



NATIVE AMERICANS:

PORTRAITS OF THE SEVENTH GENERATION

**NEWSPAPER ACTIVITIES
PROMOTING CULTURAL AWARENESS**

This instructional unit was prepared by:

CAROLL JORDAN HATCHER
President, CJHatcher & Associates, Inc.
Author/Writer
Publisher

CJHATCHER & ASSOCIATES, INC.
DUVALL, WASHINGTON 98019-1179





COPYRIGHT © 1994
CJHatcher & Associates, Inc.
Printed in the United States of America

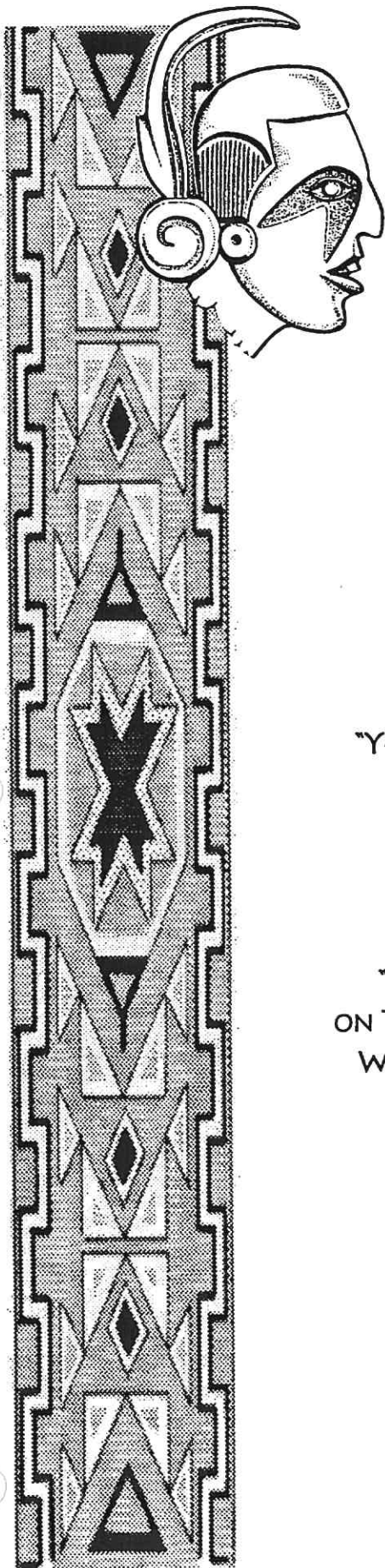
All rights reserved. No part of this book may be reproduced or utilized in any form or by any means without written permission from the publisher. Permission is given to the individual classroom teacher to reproduce the student activity pages for classroom use only. Reproduction of these materials for other teachers or for an entire school system is strictly prohibited.

For information, contact:

CJHatcher & Associates, Inc.
Publishing Division
P.O. Box 1179
Duvall, WA 98019-1179
(206) 788-3278

About the Author

Caroll Jordan Hatcher established CJHatcher & Associates, Inc., an educational consulting and publishing company, in 1987 and is now publishing a line of Newspaper in Education curriculum materials designed to focus on the critical needs of today's student. She is well known in the educational community and provides consulting expertise to school districts and newspaper companies nationwide. Prior to publishing, she directed the Educational Services Department for The Thurston Chronicle Company, where she gained national recognition for initiating curriculum materials which addressed the state's educational reform movement. Before joining the Chronicle, she taught high school social studies for ten years in the greater Houston area.



SECTION I
THE STORY

"IT DOES NOT REQUIRE MANY WORDS
TO SPEAK THE TRUTH."

— CHIEF JOSEPH, NEZ PERCE

"YOU MUST SPEAK STRAIGHT SO THAT YOUR WORDS
MAY GO AS SUNLIGHT INTO OUR HEARTS."

— COCHISE, CHIRICAHUA APACHE (CHIEF)

"OUR NATION IS MELTING AWAY LIKE THE SNOW
ON THE SIDES OF THE HILLS WHERE THE SUN IS WARM,
WHILE YOUR PEOPLE ARE LIKE THE BLADES OF GRASS
IN SPRING WHEN THE SUMMER IS COMING."

— CHIEF RED CLOUD, OGLALA SIOUX

"THE WHITES TOLD ONLY ONE SIDE.
TOLD IT TO PLEASE THEMSELVES.
TOLD MUCH THAT IS NOT TRUE.
ONLY HIS OWN BEST DEEDS,
ONLY THE WORST DEEDS OF THE INDIANS,
HAS THE WHITE MAN TOLD."

— YELLOW KNIFE, NEZ PERCE

LESSON 1: LONG AGO & FAR AWAY



The first Americans migrated from Asia across the Bering Land Bridge some 14,000 years ago. These American people can be divided into three distinct groups: the Paleo-Indians (Puebloans, Pimas, Pai); the Athapaskan speakers (including Apache and Navajo); and the Eskimo-Aleut. Neither the Athapaskans nor the Eskimo-Aleut penetrated deep into the Americas. The Central and South American Indians were Paleo-Indians.

Although all three peoples came from North East Siberia, there were three distinct language groups: Amerindian (most North American and all South American languages were part of one Amerind family); Na-Dene; and Eskimo-Aleut. According to certain scholars these three linguistic groups correspond to the three waves of migration. The Amerindian group arrived before 11,000 years ago, the Na-Dene around 9,000 years ago, and the Eskimo-Aleut around 4,000 years ago.

The later two migrations limited their settlements to the north and northwest coast (and some Rocky Mountain areas), without penetrating further into the interior of the Americas. Today there is more linguistic diversity among Native Americans in the extreme northwest where there are more contrasting (colder) environments and settlement occurred last.



NEWSPAPER ACTIVITY 1:

Archaeological research has provided us with a window on the ancient lifeways, languages, and cultures of the first Americans. Because of the evidence left by fossil relics and other artifacts, archaeologists have learned much about the indigenous people of North America. They have learned, for example, that along the shores of Lake Superior, about 5,000 years ago Indians discovered that they could mine chunks of copper and, by melting and pounding the copper, form tools such as chisels, harpoons, and knives.

1. What would you like archaeologists to learn about you and your culture? What clues will they need to understand your living habits? First, create a list of six general categories (such as language, architecture, food).
2. Look through today's newspaper for two sample items that would evidence each category on your list. What does each tell about your way of life?
3. Prepare a collage or display of your newspaper artifacts.

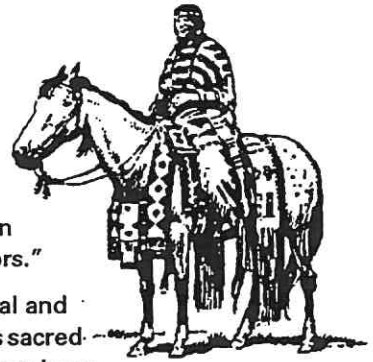
List of Categories	Culture "Clue" (Found in the Newspaper)	What does it tell about you, your lifestyle and culture?

LESSON 2: CARETAKERS OF THE LAND

As the first people migrated from Asia to North America, they slowly began to occupy every mountain range, desert, forest, and prairie. For about 14,000 years, they were the sole human inhabitants of the continent. With such ancient tenure, it is easy to understand why Native Americans feel spiritually rooted to the land. Even today, there are Indians who can trace the migration of their ancestors for thousands of years. They can point to mountains, rivers, and canyons and say, "These are the footprints of our ancestors."

The distinguished Duwamish chief, Sealth (Seattle), spoke of North America as ancestral and holy ground, filled with the spirits of those who came before him: "Every part of this soil is sacred in the estimation of my people. Every hillside, every valley, every plain and grove, has been hallowed by some sad or happy event in days long vanished. The very dust upon which you now stand is rich with the blood of our ancestors."

