

# Chapter 10

## COLONISATION AND CONTACT IN NORTH AMERICA

### INTRODUCTION

North and South America had been occupied for at least 15 000 years before Christopher Columbus arrived in 1492. Columbus did not even know that the Americas existed. He thought that he had landed near Indonesia, which was known in those days as the East Indies. Thus, Columbus called the indigenous people he encountered 'Indians'. By the time his mistake was realised, the name had taken hold and was falsely applied to hundreds of different nations, speaking over 200 different languages. The coming of the Europeans was to have a disastrous effect on their way of life.



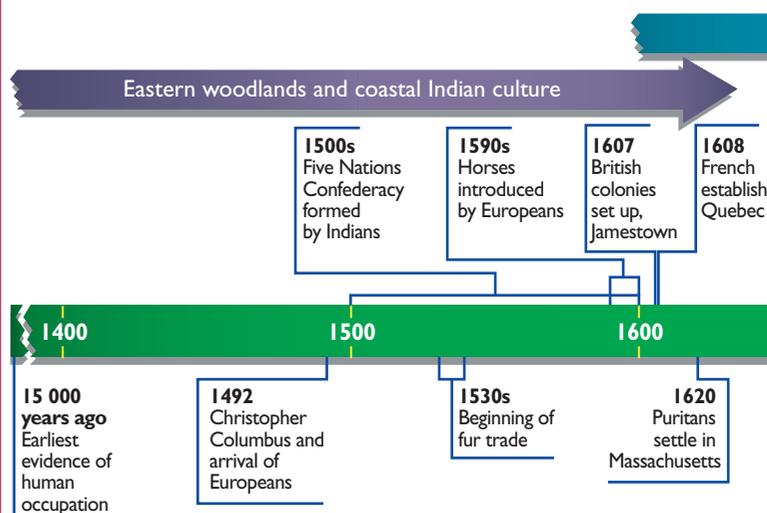
### INQUIRY questions

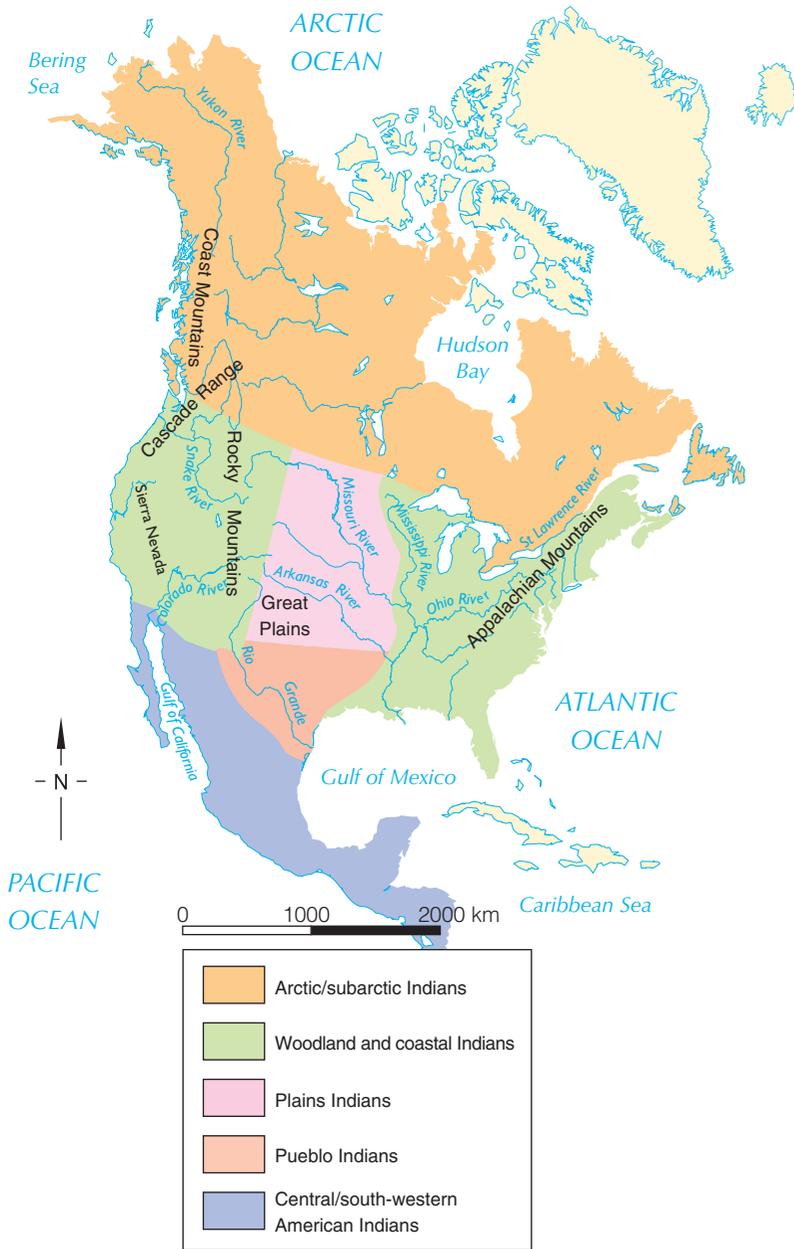
- What can we learn about Aboriginal and indigenous peoples?
- What has been the nature and impact of colonisation on Aboriginal, indigenous and non-indigenous peoples?

### OUTCOMES

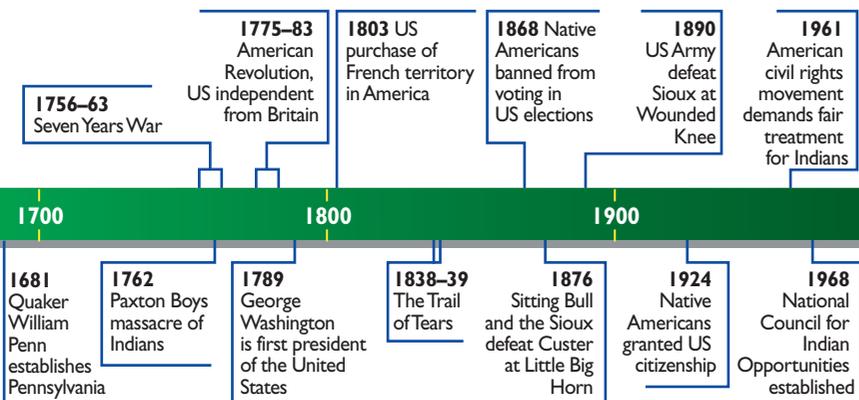
A student:

- 4.2 describes significant features of Aboriginal and indigenous cultures, prior to colonisation
- 4.3 explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other
- 4.7 identifies different contexts, perspectives and interpretations of the past
- 4.9 uses historical terms and concepts in appropriate contexts
- 4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.





Great Plains Indians' culture developed dramatically after European occupation.



## GLOSSARY

**assimilation:** the process by which people of a different ethnic heritage develop the basic attitudes, beliefs and way of life of the dominant national culture

**Beringia:** the area of land joining Russia and Alaska across the Bering Strait. This land was exposed during Ice Ages when the sea level fell.

**Five Nations Confederacy:** the title for the group of Indian tribes in the north-east of America who united to defend themselves against the Europeans

**hickory:** a type of wood common in North America and often used for making bows

**indigenous:** describes a culture that has originated in an area, rather than one that has come from another part of the world

**indigenous people:** descendants of the original inhabitants of an area

**kiva:** a large room built in pueblos for meetings

**longhouse:** the home of eastern woodland and coastal Indians, usually made from a frame of elm trees and lined with bark

**mission:** a group of people living in a foreign country and carrying out religious work among the people

**pueblo:** Spanish word for 'village', used by them to refer to Indians who built villages of earthen houses

**Puritan:** a group of Christians who broke away from the Church of England because they wanted a purer and simpler religion

**reservation:** an area of land set apart for a special purpose, such as for the home of an Indian community

**ritual:** a set form of ceremonies practised as part of a religion

**Seven Years War:** the war (1756-63) in which England and Prussia defeated France and its allies. It involved colonial wars between England and France in India and North America, as well as fighting in Europe.

**stereotype:** a conventional or standard image making everything appear the same

**tepee:** the home of the plains Indians, a conical tent made from buffalo hide

**trading companies:** companies set up in England, with the support of the monarch, for establishing commercial colonies in the Americas. The original two companies were based on the two cities of London and Plymouth.

