

# ART & ARCHIVES



A Teaching Resource Utilizing Primary Sources from the National Archives - Southwest Region and the Sid Richardson Museum



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## **ART & ARCHIVES**

### **Background:**

The *ART & ARCHIVES* (2006) Teaching Resource is the result of a partnership between the National Archives and Records Administration (NARA) – Southwest Region, and the Sid Richardson Museum (SRM), both located in Fort Worth, Texas.

The inspiration for this project began when Meg Hacker, NARA Southwest Region Director of Archival Operations, and her staff toured the Sid Richardson Museum. Mary Burke, currently Director of Gallery Programs at the Sid Richardson Museum, reciprocated by bringing the docents from the Museum to the Southwest Region.

It occurred to Mary and Meg that while their respective institutions were distinctive, there was an opportunity to collaborate and bring the experience of the American West to life for students by linking the rich primary sources from the Museum and the Archives.

### **Acknowledgments:**

The ten lessons in the *ART & ARCHIVES* Teaching Resource were written by Fort Worth Independent School District (FWISD) 8th Grade Social Studies Teacher Mishelle Hall and Kris McIntosh, FWISD Project FLAG Coordinator and retired Social Studies Teacher.

Meg Hacker secured funding from the National Archives to underwrite the teacher contracts. Barbara Rust, Southwest Region Senior Archivist, and Archival Technicians Aaron Holt, Melinda Johnson, Beverly Moody and Nigel Parker provided assistance with primary source document retrieval and scanning, technical assistance, and/or resource duplication.

The Sid Richardson Museum provided funding to hire Mitch Geller and Kelly Hart of NU-Design to design brochures, a template, and make *ART & ARCHIVES* accessible via the web at [www.artandarchives.org](http://www.artandarchives.org). Mary Burke edited lessons and drafted the framework for the *ART & ARCHIVES* Teaching Resource unit. The Museum printed brochures and current Director of Education Outreach Rebecca Martin provided resources and reviewed materials.

*ART & ARCHIVES incorporates educational materials from the Digital Classroom, the National Archives gateway for resources about primary sources, activities and training for educators and students, available online at <http://www.archives.gov/education/>.*



## Partner Mission Statements:

***Sid Richardson Museum*** – Believing that we should safeguard tangible evidence of our aesthetic and cultural heritage, the mission of the Sid Richardson Museum is to preserve, research and exhibit objects from the permanent collection, and to collect and research related objects for the education and enjoyment of the public.

***The National Archives and Records Administration*** – The National Archives and Records Administration ensures, for the citizen and the public servant, for the President and for the Congress and the Courts, ready access to essential evidence.

NARA serves American democracy by safeguarding and preserving the records of our Government, ensuring that the people can discover, use, and learn from this documentary heritage. We ensure continuing access to the essential documentation of the rights of American citizens and the actions of their government. We support democracy, promote civic education, and facilitate historical understanding of our national experience.

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## Primary and Secondary Sources:

### ***What are primary sources?***

Primary sources are original records created at the time an event occurs, or after the event in the form of memoirs or oral histories.

### ***What are some examples of primary sources?***

Letters, manuscripts, diaries, journals, newspapers, speeches, eyewitness accounts, songs, interviews, memoirs, auto biographies, creative works, documents produced by government agencies such as Congress or the Office of the President, photographs, audio recordings, moving pictures or video recordings, research data, and objects or artifacts such as works of art or tools or weapons are primary sources.

### ***What is a secondary source?***

Secondary sources are usually written after an event has occurred. Secondary sources assign values to, analyze and draw conclusions about events reported in primary sources. Examples include textbooks, commentaries, biographies, and history books written by scholars.

### ***Why use primary sources?***

Primary sources are the raw materials that help us interpret the past and provide the resources necessary for historical research. Modern historians prefer to use primary sources, if available, because primary sources offer new input on historical questions.

### ***Primary sources***

- establish a sense of time and place
- provide information about the past
- reflect the times during which they were created
- illustrate important issues, events, and individuals
- express a point of view about issues
- describe traditions of racial and ethnic groups
- depict characteristics of places in, and regions of, the United States
- illustrate relationships among people from various racial and ethnic groups, and
- communicate the history of the United States.

### ***Where can I find primary sources?***

Students and researchers now have greater access to primary source materials for historical research. The traditional use of sources in print and microfilm continues to be the foundation for research, but in some cases documents, letters, maps, photographs of ancient artifacts and other primary material are available online.



### ***How do I use primary sources with my students?***

Think of primary sources as a point of departure. Begin by taking inventory, move to an analysis of the source's content, author, and purpose, and then consider how the source reflects the time in which it was produced, as well as how it might be read today. What stories do these primary sources tell? An investigation of the primary sources included in *ART & ARCHIVES* will hopefully provoke thought, spark questions and yield insights into interpreting our nation's past.

## Lesson Plans:

*ART & ARCHIVES* lessons pair primary sources from the National Archives and the Sid Richardson Museum. Primary sources from the Archives include letters, manuscripts, census data, treaties, photographs, and Medal of Honor applications. The artworks from the Sid Richardson Museum, painted by the premier artists of the American West, Frederic Remington (1861-1909) and Charles M. Russell (1864-1926), can be appreciated for their artistic merit and for being sources worthy of historical investigation.

Lessons are ancillary, designed to be used within larger units of study on topics relative to American History. Several of the lessons include more than one activity; educators may wish to select only a few of the exercises based upon their specific classroom goals.

Topics addressed include:

- the Civil War;
- Reconstruction; and
- Westward Expansion.

Lessons align with the Texas Essential Knowledge and Skills (TEKS) for Social Studies and/or History in grades 5, 8, and/or 11, but can be adapted for various grade levels and subjects.

Every lesson incorporates the study and analysis of artwork and aligns with TEKS for the Visual Arts, addressing the strands of Historical/Cultural Heritage and Response/Evaluation at all grade levels.

Each lesson is distinct, and grouped by the authors of the lesson:

Lessons Developed by Mishelle Hall -

Lesson 1: *Lewis and Clark – Meeting the Indians of the Northwest*  
(Grade 8/Social Studies)

Lesson 2: *This Land is My Land - Westward Expansion During Reconstruction* (Grade 8/Social Studies, Grade 11/United States History)

Lesson 3: *Leaving Home for the West – Why?* (Grade 8/Social Studies)

Lesson 4: *Guardians of the West* (Grade 8/Social Studies)

Lesson 5: *Dangers of the West* (Grade 8/Social Studies)

Lessons Developed by Kris McIntosh -

Lesson 6: *Louisiana Purchase* (Grades 5 & 8/Social Studies, Grade 11/United States History)

Lesson 7: *Chief Joseph and the Nez Perce* (Grade 11/United States History)

Lesson 8: *Black American Soldiers in the Civil War – Congressional Medal of Honor Recipient William H. Carney* (Grade 8/Social Studies, Grade 11/United States History)

Lesson 9: *Buffalo Meat and Wounded Knee* (Grade 11/United States History)

Lesson 10: *The Cowboy: Myth versus Reality* (Grade 11/United States History)



# LESSON #1:

## LEWIS & CLARK – *Meeting the Indians of the Northwest*

**(Grade 8/Social Studies)**  
**Written by Mishelle Hall**

**Overview of the Lesson:** In this lesson, students will research and analyze the relationships developed by Meriwether Lewis and William Clark with the Native Americans during their expedition. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of American Westward Expansion.

**Objectives:** The learner will

- Research and evaluate the encounter(s) between the Corps of Discovery and Native Americans
- Analyze the role of Native Americans to the success of the expedition

**TEKS:**

**(8.1) History.** The student understands traditional historical points of reference in U.S. history through 1877:

(C) explain the significance of the following date: 1803.

**(8.6) History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation:

(E) identify areas that were acquired to form the United States.

**(8.12) Geography.** The student understands the physical characteristics of the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries and how humans adapted to and modified the environment.

**(8.24) Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries:

(A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;

(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;

(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;

(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and,

(E) identify the political, social, and economic contributions of women to American society.

**(8.30) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

**(8.31) Social studies skills.** The student communicates in written, oral, and visual forms.

**(8.32) Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Time Required:** One to two class periods

**Materials Needed:**

Copies of the Sid Richardson Museum painting *Captain William Clark of the Lewis and Clark Expedition Meeting with the Indians of the Northwest* by Charles M. Russell

NARA Photograph Analysis Worksheet

NARA Primary Source: "List of Indian presents purchased by Meriwether Lewis in preparation for the expedition to the West"

Computer lab

### Procedure

- Place students into groups. Give to each group a packet that contains: 8" x 11" reproductions of *Captain William Clark of the Lewis and Clark Expedition Meeting with the Indians of the Northwest* (Do not share the title of the painting with your students at first).

NARA Photograph Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf).



*Captain William Clark of the Lewis and Clark Expedition Meeting with the Indians of the Northwest*, by Charles M. Russell, 1897, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas

- In groups, have students discuss the painting and complete questions on the Photo Analysis Worksheet. After groups have finished their exchange of ideas, give groups the opportunity to share ideas with the class.

Topics of discussion should include:

- The role of each individual
- The Indian camp
- The geography
- The members of the Corps of Discovery
- How could these groups communicate? Speculate as to what the groups are discussing.

- Give each group a copy of the NARA document “List of Indian presents purchased by Meriwether Lewis in preparation for the expedition to the West”  
<http://www.archives.gov/education/lessons/lewis-clark/images/present-list.gif>

Each group will examine the list of Indian presents. Ask students to decide why such items would have been necessary. Other questions that could be explored include:

- Why do you think these items were chosen?
- Were the items of interest to Native Americans? Why or why not?
- How did the exchange of gifts affect the relationships between the Corps of Discovery and the Native American tribes they encountered?
- If Lewis and Clark had not brought these gifts, how might the expedition have been different?

Give each group time to exchange their thoughts and ideas about the exchange of gifts.



## Photo 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.

| People | Objects | Activities |
|--------|---------|------------|
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |

### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

### Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Photo Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

# Indian Presents

|                                |        |    |    |    |                  |
|--------------------------------|--------|----|----|----|------------------|
| 12 Pipe Tomahawks              | 8 3/4  |    |    |    | 18               |
| 6 1/2 m. Straps Steel Iron     | 6 1/2  |    |    |    | 1 62             |
| 1 Pined flannel 47 1/2 yds.    | 12 3/4 | 5  | 12 | 0  | 14 94            |
| 11 1/2 Flanchuchup, asp        | 13 1/2 | 22 | 8  | 9  | 39 33            |
| 1 doz Ivory Combs              | 30y    | 1  | 5  | 0  | 3 33             |
| 1/2 Catty of Ind. S. Silks     | 7 1/3  | 1  | 5  | 12 | 3 75             |
| 21 m. Lead asp                 | 27 1/2 | 8  | 13 | 9  | 23 17            |
| 1 1/2 scarlet Cloth 22 yds     | 28 3/4 | 21 | 18 | 9  | 53 50            |
| 3 doz fan. Hdy                 | 6 3/4  | 7  | 1  | 6  | 15 37            |
| 6 lbs. Binding                 | 9 1/4  | 4  | 8  | 5  | 11 79            |
| 2 Cans Beads                   | 1 3/4  | 1  | 8  | 6  | 3 50             |
| 4 doz. Dutch Knives            | 8 1/4  | 2  | 0  | 0  | 5 33             |
| 12 doz. Pocket Looking Glasses | 12 1/2 |    |    |    | 5 19             |
| 15 doz. Buttons                | 3 1/2  |    |    |    | 3 99             |
| 8 doz. Buttons                 | 11 1/2 |    |    |    | 12 ..            |
| 2 doz. Nonparelly              | 3 1/4  |    |    |    | 2 94             |
| 2 doz. Red Straps laces        | 1 1/4  |    |    |    | 2 50             |
| 72 doz. Straps laces ribbons   | 3 1/4  |    |    |    | 39 62            |
| 3 lbs. Red Beads               | 3 1/2  |    |    |    | 2 01             |
| 6 Papers Small Bells           | 1 1/4  |    |    |    | 4 02             |
| 1 box with 100 larger do       | 1 1/2  |    |    |    | 2 25             |
| 73 Besscher Beads asp          | 2 0    |    |    |    | 41 ..            |
| 3 doz. Tinsel Beads asp        | 9 3/4  |    |    |    | 3 75             |
| 1 1/2 Thread                   |        |    |    |    | 3 0              |
| 1 doz. Needle Case             | 5 1/2  |    |    |    | 3 56             |
| 2 1/2 doz Locketts             | 3 1/2  |    |    |    | 25 50            |
| 8 1/2 lbs. Red Beads           | 8 1/2  |    |    |    | 1 67             |
| 2 doz. Earrings                | 2 0    | 4  | 0  | 0  | 70 44            |
| 8 Brass Kettles                | 10 1/2 | 2  | 11 | 0  | 6 80             |
| 12 lbs. Brass Straps           | 12 1/2 |    |    |    | 62 07            |
| 500 Broaches                   | 1 1/2  |    |    |    | 6 00             |
| 72 Rings                       | 3 1/4  |    |    |    | 20 00            |
| 2 Green Mills                  | 1 1/2  |    |    |    | <del>1 1/2</del> |
| 15 doz. Suspenders             | 1 1/2  |    |    |    | 18 97            |
| Total                          |        |    |    |    | 496 82           |
| 50                             |        |    |    |    | 53               |
| Total                          |        |    |    |    | 549 35           |

List of Indian presents purchased by Meriwether Lewis in preparation for the expedition to the West, 1803; Records of the War Department Office of the Quartermaster General, Record Group 92; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at: <http://www.archives.gov/education/lessons/lewis-clark/images/present-list.gif>  
 ARC Identifier: 300353

## Suggested Activities:

### **Activity #1**

Using the Internet, have students research the various tribes (Mandans, Sioux, Tetons, Yanktons, Arikaras, Shoshone) encountered by Lewis and Clark.

- Refer to the Lewis and Clark Journals. There is a section on “Lewis and Clark Among the Indians” that can be used as a resource on The Journals of the Lewis and Clark Expedition Online, available on November 2, 2006, at:  
<http://lewisandclarkjournals.unl.edu/>
- Another resource for detailed journals, The Journals of Lewis and Clark, available through the American Studies at the University of Virginia, online version on November 2, 2006, at:  
<http://xroads.virginia.edu/~Hyper/JOURNALS/toc.html>
- Extensive list of Lewis and Clark resources including tribes encountered by the Corps of Discovery on Inside the Corps, PBS online, on November 2, 2006, available at:  
[http://www.pbs.org/lewisandclark/archive/idx\\_rel.html](http://www.pbs.org/lewisandclark/archive/idx_rel.html)
- Interactive Website for the Lewis and Clark Expedition, Discovering Lewis and Clark, VIAs Inc., online version on November 2, 2006, available at:  
<http://www.lewis-clark.org/index.asp>

Students will place their research into a graphic organizer or foldable (your choice or theirs). Teachervision.com, a division of the Family Education Network, offers graphic organizers for a free 7-day trial period. Online version on November 2, 2006, available at:  
<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

The following information should be included in the organizer:

Name of tribes  
Location  
Date  
Details of Meeting (cordial, hostile, etc.)

### **Activity #2**

Using a map of the Louisiana Territory, have students label the map with Native American and Corps of Discovery encounters – including location, date, and name of tribe. Check the ancillary maps available for your textbook for a black-line master of the Louisiana Territory for the students to use.



### Activity #3

In groups, students will plan a journey to a new planet. In order to ensure a successful journey, they need to create a detailed list of items they believe will be of use during their trip. Students should keep in mind the following questions:

What do they need to survive?

What items would they take to demonstrate our culture to unknown cultures?

How will they communicate?

What gifts would they bring?

At the completion of their planning, each group will present their plans to the class.

# LESSON # 2: *THIS LAND IS MY LAND - Westward Expansion During Reconstruction*

(Grade 8/Social Studies, Grade 11/American History)

Written by Mishelle Hall

**Overview of the Lesson:** In this lesson, students will research and analyze the United States Government transfer of Native American land after the discovery of gold in South Dakota. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of Reconstruction.

**Objective:** The learner will

- Research, evaluate and analyze the United States Government policies relating to Native American territories during Reconstruction.

**TEKS:**

**(8.5) History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.  
G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

**(8.6) History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.  
(B) explain the political, economic, and social roots of Manifest Destiny;  
(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.

**(8.9) History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation.  
(C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.

**(8.11) Geography.** The student understands the location and characteristics of places and regions of the United States, past and present.  
(A) locate places and regions of importance in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**(8.30) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

**(8.31) Social studies skills.** The student communicates in written, oral, and visual forms.

**(8.32) Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**(US 1A) History:** The student understands traditional historical points of reference in U.S. history from 1877 to the present. Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

**(US 2A) US History:** The student understands the political, economic, and social changes in the United States from 1877 to 1898. Analyze political issues such as Indian policies.

**Time Required:** One to two class periods

**Materials Needed:**

Copies of the Sid Richardson Museum paintings *Plunder on the Horizon* (1893) and *Trouble on the Horizon* (1893), both by Charles M. Russell

NARA Document Analysis Worksheet

NARA Primary Source: 1868 Fort Laramie Treaty

Computer lab

**Procedure**

- Place students into groups.  
Give each group a copy of the two Russell paintings.
- Each group will create a Venn diagram to compare and contrast the two paintings. Online version of a Venn diagram on November 2, 2006, available at:  
<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>



*Trouble on the Horizon*, by Charles M. Russell, 1893, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas





*Plunder on the Horizon*, by Charles M. Russell, 1893,  
Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas

- Lead a class discussion about the contents of the paintings; student groups should share their thoughts and ideas.

The discussion should include:

What is the time period?

Describe the locations.

What problems are suggested in the paintings?

How could these problems have been settled?

What interests both groups of people in the paintings?

- Give each group a copy of the Fort Laramie Treaty (1868).  
[http://archives.gov/exhibits/american\\_originals/sioux.html](http://archives.gov/exhibits/american_originals/sioux.html)



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Articles of a Treaty made and concluded by and between Lieutenant General William T. Sherman, General William S. Harney, General Alfred H. Terry, General C. C. Augur, J. D. Henderson, Nathaniel G. Taylor, John B. Sanborn and Samuel F. Tappan, duly appointed Commissioners on the part of the United States and the different Bands of the Sioux Nation of Indians by their Chiefs and Head men whose names are hereto subscribed, they being duly authorized to act in the premises.

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

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

If bad men among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black or Indian, subject to the authority of the United States and as provided herein, the Indians herein named, solemnly agree that they

Fort Laramie Treaty, 04/29/1868; General Records of the United States Government, 1778 – 1992, Record Group 11; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at:

[http://archives.gov/exhibits/american\\_originals/sioux1.jpg](http://archives.gov/exhibits/american_originals/sioux1.jpg)

ARC Identifier: 299803

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between the respective parties hereto, so far as such treaties and agreements obligate the United States to furnish and provide money, clothing or other articles of property to such Indians and Bands of Indians as become parties to this Treaty, but no further.

In Testimony of all which we the said Commissioners and we the Chiefs and Head men of the Brule Band of the Sioux Nation have hereunto set our hands and seals at Fort Laramie, Lakota Territory this twenty ninth day of April in the year one thousand eight hundred and sixty eight

A. S. Taylor (Seal)  
 W. T. Sherman (Seal)  
 W. S. Harvey  
 Col. May Gen. U.S.A. (Seal)  
 John B. Sanderson (Seal)  
 S. F. Tappan (Seal)  
 G. C. Auger (Seal)  
 Brig. Gen. (Seal)  
 Capt. (Seal)  
 (Seal)

Attest:  
 A. J. White,  
 Secretary.

Fort Laramie Treaty, 04/29/1868; General Records of the United States Government, 1778 – 1992, Record Group 11; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at:

[http://archives.gov/exhibits/american\\_originals/sioux2.jpg](http://archives.gov/exhibits/american_originals/sioux2.jpg)

ARC Identifier: 299803





- Students will read the treaty and complete the NARA Document Analysis Worksheet.  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

As a class, discuss the important aspects of the Laramie Treaty such as:

Why was the Laramie Treaty necessary? What was its purpose?

Who benefited from the Laramie Treaty?

Were the terms of the Laramie Treaty realistic?

How would the Laramie Treaty have affected the events in the paintings?

In what way would the Laramie Treaty have prevented situations like the Trail of Tears?

What problems did the Laramie treaty create?



## Written Document Analysis Worksheet

|    |   |
|----|---|
| 1. | TYPE OF DOCUMENT (Check one):<br><input type="radio"/> Newspaper<br><input type="radio"/> Letter<br><input type="radio"/> Patent<br><input type="radio"/> Memorandum<br><input type="radio"/> Map<br><input type="radio"/> Telegram<br><input type="radio"/> Press Release<br><input type="radio"/> Report<br><input type="radio"/> Advertisement<br><input type="radio"/> Congressional Record<br><input type="radio"/> Census Report<br><input type="radio"/> Other                             |
| 2. | UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):<br><input type="checkbox"/> Interesting Letterhead<br><input type="checkbox"/> Handwritten<br><input type="checkbox"/> Typed<br><input type="checkbox"/> Seals<br><input type="checkbox"/> Notations<br><input type="checkbox"/> "RECEIVED" stamp<br><input type="checkbox"/> Other  |
| 3. | DATE(S) OF DOCUMENT:  |
| 4. | AUTHOR (OR CREATOR) OF THE DOCUMENT:<br><br>POSITION (TITLE):   |
| 5. | FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?   |
| 6. | DOCUMENT INFORMATION (There are many possible ways to answer A-E.)<br>A. List three things the author said that you think are important:<br><br>B. Why do you think this document was written?<br><br>C. What evidence in the document helps you know why it was written? Quote from the document.<br><br>D. List two things the document tells you about life in the United States at the time it was written.<br><br>E. Write a question to the author that is left unanswered by the document: |

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Written Document Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

### **Activity - Computer Research and Letter to the Editor**

Using the Internet, have your students research events in South Dakota in 1874 (i.e., the discovery of gold in the land given to the Native Americans in the Fort Laramie treaty). Research websites include:

#1 City of Deadwood, South Dakota, online on November 2, 2006, at:

[http://www.cityofdeadwood.com/index.asp?Type=B\\_BASIC&SEC=%7B269A8C80-9F36-4D72-A17D-DF18E23E10FF%7D](http://www.cityofdeadwood.com/index.asp?Type=B_BASIC&SEC=%7B269A8C80-9F36-4D72-A17D-DF18E23E10FF%7D)

#2 Encyclopedia Britannica Online, History of South Dakota, online on November 2, 2006, at:

<http://www.britannica.com/ebi/article-208363>

#3 The National Park Service, Plains Indians, online on November 2, 2006, available at

<http://www.nps.gov/foia/indians.htm>

Have students take notes about the facts they discover. You may want students to use a graphic organizer.