Native Americans share a common belief that the earth is a spiritual presence that must be honored, not mastered. Chief Joseph of the Nez Perce expressed his people's attachment to the land in even more fundamental terms: "The earth and myself are of one mind," he said. "The measure of the land and the measure of our bodies are the same."



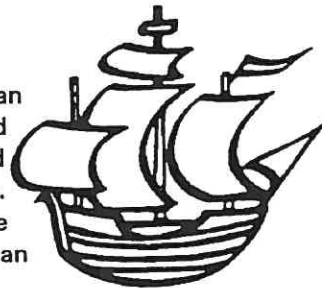
NEWSPAPER ACTIVITY 2:

Native Americans believe that we are caretakers of the land and must learn to live in harmony with it. To do so, we are governed by Natural Law, a higher law than man's law. Keeping the water pure, for example, is one of the first laws of life. "If you destroy the water, you destroy the life that depends on it, your own included," teaches Chief Oren Lyons of today's Onondaga Nation. Our water is often polluted or contaminated by the tens of thousands of chemicals used daily in industry, in agriculture, and in the home (from road salt and pesticides to motor oil and detergent).

1. Look in today's newspaper for examples of items, products, or services that cause surface water or groundwater pollution. List these below and tell how or why each is used.
2. It is sometimes difficult or almost impossible to correct water pollution. List below the effects on our environment, corrective measures, and preventive methods relating to each item.

Item, Product or Service	How/Why Used	Effects on Our Land/Life	Corrective Measures	Preventative Measures

LESSON 3: INDIGENOUS PEOPLE



In 1492, Christopher Columbus stumbled on San Salvador Island on the North American continent. Columbus and his crew, lost, battered, and stricken with dysentery, were helped ashore by a people he described as "neither black nor white... fairly tall, good looking, and well proportioned." Believing he had landed in the East Indies, he called these people Indians. "They are the best people in the world and the most peaceable," Columbus wrote of the indigenous people. "I do not believe that in all the world there are better men, any more than there are better lands."

The Indians were part of a great population that had made its home on this continent for centuries. The inhabitants of this land were not one people. Their customs differed. Their languages differed. Some tilled the earth; others hunted and picked the abundance of the land around them. They lived in different kinds of housing and governed themselves according to differing rules. They built powerful confederacies and great civilizations, and developed beautiful and compelling traditions of artistic and religious expression.

The arrival of the Europeans changed the face of this entire continent and the lives of its indigenous peoples. Explorers, missionaries, and colonists arrived, spreading disease, and disrupting the traditional Native civilizations. Within a few centuries both the delicate balance of an economy and an age-old way of life was swept away forever.



NEWSPAPER ACTIVITY 3:

In places like the Caribbean and Central America, where Columbus first landed, only about one person in 10 survived the Europeans. Thousands were victims of disease. Today, our continent and its people are still fighting the worst enemy of all: disease. The leading cause of death in the United States and Canada is heart disease. Cancer (over 100 kinds) is the number two killer, while AIDS is the most serious "epidemic" disease.

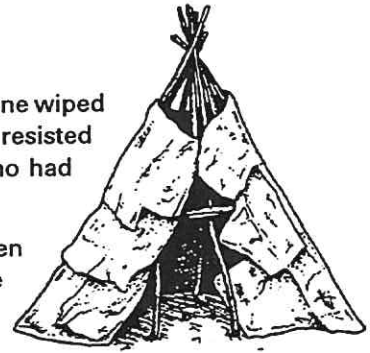
1. Scan your daily newspaper for information about today's diseases. Choose one disease in particular that interests you. Compile a collection of newspaper articles (over a period of time) regarding that disease.
2. Use the chart below to organize your newspaper clipping data. Then, write a comprehensive report analyzing this disease and speculating on the future.

Disease: _____				
Detection	Treatment	Research	Education	Statistics

LESSON 4: FIRST ENCOUNTERS

The impact of European contact on Native Americans is difficult to imagine. Epidemics alone wiped out 25 to 50 percent of the native population, warfare another 10 percent. When Indians resisted European demands, fighting broke out. Natives were no match for the newcomers, who had superior weapons.

During the early 1600s, trading partnerships and peaceful alliances began to develop between the two peoples. Jamestown was settled by the British in 1607, Quebec in Canada by the French in 1608, Santa Fe by the Spanish in 1610, and New Amsterdam by the Dutch in 1626. Russia established claims to land along the North Pacific Coast in the 1740s.



The various colonial powers dealt with Indians in different ways. The French were primarily interested in the fur trade and so depended on the friendship of Indian trappers and guides. The Spanish, seeking gold and precious metals, forced the Indians to labor in mines while Spanish missionaries carried on large-scale efforts to convert Indian souls. The British wanted Indian lands for farming. Their European agricultural practices destroyed Indian subsistence economies, forcing tribes to move away or convert to an English lifestyle. The Dutch were interested in the fur trade at first, then negotiated with the Indians for small pieces of land for trading posts and villages. The Dutch later turned to agriculture. Russia established a permanent settlement on Kodiak Island to administer the native people, whom they bullied and tortured.



NEWSPAPER ACTIVITY 4:

One piece of real estate negotiated by the Dutch was Manhattan Island. On May 6, 1626, the Dutch governor of New Amsterdam, now New York, purchased the entire island from the Canarsee Indians (who occupied the southern end of the island) for 60 Dutch guilders, or the equivalent of \$24. The long-time resident Weckquaesgeek Indians on the upper end of the island were never consulted, yet forced to abandon their land because of the sale.

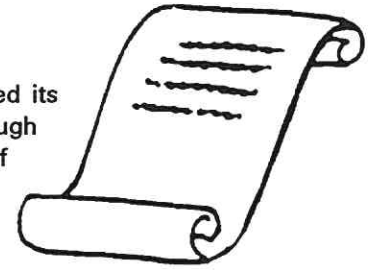
We can learn two simple lessons from this now-famous transaction: land values change with time; and, other people are often affected by real estate deals.

1. How have land values in your city, county, and state changed in recent years? Is farmland, for example, valued the same as it was 20 or 30 years ago? Use the classified advertising section of your newspaper to find current real estate prices. Select two examples. Compare today's prices to yesterday's prices (see newspapers on microfilm in the library).
2. Geographic, economic, and ecological factors can cause land to change value. Determine what caused the value change for your newspaper examples.

Property Description	Property Value	Past Value	Factors Causing Change

LESSON 5: EARLY FEDERAL POLICY

In the period after the American Revolution, the U.S. government increasingly turned its attention to the acquisition of land. Recognizing that the United States was not strong enough militarily to take Indian land by force and that peace with Indian nations was a matter of national security, Congress expressed an enduring, if often violated, commitment to treat Indians fairly and to respect their property rights. And so, the new government, concerned with peace and land acquisition, made numerous treaties with the Indians.



In signing a treaty, a tribe gave up much of its territory and kept only a part for its own use. It retained the rights to the natural resources on the land, as well as the fishing and hunting rights. In return for the land that the tribe surrendered, the federal government promised cash payment (an annuity) and protection. In most cases, the government also agreed to supply the Indians with livestock and manufactured goods. Under the U.S. Constitution, these treaties with the Indians were as legally binding as the agreements made with foreign nations.

Although treaties contained clauses that defined boundaries that separated Indian land from white land, settlers often encroached on Indian land, taking it for themselves, destroying the environment, and treating Indians with aggressive hostility. Often the government refused to acknowledge what was happening and failed to offer protection to the Indians. By 1803, the federal policy switched from peaceful co-existence to aggressive destruction of the Indian way of life.



NEWSPAPER ACTIVITY 5:

Many 19th century treaties give Indians the right to use off-reservation land for "hunting, fishing, and gathering." They do not require that the tribes have title to the land. For over a century, however, a controversy has raged over the question of these off-reservation rights. Today, tribes in the Pacific Northwest are fighting to retain their fishing rights, the very core of their economic viability. According to the U.S. Constitution, this should not be a problem: a treaty is as binding now, as the day it was signed.

