



# Ceding Contempt

A SUPPLEMENT TO THE STUDY AID

## Arriving to Minnesota – Introduction and Chapitre un

1. Can you locate an image of Minnesota's Territorial Seal? What does the image mean to you?

6.4.4.18.1

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861). **Benchmark:** Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861).

**What to look for** – The Territorial Seal is discussed on pages xiii - xiv of the introduction. Students can locate the image either through an internet search or directly from the author's source which is cited in the endnotes as William Watts Folwell's *A History of Minnesota* Volume 1 (endnote 1). Keep in mind that the State Seal is slightly different from the Territorial Seal, though they use the same basic design. The image students will find is that of a farmer plowing his field near the Falls of St. Anthony, while an Indian rides away toward the setting sun.

**Discussion on this topic** the changing landscape and culture in 1849 when Minnesota became a territory. The Territorial Seal is a quintessential symbol of the settlement of the region while pushing the Indian further west. It is also a symbol of the expansionist mood across the region. This is also an opportunity to help the students utilize the author's citations to locate a secondary source document. The citation (Folwell) provides a more detailed description of the Territorial Symbol and its meaning in his appendix. Finally, this is an opportunity to find a starting point on what the students know before reading the book and give teachers a chance to instruct students about the period of history that will be discussed throughout the book.

2. The main character, Frank Blackwell Mayer, traveled to Minnesota by steamboat. How did the steamboat play a significant role in the early history of Minnesota? 6.4.4.18.1

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**What to look for** – Steamboating and steamboats are mentioned throughout the book, but never dealt with in detail. The main character, Frank Blackwell Mayer, travels from Baltimore to St. Paul on three different steamboats (page 1). His final trip was made on the deck of the *Excelsior* upon which there was a variety of freight and people (page 1). The main character goes on to discuss the changing scenery as he passes various regions while traveling north aboard the steamboat (page 9). This includes the point where he enters the Minnesota frontier and observes the mixture of western and indigenous cultures (page 10). Also, the steamboat was a significant factor toward the

founding of St. Paul. Originally called “St. Paul’s Landing,” St. Paul was merely a small store and church where steamboats could land (page 13, 15).

**Discussion on this topic** should consider the changing social, cultural and physical landscape of the Minnesota frontier at this time. The main character discovers this new and changing landscape as he travels east from Baltimore and then north St. Louis and then finally reaches St. Paul. This is an opportunity to discuss those changes such as the rapid growth of St. Paul (page 13-16), the juxtaposition of western and native cultures (page 10), and the mixture of varying peoples and cultures such as those aboard the *Excelsior* (page 2) and those living at St. Paul (21-22). Teachers may also wish to discuss the importance of the steamboat for its impact in creating areas of settlement where settlement did not exist before. This was especially important for the Minnesota River which was not considered to be navigable until 1850. After which, settlement exploded. For more on the impact of the steamboat in Minnesota please see *History of Steamboating on the Minnesota River* by Thomas Hughes.

3. Imagine you are a Dakota Indian living in Minnesota in the early 1800’s. As more and more white settlers arrive in the region, how would that make you feel? **6.4.4.15.1**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact). **Benchmark:** Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact).

**What to look for** – This is a subjective question that will elicit a variety of answers. Students may cite Minnesota’s population which was less than 10,000 in 1849 (xiv). They may also cite the travels of Charles Sexton who came upon Indians while traveling west toward the Rocky Mountains (pages 2-3). Students should acknowledge that the region was changing and as it became more settled it intruded upon the American Indians’ way of life.

**Discussion on this topic** should consider the fact that the Dakota Indians lived in the region of Minnesota for centuries prior 1851. Students should try to understand the perspective of the Dakota Indians. It is important to understand how quickly and extensively these changes occurred. Western peoples and culture were completely alien to the Dakota Indians, and yet they were overrun by white settlement in just a matter of decades. In particular from the signing of the Sioux Treaty of 1837 to the U.S. – Dakota War of 1862.

## St. Paul and Kaposia – Chapitres deux et trois

1. How did the City of St. Paul get its name and who played an important role in its founding?  
**6.4.4.18.3**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and

industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861). **Benchmark:** Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861).

