

Native American Resource Guide

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Narrative Overview

The multiple and varied groups of Native Americans living in what would one day become the United States occupy a special place in the study of immigration history. As the original inhabitants of North America, Native Americans are not, in fact, an immigrant group. The roughly 54 million Native peoples of North America possessed markedly different cultural practices, languages, and ways of life; viewing themselves as distinct social and political entities. When the first English settlers established Plymouth colony in 1620, they did not discover an empty land. What they found instead was a declining Native population willing to tolerate and even aid the struggling European immigrants.

By the time the English arrived in the Northeastern part of North America, the Native American population had already begun to decline tremendously from disease. According to Spickard, Native Americans in the area viewed Europeans with both fear and disrespect. Indians saw the Christian religion as sorcery, attributing the devastating death toll of smallpox to the power of the Christian God. Further, metal weaponry left Natives feeling vulnerable to English military attack. Despite these reservations, decreased populations caused many Native leaders to seek alliances with European immigrants. The main rationale for this strategy was for assistance in winning long standing rivalries with enemy tribes. For example, after the Pilgrims suffered through their first winter Native American individuals named Squanto and Massasoit helped them survive in their new home. Massasoit had hopes to create an alliance with the newcomers against his enemies, the Narragansett. Early relationships between North Eastern Native peoples and the early English settlers were based on mutual benefit, not necessarily respect or understanding.

As white Christians, the English felt culturally and spiritually superior to the Indians. From the beginning, the English attempted to convert Natives to English religion, dress and customs. Praying towns were established throughout Eastern Massachusetts with Natives attempting to move toward white standards of culture. This small minority of Natives began to learn English, convert to Christianity, and otherwise assimilate to the English way of life. The individuals who made up this group were called Praying Indians. In addition, institutions were created, like Harvard College, to allow Native peoples to learn English and adopt English folkways. The English viewed Natives as interchangeable, faceless, and without names or individual identities.

As more English settlers migrated to Massachusetts, the white desire for land increased. According to William Cronon, English men viewed Native men as lazy because they did not develop their land by clear cutting and building fences. Instead, Native men hunted and fished while leaving the sowing, weeding and harvesting to the Native women. Further, once land was

developed by white methods, it was viewed as under permanent white ownership. For Natives, land was burned rather than cleared. Once soil lost fertility, Natives would move to a new area and start the process again. Cronon insists that the cyclical nature of Indian land development caused whites to view Native land claims as invalid. This was a major factor in the deterioration of Native and English relations.

By the 1630s, the English had spread their territory throughout much of modern day New England. The combination of disease and increased demand for land by English farmers forced Indian groups to make difficult choices. They were forced either to sell their land due to white encroachment, assimilate into white culture without citizenship, or to enforce their rights through warfare. The Pequot Indians, the most powerful group of Native Americans in the New England area, decided to defend their way of life from the English immigrants. The following series of battles, which came to be known as the Pequot War, just about destroyed the tribe. The English saw this victory as a sign from God that the land belonged to them, and they continued to spread throughout the area. By 1675, the situation between the Native Americans and English had reached a level of crisis. Metacom, also known as King Philip, led an allied group of Wampanoag, Nipmucks, and Narragansetts on a war path throughout English villages in New England. It appeared at first that the Indians were winning, and many English were killed, taken captive, or forced to flee to Boston. In 1676, however, King Philip was killed. This ended the war and marked defeat for the Native Americans of Massachusetts and their culture.

King Philip's War was a turning point in the relationship between the Native Americans and colonists in Massachusetts. Following their defeat, Natives all but ended their armed resistance. Assimilation, which had only been practiced by Natives to a limited degree, all but disappeared. Many of the Praying Indians were taken to Deer Island and sold into slavery elsewhere in the Americas. The English switched to a strategy of genocide when involved in hostile relations with the Natives; murdering woman and children along with male warriors. As a result, Native populations declined rapidly. In less than one hundred years, the Native American groups of the Northeast had been decimated by plague, thrown off their land, and denied rights and citizenship. The experiences of these people in conjunction with European immigration only grew direr as the 17th century came to a close, and were often shared by many Native American tribes throughout the emerging United States.

