many Indians did not want to farm and had no tradition of individual land ownership. Many were used to nomadic tribal ways and regarded farming as unmanly. In addition, farming required tools, animals, seeds and other items that they did not have the money to purchase. Children with plots of land could not farm their land because they were required to move away to attend boarding school. Another major problem developed when several siblings inherited land from a parent. The small inherited land was

divided among several heirs and became too small to farm profitably. *
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Section B: Dawes Act (1887) Edited Transcript

Forty-Ninth Congress of the United States of America; At the Second Session,
Begun and held at the City of Washington on Monday, the sixth day of December, one thousand eight hundred and eight-six.

An Act to provide for the allotment of lands in severalty [in common] to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use ...to cause said reservation, or any part thereof, to be surveyed, or resurveyed if necessary, and to allot the lands in said reservation in severalty [common] to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section [120 acres];
To each single person over eighteen years of age, one-eighth of a section [60 acres];
To each orphan child under eighteen years of age, one-eighth of a section [60 acres]; and
To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section [30 acres]:

Provided, That in case there is not sufficient land in any of said reservations to allot lands to each individual of the classes above named in quantities as above provided, the lands embraced in such reservation or reservations shall be allotted to each individual of each of said classes pro rata in accordance with the provisions of this act:... And provided further, That when the lands allotted are only valuable for grazing purposes, an additional allotment of such grazing lands, in quantities as above provided, shall be made to each individual.

Sec. 2. That all allotments set apart under the provisions of this act shall be selected by the Indians, heads of families selecting for their minor children, and the agents shall select for each orphan child, and in such manner as to embrace the improvements of the Indians making the selection. ... Provided, That if any one entitled to an allotment shall fail to make a selection within four years after the President shall direct that allotments may be made on a particular reservation, the Secretary of the Interior may direct the agent of such tribe or band, if such there be, and if there be no agent, then a special agent appointed for that purpose, to make a selection for such Indian, which selection shall be allotted as in cases where selections are made by the Indians, and patents [title to public lands] shall issue in like manner.

Sec. 3. That the allotments provided for in this act shall be made by special agents appointed by the President for such purpose, and the agents in charge of the respective reservations on which the allotments are directed to be made, under such rules and regulations as the Secretary of the Interior may from time to time prescribe, and shall be certified by such agents to the Commissioner of Indian Affairs, in duplicate, one copy to be retained in the Indian Office and the other to be transmitted to the Secretary of the Interior for his action, and to be deposited in the General Land Office.

Sec. 4. That where any Indian not residing upon a reservation, or for whose tribe no reservation has been provided by treaty, act of Congress, or executive order, shall make settlement upon any surveyed or unsurveyed lands of the United States not otherwise appropriated, he or she shall be entitled, upon application to the local land-office for the district in which the lands are located, to have the same allotted to him or her, and to his or her children, in quantities and manner as provided in this act for Indians residing upon reservations. ...

Sec. 5. That upon the approval of the allotments provided for in this act by the Secretary of the Interior, he shall cause patents [title to public lands] to issue therefore in the name of the allottees, which patents shall be of the legal effect, and declare that the United States does and will hold the land thus allotted, for the period of twenty-five years, in trust for the sole use and benefit of the Indian to whom such allotment shall have been made, or, in case of his decease, of his heirs according to the laws of the State or Territory where such land is located, and that at the expiration of said period the United States will convey the same by patent [title to public lands] to said Indian, or his heirs as aforesaid ... and the laws of the State of Kansas regulating the descent and partition of real estate shall, so far as practicable, apply to all lands in the Indian Territory which may be allotted in severalty [common] under the provisions of this act: ...

Provided however, That all lands adapted to agriculture, with or without irrigation so sold or released to the United States by any Indian tribe shall be held by the United States for the sale purpose of securing homes to actual settlers and shall be disposed of by the United States to actual and bona fide settlers only tracts not exceeding one hundred and sixty acres to any one person

And the sums agreed to be paid by the United States as purchase money for any portion of any such reservation shall be held in the Treasury of the United States for the sole use of the tribe or tribes Indians; to whom such reservations belonged; and the same, with interest thereon at three per cent per annum, shall be at all times subject to appropriation by Congress for the education and civilization of such tribe or tribes of Indians or the members thereof. ...