Bring the students back to their groups to discuss the results of their research.

Their discussions should include:

Why was the Native American land in South Dakota reclaimed?

How did the U.S. Government justify reclaiming those lands, thus violating the Fort Laramie Treaty?

What were the results of the U.S. Government actions?

After the completion of their discussions, each student will create a "Letter to the Editor," either supporting or condemning the actions of the U.S. Government in regards to the seizure of the Fort Laramie Treaty land from the Native Americans.

# LESSON # 3:

## LEAVING HOME FOR THE WEST – Why?

**(Grade 8/Social Studies)**

**Written by Mishelle Hall**

**Overview of the Lesson:** In this lesson, students will research and analyze the desire for land as one of the motives for relocating to the West. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of American Westward Expansion.

**Objective:** The learner will

- Research, evaluate and analyze the desire for land in the Westward Movement.

**TEKS:**

**(8.6) History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(B) explain the political, economic, and social roots of Manifest Destiny.

**(8.12) Geography.** The student understands the physical characteristics of the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries and how humans adapted to and modified the environment.

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries;

(B) describe the consequences of human modification of the physical environment of the United States.

**(8.30) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

**(8.31) Social studies skills.** The student communicates in written, oral, and visual forms.

**(8.32) Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Time Required:** One to two class periods

**Materials Needed:**

Transparency of the Sid Richardson Museum painting *The Dry Camp* (1907) by Frederic Remington

NARA Document Analysis Worksheet

NARA Primary Source: The Homestead Act

Butcher Paper

Markers, Map Pencils

## Procedure

- Create a transparency of the Sid Richardson Museum painting *The Dry Camp*.



*The Dry Camp*, Frederic Remington, 1907, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas

- Using the painting as a visual discovery, let the students discuss the painting. Discussion might include the following questions:
  - Who is in the painting?
  - What is he doing? What might be in the wagon?
  - Describe the location of the painting.
  - Describe the weather.
  - Where might he be going?

This discussion will include land as one of the primary reasons American settlers would choose to leave their homes to move to the unknown west.

- Have your students get into groups. Give each group a copy of the Homestead Act and relevant background information.

To find background information about the Homestead Act, enter a search query at the National Park Service, Homestead National Monument of America, online version on November 2, 2006, available at:

<http://www.nps.gov/home/>

### **Transcript of Homestead Act (1862)**

#### **CHAP. LXXV. —*An Act to secure Homesteads to actual Settlers on the Public Domain.***

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section or a less quantity of unappropriated public lands, upon which said person may have filed a preemption claim, or which may, at the time the application is made, be subject to preemption at one dollar and twenty-five cents, or less, per acre; or eighty acres or less of such unappropriated lands, at two dollars and fifty cents per acre, to be located in a body, in conformity to the legal subdivisions of the public lands, and after the same shall have been surveyed: Provided, That any person owning and residing on land may, under the provisions of this act, enter other land lying contiguous to his or her said land, which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.

SEC. 2. And be it further enacted, That the person applying for the benefit of this act shall, upon application to the register of the land office in which he or she is about to make such entry, make affidavit before the said register or receiver that he or she is the head of a family, or is twenty-one years or more of age, or shall have performed service in the army or navy of the United States, and that he has never borne arms against the Government of the United States or given aid and comfort to its enemies, and that such application is made for his or her exclusive use and benefit, and that said entry is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of any other person or persons whomsoever; and upon filing the said affidavit with the register or receiver, and on payment of ten dollars, he or she shall thereupon be permitted to enter the quantity of land specified: Provided, however, That no certificate shall be given or patent issued therefor until the expiration of five years from the date of such entry; and if, at the expiration of such time, or at any time within two years thereafter, the person making such entry; or, if he be dead, his widow; or in case of her death, his heirs or devisee; or in case of a widow making such entry, her heirs or devisee, in case of her death; shall prove by two credible witnesses that he, she, or they have resided upon or cultivated the same for the term of five years immediately succeeding the time of filing the affidavit aforesaid, and shall make affidavit that no part of said land has been alienated, and that he has borne true allegiance



to the Government of the United States; then, in such case, he, she, or they, if at that time a citizen of the United States, shall be entitled to a patent, as in other cases provided for by law: And provided, further, That in case of the death of both father and mother, leaving an Infant child, or children, under twenty-one years of age, the right and fee shall ensure to the benefit of said infant child or children; and the executor, administrator, or guardian may, at any time within two years after the death of the surviving parent, and in accordance with the laws of the State in which such children for the time being have their domicil, sell said land for the benefit of said infants, but for no other purpose; and the purchaser shall acquire the absolute title by the purchase, and be entitled to a patent from the United States, on payment of the office fees and sum of money herein specified.

SEC. 3. And be it further enacted, That the register of the land office shall note all such applications on the tract books and plats of, his office, and keep a register of all such entries, and make return thereof to the General Land Office, together with the proof upon which they have been founded.

SEC. 4. And be it further enacted, That no lands acquired under the provisions of this act shall in any event become liable to the satisfaction of any debt or debts contracted prior to the issuing of the patent therefor.

SEC. 5. And be it further enacted, That if, at any time after the filing of the affidavit, as required in the second section of this act, and before the expiration of the five years aforesaid, it shall be proven, after due notice to the settler, to the satisfaction of the register of the land office, that the person having filed such affidavit shall have actually changed his or her residence, or abandoned the said land for more than six months at any time, then and in that event the land so entered shall revert to the government.

SEC. 6. And be it further enacted, That no individual shall be permitted to acquire title to more than one quarter section under the provisions of this act; and that the Commissioner of the General Land Office is hereby required to prepare and issue such rules and regulations, consistent with this act, as shall be necessary and proper to carry its provisions into effect; and that the registers and receivers of the several land offices shall be entitled to receive the same compensation for any lands entered under the provisions of this act that they are now entitled to receive when the same quantity of land is entered with money, one half to be paid by the person making the application at the time of so doing, and the other half on the issue of the certificate by the person to whom it may be issued; but this shall not be construed to enlarge the maximum of compensation now prescribed by law for any register or receiver: Provided, That nothing contained in this act shall be so construed as to impair or interfere in any manner whatever with existing preemption rights: And provided, further, That all persons who may have filed their applications for a preemption right prior to the passage of this act, shall be entitled to all privileges of this act: Provided, further, That no person who has served, or may hereafter serve, for a period of not less than fourteen days in the army or navy of the United States, either regular or volunteer, under the laws thereof, during the existence of an actual war, domestic or foreign, shall be deprived of the benefits of this act on account of not having attained the age of twenty-one years.

SEC. 7. And be it further enacted, That the fifth section of the act entitled "An act in addition to an act more effectually to provide for the punishment of certain crimes against the United States, and for other purposes," approved the third of March, in the year eighteen hundred and fifty-seven, shall extend to all oaths, affirmations, and affidavits, required or authorized by this act.

SEC. 8. And be it further enacted, That nothing in this act shall be so construed as to prevent any person who has availed him or herself of the benefits of the first section of this act, from paying the minimum price, or the price to which the same may have graduated, for the quantity of land so entered at any time before the expiration of the five years, and obtaining a patent therefor from the government, as in other cases provided by law, on making proof of settlement and cultivation as provided by existing laws granting preemption rights.

APPROVED, May 20, 1862.

"Act of May 20, 1862, (Homestead Act)," Public Law 37-64 (12 STAT 392)., 05/20/1862: General Records of the United States Government, 1778 – 1992, Record Group 11; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC.

Online version on November 2, 2006, available at:

<http://arcweb.archives.gov/>

ARC Identifier: 299815

Transcript of "Act of May 20, 1862, (Homestead Act)", National Archives, available at 100 Milestone Documents, online version on November 2, 2006, at:

<http://www.ourdocuments.gov/doc.php?doc=31&page=transcript>

- Each group will complete a NARA Document Analysis Worksheet concerning the Homestead Act.  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
- After completing their analysis, each group should share their discussion, thoughts and ideas concerning the Homestead Act.

The discussion should include:

What was the purpose of the Homestead Act?

Who was eligible for land?

What were the requirements? What were the limitations?

Amount of land available? Cost for the land?

## Written Document Analysis Worksheet

|    |   |
|----|---|
| 1. | TYPE OF DOCUMENT (Check one):<br><input type="radio"/> Newspaper<br><input type="radio"/> Letter<br><input type="radio"/> Patent<br><input type="radio"/> Memorandum<br><input type="radio"/> Map<br><input type="radio"/> Telegram<br><input type="radio"/> Press Release<br><input type="radio"/> Report<br><input type="radio"/> Advertisement<br><input type="radio"/> Congressional Record<br><input type="radio"/> Census Report<br><input type="radio"/> Other                             |
| 2. | UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):<br><input type="checkbox"/> Interesting Letterhead<br><input type="checkbox"/> Handwritten<br><input type="checkbox"/> Typed<br><input type="checkbox"/> Seals<br><input type="checkbox"/> Notations<br><input type="checkbox"/> "RECEIVED" stamp<br><input type="checkbox"/> Other  |
| 3. | DATE(S) OF DOCUMENT:  |
| 4. | AUTHOR (OR CREATOR) OF THE DOCUMENT:<br><br>POSITION (TITLE):   |
| 5. | FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?   |
| 6. | DOCUMENT INFORMATION (There are many possible ways to answer A-E.)<br>A. List three things the author said that you think are important:<br><br>B. Why do you think this document was written?<br><br>C. What evidence in the document helps you know why it was written? Quote from the document.<br><br>D. List two things the document tells you about life in the United States at the time it was written.<br><br>E. Write a question to the author that is left unanswered by the document: |

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Written Document Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)



## Activity - Group Work – Broadside Poster

Discuss the structure of the poster, as well as the information contained within it. Note the title, sub-title, illustration, and the use of font to attract the reader's attention. Using this information, as well as the information gained from analyzing and discussing the Homestead Act, each group will create a broadside poster encouraging Americans to use the Homestead Act to gain land in the West.

Example of Broadside Poster:

**YUMA COLORADO!**

**THE CO. SEAT OF YUMA COUNTY,**  
**Situated in the Famous Yuma Valley,**  
**IN NORTH-EASTERN COLORADO,**

One hundred and thirty-eight miles north-west of Denver, on the line of the Burlington & Missouri River Railroad. Yuma is 90 days old and has a population of over 600 souls, and has enjoyed a steady and healthy growth ever since and is today the largest, wealthiest and best city between Denver, Colo., and McCook, Nebraska, a distance of 150 miles.

**THE SOIL IS UNSURPASSED FOR FERTILITY.**

It is either a dark sandy loam or a black clay loam, according to particular locality. The former is best suited for corn, while the latter is the best wheat land in the world.

**The Northwestern Colonization and Townsite Company**

"Yuma, Colorado!"; Reproduction of a broadside advertising Yuma, Yuma County, Colorado; [between 1890 and 1910]; Western History/Genealogy Dept., Denver Public Library. Online version on November 2, 2006, available at:

<http://photoswest.org/cgi-bin/imager?10014213+X-14213>

Their posters should:

- Be dated.
- Have a title and subtitle that expresses a main idea.
- Indicate a specific location available for settlement.
- Provide accurate information about the Act.
- List or illustrate 3 or more benefits of moving West.
- Contain illustrations that support the text.
- Make effective use of color to appeal to a reader.

Each group should present their final posters to the class.

# LESSON # 4: GUARDIANS OF THE WEST

**(Grade 8/Social Studies)**

**Written by Mishelle Hall**

**Overview of the Lesson:** In this lesson, students will research, evaluate and analyze the role of the buffalo in the Westward Movement. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of American Westward Expansion.

**Objective:** The learner will

- Research, evaluate and analyze the role of the buffalo in the Westward Movement.

**TEKS/TAKS:**

**(8.6) History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(B) explain the political, economic, and social roots of Manifest Destiny.

**(8.12) Geography.** The student understands the physical characteristics of the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries and how humans adapted to and modified the environment.

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries;

(B) describe the consequences of human modification of the physical Environment of the United States.

**(8.30) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

**(8.31) Social studies skills.** The student communicates in written, oral, and visual forms.

**(8.32) Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Time Required:** One to two class periods

**Materials Needed:**

Transparency of the Sid Richardson Museum painting *Guardian of the Herd* (1899) by Charles M. Russell

Transparency of the NARA photograph: "Buffalo grazing near buffalo yards, Wichita National Forest, Okla., March 11, 1908. 95-G- 76223"

<http://www.archives.gov/research/american-west/images/107.jpg>

Copies of the article "Buffalo Nation"

Copy of the NARA source Headquarters Department of Platte (1871) Memo  
Cause and Effect Chart

**Procedure**

- Create a transparency of the Sid Richardson Museum painting *The Guardian of the Herd* by Charles M. Russell.



*The Guardian of the Herd*, 1899, Charles M. Russell,  
Pencil, Watercolor, and Gouache on Paper  
Sid Richardson Museum, Fort Worth, Texas

- Using the painting as a visual discovery, let students discuss the painting. Discussion might address the following questions:
  - What is happening in the painting?
  - What do you notice in the background?
  - What is the location of the painting?
  - What is the time period? How do you know?



Create a transparency of NARA photograph “Buffalo grazing near buffalo yards”, Wichita National Forest, Okla., March 11, 1908.



“Buffalo grazing near buffalo yards”, Wichita National Forest, Okla., March 11, 1908. 95-G-76223; Records of the Forest Service, 1870 – 2000, Record Group 95; Still Picture Records LICON, Special Media Archives Services Division (NWCS-S), National Archives at College Park, MD. Online version on November 2, 2006, available at <http://www.archives.gov/research/american-west/images/107.jpg>  
ARC Identifier: 523028.

- Discuss the photograph:

What is happening?  
Where was the photo taken?  
When was the photo taken?

- Have your students compare and contrast the painting and the photograph:

How are they alike? How are they different?

What inferences can we make about the population of buffalos from the mid-to-late 1800s to the early 1900s?

- Provide each student with a copy of the reading “Buffalo Nation” and the “Headquarters Department of the Platte” memo (1871).

Online version of “Buffalo Nation” article, American Buffalo: Spirit of a Nation at PBS Online, on November 2, 2006, available at:

<http://www.pbs.org/wnet/nature/buffalo/nation.html>



of Telegram.

Headquarters Department of the Platte,

OMAHA, NEB.,

January 19<sup>th</sup> 1871.

General E. D. Townsend,  
Adjutant General U.S. Army,  
Washington, D.C.

I hear of no arrangement by Indian  
Department to feed indians at Fort Laramie.  
In what extent am I to feed them?

(Signed) C. C. Ingles,  
Brigadier General,  
Commanding.



Letter to Adjutant General E. D. Townsend, Headquarters Department of the Platte, Omaha, Nebraska, January 19, 1871; Letters Received by the Office of the Adjutant General (Main Series), 1871-1880. National Archives Microfilm Publication M666, Roll 2. File 113 AGO 1871; Record Group 94. National Archives, Washington, D.C.

- Have your students take turns reading the article and the memo aloud.

As a class, discuss the key points of the article such as:

What happened to the buffalo?

How did Native Americans' usage of buffalo differ from the American settlers' usage of the buffalo?

How do the problems described in the article relate to the U.S. Government's memo?

What were the overall effects of the Government actions?

### **Activity**

After examining the painting, the photograph and the written documents, have students complete a Cause and Effect chart about the treatment of buffalos during American Expansion.

An example of a Cause and Effect chart available at [www.educationoasis.com](http://www.educationoasis.com), online November 2, 2006, at:

[http://www.educationoasis.com/curriculum/GO\\_pdf/causeeffect\\_tchart.pdf](http://www.educationoasis.com/curriculum/GO_pdf/causeeffect_tchart.pdf)

Using their chart, students will take on the role of a westward settler and create a postcard to family or friends back East, describing his/her view point about the U.S. Government's treatment of the buffalo and ultimately, Native Americans.

# LESSON # 5: DANGERS OF THE WEST

**(Grade 8/Social Studies)**

**Written by Mishelle Hall**

**Overview of the Lesson:** In this lesson, students will analyze the dangers faced by settlers moving to the West. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of American Westward Expansion.

**Objective:** The learner will

- Research, evaluate and analyze the dangers and difficulties of the Westward Movement.

**TEKS:**

**(8.6) History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(B) explain the political, economic, and social roots of Manifest Destiny;

**(8.12) Geography.** The student understands the physical characteristics of the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries and how humans adapted to and modified the environment.

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries;

(B) describe the consequences of human modification of the physical Environment of the United States.

**(8.30) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

**(8.31) Social studies skills.** The student communicates in written, oral, and visual forms.

**(8.32) Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

**Time Required:** One to three class periods

**Materials Needed:**

Computer Lab

Copies of the Sid Richardson Museum paintings *Breaking Up The Ring* (1900) and *He Snaked Old Texas Pete...* (1905), both by Charles M. Russell

Primary Source: NARA document: "Mormon emigrants," photograph of covered wagon caravan by C. W. Carter ca. 1879. 165-XS-7

<http://www.archives.gov/research/american-west/images/023.jpg>



Journal Excerpts:

“Hardships of Covered Wagon Journey Across the Plains as recalled by A Pioneer”

<http://www.rootsweb.com/~orjackso/Journey.htm>

“Across the Plains”

<http://flag.blackened.net/daver/1sthand/atp/atp.html>

**Procedure**

- Create copies of the two Charles M. Russell paintings, *He Snaked Old Texas Pete Right out of his Wicky-up, Gun and All*, and *Breaking Up the Ring*, the NARA photo and journal excerpts.



*He Snaked Old Texas Pete Right out of his Wicky-up, Gun and All*, 1905, Charles M. Russell, Pencil, Watercolor, and Gouache on Paper  
Sid Richardson Museum, Fort Worth, Texas

For further information about this painting, you may want to read parts of the book, Arizona Nights by Stewart Edward White to your students.

Online version on November 2, 2006, available at World Wide School at:

<http://www.worldwideschool.org/library/books/lit/western/ArizonaNights/chap2.html>



*Breaking Up the Ring*, 1900, Charles M. Russell, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas





"Mormon Emigrants." Photograph of covered wagon caravan by C. W. Carter ca. 1879. Records of the War Department General and Special Staffs, 1860 – 1952, Record Group 165; Still Picture Records LICON, Special Media Archives Services Division (NWCS-S), National Archives at College Park, MD. Online version on November 2, 2006, available at: <http://www.archives.gov/research/american-west/images/023.jpg>  
ARC Identifier: 533790.

## Journal Excerpts:

### #1 “Hardships of Covered Wagon Journey Across the Plains as Recalled by a Pioneer”

*"We left Iowa in the year of 1862, I think it was in March, and we were six months on the trip. Our destination was California. Our emigrant train consisted of one hundred members who elected my grandpa, John Parham, as their captain. They drilled and practiced corralling and getting ready in case we should be attacked by Indians. Everything went all right until we reached the part of the country where the Indians were making trouble.*

*Our family consisted of Mr. and Mrs. John Parham, who were my grandparents, Mr. and Mrs. William Patton who were my parents, my little sister Ettie and myself. Sister Annie was born on the way, near American Falls on the Snake River in Idaho. Mother thought she would get through the trip before the stork arrived, but as there was a doctor in our emigrant train, she and baby were taken care of. When the baby was only three days old we had a fight with Indians.*

*We had seen small bands of them at different times, and had seen them telegraphing to each other from high mountains. They do this by building slow fires then throwing blankets over them and when they lift the blankets a cloud of smoke arises. The smoke is their signal.*

*On August 21st we had our trouble with them. In the evening, all night and until noon the next day near City Rocks close to a canyon, they attacked us. We saw them coming, got the wagons all arranged in a circle; got what we could out of the wagons such as bedding and other things that could be packed around the wagons; got the women and children under the wagons and packed dirt around the outside of the wagons. There we had to lie flat on our backs. Grandma had sister Ettie on one arm and me on the other. Mother and baby were on a bed near us and not very comfortable. Not much under us except hard ground and sagebrush.*

*They dug a hole in the middle of the corral and some women and boys molded bullets of lead for the men who were fighting. Mother had made some cookies a few days before so we had some of them and a little water to drink. We were scarce of water because we were cut off from it.*

*The Indians left us about noon the next day for a while. They had driven away all of our cattle before we could get them inside the corral. They shot one of our men in the arm and killed one of our mules. We got away and started to travel again, but had to pass through a canyon where the women drove and the men fought all the way through.*

“Hardships of Covered Wagon Journey Across the Plains as Recalled by a Pioneer,” written by Mary Frances Patton Welch, describing the 1862 journey of her family across the plains, with her grandfather as the captain of the emigrant train. From Jackson County Oregon, OregonGenWeb Project, online version on November 2, 2006, available at:

<http://www.rootsweb.com/~orjackso/Journey.htm>

### #2 Across the Plains in '64 by Prairie Schooner to Oregon

*That day and the next one, crossing the Bannock Mountains, we experienced the hardest traveling that we found on that long trip from Iowa to Oregon. Even the lava desert had been easier, for there the road had been comparatively level. Here, though the wagons were lightened every pound that could be removed, the horses struggled with difficulty up the bed of a mountain stream.*

As far as possible, the captain had ordered, we were to make no noise. Slipping along the mountain road, guards ahead, guards behind, guards in the woods on either side of us, all that day we walked. We children were afraid to speak above whispers. Night came on before we reached the summit of the mountains.

In the darkness not a fire was built, nor a match lighted, and we made our camp for a second time in the wagons. From that mountaintop fires could be seen from a great distance. Someone gave us food; someone brought us water, and we crept into bed, all the women and children. Not a man, I think, in the whole train but stood guard that night. So silent were we that we did not know where the nearest wagon was stationed. Not a child whimpered and, strangely enough, not a horse neighed.

The next morning, since we were still without fires, whatever food was available was passed around, and just as the black of night was changing to gray, the teams were hitched to the wagons and we started down the mountain.

