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AUTHOR Clark, Linda Darus

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ABSTRACT

From the 1860s through the 1870s the U.S. frontier saw many Indian wars and skirmishes. A study and report on the conditions of the Indian tribes, released in 1867, led to an act to establish an Indian Peace Commission to end the wars and prevent future Indian conflicts. In the spring of 1868 a conference was held at Fort Laramie (Wyoming) that resulted in a treaty with the Sioux. This treaty was to bring peace between the settlers and the Sioux who agreed to locate on the Black Hills reservation in the Dakota Territory. This lesson studies the Sioux Treaty and examines the power granted to the President and the Senate in Article II, Section 2, Clause 2, of the U.S. Constitution, the power to make treaties with foreign nations. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It furnishes four primary source documents: (1) the Sioux Treaty of 1868; (2) a photograph of Spotted Tail, a Sioux chief; (3) Alfred Terry's telegram account of the Battle of Little Bighorn; and (4) a letter giving a Sioux account of Custer's defeat at the Battle of Little Bighorn. The lesson provides the historical background for the treaty signing and lists four books for further reading. It outlines ten diverse teaching activities, including brainstorming, student research, document analysis, role playing, creative writing, and research and analysis. (Contains a written document analysis worksheet and a photograph analysis worksheet.) (BT)







THE CONSTITUTION COMMUNITY

Expansion and Reform (1801-1861)

The Sioux Treaty of 1868

By Linda Darus Clark

SO 033 584

National Archives and Records Administration 700 Pennsylvania Avenue, N.W. Washington, D.C. 20408 1-866-325-7208

http://www.nara.gov/education/classrm.html

2001

The Constitution Community is a partnership between classroom teachers and education specialists from the National Archives and Records Administration. We are developing lessons and activities that address constitutional issues, correlate to national academic standards, and encourage the analysis of primary source documents. The lessons that have been developed are arranged according to historical era.

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THE CONSTITUTION COMMUNITY

Sioux Treaty of 1868

Constitutional Connection

This lesson relates to the power granted to the president and the Senate in Article II, Section 2, Clause 2, of the U.S. Constitution, the power to make treaties with foreign nations.

This lesson correlates to the National History Standards.

Era 4 - Expansion and Reform (1801-1861)

• Standard 1B -Demonstrate understanding of federal and state Indian policy and the strategies for survival forged by Native Americans.

This lesson correlates to the National Standards for Civics and Government.

Standard III.A.1. -Explain how the U.S. Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power.

Cross-curricular Connections

Share this exercise with your history, language arts, and government colleagues.

List of Documents

- 1. Sioux Treaty of 1868 (page 1, page 2, page 3)
- 2. Photograph of Spotted Tail
- 3. Alfred Terry's telegram account of the Battle of Little Bighorn
- 4. Letter from Captain John S. Poland to the Assistant Adjutant General of the Department of Dakota in Saint Paul, Minnesota, which gives an account from seven Sioux Indians of Lt. Col. George Armstrong Custer's defeat at the Battle of the Little Bighorn on June 25, 1876



Historical Background

"This war was brought upon us by the children of the Great Father who came to take our land from us without price."

--Spotted Tail, The report and journal of proceedings of the commission appointed to obtain certain concessions from the Sioux Indians, December 26, 1876

The history of Native Americans in North America dates back thousands of years. Exploration and settlement of the western United States by Americans and Europeans wreaked havoc on the Indian peoples living there. In the 19th century the American drive for expansion clashed violently with the Native American resolve to preserve their lands, sovereignty, and ways of life. The struggle over land has defined relations between the U.S. government and Native Americans and is well documented in the holdings of the National Archives.

(From the American Originals exhibit script.at http://www.nara.gov/exhall/originals/sioux.html)

From the 1860s through the 1870s the American frontier was filled with Indian wars and skirmishes. In 1865 a congressional committee began a study of the Indian uprisings and wars in the West, resulting in a *Report on the Condition of the Indian Tribes*, which was released in 1867. This study and report by the congressional committee led to an act to establish an Indian Peace Commission to end the wars and prevent future Indian conflicts. The United States government set out to establish a series of Indian treaties that would force the Indians to give up their lands and move further west onto reservations.

