



"Wat-Che-Mon-Ne, an Ioway Chief" wearing a peace medal, lithograph by D. Rice & A. N. Hart, Philadelphia, ca. 1855 (The Gilder Lehrman Institute, GLC01993.04)



Unidentified American Indian youth, ca. 1870 (The Gilder Lehrman Institute, GLC01363)



Crow Indian prisoners Crazy Head, Knows His Coos, Jeff Bull, The Bank, Looks with His Ears, Big Hail, Carries His Food, and The Rock after an uprising, guarded by soldiers with rifles, photograph by W. B. Finch, Montana, 1887 (The Gilder Lehrman Institute, GLC04591)

Primary Source



Group of five American Indian women with young girl and baby, photograph by William Henry Jackson, Washington DC, 1871 (The Gilder Lehrman Institute, GLC03095.95 (The Gilder Lehrman Institute, GLC03095.95)

Image Analysis

Title of Image:

Author/Creator:

Date:

Describe the following in this image:

People:

Objects:

Setting:

Words:

Report what you have observed:

Why do you think this image was made?

What is taking place in this image?

Who was the audience for this image?

What can you learn about American Indians from this image?

Song Analysis

Title of Song:

Author/Creator:

Date:

Describe what you see, hear, and learn:

People:

Objects:

Setting:

Words:

Report what you have observed:

How did the writers collect information to write this song?

Why did they write this song?

Who is the audience for this song?

What can you learn about American Indians from this song?

Name

Period

Date

Original Song

Write song lyrics for two stanzas of a new song based on details in the two photographs.

Your title:

Based on (source of rhythm or tune):

Source of the ideas for this stanza:

STANZA 1

Source of the ideas for this stanza:

STANZA 2

“American Indian Rap” by Smart Songs

These are the skies where the eagle flies
The coyote calls and the water falls
Listen to the wind and begin to feel within
The wisdom and the vision of American Indians

Before the Europeans settled these American lands
A People already lived here, do you understand?
They roamed the beautiful woodlands, and mountains, and sands
A span of thousands of years, and their legend still stands
Way back in the Ice Age, when glaciers froze
They crossed in through Alaska, that’s how the story goes

The tribes of the Northeast skillfully used
Bark from birch trees to build big canoes
Surviving from gifts within the lakes and land
Using spears to fish and planting corn by hand
Iroquois to Delaware, Hopewell to Fox
Just a few tribes from a region with lots

Down in the Southeast, with luscious and fertile soil
Tribes learned to farm, out in the sun they toiled
This led to complex societies with rulers so royal
There were builders and artisans, and knowledge of medicines
The Seminoles were proud, the Natchez played lacrosse
There was the Creek, Choctaw, Cherokee, and Chickasaw
The Crow, Blackfeet and Dakota home on the range
Nomadic tribes that roamed the Great Plains
In order to survive, they hunted the buffalo
Shot stone-tipped arrows at a distance with a bow

From buffalo skins they made teepees and canopies
And tribe warriors helped protect from enemies

In the Southwest were clay homes known as pueblos
The Zuni and the Hopi were the tribes who made those
They dressed in big masks and danced and performed
Asking the spirit beings kachinas for a harvest of corn
For beautifully woven patterns, we look to the Navajo
Apaches had the brave warrior Geronimo

From the High Plateau down through the Great Basin
Tribes like the Utes survived through migration
Preparing for cold winters, some were found
Building earth covered houses that were part underground
Horses and bows, skins and hemp were traded
With tribes from the Plains for robes decorated

To the rainy Northwest where the totem poles stood
These were memorials to ancestors, carved out of wood
Wealthy families had ways to show signs of success
Hosting lavish potlatches, giving gifts to their guests
They hunted large sea animals with nets and harpoons
And lived in long houses, which had one long room

Over time Europeans moved into Tribal regions
Sometimes they fought war, sometimes they formed allegiance
Then dark clouds rained down upon the Trail of Tears
Tribes were forced West from where they lived for years
This song is a tribute, to just reflect upon
Today, American Indians continue on.

American Indian Proverbs and Poems

A Navajo Proverb

I have been to the end of the earth.
I have been to the end of the waters.
I have been to the end of the sky.
I have been to the end of the mountains.
I have found none that are not my friends.

Excerpt from "The Song of the Stars" (Algonquin)

We are the stars which sing,
We sing with our light;
We are the birds of fire,
We fly over the sky.
Our light is a voice;
We make a road for spirits,
For the spirits to pass over.
Among us are three hunters
Who chase a bear;
There never was a time
When they were not hunting.
We look down on the mountains.
This is the Song of the Stars.

