



Grace at Spirit Lake

A SUPPLEMENT TO THE STUDY AID

Introduction

1. The main character, Antoine Joseph Campbell, describes his childhood on the Northwest Frontier. Can you imagine living at this time on the frontier? What languages and cultures would you encounter? Describe what your life might be like? **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 – Students should be creative when answering this question, but may refer to some of the characteristics of the frontier that they read in the introduction. They may include languages such as English, French, Dakota, Menominee, or Ojibwa. They may also include these same cultures with the addition of Scottish because the main character’s grandfather was from Scotland. Students may describe their life on the frontier as being care-free and filled with a mixture of people and a variety of cultures. They might also include the missionaries who were prevalent on the Minnesota frontier.

Discussion on this topic should consider the overall experience of the frontier at this time. The introduction to *Grace at Spirit Lake* covers a long period of history that was quite relevant to the creation of Minnesota. Students should consider the Indian nations that resided here first and then began intermingling with American and European cultures through the fur trade. This intermingling created an environment that was distinct to any other period of our history. It was unique and vibrant, but by 1857 it was coming to an end.

Forming an Expedition

2. Why did Major Cullen gather the Dakota at the Agency? Why did Little Crow and the Dakota accept his request? **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 – As noted on page 3 of the text, the Dakota were gathered because Inkpaduta had perpetrated the Spirit Lake Massacre and the killing of 40 settlers. Major Cullen went on to instruct the Dakota that their annuity funds would be withheld until they apprehended Inkpaduta. The Dakota agreed because they had come to rely on annuity funds for survival and therefore had to choose to but to accept Major Cullen’s request (page 7).

Discussion on this topic should consider the treaty system in Minnesota. In 1857, the Dakota were living on a reservation along the Minnesota River as a result of the 1851 Treaty of the Traverse des Sioux. As a part of that treaty, the government promised to provide the Dakota with money, supplies, education, and other services. By 1857 the Dakota could not live without these goods and supplies. But, the Superintendent of Indian Affairs, Major Cullen, refused to provide the money promised to the Dakota unless they agreed to form a military expedition to capture Inkpaduta. Rightfully this created much tension and resentment and may have contributed to the U.S. – Dakota War of 1862.

A Fatal Mistake

3. The Dakota Indian John Other Day is identified as a “Cut-hair.” What does that mean? Why do you think he became a “Cut-hair?” **6.4.4.18.2**

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What to look for – According to the text, John Other Day was a *cut-hair* and had “converted to Christianity, wore white-man’s clothes, and took up farming” (page 12). At this point in the text students may not completely understand why Other Day was a cut-hair, but they should be free to consider for themselves the possibilities. The text and further discussion should reveal more about the assimilation of some Dakota Indians.

Discussion in this topic should consider the way in which treaties were designed to assimilate Indians into American culture. As a part of each treaty, the government agreed to provide education, training, and farm equipment to the Indians, with the aspiration that the Indians would learn and accept the western style of living. In addition to providing these things, the government provided greater incentives to those Indians that took advantage of them. Also, the missionaries did a great deal in facilitating these changes. The Dakota were taught English, taught how to farm, taught how to build, taught Christianity, as well as other means of assimilation. The term “cut-hair” was used because traditionally the Dakota men kept their hair very long. But those who had adopted white culture had cut their hair short which was a distinguishing characteristic and identified them as different from the traditional Dakota.

Chasing Inkpaduta

4. In *Chasing Inkpaduta*, the Dakota named Grey Leaf describes Inkpaduta and the history of his band. Can you imagine being a Dakota Indian in 1857 and being told that you must live on a reservation? How might you react? **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 – This is a subjective question that will give students a chance to consider the perspective of Inkpaduta and his Wahpekute band of Dakota who incited the Spirit Lake Massacre. Students should recognize that change came quickly and was forced upon the Dakota as described by Grey Leaf on page 24-26. The Wahpekutes led by Inkpaduta did not wish to live on a reservation and sought to protect their way of life.