**viburnum:** a tree whose wood was used for making arrows and whose dried bark can be used as medicine

## AMERICA'S FIRST MIGRANTS

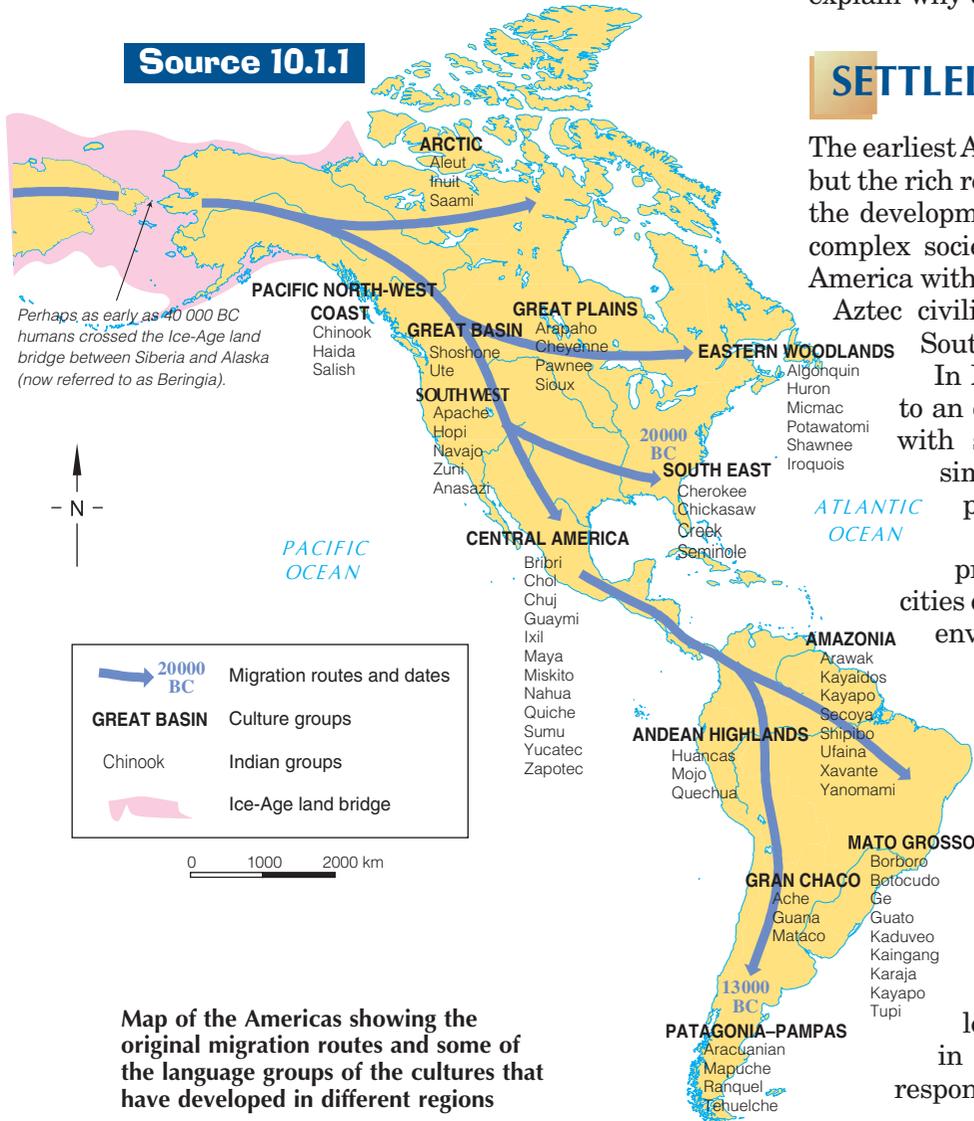
There are many similarities between the early human settlement of the Americas and the early human settlement of Australia, which is discussed in chapter 9 (pages 254–5). People were able to move into new areas from parts of Asia because the Ice Ages caused vast areas of water to freeze and the water level of the oceans dropped. This created 'bridges' between lands that had been separated. The exposed strip of land that joined north-east Asia and North America has been named **Beringia**, after the Beringia Strait which now separates Siberia from Alaska.

The migration between Asia and Africa was a two-way process. While people were moving from

Asia to the Americas, animals such as foxes and the ancestors of modern horses and wolves travelled from the Americas to Asia. (The American Indians did not have horses until they were brought in again by the Europeans.)

The process of human settlement in the Americas may have started 30 000 years ago or even earlier. By 9000 BC, **indigenous** Americans occupied sites stretching from the Arctic Circle in the north to the southernmost regions of South America. Many cultures developed in the various regions of the Americas. These cultures developed in different ways. Differences in climatic conditions between the regions where people settled would partly explain why cultures developed in different ways.

### Source 10.1.1



Map of the Americas showing the original migration routes and some of the language groups of the cultures that have developed in different regions

### SETTLED COMMUNITIES

The earliest Americans were hunters and gatherers, but the rich resources available in some areas led to the development of settled communities and more complex societies. This happened first in Central America with the ancient Olmec, Toltec, Mayan and Aztec civilisations and the Inca civilisation in South America (see chapter 11).

In North America, the last Ice Age came to an end around 8000 BC and the climate, with some variations over time, became similar to that of today. Compared with places such as Mesopotamia (an ancient country in the region of present-day Iraq), where the earliest cities developed, North America was a harsh environment. It had none of the three things that allowed most sites of early civilisation to develop. It lacked:

- a good water supply
- a temperate climate, without extremes of heat and cold, where crops could grow without being scorched in summer or destroyed by weeks of frost in winter
- animals such as sheep and goats that could be easily domesticated.

In the following sections, we will look at the variety of imaginative ways in which the indigenous people responded to this environment.

## Source 10.1.2



A photograph of a pueblo, a settled communal housing area occupied by the Hopi Indians near Taos, New Mexico

## Activities

### Check your understanding

1. What similarities were there between the migrations of the American Indians and the Australian Aborigines?
2. Which was the earliest American civilisation and where was it located?
3. What were the three things that did not exist in ancient North America that are usually required for the development of a complex civilisation?

### Using sources

1. Study the map in source 10.1.1 and answer the following questions.

- (a) Name the group of cultures to which each of the following Indian groups belongs: Sioux, Apache, Navajo, Cherokee, Shawnee.
  - (b) Which of the groups of tribes in North America do you think would have had the easiest environment in which to live?
2. The photograph in source 10.1.2 shows the homes of Hopi Indians. They live in a desert environment which is hot in summer and, because of its altitude, cold in winter. There are practically no trees. Study the photograph and answer the following questions.
    - (a) Describe how this housing is adapted to the environment described above.
    - (b) What does the closeness of the housing indicate about their way of life?
    - (c) What modern features do you notice?

# LIFE BEFORE THE EUROPEANS

Before the arrival of Europeans in North America, the Indians had developed different ways of living that were influenced mainly by the type of environment in which they lived. We will look at three regions in particular:

- the eastern woodlands and coastal regions
- the great plains of the centre
- the south-west.

## EASTERN WOODLANDS AND COASTAL REGIONS

The Indians who lived on the eastern coast and in the woodlands of North America developed a

### Source 10.2.1



A painting of Roanoke Indians at work, by one of the first Europeans to visit the east coast of present-day USA

distinctive way of life using the resources that they had available. The rivers and the seas were their highways for trade and communication and the trees and animals their major source of supplies. For most of the year the climate was mild. It could often be hot and humid in summer. Winter brought snow, which could make travel difficult if not impossible for a time. The plentiful resources for most of the year and the enforced leisure of a snowbound winter combined to encourage the development of a rich cultural life.

The Indians of the Iroquois language group are the best known examples of the people of this area. In the 1500s, five of the Iroquois tribes (Cayuga, Mohawk, Oneida, Onondaga and Seneca) joined together to form the **Five Nations Confederacy**, or the 'People of the Longhouse'. They united to form a front against their enemies (those neighbours outside their confederacy); to organise trade links and cooperation between the tribes; and also because they saw themselves as sharing a common heritage and spiritual responsibility. They called themselves the Onkwehonwe, or 'original people'. While this agreement meant there was peace among the Five Nations, they had a reputation among others as particularly fierce fighters who often practised gruesome torture on their prisoners.

The Iroquois grew crops such as corn, pumpkin, sunflowers and beans, collected berries and herbs in the forests and hunted and fished. Deerskin was the basis of most of their clothes, and they wore cloaks of bear or beaver fur during winter. They used wood extensively and birch-bark or dugout canoes were the main form of transport. **Hickory** was used for bows, **viburnum** for arrows and the vast forests of elm trees supplied the materials for their houses and the surrounding stockades.

The woodland Indians built permanent homes with frames of elm saplings, which were then covered in sheafs of elm bark. In summer the bark would be removed from the walls to allow ventilation, while in winter they would line the walls with skins and furs to keep in the warmth. These homes were known as **longhouses** because of their shape. They had a central corridor along which fires were placed at regular

intervals. The families either side of the corridor would share the fire between them. People slept around the walls on benches. Each clan had its own longhouse and all the families in that clan, or totem, shared the building.

The longhouses were managed by the women of the tribe. When a man was married he would go and live in his wife's longhouse. The women would meet and decide who would be the leader of the clan (usually a male) but if they disagreed with his decisions they were able to replace him with someone else.

### Source 10.2.2



A 1586 painting of the woodland Secotan village, by John White

## THE PLAINS INDIANS

Very few Indians lived in the plains region of America before the coming of the Europeans. Most lived in the more fertile regions of the eastern woodlands or the western coast. A few lived in villages along the edge of the plains and lived off maize, pumpkins and beans. Occasionally they could supplement their diet with buffalo meat, but since they had no horses before the eighteenth century, hunting was very difficult as it had to be done on foot. Men would cover themselves with buffalo skins in an attempt to get close enough to make a kill. When they moved in search of buffalo in summer, they rolled up their **tepees** and attached them to two long poles which were then dragged by a dog.