1. The struggle toward "that which is constitutionally correct" continues today for many special interest groups. Scan your newspaper to find a constitutional controversy in today's news.
2. There are always two sides to every story. Complete the chart below, listing also the opposing viewpoints. How would you resolve this conflict?

Controversy In the News	Constitutional Question	People/Groups Involved	Opposition Issues	Your Solution

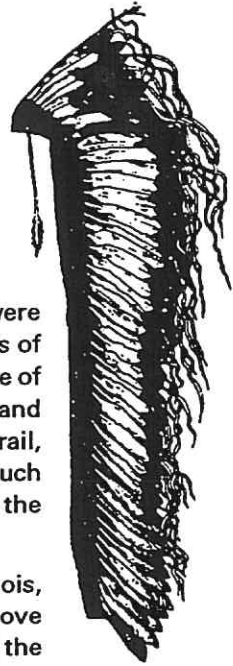
LESSON 6: THE REMOVAL PROCESS

President Andrew Jackson signed the Indian Removal Act in 1830, which called for the forcible removal of Indian people from their homelands in the eastern United States to tracts of land west of the Mississippi. White greed for land motivated Indian removals, but publicly the policy was masked as the only way to save Indians from extinction.

In the southeast, great numbers of settlers demanded that the prospering tribes (those they called the "Five Civilized Tribes") with extensive land holdings be cleared out of their way. The Cherokees, Creeks, Choctaws, Chickasaws, and Seminoles, whose lands were coveted by plantation owners, were forced to move west under military escort. In what is referred to as the "Trail of Tears," thousands of southeast Indians were forced from their homes to Indian Territory (present day Oklahoma). Because of the inadequate government preparations, the emigrants suffered hunger, extreme cold, cholera, and other diseases. Many perished along the way. Of the 18,000 Cherokees who walked the 800-mile trail, 4,000 died. Some tribes resisted removal, particularly the Florida Seminoles. The Seminoles put up such a fight (First and Second Seminole Wars) that by 1842 the U.S. government gave up trying to evict the remaining Seminoles hiding in the Everglades.

In the northeast, over fifty tribes, including Delawares, Ottawas, Wyandots, Potawatomis, Miamis, Illinois, Kickapoos, Sauk, and Foxes, who lived in Ohio, Michigan, Indiana, and Illinois, were also forced to move west of the Mississippi. Indians in this region fought fiercely against removal (Black Hawk War), and the strongest Indian nations remained.

About 100,000 Native Americans were removed from their ancestral homes in the southeast, northeast, and other isolated areas. The removal process that began in 1830 was complete around 1840, with the establishment of Indian "Country" in what is now Oklahoma, Kansas, and Nebraska.



NEWSPAPER ACTIVITY 6:



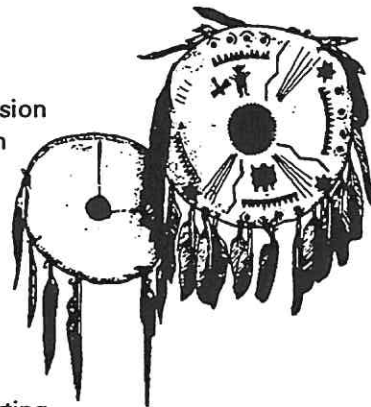
Suppose a large group of strangers came into your neighborhood and told you that your family and neighbors could no longer live in the area. These aggressive people tell you of another place you can live, a place of their choice. They do this because they want your land, resources, and property; or because you are culturally different. If you do not give in to them, they will use force. How does this make you feel? What can you do about it?

1. Scan your daily newspaper for world news events. Can you identify a situation in the world today where something similar is happening to any one group of people? Select an example, and begin a newspaper clipping file.
2. Compare the current conflict to the "Removal of Indian Nations." Then, compare it to other historical "removals," or situations of genocide.

	Current Conflict	Removal of Indian Nations
Conflict Situation?		
Values Challenged?		
Solution? Resolution?		
(Predicted) Outcome?		

LESSON 7: MANIFEST DESTINY

The fifty years following the "Removal of Indian Nations" saw the pace of western expansion quicken. These were the years of the so-called "Great Indian Wars," a period of wagon trains, gold strikes, cavalry, and cowboys. Searching for cheap land and a fresh start, and often lured by the discovery of gold, thousands of American settlers struck out across the Great Plains looking for their piece of paradise. Although many western tribes had been in contact with whites for as much as 250 years, they had never seen whites come in such vast numbers or with so voracious an appetite for land. The catch-all rationalization behind this Great American Land Grab was a concept commonly known as manifest destiny, a belief that white Americans were fated to snatch up the entire continent.



As early as 1835, conflicts between western tribes and white Americans were already starting to erupt. Friction developed along travel routes crossing Indian-owned land. Western trade routes and railroads increased the number of settlers who drove buffalo herds from Indian hunting grounds and whose wasteful hunting practices wiped out the buffalo. Although the Civil War slowed down the westward movement of settlers, it was disastrous for most Indians. Violent Indian-white clashes bloodied Civil War history and many tribes lost their land after the war as punishment for participation, or for siding with the South.

Lands west of the Mississippi had previously been guaranteed to the Indians "as long as the rivers shall run and the grass shall grow." However, with settlers casting hungry eyes on the land as they traveled west, and the discovery of gold and silver on Indian land, the U.S. government began taking land back from the Indians (during the 1850s), and moving Indian tribes to reservations even further west. The "Great Indian Wars" continued until 1900, but were little more than futile attempts by desperate tribes. In the end, all of these tribes were confined to reservations in the west.

NEWSPAPER ACTIVITY 7:

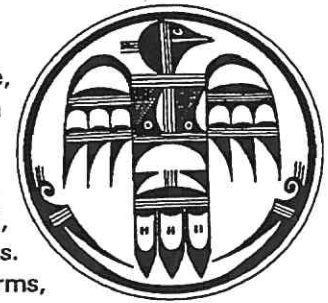
Many white settlers were caught in a movement they knew little about. They were often misinformed about the land in the West, and most had no idea the land belonged to Indian tribes. Many made their decisions to go west based on colorful, speculative news stories or classified advertisements that ran in local newspapers. At that time, there were no laws regarding "truth in advertising."

1. Turn to the classified advertisement section of your daily newspaper. Read some of the "personal" classified advertisements.
2. Imagine yourself a would-be strike-it-richer who has made the decision to go west based on a classified advertisement in the local newspaper. What did the advertisement say to convince you to travel west? Recreate such an advertisement in the space below.

LESSON 8: BETWEEN TWO WORLDS

In 1871, the United States Congress ruled that Native American tribes were no longer separate, independent governments. This action freed Congress from the need to make treaties with the Indians. It also placed the various tribes under the guardianship of the government.

Then, the Dawes Act (or General Allotment Act) became law in 1887, and the Indians were forced to surrender their reservations. More than one hundred reservations were affected, principally those on the Great Plains, along the Pacific Coast, and in the Great Lakes states. Fragments of reservation land were allotted to individual Indians as small, family-size farms, while the immense "surplus" of remaining land was then made available for purchase by white settlers. This act broke up tribes, and by one means or another, many allottees also lost their land to white ownership. Although the government was encouraging Indians to become farmers, much of their allotted land was unsuitable for farming, and many Indians had no knowledge of farming. As the Indian population grew over the years, overcrowding on the remaining reservations became an acute problem. By the 1920s, Native American economic, educational, and social poverty existed in chronic proportions.



In an effort to undo the damage caused by the Dawes Act, Congress passed the Indian Reorganization Act of 1934, which ended the allotting of tribal lands and tried to reclaim for the Indians the reservation land that had not been homesteaded. The law encouraged a tribal approach to solving Indian problems. Government representatives talked with more than 250 bands and tribes, urging them to organize with constitutions and charters of incorporation, and offering loans from a credit fund.