Timeline- Native Americans

- 1492- Columbus Arrives
- 1550- 1600- French Trading in North America; Northeast including Canada
- 1587- Roanoke Island: Assimilation of English Immigrants into Indian Culture
- 1607- Jamestown is established
- 1616-1660- Smallpox Epidemics Occurred Periodically Throughout these Years Killing A Majority of the Native American Population
- 1620- Pilgrims Arrive
- 1636- Pequot Wars
- 1731- Citizenship in Massachusetts is Limited to European Protestants, Only Available after One Year of Residence
- 1790- After Five Years of living in the United States White People Could Obtain Naturalization, As Long As They Aligned Themselves with the United States
- 1823- Within the United States Government's War Department, the Office of Indian Affairs was created
- 1830- Indian Removal Act
- 1831-1832- Native American Tribes Will Be Their Own Nation and Have Sovereignty, As Granted By the United States Supreme Court
- 1831-1843- Trail of Tears: The Five Civilized Tribes, Of the Southeast, Were Removed From Their Land and Moved To the Indian Territory
- 1862- Homestead Act
- 1870- Fifteenth Amendment
- 1887- Dawes Act
- 1890- Wounded Knee
- 1919- After World War I, Native American Veterans Were Granted Citizenship By the United States Congress.
- 1924- Citizenship to All Native Americans Approved By the United States Congress, Which Allowed Them to Vote in Federal Elections, However Not in All State Elections
- 1930- The Placement of Kidnapped Navajo Native American Children in Boarding Schools
- 1934- Indian Reorganization Act
- 1942- Indian Territories Taken Back By the United States Government for Military Use
Native Americans Required to Register For the Draft
- 1949- A Proposal by the Hoover Commission That Would Disband Native American Tribes and Treat Them as Individual Citizens

Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (New York: Taylor & Francis Group, 2007).

Key Issues and Questions:

1. What views did the Native peoples of the North East have toward the English immigrants, and how did this change over time?
2. How did the English perceive the Native Americans, and how did this change over time?
3. What role did the perception of land ownership play in the conflict between the English immigrants and Native Americans?
4. How did population affect the power structure between English immigrants and Native Americans?

Native American Learning Activities:

- Powhatan to John Smith, 1609

Students will write a paragraph from the following document: Powhatan to John Smith, 1609, Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (New York: Taylor & Francis Group, 2007), 42. The students will need to explain the point of view of Powhatan and how he perceives the English way of obtaining resources at the expense of the Native Americans. Students will be asked to use critical thinking and predict how this relationship would change due to a variety of factors.

- Field Trip

Students will visit a Native American village replica in Plymouth Plantation. Native American interpreters will be available to give factual information to visitors in a setting that looks very similar to what a village would look like in the 1630s. Students will observe Indian dwellings, canoes, tools, crops, furs, dress and hunting techniques that were utilized in 1630s Massachusetts. Students will be encouraged to have unique questions written on index cards to ask the Native museum docents.

- Creating a diorama

This is a project that could be implemented several different ways depending on time, age group, curriculum, and other factors. Students will compare and contrast northeastern Native American villages with the early Plymouth/ Massachusetts Bay settlements by creating a series of dioramas. Necessary materials would include boxes/cardboard, construction paper, scissors, glue, markers, etc, as well research previously conducted by the students. Another variation of this project would have students recreating the villages of multiple of Native tribes (Cherokee, Algonquians, Iroquois, Navaho, etc) to emphasize the differences between the homes and lifestyles of Native Americans throughout the United States. Students would then present their projects to the class.

- Creating a brochure and commercial advertisement.

Students will work in groups to create a brochure and commercial advertising a newly created English colony in Massachusetts. The overall tone of this project should be like motivational and persuasive parody (such as an infomercial,) that disregards or misinterprets the negative sides of colonization. A key part of this activity will be to portray the dominant English attitude towards Native Americans (part of nature, aspiring to white culture and religion, subservient, worthy of being destroyed, etc.) Once groups finish their brochure/commercial they will present them to the class. Necessary materials would include paper, art supplies, and research previously conducted by the students.

Annotated Websites

1. The National Archives, "Federal Indian Policy," <http://www.archives.gov>

This web site is sponsored by the National Archives in Washington, D.C. It includes several primary documents which show maps of Oklahoma Indian Territory in the phase of Federal Indian Policy after the removal of Indians in the 1830's and 1840's. It also includes some important background information for students to read before they explore and analyze the primary documents of the land maps. Further, students can read segments of the Dawes Act which changes the Indian land policy from one of communal land to individual ownership. In addition, documents include individual enrollment case files like the one for Will Rogers, a famous American humorist. These documents show how Federal policy attempted to change how Indians viewed the land and their relationships to one another as individual owners.

2. Mintz, S, *Digital History*, <http://www.digitalhistory.uh.edu>.

This website is being developed by the University of Houston in collaboration with several other partners. It has variety of resources, such as video clips, primary sources, maps, timelines, reference resources, and online exhibits. It has a section specifically for teachers complete with lesson plans and classroom handouts. This website would be suitable for high school and middle school students due to the engaging multimedia and ease of navigation.

3. University of Washington Libraries, "Native American History," <http://www.lib.washington.edu/subject/History/tm/native.html>

This website is an excellent collection of general history, primary sources, images, electronic texts, and tribal histories. It includes information on a broad sample of tribal groups from throughout the United States. It also includes links to other websites and online exhibitions that could be used by students and teachers alike. This website contains a wealth of information, but it might be overwhelming for a middle or high school student to navigate on their own.