Two factors changed this situation. The first was the introduction of the horse. The Spanish introduced horses into New Mexico in the 1590s. Indians acquired the horses by trade and by stealing. As well, there were soon herds of wild horses that had escaped from the **missions**. The horse greatly increased the success of buffalo hunting, and life revolved around the seasonal coming and going of the buffalo.

The second factor that changed the plains Indians' way of life was the movement into the plains of woodland Indians, who had been forced off their land by the Europeans.

### Source 10.2.3

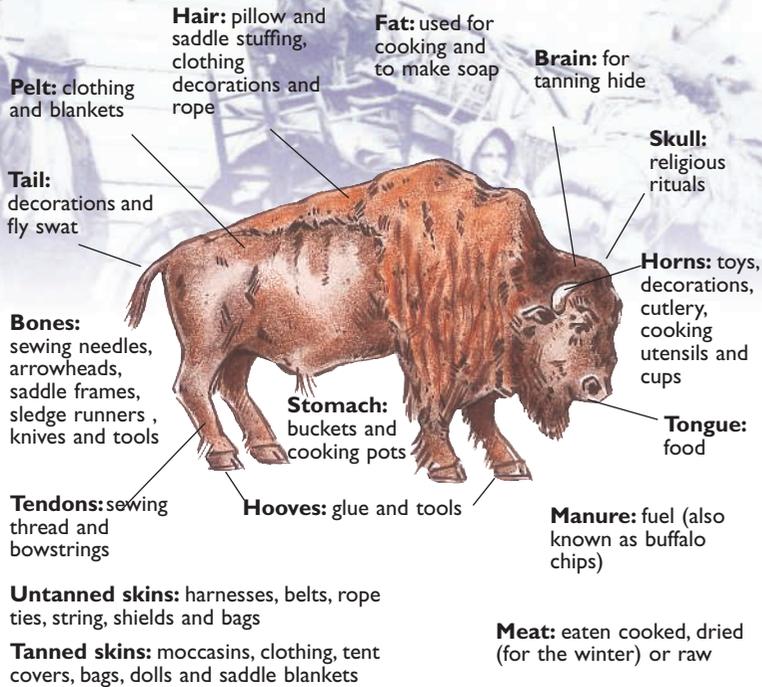
Black Elk, a Holy Man of the Oglala Sioux, who was born in 1863, describes the importance of the circle in Sioux culture.

My friend, I am going to tell you the story of my life. It is the story of all life that is holy and is good to tell, and of us two leggeds sharing it with the four leggeds and the wings of the air — all green things; for these are children of one mother (the Earth) and their father is one spirit.

You have noticed that everything an Indian does is in a circle and that is because the Power of the World always works in circles. The sky is round and I have heard that the Earth is round like a ball. The wind, in its greatest power, whirls. Birds make their nests in circles. Even the seasons form a great circle and always come back again to where they were. The life of a man is a circle from childhood to childhood. Our tepees were round like the nests of the birds and these were always set in a circle.

J. G. Neihardt (ed.), *Black Elk Speaks*, Abacus/Sphere Books, 1974, pp. 13, 19.

## Source 10.2.4



The buffalo was the key to survival for the plains Indians.

## Source 10.2.5

The Sioux homes were called tepees. This picture was painted by Karl Bodmer in 1833.



The buffalo was a central part of the plains Indians' culture. It featured in ceremonies, dances and various rituals. The Sioux were just one of many tribes who based their lives around the herds.

The Sioux divided tasks between the sexes. Women were responsible for cooking, for cleaning and treating of the buffalo hides and for making clothes. Preparing buffalo hides was an important and time-consuming task that needed to be done soon after buffalo were killed. Several women often worked together to complete this task. The man's primary role was to hunt. This was very dangerous, as animals like buffalo could run faster than a man, were often taller and could weigh well over a tonne. They could easily kill the inexperienced, unskilled or unlucky warrior. As a result, there were many more women than men in most Sioux villages, so a warrior often had more than one wife. It was the husband's responsibility to provide buffalo or other animals to feed, clothe and house his wives and children. A skilled hunter might have as many as five wives.

## INDIANS OF THE SOUTH-WEST

The pueblo Indians lived in a high, desert-like environment. In summer it was extremely hot and dry, while in winter there was usually heavy snowfall due to the altitude. Because of the lack of rainfall for most of the year, it was important for the people who lived in this area to find a way to store the melted winter snow and save it for the rest of the year.

The climatic conditions encouraged the people to establish stable, settled communities called **pueblos**. They dammed the melting snow and used it to irrigate crops such as corn, beans and pumpkins. They supplemented these staples with animals such as buffalo, which were hunted when they wandered into the region.

The major pueblo tribes were the Anasazi, Hopi and Zuni and towards the end of the European Middle Ages they were joined in the high desert by the Apache and the Navajo. The extremes of hot and cold created a demand for homes that provided protection from the elements. However, there were few trees with which to build and so the Indians were forced to turn to different building materials.

For hundreds of years they lived in houses which were mainly dug out of the ground, with strong roofs to protect them from the heat and cold. Storage houses were built above the ground.

In more recent times, the above ground storage was converted into communal housing. Each family had its own area and wooden ladders were used to get from one level to the next (see source 10.1.2, page 291). Bread was baked in large communal ovens. The underground pit houses were kept as religious centres known as **kivas**. These were used for religious rituals and teaching, and as a meeting place. A hole in the centre of the kiva symbolised the place where their ancestors had entered the world.

Tribes such as the Hopi made good use of their native plant, the cactus. It provided a store of precious liquid for the thirsty traveller. The juice was fermented and used to make a potent alcoholic drink, while the 'meat' of the cacti, peeled and preserved, was one of their favourite foods.

The midday summer heat and long, snow-bound winters gave the pueblo Indians lots of leisure time. Crafts flourished and became an important part of community life. The Indians of the pueblos are famous for their pottery, basket weaving, richly coloured cotton clothing and blankets, as well as their fine jewellery.

## Activities

### Check your understanding

- Copy and complete the following table, to show the differences between the lives of Indians on the west coast, plains and east coast.

	West coast	Plains	East coast
Environment			
Main foods			
Housing			
Activities			

- Give an example of rules made by each of the Indian groups mentioned in the text.
- Indians made use of a variety of natural resources. Find one use for each of the following:
  - cactus plants
  - buffalo horns
  - wood from the hickory tree.

### Using sources

- Refer to source 10.2.1.
  - Is the canoe shown a dugout canoe, or a birchbark canoe?
  - What two different ways of catching fish are shown in the picture?
  - How many different fish can you identify in the picture? What does this suggest to you about the Indians' diet?
- Refer to source 10.2.2. What evidence does the source provide that it was probably late spring?
- Refer to source 10.2.3. Find eight examples of 'circles' that Black Elk found in the world around him.
- Refer to source 10.2.4 to answer the following questions.
  - What parts of the buffalo were used for clothes?
  - What parts of the buffalo were eaten?
  - What were 'buffalo chips' and what were they used for?
- Refer to source 10.2.5 to answer the following questions.
  - The Indian homes are called tepees. What do they look as though they are made from?
  - What would be the advantages and disadvantages of this type of shelter?
  - There is another structure on the right-hand side of the picture. What do you think it was for? (See page 311 for the answer.)

### Worksheets

- 10.1 Make and decorate a tepee
- 10.2 Living off the buffalo



# THE FRENCH IN NORTH AMERICA

In sixteenth-century Europe, stories abounded of the riches available to explorers in the Americas. Jacques Cartier began the French wave of interest with voyages of exploration in 1534 and 1543. He quickly discovered the Indians of the north did not have gold and silver as the Aztecs and Incas did, but they had another sort of treasure. The woodland and coastal Indians he met lived in forests teeming with animals whose fur was highly valued in Europe and whose trees were a valuable resource. The rivers and oceans also had an abundance of fish which, when dried, were a popular food source. For a trader, these natural resources represented great riches.

