

CULTURES IN CONFLICT: INDIAN REMOVAL IN INDIANA

By Candace T. Carr

GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
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8600 University Boulevard
Evansville, Indiana 47712
(812) 465-7014

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CULTURES IN CONFLICT
Indian Removal in Indiana

Lesson Plans for Grades Four through Eight
Partial Requirement for "INDIANA AND THE NEW NATION"
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CANDACE TAFF CARR
Bartholomew Consolidated School Corporation

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CULTURES IN CONFLICT

Removal of Indiana's Indians

Goals and Content:

These lesson plans will teach children what Native Americans lived in Indiana from the time of statehood and how they were removed for the settlement. The lessons are designed to help children determine the differences of the two culture groups, and how the conflict of two cultures desiring to occupy the same land was resolved. The methods used include lecture, discussion, reading aloud a historical novel, small group work, and individual practice with maps and time lines. These strategies can be applied in a social studies or history curriculum in fourth through eighth grade as part of a Native American, pioneer, or westward expansion unit.

Introduction

Students should have some background in Native American culture and the American government's dealings with Indian removal to the west. If they do not, do lesson one before the introduction.

- Objectives: 1) students will become aware of the Native American perspective to Indian removal
- 2) students will begin to analyze the moral consequences of some political decisions

Materials: The Year of the Three-Legged Deer by Eth Clifford recommended for fifth, sixth, seventh and eighth graders

Jim Musco by Dorothy Hamilton recommended for fourth graders

Strategy: Read aloud the story over a period of a few weeks, discussing the emotions of the Native Americans in leaving their home land in Indiana. Make note of significant cultural references.

Lesson 1: Cultural Comparison of Native American to Pioneer Settler

Objectives: Students will:

- 1) recall the Indian tribes of Indiana at statehood
- 2) determine cultural differences between Native American and frontier settler

Materials: Regular text on tribes in North America or Indiana

Introduction: Have the students read to themselves (or read aloud) some traditional text material on Native American tribes and culture

Development: Discuss with the group the characteristics of the Native American culture. Generate some general categories for describing any culture.

Conclusion: Develop a class chart on the blackboard and enter the class's conclusion about the Native American culture as compared to the frontier settler's culture. (See attached chart)

COMPARING TWO CULTURES

	Native American	Pioneer
language		
social organization		
property		
economy		
government		
resources/ environment		
religion		
technology		
ceremonies		