**What to look for** – As described in the text (page 14) the founder of St. Paul was Pierre “Pig’s Eye” Parrant. The name “St. Paul” was established after a French Reverend named Lucian Galtier built a church dedicated to Saint Paul near the steamboat landing at Fountain Cave. People began calling the landing, “St. Paul’s Landing” and the city that grew around became known as St. Paul (page 15).

**Discussion on the topic** should revolve around the early history of St. Paul. This includes earlier history leading up to the founding of the city such as the Sioux Treaty of 1805, the erection of Fort Snelling in 1819, and the Sioux Treaty of 1837. These events played a role in moving the frontier north and west and establishing an American presence at the confluence of the Mississippi and Minnesota Rivers. Pierre Parrant exploited his new found claim by selling whiskey to the soldiers at Fort Snelling in the late 1830’s. As more and more settlers moved in a community began to grow. By 1849 Minnesota became a territory and St. Paul was established as its capital. This sparked rapid population growth which continued well into the twentieth century.

2. There were many different groups of people living in St. Paul in 1851. Can you name some of these groups? Why do you think there was such a wide variety of people and cultures in the city?

6.4.4.18.3

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**What to look for** – As described on pages 21-22 of the text, groups living in St. Paul included French voyageurs, Mixed-breeds, and American Indians. Other groups not mentioned in the text might include immigrants from Europe, migrants from the eastern United States, and merchants from various points of the United States and Canada. These various groups were drawn by opportunity and adventure. Some were frontiersmen and traders who sought to move west along with the frontier, some were immigrants drawn the promise of rich and fertile land, and others were businessmen and entrepreneurs who sought new and profitable business ventures.

**Discussion on this topic** should consider this period of Minnesota history as a time of rapid growth and change. The Dakota Indians who had so recently been introduced to western culture were now becoming intertwined with that culture. The city of St. Paul became an eclectic array people that were native, white, and mixed. Discussion on this topic might also consider the prospects the new city held for its inhabitants. For its migrants and immigrants the city and territory represented a bold new future, but for natives it represented the loss of their land and way of life.

3. Who was Dr. Thomas Williamson and what role did he play on the Minnesota frontier? What do you think of the work he did? 6.4.4.16.1

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement, 1585-1763). **Benchmark:** Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota’s indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763) For Example: the role of missionaries, the transmission of diseases, the domino effect of people being pushed further west due to the fur trade in the Great Lakes region.

**What to look for** – Dr. Thomas Williamson was a missionary who spent many years in Minnesota and became known as the Father of the Dakota Mission. He and his wife worked diligently not just to preach religion, but to provide what they believed to be a better way of life. Dr. Williamson helped translate the Dakota language into a written language, he established schools, taught the Dakota how to farm, and provided them with all types of basic tools and knowledge. The missionaries sought to “civilize” the Indians. For the Dakota, the changes were drastic and often failed to take hold. Where the changes did take place, it created factionalism among the Indians. (pages 25-28)

**Discussion on this topic** should consider the substantial role missionaries played on the Minnesota frontier. Beginning in 1834 missionaries rooted themselves throughout nearly all Dakota communities. The missionaries first learned and translated the Dakota language in order to translate the bible while at the same time instructing the Dakota in farming. They then began establishing schools where they taught the Dakota the English language. The missionaries also provided European style clothing and encouraged the Dakota to cut their hair. They also encouraged the Dakota to build immovable wood frame homes. Ultimately, the missionaries sought to eliminate all Dakota culture and assimilate the Indians into white culture. They believed they were destroying the “savage” and creating a “civilized” man. Though the missionaries were well intentioned, many of the Dakota disregarded or were conflicted by their teachings. Those who did adopt the missionary teachings became marginalized from the rest of the Dakota community. They became known as “cut-hairs” or “farmer” Indians. This created a factionalism among Dakota communities as well as discontent that contributed greatly to the U.S. – Dakota War of 1862.

4. Imagine you are meeting Chief Little Crow in the year 1851. What would you ask him? What would you want him to know about you? **6.4.4.18.3**

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**What to look for** – In 1851, Little Crow as the spokesman for the Dakota. In particular, he was the leader of the Mdewakanton band that lived at Kaposia. The question is subjective and will vary widely among students. Frank Blackwell Mayer meets Little Crow on pages 32-34.

