



## Fate of the Dakota

A SUPPLEMENT TO THE STUDY AID

## Before the War – Introduction & Chapter 1

1. What were some of the causes of the U.S. – Dakota War? Name as many as you can. Pick two and explain them in detail. **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** – There were many and varied causes to the U.S. – Dakota War. Some are identified in the text while some are not. Students should be able to recognize the grievances expressed by Little Crow during and following his trip to Washington D.C. (expressed on page xiv and page xvi) as well as those expressed by Little Crow in his letter to Alfred (page xviii). These may include the promised monies not paid to the Dakota by the United States Government, increased white settlement, forced assimilation, broken promises, the failure to make the 1862 annuity payment, and starvation. Students may also point to those grievances expressed by Island Cloud at the conference at Little Crow's home (page 4-5) such as the murders at Acton, the failed annuity payment, and the subjugation of the Dakota people.

**Discussion of this topic** should be geared toward the overall context of the U.S. – Dakota War. Minnesota had become a state just four years prior and population growth was staggering. Since the first land cession treaty in 1805, the Dakota had been cajoled into relinquishing larger and larger portions of their land while accepting smaller and smaller reservations. Reservation life was difficult and uncomfortable for the Dakota who were accustomed to nomadic lifestyle. Furthermore, they did not understand the concept of land ownership nor any other of the western ways of life such as farming and Christianity. The abundance of changes over a short period of time coupled with an ineffective and corrupt treaty system all combined to make survival impossible for the Dakota Indians and their culture, ultimately leading them to retaliate.

2. The main character, Alfred Riggs, is the son of a missionary, Stephen Riggs. What is a missionary and what impact did they have on the Dakota Indians such as Little Crow? In what ways did they help the Dakota and how did they hurt them? **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** – The text introduces Alfred and his family as Christian missionaries who moved to Minnesota in 1837 (page xi-xii). In addition to proselytizing, the missionaries put the Dakota language into a written alphabet (page xi-xii) and assisted the Dakota in farming and learning English. One example in the text is Stephen Riggs’ Hazelwood Mission and Republic (page xvi). Students may also note that Little Crow began adopting the lessons of the missionaries by attending church, building a wood frame home and changing his style of dress (page 2).

**Discussion of this topic** should consider the fact that missionaries were an inseparable part of Minnesota history in the mid-nineteenth century. Men such as Samuel and Gideon Pond, Thomas Williamson, Stephen Riggs, and Henry Benjamin Whipple played an extensive role in attempting to assimilate the Dakota Indians into western culture. It is important to note that in addition to proselytizing the Indian, the missionaries sought to educate and assist the Dakota in any way possible. These attempts were often futile and led to further discontent among the Dakota, though the missionaries generally had the best interests of the Indians in mind. It is also important to recognize that a small minority of Dakota accepted and adopted the lessons of the missionaries. This minority created factionalism between the “farmer” and “traditional” Dakota that played a major role during the U.S. – Dakota War.

### 3. What was the village of Kaposia? Why was it important? 6.4.4.16.1

**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** – In the text Kaposia is named as Little Crow’s village (page xiv). It is described as a small, but bustling place with people coming and going with constantly changing scenery.

**Discussion of this topic** should consider the deeply rooted history of the Dakota Indians in this region. Kaposia was an Indian village that was situated near present day Minneapolis and St. Paul. It was then, as it is now, the center of business and commerce. It was a place of interaction where Indians, traders, and travelers could meet. It existed and was important well before Minnesota became a state. To be exact, Kaposia is located on the west side of the Mississippi River in present day South St. Paul. The area is run by the National Park Service and students can visit the site and imagine how it might have been back in the early 1800’s. Learn more at this web link:

<http://www.nps.gov/miss/planyourvisit/kapointdi.htm>.

### 4. Why do you think Little Crow ultimately agreed to lead his men in war? What would you have done if you were in Little Crow’s position? 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** – On August 17, 1862, a large group of young Dakota warriors met at Little Crow’s home in order to ask Little Crow to lead the Dakota nation in war against the white population of southern Minnesota. Little Crow was reluctant and warned the young men that victory was unlikely. However, Little Crow ultimately agreed though his reasoning is impossible to determine for sure.