Lesson 2: Removal of Indiana's Native American Population

Objectives: Students will

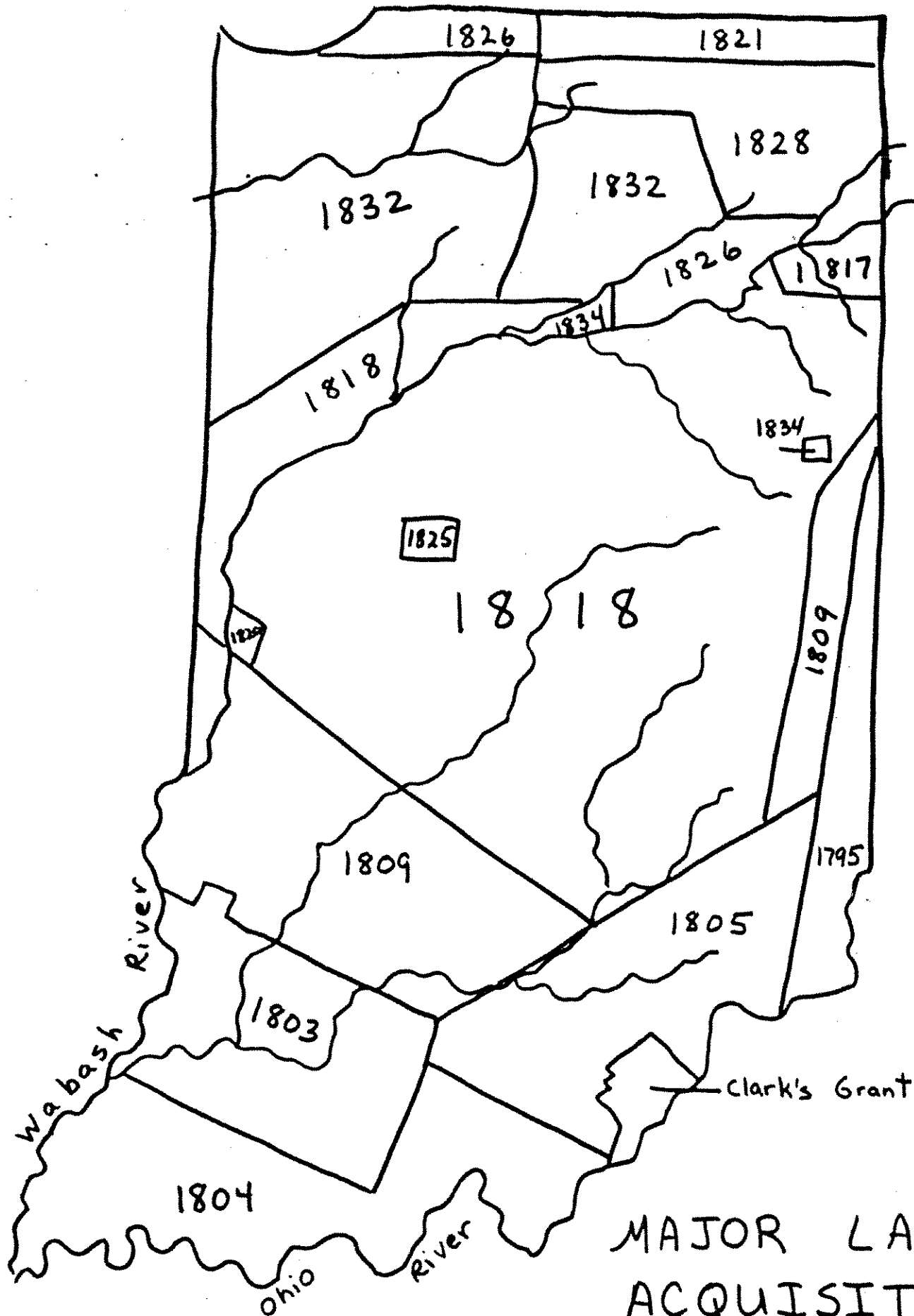
- 1) recall the significant events in the removal of Indiana's Native American population
- 2) locate on a map the significant places and events of the removal of Indiana's Native American population

Materials: text of Candace Carr's research, "Cultures in Conflict
Indian-Settler Conflict from Statehood or Removal"
attached timeline
attached maps converted to transparency
overhead projector, marking pens

Introduction: Teacher prepares a timeline on the chalkboard, bulletin board, or on a classroom clothesline. As teacher presents the sequence of events, students add the proper events to the timeline.

Development: Using the transparency maps and overhead projector, students can locate the significant events, and draw them on the transparency with markers.

Conclusion: In small groups, students can plan a class field trip to two or more of the sites discussed.



MAJOR LAND ACQUISITIONS by Treaty

REMOVAL OF THE NATIVE AMERICANS FROM INDIANA

Timeline

- 1785 Land Ordinance protects Indian right to occupy Northwest Territory
- 1787 Northwest Ordinance states land can never be taken away from the Native Americans unfairly
- 1795 Delawares move to the West Fork of White River
- 1801 William Conner becomes trader along the West Fork of White River
- 1811 Battle of Tippecanoe
- 1812 Pigeon Roost Massacre
- 1813 Battle of Thames; Tecumseh is killed
- 1815 Richardville becomes Miami chief
- 1816 Indiana becomes a state
- 1818 Treaty of St. Mary's allows central Indiana to be open for settlement
- 1819 Federal troops are removed from Fort Wayne
- 1820 Delawares leave Indiana
- 1823 Tipton becomes Indian Agent at Fort Wayne
- 1824 Bureau of Indian Affairs is formed
Massacre at Fall Creek
- 1825 Indianapolis becomes the capital of Indiana
- 1826 Miami capital is moved from Fort Wayne (Kekionga) to the Forks of the Wabash (Huntington)
- 1828 Treaty of Mississiniwa
Jackson elected President of the United States
Indian Agency is moved from Fort Wayne to Logansport
- 1830 Indian Removal Act
- 1831 Tipton leaves Indian Agency for U.S. Senate
- 1834 Intercourse Act; Office of Indian Affairs