Excerpt from "Long Division: A Tribal History" (1976) by Wendy Rose, Hopi/Miwok

We are bought and divided
into clay pots; we die
on granite scaffolding
on the shape of the Sierras
and lie down with lips open
thrusting songs on the world.
Who are we and do we still live?

Excerpt from "Calling Myself Home"
by Linda Hogan, Chickasaw (1978)

This land is the house
we have always lived in.
The women,
their bones are holding up the earth.
The red tail of a hawk
cuts open the sky
and the sun
brings their faces back
with the new grass.

Excerpt from "The Blanket around Her"
by Joy Harjo, Creek (1980)

maybe it is her birth
which she holds close to herself
or her death
which is just as inseparable
and the white wind
that encircles her is a part
just as
 the blue sky
hanging in turquoise from her neck

Poetry Analysis

Title of Poem:

Author/Creator:

Date:

Mood of the poem:

Point of view (first person: I; second person: you; third person: he/she/they)

Poet's purpose (inform, entertain, or persuade)

Theme of the poem:

Is there word repetition? If so, which word?

Is there line repetition? If so, which line?

Using your senses:

What can you see?

What can you hear?

What can you smell?

What can you taste?

What can you feel?

How does the poem make you feel and why?

Excerpts from a letter from President Thomas Jefferson to William Henry Harrison

Dear Sir

Washington Feb. 27. 1803.

. . . This letter being unofficial, & private, I may with safety give you a more extensive view of our policy respecting the Indians. . . . Our system is to live in perpetual peace with the Indians, to cultivate an affectionate attachment from them, by every thing just & liberal which we can do for them within the bounds of reason, and by giving them effectual protection against wrongs from our own people. The decrease of game rendering their subsistence by hunting insufficient, we wish to draw them to agriculture, to spinning & weaving. . . . When they withdraw themselves to the culture of a small piece of land, they will perceive how useless to them are their extensive forests, and will be willing to pare them off from time to time in exchange for necessities for their farms & families. . . . In this way our settlements will gradually circumscribe & approach the Indians, & they will in time either incorporate with us as citizens of the US. or remove beyond the Missisipi. The former is certainly the termination of their history most happy for themselves, but in the whole course of this, it is essential to cultivate their love. As to their fear, we presume that our strength & their weakness is now so visible that they must see we have only to shut our hand to crush them, & that all our liberalities to them proceed from motives of pure humanity only. Should any tribe be fool-hardy enough to take up the hatchet at any time, the siezing the whole country of that tribe & driving them across the Missisipi, as the only condition of peace, would be an example to others, and a furtherance of our final consolidation. . . .

Th: Jefferson

Excerpts from a Treaty between the United States and the Cherokee, August 6, 1846

Whereas serious difficulties have for a considerable time past existed between the different . . . portions of the Cherokee people against the United States. Therefore, with a view to the final and amicable settlement of the difficulties and claims before mentioned, it is mutually agreed by the several parties to this Convention as follows:

Article 1st. That the lands now occupied by the Cherokee Nation, shall be secured to the whole Cherokee people for their common use and benefit [as stated in the Treaty of 1835] "To assure the tribe or nation with which the exchange is made, that the United States will forever secure and guarantee to them, and their heirs or successors the Country so exchanged with them . . . Provided Always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same."

Art. 2d. . . . Laws shall be passed for equal protection, and for the security of life, liberty and property, and full authority shall be given by law, to all or any portion of the Cherokee people peaceably to assemble and petition their own Government or the Government of the United States, for the redress of Grievances and to discuss their rights. . . .

Art. 4th. . . . It has been decided by the Board of Commissioners recently appointed by the President of the United States to examine and adjust the claims and difficulties existing against and between the Cherokee people and the United States, as well as between the Cherokees themselves. . . .

Art. 9th. The United States agree to make a fair and just settlement of all monies due to the Cherokees . . . and shall embrace all sums paid for improvements, fences, spoliations, removal and subsistence, and commutation therefor, debts and claims upon the Cherokee Nation of Indians for the additional quantity of land ceded to said Nation. . . .

Art. 11th. . . . The Cherokee Delegations contend that the amount expended for the one years subsistence after their arrival in the West . . . is not properly chargeable to the Treaty fund. It is hereby agreed that that question shall be submitted to the Senate of the United States for its decision. . . .

A Changing World
Critical Thinking Questions:

1. If you could give a new title to the document, what would it be and why?
2. Based on the evidence in the document, how did the writer(s) treat American Indians? (2 sentences)
3. Describe the effects of westward expansion on American Indians as represented in this document. (2 sentences)
4. Describe the effects of westward expansion on the United States as a whole as represented in this document. (2 sentences)