In the spring of 1868 a conference was held at Fort Laramie, in present day Wyoming, that resulted in a treaty with the Sioux. This treaty was to bring peace between the whites and the Sioux who agreed to settle within the Black Hills reservation in the Dakota Territory.

The Black Hills of Dakota are sacred to the Sioux Indians. In the 1868 treaty, signed at Fort Laramie and other military posts in Sioux country, the United States recognized the Black Hills as part of the Great Sioux Reservation, set aside for exclusive use by the Sioux people. In 1874, however, General George A. Custer led an expedition into the Black Hills accompanied by miners who were seeking gold. Once gold was found in the Black Hills, miners were soon moving into the Sioux hunting grounds and demanding protection from the United States Army. Soon, the Army was ordered to move against wandering bands of Sioux hunting on the range in accordance with their treaty rights. In 1876, Custer, leading an army detachment, encountered the encampment of Sioux and Cheyenne at the Little Bighorn River. Custer's detachment was annihilated, but the United States would continue its battle against the Sioux in the Black Hills until the government confiscated the land in 1877. To this day, ownership of the Black Hills remains the subject of a legal dispute between the U.S. government and the Sioux.

For Further Reading

Agel, Jerome. Words That Make America Great. New York: Random House, 1997.



Colbert, David, ed. Eyewitness to America. New York: Pantheon Books, 1997.

Tindall, George Brown and Shi, David E. America: A Narrative History, New York: W.W. Norton and Company, 1992.

Ward, Geoffrey C. The West: An Illustrated History. Boston: Little Brown and Company, 1996.

Teaching Activities

Brainstorming

1. Before beginning document analysis, display the picture of Spotted Tail (photo citation number 111-SC-82538) and ask students to comment. Students may use the Photo Analysis Worksheet developed by the National Archives education staff. Ask them what they can infer from the photograph. Responses may include comments about his posture and the way he is dressed. They may infer that he must be a person of some importance or that he looks serious, almost regal in his posture. Explain to students that this is a picture of a Brule Sioux chief named Spotted Tail. Ask students to speculate what his duties as chief might include. Responses should include ensuring the care and safety of his people, finding good hunting grounds, and signing treaties with the white man.

Research

2. Provide students with background information about the Sioux and their lives in the Black Hills before 1868; or, as a homework assignment prior to this lesson, ask students to research the life and history of the Sioux and report their findings to the class.

Document Analysis

- 3. Divide students into small groups. Photocopy the Treaty with the Sioux at Fort Laramie in 1868, and provide one set to each group, with a copy of the Written Document Analysis Worksheet developed by the National Archives education staff. Ask students to complete the analysis and share their findings with the class. This activity can also be conducted in a computer lab where groups would locate the document and worksheet on line.
- 4. Ask students to read through the document again and then to identify the terms agreed to by the chiefs and headmen and the terms agreed to by the agents of the United States. Lead a class discussion using the following questions: What does each side gain or lose in this treaty? Ask them to compare the signatures of the U.S. government agents and the chiefs. What is the significance of the two names of each chief or headman? What might this suggest about cultural differences between the two parties? What types of problems could these differences create? Finally, ask students to speculate on what each party hoped to accomplish through this treaty.



Role Playing

5. Students may want to speculate how such treaty negotiations would be different today. Divide the class into small groups representing either the U.S. government agents or the Indian chiefs and headmen. Ask each group to decide five key points they would emphasize in their treaty negotiations, and then instruct groups to negotiate their treaties. Once the treaties are negotiated, written, and signed, display them around the classroom for students to view. Conclude with a class discussion on the process of treaty negotiations and the difficulties encountered.

Creative Writing

- 6. As a creative writing activity ask students to write the speech they think Spotted Tail would give to his people explaining the treaty signing and terms of agreement. Ask for volunteers to present their speeches to the rest of the class.
- 7. Write the following quote from Spotted Tail and the date on the board: "This war was brought upon us by the children of the Great Father who came to take our land from us without price." December 26, 1876. Ask a student to read the quote and the date of the quote to the class. Ask students to write a paragraph explaining what this quote might suggest as to what the future held for Spotted Tail, his people, and the other chiefs who signed the treaty in 1868.