- 1836 First and Second Pottawatomi emigration
- 1837 Slocum family find Frances living with Miami in Peru
- 1838 Trail of Death
- 1841 Richardville dies, Lafontaine becomes chief of Miami
- 1846 Miami emigration
- 1847 Miami emigration

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- 1836 First and Second Pottawatomi emigration
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MAP OF IMPORTANT NATIVE AMERICAN EVENTS IN INDIANA

Using the underlined term, place the letter of each historic event on the attached map in the proper county:

- A. William Conner becomes a trader and establishes Conner trading post.
- B. The Prophet and William Henry Harrison fight at the Battle of Tippecanoe.
- C. The Pigeon Roost Massacre occurs near Vienna.
- D. Richardville becomes the chief of the Miamis at the Forks of the Wabash.
- E. Tipton takes over the Indian Agency at Fort Wayne.
- F. The Massacre at Fall Creek is the first time pioneers are punished for murdering Indians. The hanging occurred near present-day Pendleton.
- G. The Miami capital is moved from Fort Wayne to Huntington.
- H. Tipton moves the Indian agency from Fort Wayne to Logansport.

Now draw a line that traces the route of the Pottawatomie emigration known as the Trail of Death through the proper counties.

Lesson 3: Primary Documents Concerning Removal

Objectives: Students will

- 1) Compare and contrast primary resources on removal events to traditional resource material

Materials: -a variety of secondary resources on removal of Native Americans from Indiana

-three primary resources (attached): Chief Anderson's remarks, Chief Menominee's remarks, Jesse Douglass' journal from the Trail of Death

Introduction: Teacher leads discussion of secondary accounts of removal events, including the Trail of Death, Delaware removal, and the capture of Chief Menominee.

Development: Students each receive one of the primary documents to read to themselves. Then they are grouped with the other students who received the same document for a discussion of how the primary source sheds a different light on the event.

Students then are divided up into groups of three, so that each group has access to all three documents. Each student shares his/her document, and again they discuss how the sources change their perceptions of the event.

Conclusion: Teacher helps students summarize what they learned from the primary sources. Students should recognize the sensitivity historians must lend to any interpretation of events involving Native Americans.

DELAWARE CHIEF ANDERSON'S REMARKS

· "A little more than a year ago the United States agent advised us to adopt the habits of civilized life. At that time his word was very good; accordingly many of us procured cattle and hogs.... We were [then] asked to cede our lands to the white people...the white people now claim our country and desire that we should leave it -- and now we know not what to do. I think that the men who made the bargain with us have done wrong, and that they had not been authorized to purchase our country."

Chief of the Delaware made these remarks prior to the signing of the Treaty of St. Mary's in 1818.

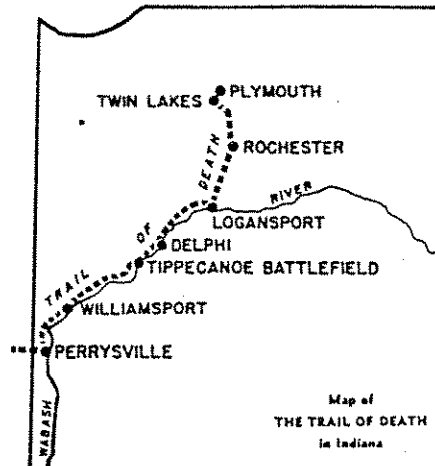
POTAWATOMI CHIEF MENOMINEE'S REMARKS

"The President does not know the truth. He, like me, has been imposed upon. He does not know that you made my young chiefs drunk and got their consent and pretended to get mine. He does not know that I have refused to sell my land, and still refuse. He would not drive me from my home and the graves of my tribe, and my children, who have gone to the Great Spirit, nor allow you to tell me your braves will take me, tied like a dog, if he knew the truth. My brother, the President, is just, but he listens to the word of young chiefs who have lied. When he knows the truth, he will leave me to my own."

Chief of the Potawatomi's, Menominee, made these remarks on August 6, 1838, in a council called by Colonel Abel Pepper. Colonel Pepper reread the 1836 Treaty of Yellow River at this meeting. This treaty had been signed by three Native Americans who did not have any property rights. Menominee had sent a petition to the President via John Tipton, but never received a reply.