**Discussion on this topic** should consider the vital role Little Crow played in Dakota – U.S. relations for many years leading up to the U.S. – Dakota War. Little Crow was involved in nearly every political manner which included the treaty signings and three trips to Washington D.C. Little Crow was a respected and capable leader who was very diplomatic. He sought to protect the Dakota and their way of life, while at the same time understanding the nature of the changing world in which he lived. He often cooperated with the United States Government, but still managed to maintain the dignity of the Dakota nation. I do not think his role as a key individual in early Minnesota history can or should be overlooked.

## Fort Snelling and Camp at Traverse des Sioux – Chapitres quatre et cinq

1. In Chapitre quatre, Agent Nathaniel McLean describes the “Indian System” in Minnesota. What do you think about the “Indian System” and how would you have made it different? **6.4.4.18.2**

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**What to look for** – The question is subjective and answers will vary, but students may refer to the information in the text as described on pages 45-46. The Indian System was a political hierarchy that began with the Bureau of Indian Affairs in Washington DC. It was split into regions called Superintendencies. Each Superintendency was then split up into Agencies. Nathaniel McLean, the character in the book, was a part of the Minnesota Superintendency and an Agent for the St. Peters’ Agency. It was his job to oversee all aspects of interaction between the Dakota and the United States as well as its citizens. As a part of this system, treaties were made and signed which acted to create agencies or reservations and further regulate America’s native population.

**Discussion on this topic** is vital to the student’s understanding of the U.S. – Dakota War and all other major incidents with the American Indian populations. The Indian or Treaty System was flawed and ineffective. It allowed fraud and corruption to exploit the system, while alienating the Indians from their culture and way of life. Theoretically the system allowed the government to manage the “Indian problem” avoiding conflict and opening new land to settlement. But government appointed agents had very little knowledge of the Indians, traders, contractors, and businessmen used fraud and deceit to obtain treaty monies, and the Indians were put onto smaller and smaller plots of land where they found life disagreeable and assimilation challenging. The system was so flawed that conflict and war was often the result.

2. What is “Bdote” and why is it important to know this place? Is Bdote a place you can visit?  
**6.4.4.15.1**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact). **Benchmark:** Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact).

**What to look for** – Bdote, as named by the Dakota (page 48), is the place at the confluence of the Minnesota and Mississippi Rivers. The Dakota believe that Bdote is the place where all life began. It is the center of Dakota history and spirituality. It is also the focal point for all business, travel, and commerce in the region. For many years it acted as a gathering place where leaders of multiple tribes would negotiate and make critical decisions. It can be visited today by going to Fort Snelling State Park.

**Discussion on this topic** should consider the cultural importance of Bdote to the Dakota Indians. This is a place equivalent to the “Garden of Eden” in Christian theology. Furthermore, it is truly the starting point for the life we live today. All history in Minnesota can be traced back to this important spot at the confluence of the Minnesota and Mississippi Rivers. Students should be encouraged to understand what it means, how it sparked the growth and creation of Minnesota, and why they should visit it themselves.

3. Who was Henry Sibley and why was he an important part of Minnesota history? 6.4.4.18.3

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**What to look for** – Henry Sibley was a fur-trader, businessman, politician, and Army General (page 56-57). He played many roles as a part of Minnesota history. In 1851, he was a state representative in Minnesota’s At-large district. He was also the most notable trader in the region. He worked with the American Fur Company and established many ties to the Indians and other traders of the area. He also played a key role in negotiating the treaties of Traverse des Sioux and Mendota. He collaborated with Governor Ramsey in writing the treaties and helped persuade the Dakota into signing them. Henry Sibley was owed many thousands of dollars in debt which he obtained through these treaties.

**Discussion on this topic** should consider Henry Sibley as a trader, politician, and businessmen and how he and others like him helped create Minnesota. Sibley established life-long ties with the Dakota thereby opening trade and business between the whites and the Indians. He further acted to help create and obtain signatures for these important treaties that eventually led to the creation of Minnesota as a state. However, Sibley’s methods could be categorized as opportunistic and greedy. Students should understand the role of Sibley both as a facilitator and as a savvy aristocrat.