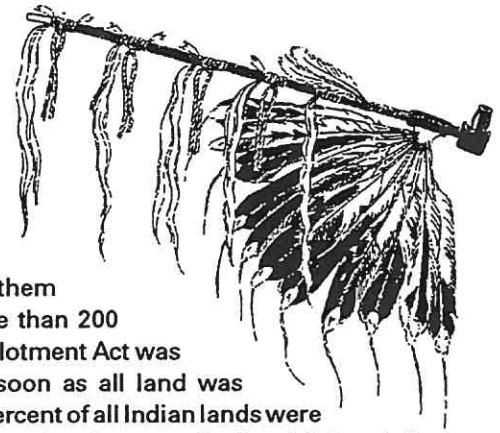
NEWSPAPER ACTIVITY 8:

The Dawes Act caused an unbelievable amount of damage to Native Americans. It changed the size of reservations and brought about poverty and economic strife which still exists today. Legislation often affects many people, sometimes in a positive way as well.

1. Look through the newspaper for information on important legislation in Congress today.
2. Who will be most affected by these laws? How will these laws affect you and future generations? Organize your thoughts on the chart below.

Legislation in Congress	Who Will Be Affected? Now? Future? How?	Your Legislators' Opinions	Your Opinion

LESSON 9: TWO CENTURIES OF CONFUSION



For over 200 years, the United States government's policy on Indian tribes has wavered between separation and assimilation. Should Indian tribes be allowed to govern themselves as domestic nations within the U.S. or should Native American people be absorbed into mainstream American society?

Beginning in 1790, the Secretary of War proposed that tribes be treated as foreign nations. His intention was to negotiate land cessions on a government-to-government basis, and then make the Indians good neighbors by converting them to a "white" lifestyle. Although this policy was a failure, it did produce more than 200 treaties between Indian tribes and the U.S. government. In the late 1800s, the Allotment Act was designed to break up Indian land and dissolve tribal governments just as soon as all land was transferred to individual Indians. The effects of allotment were devastating: 65 percent of all Indian lands were lost. In the 1930s, the allotment policy was reversed and tribal rights re-established. The Bureau of Indian Affairs tried to create modern tribal governments, with three branches, by federal order. Because of differences in culture and language, a single form of government was simply not workable for all Indian tribes. Between the 1940s and 1960s, Congress pressured tribes to give up their unique status. In this era of "termination," tribal members were paid a lump sum of money to give up their rights. More than a dozen Native American tribes were terminated between 1948 and 1969.

In 1970, President Nixon officially repudiated the termination policy and opened a new policy of self-determination, better known today as "new federalism." This policy recognizes that tribal governments know best how to solve their own problems; it reaffirms government-to-government relations between tribes and the United States; and, perhaps most importantly, it encourages tribal governments to take over federally funded programs and eventually become economically self-sufficient.

NEWSPAPER ACTIVITY 9:



Native American tribes prefer solving their own political and economic problems. Today, they are meeting the "self-sufficient" challenge in different ways: on the Mississippi Choctaw Reservation, some 1,500 people are now employed through numerous tribal ventures with community businesses; the Cree Indians in Quebec have formed a joint venture with Yamaha, Inc. producing boats for northern climates; and recent profits from the Ak Chin Reservation Farm in Arizona have exceeded \$1.5 million a year.

1. As the Native American reservation population expands, tribal leaders must find new ways of creating jobs. Look in the business section of today's newspaper for venture ideas or economic opportunities in your community.
2. Consider also the geography in your state or region. Can you think of an industry that would work especially well for a reservation population in your area?

Venture Ideas	Geography Connection	Explanation



SECTION II **THE STRUGGLE**

“WHEN THE EARTH WAS MADE;
WHEN THE SKY WAS MADE;
WHEN MY SONGS WERE FIRST HEARD;
THE HOLY MOUNTAIN WAS STANDING TOWARD ME WITH LIFE.”

— WHITE MOUNTAIN APACHE

“WELCOME ENGLISHMEN! WELCOME ENGLISHMEN!”

— SAMOSET, PEMAQUID (TO THE PLYMOUTH COLONISTS, 1621)

“WE DID NOT THINK OF THE GREAT OPEN PLAINS, THE BEAUTIFUL
ROLLING HILLS, AND WINDING STREAMS WITH TANGLED GROWTH,
AS ‘WILD.’ ONLY TO THE WHITE MAN WAS NATURE A ‘WILDERNESS,’
AND ONLY TO HIM WAS THE LAND ‘INFESTED’ WITH
‘WILD’ ANIMALS AND ‘SAVAGE’ PEOPLE. TO US IT WAS TAME.”

— CHIEF LUTHER STANDING BEAR, OGLALA SIOUX

“I AM NOW AN OBSCURE MEMBER OF A NATION, THAT FORMERLY
HONORED AND RESPECTED MY OPINIONS. THE PATH TO GLORY
IS ROUGH AND MANY GLOOMY HOURS OBSCURE IT.
MAY THE GREAT SPIRIT SHED LIGHT ON YOURS — AND THAT
YOU MAY NEVER EXPERIENCE THE HUMILITY THAT THE POWER
OF THE AMERICAN GOVERNMENT HAS REDUCED ME TO,
IS THE WISH OF HIM, WHO, IN HIS NATIVE FORESTS,
WAS ONCE AS PROUD AND AS BOLD AS YOURSELF.”

CHIEF BLACK HAWK, SAUK AND FOX (TO GENERAL H. ATKINSON, 1833)

LESSON 10: WAHUNSONACOOK, POWHATAN

Wahunsonacook, the famous Powhatan chief, built the Powhatan Confederacy of Indian tribes in what is now present day Virginia. The Powhatan Confederacy once included 30 different tribes (mostly Algonquian) totaling about 9,000 persons. The first permanent English settlement in North America was made among the Powhatan Indians at James River Falls where the city of Richmond now stands.

In Jamestown, an uncertain peace lasted some 15 years between the English and the Powhatan Confederacy, thanks to the moderating influence of Wahunsonacook, known to the English as King Powhatan. In order to seal the peace, Wahunsonacook's daughter, Pocahontas, was married to a colonist named John Rolfe. (The legendary Pocahontas supposedly saved the life of Captain John Smith in the early days of settlement.)



Wedding vows could not hold back the enormous tide of resentment, however, and in 1622, after the death of Wahunsonacook, the Powhatans rose up against the settlers under the leadership of the new chief, Opechancanough (Wahunsonacook's brother). The English countered the attack, killing 1,000 Indians in a single raid. After many years of fighting, the confederacy was shattered, and with the exception of a few small villages, the Powhatans were nearly wiped out.



NEWSPAPER ACTIVITY 10:

During the peaceful years, the Powhatans taught English settlers how to survive. They taught the settlers to hunt and fish; to eat nuts, berries, wild plants, and whatever was available on the land. The Powhatans were successful farmers, so they showed the settlers how to farm using dead fish for fertilizer. The primary Jamestown crops were corn, beans, and squash.

1. If you were living in the forest or mountains in and around the area where you now live, what kinds of natural foods would be available to you? Make a listing of those natural foods and where they can be found.
2. Turn to the food section in your daily newspaper. Look for advertisements that show or name the natural foods you listed. Can you find any of these regional foods? Why or why not? What conclusions can you make?
3. During the 18th or 19th century, did Native Americans live in your area? Were they hunters, gatherers, fishermen, farmers, nomads? Explain.