Discussion on this topic should consider the perspective of the Dakota who sought to protect and maintain their traditional ways of living. As described in the text, for the Dakota all war is defensive (page 25). In this case, the Wahpekutes felt threatened because their land had been taken, treaty stipulations had not been met, and settlement increased rapidly. These problems persisted over the years and contributed largely to the U.S. – Dakota War of 1862.

Frontier Alarm

5. Imagine you are a settler in Southern Minnesota in 1857 and you have just learned about the attacks at Spirit and Okoboji Lakes. How might you react? Would you be angry or scared?
6.4.4.19.3

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What to look for – This is a subjective question that will give students an opportunity to consider the perspective of the frontier settlers. As described in the text (page 30-34) there was much panic among the frontier settlements characterized by frightful newspaper reports and the establishment

of local volunteer militias. Towns, such as Mankato, were filled with refugees who were terror-stricken by the reports of an Indian attack.

Discussion on this topic should consider the perspective of the frontier settlers. These were immigrants and migrants who had come to Minnesota and Iowa in search of land and the opportunity for a better life. On most accounts they had settled legally and had a right to expect a safe place to live. For the most part, Indians and settlers lived side by side peacefully. Any attack by Indians was usually provoked and any panic on the part of the settlers only came because of a misunderstanding of the Indian nations.

Indian Games

6. While speaking of the government, the Dakota Bright Shining Cloud said, “We rely on his generosity and we must do as he now bids.” Do you know why the Dakota had come to rely on the generosity of the American Government? Do think it was fair to send the Dakota on an expedition after Inkpaduta? **6.4.4.18.2**

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What to look for – The Dakota Indian Bright Shining Cloud describes briefly the relationship between the Dakota and the United States Government. This relationship had created grievances among the Dakota. The students should be able to infer that through agreements made by treaties, the government had established control over the Dakota nation. The government promised the Dakota gifts such as food and money, but only if the Dakota did as the government asked. In most cases, the requests of the government and the government’s inability to live up to its promises, displeased the Dakota.

Discussion on this topic should consider the treaty system and some of its negative impacts. In this case the Dakota are upset that they must form an expedition to capture and punish Inkpaduta despite the fact that they are not responsible for the events that occurred. But, because they rely on the annuity payment as stipulated by the 1851 Treaty of the Traverse des Sioux, the Dakota have no choice but to do what the government asks. By 1857 the treaty system was well established and few of the Dakota would be able to survive without their annuities. Not only had they become dependent upon annuities, but settlement in the region had made their hunting grounds devoid of game.

Rescue of Mrs. Marble

7. In *Rescue of Mrs. Marble*, Joseph describes the frontier as “beyond the boundaries of civilization.” What do you think it was like to live in Minnesota before it became settled? Imagine you are a Dakota watching more and more people settle on your land. How would you feel?

6.4.4.19.3

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What to look for – The text describes (page 45) the frontier untouched by settlement. The main character, Joseph, describes it as “beautiful” and “enchanted” scenery. Answers will vary, but students should be able to imagine themselves in such a place. This might be a place like the Boundary Waters today. Students should consider what happened to the Dakota when they saw their beautiful and enchanted land taken away from them.

Discussion on this topic should once again consider the perspective of the Dakota Indians as they witnessed the settlement of their once pristine, beautiful, and untouched territory. For the Dakota, who lived out-of-doors among the land for centuries this was heartbreaking to witness. Allow the students to consider a place they find beautiful and then have it be taken away.

Abbie’s Ceremony

8. What was the Hazelwood Republic? Who started it, and how did it play a role in the lives of Dakota Indians? 6.4.4.16.2

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What to look for – As described on page 52 of the text, the Hazelwood Republic was a respectable community of young Dakota men who had cut their hair and adopted white men’s clothes. It was a unique attempt at self-government and was recognized as a separate band of the Dakota. The Republic was created by Reverend Stephen Return Riggs.