JOURNAL

(This journal has been edited for ease in reading.)



Thursday, 30th August, 1838

"Commenced collecting the Indians at Twin Lake encampment, Marshall County, Indiana and succeeded in gathering by night time about 170."

Friday, 31st August, 1838

"Received considerable accessions to the numbers of yesterday. The day was employed in bringing in the Indians and their baggage."

Saturday, 1st September, 1838

"Succeeded after much difficulty in enrolling the Indians and found the number in camp to be 714."

Sunday, 2nd September, 1838

"Loaded 13 wagons with the baggage belonging to the Indians and prepared for a march."

Monday, 3rd September, 1838

"A party of 42 Indians were brought into camp and the business of the emigration so arranged as to expedite our departure on tomorrow."

Tuesday, 4th September, 1838

"Left encampment at Twin Lakes at half past 9 o'clock a.m. leaving behind on account of sickness the chief Sau-ga-na with his family of 13 persons, three of whom are sick, and proceeded on our march. Wheeler and Hopkins *(Plymouth merchants) agreed to furnish provisions during the sickness of the family and until such time as Sau-ga-na may be able to report himself at the agency in Logansport preparatory to his emigration west.

The day was exceedingly sultry and the roads choked up with dust. Travelling was attended with much distress on account of the scarcity of water. Reached Chippe-way at sunset, having travelled a distance of 21 miles-five miles further than it was the intention of the conductor to have gone but for the want of water. The number of horses belonging to the Indians is estimated at 286, the number of wagons engaged in the transportation 26. Provisions and forage scarce and not of the best quality."

Wednesday, 5th September, 1838

Fifty-one persons were found to be unable to continue the journey. The means of transportation not being at hand, they were therefore left, the most of them sick, the remainder of them to wait on them.

Proceeded on our route and reached, at half past twelve, at noon, the point determined upon as the location of our second encampment, a distance of nine miles from the encampment of the day before. The scarcity of water in the country again retarded the progress of the emigration—the distance being either too great or too short between the watering places.

A child died on the evening of this day and was buried on the morning of the seventh. A child was also born during our encampment. A party of three Indians joined us today shortly after coming into camp.

Subsistence generally consisting of beef and flour and that very difficult to acquire—having in most instances to transport it from Logansport, a distance from the furthest point of 46 miles."

Thursday, 6th September, 1838

"Left the encampment at Mud Creek at 9 in the morning and travelled, encountering fewer difficulties on our route than either of the previous days, to the encampment settled upon in the immediate vicinity of Logansport, having accomplished on our third day's march a distance of 17 miles. During the evening of our arrival nine of those left at Chippe-way came up."

Friday, 7th September, 1838

"Two wagons with 13 persons left at Chippe-way arrived in camp today. Kock-kock-kee, with his party consisting of 15 persons, as also Co-co-ta, Che-shaw-gen, Way-wa-he-as-shuk and Paw-shuk, with their families, making in all 18 persons, came into camp today.

A child died this morning."

Wednesday, 12th September, 1838

"At half past 8 o'clock we struck our tents and started on the march. At 11 we reached and forded the Tippecanoe River. A little after 12 we passed the Battle Ground and at 1 we arrived at our present encampment (near Lafayette). Distance from the encampment of yesterday—15 miles.

Immediately after our arrival the Indians were collected and dry goods consisting of cloths, blankets, calicoes, etc., to the amount of \$5469.81 were distributed among them.

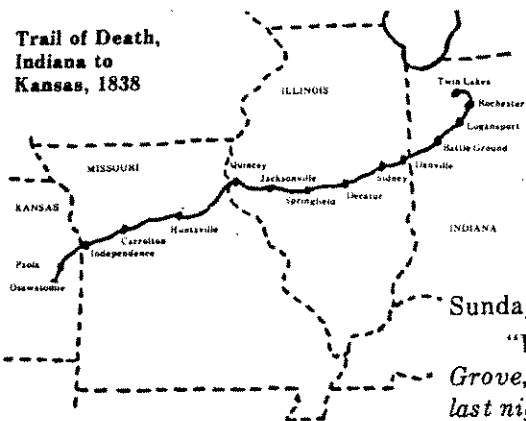
Nothing of importance occurred during the remainder of the day. The Indians appeared to be well satisfied with the distribution of the goods. A very old woman, the mother of the chief, We-wip-da, said to be upwards of 100 years old, died since arriving in camp."