We had crossed the higher Rockies with only distant peaks to tell us we had reached the dividing of the waters. That day, however, we found mountain travel of a kind of which we had not dreamed. For several hours we wound along a nearly level road, the descent being very gradual. About ten o'clock we reached a place where the road abruptly leaves the mountain, "the jumping-off place," we children called it, a fearful piece of road to traverse.

We stopped on the brow of the hill to prepare for the descent. Four-horse teams were divided, as the leaders can not hold back. Long ropes were tied to the axles of the wagons. Trees were cut and tied by the tops to drag on the ground behind.

"My team can hold this wagon," one man told the others. "These trees are enough, I don't need a rope."

"They can't do it. No team can hold a wagon on that last pitch," I heard an answer.

"They'll make it all right. I'm going on." Though others tried to dissuade him, he started down the hill.

"We'll pick you up when we get there," someone called after him.

Other wagons followed, their wheels locked, weighted by the cumbersome trees, and held in addition by long lines of braced and straining men. In spite of the efforts of the men at the ropes, it looked as if the wagons would surely pitch over onto the horses. Wagon after wagon was lowered in this way to the foot of the incline. A full half day was required to move the train a short half mile. When after watching numbers of wagons pass we ran on down the hill, we found at the bottom the man who had scorned the ropes. He was at the bottom; there was no doubt of that, but that last and steepest pitch had a turn that must be followed to avoid disaster. It led to a level valley floor and solid ground. If it were not followed, a marshy quagmire made a soft landing place. Hopelessly mired in the swamp rested the wagon and horses, right side up and uninjured, but there for all time unless helped to dry land.

I did not envy the man the chaffing he received as outfit after outfit reached the foot of the incline and added its trees to the huge pile already there.

After the last wagon was down someone asked the man, "Do you want a rope now? Perhaps you'd rather swim a while longer, though!"

"Good place you chose to land," another said, "There's nothing like mud for cushions."

Unmercifully they guyed him. It did not pay a man to be too independent and knowing. He had little to say as they fastened ropes to his outfit, hitched horses to the ropes and pulled him out of

*the mire.*

*Greatly relieved that the strain was over, we drove around the foot of the mountain a short distance to a good camping spot. The day was not spent, but the captain said we had traveled enough for one day, and I'm sure there were many in the train who agreed with him.*

“Across the Plains in '64 by Prairie Schooner to Oregon”, From the stories of her mother Philura V. Clinkinbeard, Compiled and arranged by Anna Dell Clinkinbeard. Exposition Press, New York, Library of Congress catalog card number: 53-11259. First-Hand Accounts, online version on November 2, 2006, available at:

<http://flag.blackened.net/daver/1sthand/atp/atp.html>

- In pairs, students will analyze the three visuals and the two journal entries and create a comprehensive list of the numerous obstacles westward settlers faced as described in the journal excerpts. You may want to use a graphic organizer so the students can organize their lists.

Teachervision.com, a division of the Family Education Network, offers graphic organizers for a free 7-day trial period. Online version on November 2, 2006, available at:

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

- Once they have prepared their lists, have the groups share ideas.

Their list should include problems with:

- Geography
- Native Americans
- Transportation
- Weather
- Animals – Buffalo
- Food (or lack thereof)
- Individuals taking advantages of other settlers

### **Activity**

Using the computer lab, have students design a travel brochure that contains information that would help future western travelers plan for a safe journey.

Their brochures should include:

- Maps of travel routes
- Drawings/Photographs of the West
- Dangers to avoid
- Safe Stopping Stations/Forts



# LESSON 6:

## LOUISIANA PURCHASE

**(Grade 5 Social Studies, Grade 8 Social Studies, Grade 11 United States History)**

**Written by Kris McIntosh**

**Summary of Lesson:** These primary source items are to be used within a larger Social Studies unit on President Thomas Jefferson's administration (1801-1809) and the purchase of Louisiana Territory in 1803. Students will analyze a letter from President Thomas Jefferson to Secretary of the Treasury Albert Gallatin, a letter from President Thomas Jefferson to Meriwether Lewis, the List of Indian Presents, and a painting by Charles M. Russell.

**Objectives:** Students will

- Discover the economic aspect of funding the Louisiana Purchase, and
- Analyze the role of presents as an indicator of peace.

**TEKS:**

**(5.4C) History.** The student is expected to identify examples of U.S. territorial expansion.

**(8.1C) History.** The student understands traditional historical points of reference in U.S. history through 1877, and is expected to explain the significance of the following date: 1803.

**(8.5E) History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic, and is expected to trace the foreign policies of Presidents Washington through Monroe.

**(U.S.10.A) Geography.** The student understands the effects of migration and immigration on American society, and is expected to analyze the effects of changing demographic patterns resulting from migration within the United States.

**(U.S. 6B) Economics.** The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy.

**Time Required:** One to two class periods

**Materials Needed:**

Image of Sid Richardson Museum painting *Captain William Clark of the Lewis and Clark Expedition Meeting with the Indians of the Northwest*

Projector to show image

Letter from Thomas Jefferson to Meriwether Lewis, July 4, 1803

List of Indian presents purchased by Meriwether Lewis in preparation for the expedition to the West

Individual copies of letter from President Thomas Jefferson to Secretary of the Treasury Albert Gallatin (National Archive Microfilm Roll T 712)

Magnifying glasses

Individual copies of the NARA Document Analysis Sheet

Individual copies of the NARA Photo Analysis Sheet

**Procedure:** After the unit on the Louisiana Purchase has begun:

- Give each student a copy of President Thomas Jefferson's letter to Secretary of Treasury Albert Gallatin. Divide the students into groups (four students) and give them time to read President Thomas Jefferson's letter. The handwritten letter is difficult to read, so the teacher must be "working" the room, helping students decipher words and explaining the different forms of the letter "s". Use of magnifying glasses may be helpful.

31

To Albert Gallatin, Secretary of the  
Treasury of the United States.

Whereas by an Act, passed the tenth day of  
November, in the year one thousand eight hundred and three, enti-  
tled "An Act authorizing the creation of a Stock to the amount of  
eleven millions two hundred and fifty thousand dollars for the  
purpose of carrying into effect the Convention of the 30<sup>th</sup> of April  
one thousand eight hundred and three, between the United  
States of America, and the French Republic; and making  
provision for the payment of the same"; it is, among other things,  
enacted "that for the purpose of carrying into effect the Convention  
of the thirtieth day of April 1803 between the United States of  
America and the French Republic, the Secretary of the Treasury  
do, and he is hereby, authorized to cause to be constituted Certificates  
of Stock signed by the Register of the Treasury, in favor of the  
French Republic or of its Assignees, for the sum of Eleven  
Millions two hundred and fifty thousand dollars, bearing an inter-  
est of six per centum per annum, from the time when possession of  
Louisiana shall have been obtained in conformity with the Treaty of  
the thirtieth day of April 1803, between the United States of America  
and the French Republic, and in other respects conformable with the  
tenor of the Convention aforesaid; And the President of the United  
States is authorized to cause the said Certificates of Stock to be deli-  
vered to the Government of France, or to such Person or Persons  
as shall be authorized to receive them, in three months at most after  
the exchange of ratifications of the Treaty aforesaid and after  
Louisiana shall be taken possession of in the name of the Go-  
vernment of the United States" — Now therefore Be

Letter from President Thomas Jefferson to Secretary of the Treasury Albert Gallatin; Treasury Department Papers Relating to the Louisiana Purchase; National Archives Microfilm Publication T 712, Roll 1, Frame 31; General Records of the Department of the Treasury, Record Group 56, National Archives, Washington, D.C.



2  
it known, that, I, Thomas Jefferson, President of  
the United States of America, by virtue of the power in me vested  
by the Act before recited, Do hereby authorize and require  
you, Albert Gallatin, Secretary of the Treasury, to cause to be  
delivered to the Government of France, or to such person or persons  
as have been authorized to receive the same, the Certificates of Stock  
which have been constituted in conformity with the Convention of  
the thirtieth day of April 1803, between the United States of Ame-  
rica and the French Republic —: And for so doing this  
shall be your sufficient Warrant.

In testimony whereof, I  
have hereunto subscribed my hand  
at the City of Washington the  
seventeenth day of January  
one thousand eight hundred and four.

T. Jefferson

Letter from President Thomas Jefferson to Secretary of the Treasury Albert Gallatin; Treasury Department Papers Relating to the Louisiana Purchase; National Archives Microfilm Publication T 712, Roll 1, Frame 32; General Records of the Department of the Treasury, Record Group 56, National Archives, Washington, D.C.



- Once all groups have worked their way through the letter, distribute the Document Analysis Sheet. Within each small group, have the students' number off 1-4 and put the number next to their name. The first five questions can be discussed with the entire class, and then question 6 A-E can be addressed in the small groups. After students have completed their analysis, discuss the purpose of the letter.

Within this letter, President Jefferson is asking Secretary of Treasury Albert Gallatin to generate stock to pay for the purchase of the Louisiana Territory. The amount is set according to the agreement between France and the United States. The treaty, which includes the purchase price, is being ratified by the Senate. President Jefferson will determine who will deliver the stock to the person representing the French government. Ask students, "If you were Secretary Albert Gallatin, would there be any doubt in your mind that you have the authority to do this?"

- After introducing students to William Clark and Meriwether Lewis, and the goals of the Lewis and Clark Expedition, share the letter from President Jefferson to Mr. Lewis. Ask students to list what supplies they believe would be necessary for such an exploration. Introduce the idea of carrying presents to those who you might run into on the journey. What gifts would be appropriate? Share with students the List of Indian Presents. Ask students to speculate on the reasons these particular gifts were purchased.
- To conclude this discussion, show the painting by Charles M. Russell. Assign each student to fill in the Photo Analysis Sheet, using the same type of questions to analyze the painting.
- You may also wish to share information about the Jefferson Peace Medal with students. A Jefferson Peace Medal, Interactive Website for the Lewis and Clark Expedition, Discovering Lewis and Clark, VIAs Inc., online version on November 2, 2006, is available at: <http://www.lewis-clark.org/content/content-article.asp?ArticleID=350>
- After discussing the painting, assign students to write a letter to President Thomas Jefferson detailing this exchange of presents.



*Captain William Clark Meeting with the Indians of the Northwest,*  
by Charles M. Russell, 1897, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas



1803, July 4

Dear Sir

(74)

Washington. U.S. of America. July 4. 1803.

In the journey which you are about to undertake for the discovery of the source and course of the Mississippi, and of the most convenient water communication from thence to the Pacific ocean, your party being small, it is to be expected that you will encounter considerable dangers from the Indian inhabitants, should you escape those dangers and reach the Pacific ocean, you may find it imprudent to hazard a return the same way, and be forced to seek a passage round by sea, in such vessels as you may find on the Western coast. but you will be without money, without clothes, & other necessaries; as a sufficient supply cannot be carried with you from hence. your resources in that case can only be in the credit of the U.S. for which purpose I hereby authorize you to draw on the Secretaries of State, of the Treasury, of War & of the Navy, of the U.S. according as you may find your draughts will be most reasonable, for the purpose of obtaining money or necessaries for yourself & your men: and I solemnly pledge the faith of the United States that these draughts shall be paid punctually at the date they are made payable. I also ask of the Consuls, agents, merchants & citizens of any nation with which we have intercourse or amity, to furnish you with those supplies which your necessities may call for, assuring them of honorable and prompt payment, and our own Consuls in foreign parts where you may happen to be, are hereby instructed & required to be aiding & assisting to you in whatsoever may be necessary for procuring your return back to the United States. And to give more entire satisfaction & confidence to those who may be disposed to aid you, I Thomas Jefferson, President of the United States of America, have written this letter of general credit <sup>for you</sup> with my own hand, and signed it with my name.

Th: Jefferson

To  
Capt. Meriwether Lewis.

22938

The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827 Thomas Jefferson to Meriwether Lewis, July 4, 1803, Image 731 of 1207

Online version on November 2, 2006, available at:

<http://memory.loc.gov/ammem/index.html>

Search under "Thomas Jefferson to Meriwether Lewis July 4 1803 with copy".

The Library of Congress, American Memory

Thomas Jefferson and Early Western Explorers, Transcribed and Edited by Gerard W. Gawalt, Manuscript Division, Library of Congress

*Washington. U.S. of America. July 4. 1803.*

*Dear Sir*

*In the journey which you are about to undertake for the discovery of the course and source of the Missouri and of the most convenient water communication from thence to the Pacific ocean, your party being small, it is to be expected that you will encounter considerable dangers from the Indian inhabitants. Should you escape those dangers and reach the Pacific Ocean, you may find it imprudent to hazard a return the same way, and be forced to seek a passage round by sea, in such vessels as you may find on the Western coast. But you will be without money, without clothes, & other necessaries; as a sufficient supply cannot be carried with you from hence. Your resource in that case can only be in the credit of the U.S. for which purpose I hereby authorise you to draw on the Secretaries of State, of the Treasury, of War & of the Navy of the U.S. according as you may find your draughts will be most negociable, for the purpose of obtaining money or necessaries for yourself & your men: and I solemnly pledge the faith of the United States that these draughts shall be paid punctually at the date they are made payable. I also ask of the Consuls, agents, merchants & citizens of any nation with which we have intercourse or amity to furnish you with those supplies which your necessities may call for, assuring them of honorable and prompt retribution. And our own Consuls in foreign parts where you may happen to be, are hereby instructed & required to be aiding & assisting to you in whatsoever may be necessary for procuring your return back to the United States. And to give more entire satisfaction & confidence to those who may be disposed to aid you, I Thomas Jefferson, President of the United States of America, have written this letter of general credit for you with my own hand, and signed it with my name. ... Th: Jefferson*

FC in the hand of Thomas Jefferson. Thomas Jefferson Papers, Library of Congress.

Letter of Thomas Jefferson to Meriwether Lewis, transcription link, online version on November 2, 2006, available at:

transcript [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(je00049\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(je00049))) on



# Indian Presents

|   |         |    |    |    |        |
|---|---------|----|----|----|--------|
| 12 Pipe Tomahawks                       | 8 3/4   |    |    |    | 18     |
| 6 1/2 doz Steep Steel Iron              | 6 1/2   |    |    |    | 1 62   |
| 1 pair flannel 47 1/2 yds               | 12 3/4  | 5  | 12 | 0  | 14 94  |
| 11 1/2 doz Hancock's ap <sup>d</sup>    | 13 1/2  | 22 | 8  | 9  | 59 33  |
| 1 doz Ivory Combs                       | 3 03    | 1  | 5  | 0  | 3 33   |
| 1/2 Gatty And. S. Silk                  | 7 03    | 1  | 5  | 12 | 3 75   |
| 24 1/2 doz Head ap <sup>d</sup>         | 21 1/2  | 8  | 13 | 9  | 23 17  |
| 1 pair Scarlet Cloth 22 yds             | 28 3/4  | 21 | 18 | 9  | 53 50  |
| 3 doz fan. Hoop                         | 6 3/4   | 7  | 1  | 6  | 13 57  |
| 6 doz Binding                           | 9 1/4   | 4  | 8  | 5  | 11 79  |
| 2 doz Beads                             | 1 3/4   | 1  | 8  | 6  | 3 50   |
| 4 doz: Butcher knives                   | 8 1/4   | 2  | 0  | 0  | 5 33   |
| 12 doz Pocket Looking Glass             | 12 1/4  |    |    |    | 5 19   |
| 15 doz: Buttons 8 1/2                   | 3 9/16  |    |    |    | 3 99   |
| 8 doz: Buttons 8 1/2                    | 11 1/4  |    |    |    | 12     |
| 2 doz: Non-slippery                     | 2 7/4   |    |    |    | 2 94   |
| 2 doz: Red Striped Lapin                | 1 1/2   |    |    |    | 2 50   |
| 72 1/2 doz Striped silk ribbons         | 3 1/4   |    |    |    | 39 62  |
| 3 1/2 doz Beads                         | 3 1/2   |    |    |    | 2 01   |
| 6 Paper Small Bells                     | 1 1/4   |    |    |    | 4 02   |
| 1 box with 100 larger 8 1/2             | 1 1/2   |    |    |    | 2 25   |
| 73 Buttons Beads ap <sup>d</sup>        | 2 0     |    |    |    | 41     |
| 3 1/2 doz: Tinned Bands ap <sup>d</sup> | 9 03    |    |    |    | 3 75   |
| 1 1/2 doz: Thread                       |         |    |    |    |        |
| 1 doz: Needle Case                      | 5 1/2   |    |    |    | 3 0    |
| 2 1/2 doz Locketts                      | 5 02    |    |    |    | 3 56   |
| 8 1/2 doz Red Beads                     | 8 7/2   |    |    |    | 25 50  |
| 2 doz: Earrings                         | 2 0     | 4  | 0  | 0  | 1 067  |
| 8 Brass Kettle                          | 10 1/2  | 2  | 16 | 0  | 70 1/4 |
| 12 1/2 doz: Brass Knives                | 12 1/2  | 2  | 11 | 0  | 6 80   |
| 500 Broaches                            | 1 1/2   |    |    |    | 62 07  |
| 72 Rings                                | 3 2 1/4 |    |    |    | 6 00   |
| 2 Green Mills                           | 1 1/2   |    |    |    | 20 00  |
| 15 doz: Suspenders                      | 1 1/2   |    |    |    | 18 97  |
| Carried over                            |         |    |    |    | 446 82 |
| Total                                   |         |    |    |    | 507 55 |

List of Indian presents purchased by Meriwether Lewis in preparation for the expedition to the West, 1803; Records of the War Department Office of the Quartermaster General, Record Group 92; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at:

<http://www.archives.gov/education/lessons/lewis-clark/images/present-list.gif>

ARC Identifier: 300353

## Written Document Analysis Worksheet

|   |  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
|---|--|---|------------------------------------|--------------------------------------|---|--------------------------------|--|--------------------------------|-------------------------------------|-------------------------------------|----------------------------------|------------------------------|-----------------------------|
| 1.  | <p>TYPE OF DOCUMENT (Check one):</p> <table><tr><td><input type="radio"/> Newspaper</td><td><input type="radio"/> Map</td><td><input type="radio"/> Advertisement</td></tr><tr><td><input type="radio"/> Letter</td><td><input type="radio"/> Telegram</td><td><input type="radio"/> Congressional Record</td></tr><tr><td><input type="radio"/> Patent</td><td><input type="radio"/> Press Release</td><td><input type="radio"/> Census Report</td></tr><tr><td><input type="radio"/> Memorandum</td><td><input type="radio"/> Report</td><td><input type="radio"/> Other</td></tr></table> | <input type="radio"/> Newspaper                 | <input type="radio"/> Map          | <input type="radio"/> Advertisement  | <input type="radio"/> Letter              | <input type="radio"/> Telegram | <input type="radio"/> Congressional Record | <input type="radio"/> Patent   | <input type="radio"/> Press Release | <input type="radio"/> Census Report | <input type="radio"/> Memorandum | <input type="radio"/> Report | <input type="radio"/> Other |
| <input type="radio"/> Newspaper                 | <input type="radio"/> Map  | <input type="radio"/> Advertisement             |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="radio"/> Letter                    | <input type="radio"/> Telegram   | <input type="radio"/> Congressional Record      |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="radio"/> Patent                    | <input type="radio"/> Press Release  | <input type="radio"/> Census Report             |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="radio"/> Memorandum                | <input type="radio"/> Report   | <input type="radio"/> Other                     |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 2.  | <p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table><tr><td><input type="checkbox"/> Interesting Letterhead</td><td><input type="checkbox"/> Notations</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr><tr><td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Seals</td><td></td></tr></table>  | <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations | <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp | <input type="checkbox"/> Typed | <input type="checkbox"/> Other             | <input type="checkbox"/> Seals |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Seals                  |  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 3.  | <p>DATE(S) OF DOCUMENT:</p>  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 4.  | <p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p><br><p>POSITION (TITLE):</p>  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 5.  | <p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 6.  | <p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p><br><p>B. Why do you think this document was written?</p><br><p>C. What evidence in the document helps you know why it was written? Quote from the document.</p><br><p>D. List two things the document tells you about life in the United States at the time it was written.</p><br><p>E. Write a question to the author that is left unanswered by the document:</p>   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Written Document Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

## Photo 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.

| People | Objects | Activities |
|--------|---------|------------|
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |
|        |         |            |

### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

### Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Photo Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

# LESSON #7:

## CHIEF JOSEPH & THE NEZ PERCE

**(Grade 11/United States History)**

**Written by Kris McIntosh**

**Summary of Lesson:** In this lesson, students will review and analyze the movement of Chief Joseph and the Nez Perce tribe of the Northwest. The activity is intended to be used in the context of other Social Studies lessons and activities to provide students with a comprehensive study of U.S. Government Indian policy in the late 19<sup>th</sup> century.

**Objective:** Students will

- Analyze paintings, photos, maps, and census reports detailing the flight of the Nez Perce in 1877, and
- Produce a narrative newspaper article based on their analysis.

**TEKS:**

**(US 10A) Geography.** The student understands the effects of migration and immigration on American society, and is expected to analyze the effects of changing demographic patterns resulting from migration within the United States.

**(US 2A) History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to analyze political issues such as Indian policies.

**Time Required:** Two class periods

**Materials:**

Copies (or a projector to share items with entire class) of:  
Sid Richardson Museum painting *The Snow Trail* by Charles M. Russell  
Photographs of Chief Joseph  
NARA Photo Analysis Sheet  
Chief Joseph history  
Bureau of Indian Affairs maps  
Census data for Chief Joseph  
Magnifying glasses

**Procedure:** After students have studied the movement to put and keep Native Americans on reservations, and the Battle of Little Big Horn, introduce the lesson.

- Show students *The Snow Trail*, a painting by Charles M. Russell. Have students use the Photo Analysis Sheet and answer questions about the painting. Have students share their responses to the analysis questions.



- Show the photos of Chief Joseph. Have the students compare the photograph of Chief Joseph in his native dress with the photograph of him with General Howard and Colonel Pratt. Ask the students to speculate on Chief Joseph's change of clothing. "Why is Chief Joseph in this photograph with General Howard and Colonel Pratt? What may have occurred?"
- Pass out the history of the Nez Perce, and the two maps. As the students read the account, the maps can help them follow the flight of the Nez Perce towards Canada. Ask students, "What was the relationship between the U.S. Government and the Nez Perce? Why did it change? Why would some of the Nez Perce refuse to follow the new treaty of 1867? What would have been a possible solution to prevent the violence?"
- Distribute census data for 1878 and 1885. Use of magnifying glasses may be helpful. What can students learn about the Nez Perce and Chief Joseph by reading the data? Ask students to draw conclusions by answering these questions, "Why are there so few Nez Perce in 1878 versus 1885? What will happen in 1885 that might cause the census to rise in 1886?"
- After reading and analyzing the data, ask students to imagine it is 1885 and write an article on the plight of the Nez Perce for the local newspaper.



