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# Native American Land Cessions, 1867-1890: An Annotated Bibliography of Selected Sources

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**Annotated Bibliography of Selected Sources  
in the Gilded Age, 1877-1900  
by  
Dave Evensen**

**Primary Sources:**

Bureau of Indian Affairs, Records of the Bureau of Indian Affairs, RG 75: *McLaughlin's Report*, December 15, 1890, accessed November 11, 2015, <http://www.archives.gov/global-pages/larger-image.html?i=/publications/prologue/2008/fall/images/gall-report-1.jpg&c=/publications/prologue/2008/fall/images/gall-report.caption.html>

This source is the report Indian Agent McLaughlin completed describing the casualties of Native Americans in a confrontation on December 15, 1890. This document includes a list of police force casualties. The names are listed using an English name and Native American name. This list also includes the rank, and specific injuries and wounds suffered by the police force. Later in the document under the title "Indians killed outright and bodies held by police" is a list of Native American casualties. These names are listed only using Native American terms. This is followed by a few words describing the person killed. Here we find the words "very bad man," "a bad young man," "a Chief" with no mention of specific injuries and wounds. This shows the impartial judgment used by McLaughlin in writing this report. I would review this report in class and use it to show how Native Americans were used in the policing of other Native Americans and ask students to think about the bias and the lack of congruent information found in this section of McLaughlin's report. This report is a good example of how information can be spun by individuals to justify the outcome of a historical event.

Chief Gall's "Speech at the 1888 Pratt Commission". *Records of the Bureau of Indian Affairs*, RG 75. August 21, 1888, accessed November 11, 2015, <http://www.archives.gov/global-pages/larger-image.html?i=/publications/prologue/2008/fall/images/gall-testimony-1.jpg&c=/publications/prologue/2008/fall/images/gall-testimony.caption.html>

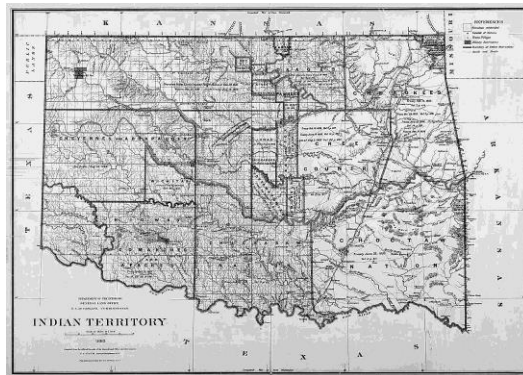
This source is a printed version of testimony given by Chief Gall, a prominent Dakota and trusted friend of Sitting Bull. This testimony is given at the Pratt Commission in 1888 regarding the sale of Native American lands to the United States' government. This document shows Chief Gall's skills in spoken English. The document also shows his calmness in negotiations. He speaks of the Dakota leaving to take care of their crops. This tells of their change from a life as hunter gatherers to a life of agriculture. The Native American who speaks prior to Chief Gall's shares his feeling about the broken promises of the United States government. He also shares his reasoning for not wanting to sell any more land. In this reasoning, he shows his understanding of supply and demand demonstrating his knowledge of economics in the United States. In my classroom I would read this document to students as they followed along with their own copies. I would use this document to explain changes in federal Indian policy, especially in the areas of land ownership and assimilation. This document also shows responses to these changes by sharing the spoken words of Dakota Native American leaders.

National Achieves. "First Blacksmith Shop in Guthrie" 1889,  
accessed November 11, 2015, <http://www.archives.gov/research/american-west/images/137.jpg>



This picture was taken in 1889 just as Indian Territory was being opened to settlement for United States citizens. The picture shows a tent city where we can see that the blacksmith shop is outside and there is no permanent structure erected for a key business in this era. The basic blacksmith tools and kiln are visible in this picture showing what was necessary in a blacksmith shop. Roads are not evident although there are wagons and the mostly treeless flat land is visible in the background. These raise the question of where did the wood in the picture come from and how was it brought to Guthrie. Guthrie would go on to become the capital of Oklahoma from 1907 until 1910. I could use this source to show how early cities were begun in the 1880s. I could also use this picture to show what this land looked like post Dawes Act. With this visual aid, students could better connect with the settlers of this timeframe as well as Native American loss of land.

Indian Territory, Department of the Interior, General Land Office, Farland, 1885,  
accessed November 11, 2015, <http://www.archives.gov/education/lessons/fed-indian-policy/images/territory-map-01.jpg>



This source is a map of Indian Territory completed by the Department of the Interior in 1885. Native American tribes that once inhabited all of present day United States of America are shown living in an area just slightly larger than present day Oklahoma. This map clearly defines the borders of Native American tribes in Indian Territory. The names Nez Perce, Pawnee, Osages, Cherokee, Creek, Cheyenne, Arapahoe, Kiowa, Comanche, Apache, Chickasaw, and Choctaw can all be identified. It is interesting to note the difference in land area of each individual reservation. There is also a difference in the map's detail from east to west. This map includes the names and dates of treaties made with each tribe written randomly in each tribe's reservation. There are also three United States military reservations placed in the middle of these reservations. In my classroom, I could use this map to help explain the changes in federal Indian policy, especially in the areas of removal and land ownership. Comparing this map to one made four years later would show the impact of the Dawes Act and the Oklahoma Land Rush on these tribes.

E Pavline Johnson, *The White Wampum*, (London: John Lane, 1895), 6.