4. Mayflower History, <http://www.mayflowerhistory.com>

Mayflower History.com is a web site which describes the life of the passengers from the Mayflower. It includes a passenger list, Plymouth colony records, letters written by Pilgrims, Mayflower Compact, wills and estates of Mayflower passengers, as well as an online bibliography of the colonial era.

5. Gay Miller, *Native Americans*, <http://www.mce.k12tn.net>

This website is a great reference for students and teachers for project ideas on Native Americans. It describes the habitat, homes, clothing, food, customs, tools, and art of many Native American tribes. It also lists some famous Native Americans from the various tribes. Also available are lesson plans to teach Native Americans, as well as a power point presentation.

6. Ninth Grade Senior Division Group, "Andrew Jackson," <http://www.nacaschool.org/ajackson/index.html>

Students will be able to gather information on the Indian Removal Act and be able to view a map of the United States. This map shows where several Native American tribes were before the United States government relocated them west of the Mississippi. Furthermore, this website states the impact that President Andrew Jackson had on the Native American population, during his administration.

7. Fort Scott National Historic Site, "Indian Frontier," <http://www.nps.gov/archive/fosc/history.htm>

Students will be able to obtain further information on the Indian Removal Act of 1830. On this website they can have an in depth look on the Trail of Tears and how Native Americans were forced to relocate their homes. Related links are at the bottom of the page. In addition, the website has information that states how the United States government tried to protect the new Indian Territory and what occurred when Americans started to believe the idea of Manifest Destiny.

8. Library of Congress, "American Memory," <http://memory.loc.gov/ammem/index.html>

The Library of Congress has developed an extensive compilation of historical resources in its American Memory collection. This web site is a wonderful resource for teachers hoping to use primary sources in their classrooms. The site has several sections which will help to organize and develop lessons.

First, there is an overview of how to use primary resources in the classroom. Second, there are lesson frameworks to help guide learning activities. Third, a section called the historian's sources looks at the types of sources available for research. Finally, there are media analysis tools, like reading guides or worksheets, which help students to evaluate raw historical information. For those who would like to review best practices from other teachers, there is a very helpful lesson index to categorize the work that others have submitted.

Primary Sources

1. The Pilgrims Arrive in Plymouth

Bradford, William. "The Pilgrims Arrive in Plymouth," *Digital History*.
www.digitalhistory.uh.edu/documents/searchdisplay.cfm?ID=21.

This source is an excerpt from the book *Of Plymouth Plantation* by William Bradford. This short passage describes why the Pilgrims left Europe, how they suffered through the first winter, and how a Native American named Squanto helped them survive. This source would be an effective way to discuss the initial encounter between colonists and Native Americans.

2. King Philip's War

Randolph, Edward. "King Philip's War," *Digital History*.
http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=206

This is an excerpt from a 1685 report by Englishman Edward Randolph that attempts to determine the causes of King Philip's War. Randolph reports that many in the colonies felt that the Indian attacks were punishment for sins they had committed, such as vanity or the use of profanity. He also states that the colonists are responsible for giving the Native Americans guns and showing them how to use them. Randolph concludes by stating the number casualties and the amount of money/goods lost in the conflict.

3. Indian Territory during 1885 and 1891

Fort Scott National Historic Site, "Indian Frontier,"
<http://www.archives.gov/education/lessons/fed-indian-policy/activities.html>

Students will log on to the National Archives web site and click on the area which includes two different maps of Indian Territory during 1885 and 1891. Students will analyze the two maps to see differences and similarities between them. As they analyze, they will see some areas with different labels. This is due to policy changes after the passage of federal legislation which set some land aside as Indian land and some to be given in allotment form to individuals of native ancestry. Students will be encouraged to make conclusions about why the federal government changes its view about Indian land. Secondly, they will assess how the changes may have affected Indian culture and the ability of future generations to continue to live on the land in perpetuity.

4. Massasoit Treaty

MayflowerHistory, "Full Text Primary Sources: Historical documents relating to the Pilgrims,"
<http://www.mayflowerhistory.com/PrimarySources/documents.php>

Mayflower History.com is a web site which includes how the immigrant puritans divided their land and cattle as well as a facsimile of the first peace treaty between Massachusetts English and Wampanoag sachem Massasoit. As an original document from 1621, the resource reveals important security goals of both Native Americans and English immigrants. Several key issues discussed in the document are: How to protect both sides from armed conflict, procedures for disarming before common meetings, and a reciprocal agreement of fighting with common enemies.

5. Powhatan's Letter to John Smith

Powhatan to John Smith, 1609, Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (New York: Taylor & Francis Group, 2007), 42.