4. Imagine that you are at the camp at the Traverse des Sioux in 1851. What kind of things would you see? What kind of people would you meet? **6.4.4.16.1**

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**What to look for** – Answers will vary, but students may refer to things in camp as described throughout chapitre cinq. This might include the types of people such as Indians, government agents, traders, trappers, half-breeds, and French voyageurs. Students may also reference the landscape which included trees, prairie, and a river. They may include the structures such as tents, tepees, and mission and trading houses. Or students may include the overall setting with finely dressed Indians, United States commissioners underneath the American flag, or a large gathering to watch a game of Lacrosse.

**Discussion on this topic** should consider the unique and eclectic nature of the camp at Traverse des Sioux. This gathering was a rare transition point in history. The camp was incredible in the way it included so many different peoples and cultures at a time when those peoples and cultures were changing. The Dakota exhibited their long-standing native culture, while the government agents sought a move toward a more modern culture. Mixed with both were the travelers, traders, and frontiersmen who sought merely to make a living for themselves. There were also the voyageurs, a dying brand of frontier living, and the mixed-breeds, a culture all its own both white and Indian. All these things combined to make the camp to create a vibrant cultural landscape and a unique setting in history.

## Camp Life – Chapitres six et sept

1. Identify the separate Dakota bands living in Minnesota in 1851. Why was it important for all of the Dakota bands to be present at the treaty negotiations? **6.4.4.18.2**

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**What to look for** – There were four bands of Dakota living in Minnesota in 1851. These four bands were called the Santee and were separated into two lower bands and two upper bands. They are called upper and lower based on the geography of where they lived along the Minnesota River. The two lower bands are known as the Mdewakanton and the Wahpekute. The two upper bands are known as the Sisseton and Wahpeton (pages 87-88). The reason that all Dakota needed to be present during the treaty negotiations, is because the Dakota are democratic in the truest sense. Although their chiefs act as spokesmen, the entire Dakota nation has input on important decisions.

**Discussion on this topic** should merely help students understand the structure of the Dakota nation. It should help them visualize far-reaching geographic scope of the Dakota as well as the more local divisions among them. It is important to understand how the Dakota lands shrunk over the years and how each band had a role in the treaties of 1851. This information gives context to help students have a better understanding of what was happening.

2. Things like the Doty Treaty, the Traders' Paper, and Manifest Destiny all sought to control and manipulate the American Indians. How does that make you feel? Why do think that is a part of our history? **6.4.4.19.3**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Regional tension around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877), **Benchmark:** Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota People before, during and after the war. (Civil War and Reconstruction: 1850-1877).

**What to look for** – The Doty Treaty was negotiated at the Traverse des Sioux in 1841, but failed ratification. This treaty would have created a sort of “Indian State” where the Dakota and other surrounding tribes could live free from white intrusion and settlement (pages 90-91). This treaty was failed ratification because of Manifest Destiny, the notion that Americans were destined to control all land between the Atlantic and Pacific Oceans (page 92). The Traders' Paper, which is dealt with throughout the novel, was a separate clause attached to the Treaty of Traverse des Sioux. According to this clause, the Dakota agreed to pay their debts of over \$200,000 directly out of the “hand money” from the treaty. The Traders' Paper was deceptive because the Dakota did not understand what was or what they were signing. It was also illegal because of an act of Congress several years earlier which declared that all treaty monies should be paid directly to the chiefs or heads of families (pages 82-83).

**Discussion on this topic** is vital toward understand the “Indian Problem” in America throughout the 19th century. The Doty Treaty and the Traders' Paper played specific roles in the deteriorating the United States government's relationship with the Dakota Indians, while Manifest Destiny was a broad, but major factor in the overall treatment of the American Indians. Students should begin to understand how the Dakota, as well as other American Indians, were overlooked and mistreated in favor of “progress” and “destiny.” The Dakota were marginalized and exploited for many decades which, on the one hand, helped lay the framework for a strong and independent nation, but on the other, caused unrest among the native populations and often led to war.