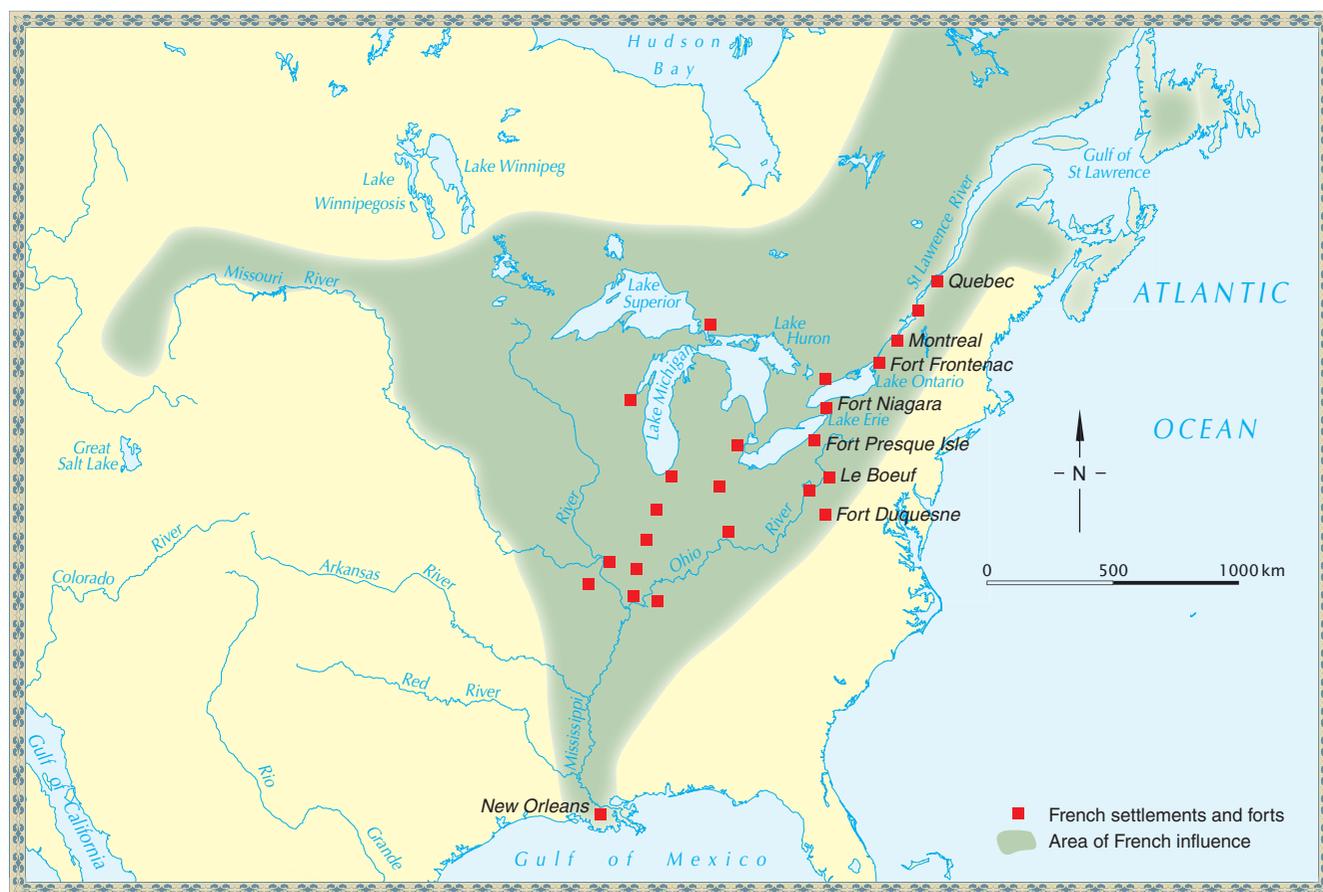
The first French settlement was established at Quebec in 1608. The French established friendly relations and a healthy trade with the Algonquin

and Huron tribes, creating a steady flow of furs for the European market. Unfortunately, by being friendly with and helping these tribes, they made enemies of the powerful Iroquois, who established a long hatred of the French as a result.

As well as trade, the French also were concerned with saving the Indians' souls. The first French Jesuit (Roman Catholic) priests arrived in America within three years of the settlement being established in 1611.

The French traders and priests greatly increased European knowledge of North America. They were the first Europeans to set eyes on Niagara Falls and they explored the whole network of rivers and lakes. On one expedition they followed the Mississippi River all the way through to its mouth in the Gulf of Mexico.

## Source 10.3.1



A map showing the French settlements and area of influence in North America



Illustration showing priests and fur traders exploring the New World

Most of the French in America were traders or priests. The French government wanted to encourage farming and the establishment of families rather than colonies full of single males. To assist in this aim the King of France, Louis XIV, organised for regular shiploads of single women to be sent to the area he now called 'New France'. The women were expected to find a partner almost immediately and marriages often took place within two weeks of their arrival. To encourage single men to consider married life, in 1664 the French governor announced he would give every newly married couple 'a bull, a cow, a hog, a sow, a cock, a hen, two barrels of salt meat and eleven crowns'. This program and others had mixed success; a hundred years later there were still only 90 000 French settlers in America spread thinly over a vast territory.

The majority of Frenchmen who lived in America seemed to prefer the free life of a trader to that of a farmer. One of the governors of the colony, frustrated by this choice, wrote back to his superiors in Paris, complaining that the young people:

*... not being accustomed to hold the plough, pickaxe or hatchet, the only tool [in the forest] being the gun, they spend their lives in the woods where they have no priests to restrain them, nor fathers, nor governors to compel them...*

A number of young people went even further and became more like the Indians than the Europeans. The same governor said:

*A fashion of dressing nude like the savages is treated as a fine trick and joke... these practices tend only to attract young people to the manner and life of the savages...*

The French, more than other European colonisers, managed to maintain harmonious relations with the **indigenous people**. It may have been because the majority were traders (rather than settlers) whose lifestyle was not greatly dissimilar to that of the Indians. The Indians would have found it far easier to adjust to the presence of hunters and traders on their lands than to farmers who demanded exclusive use of an area and fenced them out.



### Check your understanding

Answer the questions below in sentences in your workbook.

1. What was the 'treasure' the French found?
2. What did the French government do to encourage families in the New World?
3. In what ways did the French adapt to the lifestyles of the Indians?
4. How would the French have got to Niagara Falls?
5. Why were the French able to maintain better relations with the Indians than most Europeans?

### Using sources

1. Look carefully at source 10.3.1 and answer the following questions.
  - (a) Along which two major rivers were the French settlements and forts located?
  - (b) Why would rivers have been so important for the French in North America?
2. What three different groups of people are shown in source 10.3.2? What evidence is there that each was considered to be important?

# THE ENGLISH IN NORTH AMERICA

In 1497, only five years after Columbus had set out on the voyage that led to the discovery of the 'New World', Henry VII of England sent an Italian explorer, Giovanni Caboto (the English called him John Cabot) on a voyage to find a way to Asia round the top of North America. In the following hundred years, in the reigns of Henry VIII and Elizabeth I, unsuccessful attempts were made to set up colonies in Virginia (named after Elizabeth, the 'Virgin Queen'), the name given to the whole territory between Florida in the south and Newfoundland in the north.

The English found an easier way to get gold than by exploring and colonising new lands — by stealing it from Spanish ships taking gold from central and south America back to Spain. Weighed down with gold the Spanish ships were heavy and slow, and were no match for the lighter, faster English ships. The most famous of these pirates was Francis Drake and he was knighted by Queen Elizabeth for his piracy.

## Source 10.4.1



A painting that shows Sir Francis Drake being knighted by Queen Elizabeth I

## JAMESTOWN

It was in the reign of Elizabeth's successor, James I, that the first successful colonies began. In 1606, King James I set up two **trading companies**, based on the two English cities of London and Plymouth. The London Company established Jamestown in Virginia in 1607.

## Source 10.4.2

Main points from a charter given by King James to the London Company in 1610 (the language has been modernised)

King James granted permission for a colony to be established in Virginia:

- for planters
- for the spread of the Christian religion
- for bringing barbarous people back to civil behaviour and humanity.

Jamestown became very successful after 1612, when a settler, John Rolfe, introduced tobacco plants from the West Indies. John Rolfe was also famous for another reason — he married Pocahontas (whose actual Indian name was Matoaka), who was daughter of the Indian chief in the region of Jamestown. She visited England in 1616 and was received by royalty. However, the following year, just before leaving to go back to Virginia, she died of smallpox. She left one son and various Virginian families claim to be descended from her.

## Source 10.4.3



A portrait of Pocahontas during her visit to England

## PLYMOUTH

The Plymouth Company did not have as much success until, in 1619, it signed an agreement with a small group of Protestant religious believers known as **Puritans**. The Puritans did not like the way the Church had become a part of the State, and the way so much **ritual** had been introduced. They wanted to practise what they saw as a pure form of religion in which the local church had control of its own affairs. Many of them had been persecuted by the government for their beliefs.

At first they lived in Holland in Europe. After a number of years they found that their children were speaking Dutch and forgetting their English ways. They didn't want this to happen either and so they decided to go to America to establish their own purer society of 'saints'.

### Source 10.4.4



Map showing the English colonies in North America before 1763

About 100 people arrived on the American coast (in what was to become Massachusetts) in December 1620. They came determined to start a new life for the families they brought with them. Their experience of working in the towns of Europe as labourers and shopkeepers left them little suited to the demands of frontier life. Winter was just starting and it was too late to plant crops. They had insufficient time to build adequate houses to protect them from the snow, so they

suffered from the cold and died from starvation, scurvy and other diseases. In January and February during the depth of winter two or three were dying a day; at times only six or seven out of the whole hundred were able to rise from where they lay to try to look after the others. By the end of the first winter only 50 had survived.



### Check your understanding

1. One reason Europeans had for establishing colonies in the Americas was to obtain large amounts of gold. What was the easy way the English discovered to get hold of this gold?
2. What regions of North America had names with a connection to the following members of English royalty:  
(a) Queen Elizabeth 1 (b) King James I?
3. How did the Puritans get their name?
4. Draw a mind map to show the problems faced by the Puritan settlers of Massachusetts.