Research and Analysis

- 8. Ask students to write an editorial for a newspaper following the Battle of Little Bighorn in 1876 taking the perspective of either the U.S. government or the Sioux.
- 9. Divide students into two groups. Assign one group to review Alfred Terry's telegram reporting on the Battle of Little Bighorn. Ask the other group to review the accounts of seven Sioux on the Battle of Little Bighorn. Each group should share their findings and then answer these questions: How are the accounts similar? How are they different? What do these reports say about General Custer's orders and his actions? Ask students to suggest reasons for the differences in the reports, determine which is more reliable, and consider what decisions they would have to make as historians when reviewing these documents.
- 10. In 1990 House bill H.R. 4660 proposed Custer Battlefield be renamed the Little Bighorn Battlefield National Monument and a memorial to the Indians be erected at the site. There was a hearing before the Subcommittee on National Parks and Public Lands of the Committee on Interior and Insular Affairs. Congressman Ben Nighthorse Campbell of Colorado testified, as did representatives of the National Park Service and several people speaking on behalf of the Indian tribes and the Morning Star Foundation. The bill was approved on December 10, 1991, and became Public Law 102-201. Most of the major newspapers printed articles or editorials about this in 1991. They are a good source of the pro and con arguments on this change. You may want students to research this event and



then create a readers' theater or a reenactment of the hearings. Students may also want to locate the Little Bighorn Battlefield National Monument web page at http://www.nps.gov/libi which is part of the National Park Service's home page.

The documents included in this project are from Record Group 77, Records of the Office of the Chief of Engineers; Record Group 94, Records of the Adjutant General's Office, 1780's-1917, and Record Group 393, Records of United States Army Continental Commands, 1821-1920.

They are available online through the National Archives Information Locator (NAIL) database at < http://www.nara.gov/nara/nail.html>. Their control numbers are NWDNS-77-HQ-264-801; NWDNS-77-HQ-264-854; NWCTB-94-CORR-PI17E12-3840AGO1876; and NWCTB-393-DMO-PI172E2547-5019DMO1876. Selected photographs of Custer's 1874 Expedition are also available in NAIL, control numbers NWDNS-77-HQ-264-801 and NWDNS-77-HQ-264-854. NAIL is a searchable database that contains information about a wide variety of NARA holdings across the country. You can use NAIL to search record descriptions by keywords or topics and retrieve digital copies of selected textual documents, photographs, maps, and sound recordings related to thousands of topics.

The 1868 treaty is also featured in the online American Originals Exhibit at http://www.nara.gov/exhall/originals/sioux.html.

This article was written by Linda Darus Clark, a teacher at Padua Franciscan High School in Parma, Ohio.



Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>OBJECTS</u>	<u>ACTIVITIES</u>
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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):	
Newspaper	Map	Advertisement
Letter	Telegram	Congressional record
Patent	Press release	Census report
Memorandum	Report	Other
2. UNIQUE PHYSICAL QU	ALITIES OF THE DOCU	MENT (Check one or more):
Interesting letterhead	NT 4	
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3. DATE(S) OF DOCUMEN	IT:	
4. AUTHOR (OR CREATO	R) OF THE DOCUMENT	:
POSITION (TITLE):		
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5. FOR WHAT AUD	IENCE WAS THE DOCU	JMENT WRITTEN?
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6. DOCUMENT INF	ORMATION (There are m	nany possible ways to answer A-E.)
A. List three things th	ne author said that you thin	k are important:
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B. Why do you think	this document was written	?
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document.		
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D. List two things the document tells you about life in the written:	United States at the time it was
E. Write a question to the author that is left unanswered by	the document:

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Document 1: Sioux Treaty of 1868, Page 1.



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Document 1: Sioux Treaty of 1868, Page 2



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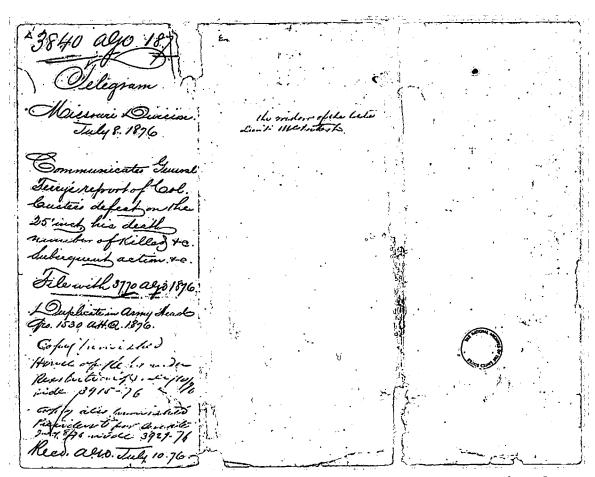
Document 1: Sioux Treat of 1868, Page 3