Discussion on this topic should consider the role of missionaries such as Stephen R. Riggs and the influence they had upon the Dakota Indians. In this case, Reverend Riggs, who had lived among the Dakota for more than forty years, created a church and community dedicated to assimilating the Dakota into white culture. The Dakota who accepted these teachings, such as Paul Mazakutamani, had completely changed their way of life and no longer maintained a traditional Dakota lifestyle. Instead they practiced Christianity, farmed, spoke English, lived in log homes, cut their hair, and changed their way of dress. For some Dakota this proved beneficial while for others it was conflicting.

Abbie's Rescue and Indian Humor

9. Why did Paul Mazakutamani decide he wanted to rescue the captive girl? Did his efforts have the effect he wanted? **6.4.4.18.1**

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What to look for – As noted in the text (page 64-65) Paul was heartbroken and he was determined to demonstrate that not all Indians were bad Indians. For the second part of the question there is no clear answer for the students. Paul asked the question, “has nothing changed?” (page 67) He also asked, “Does the Great Father acknowledge only our bad deeds?” This is something for the students to explore for themselves.

Discussion on this topic should consider the Dakota rescuers such as Mazakutamani (Little Paul), Anpetutockcha (John Other Day), and Chetanmaza (Iron Hawk), who worked for and alongside the government in trying to protect the settlers and resolve the conflicts. These men represented some of the benefits of the treaty system and the work of missionaries but also demonstrated the forgiving and kind spirit of the Dakota people. They sought wholeheartedly to build healthy relationships with the white settlers or repair any broken relationships. Unfortunately, the bad deeds of Indians often far outweighed the good deeds and the Dakota were often treated with skepticism and mistrust.

Unknown Lodge

10. Joseph Campbell describes himself as a “half-breed.” What is a “half-breed” and what role did they play on the Minnesota Frontier? **6.4.4.18.1**

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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 – A half-breed, also known as a mixed-breed or a mixed-blood, was someone with both Indian and white blood. That is, their parents came from separate races, one white and one Indian. In the case of Joseph, his father and mother were both of mixed backgrounds. The half-breeds, as expressed by Joseph in the text (page 77-78), were not highly regarded and were considered an outcast of society. However, they also played an important role on the frontier by bridging and navigating the gap between languages, cultures, and religions.

Discussion on this topic should consider the completed issue of race on the Minnesota frontier. It is true that many people at that time considered the Dakota Indians to be less than human. It is also true then, that the mixed-breeds were looked down upon and not treated with much dignity and respect. But, mixed-breeds or mixed-bloods were common on the frontier and often developed their own communities. They played hugely important roles in trade, business, settlement, and negotiation. They were an everyday part of frontier life. Unfortunately, men like Antoine Joseph Campbell, were often ashamed of their heritage and had to try and hide their Indian background.

Soldier's Expedition from Fort Ridgely

11. What was Fort Ridgely and why was an expedition of soldiers sent from there? Can you visit Fort Ridgely today? **6.4.4.18.2**

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What to look for – Fort Ridgely is not specifically defined in the text but must be inferred through the context of the book. Fort Ridgely was a small military garrison built in 1853 as a result of the 1851 Treaty of the Traverse des Sioux. The fort was built along the Minnesota River 13 miles southwest of the Lower Dakota Agency. Its role was to protect settlers, to protect the Dakota, and to assist the government in meeting its treaty promises. The soldier's expedition was sent out in response to the attacks at Springfield and Spirit Lake. Their goal was to rescue survivors and capture the culprits (page 82-83). Fort Ridgely is a Minnesota State Historic Site and can be visited today.