### Using sources

1. In source 10.4.1, why is Queen Elizabeth knighting a man who has made his name by being a thief?
2. Apart from getting wealth, what other reasons does James I give in source 10.4.2 for establishing a colony in North America?
3. Compare the attitude towards Indians suggested by the painting in source 10.4.3 with the attitude expressed by James I in source 10.4.2. How would you explain these differences?
4. (a) From the map in source 10.4.4, find out how many English colonies there were in America in the 1760s.  
(b) The United States flag includes a feature related to these colonies. Find out what the feature is.

### Researching and communicating

1. Each of the American colonies has an interesting history. In pairs carry out research in the library or on the Internet into one of the following colonies. Prepare and present a short report on its foundation, including when it was founded, why it was founded and what its special features were. (You may wish to do this on a Powerpoint presentation.)  
(a) New York (a Dutch colony)  
(b) Carolina  
(c) Georgia
2. The name of each colony has its own history.  
(a) Which names are connected with royalty?  
(b) Which names are connected with other English men or women?  
(c) Do any of the colonies have a name associated with native Americans?

# EUROPEAN CONQUEST AND SETTLEMENT

In the earliest years of contact, European and Indian nations were on more equal terms. While the Europeans had superior weapons and were more willing to kill those Indians opposing them, they were at the same time in a strange land. This early period saw many treaties between Europeans and Indian nations signed with great ceremonies.

The nature of relationships between Europeans and Indians was demonstrated in the first year of the Puritan colony in Massachusetts (described on page 289). Only half of the population survived the first winter. In the spring, the survivors met up with a group of friendly Indians who showed them how to plant corn, fertilise the fields using seaweed, where to fish and how to trap beavers. After their first harvest in the New World in mid-October 1621, the settlers invited the chief and 90 other Indians to a feast of 'thanksgiving' to celebrate their survival. Thanksgiving Day has been an important festival in the United States ever since.

The French traders were also able to establish good relations with the Indians they came into contact with. They were dealing with products of the land, such as beaver skins and timber.

The French used these good relations with the Indians in their war with the English (1756–63). The English called it the **Seven Years War**, but in the United States it is called the French and

Indian war because of the way in which the French and Indians cooperated.

## AMERICAN INDEPENDENCE

Under the leadership of General George Washington, thirteen North American colonies of Britain declared themselves to be 'free and independent states'. In 1783, Britain was forced to recognise the American Revolution and the independence of the colonies. George Washington was unanimously elected as the first president of the United States of America, the head of a government composed entirely of white men. Under the slogan of 'manifest destiny', the expansion of white settlement in North America began. 'Manifest destiny' expressed the settlers' belief that their new nation was destined to eventually fill the whole continent of North America, from the Atlantic to the Pacific.

In 1867, the four British colonies of Canada became independent when Britain granted them home rule. The Canadian West would also experience the invasion of European settlement but contact and colonisation in Canada did not end up destroying as many Indian lives.

### Source 10.5.1



Jennie Brownscombe's undated painting of the first 'Thanksgiving'

### Source 10.5.2

The chief of the Shawnee, Tecumseh, asked the King of Great Britain for help against the expansion of white settlement. Tecumseh had allied his people with the British against the American settlers during the 1775–83 American Revolution.

Father, listen to your children! You have them now all before you. The war before this, our British father gave the hatchet to his red children, when old chiefs were alive. They are now dead . . .

Listen! When war was declared, our father stood up and gave us the tomahawk, and told us that he was ready to strike the Americans; that he wanted our assistance, and that he would certainly get us our lands back, which the Americans had taken from us.

Listen! You told us, at that time, to bring forward our families to this place, and we did so — and you promised to take care of them . . .

F. Moore (ed.), *American Eloquence*, New York, 1864, in H. S. Commager and A. Nevins (eds), *The Heritage of America*, Little Brown, Boston, 1943, pp. 237–8.

## THE TRAIL OF TEARS

By the beginning of the nineteenth century, approximately four million European settlers had arrived in North America. Most of them lived along North America's eastern coast and around the Great Lakes in Canada.

In 1804, the third president of the United States, Thomas Jefferson, sent army officers Meriwether Lewis and William Clark on an expedition to open up the west. Trappers and traders were the first to follow, then came thousands of families in packed wagons. The settlers undertook a treacherous journey over the Appalachian Mountains then across the Great Plains to Oregon and California. So many went west that their route became known as the Oregon and California trails.

Before the settlers arrived in large numbers in Canada, the Northwest Mounted Police (also known as the Mounties) had established a system of law and order. The Mounties had the authority of the government to arrest and judge both Indian and European law-breakers. Indian communities were also given the opportunity to present lists of rights to the government, including rights to land and to freedom of religion and language.

In America, the frontier continued to expand across the traditional homes and hunting grounds of Indians. Between 1816 and 1821, six new western states were created. White settlers outnumbered native Americans and so farmers, miners, cattlemen and the US Cavalry pushed

Indians further from their homelands. The Indians named the settlers' routes the Trail of Tears.

### Source 10.5.3



In 1872, the American artist John Gast expressed the nineteenth-century image of American achievement in the west.



#### Check your understanding

1. Why were Europeans more willing to negotiate with Indians in the early years of the colonies?
2. How did the Indians help the Puritans in Massachusetts?
3. What name is given in the United States to the Seven Years War? Why was it given this name?
4. What was the 'manifest destiny' the settlers believed in?
5. What was the aim of the Lewis and Clark expedition and why was it important to American history?
6. Why did the settlers' route become known as the 'Trail of Tears' to Native Americans?

#### Using sources

1. How accurately do you think source 10.5.1 depicts Thanksgiving? Give reasons for your answer.
2. Read source 10.5.2 and explain why Tecumseh is prepared to ally his people with the British.
3. How has the artist of source 10.5.3 depicted white settlement of North America?

#### Researching and communicating

To research the Trail of Tears, go to [www.jaconline.com.au/retroactive/retroactive1](http://www.jaconline.com.au/retroactive/retroactive1) and click on the Trail of Tears weblink. Present your findings as a report on the removal of the Cherokee people from their land.

#### Worksheets

10.3 Mapping the Trail of Tears

# REMOVAL AND RESERVATIONS

In 1830, the American government authorised the spending of half a million dollars to remove Indian communities such as the Shawnee, Delaware and Wyandot from the land previously granted to them in the eastern states. Native Americans living on their traditional lands were regarded as a threat to settler communities. The government offered a permanent home for Indians on land west of the Missouri River and forced native communities to accept life on the new **reservations**. Indians were expected to abandon the old ways and adapt to the European way of life by learning how to become farmers. They were granted land that had not been taken by white settlers because it was too remote or inhospitable. Reservation land was usually poor land for agriculture and so was unable to provide sufficient crop yields.

Government supplies were essential for the survival of Indians on this land. In 1831, the Indians on reservations were already being described as 'communities dependent on the United States'.

## Source 10.6.1

The plains Indian leader White Eagle (who died in 1879) described the removal of Native American communities from their land and the loss of life that followed.

The soldiers came to the borders of the village and forced us across the Niobrara to the other side, just as one would drive a herd of ponies; and the soldiers pushed us on until we came to the Platte River. They drove us on in advance just as if we were a herd of ponies, and I said, 'If I have to go, I'll go to that land. Let the soldiers go away, our women are afraid of them.' And so I reached the Warm Land. We found the land there was bad and we were dying one after another, and we said, 'What man will take pity on us?' And our animals died. Oh, it was very hot. 'This land is truly sickly, and we'll be apt to die here and we hope the Great Father will take us back again.' That is what we said. There were one hundred of us died there.

*North American Indians*, Chartwell Books, New Jersey, 1992, p. 108.

In 1832, a cholera epidemic broke out and swept through Indian communities already exhausted by dispossession and poverty. Then a measles epidemic took hundreds more Indian lives.

By 1840, Indian tribes of the eastern states, such as the Cherokee, were moved to reservations on the Great Plains. The tribes who now shared this land were not one people; they spoke many languages and they had diverse cultural traditions and religious rituals. The once proudly independent Indian nations of the Arapahos, the Sioux and the Comanches were forced to live behind an imaginary line called the Permanent Indian Frontier.

## TREATIES AND BETRAYAL

Up until the middle of the nineteenth century, the Great Plains of America remained as Indian territory. European settlers regarded this land as hunting grounds, but harsh and unsuitable for agriculture.

## Source 10.6.2

The Cheyenne tried to live according to the government's instructions and even spoke against going to war against the settlers. Little Wolf of the Northern Cheyennes (who died in 1879) spoke of the brutality of colonial expansion.

We have been south and suffered a great deal down there. Many have died of diseases which we have no name for. Our hearts looked and longed for this country where we were born. There are only a few of us left, and we only wanted a little ground, where we could live. We left our lodges standing, and ran away in the night. The troops followed us. I rode out and told the troops we did not want to fight; we only wanted to go north, and if they would let us alone we would kill no one. The only reply we got was a volley. After that we had to fight our way, but we killed none who did not fire at us first. My brother, Dull Knife, took one-half of the band and surrendered near Fort Robinson . . . They gave up their guns, and then the whites killed them all.

*North American Indians*, Chartwell Books, New Jersey, 1992, p. 105.