Natural Foods of the Area	Foods Found in Newspaper	Indigenous People

LESSON 11: METACOM, WAMPANOAG

War broke out in New England in 1675 when the Wampanoag chief, Metacom (dubbed King Philip by the English), organized an alliance with the Narragansets and Nipmucs. A generation earlier, Metacom's father, Chief Massasoit, took pity on the starving Pilgrims and offered them food, land, and protection. But, by the time Massasoit died, 42 years later, a new group of colonists had replaced the grateful Pilgrims, claiming more and more Wampanoag land and persecuting non-Christian Indians. Believing the Pilgrims had taken advantage of his brother who had become ill and died during an interrogation before Plymouth authorities, Metacom waged the most destructive war in the history of the New England colonists, and the most disastrous to the Indians. Metacom's attack devastated villages throughout New England. The Puritans launched a counter-campaign of extermination, virtually wiping out the Wampanoags and their allies. Hundreds of Indians were massacred, and hundreds more were sold to slavers. In Plymouth, Metacom's head was stuck on a pike, where it stayed on display for 20 years. His wife and son were sold into slavery in the West Indies.



Metacom is remembered as one of the first Indians who perceived the immense threat that white European settlers posed to the Natives, realizing that the only hope for his people was to drive white settlers from the continent.



NEWSPAPER ACTIVITY 11:

After living and working together for many years, the Wampanoags and New England settlers participated in one of the deadliest wars. What causes one group to dislike and distrust another group? What steps could be taken by individuals or a community to encourage racial or ethnic harmony?

1. Develop a set of rules to live by in a hypothetical community (past, present-day, or future). Create a document that includes a list of goals (a preamble), rules or laws, and procedures for making, enforcing, and amending those laws.
2. Write a front page news story announcing this "constitution" to the community.

LESSON 13: TECUMSEH, SHAWNEE

After the colonies were free from England's domination a remarkable Shawnee leader began rallying many of the same Indians who had fought beside Pontiac. His name was Cougar Crouching for His Prey, or Tecumseh, and he had earned his warrior's reputation fighting in the defeats of General Harmer at Fort Wayne (1790) and General St. Clair on the Wabash River (1791). Now the enemy were the Americans who had settled along the Monongahela, Allegheny, and Ohio rivers. Like Pontiac, too, Tecumseh's movement was furthered by a holy man, his brother, who was called "The Prophet." Tecumseh envisioned a vast coalition of tribes who would fight to recover the Ohio Valley lands lost through a succession of dubious treaties negotiated by the shrewd American governor of Indiana Territory, William Henry Harrison (later the 9th President of the United States).



In 1810 and 1811, Tecumseh traveled from the Great Lakes to the Gulf of Mexico, trying to elicit support for his cause. Before returning from his trip, however, American troops found Tecumseh's stronghold (known as Prophet's Town) on the Tippecanoe River, and burned it to the ground. The great leader's gathering storm never broke. Tecumseh died in Canada on October 5, 1813, fighting on the British side against his old adversary William Henry Harrison in the Battle of the Thames.



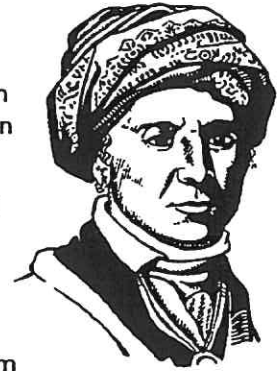
NEWSPAPER ACTIVITY 13:

After many broken treaties and unreliable agreements, Tecumseh became very distrustful of the Americans. The negotiated agreements between the two groups affected thousands of people.

1. Look through your daily newspaper to find an example of a peaceful agreement in the news. Who are the opponents and what is their agreement?
2. Next, find an example in the newspaper of a situation where there is serious disagreement that affects many people. Who are the opponents and what does each opponent want?
3. Write a letter of advice to one of the opponents in the disagreement. Suggest something they could do to reach an agreement that would be fair and peaceful.

Newspaper Example	Opponents	Problems Existing Between Opponents	Type of Agreement Made (or could be made)
Peaceful Agreement			
Disagreement			

LESSON 14: SEQUOYAH, CHEROKEE



Sequoyah firmly believed that the greatest instrument or “weapon” of the white man’s civilization was his written communication (literacy). He wanted to make such a system available to his own people. Sequoyah is famous for inventing the Cherokee alphabet and system of writing.

Born in eastern Tennessee to a Cherokee family highly respected for its knowledge of tribal traditions and religion, Sequoyah wanted to record their ancient tribal culture in a permanent form. After twelve years of work, Sequoyah captured on paper all of the sounds of the Cherokee language in a set of 86 symbols that he either made up or copied and modified from English spelling books. At first his mysterious marks on pieces of bark caused people to think he was crazy or engaged in witchcraft. But after he and his daughter demonstrated the value of the system in 1821 before the tribal council and onlookers, it took less than a year for most Cherokees to become literate. The Cherokees began to use Sequoyah’s system to publish books and newspapers in their own language. In a treaty with the United States in 1828, four Cherokees signed the first agreement using Cherokee language symbols. Sequoyah was one of the four who signed this treaty.

After the U.S. government forced the Cherokee to move to Indian Territory (now Oklahoma) in the 1830s, Sequoyah served as a spokesman to help settle bitter differences that arose between the Cherokee and the U.S. government. Today, Sequoyah’s name is honored in many ways. The giant redwood trees in California carry his name, as does Sequoia National Park, and countless other places. A statue of Sequoyah representing the state of Oklahoma stands in Statuary Hall in the United States Capitol in Washington, D.C.



NEWSPAPER ACTIVITY 14:

Sequoyah’s Cherokee Syllabary was the first Native American writing system to be developed (north of Mexico). Using the Cherokee example, other North American tribes have since developed writing systems for their languages.

1. Develop a new and different writing system for your native language. Using today’s newspaper, select your own symbols to represent an alphabet and words that you think are important. (Create a sort of “short-hand.”)
2. Using the symbols you clipped from the newspaper, write a story. Share your story with other students. See if they can understand your written language system.

Symbol from Newspaper	Letter or Word it Represents	Symbol from Newspaper	Letter or Word it Represents

LESSON 15: BLACK HAWK, SAUK AND FOX

Most Indian resistance in the Middle West crumbled after Tecumseh died in 1813, and after the British surrendered their posts the following year. The last Indian war in the area, the Black Hawk War, took place in 1832. This unsuccessful attempt by the Sauk and Fox Indians to regain one of their villages (Saukenuk: now Rock Island, Illinois) has become well known because Abraham Lincoln took part in it, although he saw no action.

The Sauk and Fox tribe split after the War of 1812. Part of the tribe, under the leadership of Keokuk, Black Hawk's rival, had already retreated to lands west of the Mississippi. The Sauk and Fox Indians led by Black Hawk resisted removal from Illinois. They remained on their Illinois land even though it had been signed away in a treaty. Black Hawk claimed he was misled by the U.S. government, and unknowingly signed away his own village.

In what is known as the Bad Axe Massacre, a 1,300-man army of volunteer troops under the command of General Atkinson and Colonel Dodge, massacred hundreds of unarmed women, children, and elders. They captured Black Hawk, and forced the Sauk and Fox Indians to cede some six million acres of Iowa's Mississippi River frontage. Black Hawk and his two sons were held at Fortress Monroe until 1833, when they joined their tribe on a reservation near Fort Des Moines. Black Hawk's War lasted only fifteen days and is considered the last of the Indian Wars of the Old Northwest.



NEWSPAPER ACTIVITY 15:

The Sauk and Fox are usually represented as one and the same tribe. The two tribes, speaking the same language and culturally very similar, became close allies in the early 1700s. Although the Sauks and Foxes maintained their distinct identities, they consolidated their political organization. Black Hawk and Keokuk were actually Sauk, yet both were renown leaders of the Sauk and Fox. Both had very different political beliefs, favored different policies, and led different factions (much like political parties).

1. Look in your daily newspaper for policies or issues that dominate the two major political parties (factions) in the U.S. political system.
2. What issues or policies do the Democrats favor/oppose? What issues do the Republicans favor/oppose? What issues or policies do they both agree on?
3. Choose one issue. Create an editorial cartoon illustrating the opposing viewpoints.