**Discussion of this topic** should revolve around Little Crow’s perspective as a longtime leader of the Dakota who had witnessed and been a part of the changing surroundings of that time. Little Crow had a long history of cooperation with the United States government and its agents as well as being revered and respected as a political leader among his nation. It is likely that, like many of the Dakota, Little Crow had reached a breaking point. Little Crow had for many years sought to negotiate peaceably with the United States government, yet found his people in dire conditions by 1862. He had few options but to let his people and his culture die away or finally fight back.

## The Attacks – Chapters 2, 3, 4 & 5

**1. Why do you think the settlers were so surprised by the Dakota attack at the Redwood Agency? What do you think the relationship between the Dakota and the settlers was like prior to the war?** 6.4.4.19.3

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**What to look for** – Alfred’s father did not believe that the Dakota would attack the agency (page 10). It is well documented that no one at that time believed that such a violent outbreak was possible (footnote 15) even when the Dakota were dressed and prepared for battle when they entered the Lower Agency on August 18 (page 12). Furthermore, there was intermarriage and a mingling of the two cultures over the years that would suggest violence was not a possibility (page 12).

**Discussion on this topic** should consider the perspective of the people living on and near the Dakota reservation on that time. They had for many years been a part of community with the Dakota Indians and, with the exception of the Spirit Lake Massacre of 1857, had lived peaceably together. The war, though somewhat predictable from an outside perspective, was unbelievable to the settlers who had been living as neighbors and friends with the Dakota Indians. This is also an opportunity to talk about the relatively few Dakota who took part in the war. About three quarters of the Dakota Indians maintained peace and friendship with their white neighbors.

**2. In chapter 3, the main character Alfred Riggs is taken to the Dakota Indians war camp where he became one of the captives. Where did the author gather information about the captive’s experience? Using sources other than those found in the text, can you find some evidence about what the captives of the U.S. – Dakota War went through?** 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** – The footnotes in this chapter refer the reader to the personal narratives of Sarah Wakefield (page 21, footnote 25), Helen Carothers (page 24, footnote 29), and Jannette DeCamp (page 26, footnote 31). Students should be able to recognize these personal narratives as primary source materials because they are direct eye-witness accounts. Students should then be able to use these or other sources (perhaps through Google Books) to locate primary source documents related to the captives of the U.S. – Dakota War. Students should also recognize this book itself as a secondary source that, through references, points them toward the primary source material.

**Discussion on this topic** should consider the role of the historian as identifying and using primary and secondary source materials. But, discussion should also consider the difficult and sensitive issue of the captive experience. The captives were faced with incredible fear as noted themselves through their narratives. Unfortunately, this was a part of war. But among that misfortune, was also the opportunity for strength, perseverance and redemption. One such example was the timely assistance of the Dakota Indian Wacouta as described on page 50 and referenced in endnote 31.

**3. In chapter 3, the Dakota Indian Wacouta protected and helped several of the captives. Why do you think he helped them? Were there other Dakota Indians that felt the same way? 6.4.4.19.3**

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**What to look for** – The first part of the students' answer should be purely subjective, but may refer to note 31 which indicates that Wacouta told Mrs. DeCamp that he was a true friend to the whites and that he would save as many as he could. The text identifies several Dakota who felt the same way as Wacouta such as Chief Wabasha who rescued Mrs. DeCamp (page 20) and who told Alfred to "shoot up" in battle (page 80), or Lorenzo Lawrence who led several captives to safety in the darkness of night (page 84, note 82), or Paul Mazekutemani who was the leader of the Peace Camp and president of the Hazelwood Mission and Republic (page 64, note 64). Students' answers may incorporate these or other Dakota Indians.

**Discussion on this topic** may be an opportunity to consider the dehumanization of the Dakota Indians by whites at this time. Typically, Indians were considered "savages" who were uncivilized and incapable of learning or advancement. But it should be recognized that although the Dakota

lifestyle was different it was not less. Also, historical evidence clearly indicates that there were a great many Dakota such as Wacouta, Wabasha, John Other Day, Paul Mazekutemani, and Chaska who were very much on the side of peace and worked to build and maintain good and productive relationships with their white counterparts. These Dakota in no way resembled the rampant stereotypes that attempted to label the American Indian as inhuman.

**4. Fort Ridgely was attacked twice by the Dakota Indians during the U.S. – Dakota War. Where was Fort Ridgely and why was it built? 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** – Fort Ridgely was a military fort built in 1853 as a result of the Treaty of the Traverse des Sioux in 1851 which required the Dakota to live on a reservation along the Minnesota River. It was located thirteen miles southeast of the Lower Sioux or Redwood Agency (page 30). Fort Ridgely was put in place to ensure peace and to assist the United States Government in meeting its treaty obligations.