Discussion on this topic should consider the role of Fort Ridgely as well as the perspective of the soldiers and volunteers who risked their lives to help alleviate the massacre. The soldiers at Fort

Ridgely, as well as the volunteers sent from Fort Dodge acted quickly and accepted a large risk when they formed expeditions. The region of Spirit and Okoboji Lakes as well as the settlement of Springfield were well beyond the more settled and populated areas at that time. Those who joined in these expeditions had to travel eighty miles through intense cold and heavy snows while not knowing what they would encounter. According to reports, the men on these expeditions suffered greatly from lack of provisions and inexperience in winter travel. Nonetheless, they bravely set forth to provide any assistance possible and to potentially find and capture the culprits of the Spirit Lake Massacre.

Discovering the Culprits

12. Why do you think Inkpaduta and his band of Wahpekute Dakota carried out the Spirit Lake Massacre of 1857? Were their reasons at all related to the U.S. – Dakota War of 1862? **6.4.4.19.3**

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What to look for – As described in the text (page 94-95), there was a large snow storm in early December of 1856 which limited food supplies. Because of this, the local settlers at Smithland began to resent the presence of Inkpaduta's band who was frequently asking for food. Eventually, the settlers took away the guns from Inkpaduta's band which was a severe punishment since the Dakota would no longer be able to hunt. This, combined with other incidents, led Inkpaduta to retaliate by killing the settlers at Spirit and Okoboji Lakes. The circumstances were quite similar to those that led to the U.S. – Dakota War. Driven by hunger, resentment, and a desire to maintain their traditional lifestyle, Inkpaduta incited the Spirit Lake Massacre just as the Dakota would later incite the U.S. – Dakota War.

Discussion on this topic should consider the unfortunate conditions that led to the Spirit Lake Massacre. Prior to this event, relations had been good between the Dakota and the settlers. But a series of events led Inkpaduta and his band of Wahpekute to retaliate. What these Dakota did cannot be justified, but it can be understood that they were driven by hunger, a will to survive, and a need to protect their way of life which was now fleeting. The Spirit Lake Massacre was, in a way, a precursor to the U.S. – Dakota War of 1862 in which all of the same circumstances persisted. These same circumstances then sparked the Dakota in 1862 to retaliate the same way they did in 1857.

Payment Withheld

13. What was an annuity payment? Do you think it was fair that the annuity payment was withheld? **6.4.4.18.2**

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What to look for – On page 121 of the text, the Dakota Indian Jagmani expresses his discontent that the Dakota have not received the money for the land they sold. This money was the annuity payment promised in the treaty. The Dakota expected to receive fifty thousand dollars per year for fifty years. Later in the text (page 126-127), Agent Pritchette explains that the annuity payment has been withheld because some of the Dakotas have committed wrongs. He argues that because the Dakota often band together for common protection, they will also be held accountable when one from their band does wrong.

Discussion on this topic should consider the role of annuity payments as a part of the treaty system, the inability of the government to make the payments, and the decision to withhold payment because of the Spirit Lake Massacre. The Dakota came to depend on the promised annuities, largely because they had to live on a reservation and were no longer able to support themselves through hunting. As expressed by Jagmani, payments were often late, missing, or without some of the promised goods. This was detrimental to the Dakota who relied on knowing when payment was to be made and how much they were to receive. This made things all the more difficult in 1857 when the Dakota were withheld payment because of some a renegade band did who was not living on the reservation. It was a devious tactic to hold the Dakota, who had been living peaceable on the reservation, responsible for the actions of a small renegade band of Wahpekute.

Rebuked as a Half-Breed

14. At the end of *Rebuked as a Half-Breed*, Joseph is very conflicted. Why do you think he was so conflicted? What might you have done in his situation? **6.4.4.19.3**

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What to look for – Special Agent Prichette scolded Joseph and told him that he must decide if he is Indian or white (page 136). This caused a great inner conflict for Joseph because he did not want to pick one side over another, but he wondered if that was the best thing to do. He knew that many people considered the Indians savages and he began to question whether or not this was true.