	Issues/Policies Favored	Issues/Policies Opposed	Policies Both Agree On
Democrats			
Republicans			

LESSON 16: OSCEOLA, SEMINOLE



Osceola was born in a Creek Indian village near the Tallapoosa River in what is now eastern Alabama. After the Creek War (1813-1814), Osceola retreated to Florida and joined the Seminole, a southern branch of the Creek Indians. During the 1820s, Osceola became well-known as a successful hunter and war leader. With the passage of the Removal Bill in 1830, the Seminoles looked to Osceola for leadership. Osceola's boldness and uncompromising opposition to removal was winning followers among his people, and he became the spokesman for all Seminole chiefs, who were impressed by his ability to evade U.S. troops. Legend has it that during negotiations with the U.S. government in 1834 for the removal of his people from present-day Florida to Indian Territory (Oklahoma), Osceola plunged a knife into the treaty he refused to sign. He is said to have looked at the mutilated treaty and said, "That's your heart, and my work." Thus began the Second Seminole War (1835-1842).

The most publicized feature of the Second Seminole War was Osceola's capture. In 1837 he met with General Thomas Jesup under a flag of truce to discuss peace. During the meeting, Jesup had U.S. troops surround the camp. The manner of Osceola's seizure while under a white flag stirred a storm of protest. Many Americans were outraged by Jesup's trickery, and the Army's reputation fell sharply. Still in his thirties, Osceola died in the Fort Moultrie prison three months after his capture. The death of Osceola did not end the Seminole War. A succession of U.S. military leaders, including Zachary Taylor, gradually drove the Indians farther into the recesses of the Florida Everglades, where descendants remain today.



NEWSPAPER ACTIVITY 16:

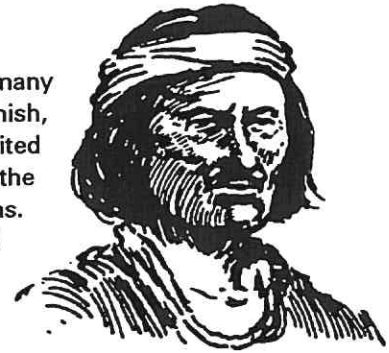
Osceola's capture was a shameful and scandalous act committed by the U.S. Army, which proved quite embarrassing for the Van Buren administration. In addition to the public outrage created by Osceola's capture, the Second Seminole War cost the U.S. Army twenty million dollars and 1,500 soldiers.

1. Look through your daily newspaper for embarrassing, shameful, painful, and scandalous events in the news. Keep a newspaper clipping file and journal for the next six weeks. Record what happened, who was involved, where it happened, why it happened, and how it happened.
2. At the end of the six week period, classify the events into categories. Then, select one event to put in a historical context, comparing it with similar events at other points in time (for example, Osceola's capture).

Embarrassing Events	Shameful Events	Painful Events	Scandalous Events

LESSON 17: MANUELITO, NAVAJO

Manuelito was a war chief of the Navajo, who led the lawless element of his tribe for many years. In the early years, the Navajo of the Southwest marauded against the Spanish, Mexicans, and Pueblo Indians. Their first "peace and friendship" treaty with the United States, signed in 1846, was supposed to quell any harassment of American settlers. But the Navajo were a widely spread people with no central authority and many roaming clans. So, fifteen years, three unsuccessful military campaigns, and six treaties later, the word went out from Washington, D.C. to round-up the Navajo people.



Christopher "Kit" Carson headed the ruthless hunt in 1863 and 1864, with ready help from the Ute and other Navajo enemies. Carson was a former mountain man, trader, and Indian fighter. He knew the Navajos, their willingness to fight, and the sheer impossibility of defeating them on their own rugged terrain. He chose, instead, to starve them out. Under Carson's orders, the Navajos' sheep and horses were seized or killed; crops were burned; hogans destroyed; even the beloved peach orchards of Canyon de Chelly were cut down. The Navajos were slowly starved into surrendering. By 1865, more than 8,500 men, women, and children were collected for the infamous "Long Walk," a 300-mile march to Bosque Redondo, near Fort Sumner, in eastern New Mexico. Some 400 died along the way. The Navajos were held at Bosque Redondo for four long years, where they suffered more hardships: scarce supplies, undrinkable water, poor soil, disease, and crop failure. Finally in 1868, after conditions at the Bosque were publicly condemned, the Navajos were allowed to return to their homeland near Fort Defiance, in Arizona, on a government-established reservation. Although the U.S. Army never captured Manuelito for the "Long Walk," he surrendered in 1866. He was chosen commander of the first Navajo police force, which was founded in 1872 to protect the reservation.



NEWSPAPER ACTIVITY 17:

Today, the 17-million acre Navajo reservation extends into three states: Arizona, New Mexico, and Utah. The geography of the land is awe-inspiring! With a rugged landscape of canyons, dunes, and mountains, no other land in the Southwest quite compares in scale or beauty. The most visited destination on the reservation is Canyon de Chelly, with its beautiful views and vistas. The Navajo are well-known for their fine rugs and blankets woven with wool from sheep herded in this canyon.

1. It is fun to learn about different geographical regions in our country, as well as those in other parts of the world. Look through today's newspaper for news pertaining to any two geographical regions other than your own.
2. Use your newspaper information to answer the following questions.

	Region #1	Region #2
Why is the Region in the News?		
Where is the Region Located?		
Special Geographic Features?		
How Would You Describe the Economy?		
Are There Any Points of Interest?		

LESSON 18: CRAZY HORSE, OGLALA LAKOTA



The gold rush of 1874, which lured thousands of white prospectors into the Black Hills of South Dakota, was a crucial factor in provoking a major confrontation between the United States and the Plains Indians. To the powerful Sioux nation these mountains were sacred terrain, and also properly protected by the Fort Laramie Treaty of 1868, signed by the Sioux and the United States government. It was Lieutenant Colonel George Armstrong Custer who originally violated that treaty. In July 1874, ostensibly to locate a site for a new fort, but covertly to hunt for mineral resources, Custer led the expedition into the Black Hills and reported that there was gold "from the grassroots down." So it was poetic justice that in late June 1876 Custer's small command should blunder into the largest gathering of Plains Indian fighters ever assembled, an estimated twelve to fifteen thousand Indians, with at least four thousand fighting men, drawn from the Teton, Santee, and Yankton Sioux, Assiniboine, Cheyenne, Arapaho, and Gros Ventre. Under the leadership of the Sioux war chiefs Crazy Horse and Sitting Bull, and the Cheyenne headman Two Moons, the Indians were camped together along three miles of the bank of the Little Big Horn River in central Montana. Needless to say, Custer and his Seventh Cavalry regiment were completely wiped out.

Just eight days earlier Crazy Horse led the Sioux and Cheyenne to defeat General Crook in the Battle of the Rosebud. Always at the heart of defense for his homeland was Chief Crazy Horse, who made everything else second to patriotism and love of his people. Modest, fearless, a mystic, a believer in destiny, and much of a recluse, he was held in veneration and admiration by the younger warriors who would follow him anywhere. Crazy Horse is regarded as "the greatest leader of his people in modern times." On May 6, 1877, Chief Crazy Horse and 900 Sioux Indians surrendered to the U.S. government at Fort Robinson, Nebraska, where he was later murdered in a guard house.



NEWSPAPER ACTIVITY 18:

"One does not sell the earth upon which the people walk," Crazy Horse stated in 1875. As testimony to these strong feelings, he never signed a treaty with the U.S. government. Crazy Horse was a man of few words, yet he was extremely committed to the statements he made.

1. Scan your daily newspaper for statements made by well-known people. Consider world leaders, religious leaders, athletes, entertainers, local personalities, politicians, or other celebrities. Select two people and begin a newspaper clipping file on each person.
2. In your opinion, which statements are significant? Why? (Note the behavior or action taken by each person in regard to the statements they make.)