**Discussion on this topic** should consider that both Fort Snelling and Fort Ridgely were built as a result of a land cession treaty with the Dakota Indians. Fort Snelling from the Sioux Treaty of 1805 in which Lt. Zebulon Pike negotiated the purchase of a small plot of land at the confluence of the Minnesota and Mississippi Rivers and Fort Ridgely from the 1851 Treaties of Traverse des Sioux and Mendota in which Henry Sibley and Alexander Ramsey negotiated the purchase of over 30 million acres of land west of the Mississippi River. Discussion should move toward the results of these treaties and the impact they had on the Dakota nation as well as the impact toward invited new settlement and creating the state of Minnesota.

**5. During the U.S. – Dakota War, Fort Ridgely was manned by soldiers in “Minnesota’s volunteer regiments” who had little military training. Can you think of a reason why, in 1862, there were no army regulars to defend the fort? 6.4.4.19.2**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** Regional tensions 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:** Create a timeline of key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877).

**What to look for** – The army regulars had gone to fight the American Civil War, something the text does not much consider but mentions briefly an important part of context (page 32). This did have a relevant impact on the U.S. – Dakota War. The men defending the fort lacked experience, were poorly trained, and poorly armed. Also, news of the attacks sent to Washington often went

unnoticed or was brushed aside. The Minnesota frontier was a much more distant place at this time and the Dakota War paled in comparison to the American Civil War.

**Discussion on this topic** should consider the U.S. – Dakota War in its historical context. The Civil War was a national cause and a national burden that, like any war, required resources. Minnesota at the time of the U.S. – Dakota War had dedicated its resources toward the Civil War. The defense of Minnesota then was left up to groups such as the Renville Rangers (page 38), the Le Sueur Tigers (page 56, note 56) and men such as Charles Flandrau (page 57-58). Their quick thinking and valor saved many lives.

## Retreat, Birch Coulee, and Intertribal Conflict – Chapters 6, 7, & 8

1. **Who was Paul Mazekutemani and how would you describe his role in the U.S. – Dakota War? Do you agree with what he tried to do?** 6.4.4.19.3

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**What to look for** – Paul Mazekutemani was a “farmer” Indian from the Upper Bands who had adopted white culture and became a Christian. He was a member of Stephen Riggs' Hazelwood Mission, he was an adamant opponent of the U.S. – Dakota War, and he was Little Crow's cousin. He played a major role by being the leader of the peace camp while several times confronting the warring Dakota and pleading with them to end the war (page 64, note 64).

**Discussion on this topic** should consider Paul himself and what it was like for him and others to give up their traditional lifestyles. Paul Mazekutemani had changed his style of speech and dress, gave up his traditional religion for Christianity, and became a member of the Hazelwood Mission and Republic. Consider how difficult it would be if someone came to your home and made you change everything that made you who you are.

2. **The author identifies two different camps. Can you identify these two groups and describe how they were different? What if you were a Dakota Indian, which camp would you be a part of and why?** 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** – Factionalism played a major role in the U.S. – Dakota War and it is prevalent throughout the text. In particular, students should be able to identify the warring camp as “traditional” Indians who sought to preserve and maintain their traditional ways of living while opposing and casting off reservation life. These were the Dakota that took part in the war and were typically from the Lower Bands of Mdewakanton. The peace camp were those who had, for the most part, given up their traditional ways of living, became farmers, and adopted western ways of living and speech. They were typically those from the Upper Bands of Sisseton and Wahpeton (page 67).

**Discussion on this topic** should consider the varying perspectives among the Dakota themselves. There were those who sought to retain their culture which they had seen stripped from them from years of reservation life. They fought for the survival of their culture. While others, though reluctantly, had already accepted and adopted the changes and therefore had little left to fight for. These “farmer” Indians had been given many incentives to adopt western ways and were essentially coerced into giving up their traditional lifestyle. This division between “traditional” and “farmer,” between “warring” and “peace” created an unmistakable rift between the Dakota Indians that played a large role in the process and outcome of war. Consider just how difficult it was for these Dakota men and women to decide what they ought to do and the effects it had on their close knit community.