This source is a poem written by the daughter of a Mohawk chief. This poem discusses the plight of Native Americans during the Gilded Age. The poem draw reference to this by telling of a Native

American dance which is causing great pain. The poem tells us that the Native American keeps dancing, and will not stop until he is dead. Then the poem goes on to tell us that the Native American dancer will get fiercer the closer he gets to a death. He accepts his death and through this dance he remained loyal to his people. I would have my students read this poem and see if they can pick up on the author's comparisons. Then I would have a class discussion on this poem putting my students in the mindset of the Native Americans of this era.

United States, "Treaty of 1868," April 29, 1868. *The Black Hills are for the Dakota*, accessed November 11, 2015, [http://www.archives.gov/exhibits/american\\_originals/1868.html](http://www.archives.gov/exhibits/american_originals/1868.html)

This source is a copy of the Treaty of 1868 also known as the Treaty of Fort Laramie. This document shows the terms of war ceasing forever between the United States and the Dakota Native Americans. The document describes the United States pledge to honor the treaty. The treaty states the boundaries of the new Dakota reservation including the area known today as the Black Hills of South Dakota. The first page of the treaty also states that the Dakota will be held to United States' law, regardless if their crime is against a white, black, or Indian. The second page of the document describes the United States providing clothing, articles of property, and money to the Dakota. General Sherman's signature is the second signature on this document. The third page is full of Native American names in Dakota and English. In my classroom I would show this document, and review the major points and signatures. I would use this document to show the federal government's treaty with a sovereign nation and discuss Native American sovereignty. I would also use this document to describe the impact of the federal policies on Native Americans and the failure of the federal government to follow their own treaties.

### **Secondary Sources:**

Chief Joseph, Recorded by US Army Lieutenant Charles E.S. Woods 1877, accessed November 11, 2015, <https://books.google.com/books?id=UgJEAwAAQBAJ&pg=PT242&lpg=PT242&dq=Tell+Gene>

This source is a printed transcript of words from Chief Joseph of the Nez Pierce. In this transcript, we can read that Chief Joseph no longer has the will to fight. He speaks of the many dead Native Americans'. Next he goes on to discuss children freezing to death and the lack of food among his people. He then asks for time to look for his people who have left his camp in hopes to rescue them from death. Finally, he vows to fight no longer. I would give my classroom a copy of this speech. I would then ask my students to describe the options Chief Joseph had at the time of his surrender. I would lead a discussion where student could share how they would feel and what they would do if they were in Chief Joseph's place.

Cox-Richardson, Heather. *West From Appomattox*. New Haven: Yale University Press, 2007

This source describes the changes that took place in the United States of America over a time spanning from the end of the Civil War through the end of the Spanish American War. In this time, the United States moved from an agrarian based society to an industrial-based society. Capitalism went mostly unchecked, helping the leaders of industry to become more wealthy and powerful than Americans had witnessed before or after this time. Citizens were urged to move West, only to find heartache and despair while the railroads were given millions of dollars in subsidies of land and cash. African Americans won the right to vote, and then essentially lost that right along with the poor due to wealthy men seeking to gain political power. Political campaigns evolved into their modern appearance. The United States broke every treaty it had made with Native Americans, leading to their choice of assimilation or death. The American middle class wanted the United States military to help stop Cuban suffering, which opened the door to the forced colonialization of the Philippine islands and today's US global hegemony. Women fought for suffrage, were stopped by a depression, and then continued their quest for equality. I would use this book in the classroom to share real stories about real people who lived during the Gilded Age.

## Websites:

The Bancroft Library, "Images of Native Americans", accessed October, 17, 2015,  
<http://bancroft.berkeley.edu/Exhibits/nativeamericans/index.html>

This website contains Native American images from 1590 through 1990. The website uses these primary source images to show Native American culture from the time of early contact with Europeans through the modern era. These sources help contextualize Native American lifestyles through artwork, artifacts, and original writings. Additionally this website uses primary sources to show foreign views as Europeans attempt to interpret their early contact with Native Americans. Furthermore, this site combines early ethnographies with the images used to help the user better understand what is taking place in certain images. This source would be useful in a Power Point presentations to help students grasp a visual understanding of Native American culture and lifestyles. The site does this by showing Native American dress, village life, land, food, and artistry. The site also shares how the images were acquired and restored which may help the students understand how historical information is obtained and preserved. The Regents to the University of California hold the copyright to this site, which speaks to the creditability of the information contained. Furthermore, this credibility is reinforced by the website's ability to bring the user directly to the selected image.

Oklahoma State University Library, "Indian Affairs: Laws and Treaties," accessed October 17, 2015, <http://digital.library.okstate.edu/kappler/>

This website contains United States (US) treaties, laws, and court decisions involving Native Americans and Native American Tribes. This site presents its material in a user-friendly index format. The links to each permanent act from Congress involving Native Americans are listed in chronological order and labeled according to the name (example: forty third Congress third session) of the Congress including which session the legislation was passed. Also, the links to each US/Native American treaty are listed in alphabetical order according to the name given to each tribe by the US in order of the treaty date. Additionally, links to each executive order regarding Native Americans are listed in alphabetical order according to the state involved. The links to proclamations involving Native Americans are listed by title, in the order of the page assigned to the link. This is an excellent index to quickly find primary and secondary source documents related to US treaties, laws, and court decisions involving Native Americans and Native American Tribes. The layout of the index would help students and teachers easily find the information they are researching and would be an exceptional tool for the classroom. Oklahoma State University Library produces this site, which speaks to the creditability of the information contained. Furthermore, this credibility is reinforced by the website's ability to bring the user directly to primary sources.