### Source 10.6.3



Red Cloud, the Oglala Sioux chief, led a delegation to Washington in 1870 to meet with President Grant. He was criticised by many of his people for negotiating with the government after victories over the US army. He was widely regarded as one of the most influential Native American leaders of the nineteenth century. Left to right in the photograph is Red Dog, Little Wound, the interpreter John Bridgeman, Red Cloud, American Horse and Red Shirt.

In 1851, ten thousand plains Indians, representing nine Indian nations, gathered at Fort Laramie to witness the signing of a treaty between the Indians and the US government. In the treaty, the Indians agreed that the government could have limited access to Indian territory for the construction of roads and military bases. In return, the US government promised to give Indians protection and financial assistance.

### GOLD

The white settlers discovered gold in California in 1848. It attracted thousands of new settlers seeking their fortune. In the spring of 1850, fifty thousand settlers moved through the state of Oregon on their way to California, leaving a trail of dead buffalo and cholera.

In 1859, more gold was discovered in the Colorado Mountains, near territory granted to the Arapahos and the Cheyenne. Agreements made with Indians were quickly forgotten and the US government advanced the western frontier by bringing the state of Colorado into the Union.

Fierce fighting was inevitable as treaties were broken and Native Americans were forced off their land again. The US army moved savagely against Indians who did not stay on their reservations.

In 1864, Colonel John Chivington led a regiment of 1000 men against the Cheyenne people and their Chief Black Kettle. Reports of a massacre of a Cheyenne community united the Arapahos, Comanches and Sioux. Indian attacks on settlers and mail coaches increased during the following months. The next two decades saw almost continual warfare between Europeans and Native Americans.



### Check your understanding

1. Explain why Native American communities were described as 'dependent on the United States' as early as 1831.
2. What was the Permanent Indian Frontier?
3. What was agreed to at Fort Laramie in 1851?
4. Why and how was the western frontier advanced?

### Using sources

1. How does source 10.6.1 explain the claim that Native Americans were becoming a people who were 'dependent' on government handouts?
2. Source 10.5.1 (page 300) indicates that Indians were invited to share the first Thanksgiving meal in 1621. What evidence does source 10.6.2 provide to support the claim that contact with Europeans had a disastrous effect on the Native American way of life?
3. What is the image of Native Americans conveyed in source 10.6.3? How does this image compare with the evidence provided by the previous sources in sections 10.5 and 10.6?

### Creating

Using desktop publishing software, design a poster advertising the arrival of Red Cloud's delegation to meet President Grant in Washington.

# THE GREAT WARS OF THE RESISTANCE

In 1867, the US government tried to force the plains Indians onto two large reservations in South Dakota and Oklahoma. Once again, Indian resistance was crushed and followed by the signing of treaties. The southern plains Indians made their treaty at Medicine Lodge Creek in October 1867 and six months later the northern plains Indians signed at Fort Laramie.

## BATTLE OF LITTLE BIG HORN

In the Black Hills of South Dakota, sacred home of the Sioux gods, another goldfield was discovered in 1875. Miners surged into Sioux lands. The Sioux refused the US government offer to purchase their territory and then took to the warpath in defence of the land they believed was theirs.

The Sioux chiefs Sitting Bull and Crazy Horse prepared their braves to meet the US army. The Cheyenne and Arapaho joined the Sioux in 1876. The battle that followed has become the most famous symbol of Indian resistance; it is known as the 'Battle of Little Big Horn', or 'Greasy Grass River' to the Indians. An American Civil War hero, Colonel George A. Custer, was sent ahead of the main US army to locate the rebellious Sioux. He ordered the US 7th Cavalry to attack a Sioux encampment near Little Big Horn River on 24 June 1876 but underestimated the opposition. Splitting his force into three divisions, he charged ahead, only to be met and surrounded by Crazy Horse and his warriors. Two days later, the main US army found the dead bodies of Custer and his 225 men. The Sioux had won the battle, but would soon lose the war.

### Source 10.7.1



In 1899, Edgar Paxson painted this interpretation of the Battle of Little Big Horn. Custer is shown top centre.

News of Custer's defeat increased the government's efforts to crush the plains Indian resistance. The Sioux had not given up the hope of regaining their freedom but, by the end of the year, most had been returned to the reservations.

### Source 10.7.2

Custer's 1874 autobiography expressed the common European view of 'manifest destiny', justifying the destruction of the Native American way of life.

If I were an Indian, I often think I would greatly prefer to cast my lot among those of my people who adhered to the free open plains, rather than submit to the confined limits of a reservation, there to be the recipient of the blessed benefits of civilization, with its vices thrown in without stint or measure.

Stripped of the beautiful romance with which we have been so long willing to envelop him ... We see him as he is, a 'savage' in every sense of the word ...

When the soil which he has claimed and hunted over for so long a time is demanded by this ... insatiable monster [civilization], there is no appeal; he must yield, or it will roll mercilessly over him, destroying as it advances. Destiny seems to have so willed it, and the world nods its approval.

Quoted in *The Indians*, Time-Life Books, New York, 1973, p. 217.

### Source 10.7.3

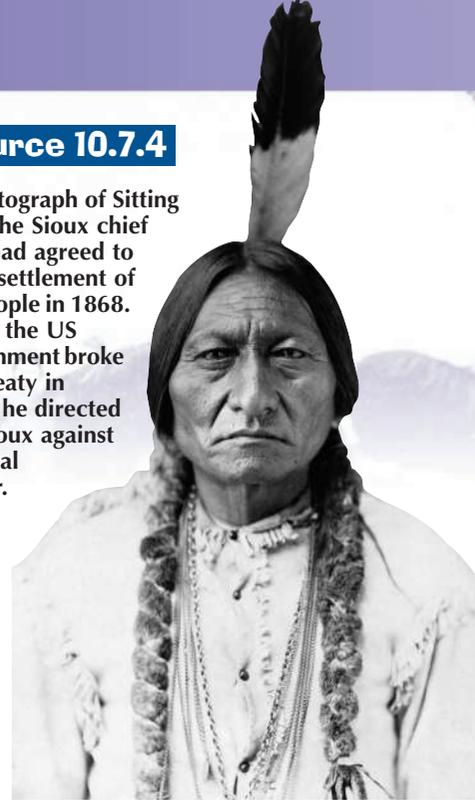


A photograph of General Custer and his chief scout, Bloody Knife. The army used the rivalry between tribes to recruit Indian scouts to track the movements of Indian forces.

West of the Rocky Mountains, Chief Joseph and the Nez Perce tribe had resisted reservation life for 14 years. In 1877, the US army caught them near the Canadian border and forced them

### Source 10.7.4

A photograph of Sitting Bull, the Sioux chief who had agreed to the resettlement of his people in 1868. When the US government broke the treaty in 1876, he directed the Sioux against General Custer.



to surrender and accept life on a reserve. In the southwest lands the Apache leader Geronimo led raids against the white settlers of Arizona and New Mexico. He surrendered to the US army in 1886 and was sent to prison in Florida with a few hundred of his fellow Apache. Geronimo spent the rest of his life away from his homeland as a prisoner of war.

## BATTLE OF WOUNDED KNEE

The most tragic sequel to the end of the Indian wars is the Battle of Wounded Knee.

A religious movement, known as the Ghost Dance, had gained a Sioux following. A Paiute medicine man called Wovoka had a vision that the old way of life could return if Indian people wore holy shirts, lived pure lives and performed the Dance of the Ghosts. The US government feared another uprising and so, in 1890, police came to the Sioux reservation to arrest Chief Sitting Bull. During the attempt to arrest him, shots were fired and he was killed.

Fear in the Sioux community prompted another Sioux chief, Big Foot, to move 350 of his people to a safer reservation. On the journey, they met part of the US 7th cavalry. The US soldiers ordered the Sioux to go to the military post at Wounded Knee Creek and surrender any weapons. When one young warrior refused, a struggle broke out resulting in panic and the massacre of over 300 Sioux men, women and children. Wounded Knee marked the end of the Indian wars.

### Source 10.7.5

Wovoka, a Paiute medicine man, describes his vision of the return of great buffalo herds and the traditional way of life.

All Indians must dance, everywhere, keep on dancing. Pretty soon in the next Spring Great Spirit come. He bring back game of every kind. All dead Indians come back and live again. When Great Spirit comes this way, then all Indians go to the mountains, high up away from whites. Whites can't hurt Indians then. Then while Indians way up high, big flood comes like water and all white people die. After that, water go away and then nobody but Indians everywhere and game all kinds thick.

Dee Brown, *Bury my Heart at Wounded Knee*, Vintage, London, 1991.

### Source 10.7.6



After the massacre at Wounded Knee, a blizzard froze the victims. The US army buried the people in a mass grave, as this photograph shows.

## A CENTURY OF DISHONOUR

In 1881, the US civil rights leader Helen Hunt Jackson published a criticism of government policy towards the Indians. Her book was called *Century of Dishonor*. It gained wide support from the community and encouraged action for Indian rights. Drawing on records from the Indian Bureau, Jackson argued that securing the west for white settlers had come at a high price.

Native Americans had been controlled and dispossessed of their land at the point of a gun.

Whole communities had been rounded up and their traditional homes destroyed. After the first wave of settlers, Christian missionaries had brought further change to Indian communities with the spread of their religion and culture. European disease and starvation took many more Indian lives. The land-hungry white settlement had pushed Native Americans onto poorer and more crowded territory. The European conquest and colonisation of North America had led to the destruction of the traditional tribal life.