Well-Known Person	Statement or Quote	Significance

LESSON 19: SITTING BULL, HUNKPAPA LAKOTA

In the last turbulent years of the Plains Indian Wars, Sitting Bull was widely recognized as a pillar of defiance. As a military leader, medicine man, oracle, and Hunkpapa Sioux chief, he stood steadfast against white incursion into the buffalo country of Wyoming, Montana, and the Dakotas. He scorned Indian leaders who accepted reservations, believing himself and his people to be the last true Indians.

After the defeat of Custer at the Battle of Little Big Horn, Sitting Bull escaped to Canada rather than be confined to an Indian agency. But the Canadians would not grant Sitting Bull a reservation. With the buffalo dwindling and his people homesick, even Sitting Bull realized that he had come to the end of the road. He returned to the United States in 1881. After two years in confinement at Fort Randall in South Dakota, he lived on the Standing Rock Reservation in that state.



When a religious revival based on the "Ghost Dance" broke out in 1890, the U.S. Army identified Sitting Bull as one of the "fomenters of disturbances." In an attempt to quell the movement, soldiers killed Sitting Bull during an arrest. Ironically, the old chief had always been skeptical about the new religion. Today, Sitting Bull remains a symbol of integrity and will, a man who never ceased struggling for control over his own destiny, and who never apologized for who he was.



NEWSPAPER ACTIVITY 19:

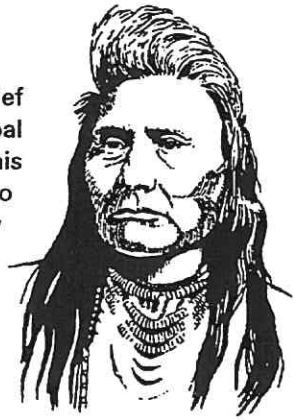
When he first arrived in Canada, Sitting Bull exclaimed, "Now we are poor, but we are free! No white man controls our footsteps. If we must die, we die defending our rights!" Native Americans in the United States were denied freedom of choice. So, at that time in history, many tribes escaped to Canada for the freedom to control their own destiny.

1. What does freedom of choice mean to you? Scan your daily newspaper for words, expressions, symbols, or other tangible examples of freedom of choice. Using your newspaper clippings, create a poster display.
2. How has freedom of choice made a difference in your life? How important is it to you? Answer these questions in the form of a newspaper editorial.

Editorial:

LESSON 20: CHIEF JOSEPH, NEZ PERCE

A series of treaties with U.S. government were signed by Northwest Indians in the 1860s. Chief Joseph's band of Nez Perce boycotted the signing of a treaty in 1863, in which the Nez Perce tribal lands in the Wallowa area of Oregon were supposedly ceded to the United States. Joseph and his loyal followers refused to leave their Oregon homes. The Nez Perce were a peaceful people who fished in the Columbia River and sometimes hunted buffalo. They saw no reason why they should give up their homeland to white settlers. Finally, in 1876, the Nez Perce were ordered by the U.S. government to move to the Lapwai Indian reservation in Idaho. Although the tribal leaders voted against war, a disturbance broke out between white settlers and younger tribal members. When the U.S. Cavalry retaliated, violence escalated out of control. Chief Joseph reluctantly went to war.



Realizing his people were greatly outnumbered by the opposition, Joseph led the Nez Perce on a gallant and heroic escape, seeking refuge in Canada. With an amazing guerilla campaign, outwitting the pursuing troops, Chief Joseph led more than 800 people over 1,700 miles safely through Idaho, Montana, and across what is today Yellowstone Park. Just thirty miles from the Canadian border and the freedom he prized so dearly, Chief Joseph and his band of Nez Perce fugitives stopped to rest, thinking they had shaken off the pursuers. But U.S. troops, led by Colonel Miles and General Howard in a rapid march of over 200 miles to catch the Nez Perce, mounted a surprise attack.

On October 5, 1877, after a five day battle, Chief Joseph made his now famous surrender statement, "Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever." Chief Joseph and his people were exiled to Indian Territory in Oklahoma. After 1885, Joseph was allowed to live in Washington state on the Colville Indian Reservation. He is buried in Nespelem, Washington.

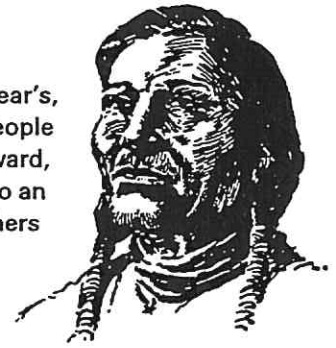
NEWSPAPER ACTIVITY 20:

The Nez Perce Indians traveled for 108 days on their 1,700 mile (2737 km) trip across four western states to Canada. Imagine that you must lead 800 people (men, women, and children) from your present-day community on a 1,700 mile trip to freedom, with a hostile enemy trailing at your heels. Where would you go? How would you get there? What would you take with you?

1. To prepare for this hypothetical exodus, you can use only your daily newspaper. Choose a destination from news story datelines. Clip an advertisement or word to represent your mode of transportation. (Be able to defend your choices logically. Remember, you have 800 people to relocate.)
2. Find newspaper product items to represent the supplies and personal possessions your group will take on the trip. (Be selective!)

Destination:	Supplies and Personal Possessions
Transportation:	
Estimated Travel Time:	
Top-Secret Plans:	
Strategy Against Enemy:	

LESSON 21: **STANDING BEAR, PONCA**



The first Indian grievance to receive sympathetic attention nationally was that of Standing Bear's, Chief of the Ponca. In 1877, the Ponca were forced on a 500-mile journey. A third of their people died en route of disease and starvation; those who survived were left disabled. Afterward, Standing Bear told his account to a disbelieving Omaha newspaperman, then repeated it to an overflow audience in an Omaha church. In the fall of 1879, he described the experience to others up and down the East Coast, provoking a storm of letters to Congress in protest.

Meanwhile Standing Bear's son had died in Indian Territory. Disobeying an edict against leaving the reservation without permission, the old chief carried his child's bones back to the ancestral Ponca burial grounds in Nebraska. Some time later, a Senate investigating committee confirmed the allegations in Standing Bear's account of his people's suffering. Acreage was given to those Ponca who wished to remain in Indian Territory. Recompense was made to those who had their property confiscated during the removal. Standing Bear and his followers were permitted to return to their old Nebraska homeland. In 1908, the old chief died and was buried on a hill overlooking the site of his birth.



NEWSPAPER ACTIVITY 21:

The Ponca had a devastating experience. It proved fatal for many, dangerous and painful for all, and resulted in property confiscation and loss. Standing Bear's commitment to his people and their homeland forced Congress to listen and take action.

1. Locate four articles in today's newspaper about people who may be in danger of losing their lives, their dignity, or their property. Explain each circumstance.
2. List the people and actions or decisions that each person or group had to make in order to save life or property in each situation.

Newspaper Article	News Event Summary	Person or Group Involved	Actions or Decisions
1			
2			
3			
4			

LESSON 22: GERONIMO, APACHE



Geronimo, whose Native American name, Goyathlay, means "One Who Yawns," was a Chiricahua Apache. In 1858 he returned to his home in southeastern Arizona to discover the dead bodies of his mother, wife, and three children; they had been killed by Mexican troops. With the famous Apache chiefs, Cochise and Mangas Coloradas, Goyathlay raided two companies of Mexican cavalry. Venting his grief, Goyathlay killed a number of troopers, believing them to be the same troopers that killed his family. Each time they charged, the Mexicans called to their patron saint, Geronimo, which is the Spanish translation of Jerome. Following the Apache victory, Goyathlay took that name for his own.

Geronimo was the most elusive of the Apache war chiefs. He and his followers repeatedly frustrated their pursuers by fleeing south out of U.S. territory and crossing the border into Mexico. Few in number, the Apaches were the ultimate guerrilla fighters, and Geronimo was supreme among them. Although he led only twenty warriors in his last campaign, he still managed to run a force of 5,000 U.S. troops ragged before he was finally captured.