## Signing of the Treaty of Traverse des Sioux – Chapitres huit, neuf, et dix

1. Why did the United States Government wish to purchase land from the Dakota Indians? If you were a Dakota Indian, would you sell your land and move to a reservation? **6.4.4.18.2**

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**What to look for** – The United States Government, as stated by Luke Lea, argued that the Dakota Indians had more land than they needed and that that land was devoid of game and was of no use to the Dakota. The government argued that the Dakota would be better off on a reservation where they would be less exposed to the bad influences of some white men and where they would be taught to cultivate the soil. Meanwhile, the United States needed the land west of the Mississippi River for settlement which continued its westward push. The land was arable and filled with resources upon which, they argued, white settlers would make many improvements (pages 95-99).

**Discussion on this topic** should consider the reasons for making a treaty as well as the perspective of the Dakota at that time. Truly the United States Government wanted to open the land to settlers who were clamoring for it and to make use of the rich and abundant natural resources. By this time the fur trade had declined and game had become scarce. The Dakota were becoming increasingly dependent on the goods provided by traders as well as government annuities. Whether or not a treaty was signed, it was an inevitability for the land west of the Mississippi to become settled. By this time, the Dakota had little choice but to accept the terms of a peaceful treaty despite the fact that if forced them to give up their homeland and begin reservation life. As a Dakota, this was a confusing and heartbreaking scenario. According to Dakota tradition, all living things were sacred and there was no private ownership of land. To own the land was as incomprehensible as to own the air we breathe. Minnesota was their home and their sanctuary and to be confined to one piece of it was a like a prison sentence.

2. The Treaty of the Traverse des Sioux involved many traders. Can you identify the two main trading firms involved? Why did the traders play such a major role in the treaty process? **6.4.4.16.1**

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eighteenth centuries. (Colonization and Settlement: 1585-1763) For Example: the role of missionaries, the transmission of diseases, the domino effect of people being pushed further west due to the fur trade in the Great Lakes region.

**What to look for** – The two major trading firms were the American Fur Company (which, in 1842, became the Pierre Chouteau, Jr. and Company) and the W.G. and G.W. Ewing Company. This was introduced in the text by Ashton White on page 55 and discussed by Richard Chute on pages 110-111. As described by Joseph LaFramboise on pages 76-77, the traders, just like the Indians, were dependent on a treaty. The fur trade was in decline and the traders no way to recover their debts except through a treaty. The reason they continued to extend credit, was because if they did not, another trader would have. The traders played a huge role in the treaty because it had become their only means of support.

**Discussion on this topic** should consider that the role of the traders in these treaties cannot be understated. The traders were represented the foremost interest in getting the treaties done because they were many thousands of dollars in debt and their only chance to collect was directly from annuity funds in the treaty. Unfortunately, this led to many other things such as deceit and coercion. Traders colluded with and against each other all seeking their own personal interest. This also led to the Traders' Paper which had a huge negative impact on the future of the Dakota Indians in Minnesota. This is a blemish on our history, but it is important to confront and understand.

3. What was a Voyageur and what role did they play in the frontier history of Minnesota? **6.4.4.16.1**

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**What to look for** – A Voyageur was a trader that would travel many miles through the unchartered frontier to obtain furs from the Indians that would be brought east and often sent to Europe. The Voyageur Henry Belland is introduced briefly in the text on pages 125-126.

**Discussion on this topic** should consider the influence the Voyageurs had on the history of Minnesota. The Voyageurs were a unique brand of people who lived a hearty lifestyle in the wilderness. They traveled by canoe through the lakes and rivers for many hundreds of miles in what was a dangerous profession because of the risks involved. They Voyageurs were the first white Europeans to establish commerce with the American Indians on the interior of the country. For more than one hundred years the Voyageurs were the only ones to connect with Indians such as the Dakota. The influence they created lasted well into the nineteenth century. Many of them

were included in the treaty negotiations at Traverse des Sioux and Mendota as expressed by Frank Blackwell Mayer himself.