### Buffalo

The fate of the buffalo is a symbol of the destruction of the traditional Indian lifestyle. The plains Indians had followed the buffalo herds and relied on them for food, shelter and clothing. European colonisation provided plains Indians with the chance to trade buffalo for guns, tobacco and whiskey. By the 1840s, traders were shipping 100 000 buffalo hides every year to the eastern states.

In the mid nineteenth century, there were still about fifty million buffalo roaming free. By the 1870s, professional hunters with long-range rifles joined the Indians in the killing of buffalo. They were mowing down three million buffalo a year. By 1883, the mighty buffalo herds of the south were extinct and in the north only two hundred buffalo were counted. The loss of the buffalo sealed the fate of traditional Native American life.

### Source 10.7.7



A photograph of forty thousand buffalo hides stacked high in Dodge City, Kansas, in 1874

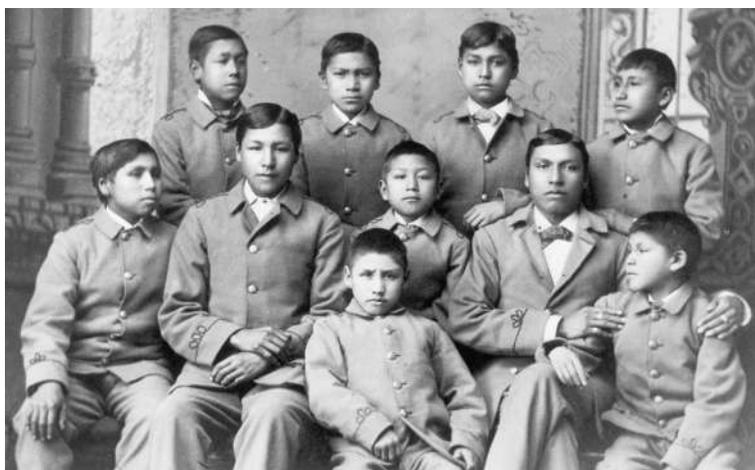
## ASSIMILATION

In the 1880s, the US government decided on new policies to encourage Indians to abandon the old traditions and **assimilate** to the American way

of life. The US government passed the Dawes Act dividing the commonly held reservation lands into individual allotments for farming. On receiving the allotment, an Indian became a US citizen but did not gain ownership of the land until it had been farmed for 25 years.

The demand for Indian land for white farmers continued, and so, in 1889, President Harrison agreed to open all Native American territory to white settlers. As the century of dishonour came to a close, the grab for more Indian land continued to weaken Indian communities. In Canada, the old Indian ways of life were also disappearing, with the exception of the Athabaskan people whose home was in the far north.

### Source 10.7.8



By the end of the nineteenth century, the US government was attempting assimilation by removing Native American children from reservations and putting them into schools. This photograph from around 1880 shows a group of Omaha boys in the Carlisle Indian School's cadet uniform.



#### Check your understanding

1. What was the significance of 'Greasy Grass River'?
2. Who was Colonel George A. Custer and what was the significance of his defeat?
3. Why are Geronimo and Chief Joseph remembered?
4. Explain why the Ghost Dance movement gained such attention.
5. It has been said that the Battle of Wounded Knee ended Native American resistance against white settlement of the west. Explain why you think this battle was considered to be of such significance.
6. What does the community support given to Helen Hunt Jackson's book indicate about attitudes to Native Americans?

7. In what way can the fate of the buffalo be linked to the story of Indian dispossession?
8. What was the Dawes Act? Suggest what the aim of the US government's new policies could have been.

#### Using sources

1. Describe how General Custer and his 'last stand' has been portrayed in source 10.7.1. Explain how reliable you think this source is as a piece of evidence about the Battle of Little Big Horn.
2. What understanding of the plight of the Indians did Custer reveal in source 10.7.2?
3. Recall the meaning of the white settler's slogan of 'manifest destiny' from page 300, which is the viewpoint that General Custer expresses in source 10.7.2. Now study the photograph in source 10.7.6 and complete the following.
  - (a) Write a brief description of the scene shown in the photograph.
  - (b) How does this photograph show a different image of the white man from the image put forward by General Custer in source 10.7.2?
  - (c) Explain in a paragraph what you think the Europeans' belief in manifest destiny meant from the Indians' point of view.
4. Custer described the Indians as savages 'in every sense of the word'. What qualities of Native American leadership are captured in the source 10.7.4 portrait of Sitting Bull?
5. The history of European conquest of land was accompanied by a cultural conquest. Using source 10.7.5, explain why you think the beliefs and symbols of indigenous communities were so often under attack by Europeans.
6. What is the image of European settlement communicated in source 10.7.7?
7. The source 10.7.8 photograph is a group of Omaha schoolboys in 1880. How does this source contradict the **stereotypical** view of Native Americans in the nineteenth century?

#### Researching and communicating

1. Create a promotional poster advertising a documentary of events from the nineteenth-century history of the white settlement of Indian lands. Decide how you will represent the past and show an awareness of the range of historical interpretations.
2. Research significant events and personalities from the history of North American contact and colonisation by going to [www.jaconline.com.au/retroactive/retroactive1](http://www.jaconline.com.au/retroactive/retroactive1) and clicking on the Native American Resources weblinks. Combine your research with other groups to create a class timeline, complete with graphics, that is a collage of images and events. Place your timeline around the classroom walls.

#### Worksheets

- 10.4 Battle cries of the Great Wars

## A NEW BEGINNING

In 1924, Congress granted US citizenship to all Native Americans. Under President Coolidge, a New Deal for Indians began in the 1930s. The Indian Reorganisation Act stopped the division of reservation land and returned it to the ownership of Native American communities. It also encouraged Indian cultural traditions and provided for a range of educational, health and employment services to enable Indians to take greater control of their communities.

After World War II, Native Americans formed the Indian National Congress and their own voices were finally heard in US politics. Indian communities then began claims for a return of native lands lost during the nineteenth century.

### REVIVAL

The Cherokee Indian homeland once covered eight states of America. When the seventeenth-century European settlers came to the New World, the Cherokee traded with the newcomers and coexisted peacefully. In 1809, a Cherokee craftsman named Sequoyah realised the importance of reading and writing. He began to develop a system of writing suitable for the Cherokee language. By 1821, his Cherokee Syllabary was complete. Within seven years the Cherokee nation had literacy levels comparable with those of the Western world and a newspaper called the *Cherokee Phoenix* was being published.

The white settlers' grab for land and the miners' lust for gold took them deep into Cherokee territory. In 1838, the Cherokee people living on their farms in Tennessee and Georgia were rounded up at gunpoint and herded west of the Mississippi River. One in four died of diseases like dysentery and measles. Only 14 000 Cherokee survived the Trail of Tears into north Oklahoma. The Cherokee nation seemed doomed.

The story of the Cherokee is one of survival. The Cherokee are now one of the largest Native American tribes of the US, with a current population of over 15 000 speakers of the Cherokee language. During the 1960s and 1970s, the Native American people used the US courts to win back land and gain compensation for the injustices of the past. The settlement made with the Cherokee nation has returned land and self-government.

Pride in traditions, skills, ceremonies and history has led the revival of Native America. The Indians of North America were victims of the European attempt to colonise the world. In 1988, the Cherokee Nation held commemorations for the 150th anniversary of the Trail of Tears and the arrival of their people in Oklahoma. They called it 'A New Beginning'.

Native Americans today have a population of about two million in a total US population of about 258 million. On the 500th anniversary of Columbus's landing, the leaders of many Indian nations gathered in front of the Capitol in Washington DC and made speeches about their history. They ended with the following words:

*We stand young warriors*

*In the circle*

*At dawn all storm clouds disappear*

*The future brings all hope and glory,*

*Ghost dancers rise*

*Five hundred years.*

### Source 10.8.1



Pow wows (Indian ceremonies accompanied by magic, feasting and dancing) and festivals are held regularly in South Dakota. They express a strong cultural identity and revival of a proud heritage in modern America.

## Source 10.8.2



Oglala Lakota Nation marchers walk through the snow on their way to Wounded Knee in 1998 to commemorate not only the 1890 battle and massacre but also the 1973 uprising of American Indian activists in the village of Wounded Knee.

## Source 10.8.3

An address to the Cherokee nation by Chief Mankiller in 1990

As we approach the twenty-first century I can't help but feel hopeful about our future. Despite everything that's happened to our people throughout history we've managed to hang on to our culture, we've managed to hang on to our sense of being Cherokee ...

When people ask where I want the Cherokee nation to be in the twenty-first century I always tell them I want to enter the twenty-first century not on anybody else's terms but on our own terms. Two hundred years from now people will gather right here in this very place and there will be a very strong Cherokee Nation.

R. Rees and S. Styles, *The Plains Indians*, Longman Group UK, London, 1993, p. 80.



### Check your understanding

1. In what year was citizenship granted to all Native Americans?
2. What was the importance of the Indian Reorganisation Act?
3. How could the history of the Native American people be regarded as a triumph?