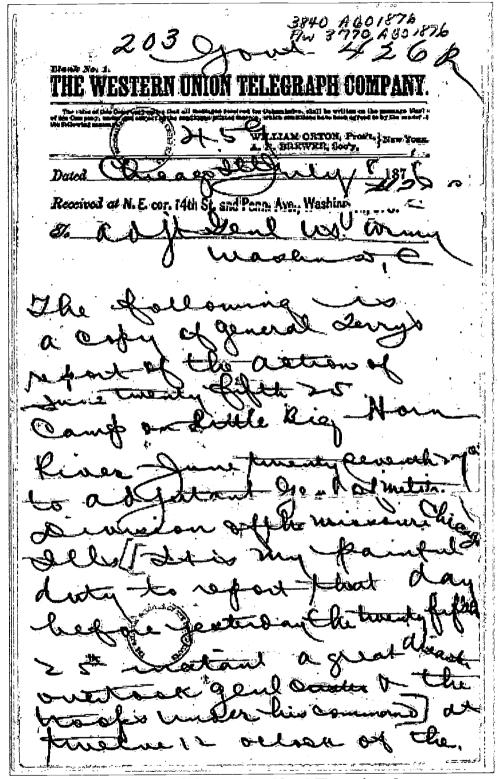
Document 2: Photograph of Spotted Tail





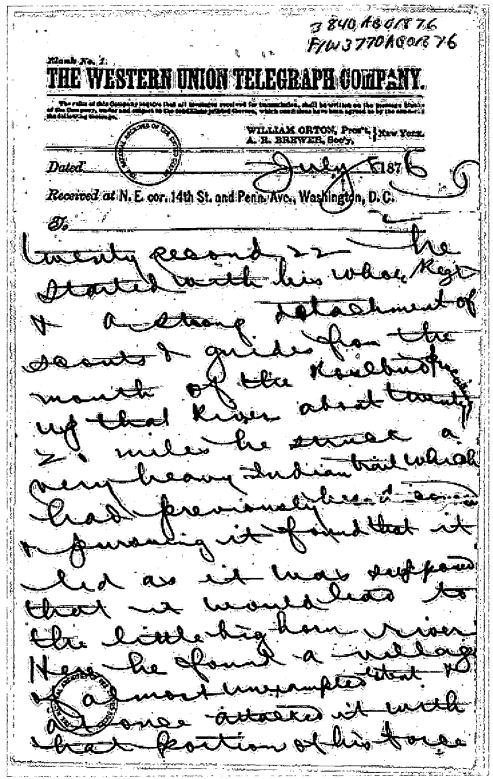
Document 3: Copy of General Alfred Terry's telegram reporting the Battle of the Little Bighorn, June 25, 1876, and the defeat of Lt. Col. George Armstrong Custer. Endorsement.





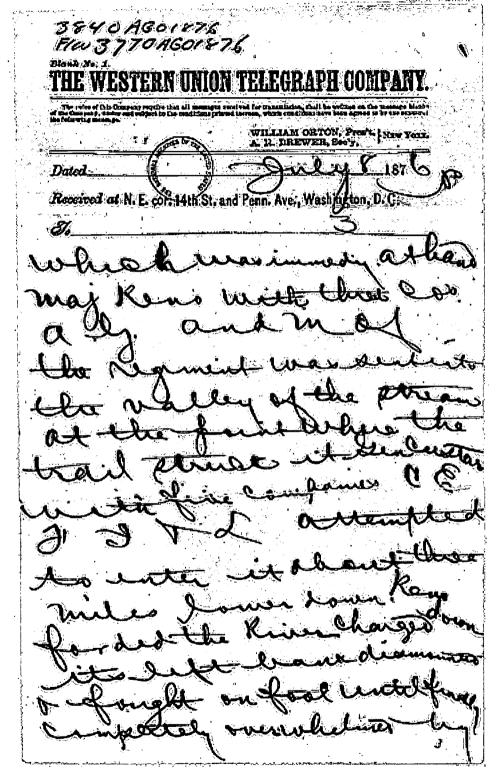
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Document 3: Copy of General Alfred Terry's telegram reporting the Battle of the Little Bighorn, June 25, 1876, and the defeat of Lt. Col. George Armstrong Custer, Page 2