## Signing of the Treaty of Mendota – Chapitres onze et douze

1. The Treaty of Mendota was signed on a hill known as Pilot Knob. Why do you think the Dakota wished to negotiate the treaty here? Can you visit Pilot Knob today? **6.4.4.18.2**

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**What to look for** – The hill is called *Oheyawahi* by the Dakota and it is a sacred site where the Dakota bury their dead. The hill offers a commanding view of the Mississippi and Minnesota River Valleys. It was chosen by Chief Wabasha so that before making the decision to sign the treaty, the Dakota could see all of the land they would be giving up (page 135). It can be visited today and there is a historical marker commemorating the signing of the Treaty of Mendota.

**Discussion on this topic** should consider what this treaty meant to the Dakota nation. From that point on Pilot Knob one can see a vast, lush, and beautiful land that the Dakota called home. It was a pristine land untouched by western civilization and enjoyed by the Dakota and their ancestors for hundreds of years. It was heartbreaking for the Dakota to give it up. The signing of these treaties was a watershed moment in the history of Minnesota that changed the future of that lush and pristine wilderness forever.

2. The treaty promised to provide many things to the Dakota such as schools, physicians, farms, mills, and blacksmith shops. However, Chief Wabasha said that he did not want these things. Why do you think Chief Wabasha did not want these things? **6.4.4.18.2**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) **Benchmark:** Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi river region. (Expansion and Reform: 1762-1861).

**What to look for** – In the previous treaty signed in 1837, the Dakota agreed to similar terms which provided all of the same provisions. However, according to Chief Wabasha (pages 143-144), the Dakota did not benefit from these provisions. Wabasha wanted the provisions struck out of the treaty and wanted only cash for their lands. Students should be able to elaborate and give their only thoughts on why Wabasha did not want the provisions.

**Discussion on this topic** should consider the treaty of 1837 in which the Dakota agreed to sell their lands east of the Mississippi River. This treaty was similar to the treaties of Traverse des Sioux and Mendota in that it provided cash for land as well as providing services such as schools, farming tools, blacksmiths, and physicians. However, as was demonstrated during the 1851 negotiations, these provisions were not fulfilled. It was therefore prudent for the Dakota to be skeptical of similar provisions stipulated in the 1851 treaties. Furthermore, the provisions were not practical for the Dakota and their traditional way of life. This was just another reason why the treaty system was flawed and was a significant contributor to the U.S. – Dakota War of 1862.

3. In your own words, what were the treaties of Traverse des Sioux and Mendota? **6.4.4.18.3**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861). **Benchmark:** Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861).

**What to look for** – The treaties of Traverse des and Mendota were agreements made between the Dakota Indians of Minnesota and the United States Government in which the Dakota agreed to sell their land west of the Mississippi River in exchange for annuities and other provisions to be paid over a period of fifty years. The Treaty of Traverse des Sioux was made with Upper Bands of Sisseton and Wahpeton while the Treaty of Mendota was made with the Lower Bands of Mdewakanton and Wahpekute.

**Discussion on this topic** should consider the treaties of Traverse des Sioux and Mendota as one of the most important historical events in the history of Minnesota. It acted as a turning point from a period of Indian and frontier history to one of settlement, progress, and the development of western culture and society. It changed forever the place that we call home. Students should acknowledge and understand the people and groups involved, the perspectives of those people and groups, and the effects the treaties had on those people and groups.

## Madison Sweeter, friend or foe – Chapitres treize, quatorze, quinze, et seize

1. What steps did the Dakota Indians take to prevent the money promised them in the treaty from being paid to the traders? **6.4.4.19.3**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Regional tension around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877), **Benchmark:** Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota People before, during and after the war. (Civil War and Reconstruction: 1850-1877).

**What to look for** – The Dakota Indians hired Madison Sweetser to work on their behalf and gave him “power-of-attorney.” Mr. Sweetser then created a written protest refuting the results of the Traders’ Paper and asking that money issued in the treaty be paid directly to the Dakota Indians. This protest was forwarded to Congress (page 160-161, 166-167).

**Discussion on this topic** should consider the grievances of the Dakota and the wrongdoing that had been done to them. The Dakota were clearly deceived by the Traders’ Paper as stipulated by their written protest. Unfortunately, their protest was ignored by Congress and Madison Sweetser sought only to obtain the money for himself. This adds to a long list of wrongs that eventually resulted in the U.S. – Dakota War of 1862.