**3. In Chapter 7, the Dakota Indian Wabasha told Alfred Riggs to “shoot up.” Can you verify that information from the sources? What other quotes or information from chapter 7 can you locate in sources and historical documents?** 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 event is described in the text (page 80) and students should be able to locate the endnote which refers to the actual source of the information (note 74). Students should then be able to search for the digital version of that source which can be found at books.google.com. Once they have located the source, they can follow it to the exact page number in order to verify where the author got the information. The endnotes offer a variety of other quotes from sources that students should be able to look through, choose the information they wish, and find that information through either books.google.com or worldcat.org.

**Discussion on this topic** should consider the value and importance of citing your sources when conducting and conveying historical research. In this case students are able to verify that information is true and then use that information and those sources to discover more. The citations act as a way for historians to work backwards to find just what they are looking for. And because each historian may have their own agenda in what they are writing, the sources allow us as historians to see the whole picture in a more objective manner.

4. What do you think about the letters between Little Crow and Colonel Sibley. Imagine you are Little Crow or Colonel Sibley and write a letter explaining your position and what outcomes you desire. 6.4.4.19.3

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**What to look for** – The correspondence between Sibley and Little Crow is catalogued throughout the text (page 85, note 88, page 94, page 102, and page 107). The correspondence can also be found at the author's website: <http://www.colinmustful.com/notes-from-history-u-s-dakota-war-correspondence/>. Students should be able to recognize letters as a way to negotiate between the two leaders. The letters express the grievances of the Dakota people and demonstrate the urgency with which Colonel Sibley sought to protect and rescue the captives.

**Discussion on this topic** should consider the perspectives of these two leaders. These men were once good friends who hunted together. Now they were at war, but both merely sought to meet their objectives. Little Crow sought a more just and prosperous future for his people, while Sibley was obligated to rescue the captives and put down the war. Neither was callous or malicious. These correspondence show the reality of the matter from a more personal perspective.

## Battle of Wood Lake, Arrest and Trials – Chapters 9, 10, 11 & 12

1. After the Battle of Wood Lake, Little Crow and his followers fled from Minnesota. Do you think it was difficult for them to leave their homeland? Have you ever had to leave your home for an extended period of time? If the army came with guns to your house and said your whole family must leave, what would your feelings be like? 6.4.4.16.1

**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** – Answers will be subjective and varied. In the text, as Little Crow is fleeing, he looks back across his “homeland” and sees it as a place where his ancestors once flourished (page 124).

**Discussion on this topic** should consider just what losing the war meant to the Dakota nation. They had lived in Minnesota since time immemorial and now they were forced to surrender or flee. It may be hard for students to comprehend the Dakota perspective, but Minnesota is a sacred place for the Dakota Indians. For example, the confluence of the Mississippi and Minnesota Rivers is

called Bdote and it represents the place where they believe all life was created. You may refer to the following website to help students understand: <http://bdotememorymap.org/>

**2. Following the war, over four hundred Dakota Indians were tried before a military commission. After reading about how the trials took place, imagine that you are one of the Dakotas. Do you think the trials were fair? Now imagine you are a settler who lost loved ones during the war. Would that change your opinion? 6.4.4.19.3**

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**What to look for** – According to Rev. Stephen Riggs, the Dakota men were obligated to prove that they were innocent rather than being innocent until proven guilty (page 139-140). The commission seemed rather eager render guilty verdicts by trying cases in less than five minutes and conducting as many as forty in one day (page 150). The Dakota were determined to be guilty if they admitted to being present at a battle or firing a shot (page 151). The people of Minnesota, whether or not they lost loved ones, did not seem to mind as they clamored for the expulsion or execution of all the Dakota Indians (note 131).

**Discussion on this topic** should consider just how unjust the Dakota Trials were. Because the Dakota did not speak English and because they were not provided a lawyer they did not understand the proceedings. The Dakota were coerced into admitting that they were present at a battle and then sentenced to be hanged. Originally, the commission sentenced 303 Dakota men to death. It was not until President Lincoln's lawyers reviewed the trials that they determined only 39 should be executed. The second part of the question should allow students to look at the Dakota Trials from another perspective. Although grossly unjust, the students should also consider those that were grieving and sought some form of retribution or their own sense of justice. It was a challenging circumstance for all those involved.

## Executions and Aftermath – Chapters 13, 14 & Epilogue

**1. After the war, 38 Dakota Indians were hanged while the rest were imprisoned or expelled and no longer allowed to live in the state of Minnesota. Do you think this was right? What might have been a better solution? 6.4.4.19.3**

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**What to look for** – There is no particular reference in the text in order to answer this question. The hangings are described on pages 185 to 188.