*The Snow Trail*, by Charles M. Russell, 1897, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas



“Chief Joseph, Nez Perce, when young,” ca. 1871 - ca. 1907, J Joseph (Hinmaton-Yalatkit), Nez Perce' chief; full-length, standing, by William H. Jackson, before 1877. Records of the Smithsonian Institution, 1871 – 1952, Record Group 106. Still Picture Records LICON, Special Media Archives Services Division (NWCS-S), National Archives at College Park, MD. Online version on November 2, 2006, available at:

<http://arcweb.archives.gov>

ARC Identifier: 523607.



“Nez Perce Chief Joseph in studio portrait”, Milton Loryea. Repository: Northwest Museum of Arts and Culture. Online version on November 2, 2006, available at:

<http://content.lib.washington.edu/cgi-bin/htmlview.exe?CISOROOT=/loc&CISOPTR=694>





“Nez Perce Chief Joseph with General O.O. Howard & Colonel Pratt”, ca. March, 1904.  
Repository: University of Washington Libraries. Online version on November 2, 2006, available at:  
<http://content.lib.washington.edu/cgi-bin/htmlview.exe?CISOROOT=/loc&CISOPTR=2046>





## "Chief Joseph"

### *Hin-mah-too-yah-lat-kekt. (1840-1904)*

The man who became a national celebrity with the name "Chief Joseph" was born in the Wallowa Valley in what is now northeastern Oregon in 1840. He was given the name Hin-mah-too-yah-lat-kekt, or Thunder Rolling Down the Mountain, but was widely known as Joseph, or Joseph the Younger, because his father had taken the Christian name Joseph when he was baptized at the Lapwai mission by Henry Spalding in 1838.

Joseph the Elder was one of the first Nez Percé converts to Christianity and an active supporter of the tribe's longstanding peace with whites. In 1855 he even helped Washington's territorial governor set up a Nez Percé reservation that stretched from Oregon into Idaho. But in 1863, following a gold rush into Nez Percé territory, the federal government took back almost six million acres of this land, restricting the Nez Percé to a reservation in Idaho that was only one tenth its prior size. Feeling himself betrayed, Joseph the Elder denounced the United States, destroyed his American flag and his Bible, and refused to move his band from the Wallowa Valley or sign the treaty that would make the new reservation boundaries official.

When his father died in 1871, Joseph was elected to succeed him. He inherited not only a name but a situation made increasingly volatile as white settlers continued to arrive in the Wallowa Valley. Joseph staunchly resisted all efforts to force his band onto the small Idaho reservation, and in 1873 a federal order to remove white settlers and let his people remain in the Wallowa Valley made it appear that he might be successful. But the federal government soon reversed itself, and in 1877 General Oliver Otis Howard threatened a cavalry attack to force Joseph's band and other hold-outs onto the reservation. Believing military resistance futile, Joseph reluctantly led his people toward Idaho.

Unfortunately, they never got there. About twenty young Nez Percé warriors, enraged at the loss of their homeland, staged a raid on nearby settlements and killed several whites. Immediately, the army began to pursue Joseph's band and the others who had not moved onto the reservation. Although he had opposed war, Joseph cast his lot with the war leaders.

What followed was one of the most brilliant military retreats in American history. Even the unsympathetic General William Tecumseh Sherman could not help but be impressed with the 1,400 mile march, stating that "the Indians throughout displayed a courage and skill that elicited universal praise... [they] fought with almost scientific skill, using advance and rear guards, skirmish lines, and field fortifications." In over three months, the band of about 700, fewer than 200 of whom were warriors, fought 2,000 U.S. soldiers and Indian auxiliaries in four major battles and numerous skirmishes.

By the time he formally surrendered on October 5, 1877, Joseph was widely referred to in the American press as "the Red Napoleon." It is unlikely, however, that he played as critical a role in

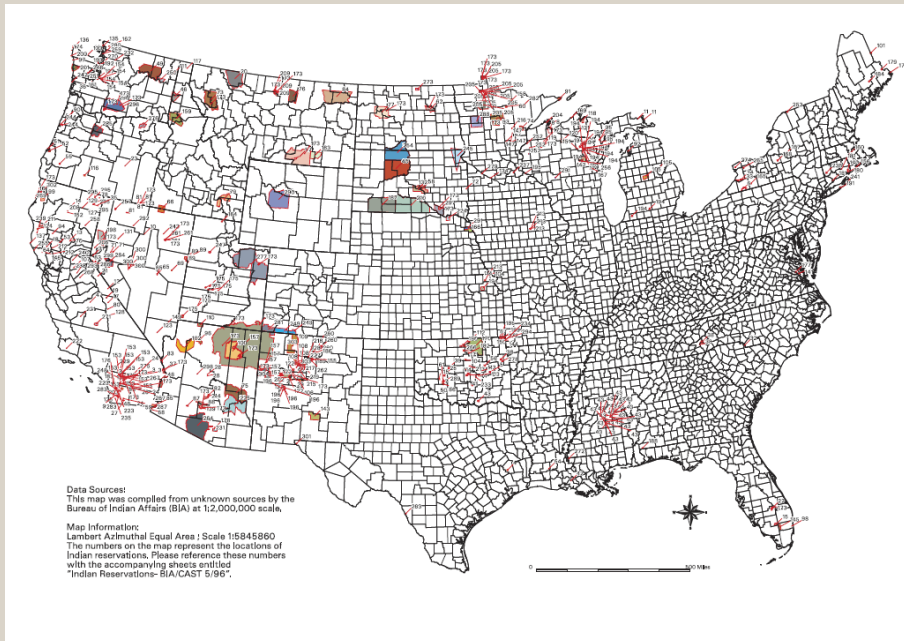
the Nez Percé's military feat as his legend suggests. He was never considered a war chief by his people, and even within the Wallowa band, it was Joseph's younger brother, Olikut, who led the warriors, while Joseph was responsible for guarding the camp. It appears, in fact, that Joseph opposed the decision to flee into Montana and seek aid from the Crows and that other chiefs -- Looking Glass and some who had been killed before the surrender -- were the true strategists of the campaign. Nevertheless, Joseph's widely reprinted surrender speech has immortalized him as a military leader in American popular culture:

*I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohoolhoolzote is dead. The old men are all dead. It is the young men who say, "Yes" or "No." He who led the young men [Olikut] is dead. It is cold, and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are -- perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. 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.*

Joseph's fame did him little good. Although he had surrendered with the understanding that he would be allowed to return home, Joseph and his people were instead taken first to eastern Kansas and then to a reservation in Indian Territory (present-day Oklahoma) where many of them died of epidemic diseases. Although he was allowed to visit Washington, D.C., in 1879 to plead his case to U.S. President Rutherford B. Hayes, it was not until 1885 that Joseph and the other refugees were returned to the Pacific Northwest. Even then, half, including Joseph, were taken to a non-Nez Percé reservation in northern Washington, separated from the rest of their people in Idaho and their homeland in the Wallowa Valley.

In his last years, Joseph spoke eloquently against the injustice of United States policy toward his people and held out the hope that America's promise of freedom and equality might one day be fulfilled for Native Americans as well. An indomitable voice of conscience for the West, he died in 1904, still in exile from his homeland, according to his doctor "of a broken heart."

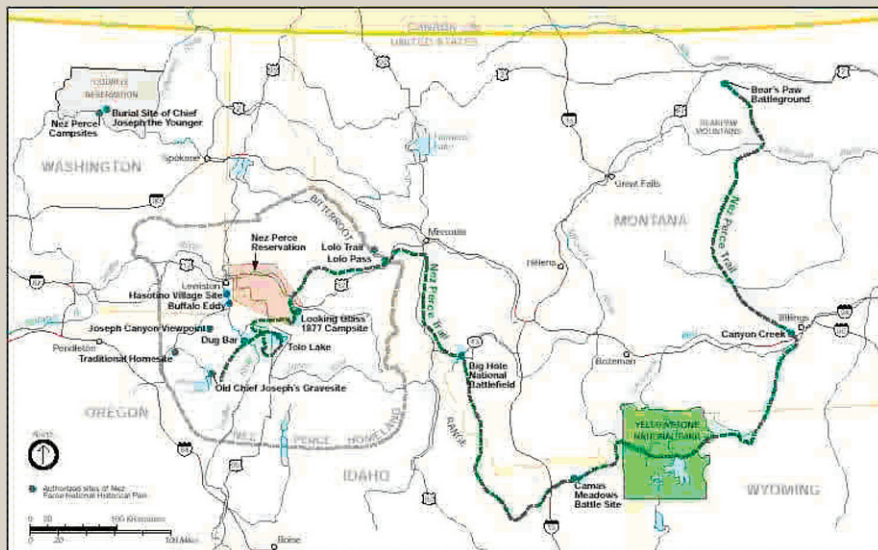
New Perspectives on the West, PBS online version on November 2, 2006, available at:  
[http://www.pbs.org/weta/thewest/people/a\\_c/chiefjoseph.htm](http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm)



Bureau of Indian Affairs Map of Indian Reservations in the Continental United States. Online version on November 2, 2006, available at:

<http://www.cr.nps.gov/nagpra/DOCUMENTS/RESERV.PDF>

<http://en.wikipedia.org/wiki/Image:Bia-map-indian-reservations-usa.png>





|                               |         |
|-------------------------------|---------|
| Chief Joseph                  | 1 4 3   |
| Chuklem moy moy               | 2 3 4 2 |
| Hauko Kutt                    | 5 4 1 1 |
| Ha Kots moy moy               | 1 3 3   |
| Kool Kool suay                | 1 1 1   |
| Zoo now we namy 2             | 5 2     |
| Sadulakomy saifil pil pil     | 2 2 3 1 |
| Ott Ho Kots                   | 4 1 1   |
| Haw wak how weate             | 3 3     |
| In sud tak                    | 1 3 2 2 |
| Ho too tom maichet            | 1 1 1 1 |
| Tell howick                   | 1 2     |
| See you yah lam (1 man)       | 1 2 2   |
| Kip. Kip. owin                | 1 4 2 1 |
| Wall a mate ti'nowin          | 1 3 1 2 |
|                               | 1 1     |
| So ket juo                    | 4 2 1   |
| Chuklem a Lap ha nott         | 1 3 1   |
| Sitting Bull                  | 2 3 1 3 |
| Zoo ho pa lew                 | 3 2 2   |
| Ant way mah (1 woman)         | 1 0     |
| Was no                        | 4 1 1   |
| Ha hats, Shemickin. (1 man)   | 2 4 4   |
| Zoo yanin (1 birth)           | 1 3 3 2 |
| Jackson                       | 1 1 1   |
| Wall lah hotwell              | 2 1     |
| Wats Kiyicket                 | 2 2 1 2 |
| Zomony                        | 4 1 1   |
| Litt mol lick ab yah          | 2 2 1 1 |
| Yah low Cowin                 | 2 2 1 1 |
| Oy las suw                    | 1 4 1   |
| Ch mook, Ch mook took a Kiyah | 1 4 1   |
| In som ee                     | 1 3 1   |
| Ume ill. pil. pil             | 2 2 1 3 |
| In samy                       | 2 3     |

1878 Census of Chief Joseph's Band, Miami Agency Census Rolls, 1871-1959; National Archives Microfilm Publication RA #78, Record of the Bureau of Indian Affairs, Record Group 75; National Archives - Southwest Region.



|                      |        |
|----------------------|--------|
| Pet tom ash che cown | 22     |
| Tom masks            | 11     |
| Yakake ill pillpe    | 241 1  |
| Woo La hijokett      | 32 3 1 |
| David L              | 13 1   |
| Cow Cas huyah toms   | 22 1   |
| Cow Zulicks          | 22 2   |
| Wat yat my po        | 13 2 1 |
| Wat you che cown     | 12 2   |
| Cha Lah Cootz        | 22     |
| Him ish men houses   | 12 2   |
| Lack a Can a cat     | 12 1 3 |
| See wat is tua lute  | 13 2   |
| Wim yah ky iekett    | 22 1   |
| Capt Clark           | 12 1 1 |
| Kool. Kool Kal Cow   | 12 2 3 |
| Lee teen             | 21 1   |
| Lus min pro          | 2 2    |
| Lis Ca (woman)       | 22 1   |
| Kaska ill pill pil   | 12 1 2 |
| Map tas ychitt       | 42 1 2 |
| Wat yat ta mis note  | 33 2   |
| Houses virox mox     | 13 1   |
| Wcept see my         | 2 1    |
| Tom che kin          | 24 1   |
| Sea tes (D2)         | 2 1 2  |
| Ma cha you jockett   | 2 1    |
| Ed pairs             | 3 3    |
| Him o wick           | 3 1    |

Census of Chief Joseph's Band  
June 30th 1885

|    |                        |              |    |                 |
|----|------------------------|--------------|----|-----------------|
|    | En wa to ya lot hi     | Chief Joseph | 39 | Husband         |
|    | Ja tra me ya tra way   |              | 35 | wife            |
| 3  | En wa tra wa li        |              | 15 | daughter        |
| 1  | Ha tai wa tau se okit  |              | 42 | single man      |
|    | Ha wa hi to la wa ta m | Ameloi       | 35 | Joseph's wife's |
| 2  | Lo to got              |              | 3  | daughter        |
|    | Ho a to wa to a haik   | Yellow Bull  | 50 | Husband         |
|    | Ja wa ta ok wa way     |              | 40 | wife            |
| 3  | Slog                   | Yellow Bull  | 15 | son             |
|    | Ja wa wa li haik       | Jack Hill    | 14 | Orphan boy      |
|    | Hay tes hot            |              | 10 | " "             |
| 3  | En wa tra wa tra way   |              | 16 | to girl         |
|    | Ja wa ta to wit i hit  | Red Curlew   | 50 | Husband         |
| 2  | Lo swel wa way         |              | 40 | wife            |
|    | Pa a to i hot son      |              | 21 | wife's          |
| 2  | Ha ta ya to t. plet    |              | 17 | son             |
|    | Mal-mul i haik         | Henry Curlew | 39 | son             |
|    | Ja wa wa wa wa wa      | Yellow Lead  | 40 | Husband         |
|    | Ja wa ta to hit        |              | 30 | Wife            |
| 4  | Wa wa wa wa wa         |              | 8  | son             |
|    | Wite yet mis to hit    | Brown down   | 30 | Husband         |
|    | Ja wa wa wa wa wa      |              | 20 | wife            |
|    | Hay ha wa wa wa wa     |              | 3  | son             |
| 4  | Hi o pa la hit         |              | 1  | son             |
|    | Bosch                  |              | 30 | Husband         |
|    | Ja wa wa wa wa wa      |              | 30 | Wife            |
|    | Ja o mit hit           |              | 9  | daughter        |
| 4  | Pa ya ta wa wa wa wa   |              | 3  | "               |
| 28 |                        |              |    |                 |

1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 65; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.



(6)

|            |                        |                    |       |          |
|------------|------------------------|--------------------|-------|----------|
| 145        | Tukte. na. tukte. yash | Samuel J. J. J. J. | 25    | Husband  |
| 2          | He om. to me. kits of  |                    | 20    | wife     |
|            | Samu                   | Robt               | 27    | Husband  |
|            | Petal woman ick        |                    | 20    | wife     |
| 3          | A la leu J. J. J.      |                    | 3 mos | daughter |
| <u>150</u> |                        |                    |       |          |
|            | Total 150              |                    |       |          |
|            | No of School Age 6-16  | Girls              | 13    |          |
|            |                        | Boys               | 21    | 34 Total |
|            | " New above 16         | "                  | 40    |          |
|            | " " " 16               | "                  | 63    |          |
|            | " Boys under 6         | "                  | 8     |          |
|            | " girls " 6            | "                  | 5     | 116      |
|            |                        |                    |       | 150      |
|            | July 27 <sup>th</sup>  | Sidney J. Waters   |       |          |
|            |                        | U.S. Sub-Agent     |       |          |



1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 70; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.



1 Inc

United States Indian Service,

Colville Indian Agency,

May July 27<sup>th</sup>, 1885.

Hon Geo S. Atkins  
Commissioner Indian Affairs  
Washington  
D.C.

Sir  
In further compliance with the order of  
Dept I have the honor to transmit the Census  
complete of the Nez Percés of Joseph's Band  
on the Colville Reserve to be placed on file  
with the Census Reports of the Lakes, Lower band  
of Spokans, Spokans of Snake Creek, Kootenais  
of Chewelah, and Gros Ventres already forwarded.  
As far as possible the other reports will be  
transmitted.

Very Respectfully  
Your Obedt Servt  
Sidney Waters  
Wf. Sub Agent.



1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 63; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.



(5-128.)

Census of the Joseph Band of Nez Percé Indians of  
Colville Indian Agency, Washington taken  
 by W. J. Cole, United States Indian Agent,  
June 30, 1890.

| NO. | INDIAN NAME                    | ENGLISH NAME     | SEX. | RELATION. | AGE. |
|-----|--------------------------------|------------------|------|-----------|------|
| 1   |                                | Chief Joseph     | M    | Husband   | 45   |
| 2   | Wash. Win. Sep. 40. La. Natch. |                  | F    | Wife      | 32   |
| 3   | Ab. Yak. So. we. non. may      |                  | "    | "         | 26   |
| 4   | Maak. E. mir. ibe              |                  | M    | Orphan    | 12   |
| 5   | Kula. Cula. Chum. me. det.     | Little man chief | "    | Husband   | 50   |
| 6   | Job. Sal. Ti. uv               |                  | F    | Wife      | 43   |
| 7   | We. Yak. Son. me. lin. me. b   |                  | M    | Son       | 14   |
| 8   | Dom. mon. no. up. Pip          |                  | "    | "         | 7    |
| 9   | (Infant)                       |                  | "    | "         | 1    |
| 10  | Uts. chu. Yak. Yak. Per.       | Cayuse           | "    | Husband   | 38   |
| 11  | Job. Day. Hal. Son. may        |                  | F    | Wife      | 22   |
| 12  | Wah. You. Pak. org. am         |                  | M    | Son       | 8    |
| 13  | Ow. Yak. we. ton. may          |                  | F    | Daughter  | 5    |
| 14  | (Infant)                       |                  | "    | "         | 1 m. |
| 15  | See. Son. Yak. Sal. nah.       | Nothing Down     | M    | Husband   | 53   |
| 16  | We. wah. tic. kt               |                  | F    | Wife      | 43   |
| 17  | We. Yak. Sal. Hal. wit         |                  | M    | Son       | 20   |
| 18  | Oto. Wotts. Chev               |                  | "    | "         | 5    |
| 19  | Peto. Set.                     |                  | "    | "         | 1    |
| 20  | Chris. Coop.                   |                  | F    | Widow     | 57   |
| 21  | Its. Chet                      |                  | "    | Daughter  | 23   |
| 22  | Doak. So. Chon. my.            |                  | "    | "         | 14   |
| 23  | Ow. hi                         | Grant            | M    | Husband   | 35   |
| 24  | Dom. Son. may                  |                  | F    | Wife      | 27   |
| 25  | Job. Los. Son. may             |                  | "    | Widow     | 71   |
| 26  |                                | Little Mary      | "    | Daughter  | 14   |
| 27  | We. apo. See. mat. ut          |                  | "    | Widow     | 60   |
| 28  | Sal. Cot. Wah. hind. Jim       | Albert Watters   | M    | Son       | 23   |
| 29  | We. ov. it. Day                |                  | F    | Daughter  | 34   |
| 30  | Sp. Nok. Sep. Day. no. may     |                  | "    | "         | 20   |
| 31  | Nuv. nov. Tuck. Corn.          | Red Curtiss      | M    | Husband   | 30   |
| 32  | Sov. Sue. nan. my              |                  | F    | Wife      | 23   |
| 33  | Pe. Yak. Sol. Day. Nil. bel.   |                  | "    | "         | 23   |
| 34  | Choo. E. me.                   |                  | "    | Daughter  | 1    |
| 35  | He. men. moy. mix              | Yellow Wolf      | M    | Husband   | 30   |
| 36  | Pe. Sol. Non. nan. Set         |                  | F    | Wife      | 29   |
| 37  | Do. Yak. Yak. Shin             | Billy            | M    | Son       | 2    |

1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 326; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.



(5-128.)

