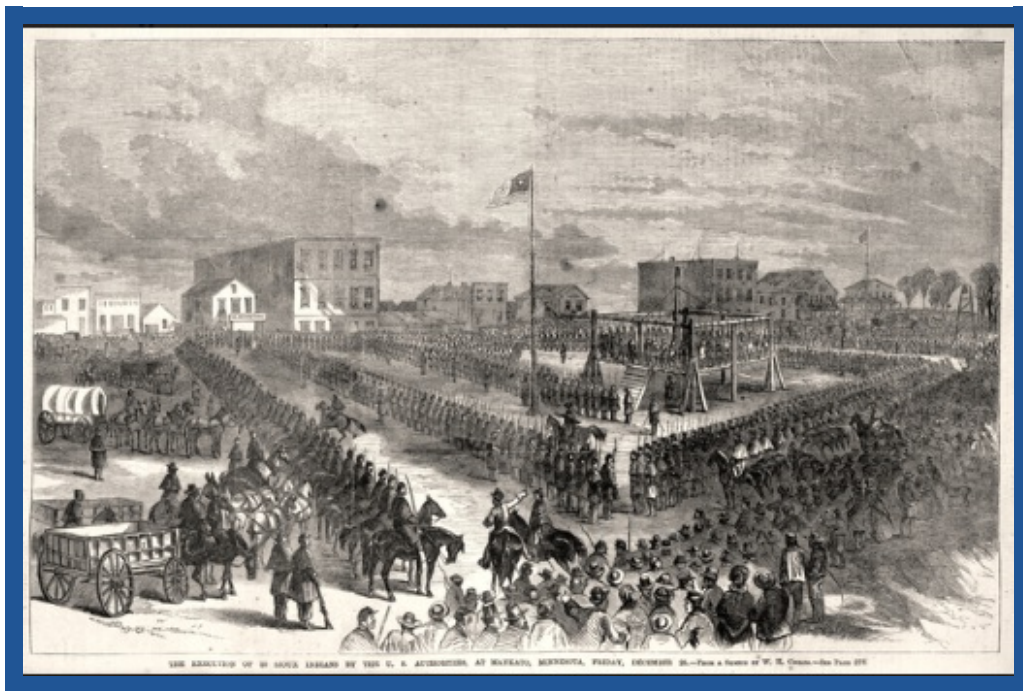


What happened to Native Americans during the Civil War?



A drawing by Michael Nowack depicting the execution of 38 Dakota men in Mankato, 1862.

Supporting Questions

1. What was this conflict and who was involved?
2. How was the war resolved?
3. How did the Dakota people's lives change after the war?

What happened to Native Americans during the Civil War?

Inquiry Standard	Nebraska SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)
Staging the Compelling Question	Discuss what comes to mind when thinking about the 1860 and the events that occurred in the United States at the time.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What was this conflict and who was involved?	How was the war resolved?	How did the Dakota people's lives change after the war?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Name the event and make a list of the causes for the conflict that are mentioned in the sources.	Explain the resolution of the war, allowing multiple points of view to shape the explanation.	On the diaspora map, highlight the new reservations and make a Venn diagram depicting how life changed for the Dakota
Featured Sources	Featured Sources	Featured Sources
Source A: US-Dakota War Video Source B: Primary Sources from the United States-Dakota War Source C: A Sioux Woman's Account of the Uprising in Minnesota	Source A: The execution of 38 Native Americans Source B: Lincoln's Execution List- 1862 Source C: US-Dakota War - Aftermath	Source A: Dakota Diaspora After 1862 Source B: Minnesota Treaty Interactive Source C: Dakota Prisoner of War Letters- Four Lightning

Summative Performance Task	ARGUMENT Construct an argument (e.g. pamphlet, presentation, debate, video, etc.) consisting of claims using evidence in response to the compelling question.
	EXTENSION Consider Lincoln's role in the immediate aftermath of the US-Dakota War. How does it align/not align with his reputation in regards to the Civil War?
Taking Informed Action	<p>UNDERSTAND Identify an issue where a group of people has a grievance against their government (e.g. Black Lives Matter, Japanese Internment Camps, School Dress Code)</p> <p>ASSESS What are the options that this group has to address the grievance against their government?</p> <p>ACTION Respond to the grievance (e.g. letter to the senator, attend an event, opinion in the local paper)</p>

Inquiry Description

The US-Dakota War, also known as the Sioux Uprising, began in August of 1862 after a series of broken agreements by the US government towards the tribes. The primary agreement, payment for lands acquired from the Dakota people, was often delayed or entirely forgotten with Union preoccupation with the Civil War. With land not suited for farming and increasingly limited hunting, the tribes were soon struggling to feed their people. Local traders grew reluctant to offer credit, and the Dakota tribes soon felt they had no other option but an armed uprising. Their attacks created a lot of fear amongst whites in the area, and they eventually turned to the federal government for reinforcements. Following surrender in late September, 303 Sioux prisoners were put on trial. On December 26, 1862, 38 of these prisoners were hanged for their crimes in the largest execution in US history. This war offers a glimpse into a larger pattern of injustice by the United States towards Native Americans, and this inquiry seeks to change the narrative to reflect the breadth of persecution faced by Native Americans.