The Apaches terrorized Arizona, New Mexico, Texas, and Mexico for about 40 years. The Apache were a wild and free-ranging people, predominantly hunter-gathers, who had honed their considerable fighting skills for 200 years against the Spanish, and against the Pueblo Indians for 400 years before that. The Apache disliked reservation life. They were determined to live as they had in the past or die fighting. Geronimo was the fiercest and most sought-after Apache renegade. Geronimo's final surrender in 1887, put an end to significant Indian guerrilla action in the United States. Geronimo was sent to Old Fort Pickens, Florida until 1894 when he was removed to Fort Sill in Oklahoma, where he died in 1909, still a prisoner of war.



NEWSPAPER ACTIVITY 22:

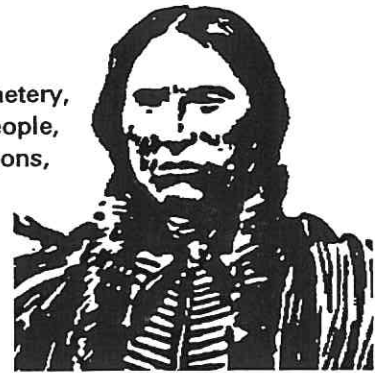
An Apache warrior could cover more than seventy miles a day on foot, alternating between a walk and a trot. He knew how to quench his thirst by holding a pebble in his mouth and could go without water for several days. He also knew where to find water by digging in seemingly parched rock basins.

The Apache warrior was a master at defense strategies that took advantage of the forbidding land on which he lived.

1. Locate the comics section in your daily newspaper. Notice the many different types of comic strips (fantasy, romance, science fiction, action-adventure, situational comedy, childish viewpoint, etc.). Not all comic strips are meant to be funny; some comics are serious or educational.
2. Create a serious action-adventure comic strip depicting the Apache warrior of the nineteenth century based on the information in this lesson.

Name of Comic Strip:			

LESSON 23: QUANAH PARKER, COMANCHE



On March 31, 1911, about fifteen hundred people gathered at the Post Oak Mission cemetery, near Cache, Oklahoma, to pay homage to Quanah Parker. Never before had so many people, both white and Native American, assembled for a funeral in southwest Oklahoma. Wagons, buggies, automobiles, and saddle horses stretched for a mile and a half. This huge following was testimony to Quanah's life and leadership.

Quanah, son of a white captive, Cynthia Anne Parker, and a Comanche war chief, Peta Nocona, was born in the Texas Panhandle near what is now Lubbock. He became war chief of the Quahadas band of the Comanche after the death of his father. Quanah fought against white settlers in an attempt to stop the slaughter of buffalo on the southern plains, especially in Texas. In 1874 he led seven hundred Comanche warriors against the buffalo hunters at Adobe Walls. Months later, when the U.S. Cavalry entered the conflict, Quanah surrendered. In June 1875, the government moved Quanah's band of Comanches to a reservation near Fort Sill, Oklahoma. From that time on, Quanah Parker became a powerful influence on both his people and the white settlers.

Quanah encouraged his people to get an education and to farm the land. He also persuaded the Comanches to increase their income by leasing their reservation pastureland to white ranchers. He developed a strong relationship with Texas cattlemen, which helped him provide his Comanche people with a better than normal reservation lifestyle. Quanah made numerous trips to Washington, D.C. on behalf of his land-leasing endeavors, where he earned quite a reputation. Distinguished travelers through Oklahoma, including President Theodore Roosevelt and the British ambassador, Lord Bryce, made a point of calling on him. Quanah obtained full U.S. citizenship for every member of his tribe long before other chiefs did so for their people.

NEWSPAPER ACTIVITY 23:

Quanah Parker moved his people toward self-support and education more than a century ago. He was truly a visionary. Few Native Americans criticize Quanah Parker for his progressive nature, because in cultural matters he maintained his Native American identity to the fullest, refusing to change his traditional clothing, hair, religious beliefs, or tribal customs.

1. Look in your daily newspaper for people in the news who display leadership qualities you admire. List their special qualities and traits.
2. Give a brief explanation about why you selected each person and why you find them interesting.

Leader or Person Admired	Special Qualities & Traits	Explanation for Selection

MAJOR WARS IN THE NATIVE AMERICAN STRUGGLE

(DURING THE 1700S & 1800S)

Native Americans fought valiantly against the Europeans and Euro-Americans who invaded their homelands. The following chronology lists major wars and campaigns fought by Native peoples in the present-day United States from the seventeenth through the nineteenth centuries.

- | | | | |
|-----------|---|-----------|--|
| 1622–1634 | Opechancanough's War, Virginia | 1855–1856 | War with Yakima/Walla Walla/Umatilla/Cayuse: Washington Territory |
| 1636–1638 | Pequot War: Connecticut Valley | 1855–1858 | Third Seminole War: Florida |
| 1675–1676 | King Philip's War: Southern New England | 1858 | War with Spokane/Coeur d'Alene/Palouse/Yakima/Northern Paiute: Washington Territory |
| 1675–1676 | Bacon's Rebellion: Maryland | 1860 | Pyramid Lake War: Nevada |
| 1680–1692 | The Pueblo Revolt: Arizona, New Mexico | 1861–1886 | Campaign against Apaches: Arizona, New Mexico |
| 1711–1713 | Tuscarora War: North Carolina | 1862–1863 | War with Dakotas: Dakota Territory, Minnesota |
| 1715–1716 | Yamassee War: South Carolina | 1863 | War with Shoshone: Idaho, Utah |
| 1754–1763 | French and Indian War: North America | 1863–1866 | War against Navajos: Arizona, New Mexico |
| 1774 | Lord Dunmore's War: Ohio Valley | 1864–1865 | War with Cheyenne/Arapaho: Colorado, Kansas |
| 1774–1784 | American Revolutionary War: North America | 1865 | Powder River Expedition: Northern Plains |
| 1779 | Six Nations War: Pennsylvania | 1866–1868 | Snake War: California, Idaho, Oregon |
| 1790–1795 | Little Turtle's War: "Old Northwest" | 1866–1868 | Red Cloud's War for Bozeman Trail: Montana, Wyoming |
| 1811–1813 | War with Shawnee/Potawatomi/Winnebago/Chippewa/Wyandot: Indiana | 1868–1869 | War with Plains Indians: Northern and Southern Plains |
| 1813 | Peoria Indian War: Illinois | 1872–1873 | War with Modocs: California, Oregon |
| 1813–1814 | Creek Indian War: Alabama, Georgia, Mississippi, Tennessee | 1874–1875 | Red River War: Oklahoma |
| 1817–1818 | First Seminole War: Florida, Georgia | 1876–1877 | Black Hills War: South Dakota, Montana, Wyoming |
| 1823 | Campaign against Arikara Indians: Upper Missouri River | 1876–1879 | War with Northern Cheyenne: Dakota Territory, Kansas, Montana, Nebraska, Oklahoma, Wyoming |
| 1827 | LaFevre Indian War: Wisconsin | 1877 | War with Nez Perce: Idaho, Montana, Wyoming |
| 1832 | Black Hawk War: Illinois, Wisconsin | 1878 | War with Bannock/Paiute/Cayuse: Idaho, Washington Territory |
| 1834 | Expedition against Pawnees: Oklahoma | 1879 | Sheepstealer War: Idaho |
| 1835–1842 | Second Seminole War: Alabama, Florida, Georgia | 1879 | Campaign against Ute Indians: Colorado, Utah |
| 1837 | War with Osage Indians: Missouri | | |
| 1847–1850 | War with Cayuse Indians: Oregon | | |
| 1850–1851 | Mariposa War: California | | |
| 1851–1852 | Yuma/Mohave Uprisings: Arizona, California | | |
| 1854 | Campaign against Jicarilla Apaches: New Mexico | | |
| 1855–1856 | Rogue River War: Oregon | | |