CENSUS of the *Joseph's band of Nez Perce* Indians of  
*Colville* Agency, *Washington* taken  
 by *H. J. Cook*, United States Indian Agent,  
*June 30*, 189*1*

| NO. | INDIAN NAME.                 | ENGLISH NAME.           | SEX. | RELATION. | AGE.  |
|-----|------------------------------|-------------------------|------|-----------|-------|
| 1   |                              | <i>Chief Joseph</i>     | M    | Husband   | 47    |
| 2   | <i>Whan-win-pip-yah-la</i>   |                         | F    | Wife      | 34    |
| 3   | <i>Uh-yah-do-we-nom-moi</i>  |                         | "    | "         | 38    |
| 4   |                              | <i>Willie Andrews</i>   | M    | Son       | 14    |
| 5   |                              | <i>Little man Chief</i> | "    | Husband   | 52    |
| 6   | <i>Sol-lah-ka-wi</i>         |                         | F    | Wife      | 43    |
| 7   |                              | <i>Connelias</i>        | M    | Son       | 15    |
| 8   |                              | <i>Mario</i>            | "    | "         | 8     |
| 9   | <i>Wi-lah-Lilph</i>          |                         | F    | Daughter  | 2     |
| 10  |                              | <i>Layuse</i>           | M    | Husband   | 48    |
| 11  | <i>Sol-lay-ah-son-may</i>    |                         | F    | Wife      | 24    |
| 12  |                              | <i>Frank</i>            | M    | Son       | 10    |
| 13  | <i>Om-yah-we-ton-mai</i>     |                         | F    | Daughter  | 6     |
| 14  | <i>Cha-mah-lata</i>          |                         | M    | Son       | 2     |
| 15  | <i>So-pock-ye-om-may</i>     |                         | F    | Daughter  | 4 1/2 |
| 16  |                              | <i>Looking Down</i>     | M    | Husband   | 55    |
| 17  | <i>We-woh-tick</i>           |                         | F    | Wife      | 45    |
| 18  | <i>We-wa-lah-ko-wis</i>      |                         | M    | Son       | 22    |
| 19  | <i>Ota-wah-chie</i>          |                         | "    | "         | 6     |
| 20  |                              | <i>Albert Walters</i>   | "    | Husband   | 25    |
| 21  | <i>Sp-nah-nap-lay-no-moi</i> |                         | F    | Wife      | 22    |
| 22  | <i>Wi-aps-ah-mat-ah</i>      |                         | "    | Mother    | 62    |
| 23  | <i>Wi-ov-ik-toy</i>          |                         | "    | Daughter  | 16    |
| 24  |                              | <i>Yellow Wolf</i>      | M    | Husband   | 32    |
| 25  | <i>Petob-won-nan-icb</i>     |                         | F    | Wife      | 31    |
| 26  |                              | <i>William</i>          | M    | Son       | 14    |
| 27  | <i>Chuck-a-mah-poo</i>       |                         | F    | Mother    | 54    |
| 28  |                              | <i>Samuel Jefferson</i> | M    | Widower   | 32    |
| 29  | <i>Kits-chie-ke-wah-toh</i>  |                         | F    | Daughter  | 3     |
| 30  | <i>Chis-chie</i>             |                         | M    | Son       | 2     |
| 31  |                              | <i>William Pole</i>     | "    | Husband   | 32    |
| 32  |                              | <i>Adelia</i>           | F    | Wife      | 22    |
| 33  | <i>Sp-nah-Lilph-ah-may</i>   |                         | "    | Daughter  | 4     |
| 34  | <i>E-wait-poo</i>            |                         | M    | Son       | 2     |

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1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 387; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.



(5-124)

CENSUS of the Joseph's Band of Nezperce Indians of  
Nezperce, Colville Agency, Washington taken  
 by Hot J. Cole, United States Indian Agent,  
June 30, 1898

| NO. | INDIAN NAME                 | ENGLISH NAME     | SEX. | RELATION.  | AGE. |
|-----|-----------------------------|------------------|------|------------|------|
| 1   | Una To Le Loket             | Chief Joseph     | M.   | Husband    | 47   |
| 2   | Uhan'win Tip Yah Loket det. |                  | F.   | wife       | 36   |
| 3   | Oh Yah To We' hem Navi      |                  | F.   | Wife       | 47   |
| 4   | Neck. Emma Wick             | Willie Andrews   | M.   | Orphan     | 18   |
| 5   | Koto Koto Tea Me yah        | Little Man Chief | M.   | Husband    | 54   |
| 6   | Tol Lok ki we               |                  | F.   | Wife       | 47   |
| 7   | Wick To Net Sel Molte       | Cornelius        | M.   | Wife's son | 18   |
| 8   | Stama M. Til Pip Moh        |                  | M.   | Son        | 10   |
| 9   | Wow Loh Lilpelt             |                  | F.   | Daughter   | 4    |
| 10  | Eta Ya Yoh Pau Witas        | Cajuel           | M.   | Husband    | 42   |
| 11  | To Lay Kot son Moi          |                  | F.   | Wife       | 26   |
| 12  | Wa Joh Pa au you            | Frank            | M.   | Son        | 22   |
| 13  | Oau Yah We Fox May          |                  | F.   | Daughter   | 8    |
| 14  | Cha Mah Lots                |                  | M.   | Son        | 4    |
| 15  | Shelaw Ya Lh Wa             | Looking Low      | M.   | Husband    | 57   |
| 16  | We Wok Ticht                |                  | F.   | Wife       | 47   |
| 17  | We Yau Loh ko Wito          |                  | M.   | Son        | 24   |
| 18  | Oto Walto                   |                  | M.   | Son        | 8    |
| 19  | La Kkt Wak Esh Ten          | Albert Waters    | M.   | Husband    | 27   |
| 20  | Ip Mah sap Wa Lou Moi       |                  | F.   | Wife       | 24   |
| 21  | We Aps see Mot At           |                  | F.   | Mother     | 64   |
| 22  | We Yau Ta Aye               |                  | F.   | Daughter   | 38   |
| 23  | Hewin Mos Mos               | Yellow Wolf      | M.   | Husband    | 34   |
| 24  | Pe Tol Won Pan Lokt Helon   |                  | F.   | Wife       | 30   |
| 25  | Teech See M.                | Bellis           | M.   | Son        | 6    |
| 26  | Chick a Mah Pa              | Jean             | F.   | Mother     | 26   |

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1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 464; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.



5-128.

CENSUS of the *Nez Perce* Indians of  
*Colville* Agency, *Washington* taken  
 by *Stab. J. Cook* United States Indian Agent,  
*June 30,* 189*3*

| No. | INDIAN NAME                                  | ENGLISH NAME                 | SEX. | RELATION. | AGE |
|-----|--|------------------------------|------|-----------|-----|
|     | <i>Uma tu le labet</i>                       | <i>Chief Joseph</i>          | M    | Husband   | 50  |
| 2   | <i>Whan. Win. lip. yah</i>                   | <i>late ut. set</i>          | F    | Wife      | 37  |
| 3   | <i>Oh. Yo. to. lo. won. mo</i>               |                              | "    | Wife      | 41  |
| 4   | <i>K. cil a. Ma. wicet</i>                   | <i>Willie Anderson</i>       | M    | Captain   | 7   |
| 5   | <i>Kot. to. tea. me</i>                      | <i>Yak. little man chief</i> | "    | Husband   | 53  |
| 6   | <i>ilat. lat. ki. me</i>                     |                              | F    | Wife      | 48  |
| 7   | <i>It. ch. sa. net. Selan. to. hu.</i>       | <i>Cornelius</i>             | M    | Son       | 18  |
| 8   | <i>Ha. Ma. mo. il. p. p. p.</i>              | <i>Mark</i>                  | "    | "         | 11  |
| 9   | <i>Non. lak. ul. p. p. k.</i>                |                              | F    | Daughter  | 5   |
| 10  | <i>Et. la. yah. ya. pan. ur. lo.</i>         | <i>Coyne</i>                 | M    | Husband   | 48  |
| 11  | <i>So. lay. ok. son. mo</i>                  |                              | F    | Wife      | 26  |
| 12  | <i>Mas. yah. pa. an. pa.</i>                 | <i>Frank</i>                 | M    | Son       | 13  |
| 13  | <i>Ua. yah. wa. ton. mo</i>                  |                              | F    | Daughter  | 9   |
| 14  | <i>Cha. Ma. ut.</i>                          |                              | M    | Son       | 5   |
| 15  |  | <i>Edwin</i>                 | "    | "         | 2   |
| 16  | <i>Shi. luv. ya. isk. na</i>                 | <i>Looking down</i>          | "    | Husband   | 51  |
| 17  | <i>Te. Ka. ut. ut.</i>                       |                              | F    | Wife      | 48  |
| 18  | <i>It. yah. leh. to. ut.</i>                 |                              | M    | Son       | 25  |
| 19  | <i>Q. to. ut. ut.</i>                        |                              | "    | "         | 9   |
| 20  | <i>La. kot. wa. ch. tan.</i>                 | <i>Albert Nelson</i>         | "    | Husband   | 28  |
| 21  | <i>Sp. na. Sup. wa. ion.</i>                 |                              | F    | Wife      | 25  |
| 22  | <i>It. ip. su. mah. at.</i>                  |                              | "    | Mother    | 65  |
| 23  | <i>It. yan. ta. yeh</i>                      |                              | "    | Daughter  | 38  |
| 24  | <i>Ho. Min. Max. mox</i>                     | <i>Yellow Wolf</i>           | M    | Husband   | 35  |
| 25  | <i>Pen. ul. mox. Min. kot. to. h. l. in.</i> |                              | F    | Wife      | 34  |
| 26  | <i>Sh. yeh. Seam</i>                         | <i>Willie</i>                | M    | Son       | 7   |
| 27  | <i>Chok. to. ma. pa.</i>                     | <i>Jean</i>                  | F    | Mother    | 86  |
| 28  | <i>It. yah. labo</i>                         | <i>Daniel Jefferson</i>      | M    | Husband   | 35  |
| 29  |  | <i>Mary</i>                  | F    | Wife      | 29  |
| 30  | <i>Kit. Chen. Ke. wa. ut.</i>                |                              | "    | Daughter  | 6   |
| 31  | <i>Kein. oh</i>                              |                              | M    | Son       | 5   |
| 32  | <i>Uo. kana. sa. hesh. ka. R.</i>            | <i>William Polk</i>          | "    | Husband   | 35  |
| 33  | <i>Eya. la. ut. net. mo</i>                  | <i>Orville</i>               | F    | Wife      | 25  |

1885 Census of Chief Joseph's Band. Indian Census Rolls, 1885-1940; National Archives Microfilm Publication M595, Roll 49, Frame 597; Record of the Bureau of Indian Affairs, Record Group 75, National Archives.

# LESSON # 8:

BLACK AMERICAN SOLDIERS IN THE CIVIL WAR –  
Congressional Medal of Honor Recipient William H. Carney

**(Grade 8/Social Studies, Grade 11/United States History)**

**Written by Kris McIntosh**

**Summary of Lesson:** In this lesson, students will review and analyze documents pertinent to the Congressional Medal of Honor awarded to William Harvey Carney, Sergeant of Company C, 54<sup>th</sup> Massachusetts Volunteers (Colored). This lesson supplements a Social Studies unit on the Civil War, including President Lincoln’s decision to authorize Black men to join the military and the study of the Battle of Ft. Wagner.

**Objective:** By studying the life of William Carney, students will

- Examine the process of awarding a Congressional Medal of Honor,
- Consider the contribution and sacrifices made by Black American soldiers during the Civil War.

**TEKS:**

**(8.8A) History.** The student understands individuals, issues, and events of the Civil War.

**(8.24D) Culture.** The students is expected to analyze the contributions of people of various racial, ethnic and religious groups to our national identity.

**(U.S. 21C) Culture.** The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity.

**(U.S. 24C) Culture.** The student is expected to explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frame of reference and historical context.

**Time Required:** One to two class periods

**Materials Needed:**

Projector to show the Sid Richardson Museum painting, *The Riderless Horse* by Frederic Remington

Copies or link to list of Black Soldiers awarded the Congressional Medal of Honor

Primary source documents “Letter to Honorable E. U. Stanton from the Commonwealth of Massachusetts Executive Department, Boston, November 9, 1863”, “Letter from Christian A. Fleetwood to the Secretary of War, January 15, 1900, Washington, D.C.”, “Letter from John W. Appleton, Adjutant General’s Office, State of West Virginia, December 26, 1899, Boston, Massachusetts”, “Statement of Charles H. Harrison, January 8, 1900, New Bedford, Massachusetts,” “Document indicating furlough recommended to Wm. H. Carney, November 9, 1863, Boston,



Massachusetts”, and “Statement of Lewis H. Douglass, January 15, 1900, Washington, D.C.”.

Primary source documents “Document from the Record and Pension Office, War Department, January 24, 1900, Washington, D.C. to the Honorable Secretary of War,” “Document from the Assistant Secretary of War, War Department, Washington, D.C., May 9, 1900, to Mr. William H. Carney,” and “Acknowledgement Letter from Wm. H. Carney, New Bedford, May 25, 1900, to the Chief Record & Pension Office”, and “Acknowledgement Letter from Wm. H. Carney, New Bedford, May 26, 1900, to the Assistant Secretary of War.”

Magnifying glasses

NARA Document Analysis

NARA Photo Analysis Sheets

### Procedure:

- Show students *The Riderless Horse*, a painting by Frederic Remington. Students may use the Photo Analysis Sheet to interpret the painting, or participate in an open discussion of, “What people, objects and activities do you see? What time period could this painting be depicting? Based on those facts and suppositions, what can be inferred? What questions does this painting raise in your mind?”



*The Riderless Horse*, by Frederic Remington, 1886,  
Pencil, Pen and Ink, and Watercolor on Paper  
Sid Richardson Museum, Fort Worth, Texas



- Show the list of Black Soldiers awarded the Congressional Medal of Honor, African American Medal of Honor Recipients (Civil War), Civil War: Sailors and Soldiers System, National Park Service, available online on November 2, 2006, at:  
[http://www.itd.nps.gov/cwss/history/aa\\_medals.htm](http://www.itd.nps.gov/cwss/history/aa_medals.htm)

After reading the list, what questions come to mind? “What is a Congressional Medal of Honor? Who were these soldiers? How did soldiers earn the Congressional Medal of Honor? Did any Black sailors receive a medal?”

- **Teacher Information to share with students:**

The Medal of Honor, established by joint resolution of Congress, 12 July 1862 (amended by Act of 9 July 1918 and Act of 25 July 1963) is awarded in the name of Congress to a person who, while a member of the Armed Services, distinguishes himself conspicuously by gallantry and intrepidity at the risk of his life above and beyond the call of duty while engaged in an action against any enemy of The United States; while engaged in military operations involving conflict with an opposing foreign force; or while serving with friendly foreign forces engaged in an armed conflict against an opposing armed force in which The United States is not a belligerent party. The deed performed must have been one of personal bravery or self-sacrifice so conspicuous as to clearly distinguish the individual above his comrades and must have involved risk of life. Incontestable proof of the performance of service is exacted and each recommendation for award of this decoration is considered on the standard of extraordinary merit.

The Medal of Honor was first issued during the Civil War. More than 1,500 medals were awarded, some posthumously.

Signed into law July 12, 1862, the measure provided for awarding a medal of honor "to such noncommissioned officers and privates as shall most distinguish themselves by their gallantry in action, and other soldier-like qualities, during the present insurrection."



Medal of war information available online on November 2, 2006, at:  
<http://www.medalofhonor.com/>.

Note to user: *Site contains pop-ups that link to video games, commercial sites and an offer to set user's home page to netstar.com.*

Other sources with information about Medals of Honor include:

Wikipedia – The Free Encyclopedia, Medal of Honor, available online on November 2, 2006 at:  
[http://en.wikipedia.org/wiki/Civil\\_War\\_Medal\\_of\\_Honor#Recipients](http://en.wikipedia.org/wiki/Civil_War_Medal_of_Honor#Recipients)

United States Department of Defense, A Brief History – The Medal of Honor, available online on November 2, 2006, at:  
[http://defenselink.mil/faq/pis/med\\_of\\_honor.html](http://defenselink.mil/faq/pis/med_of_honor.html)

Congressional Medal of Honor Society, available online on November 2, 2006 at:  
<http://www.cmoHS.org/medal.htm>

There was controversy in the Union. Many Northerners believed that Black men would not make worthy soldiers. What about Southerners' views?

One example of courage that ended in the awarding of a Congressional Medal of Honor is William Harvey Carney.

- Give each student one of the four primary source documents, "Letter to Honorable E. U. Stanton from the Commonwealth of Massachusetts Executive Department, Boston, November 9, 1863", "Letter from Christian A. Fleetwood to the Secretary of War, January 15, 1900, Washington, D.C.", "Letter from John W. Appleton, Adjutant General's Office, State of West Virginia, December 26, 1899, Boston, Massachusetts", and "Statement of Charles H. Harrison, January 8, 1900, New Bedford, Massachusetts," and a Document Analysis Sheet. Use of magnifying glasses may be helpful.
- After students have finished the analysis sheets, have each document explained so that the students learn about Mr. Carney - his background, military service and courageous action.

For additional background information, you may wish to refer to these documents: "Document indicating furlough recommended to Wm. H. Carney, November 9, 1863, Boston, Massachusetts", and "Statement of Lewis H. Douglass, January 15, 1900, Washington, D.C.".

- Wrap up the discussion with a vote on the question, "Was this Medal of Honor justified?"

On May 23, 1900, Sergeant William H. Carney was issued the Congressional Medal of Honor, making him the first Black to win the coveted award. Note that other Black soldiers and sailors eventually received the Congressional Medal of Honor for their heroics during the Civil War.

- Share with the class the last four documents, “Document from the Record and Pension Office, War Department, January 24, 1900, Washington, D.C. to the Honorable Secretary of War,” “Document from the Assistant Secretary of War, War Department, Washington, D.C., May 9, 1900, to Mr. William H. Carney,” “Acknowledgement Letter from Wm. H. Carney, New Bedford, May 25, 1900, to the Chief Record & Pension Office,” and “Letter from Wm. H. Carney, New Bedford, May 26, 1900, to the Assistant Secretary of War.”



Commonwealth of Massachusetts

Executive Department

Boston, Nov 9th 1863.

Hon. E. U. Stanton,

Secy. at War, Washington D.C.

Sir:

Sergt. William

H. Barney of Co. B. 54th Mass. Regt. was born in Norfolk Va. in 1840 and at the death of his master, Maj. Barney, he with the other negroes was made free.

In his fourteenth year he attended a private school secretly kept by a minister in Norfolk.

In 1856 his father set out in search of a home where he could live in peace and

enjoy his freedom. After several changes he came Massachusetts and settled in New Bedford where the family still reside.

Letter to Honorable E. U. Stanton from the Commonwealth of Massachusetts Executive Department, Boston, November 9, 1863, Page 1; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



Sergt. Garney soon after joined the Church  
under charge of Mr. Jackson, who is now  
Chaplain of our 50th Regt.

At the time our Colored Regiments were being  
raised he joined the 54th, and the following  
statement of his conduct at the assault on  
Fort Wagner in July last must commend it-  
self to all.

Receiving the regimental Colors, the  
Sergeant pressed forward to the front rank  
near the Colonel, who was leading the assault.  
He received a severe wound in the thigh  
but fell only upon his knees. He planted  
the Flag on the parapet and for shelter lay  
down upon the outer slope, where he lay  
until the second Brigade came up - keeping  
the colors flying until the second conflict was  
ended. When our forces retired, he followed  
upon his knees. Upon reaching the Hospital  
where lay his wounded companions, he said

Letter to Honorable E. U. Stanton from the Commonwealth of Massachusetts Executive Department, Boston, November 9, 1863, Page 2; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.

in reply to their cheer "Boys, the old Flag  
never touches the ground".

Can any higher praise be bestowed upon  
this brave man, than a recital of his  
noble conduct in the assault upon Fort  
Wagner?

In view of the special merit of Supt.  
Carmey, I beg you will favorably consider  
this application for a furlough of thirty  
- days, to enable him to visit his family,  
and friends in New Bedford.

His case has been the subject  
of special mention by the Col.  
Davis commanding, & I think  
the favor I suggest only a fit  
recognition of the merit of a  
true soldier, & a good son.

Yours for the Duty  
G. W. Anderson

Letter to Honorable E. U. Stanton from the Commonwealth of Massachusetts Executive Department, Boston, November 9, 1863, Page 3; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



3632 C. T., 1885.

Boston, Mass.

Nov 9, 1863.

Jno. A. Andrews.

Gov of Mass.

Recommends 30 days  
furlough be granted  
Wm H. Carney, late  
Sgt. Co. "C", 54<sup>th</sup> Mass.  
Dols for meritorious  
conduct in the field.

Wolfe

ADDRESS:

file

CE

9

1863

Noted on M. O. A. etc.

Document indicating furlough recommended to Wm. H. Carney, November 9, 1863, Boston, Massachusetts; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.





slowly go down the exterior slope of the rampart and cross the moat. Carney was wounded in three places in the fight about the colors. The State flag was torn from its staff and captured.

After our long fight in the Southeast bastion, which occurred after the time I speak of above, and in which I was wounded twice, I made my way down the beach and found a remnant of the Regiment, and Carney had brought the colors to the officer commanding. Carney's action throughout was very heroic. It is my opinion that he well deserves a medal for his deed.

*John W. Appleton*  
Brig Gen., Adjutant Gen. of W. Va.

Subscribed and sworn to before me at Charleston, W. Va., this day of December, 1899.

*Edw. W. Meadley*  
Notary Public.

Letter from John W. Appleton, Adjutant General's Office, State of West Virginia, December 26, 1899, Boston, Massachusetts, Page 2; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



New Bedford, Mass., Jan. 8th, 1900.

I, Charles H. Harrison, a member of Company "C", 54th Mass. Volunteers, was on the 18th of July, 1863, at the battle of Fort Wagner, and as such was in line of duty; was in the front line of the attack upon Fort Wagner, Morris Island, Charleston Harbor, S.C. The regiment was formed for the attack by wing, half the companies in the front line and the remainder a few paces behind them.

The color company was to my left in the front line. As we went up to the Fort amid the sound of cheers and yells, we went through the palisades, and ran over some rifle-pits which were of the enemy. The regimental color-bearer fell, carrying the colors on to victory. Seargeant William H. Carney picked up the colors, and carried them with us through the charge.

I was a Private in Co. "C" of the 54th Mass. Vols. I saw Seargeant Carney carrying the colors across the ditch, and on he went across the curtain of the Fort, and I saw him wounded with the Stars and Stripes in his hand. He said "The old flag never touched the ground

I would request that a congressional medal of Honor should be awarded him under the joint resolutions of Congress of July 19th, 1862, and May 2nd, 1896.

*Witness*  
*Charles H. Harrison*  
*January 8th 1900*  
*Then personally affirmed to above named Charles H. Harrison*  
*in oath before and says that the above statement subscribed*  
*by him is true Before me*  
*William B. Smith*  
*Justice of the Peace*

Statement of Charles H. Harrison, January 8, 1900, New Bedford, Massachusetts, Page 1; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



319 Spruce St., N. W.,

Washington, D. C., Jan. 15, 1900.



The Secretary of War,

Washington, D. C.,

Sir:-

I have the honor most respectfully to petition for the issue of "The Congressional Medal of Honor" to William Harvey Carney, Sergeant Co. C, 54th Regiment, Massachusetts Infantry Vols., under the Act of Congress approved July 19, 1862, and in support thereof beg leave to state:

That in the assault upon Fort Wagner, S. C. July 18, 1863, while serving as a file-closer in Co. C, of said 54th Mass. Inf. Vols. he saw the color sergeant of the regiment fall at the beginning of the charge. Carney threw away his rifle, snatched the flag, and springing to the front, led the way up to the parapet, planted the staff in the top of the parapet, and lying down behind it, kept it flying over the rebel works for over a half hour, when finding himself left alone, he pulled up the staff and retreated under a storm of shot and shell being wounded three times before reaching our lines. Weak as he was from loss of blood, he positively refused to be carried to the hospital or to have his wounds treated or to surrender the flag to any one until he could turn it over to the survivors of his regiment. Accordingly he was sent over in an ambulance to find them and when the boys cheered him, he simply said: "Boys I only did my

Letter from Christian A. Fleetwood to the Secretary of War, January 15, 1900, Washington, D.C. Page 1; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D. C.