2. Madison Sweetser professed to work on behalf of the Dakota Indians, but in reality he sought to exploit the Dakota Indians and take their money. Unfortunately, many others also sought to exploit the Dakota Indians. What result did this have on the Dakota and on their future in Minnesota? [6.4.4.19.3](#)

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Regional tension around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877), **Benchmark:** Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota People before, during and after the war. (Civil War and Reconstruction: 1850-1877).

**What to look for** – The Dakota did not receive a majority of the money from the 1851 treaties. As specified in the Traders’ Paper, \$210,000 was paid directly into the hands of the traders (page 187). In the years following, things became worse for the Dakota. They were unable to adapt to reservation life and signed another treaty which relinquished more land in 1858. Four years later, after becoming further indebted and further impoverished, the Dakota fought back through violence in what became known as the U.S. – Dakota War of 1862 (page 191).

**Discussion on this topic** should consider the negative impact the treaties and the people involved in the treaties had on the Dakota nation. It is hard to believe and sad to comprehend what went on behind the scenes of these historic treaties. The amount of money exchanged and the opportunity to exploit that money created an atmosphere of fraud and deceit that was quite unfortunate but very relevant. The treaties were indeed momentous events forged by intelligent and intrepid politicians, businessmen, and nation builders. Without these men, Minnesota would not be what it is today. Unfortunately, it came at the expense of the native population who did not have an ally to steer them through the complicated aspects of nation building. People like Madison Sweetser caused great harm to the Dakota nation adding to their long list of grievances eventually resulting in the U.S. – Dakota War of 1862.

## Looking back and looking forward – Epilogue and more

1. The Treaties of Traverse des Sioux and Mendota were a complicated and complex part of Minnesota history. How did it make you feel to learn about what happened? What can you do to improve upon our past and create a better future? **6.4.1.2.1**

**Strand:** History, **Substrand:** History Thinking Skills, **Standard – Understand that:** Historical Inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

**Benchmark:** Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

**What to look for** – This question is purely subjective and should give students a chance to reflect upon what they’ve read.

**Discussion on this topic** should focus on the importance of knowing our history in order to understand who we are as a community and how we can improve that community. Students should be encouraged to ask questions about the history brought forth in this text and should feel free to discuss it with one another. They should also become familiar with the historical communities and resources around them as well as cultural groups where they can gain an understanding of differing perspectives. Students should be encouraged to take advantages of those opportunities by visiting museums and historical societies and engaging with the local Native populations.

2. Do you know the difference between a primary and a secondary source? Can you identify one primary, and one secondary source used by the author? Why is it important to document the sources we use and how does it help future historians? **6.4.1.2.1**

**Strand:** History, **Substrand:** History Thinking Skills, **Standard – Understand that:** Historical Inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

**Benchmark:** Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

**What to look for** - A primary source is information as recorded by an eyewitness while a secondary source is information gathered by historians and reported after-the-fact. A good example of a secondary source used in this text is *A History of Minnesota*, Volume 1, by William Watts Folwell. A good example of a primary source is *The Exploring Expedition to the Rocky Mountains, Oregon and California*, by John Charles Frémont. It is important to document sources so that the information is verifiable and credible. It is also important so that other historians and researchers can discover the sources and information for themselves in order to add to the historical community and create a clearer historical record.

**Discussion on this topic** should focus on how to “do” history. With a little intrigue and the right set of skills, the ability to “do” history opens up a world of information. Historians should be able

learn about and effectively convey all types of historical information. Students should understand the role of historians to properly do research, cite their sources, and convey their material in a manner that is objective and thought provoking.

3. Imagine you are a historian. After reading this book, what are you curious to learn more about? What further research would you do? **6.4.1.2.1**

**Strand:** History, **Substrand:** History Thinking Skills, **Standard – Understand that:** Historical Inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

**Benchmark:** Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

**What to look for** – Students should not be limited by this question, but free to identify any topic surrounding the history of Minnesota and its early inhabitants.

**Discussion on this topic** should focus on choosing a topic about Minnesota history and then narrowing that topic down to a researchable question. Like the previous question, discussion should also reflect the importance of historians and how the “do” history.