**Discussion on this topic** should consider the final results of the U.S. – Dakota War. Ultimately, 38 Dakota Indians were hanged in Mankato, Minnesota, on December 26, 1862, in what remains the largest mass execution in United States history. The town center was filled with thousands of people who came to witness the event and hundreds of soldiers who came to maintain order. The crowd cheered and applauded when the executions were complete. Those prisoners that were not hanged were sent to prison at Camp McClellan near Davenport, Iowa (page 198). Those who did not take part in war, about 1600 most of them women and children, were sent to an internment camp at Fort Snelling where they spent the winter under squalid conditions. Over three hundred died of sickness while being interned (page 198-199). Then, in February of 1863, the Minnesota Congress annulled all treaties with the Dakota and Winnebago Indians and expelled them from beyond the borders of the state of Minnesota forever (page 198). In the spring of 1863, the Dakota that survived the winter were sent to a reservation at Crow Creek, South Dakota. Students should be aware of these facts in order to fully understand the results and aftermath of war and then determine for themselves what they might have done differently.

**2. There were a lot of people and groups of people involved in the U.S. – Dakota War. Name as many groups of people that you can think of. It is important to remember that everyone involved had their own wants, needs, grievances and perspectives. Pick one group, and try to explain how they might have presented their situation to others. 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** – Groups involved in the war included the warring Dakota, the peace camp Dakota, the settlers, the captives, the refugees, the mixed-bloods, the soldiers, the missionaries, the government agents, the traders, the leaders, and others.

**Discussion on this topic** should consider that the U.S. – Dakota War was a multi-faceted, complex set of events that was not limited to one particular cause, one particular result, or one particular perspective. It involved all kinds of people with all kinds of purposes and it only came about after many, many years of circumstances. Students should be able to understand the war from multiple viewpoints and see that it was brought about not from one particular wrong, but from a series of wrongs and from a general misunderstanding between cultures.

**3. The United States – Dakota War of 1862 was a tragic and complicated part of Minnesota history. Why do you think it helps to learn about what happened? How do you think it affects the way Dakota people feel about their situation today? What can you do now to improve upon our past and create a better future? 6.4.4.20.4**

**Strand:** History, **Substrand:** United States History, **Standard – Understand that:** As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business,

urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform (Development of an industrial United States: 1870-1920). **Benchmark:** Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship (Development of an industrial United States: 1870-1920).

**What to look for** – This question cannot be referenced directly from the text, but is meant for students to look back upon the U.S. – Dakota War as a whole and to think about what it means to them.

**Discussion on this topic** should consider the importance of education. Very few Minnesotans know much about the U.S. – Dakota War. It is important to recognize who we were as a people and where we came from. This can lead to a more enlightened and enriching future. But it starts with the truth and a genuine sense of inquisitiveness. First we must learn. We must read the documents, we must visit the sites, and we must understand why and how such a tragic event occurred. Once we understand what happened, we can move toward forgiveness and reconciliation. This would include commemoration and cultural unity. I would recommend students and teachers alike view the materials at <http://usdakotawar.org/history/today>. Furthermore, discussion should consider the long term effects of the U.S. – Dakota War and the years that followed and how that has impacted where we are at today.

## Historical Inquiry

**1. Now you be the historian. What part of the U.S. – Dakota War would you like to learn more about? Find and identify some resources that will help you answer that question. Report what you've learned by citing the evidence from 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 use their new found curiosity on Minnesota history to delve deeper into the U.S. – Dakota War. Using the text, students can pick a topic and then use the endnotes and the bibliography to identify a variety of primary and secondary sources. Primary sources are those written by eyewitnesses who took part in the events. Secondary sources are those written in hindsight years afterward. Some of the primary sources used in this text include official reports published in *Minnesota in the Civil and Indian Wars* or Stephen Riggs' autobiography *Mary and I*. Some secondary sources include those texts written by author Gary Clayton Anderson and historian William Watts Folwell.

**Discussion on this topic** should center on the process of being a historian. That is, identifying a topic, finding sources on that topic, researching the topic from multiple perspectives, conveying the information objectively, citing sources, and finally adding to the historical community. As a historian, it is important discover history in a way that it has not been discovered before. Students

should be able to use the evidence they discover to build a logical argument about the history that sheds new light on a topic previously researched.