Sec. 6. ... Each and every number of the respective bands or tribes of Indians to whom allotments have been made shall have the benefit of and be subject to the laws, both civil and criminal, of the State or Territory in which they may reside; and no Territory shall pass or enforce any law denying any such Indian within its jurisdiction the equal protection of the law. And every Indian born within the territorial limits of the United States to

whom allotments shall have been made ... and every Indian born within the territorial limits of the United States who has voluntarily taken up, within said limits, his residence separate and apart from any tribe of Indians therein, and has adopted the habits of civilized life, is hereby declared to be a citizen of the United States, and is entitled to all the rights, privileges, and immunities of such citizens, whether said Indian has been or not, by birth or otherwise, a member of any tribe of Indians within the territorial limits of the United States without in any manner affecting the right of any such Indian to tribal or other property.

Sec. 7. That in cases where the use of water for irrigation is necessary to render the lands within any Indian reservation available for agricultural purposes, the Secretary of the Interior ... is hereby, authorized to prescribe such rules and regulations as he may deem necessary to secure a just and equal distribution thereof among the Indians residing upon any such reservation ...

Sec. 8. That the provisions of this act shall not extend to the territory occupied by the Cherokees, Creeks, Choctaws, Chickasaws, Seminoles, and Osage, Miamies and Peorias, and Sacs and Foxes, in the Indian Territory, nor to any of the reservations of the Seneca Nation of New York Indians in the State of New York, nor to that strip of territory in the State of Nebraska adjoining the Sioux Nation on the south added by executive order.

Sec. 9. That for the purpose of making the surveys and resurveys mentioned in section two of this act, there ... is, appropriated, out of any moneys in the Treasury ... the sum of one hundred thousand dollars, to be repaid proportionately out of the proceeds of the sales of such land as may be acquired from the Indians under the provisions of this act.

Sec. 10. That nothing in this act contained shall be so construed to affect the right and power of Congress to grant the right of way through any lands granted to an Indian, or a tribe of Indians, for railroads or other highways, or telegraph lines, for the public use, or condemn such lands to public uses, upon making just compensation.

Sec. 11. That nothing in this act shall be so construed as to prevent the removal of the Southern Ute Indians from their present reservation in Southwestern Colorado to a new reservation by and with consent of a majority of the adult male members of said tribe.

Approved, February 8, 1887.

[Endorsements]

Transcription courtesy of [the Avalon Project](#) at Yale Law School.

Page URL: <http://www.ourdocuments.gov/doc.php?doc=50&page=transcript>

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Section C: An Interpretive Worksheet on the Dawes Act

Name _____ Class Period _____ Date _____

Directions: Each of the 11 sections in the Dawes Act has one or more questions to be answered. Each answer will demonstrate that you understood the treaty. Also, you will begin by answering some questions taken from the information given in the BACKGROUND INFORMATION sheet. Answer on another sheet of paper.

1. After 1870 how did the U.S. Government's Indian policy change?
2. What was the goal of the Dawes Act?
3. Once Indians signed up with the Bureau of Indian Affairs, what would they get, and what would they have to do?
4. Why did the plots of land given to the individual Indians not work out very well for making a living as a farmer?
5. Sec.1: How many acres of land would a family get if you added up the amount the head of the family got along with the amount each child got if there were three children under the age of eighteen?
6. Sec. 2: What happened if an Indian entitled to land did not apply for it within four years?
7. Sec. 3: The division of the land on the Indian reservation was done by a special agent. Where were the two copies of the land allotment (the deed) to be kept for safe-keeping
8. Sec. 4: Could an Indian not living on a reservation, apply for and receive an allotment of land from government land outside of a reservation if it wasn't already given to another Indian (yes or no)?
9. Sec. 5: How many years would the government hold the land allotment for an Indian? What would happen to the land after the death of the Indian who originally held it?
How would the U.S. government use any money it got from the sale of former reservation land to White settlers?
10. Sec. 6: Did the Indians agree to obey the laws of territories and state where they lived after leaving the reservation (yes or no)? What did an Indian have to do to become an American citizen?

11. Sec. 7: Who would decide how water for irrigating crops would be used, an Indian chief **or** a U.S. government official?
12. Sec. 8: What does the Dawes Act say about specific tribes named in Section 8?
13. Sec. 9: How would the surveys and resurveys of Indian reservation lands be paid for by the government?
14. Sec. 10: What power of Congress was retained over the lands allotted to the Indians?
15. Sec. 11: Which Indian tribes might, in the future, be moved from their present reservation?

Standards

Pittsburgh Public School Content Standards

Citizenship Standards:

All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development. (Number 1)

All students demonstrate their skills of communicating, negotiating and cooperating with others. (Number 7)

All students demonstrate that they can work effectively with others. (Number 8)

Communication Standards:

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies (Number 1)

All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems. (Number 3)

All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas. (Number 4)

All students analyze and make critical judgments about all forms of communication separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence. (Number 5)

All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe. (Number 8)