Discussion on this topic should consider the question this book poses: “Whose side are you on?” Joseph was a mixed-breed, meaning he had both Dakota and white heritage. He worked for the government and had an obligation to do his job, but he was family with the Dakota and he did not want to turn his back on them. Throughout the book, Joseph was caught between both perspectives, Indian and white. He sought resolution for both sides, but wasn’t sure how to find a solution or compromise. It is important to individually consider the perspectives of all parties involved in order to understand how events like this occurred. We also have the advantage of hindsight to look thoroughly at those perspectives and think about how we could have avoided tragedy.

Meeting Colonel Lee

15. In *Meeting Colonel Lee*, Joseph meets a man named Colonel Lorenzo Porter Lee. Colonel Lee met Abbie Gardner and he wrote a book about her tragic experience. If you were a historian, could you locate this book? Where would you find it? **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 – Joseph meets Colonel Lee on page 142 of the text. Students can find Colonel Lee’s book by searching his name in books.google.com, worldcat.org, or the online catalog at the Minnesota Historical Society. The book is titled, *History of the Spirit Lake Massacre!*

Discussion on this topic should consider the work of historians in identifying and locating resources. In this case, Colonel Lorenzo Porter Lee created an account of the Spirit Lake Massacre that is quite valuable since Colonel Lee was in Minnesota at that time and had met with Abbie Gardner. Students should understand that by locating this source they locate valuable information that will also direct them to other sources.

Attack on Springfield

16. Briefly describe what happened to Eliza Gardner. Why was it difficult for the community at Springfield to believe they could be attacked? **6.4.4.19.3**

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What to look for – Eliza Gardner was the sister of Abbie Gardner and their family lived on the south side of West Okoboji Lake. However, during the winter of 1856/1857 she was living in Springfield in order to care for a woman named Mrs. Strong. During her stay at Springfield, she and other in the community were told of a massacre that took place at Spirit and Okoboji Lakes. Rather than flee, they decided to stay and prepare a defense. Eventually they were attacked by a party of Indians but were able to put up a good defense. After they repelled the Indian attack, they fled south and were eventually rescued by the expedition of men sent north from Fort Dodge. The text does not specify why it was difficult for the community at Springfield to believe they could be attacked. But it can be inferred that until this time, the settlers and the Indians had lived peaceably as neighbors and so an attack seemed very unlikely.

Discussion in this topic should consider the perspective of the settlers who lived peacefully along this foremost frontier and never imagined such a tragic event could occur. Unfortunately it did happen, but the people showed much fortitude and bravery. First by sending messengers to Springfield, then by sending messengers to Fort Ridgely, then by binding together for protection, and finally by being rescued by volunteers coming north from Fort Dodge. These were resilient and caring people who reacted quickly and bravely to a sad and unfortunate event.

Interview with Abbie

17. Imagine you are a pioneer who has moved to the frontier in 1857. Why did you come and what are you seeking? **6.4.4.19.3**

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What to look for – The question is subjective and answers will vary, but as expressed by Abbie Garner in the text (page 170-172) she and her family came to frontier in search of what they considered the “promised land.” They saw it as a beautiful and prosperous land where they could begin a happy and hopeful life. Abbie’s father had always sought to go west, but not just west, furthest west of all.

Discussion on this topic should once again consider the perspective of the settlers who viewed the unsettled land throughout Iowa and Minnesota as an abundant and beautiful place where they could begin a new life with new opportunities. Students should understand that the region was open and unsettled while the eastern cities had by this time been well established and industrialized. The eastern migrants had a wanderlust for the west. Travel being much more difficult at that time, the frontier was a place far, far removed from the urban centers of the east. There was also little fear of the Indians because once land was open for settlement, it was believed all Indians had been removed.

The Spirit Lake Massacre

18. What was the Spirit Lake Massacre of 1857? Why do you think it happened and how might it have been prevented? **6.4.4.19.3**

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What to look for – The Spirit Lake Massacre of 1857 was a series of attacks perpetrated by a renegade band of Wahpekute Dakota at Spirit Lake, Okoboji Lakes, and Springfield, Minnesota, in March of 1857.