Teachers will be able to have students read this letter and explain their interpretation of Powhatan's point of view and how he perceives the English ways of obtaining resources, from the Native Americans.

6. Cultural Differences Among Native Americans

Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (New York: Taylor & Francis Group, 2007), 31-33.

These pictures are of Native Americans who were in their own cultural attire. Students will be able to view how Native Americans dressed before they were affected by the impact of English culture. Also, these photos help to disprove the idea the English had of how Native Americans were one group. All Native Americans did not physically look the same nor did they wear the same attire.

7. Navajo, Native American Assimilation

Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (New York: Taylor & Francis Group, 2007), 142.

This picture is of a Navajo, Native American who was in Native American attire on one side and on the other side he is assimilated into the English culture's attire. Students will be able to view how assimilation played a central role in Native American schooling.

8. Bontoc Igorot, Cultural Transformation

Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (New York: Taylor & Francis Group, 2007), 255.

This picture is of a Bontoc Igorot male who is first shown in his Native American attire, in his own tribe. Then several years later, the male is photographed again, this time in the attire of an English man. Students will be able to view the cultural transformation of a Native American.

9. *The Sovereignty and Goodness of God*

Rowlandson, Mary. *The Sovereignty and Goodness of God*. Edited by Neal Salisbury. Boston: Bedford Books, 1997.

This edition of Mary Rowlandson's narrative, edited by Neal Salisbury, includes a number of valuable primary sources. In addition to maps, and images scattered throughout the text, there are many documents that detail the relationship between Native Americans and early English immigrants. These documents include petitions, letters, sermons, and firsthand accounts, dating back to the 17th century. One example is the "Memorandum of Indian Children," which illustrates how Native American children were assimilated into English culture.

Bibliography

Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 2003.

Changes in the Land shows how New England's animal and plants changed following the entrance of Europeans into the region. It describes how European whites used the ecology of the region in their goal of gaining political and economic dominance over native peoples in the early colonial period

Diebold, Robert. Trans. *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*. Lancaster, Massachusetts, 1975.

This is the story written by Mary Rowlandson of her captivity with Native Americans during King Philip's War in 1675-1676. Mary Rowlandson was an English woman who was captured from her home in Lancaster, MA in February 1676. She spent about eleven weeks traveling with the Native Americans who were fighting against the English. While with the Natives she describes how they lived, traveled and celebrated after each victory. She credits her survival to her own strength and her belief in God. The Native Americans accepted a ransom for her freedom.

Dooling, D.M, ed. *The Sons of the Wind: The Sacred Stories of the Lakota*. Denver, Colorado: Parabola Books, 1991.

This book is an excellent resource of Native American folktales. It includes many tales of the origins of the Lakota people. Many Native Americans believe they have been on this continent since the beginning of time and these are stories that have been passed down through the generations. This resource could be read by teachers as well as high school students.

Lepore, Jill. *The Name of War: King Philip's War and the Origins of American Identity*. New York: Alfred A. Knopf, 1998.

This is a great resource for teachers in learning about King Philip's War. She uses primary source documents to describe the war from the point of view of both the Native Americans as well as the English.

Salisbury, Neal. Trans. *The Sovereignty and Goodness of God by Mary Rowlandson: with Related Documents*. Boston: Bedford/St. Martin's, 1997.

In his introduction Neal Salisbury describes the relationship between the Native Americans and the first English immigrants in New England from the point of view of both the Native Americans as well as the English. Also included in this book are other primary source documents related to King Philip's War.

Schultz, Eric B., and Tougias, Michael J. *King Philip's War: The History and Legacy of America's Forgotten Conflict*. Woodstock, Vermont: the Countryman Press, 1999.

This is a great resource for teachers to learn about the events of King Philip's War. This book can also be used to trace the location of many of the battle sites. Many of these

places have historical markers and can be visited. Also included in this book are excerpts from journals of people who were involved in the war.

Simpson, Alan & Mary, trans. *Diary of King Philip's War: 1675-1676: By Colonel Benjamin Church*. Little Compton, Rhode Island: Lockwood Publishing, 1996.

This book is the first hand account of Colonel Benjamin's role in King Philip's War. This is his journal.

Spickard, Paul. *Almost All Alien: Immigration, Race, and Colonialism in American History and Identity*. New York: Routledge, 2007.

Tougias, Michael J. *Until I have No Country: A Novel of King Philip's War*. Norfolk, MA: Weekender Publishing, 2001.

A novel based on real people during a real experience in the history of what is now known as New England. This would be a great novel for high school students, as well as a great read aloud for younger students, although there is a bit of a love story and the teacher should edit in advance before reading aloud. The story follows the lives of two main characters, a Native American and an English man and their trials and troubles as they fight against each other in King Philip's War.