Document 3: Copy of General Alfred Terry's telegram reporting the Battle of the Little Bighorn, June 25, 1876, and the defeat of Lt. Col. George Armstrong Custer, Page 3



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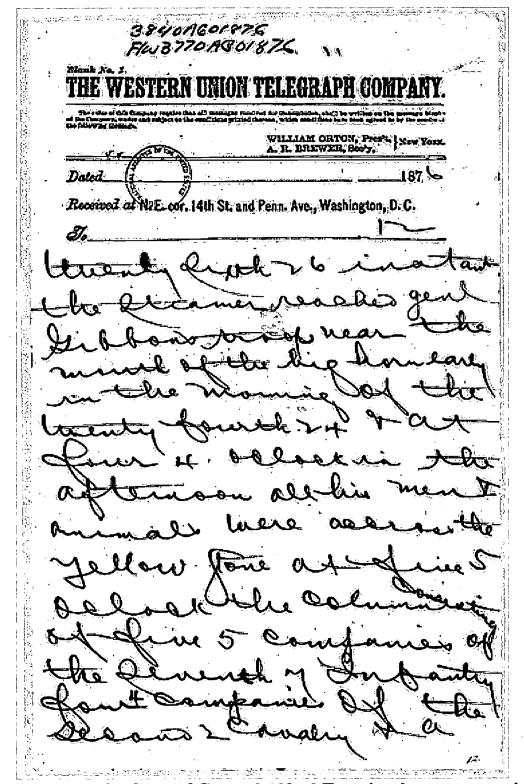
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Document 3: Copy of General Alfred Terry's telegram reporting the Battle of the Little Bighorn, June 25, 1876, and the defeat of Lt. Col. George Armstrong Custer, Page 16



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Document 3: Copy of General Alfred Terry's telegram reporting the Battle of the Little Bighorn, June 25, 1876, and the defeat of Lt. Col. George Armstrong Custer, Page 19



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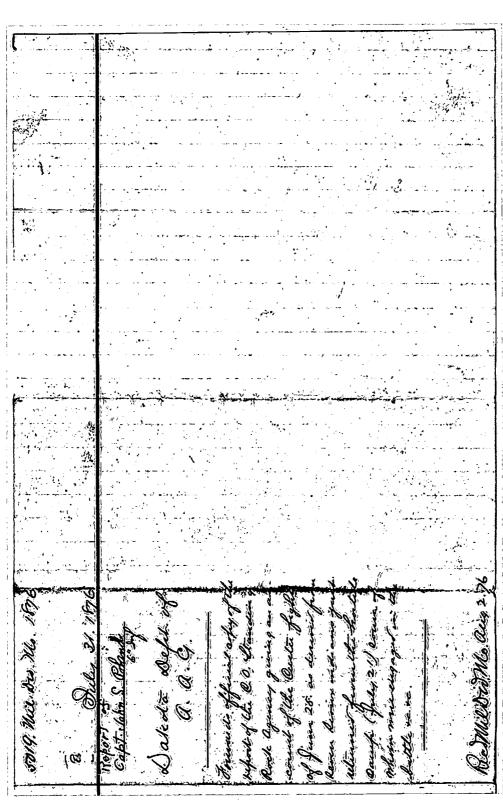
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Document 4: Letter from Captain John S. Poland to the Assistant Adjutant General of the Department of Dakota in Saint Paul, Minnesota, which gives an account from seven Sioux Indians of Lt. Col. George Armstrong Custer's defeat at the Battle of the Little Bighorn on June 25, 1876, Endorsement



Document 4: Letter from Captain John S. Poland to the Assistant Adjutant General of the Department of Dakota in Saint Paul, Minnesota, which gives an account from seven Sioux Indians of Lt. Col. George Armstrong Custer's defeat at the Battle of the Little Bighorn on June 25, 1876, Page 1



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