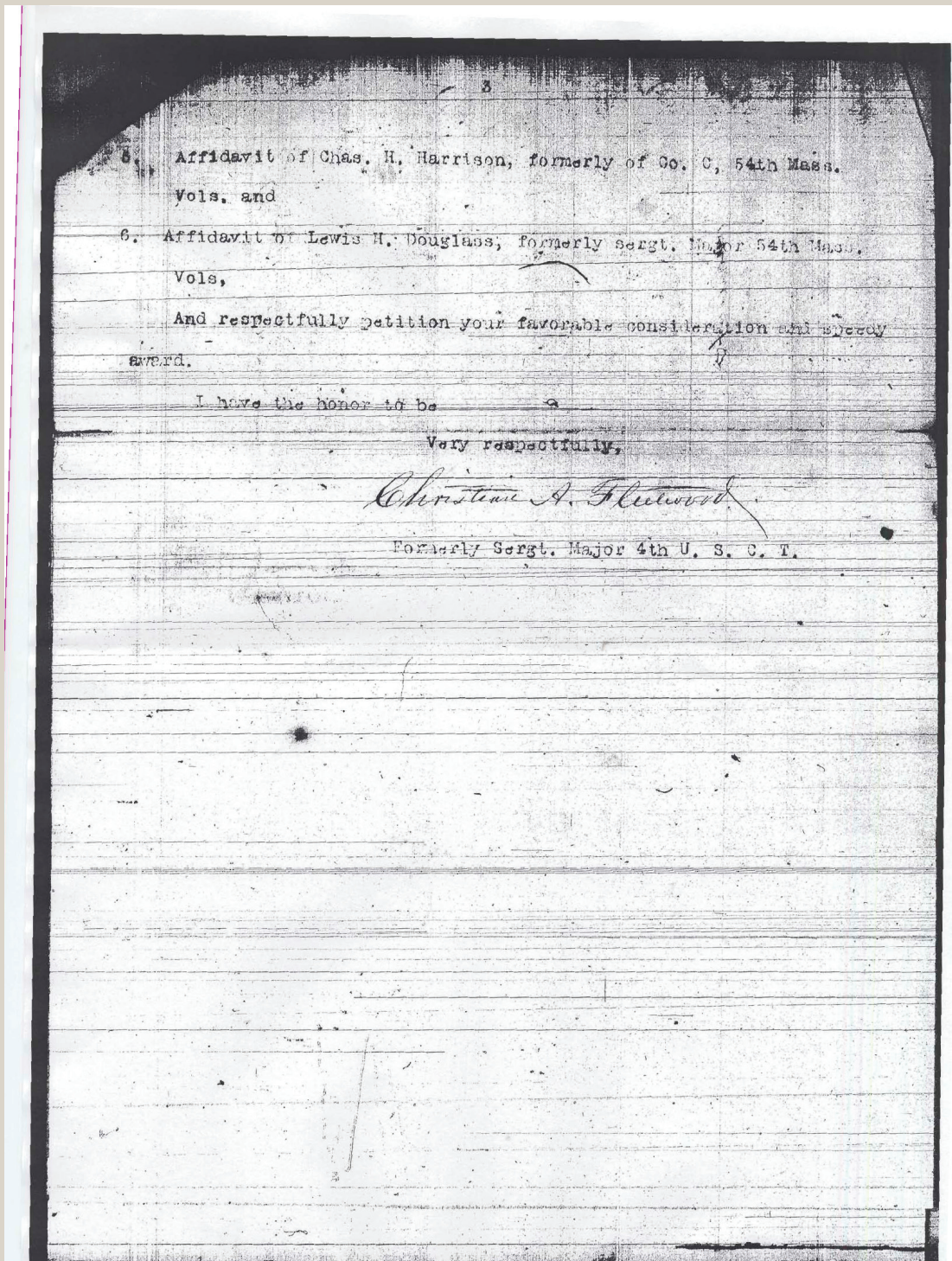
duty. The old flag never touched the ground."

A Medal of Honor was issued to him by General Gilmore, commanding the Department; but by some oversight, the case was never brought to the attention of the War Dept. This oversight was only discovered by me within the past few weeks in looking up data for the Paris Exposition Negro Exhibit. While not serving in that Department, the facts in the case are perfectly familiar to me, and we are personal friends of long standing, hence my desire to see justice done by this award. I beg leave to refer you further in support:

1. To Rebellion Records Series 1, Vol. 28, pt. 1, page 362. Report made by Col. E. N. Hollowell, Commanding 54th Mass. Vols. to Genl. Seymour Commanding U. S. Forces Morris Island, S. C. under date Nov. 7, '63.
2. "History of the Negro Race in America," (George W. Williams) page 330. Copy of communication under date Oct. 15, '63, addressed by Milton S. Littlefield, Col. Commanding 54th Mass. Vols. to Col. A. S. Brown, Jr., Military Secretary to his Excellency John A. Andrew, Gov. Mass.
3. "Negro Troops in the Rebellion," pp. 199-200, relative to the award of a medal by General Gilmore. (All in Library of War Department).
4. Affidavit of John W. M. Appleton, formerly Capt. Commanding Co. A, 54th Mass Vols. Now Brig. Gen. and Adjutant General State of West Va.

Letter from Christian A. Fleetwood to the Secretary of War, January 15, 1900, Washington, D.C. Page 2; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.





Letter from Christian A. Fleetwood to the Secretary of War, January 15, 1900, Washington, D.C. page 3; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



LEWIS H. DOUGLASS,  
Real Estate Broker,  
609 F ST. N. W.,  
(Room 11.)

Washington, D. C. Jan'y 15 1900

I Lewis H. Douglass now of Washington, D. C.,  
was on July 18, 1863 Sergeant Major of the  
54<sup>th</sup> Mass. Infy. Co. and was on that date  
engaged with my regiment in the assault  
on Fort Wagner, Morris Island, South Carolina.  
I have read the affidavits of John W. M. Appleton  
and Charles H. Harrison as to the part taken  
by Sergt Wm H. Carney of Co. C. 54<sup>th</sup> Mass  
Infy. From personal observation and in-  
formation I certify that the affidavits are true  
statements of the facts in regard to Carney's  
gallantry at Fort Wagner. My position on  
the left of the regiment was such that I was  
some distance from the color guard. I how-  
ever <sup>saw</sup> Carney when he came to the rear  
and when he was the recipient of the plau-  
dit of his comrades for his pluck in keep-  
ing the colors from trailing in the dust.

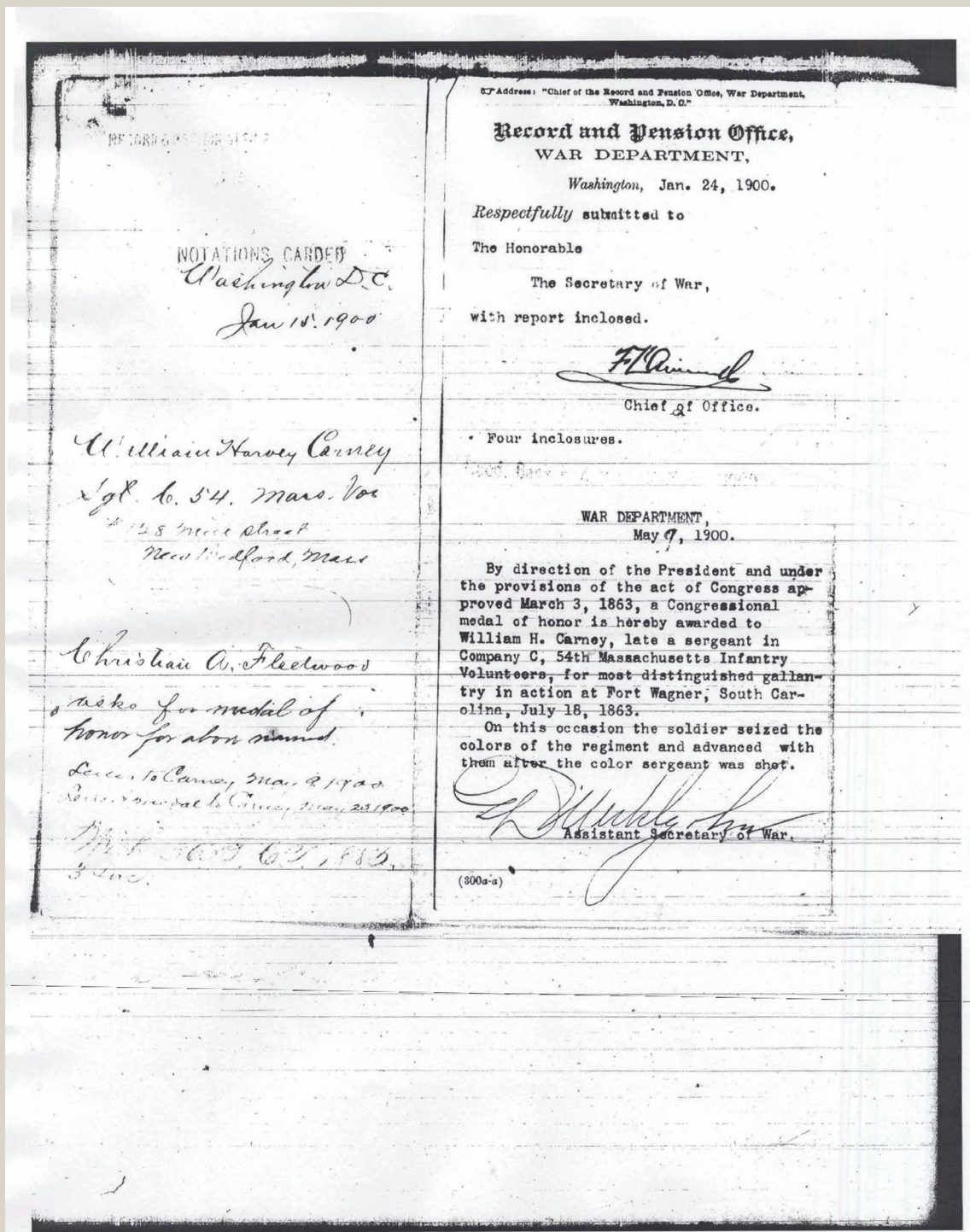
Lewis H. Douglass

Given and subscribed to before me this 15<sup>th</sup>  
day Jan'y 1900

J. J. Nelligan  
Notary Public

Statement of Lewis H. Douglass, January 15, 1900, Washington, D.C.; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.





Document from the Record and Pension Office, War Department, January 24, 1900, Washington, D.C. to the Honorable Secretary of War; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



SUBJECT: Medal of honor.

WAR DEPARTMENT,  
WASHINGTON,

FILE NO. R. & P. 574146.

May 9, 1900.

Mr. William H. Carney,  
128 Mill Street,  
New Bedford, Massachusetts.

Sir:

I have the honor to advise you that, by direction of the President, and under the provisions of the act of Congress approved March 3, 1863, a Congressional medal of honor has this day been awarded you for most distinguished gallantry in action at Fort Wagner, South Carolina, July 18, 1863, the following being a statement of the particular service rendered on that occasion:

"This soldier, then a sergeant, Company C, 54th Massachusetts Volunteers, seized the colors of the regiment and advanced with them after the color sergeant was shot."

The medal will be forwarded to you, by registered mail, as soon as it shall have been suitably engraved.

Very respectfully,

Assistant Secretary of War.

Document from the Assistant Secretary of War, War Department, Washington, D.C., May 9, 1900, to Mr. William H. Carney; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



New Bedford  
May 25, 1900

T. C. Sims with  
Chief Record & Pension Office,  
Sir,

I am the honor to  
acknowledge the receipt  
this day of one Congressional  
Medal, as awarded to me  
by direction of President.  
For which allow me to  
thank you for the attention  
paid.

I am, Sir, respectfully  
Yours,  
Wm. H. Carney,  
128 Mill St.,

Acknowledgement letter from Wm. H. Carney, New Bedford, May 25, 1900, to the Chief Record & Pension Office; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.



New Bedford  
May 26, 1900.

Wm. H. Meiklejohn,  
Asst. Sec. of War, Sir.

Your of May 9<sup>th</sup> came duly  
to hand, informing me of the  
award of a Congressional  
Medal, by direction of the President.  
I have the honor <sup>and pleasure</sup> this day to  
acknowledge the receipt of the  
same fully engraved, for  
which allow me to return  
thanks for your kind attention.  
I assure you that I prize  
it very highly.

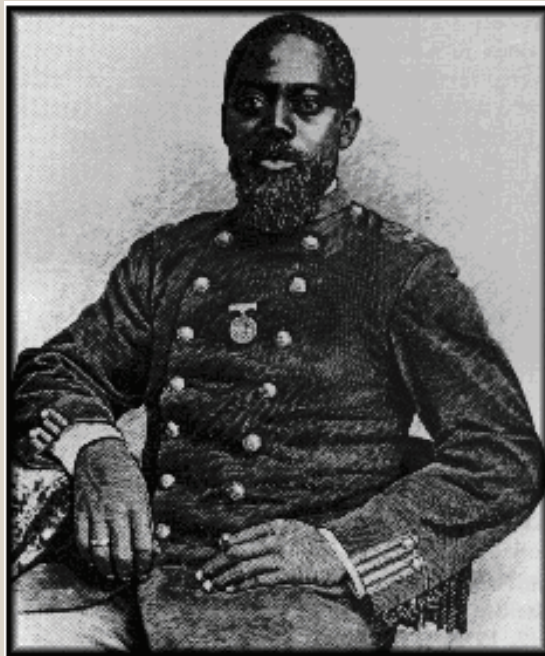
I am, very respectfully,  
Wm. H. Carney  
125 Mill St.

Acknowledgement letter from Wm. H. Carney, New Bedford, May 26, 1900, to the Assistant Secretary of War; Documents Relating to the Military and Naval Service of Blacks Awarded the Congressional Medal of Honor from the Civil War to the Spanish American War, National Archives Microfilm Publication M929, Roll 1, Records of the Bureau of Naval Personnel, Record Group 24, National Archives, Washington, D.C.





Buffalo Soldiers & Indian Wars, online version on November 2, 2006, available at:  
<http://www.buffalosoldier.net/>



William Carney, Sergeant: Civil War, (commercial site), online version on November 2, 2006, available at:  
[http://www.isomedia.com/homes/bhd2/william\\_carney.htm](http://www.isomedia.com/homes/bhd2/william_carney.htm)

During December of 1908, flags in the Commonwealth of Massachusetts were lowered to half-mast in tribute to Sgt. William H. Carney, who had died on December 8, 1908. This honor had never been paid to an ordinary citizen and Black American.



## Written Document Analysis Worksheet

|   |   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
|---|---|---|------------------------------------|--------------------------------------|---|--------------------------------|--|--------------------------------|-------------------------------------|-------------------------------------|----------------------------------|------------------------------|-----------------------------|
| 1.  | <p><b>TYPE OF DOCUMENT (Check one):</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Newspaper</td> <td><input type="radio"/> Map</td> <td><input type="radio"/> Advertisement</td> </tr> <tr> <td><input type="radio"/> Letter</td> <td><input type="radio"/> Telegram</td> <td><input type="radio"/> Congressional Record</td> </tr> <tr> <td><input type="radio"/> Patent</td> <td><input type="radio"/> Press Release</td> <td><input type="radio"/> Census Report</td> </tr> <tr> <td><input type="radio"/> Memorandum</td> <td><input type="radio"/> Report</td> <td><input type="radio"/> Other</td> </tr> </table> | <input type="radio"/> Newspaper                 | <input type="radio"/> Map          | <input type="radio"/> Advertisement  | <input type="radio"/> Letter              | <input type="radio"/> Telegram | <input type="radio"/> Congressional Record | <input type="radio"/> Patent   | <input type="radio"/> Press Release | <input type="radio"/> Census Report | <input type="radio"/> Memorandum | <input type="radio"/> Report | <input type="radio"/> Other |
| <input type="radio"/> Newspaper                 | <input type="radio"/> Map   | <input type="radio"/> Advertisement             |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="radio"/> Letter                    | <input type="radio"/> Telegram  | <input type="radio"/> Congressional Record      |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="radio"/> Patent                    | <input type="radio"/> Press Release   | <input type="radio"/> Census Report             |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="radio"/> Memorandum                | <input type="radio"/> Report  | <input type="radio"/> Other                     |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 2.  | <p><b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>  | <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations | <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp | <input type="checkbox"/> Typed | <input type="checkbox"/> Other             | <input type="checkbox"/> Seals |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| <input type="checkbox"/> Seals                  |   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 3.  | <p><b>DATE(S) OF DOCUMENT:</b></p>  |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 4.  | <p><b>AUTHOR (OR CREATOR) OF THE DOCUMENT:</b></p><br><p><b>POSITION (TITLE):</b></p>   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 5.  | <p><b>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</b></p>   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |
| 6.  | <p><b>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</b></p> <p>A. List three things the author said that you think are important:</p><br><br><p>B. Why do you think this document was written?</p><br><br><p>C. What evidence in the document helps you know why it was written? Quote from the document.</p><br><br><p>D. List two things the document tells you about life in the United States at the time it was written.</p><br><br><p>E. Write a question to the author that is left unanswered by the document:</p>   |   |                                    |                                      |   |                                |  |                                |                                     |                                     |                                  |                              |                             |

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Written Document Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)



# LESSON # 9: BUFFALO MEAT & WOUNDED KNEE

(Grade 11/US History)

Written by Kris McIntosh

**Summary:** In this lesson, students analyze, through paintings, photographs, and letters, how a major change in the Native American's way of life, the loss of the buffalo, was a partial cause of the Battle of Wounded Knee. This activity is intended to be used with other Social Studies lessons to provide a comprehensive study of Westward Expansion.

**Objective:** By analyzing primary and secondary source material, including paintings, photographs and letters, students will

- discover and describe some causes of the Wounded Knee Massacre.

**TEKS:**

**(US 9A) Geography.** The student is expected to analyze the effects of physical and human geographic factors on major events.

**(US 2A) History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to analyze political issues such as Indian policies.

**(US 24) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to use primary and secondary sources such as biographies, interviews, and artifacts to acquire information about the United States.

**Time Required:** Two class periods

**Materials Needed:**

Copies of Sid Richardson Museum paintings *Wild Man's Meat (Redman's Meat)*, *Indians Hunting Buffalo*, *The Buffalo Hunt (Wild Meat for Wild Men)*, *Buffalo Hunt*, and *The Buffalo Runners*, by Charles M. Russell

Edwin Curtis photograph "As it was in the old days"

NARA Photograph of "Rath & Wright's buffalo hide yard"

Photograph of "Gathering up the dead of the battlefield of Wounded Knee S.D."

Photograph of "Burying the Dead"

Account of the Massacre at Wounded Knee, 1890

Letters of correspondence by John W. Noble, Secretary of the Interior:

"Letter to the President from John W. Noble, Secretary of the Interior, November 29, 1890", "Letter to the Commissioner of Indian Affairs from John W. Noble, Secretary of the Interior, December 1, 1890", "Letter to the Honorable Secretary of War from John W. Noble, Secretary of the Interior, December 2, 1890", "Letter to the Honorable Secretary of War from John W. Noble, Secretary of the Interior, December 3, 1890", and, "Letter

to the Honorable Secretary of War from John W. Noble, Secretary of the Interior, December 11, 1890”

Statement of General Nelson Miles  
Magnifying glasses  
NARA Photo Analysis Sheet

**Procedure:**

- Have a discussion with students about cafeteria food. “What would happen if your only choice for lunch was cafeteria food furnished by the school? There are no off-campus privileges. First lunch gets hamburger, French fries and corn. By second lunch you have some French fries but mostly corn for those students at the end of the line. What do you do? Run off campus? Write letters to the school board? Bring your own sack lunch? Food fights?”
- Pass out the NARA Photo Analysis Sheet. Share the paintings of Indians hunting buffalo. This can be done in small groups or with the entire classroom. “Why are the Indians killing buffalo? What role did buffalo play in the lives of Indians?” Ask students to create a list of all the ways that the buffalo parts could be used for survival and enjoyment by the Indian.
- Show the photograph by Edwin Curtis and read his quote to the class.
- Show the NARA photograph of the 40,000 hides at Dodge City, Kansas. Ask the students, “When the settler or businessman kills the buffalo, how did he use the carcass? As an Indian, what will you do when the buffalo are all gone? What is the position of the U.S. Government, and the status of the Native American on the Plains, by the late 1800s?”
- Invite students to research the conditions on the Pine Ridge Reservation in South Dakota and the position of the government that might have contributed to the Battle of Wounded Knee, December 29, 1890. Pass out the letters (four letters are transcribed) written by John W. Noble, Secretary of the Interior, 1889-1893. After students have read the letters, ask them what inferences may be made about the condition of the Indians and the position of the U.S. Government in the month before the battle. Pass out the description of the battle. Ask students to consider the position of the authors of these documents, and to share what they have learned from their readings.
- In the coming months the U.S. Government would investigate this battle. Read the report given by General Nelson Miles. Ask students, “How does General Miles letter compare to the letters written by Secretary John Noble? List the reasons General Miles gives for the Indian’s plight. Can these reasons be substantiated?”

Assignment – Assign students to write an editorial for the local newspaper, relating the causes of the Battle of Wounded Knee, December 29, 1900 for the anniversary of the event.