Discussion on this topic should consider the Spirit Lake Massacre as a whole. In the text, Abbie Gardner describes in detail what exactly happened to her family, her neighbors, and herself. But the events of March 1857 represent a much broader picture. One might consider the Dakota who did not agree to reservation life and who faced constant encroachment upon their beloved homeland. One might also consider the frontier settler who gave up their lives back home for a new and hopeful life in a place of unimaginable beauty. Then there was the aftermath which included men and women all communities throughout northern Iowa and southern Minnesota. The people and the governments, though panic stricken, worked together to try and help those who were attacked and alleviate their suffering. But, at the same time, there were the Dakota of southern Minnesota who had nothing to do with the events at Spirit Lake, and yet they were held responsible and punished. There were many and varied circumstances leading up to and following the Spirit Lake Massacre of 1857. Some were positive and some were negative. But all these circumstances played a role in the history and the events that followed a few years later.

Grace at Spirit Lake

19. Joseph Campbell was unable to resolve the differences between the Dakota Indians and the United States Government. But he did find peace at the end of his journey and resolution from his inner conflict. What have you learned about the complicated relationship between the Dakota Indians and the frontier settlers of Minnesota and Iowa? How can you use what you've learned today? **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 – Students should begin to understand that the Spirit Lake Massacre was much more than just an attack upon settlers, but represented much broader circumstances. It involved many groups of people with varying perspectives and motivations. All groups sought their own sense of prosperity and happiness, but often found themselves in competition with one another. Solutions for that competition was often hard to come by. Using what they've learned, students should become more tolerant others' perspectives and circumstances in life. Students should also come to the turmoil included in our history and that these groups, once at odds with each other, can now come together for healing and enrichment.

Discussion on this topic should consider the many groups and perspectives involved in the Spirit Lake Massacre as well as the ineffective treaty system that may have fostered conflicts such as this one. The treaty system was unrealistic in its attempt to civilize the Indians and also bred deceit and corruption on the part of traders, contractors, and agents. The treaties often failed to fulfill stipulations and put the Indians under inhospitable conditions. This led to conflicts such as the Spirit Lake Massacre. Discussion should also consider what the students have learned and how they can use that information to become more tolerant of others and to seek out ways to reconcile our past and create a better more enriching future.

Epilogue

20. Choose one of the characters, Joseph Campbell, Abbie Gardner, or Inkpaduta, and write him or her a letter. Tell him or her what you think about their story and how what they went through makes you feel. **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 – After reading this story, students should have a good understanding on who these characters are and what they went through. Students will likely choose the character that they found most relatable. Look for students to sympathize with the characters and to find some way to tie the history into their own lives.

Discussion on this topic should revolve around the students' own interpretations of the book and how they were able to relate the each character's experience. Talk about the positives and negatives of each character's experience and what can be learned from what happened according to each character's perspective. Discussion may also consider this as an exercise in history in the way it forces students to look about history as it happened. This makes the story more real. It is also important for historians to consider the context of each character's experience in order to better understand, research, and convey what happened.



You be the historian

21. After reading *Grace at Spirit Lake*, what would you like to learn more about? Define your topic, identify sources, and do some research. Write a brief essay about what you've discovered and cite your sources. **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 be able to identify a topic about the early or frontier history of Minnesota or Iowa. This could be something identified in the book or something that happened before or after that was similar to the events in the book. Students may start broad, but should narrow their topic either through brainstorming or through a look at what the sources reveal. When writing their essay, students should be able to cite their sources by noting the title, author, and publication information.

Discussion on this topic should consider the work of being a historian in identifying topics, finding sources, doing thorough research, and conveying that research in an appropriate and

objective manner. Being historian means being able to “do history.” That is, they can take any historical topic, identify and locate sources, research from multiple sources both primary and secondary, and convey that information that objective, credible, and adds to the historical community.