Thursday, 13th September, 1838

"We commenced our journey this morning about 9 o'clock and after travelling until 4 this afternoon reached the encampment near Lagrange, (This village no longer appears on today's maps) some 18 miles from the camp of yesterday. With the exception of the sultry heat of noon-day and the excessive dust of the roads, our marches are very pleasant.

This evening two neighboring physicians, Drs. Ritchie and son, were called into camp—the situation of the sick demanding it—and have visited and prescribed for most of those indisposed. They report 160 cases of sickness."

Trail of Death,
Indiana to
Kansas, 1838



Sunday, 30th September, 1838

"We left McCoy's Mills at about 9 o'clock and at 12 we reached Island Grove, the place of our encampment—six miles distant from the camp of last night. Our march was made necessarily short on account of the scarcity of water, this being the only watering place nearer than 10 or 15 miles.

The death of a child occurred a few hours after our encampment. Health of the sick still improving.

Provisions and subsistence good and healthy. The Indians still bring in large amounts of game—sufficient for their subsistence—and they greatly prefer such provisions as they acquire by the chase.

One of the dragoons was dismissed last night for intoxication. Nothing of the kind is permitted."

Monday, 1st October, 1838

"Early in the morning we left Island Grove, travelling over a dry prairie country 17 miles. We reached our encampment near Jacksonville at 3 o'clock in the afternoon.

Nothing occurred during our march save that a child fell from a wagon and was very much crushed by the wheels running over it. It is thought the child will die.

Tonight some of the chiefs reported two runaways who left this morning.

During the evening we were much perplexed by the curiosity of visitors, to many of whom the sight of an emigration or body of Indians is as great a rarity as a travelling caravan of wild animals. Late in the night the camp was complimented by a serenade from the Jacksonville band."

Wednesday, 31st October, 1838

"Left encampment this morning at half after 7 o'clock, the company under Capt. Hull being attached to the emigration and at 12 o'clock passed through Independence.

At 1 we reached our present encampment, two miles south of Independence and ten miles from the camp of yesterday.

After reaching camp in the evening a small quantity of shoes were distributed among the emigrants.

Many Indians came into camp during the afternoon much intoxicated."

Thursday, 1st November, 1838

"Left Camp Independence at a little after 9, an hour or so having been allowed the Indians for their religious exercises.

At three o'clock we reached our present encampment on Blue River—sixteen miles. The journey was exceedingly pleasant, the weather being warm and the road very good.

Subsistence and forage of a good and healthy character and to be had in abundance.

*Tomorrow we shall cross the state line *(into Kansas) and thereafter experience some difficulty in provisioning, the country being almost an entire wilderness."*

Friday, 2nd November, 1838

"This morning broke upon us rainy and disagreeable. The conductor being anxious, however, to complete the journey now so near at an end, gave the word for a move and at 8 o'clock we were on the road, the rain increasing as we advanced.

At 9 we crossed the boundary line and found ourselves in the heart of a prairie with scarcely any traces to mark our route. The journey was continued and at 12 a large portion of the emigrants on horseback became detached from the wagons and wandered over the prairie for hours in search of the trace of the wagons. It was found at length and we reached the camp-ground set out for at 3 o'clock, having travelled a distance, it was computed, of 25 miles although we are now but 12 miles from the encampment of yesterday. Our encampment is known as the north fork of Blue River.

Subsistence of beef and corn. Forage—corn."

Thursday, 8th November, 1838

"Left McLean's Grove and travelled to Westport, a distance of nine miles, to breakfast. After breakfast we continued on our way and arrived at camp near Independence at 5 o'clock. Several of the teams were already in camp and others coming in.

Today we travelled a distance of 21 miles."

Saturday, 10th November, 1838

"The settlements with the teamsters and officers were concluded today. Tomorrow we set out for home, everything having resulted as well and as happily as could have been anticipated by the most sanguine."

"I believe the foregoing journal to be correct in everything pertaining to distances, localities, etc.