*Wild Man's Meat (Redman's Meat)*, by Charles M Russell, 1889,  
Pencil, Watercolor, and Gouache on Paper  
Sid Richardson Museum, Fort Worth, Texas





*Indians Hunting Buffalo*, by Charles M Russell, 1894, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas



*The Buffalo Hunt (Wild Meat for Wild Men)*, by Charles M. Russell,  
1899, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas





*Buffalo Hunt*, by Charles M. Russell, 1901, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas





*The Buffalo Runners*, by Charles M. Russell, 1892, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas

Description by Edward S. Curtis:

*In early days, before white men invaded the Great Plains and ruthlessly slaughtered them by the hundreds of thousands, bison were of prime importance to the hunting tribes of the vast region in which those animals had their range. The bison was not only the chief source of food of the Plains Indians, but its skin was made into clothing, shields, packs, bags, snowshoes, and tent and boat covers; the horns were fashioned into spoons and drinking vessels; the sinew was woven into reatas, belts, personal ornaments, and the covers of sacred bundles; and the dried droppings, "buffalo-chips," were used as fuel. So dependent on the buffalo were these Indians that it became sacred to them, and many were the ceremonies performed for the purpose of promoting the increase of the herds.*



“As it was in the old days” (The North American Indian; v.19) c. 1927, by Edward S. Curtis. Repository: Northwestern University, Evanston, IL The Library of Congress, American Memory. Online version on November 2, 2006, available at: <http://hdl.loc.gov/loc.award/iencurt.cp19001>





RATH & WRIGHT'S BUFFALO HIDE YARD IN 1878. SHOWING 40,000 BUFFALO HIDES. DODGE CITY, KANSAS

FROM A PHOTOGRAPH

"Rath & Wright's buffalo hide yard in 1878, showing 40,000 buffalo hides, Dodge City, Kansas".  
Records of the National Park Service, 1785 – 2004, Record Group 79; Still Picture Records  
LICON, Special Media Archives Services Division (NWCS-S), National Archives at College Park,  
MD.

Online version on November 2, 2006, available at:

<http://www.archives.gov/research/american-west/images/091.jpg>

ARC Identifier: 520093



248

November 29, 1890

45  
The Honorable, The Secretary of War.

I have the honor to transmit herewith, for your information, a copy of a communication of this date from the Commissioner of Indian Affairs, embodying copy of a joint telegram from the Agent of the Pine Ridge Agency, S.D., and Special Agent Cooper, of the Indian Service, relation to Rosebud Indians, destroying property & houses of peaceable Pine Ridge Indians, etc., also copy of Indian Office to Pine Ridge and Rosebud Agents in relation thereto. The matter is submitted without recommendation.

I have the honor to be,

Yours respectfully,

One enclosure.

John W. Noble, Secretary.

November 29, 1890

A. E. L.  
~~The President~~

I have the honor to acknowledge the receipt of the within memorial purporting to be signed by 103 Sioux Indians of the Rosebud Agency, S.D., setting forth their destitute condition.

The matter having been referred to the Commissioner of Indian Affairs for report, I have the honor to enclose herewith his reply, together with the accompanying papers.

Statement A, gives the quantities of subsistence

Letter to the President from John W. Noble, Secretary of the Interior, November 29, 1890 (Page 1); Letters Sent by the Indian Division of the Office of the Secretary of the Interior, 1859-1903; National Archives Microfilm Publication M606, Roll 68; Records of the Office of the Secretary of the Interior, Record Group 48, National Archives, Washington, D.C.

purchased for each of the five Sioux Agencies out of the \$750,000 appropriated by Congress for the "Support and Civilization" of all the Sioux Agencies.

Statement B. shows the amount expended for Subsistence, clothing, implements, etc., and for Agency and School employes at the Sioux Agencies.

The Commissioner states that the quantity of rations issued on all reservations is as large as the appropriations made by Congress will admit.

He invites attention to the fact that \$150,000 the interest at 5% on the permanent fund of \$3,000,000 created by the Act of March 2, 1855 (23 Stat. 886) has been appropriated, and suggests whether one half of this sum, if deemed not wise to be paid to them per capita, might not be used in the purchase of such additional supplies, if the necessities shall be found to require it, but that he is very reluctant to recommend this money for additional subsistence, unless there is such an emergency as is absolute to require it, and to keep the Indians from actual distress by reason of hunger.

He also states that he has submitted in a separate communication a report requesting that Congress be asked to make an appropriation of \$100,000 to be available in the purchase of additional ~~hay and medicine~~ supplies in the latter part of the winter and in the early spring as the necessities of these Indians shall be found to require.

I have the honor to be

Very respectfully,

Your obedient servant,

11/29/90 Ind. Div. No.

John W. Noble.

Four enclosures

Secretary



December 1, 1890.

The Commissioner of Indian Affairs.

Sir:

You will convey to the several Agents on duty among the Sioux, the following order, which is hereby made:

485 During the present Indian troubles you are instructed that while you shall continue all the business, and carry into effect the educational and other purposes of your Agency, you will, as to all operations intended to suppress any outbreak by force, co-operate with and obey the orders of the military officer commanding on the reservation in your charge.

Very respectfully,  
John W. Noble,  
Secretary.

Letter to the Commissioner of Indian Affairs from John W. Noble, Secretary of the Interior, December 1, 1890; Letters Sent by the Indian Division of the Office of the Secretary of the Interior, 1859-1903; National Archives Microfilm Publication M606, Roll 68; Records of the Office of the Secretary of the Interior, Record Group 48, National Archives, Washington, D.C.



N.E. Noble  
 December 2, 1890. W.N.G.  
 21 The Honorable, The Secretary of War.  
 Sir: I have the honor to transmit herewith for your information, copy  
 of a communication of this date from the Commissioner of Indian  
 Affairs, which contains a statement from Special Indian Agent  
 Lee, now at Pine Ridge Agency, South Dakota, to the effect that  
 these Indians are not in a starving condition, though many suffer  
 from hunger, more from their improvident habits than from any lack  
 of sufficient food. I have the honor to be, Very respectfully,  
 John W. Noble, Secretary  
 7811. Ind. Div. '90. 3  
 One enclosure. } Same as above to President - Dec. 2/90 - page 22

Letter to the Honorable Secretary of War from John W. Noble, Secretary of the Interior, December 2, 1890; Letters Sent by the Indian Division of the Office of the Secretary of the Interior, 1859-1903; National Archives Microfilm Publication M606, Roll 68; Records of the Office of the Secretary of the Interior, Record Group 48, National Archives, Washington, D.C.

December 3, 1890.

52

The Honorable  
The Secretary of War

Dear Sir:

There is herewith respectfully transmitted to you a copy of letter from the Acting Commissioner of Indian Affairs, of the 2d instant, giving in detail the names of Indians to be arrested at Pine Ridge Agency when it is deemed this action should take place. I have to-day written the President that in my judgment if we issue the increased rations without arresting the Indians guilty of present disturbances, we shall cause the Indians to give credit to the bad Indians instead of the good ones. I am strongly of the opinion, as I have said to the President, that the arrests should be made as soon as possible, since General Miles has requested, and I have agreed to supply the rations, and this is now beyond recall.

J. W. Noble, Secy. of War.

Enclosure

Yours most respectfully,  
John W. Noble, Secretary.

Letter to the Honorable Secretary of War from John W. Noble, Secretary of the Interior, December 3, 1890; Letters Sent by the Indian Division of the Office of the Secretary of the Interior, 1859-1903; National Archives Microfilm Publication M606, Roll 68; Records of the Office of the Secretary of the Interior, Record Group 48, National Archives, Washington, D.C.



301

N.E.C.

December 11, 1890.

The Honorable

The Secretary of War.

Sir:

I have the honor to transmit herewith for your information, copy of a communication of 10<sup>th</sup> instant, from the Commissioner of Indian Affairs, enclosing a copy of a letter from Agent Charles A. Bartholomew, of Southern Ute and Jicarilla Agency, of 1st instant, in response to a circular letter of the 22<sup>nd</sup> ultimo, calling for information as to the condition and temper of his Indians in connection with the ghost dance, in which he states that his Indians are free from any excitement on the subject.

5090 Ind. Div. '90.

Two inclosures.

Very respectfully,  
John W. Noble,  
Secretary.

Letter to the Honorable Secretary of War from John W. Noble, Secretary of the Interior, December 11, 1890; Letters Sent by the Indian Division of the Office of the Secretary of the Interior, 1859-1903; National Archives Microfilm Publication M606, Roll 68; Records of the Office of the Secretary of the Interior, Record Group 48, National Archives, Washington, D.C.



Transcriptions (Letters Sent by the Indian Division of the Office of the Secretary of the Interior, 1859-1903; National Archives Microfilm Publication M606, roll 68; Records of the Office of the Secretary of the Interior, Record Group 48, National Archives, Washington, D.C):

November 29, 1890

*The President:*

*I have the honor to acknowledge the receipt of the written memorial purporting to be signed by 103 Sioux Indians of the Rosebud Agency setting forth their destitute condition.*

*The matter having been referred to the Commissioner of Indian Affairs for report, I have the honor to enclose herewith his reply, together with the accompanying papers.*

*Statement A gives the quantities of subsistence purchased for each of the five Sioux Agencies out of the \$950,000 appropriated by Congress for the "Support and Civilization" of all the Sioux Agencies. Statement B shows the amount expended for subsistence, clothing, implements, etc, and for Agency and School employee at the Sioux Agencies.*

*The Commissioner states that the quantity of rations issued on all reservations is as large as the appropriations made by Congress will admit.*

*He invites attention to the fact that \$150,000, the interest at 5% on the permanent fund of \$3,000,000 created by the Act of March 2, 1888 (23 Stats 888) has been appropriated, and suggests whether one half of this (illegible), if deemed not wise, to be paid to them per capita, might not be used for the purchase of such additional supplies, if the necessities shall be found to require it, but that he is very reluctant to recommend this money for additional subsistence, unless there is such an emergency as is absolute to require it, and to keep the Indians from actual distress by reason of hunger.*

*He also states in a separate communication requesting that Congress be asked to make an appropriation of \$100,000. To be available in the purchase of additional beef and such other supplies in the latter part of the winter and in the early spring as the necessities of these Indians shall be found to require.*

*I have the honor to be*

*Very respectfully,*

*Your obedient servant,*

*John W. Noble,*

*Secretary (of the Interior)*

December 1, 1890

*The Commissioner of Indian Affairs*

Sir:

*You will convey to the several Agents on duty among the Sioux, the following order, which is hereby made:*

*During the present Indian troubles you are instructed that while you shall continue all the business, and carry into effect the educational and other purposes of your Agency, you will, as to all operations intended to suppress any outbreak by force, co-operate with and obey the orders of the military officers commanding in the reservation in your charge.*

Very respectfully,

*John W. Noble*

*Secretary (of the Interior)*

December 2, 1890

*The Honorable, The Secretary of War,*

Sir:

*I have the honor to transmit herewith for your information, copy of a communication of this date from the Commissioner of Indian Affairs, which contains a statement from the Special Indian Agent Lee, now at Pine Ridge Agency, South Dakota, to the effect that these Indians are not in a starving condition, though many suffer from hunger, (illegible) from their improvident habits, than from any lack of sufficient food.*

*I have the honor to be, Very respectfully,*

*John W., Noble, Secretary (of the Interior)*

December 3, 1890

*The Honorable, The Secretary of War*

Dear Sir:

*There is herewith respectfully transmitted to you a copy of letter from the Acting Commissioner of Indian Affairs of the names of Indians to be arrested at Pine Ridge Agency when it is deemed this action should take place. I have to-day written the President that in my judgment if we issue the increased rations without arresting the Indians guilty of present disturbances, we shall cause the Indians to give credit to the bad Indians instead of the good ones. I am strongly of the opinion, as I have said to the President, that the arrests should be made as soon as possible, since General Miles has requested aid and I have agreed to supply the rations and this is now beyond recall.*

*Yours most respectfully,*

*John W. Noble, Secretary (of the Interior)*

## "Massacre At Wounded Knee, 1890,"

*On the morning of December 29, 1890, the Sioux chief Big Foot and some 350 of his followers camped on the banks of Wounded Knee creek. Surrounding their camp was a force of U.S. troops charged with the responsibility of arresting Big Foot and disarming his warriors. The scene was tense. Trouble had been brewing for months.*

*The once proud Sioux found their free-roaming life destroyed, the buffalo gone, themselves confined to reservations dependent on Indian Agents for their existence. In a desperate attempt to return to the days of their glory, many sought salvation in a new mysticism preached by a Paiute shaman called Wovoka. Emissaries from the Sioux in South Dakota traveled to Nevada to hear his words. Wovoka called himself the Messiah and prophesied that the dead would soon join the living in a world in which the Indians could live in the old way surrounded by plentiful game. A tidal wave of new soil would cover the earth, bury the whites, and restore the prairie. To hasten the event, the Indians were to dance the Ghost Dance. Many dancers wore brightly colored shirts emblazoned with images of eagles and buffaloes. These "Ghost Shirts" they believed would protect them from the bluecoats' bullets. During the fall of 1890, the Ghost Dance spread through the Sioux villages of the Dakota reservations, revitalizing the Indians and bringing fear to the whites. A desperate Indian Agent at Pine Ridge wired his superiors in Washington, "Indians are dancing in the snow and are wild and crazy...We need protection and we need it now. The leaders should be arrested and confined at some military post until the matter is quieted, and this should be done now." The order went out to arrest Chief Sitting Bull at the Standing Rock Reservation. Sitting Bull was killed in the attempt on December 15. Chief Big Foot was next on the list.*

*When he heard of Sitting Bull's death, Big Foot led his people south to seek protection at the Pine Ridge Reservation. The army intercepted the band on December 28 and brought them to the edge of the Wounded Knee to camp. The next morning the chief, racked with pneumonia and dying, sat among his warriors and powwowed with the army officers. Suddenly the sound of a shot pierced the early morning gloom. Within seconds the charged atmosphere erupted as Indian braves scurried to retrieve their discarded rifles and troopers fired volley after volley into the Sioux camp. From the heights above, the army's Hotchkiss guns raked the Indian teepees with grapeshot. Clouds of gun smoke filled the air as men, women and children scrambled for their lives. Many ran for a ravine next to the camp only to be cut down in a withering cross fire. When the smoke cleared and the shooting stopped, approximately 300 Sioux were dead, Big Foot among them. Twenty-five soldiers lost their lives. As the remaining troopers began the grim task of removing the dead, a blizzard swept in from the North. A few days later they returned to complete the job. Scattered fighting continued, but the massacre at Wounded Knee effectively squelched the Ghost Dance movement and ended the Indian Wars.*

"Massacre At Wounded Knee, 1890," Eye Witness to History, [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com) (1998). Online source available November 2, 2006 at:  
[www.eyewitnesstohistory.com/knee.htm](http://www.eyewitnesstohistory.com/knee.htm)





“Gathering up the dead of the battlefield of Wounded Knee S.D”  
[1891? January 3]. Northwestern Photographic Co Jan 1st 1891 Chadron Neb.  
Library of Congress, History of the American West  
Western History/Genealogy Department, Denver Public Library. Online source available  
November 2, 2006 at:  
<http://photoswest.org/cgi-bin/imager?10031464+X-31464>



“Burying the Dead”, Denver Public Library, Western History Collection  
Burying Indian Dead at Wounded Knee. Online source available November 2, 2006 at:  
<http://americanhistory.si.edu/militaryhistory/exhibition/zoomify.asp?id=553&type=g&width=640&height=480&hideAlt=1>

## STATEMENT OF GENERAL MILES

*Cause of Indian dissatisfaction -- The causes that led to the serious disturbance of the peace in the northwest last autumn and winter were so remarkable that an explanation of them is necessary in order to comprehend the seriousness of the situation. The Indians assuming the most threatening attitude of hostility were the Cheyennes and Sioux. Their condition may be stated as follows: For several years following their subjugation in 1877, 1878, and 1879 the most dangerous element of the Cheyennes and the Sioux were under military control. Many of them were disarmed and dismounted; their war ponies were sold and the proceeds returned to them in domestic stock, farming utensils, wagons, etc. Many of the Cheyennes, under the charge of military officers, were located on land in accordance with the laws of Congress, but after they were turned over to civil agents and the vast herds of buffalo and large game had been destroyed their supplies were insufficient, and they were forced to kill cattle belonging to white people to sustain life.*

*The fact that they had not received sufficient food is admitted by the agents and the officers of the government who have had opportunities of knowing. The majority of the Sioux were under the charge of civil agents, frequently changed and often inexperienced. Many of the tribes became rearmed and remounted. They claimed that the government had not fulfilled its treaties and had failed to make large enough appropriations for their support; that they had suffered for want of food, and the evidence of this is beyond question and sufficient to satisfy any unprejudiced intelligent mind. The statements of officers, inspectors, both of the military and the Interior departments, of agents, of missionaries, and civilians familiar with their condition, leave no room for reasonable doubt that this was one of the principal causes. While statements may be made as to the amount of money that has been expended by the government to feed the different tribes, the manner of distributing those appropriations will furnish one reason for the deficit.*

*The unfortunate failure of the crops in the plains country during the years of 1889 and 1890 added to the distress and suffering of the Indians, and it was possible for them to raise but very little from the ground for self-support; in fact, white settlers have been most unfortunate, and their losses have been serious and universal throughout a large section of that country. They have struggled on from year to year; occasionally they would raise good crops, which they were compelled to sell at low prices, while in the season of drought their labor was almost entirely lost. So serious have been their misfortunes that thousands have left that country within the last few years, passing over the mountains to the Pacific slope or returning to the east of the Missouri or the Mississippi.*

*The Indians, however, could not migrate from one part of the United States to another; neither could they obtain employment as readily as white people, either upon or beyond the Indian reservations. They must remain in comparative idleness and accept the results of the drought—an insufficient supply of food. This created a feeling of discontent even among the loyal and well disposed and added to the feeling of hostility of the element opposed to every process of civilization.*

General Nelson A. Miles on the “Sioux Outbreak” of 1890, from the Report of the Secretary of War for 1891, Vol. I, pp, 133, 134, and 149. Online Source available at Archives of the West, 1887-1914, “New Perspective on The West”, PBS Online, on November 2, 2006 at:

<http://www.pbs.org/weta/thewest/resources/archives/>



## Written Document Analysis Worksheet

|    |   |
|----|---|
| 1. | TYPE OF DOCUMENT (Check one):<br><input type="radio"/> Newspaper<br><input type="radio"/> Letter<br><input type="radio"/> Patent<br><input type="radio"/> Memorandum<br><input type="radio"/> Map<br><input type="radio"/> Telegram<br><input type="radio"/> Press Release<br><input type="radio"/> Report<br><input type="radio"/> Advertisement<br><input type="radio"/> Congressional Record<br><input type="radio"/> Census Report<br><input type="radio"/> Other                             |
| 2. | UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):<br><input type="checkbox"/> Interesting Letterhead<br><input type="checkbox"/> Handwritten<br><input type="checkbox"/> Typed<br><input type="checkbox"/> Seals<br><input type="checkbox"/> Notations<br><input type="checkbox"/> "RECEIVED" stamp<br><input type="checkbox"/> Other  |
| 3. | DATE(S) OF DOCUMENT:  |
| 4. | AUTHOR (OR CREATOR) OF THE DOCUMENT:<br><br>POSITION (TITLE):   |
| 5. | FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?   |
| 6. | DOCUMENT INFORMATION (There are many possible ways to answer A-E.)<br>A. List three things the author said that you think are important:<br><br>B. Why do you think this document was written?<br><br>C. What evidence in the document helps you know why it was written? Quote from the document.<br><br>D. List two things the document tells you about life in the United States at the time it was written.<br><br>E. Write a question to the author that is left unanswered by the document: |

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Written Document Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

## Photo 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.

| People | Objects | Activities |
|--------|---------|------------|
|        |         |            |
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|        |         |            |

### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

### Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Photo Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

# LESSON #10:

## THE COWBOY - Myth versus Reality

(Grade 11/US History)

Written by Kris McIntosh

**Summary:** In this lesson, students will investigate the myth versus the reality of the West by analyzing late 19<sup>th</sup> century paintings of cowboys by Charles Russell and Frederic Remington, and comparing these paintings with late 19<sup>th</sup> and early 20<sup>th</sup> century photographs of cowboys. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of the Gilded Age.

**Objective:** The student will

- Compare the lives and art of late 19<sup>th</sup> and early 20<sup>th</sup> century artists Frederic Remington and Charles Russell,
- Compare paintings of cowboys to photographs of cowboys, and
- Describe how a “myth of the West” was supported through art.

**TEKS:**

**(US 20) Culture.** The student understands the relationship between the arts and the times during which they were created.

**(US 20A) Culture.** The student is expected to describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature.

**Time Required:** One class period

**Materials:**

Copies or projection of Sid Richardson Museum paintings *The Puncher*, *The Sentinel*, *The Cow Puncher*, and *Self Portrait on a Horse* by Frederic Remington

Copies or projection of SRM paintings *The Bucker*, *Cowpunching Sometimes Spells Trouble*, *When Cowboys Get in Trouble (The Mad Cow)*, *Roping the Renegade* and *Cowboy Sport – Roping a Wolf* by Charles M. Russell

Copies or projection of photographs: “Cowboys”, “Cowboys with bucking horse”, and “Round up”

Copies of the biographies of Charles M. Russell and Frederic Remington

Venn Diagram

Census records relating to Charles M. Russell, Frederic Remington and Eva Remington

NARA Photo Analysis Sheet



## Procedure:

- Either in their notebooks or journals, ask students to describe their image of a cowboy. The teacher can lead a discussion asking for random words or descriptions, or the discussion can be organized, such as, “What does the cowboy wear (head to toe)? What tools does the cowboy use? What is his form of transportation? What equipment does the cowboy’s horse need? What type of work is done by the cowboy and horse?”
- Show the paintings of the cowboys, created by Charles M. Russell and Frederic Remington. This may be done in small groups or with the class at large. Use the type of questions contained on the Photo Analysis Sheet. Compare the students’ descriptions of cowboys with images depicted in the paintings.
- Show the census records for Charles M. Russell and Frederic Remington. Ask students, “What can we learn about these men from this source?”
- Pass out the biographies of Charles M. Russell and Frederic Remington. Ask the students to read the biographies, and then compare the lives of the two artists, filling in a Venn Diagram as a class. Be sure that students note the differences in time each man spent in the West, as well as the colors used by the painters.
- Share the photographs of the cowboys. Analyze the photographs for cowboy clothes, jobs, horses, etc., (all those things the class listed in the beginning).
- Ask students to explain the difference between myth and reality. Compare the photographs with the paintings. “In what way/s do the paintings of Remington and Russell support the myth or reality of the West depicted in these photographs?”
- Ask students to write a paragraph describing how the images in these paintings might have encouraged people to move to the Great Plains.



