Class Notes

Native American Policy

Stage 1: (to 1850) Separating East & West
Indians removed to the west

Stage 2: (1860-1880s) Reservations
Confining to protect

Stage 3: Assimilation (1887)
 Dawes Act, Allotment Secrecy Act

- What does the title of the court suggest?
  - A direction, growth, progress


- What does Native American policy entail?
  - Single track or multiple tracks.

Philadelphia Centennial, shows a vision of the progress 1876

- Hayes Compromise, end of Reconstruction
  and of military occupation of South
- Electoral scandal - popular vote vs. electoral vote
Meanwhile, back at the ranch:

Country is still in the midst of Indian wars.

Stage 1 - policy was to push Native Americans West of the Appalachians into the vast wasteland of the Midwest. Native Americans didn’t have land rights.

- The Great American Desert → the White population thought the land was useless, why not let the Indians have the useless lands?

What Changes?

1. 1848 - discovery of Gold in CA
2. Would new lands be slave or free?
3. Where would a railroad go?

Stage 2 - (1860-1880’s) Main policy

Goal was to establish set lands where Indians would be confined to. Could then be settled & civilized.

Land in the West now had value.
would make the tribes domestically dependent upon the government.
- Sometimes created artificial tribal structures.
- Lands given to tribes were the lands that were considered least valuable.
- Tribe had no control (often) over where they would end up, what structure they would have etc.
- This policy led to battles of frustration on both sides.
- Different tribal groups were thrown together who required for tribal differences.
- Tribes had a mix of communal ownership and private ownership.
- Buffalo is the primary resource for the high plains tribes.
- Between 1850 and 1870, the herds are being depleted.
- By 1878 the southern herd is gone.

- When you take away the primary resource of a group, they have to go along with policy.
- Planned harvest to undermine the lively need of the Indians.
Clara Notes

- Sioux are forced to reservations after the collapse of the buffalo herds.
- Sioux call for annuity payments in place of the buffalo that are being depleted.
- More and more people are heading to the newly valued land.
- Sioux allowed people to travel through their land, but they didn't want people to settle there.
- The forts of trails expected their lives more than they had bargained for.
- Sioux fought to get rid of the forts.
- New treaty in 1868 ended the forts but gives the US the right to run a railroad through the territory of a telegraph.
- Directly relates to the depletion of buffalo of the plains.
- Easier to get to. People would shoot from the trains.
- Part of the policy was to relocate tribes to lands with herds, land they couldn't live off of.
Class Notes

- Custer had serious political petitions
  - was a pain in the ass
  - leads a raid on people who were technically under the protection of Gen. Sheridan
  - trying to gain a name as an Indian fighter

1872 - Sheridan gives Custer the job of enforcing land policy
- Custer is supposed to protect Dakotah territory that had been given them land.
- Custer brings in surveyors after gold had been discovered
- Leads to a mini gold rush.
- Custer dies because he was breaking the treaty his boss sent him to enforce.

- Battle of Little Big Horn - Custer's Last Stand.

- Between 1872 & 1890 - the land granted to the Sioux is drastically reduced.
- Helen Hunt Jackson calls for land reform.

- **Stage 2 - (1887) Assimilation**
  - Dawes Act: Allotment Severalty Act
  - Need to teach the Indians to use the land in a civilized way
  - They should farm.
  - Wind up with much less land.
  - Head of family given 160 acres,
    if you farmed it for 25 years, you could become a citizen.

  - **1887 - 138 million acres**
  - **1900 - 78 million acres**
  - **1920 - 52 million acres**

- Send Indian children to boarding school to civilize them

- have to reform/change the Indians
  - in order to save them
Justin Morrill - rep from VT passed by Lincoln 1862 agricultural school development - state & spent to est public education. Morrill Land Grant. MA has only split campus in terms of land grant act UMass + MIT - agriculture + technology split E+W Mass.

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Development of Civilization - title of course 2/2/04
- Out of Many - multiple perspective emphasis.
- Centennial 1876 Nat. Am policy
  - Hayes-Tilden electoral scandal - contested
  - result in Compromise of 1877 - Hayes allowed pres.
  - mean - no military enforcement of 14-15th amend. for Nat. Am rights.

Stage 1: to 1850 - Separating East and West
  - moving for protection Indians removed to the West.
  - Great American Desert -> Great Plains - seen as useless, uninhabitable, roughly 100,000 non-Indians living in this area.
  - 225,000 Nat. Am (due to removal policy) living there.

Stage 2: Pre-1880's - establishing Reservations
  - land marked off - gov't forced onto reservations
  - vision of civilizing them.
  - rhetoric = confine to protect.
  - land undesirable to white settlers.
  - people w/ no say over own affairs.
  - tribal integrity ignored - nearby relations.
Great Sioux War: 1876-1877
- 10 years of coming together - treacherous snake
- Different groups, alliances, languages
- Addressed as if single identity meshed into one
- Communal access to food, shelter, clothing
- Privatized sectors - buffalo access
- Integrated resources - hunted by Europeans

Systematic extermination of buffalo - coincides with success
by part of implementation reservation policy

Sioux moved from trading role to resource extraction.
- Fish out of water lifestyle
- Begin to concede for lack of options

- Frustration, anger, starvation - struggle depicted in Jackson's piece

1868 - Fort Laramie Treaty
- Lakota and Cheyenne rights
- Trail thru hunting ground territory and rail & telegraph
- No railroad yet but gives right
- Lakota have no idea what they are signing and agreeing to - this path part of
- Bison skull pile.
Sheridan - puts Custer as head 7th cavalry
- Custer - political ambitions - Nov 1868
- Leads raid on people who were under
  Sheredan's protection
- 150 & children massacre - Indian fighter
  by Custer - Battle Washita.

Custer: Life on the Plains - Narrative that sort of
justifies his actions at battle Nat Am policy.

Roll of Custer -> to preserve Black Hills - farthest N part of
Indian reservation.
- Said gold in these hills - reinstates a gold rush
- Violation of governmental policy.
- Nat Am Sioux Cheyenne join to defend land.

Custer's last stand - Battle of Little Big Horn.
- 380 soldiers 2-4,000 Cheyenne/Sioux warriors

Stage 3 - 1887 Assimilation Dawes Act
- Allotment Severalty Act
- Helen Hunt Jackson 1881 writes to address
  Nat. Am Injustice. Call for book
  A Century of Dishonor.
- Passed by Senator Dawes push for assimilation.
- Tribal people using land not in a way viable to
  civilization. Must reform them to farming
  set them up in white man's world. Allot land in several
  land given to tribes but individuals in tribes. Remove tribal lands.
- Break up tribal unity.
Land eligible for citizenship once farm land etc after time period.

took 138 mill acres in 1867 to 52 mill acres 1930.

Killed the Indian, save the Man.

1879 Carlisle Indian School. PA school to
"Charles Eastman" "progress"? Civilize children.
boarding school vision - conformity - nation of farmers.

*Remove them or save them by changing them.