*J. C. Douglass
Enroll(ina) Agent"*

"SCALE OF DISTANCES

<i>From Logansport to Quincy</i>	<i>339 miles</i>
<i>From Quincy to Independence</i>	<i>213</i>
<i>From Independence to Pottawatomie Creek, W.T.</i>	<i>66</i>
<i>From Naples, Ill. to Quincy</i>	<i>49</i>
<i>From Springfield, Ill. to Naples</i>	<i>59</i>
<i>From Springfield to Danville</i>	<i>126"</i>

Thus ended the journal.

* * * * *

EPILOGUE

According to this journal, the total number of deaths was 43. Other sources record nearly twice this number.

Father Petit, the Catholic priest at the Twin Lakes mission, having seen the Indians delivered, such as had not died or escaped along the way west, began his return to Indiana. At St. Louis he was taken desperately ill from fatigue and reoccurring fevers, resulting in his death on February 10, 1839. He was not quite 29 years old. Buried first at St. Louis, his remains were brought back to Indiana in 1856 and buried at Notre Dame.

It has been recorded that Menominee, leader of the Twin Lakes band of Indians, died on April 15, 1841 at Sugar Creek, Kansas.

General Tipton, who had conducted the removal as far as Sandusky Point, Illinois, served as a member of the Indiana legislature until 1839, dying on April 5 of that year.

William Polke returned to his Fulton County home after the grueling journey. Reported to have died in 1843, it is said that he was buried in a cemetery located on his farm in Fulton County but the burial site has not been located.

Abel C. Pepper, the Indian agent serving the local tribes, died at Rising Sun in Indiana on March 20, 1860, having filled numerous state and national offices and living the respectable life of an exemplary citizen.

Those Indians surviving the march moved, in March, 1839 about 20 miles southward to the banks of Sugar Creek, Kansas which was remote from white settlers and offered an abundance of timber. A school was opened on the site. In 1840 more Potawatomes arrived as emigrants from Indiana. In 1848 all the Potawatomi in the west were gathered together and again moved about 140 miles northwest of Sugar Creek on the north bank of the Kansas River. Here they remained until the Civil War when, threatened by both the Confederate forces and western plains Indians, they scattered north and south. At present most of their descendants are living on reserves in Kansas and Oklahoma.

* * * * *

Lesson 4: RE-Solving the Native American Dilemma (Enrichment)

.Objectives: Students will

- 1) generate alternative solutions to the conflict
- 2) express an opinion on the moral repercussions of the historic resolution

Materials: problem solving model (FPS sample attached)
problem statement (see introduction)

Introduction: Teacher will divide students into problem solving groups of four or five students, making sure at least one task-committed student and one creative thinker is in each group. Students are given this problem statement: "Two different cultures--Native American and frontier settler want to occupy the same land. How might they live in peace?" Allow 20-30 minutes for students to generate ten to twenty relevant solutions.

Development: Each group will share its two or three best solutions with the class. Using a grid and criteria determined by the class, evaluate the best solutions. Discuss with the class how history might have been different had one of their solutions been used to solve the "conflict of cultures."

Conclusion: Have the students write an essay on the moral repercussions of the historic solution to the conflict of cultures. As an enrichment activity, you may extend the applications of this lesson into scenario writing. Students can brainstorm how life in the United States could have been, had the conflict of cultures been resolved more humanely.

Sample of Future Problem Solving Model

Grid

Solutions	Criteria			TOTAL
	1	2	3	
1.				
2.				
3.				
4.				
5.				

Criteria

-Good criterion should have the following characteristics:

- a) single dimension
- b) measurable by degree
- c) desirable direction

-Some samples might include:

- 1) Which solution will cost the least?
- 2) Which solution will be the most long-lasting?
- 3) Which solution will utilize the most existing resources?
- 4) Which solution will have the fewest adverse side effects?
- 5) Which solution will be the quickest to implement?
- 6) Which solution is the most humane?

Evaluation

The group discusses their top five solutions and agrees which ones will be evaluated on the grid. The solution which the group deems the most effective in regards to criterion #1 will receive a point value of "5" in the column marked "1". The solution determined least effective will receive a value of "1" in the first column. Students must discuss and come to CONSENSUS on the value of each solution. After each solution is ranked 1 to 5 in each of the criterion categories, each solution's "score" is tallied ACROSS the grid. The "best" solution should be the one with the HIGHEST score.