### Using sources

Using sources 10.8.1–10.8.3, explain how Indian culture and identity is expressed in modern America.

### Researching and communicating

Sequoyah was born in 1776. Research his remarkable story by going to [www.jaconline.com.au/retroactive/retroactive1](http://www.jaconline.com.au/retroactive/retroactive1) and clicking on the Sequoyah weblink. Write and present a report on his life and the contribution he made to American culture and history.

### Worksheets

10.5 Native American crossword

# Check & Challenge

## TEST YOUR UNDERSTANDING

1. In this chapter you have studied American Indians from the following regions:

- the eastern coast and woodland
- the great plains
- the south-west.

Match the following statements with these three regions, then write down each of the statements under the relevant heading above.

- the main traders with the French
  - buffalo were central to their lives
  - lived in longhouses
  - lived in houses of mud brick
  - made drinks from the cactus plant
  - fish very important in their diet
  - lived in tepees
  - used irrigation methods to grow crops
  - used dogs as a form of transport.
2. Divide part of a page of your workbook into two columns, one headed 'English' and one 'French'. The following pairs of terms refer to differences in the English and French occupation of North America. Put the terms in each pair under the name of the colonial power to which they refer.
- Catholic/Protestant
  - traders/settlers
  - tobacco/fur
  - inland rivers/coast
3. Using information from question 2 and the text, explain why the French had better relations with the Indians than the English had.

## RESEARCH TOPICS

- Research the technology of Native American communities at the time of white contact. Examples of technology would be the umiak, kayak or birchbark canoe. Prepare illustrations, models or diagrams to communicate your research.
- Imagine you are the curator of a Gallery of Native American art. Give a guest lecture where you tell your interested classroom audience about what they would expect to see if they were to visit your beautiful gallery.
- Create journal entries covering the early years of one of the English colonies, such as Massachusetts or Pennsylvania. Begin by stating who you are and why you want to write about this period. Include your encounters with the Indians.
- Source 10.2.3 (page 293) gives one example of the beliefs of the Sioux Indians. Find other examples of indigenous American prayers, beliefs or ceremonies and share what you find with the rest of the class.

### Source 10.9.1



Map showing where Europeans settled in the New World

5. Refer to source 10.9.1 and conduct your own research into the following.
- Investigate the reasons for Dutch, Portuguese and Swedish settlements in America.
  - In what ways were they similar to or different from those established by the French, English and Spanish? Select two settlements, for example a Dutch and a French settlement, and compare them.
  - Which regions of America seemed to be preferred by European settlers and traders? Why?
  - By 1756 the English had taken control of New Sweden and New Netherland. What advantage would this give the English in a war with the French?

### Source 10.9.2

Excerpt from a speech made by the Apache Chief Delshay in 1871 and reported by Captain W. M. Netterville of the 21st Infantry

I want to make a big treaty ... I will keep my word until the stones melt ... God made the white man and God made the Apache, and the Apache has just as much right to the country as the white man. I want to make a treaty that will last, so that both can travel over the country and have no trouble.

2 November 1871, Camp McDowell, Arizona Territory

### Source 10.9.3



An 1884 photograph of Geronimo, Apache leader during wars against the US army from 1875–1885

- The history of the European settlement of North America is full of treachery and courage. In class groups research the lives of a range of personalities from this period; for example Custer, Geronimo, Vincent Colyer (a nineteenth-century advocate of justice for Native Americans). Ensure you investigate the advocates of both war and peace from the Indian and European communities. Present the findings to your class.
- The personalities you researched in question 6 witnessed the history of contact and colonisation in North America. Take on the role of journalist and interviewee. Write a list of questions you would like to ask a personality such as Geronimo, Vincent Colyer or General Custer, and interview one of your expert witnesses.
- Construct a multimedia presentation. In groups of three to five, research the history and culture of one of the Native American nations. Use [www.jaconline.com.au/retroactive/retroactive1](http://www.jaconline.com.au/retroactive/retroactive1) and click on the Resources for Indigenous Cultures weblink. This provides a valuable introduction to resources useful to the study of indigenous cultures around the world. Using a computer multimedia package such as PowerPoint, produce a report using text, sound and images.
- Compile a databank of useful websites providing up-to-date information on Native American issues and events. On a modern map detailing the states of America, mark out the territory that was once home to the Indian nations. Go to [www.jaconline.com.au/retroactive/retroactive1](http://www.jaconline.com.au/retroactive/retroactive1) and click on the United States Indian Reservations weblink. This link provides a detailed map of Reservation land. On your map you could also identify the major Native American language groups.

## CIVICS AND CITIZENSHIP

On 4 July 1776, the Americans made their Declaration of Independence. Research Thomas Jefferson and the Declaration and explain what Jefferson would have meant when he wrote 'all men are created equal'. Write a letter to the newspaper, or present a speech to the class, explaining the significance of the American Declaration of Independence in the modern world. In your response you should consider the experience of many indigenous communities, such as the Native Americans.

*Answer to question 5(c), page 295:*

A tightly wrapped corpse lies on a scaffold, away from scavengers. When it had decomposed in the dry air it was buried.

# THE CREATION OF NUNAVUT

## RETROfile

Clashes between indigenous peoples and European settlers have been common in areas of the New World. In northern Canada, violent confrontation has been much less frequent but the native population has shared some of the same concerns as American Indians and Australian Aborigines. These have involved land rights, attacks on their culture and the desire to rule themselves. The creation of Nunavut has done much to deal with these concerns.

## THE INUIT OF NORTHERN CANADA

The Canadian Constitution recognises three groups of Aboriginal people: Indians, the Metis and the Inuit. The Inuit live mainly in the lands to the north of the Arctic Circle. They were once known to outsiders as 'eskimos', but the term is no longer acceptable. The correct term is 'Inuit', a word meaning 'the people' in their own language, Inuktitut. The total Inuit population of Canada is around 25 000. Most of these live in the new territory that the Canadian government established for the Inuit people. It is known as Nunavut, meaning 'our land'.

### Contact between Inuit and Europeans

The first contact between the Inuit and Europeans came in the eighteenth century when European whaling fleets arrived in the region. By the late nineteenth century the whaling industry had begun to decline and Europeans became more interested in the fur trade.

Early European contact in the area was concerned with trade rather than the acquisition of land. This contrasts significantly with European interest in land in the indigenous territories of the United States and Australia. The reasons for the different approach were mainly to do with climate rather than any wish on the part of Europeans to respect indigenous rights. For Europeans, the frozen regions of northern Canada were not easily

accessible so the Inuit remained fairly insulated from European contact until the 1940s.

By 1950, the Canadian government had established a presence in the area. The Inuit were encouraged to live in permanent settlements and were assisted in this by various government programs in the areas of health, social services and housing. By the 1970s, the Inuit regions of Canada had new schools, medical services, air transport and telecommunications links to the rest of the world.

### Source 10.10.1



Photograph taken in 1999 of an Inuit family inside a traditional igloo in Nunavut

## SELF-DETERMINATION

Self-determination is the desire of a people to rule themselves and make their own decisions regarding their future. For centuries and in different parts of the world, Europeans treated indigenous people almost like children who could not look after themselves. Since the early 1970s, there have been moves by Aborigines in Australia, Indians in the United States and the Inuit of northern Canada to be allowed to control their own future.

The main demand of the Inuit after the 1970s was for land rights. From 1975, the Inuit have negotiated several land claims with various Canadian federal and provincial governments. The most important was the Nunavut Land Claims Agreement of 1993 which began the process of forming the territory of Nunavut.

Nunavut comprises nearly two million square kilometres. Its form of self-government is unique. Most of the population are Inuit and they are the main influence in all public government areas. The government has the same powers as any other Canadian territorial government. Nunavut has an elected legislative assembly, a cabinet and a territorial court. The Inuit are now able to control the way their culture and traditions are preserved.

## Source 10.10.2

Some features of the Nunavut Land Claim Agreement of 1993

- The Inuit have equal representation with the Canadian government regarding areas such as wildlife management, resource management and on environmental boards.
- The Inuit have the right to harvest wildlife on lands in Nunavut.
- The federal government must share royalties from oil, gas and mineral developments with the Inuit.
- The Inuit have the right to negotiate with industry for economic and social benefits from any development in non-renewable resources.
- The Inuit have the right to refuse sport and commercial development of renewable resources.



## Check your understanding

1. What issue do most indigenous people see as being of the greatest concern to their future?
2. How did European interest in northern Canada differ from European interest in Australia and inland United States?
3. What is 'self-determination'?

## Using sources

1. Read source 10.10.2. Do you think this agreement contained important gains for the Inuit people?
2. Look at the map in source 10.10.3. Why do you think it was difficult for Canadian governments to administer the northernmost parts of Canada in the past?

## Researching and communicating

1. Australian Aborigines have also sought land rights since the early 1970s. Discuss as a class the land rights achieved so far by Australian Aborigines and compare their claims with those of the Inuit.
2. Go to [www.jaconline.com.au/retroactive/retroactive1](http://www.jaconline.com.au/retroactive/retroactive1) and click on the Nunavut government weblink. Write a one-page report on the significance of gaining self-determination for the Inuit and the difficulties they still face.

## Source 10.10.3



A map showing the Territory of Nunavut