*The Puncher*, by Frederic Remington, 1895, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas





*The Bucker*, by Charles M. Russell, 1904,  
Pencil, Watercolor, and Gouache on Paper  
Sid Richardson Museum, Fort Worth, Texas





*The Sentinel*, by Frederic Remington, 1889, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas



*Cowpunching Sometimes Spells Trouble*, by Charles M. Russell, 1889,  
Oil on Canvas,  
Sid Richardson Museum, Fort Worth, Texas





*When Cowboys Get in Trouble (The Mad Cow)*, by Charles Russell, 1899,  
Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas



*Roping the Renegade*, by Charles M. Russell, 1883,  
Pencil, Watercolor, and Gouache on Paper  
Sid Richardson Museum, Fort Worth, Texas





*The Cow Puncher*, Frederic Remington, 1901, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas





*Self Portrait on a Horse*, by Frederic Remington,  
c. 1890, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas



*Cowboy Sport---Roping a Wolf*, by Charles M. Russell, 1890, Oil on Canvas  
Sid Richardson Museum, Fort Worth, Texas

## Frederic Remington (1861-1909)



*Untitled Photo of Remington at his easel at Fort Robinson, Frederic Remington Art Museum, Ogdensburg, N.Y.*

During a career that spanned less than twenty-five years, Frederic Remington produced a huge body of work illustration, painting, sculpture, fiction and non-fiction - the vast majority of it centered on the West. His influence in shaping the West of the popular imagination cannot be overstated.

Remington was born in Canton in northern New York on October 4, 1861. His boyhood fostered a lifelong love of horses and the outdoors, while his father's tales of action as a cavalry officer in the Civil War inspired a passion for things military that found a western focus with the battle of the Little Bighorn during the nation's Centennial Year, 1876. At the age of fourteen Remington was smitten with the urge to go see the West for himself.

As a member of a prominent family, Remington was expected to graduate from college, prepared for a career in business, but spent only a year and a half at Yale University playing football and studying art. After his father's death, he traveled to Montana in 1881, and experienced his first impression of the West. In 1883, he moved to Kansas where he made an unsuccessful attempt at sheep ranching. The year he spent there was the only time he actually made the West his home, although he made many trips out West and occasionally accompanied the U.S. Cavalry on patrol along the Southwest frontier.

Frederic Remington's major paintings were tributes to the Wild West of fantasy. They drew on the artist's experiences for their sense of place and authentic details, but on his imagination for their subject matter. Remington's achievement was to fuse observation and imagination so seamlessly that his contemporaries assumed he had actually witnessed what he portrayed.

Remington had been exhibiting in major art shows since 1888, and was seeking recognition as not just an illustrator, but an artist in the recognized sense of the term. He made the breakthrough he was seeking in 1895 when he turned to sculpting, which he excelled at and which earned him the critical respect for his work that he strived for. He completed twenty-two sculptures, many which became the defining masterpieces of the Western art tradition.

By 1900 Remington had returned to painting and he began to experiment with impressionism. His technique evolved dramatically the last five years of his life as he rejected the crisp linear illustrator style to concentrate on mood, color and light - sunlight, moonlight, and firelight. His later oils are consistent with his conclusion that *his* West was dead. Remington painted impressionistic scenes in which the West, now entirely confined to memory, was invested with a poetry and mystery the present could not touch. He died at the age of 48, a victim of appendicitis.

Adapted from Sid Richardson Museum, online source available November 6, 2006 at:  
[http://www.sidrichardsonmuseum.org/nu\\_site/sid\\_richardson\\_museum.php/museum/remington](http://www.sidrichardsonmuseum.org/nu_site/sid_richardson_museum.php/museum/remington)



## Charles Russell (1864 – 1926)



*Charles Marion Russell in his studio in 1914 painting "When the Land Belonged to God", Photo attributed to North D. Stark, Sid Richardson Museum*

Charles M. Russell was born to moderate wealth. A native of St. Louis, Missouri, Russell first came to Montana as a boy of 16 with a dream of becoming a real cowboy. He was so captivated with the West he chose to stay and fulfill his childhood fantasy.

During those first years in Montana, Russell received great encouragement from Jake Hoover, a mountain man who befriended him and took him under his wing. Hoover often shared his cabin with the young Charlie, sometimes providing food and shelter for months at a time. This friendship allowed Russell to experience the ways of the frontier life he would later portray so vividly in his paintings.

In 1882 Charlie landed a job as a wrangler on a cattle drive. He wrangled for eleven years, and while he was not known for being a good roper or rider, Russell established a local reputation as the affable (some said bone lazy) cowboy who loved to draw and knew how to tell a great story. As a self-taught artist, his sketches were crude but reflected an observant eye, a feel for animal and human anatomy, a sense of humor and a flair for portraying action - all hallmarks of Russell's mature art.

Throughout his years on the range, he witnessed the changing of the West. He saw the bitter winter of 1886-87 end the cattleman's dominion on the northern plains. The days of free grass and unfenced range were ending and, for Russell, the cowboy life was over by 1893.

Prior to his marriage to Nancy Cooper in 1896, only a few of Russell's works had been reproduced nationally. Although he was unsure of his ability to earn a living with his art, Nancy recognized her husband's talent and promise, and provided the business sense and drive that eventually made him one of America's most popular artists. Success did not come easily. Montana offered few opportunities, which eventually led them to New York where contact was established with other artists interested in Western themes. At the very time Frederic Remington was getting out of illustration to concentrate on painting, Russell secured illustrating assignments and began to gain exposure through exhibitions and press coverage. His emergence in the art world came in 1911 with a one man show in New York, followed three years later by an exhibition in London.

Charles Russell felt deeply the passing of the West, the most evident theme of his art. This sense of loss touched him with an emotional immediacy. He was haunted by youthful fantasies, memories of what once was and by the evidence of change that surrounded him as an everyday reality. His work reflected the public demand for authenticity, but also the soul of a romantic.

Adapted from Sid Richardson Museum, online source available November 6, 2006 at:  
[http://www.sidrichardsonmuseum.org/nu\\_site/sid\\_richardson\\_museum.php/museum/russell](http://www.sidrichardsonmuseum.org/nu_site/sid_richardson_museum.php/museum/russell)



“Cowboys”, [between 1892 and 1908?], by H. S. Poley.  
Western History/Genealogy Department, Denver Public Library  
Online source on November 2, 2006, available at:  
<http://photoswest.org/cgi-bin/imager?00170216+P-216>



“Cowboys with bucking horse” [1901?], by John C. Hemment  
Western History/Genealogy Department, Denver Public Library  
Online source on November 2, 2006, available at:  
<http://photoswest.org/cgi-bin/imager?00105269+NS-269>



“Round up” [between 1900 and 1920], by Louis Charles McClure  
Western History/Genealogy Department, Denver Public Library  
Online source on November 2, 2006, available at:  
<http://photoswest.org/cgi-bin/imager?00071848+MCC-1848>



OCT 1870

SCHEDULE 1.—Inhabitants in the Town of Canton, in the County of Saint Lawrence, State of New York, enumerated by me on the 29th day of July, 1870.

Post Office: Madley W. G. Rufus H. Gardner, Ass't Marshal.

Table with columns for name, age, sex, color, profession, value of real estate, value of personal estate, place of birth, parents, marital status, and other census details. Includes entries for families like Rampton, Phillips, Saunders, and Cornell.

Vertical list of numbers 1 through 40 on the right margin, corresponding to the rows of the table.

United States Federal Census Record, 1870; Canton, Saint Lawrence, New York; National Archives Microfilm Publication M593\_1097, Page 56; National Archives.











## Photo 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.

| People | Objects | Activities |
|--------|---------|------------|
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### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

### Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

Photo Analysis Worksheet, Online version on November 2, 2006, at:  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

## Archive Vocabulary:

Archives – a place in which public records or historical documents are preserved, *also*: materials preserved because of the enduring value they contain; permanent records.

Archivist – the professional staff member within an archival institution responsible for selecting, preserving, and providing access to records of enduring value.

Census – a periodic count of a population that may also capture information about specific qualities of the members, such as age, gender, ethnicity, occupation, and living conditions.

Conservation – a careful preservation and protection of cultural property for the future through examination, documentation, treatment, and preventive care.

Document – recorded information regardless of form with three basic elements: base, impression, and message.

Document box – a container that holds folders containing paper documents vertically and that measures roughly 10 inches high, 12 or 15 inches wide, and 6 or 3 inches deep, and that usually has an integral top hinged at the upper back. Sometimes called a Hollinger Box, document boxes are lined on the inside with acid-neutral paper and made from high-quality materials suitable for long-term storage of archival materials.

Federal Records – all papers, books, maps, photographs, machine-readable materials, or other documentary materials, made or received by an agency of the United States Government under Federal law.

Finding Aid – a description that provides information about the contents and nature of documentary materials.

Holdings – all documentary materials in an archival institution.

Microfilm – transparent film containing documents that have been photographed at a greatly reduced size.

Paleography – the study and analysis of handwritten documents.

Primary source – material that contains firsthand accounts of events and that was created contemporaneous to those events or was later recalled by an eyewitness. Primary sources include letters, diaries, government records, oral histories, photographs, film, maps, and newspapers.

Provenance – information about the origins and ownership of an item or collection.

Record Group – a collection of records that share the same provenance and are of a convenient

size for administration.

Records Center – a facility used for efficient storage of inactive records before those records are destroyed or transferred to an archives.

Secondary Source - accounts of the past created by people who are not first-hand witnesses of the event. Secondary sources are one step removed from the event being described and offer an analysis or a restatement of primary sources. Examples of secondary sources include: dictionaries, encyclopedias, textbooks, histories, commentaries and articles that interpret or review research works.

Textual Records – records with content that is principally written words. Textual records are distinguished from non-textual records, which include audio-visual, cartographic, and machine-readable records.



## **Art Vocabulary:**

Atmospheric perspective - a method of implying depth and distance in a painting by using fading colors and hazy details in distant objects.

Background - the parts of an artwork which appear to be farthest away from the viewer and lie behind objects in the foreground and middle ground.

Balance - the arrangement of elements in a work of art. There are three kinds of balance: symmetrical (formal), asymmetrical (informal), and radial (from the center).

Composition - the arrangement of elements of an artwork to make it an effective expression of the artist's ideas.

Contrast - the degree of difference between colors, shapes, and other elements in an artwork (i.e., light and dark, rough and smooth).

Culture - the behaviors, customs, ideas and skills of a group of people.

Foreground - the part of an artwork which appears to be closest to the viewer.

Gouache - an opaque paint that can be dissolved in water.

Medium - the material an artist uses, such as acrylic, oil, or watercolor. The plural of medium is media.

Narrative art - art that suggests or tells a story.

Naturalism - artwork in which objects are represented as they are observed, rather than in a stylized manner.

Perspective - method used (linear or atmospheric) to depict the illusion of depth on a two-dimensional surface.

Proportion - the relation of one object to another in size, quantity, or degree.

Sketch - a quick, simple drawing without much detail which captures the main features of an object or scene and may be used as a reference for later work.

Studio - an artist's workplace.

Symbol - a visual image that stands for something else, especially a letter, figure or a sign that represents a real object or idea.

Viewpoint - the position or place from which an artist views his or her subject to be represented.

## Painting Analysis Worksheet

### Content

Take time to study the painting. Next, list the objects, people, places and action in the painting.

Describe the scene in the painting thoroughly and impartially.

How are the elements of art (line, color, shape, space, and texture) used?

How does the composition “work” (through emphasis, unity, variety, rhythm, balance)?

### Context

Consider what the painting tells you about the time and place in which it was made. State what you know about the world in which the artwork was created (history, culture, art historical information).

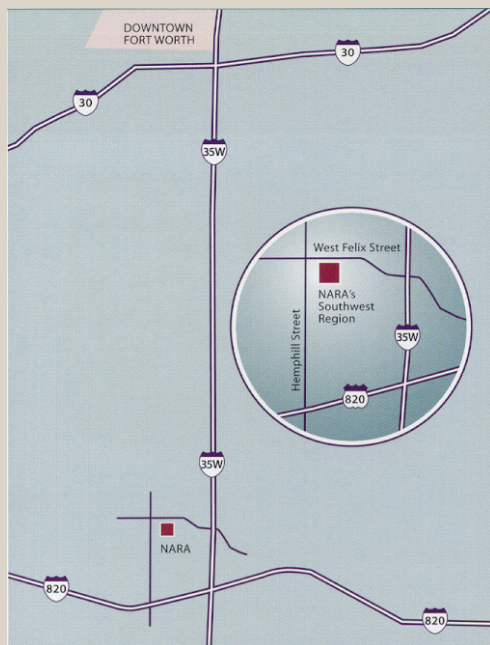
What do you know about the artist and his/her life?

### Meaning

What do art critics say about the meaning and significance of the painting?

Think about how the painting relates to your own experience. What meanings (ideas, feelings, values) does it communicate to you?

## ART & ARCHIVES Contact Information (November 6, 2006):



### National Archives and Records Administration – Southwest Region

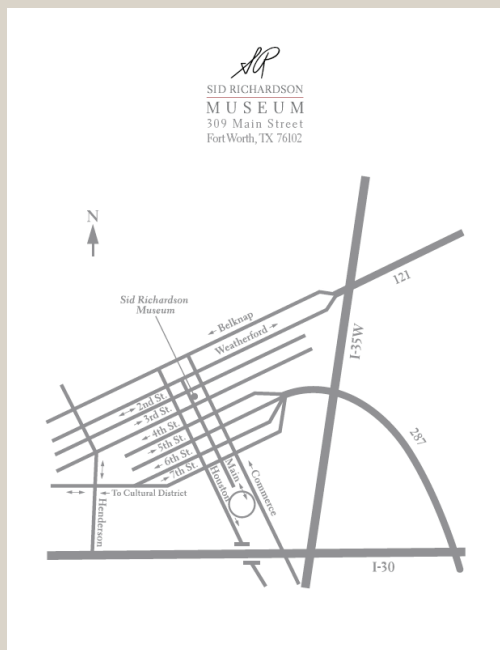
PO Box 6216, Building 1  
501 West Felix Street  
Fort Worth, Texas 76115  
Main: 817.831.5620

<http://www.archives.gov/southwest/index.html>

Director, Regional Archives  
National Archives and Records Administration Southwest Region

Meg Hacker  
[meg.hacker@nara.gov](mailto:meg.hacker@nara.gov)  
817.831.5643

Map: <http://www.archives.gov/southwest/images/map-lg.pdf>



### Sid Richardson Museum

309 Main Street  
Fort Worth, Texas 76102  
Main: 817.332.6554

<http://www.sidrmuseum.org>

Education: [education@sidrichardsonmuseum.org](mailto:education@sidrichardsonmuseum.org)

Mary Burke, Director of Gallery Programs

817.332.6554 ext. 106

Rebecca Martin, Director of Education Outreach

817.332.6554 ext. 103

Map:

[http://www.sidrmuseum.org/nu\\_site/graphics/Map\\_to\\_SRM.pdf](http://www.sidrmuseum.org/nu_site/graphics/Map_to_SRM.pdf)



## Reference Websites (November 2, 2006):

**Texas Essential Knowledge and Skills (TEKS):** <http://www.tea.state.tx.us/teks/>  
TEKS, Art: <http://www.tea.state.tx.us/rules/tac/chapter117/index.html>  
TEKS, Social Studies: <http://www.tea.state.tx.us/rules/tac/chapter113/index.html>

### National Standards:

Art: <http://artsedge.kennedy-center.org/teach/standards.cfm>  
Civics and Government: <http://www.civiced.org/stds.html>  
US History: <http://www.sscnet.ucla.edu/nchs/standards/>

### Primary Source Information at the National Archives:

Archival Research Catalog (ARC) - Online catalog of NARA's nationwide holdings in the Washington, DC area, Regional Archives and Presidential Libraries:  
<http://www.archives.gov/research/arc/>  
ARC Basic Search: [http://arcweb.archives.gov/arc/basic\\_search.jsp](http://arcweb.archives.gov/arc/basic_search.jsp)  
Anatomy of the ARC Basic Search Screen:  
<http://www.archives.gov/research/arc/education/arc-basic-search-screen.doc>  
Digital Classroom, the National Archives' gateway for resources about primary sources, activities and training for educators and students: <http://www.archives.gov/education/>  
Citing Primary Sources:  
<http://www.archives.gov/publications/general-info-leaflets/17.html>

### The National Archives (United Kingdom) Practical On-line Tutorial on Palaeography:

<http://www.nationalarchives.gov.uk/palaeography/>

### Artifacts & Analysis: A Teacher's Guide to Interpreting Objects and Writing History:

<http://smithsonianeducation.org/db/detail.asp?id=1107>

### Western Art Museums/Western Art Collections:

Amon Carter Museum: <http://www.cartermuseum.org>  
Buffalo Bill Historical Center: <http://www.bbhc.org>  
CM Russell Museum: <http://www.cmrussell.org>  
Eiteljorg Museum: <http://www.eiteljorg.org>  
Frederic Remington Art Museum: <http://www.fredericremington.org>  
Gilcrease Museum: <http://www.gilcrease.org>  
Glenbow Museum: <http://www.glenbow.org>  
Heard Museum: <http://www.heard.org>  
Museum of the American West: <http://www.autory-museum.org>  
National Cowboy and Western Heritage Museum: <http://www.nationalcowboymuseum.org/>  
National Museum of Wildlife Art: <http://www.wildlifeart.org>  
Rockwell Museum of Western Art: <http://www.stny.com/RockwellMuseum/flash/index.html>  
RW Norton Art Gallery: <http://rwnaf.org>  
Smithsonian American Art Museum: <http://www.americanart.si.edu/index2.cfm>  
Woolaroc Museum: <http://woolaroc.org/>

## Anatomy of the ARC Basic Search Screen

The screenshot shows the NARA ARC Basic Search interface. At the top left is the NARA logo and the tagline "...ready access to essential evidence..". The main heading is "ARC Basic Search". Below this is a search input field with the prompt "Search for descriptions of Archival Materials containing the following keyword(s):". To the right of the input field are "Go" and "Clear" buttons, and a "Search Tips" link. Below the input field is a "Limit Results to" section with radio buttons for 100, 1000, and 2000. A "Filter Your Search:" section includes a checkbox for "Descriptions of Archival Materials linked to digital copies" and a date range filter "Archival materials dated between MM DD YYYY and MM DD YYYY". Below the date filter are two dropdown menus: "Location of Archival Materials:" (with options like "All Locations", "Cartographic and Architectural Records LICON, Special Media Archives S...", "Center for Legislative Archives", "Civilian Records LICON, Textual Archives Services Division") and "Type of Archival Materials:" (with options like "All Types", "Architectural and Engineering Drawings", "Artifacts", "Data Files"). On the right side, there are "Advanced Search" and "Help" links. Several callout boxes provide instructions: a green box at the top left says "Enter any keyword or exact phrase and press Go."; a yellow box at the top right says "Click Search Tips or Help to learn more about ARC."; a green box on the left says "Narrow a search by Digital Copy, Date, Location or Type."; a green box at the bottom left says "Click on any hyperlinked text on the search screen for the glossary of archival terms."; and a yellow box on the right says "Go to the Advanced Screen to search NARA's authority files for organization person, or topic."



Visit the National Archives' Archival Research Catalog (ARC) online:  
<http://www.archives.gov/research/arc/>

## National Archives and Records Administration Sites (November 2, 2006):

- Anchorage, Alaska – Pacific Alaska Region:  
<http://www.archives.gov/pacific-alaska/anchorage/index.html>
- Laguna Niguel, California – Pacific Region:  
<http://www.archives.gov/pacific/laguna/index.html>
- San Francisco, California – Pacific Region:  
<http://www.archives.gov/pacific/san-francisco/index.html>
- Denver, Colorado – Rocky Mountain Region:  
<http://www.archives.gov/rocky-mountain/index.html>
- Atlanta, Georgia – Southeast Region:  
<http://www.archives.gov/southeast/index.html>
- Chicago, Illinois – Great Lakes Region:  
<http://www.archives.gov/great-lakes/>
- Boston, Massachusetts – Northeast Region:  
<http://www.archives.gov/northeast/boston/>
- Pittsfield, Massachusetts – Northeast Region:  
<http://www.archives.gov/northeast/pittsfield/>
- Kansas City, Missouri – Central Plains Region:  
<http://www.archives.gov/central-plains/kansas-city/index.html>
- St. Louis, Missouri – Archival Research Room in the National Personnel  
Records Center:  
<http://www.archives.gov/st-louis/military-personnel/public/archival-programs.html>
- New York City, New York – Northeast Region:  
<http://www.archives.gov/northeast/nyc/index.html>
- Philadelphia, Pennsylvania - Mid Atlantic Region:  
<http://www.archives.gov/midatlantic/public/index.html>
- Fort Worth, Texas – Southwest Region:  
<http://www.archives.gov/southwest/index.html>
- Seattle, Washington – Pacific Alaska Region:  
<http://www.archives.gov/pacific-alaska/seattle/index.html>



## Presidential Libraries –

Herbert Hoover Library: <http://hoover.archives.gov/>  
Nixon Presidential Materials: <http://nixon.archives.gov/index.php>  
Franklin D. Roosevelt Library: <http://www.fdrlibrary.marist.edu/>  
Gerald R. Ford Library: <http://www.fordlibrarymuseum.gov/>  
Harry S. Truman Library: <http://www.trumanlibrary.org/>  
Jimmy Carter Library: <http://www.jimmycarterlibrary.gov/>  
Dwight D. Eisenhower Library: <http://www.eisenhower.archives.gov/>  
Ronald Reagan Library: <http://www.reagan.utexas.edu/>  
John F. Kennedy Library: <http://www.jfklibrary.org/>  
George Bush Library: <http://bushlibrary.tamu.edu/>  
Lyndon B. Johnson Library: <http://www.lbjlib.utexas.edu/>  
Clinton Presidential Library: <http://www.clintonlibrary.gov/>

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### **Frederic Remington and Charles M. Russell, for Younger Readers -**

Giesecke, Ernestine. *The Life and Work of Frederic Remington*. Chicago: Heinemann Library, 2000.

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### **Western Art and History -**

Hassrick, Peter H. *Artists of the American Frontier: The Way West*. New York: Promontory Press, 1988.

*Discovered Lands, Invented Pasts*. New Haven: Yale University Press, 1992.

Goetzman, William H. and William N. Goetzman. *The West of the Imagination*. New York: W. W. Norton & Co., 1986.

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