Structure

This inquiry is structured into three supporting questions that unpack the larger compelling question, segmenting the inquiry into manageable sections for classroom planning. The questions are created to help guide inquiry into specific parts of the war from which students will benefit most to examine.

Staging the Compelling Question

Compelling
Question

What happened to Native Americans during the Civil War?

Staging the compelling question

The compelling question seeks to provoke students to recall their knowledge of the American Civil War, Abraham Lincoln, and the conflict between the Union and the Confederacy. The US-Dakota War of 1862 happened in the midst of the Civil War, beginning months after the Homestead Act was passed and ending mere days before the delivery of the Emancipation Proclamation. It is important to provoke this background knowledge to allow students to contextualize their new learning on the US-Dakota War of 1862, and how this War fits into the larger story of Native American relations with the emerging United States.

Supporting Question 1

Supporting Question	What was this conflict and who was involved?
Formative Performance Task	Name the event and make a list of the causes for the conflict that are mentioned in the sources.
Featured Sources	<ul style="list-style-type: none">• Source A: US-Dakota War Video• Source B: Primary Sources from the United States-Dakota War• Source C: A Sioux Woman's Account of the Uprising in Minnesota

The conflict originally began between Dakota people, consisting of several tribes of Native Americans, and the settlers of Minnesota. When the conflict escalated, the settlers called in the federal government for help with the uprising. The physical conflict started on August 17 of 1862, with a raid by four Dakota men of a white settlement near their lands. The Dakota people were experiencing a famine, and the US government was late on payments owed to the Dakota people. The four men stole eggs from a nearby settlement, then killed five white settlers. Note the narrative of the Sioux Woman in relation to the Native American peoples' thoughts on the conflict. From the initial encounter, the conflict escalated, resulting in white settlers fleeing from the area while the Dakota attempted to regain their lands and freedoms.

Formative Performance Task

Students will examine the sources provided by the inquiry and be able to name the causes of the conflict (e.g. flow chart, list, group discussion).

Supporting Question 1

Featured Source A

US-Dakota War Video

Excerpt

A short, three minute video from Minnesota Historical Society outlining the US-Dakota War

<https://www.youtube.com/watch?v=Y1uwsqT2Kkc>

Source:

From the Minnesota Historical Society

Learn more at www.usdakotawar.org/history/war

Supporting Question 1

Featured Source B

Primary Sources from the United States-Dakota War

Excerpt

[Primary Sources of the United States–Dakota War](#)handout

From PBS Education at <https://unctv.pbslearningmedia.org/resource/great-..>

Source:

PBS Education

<https://pbslearningmedia.org>

Supporting Question 1

Featured Source C

A Sioux Woman's Account of the Uprising in Minnesota

Excerpt

Secondary Source: Also named the Wichahpewastewin Account, this interview from 1934 describes the US-Dakota War of 1862 in which a Sioux Woman recounts her experience of the war, including a detailed story of the original outbreak of violence.

<http://www.usdakotawar.org/history/multimedia/wica..>

Source:

From the Minnesota Historical Society

Supporting Question 2

Supporting Question	How was the war resolved?
Formative Performance Task	Explain the resolution of the war, allowing multiple points of view to shape the explanation.
Featured Sources	<ul style="list-style-type: none">● Source A: The execution of 38 Native Americans● Source B: Lincoln's Execution List- 1862● Source C: US-Dakota War - Aftermath

The war was resolved by the end of September 1862, with more than 600 settlers, 100 soldiers, and 40 Dakota deaths. Over 400 Dakota were put on trial, and 303 went on to be convicted in a the first US military tribunal. Charges ranged from murder and rape to participating in violence and even holding a gun. The rapid deterioration of proceedings led to President Lincoln's invoking of the Articles of War, in which all convictions involving execution had to be approved by him. In the end, only 39 Dakotans were sentenced to death, with one execution being stayed after lobbying by white missionaries familiar with the individual. The hangings took place on December 26, 1862, a date that ceremoniously marks the end of conflict.

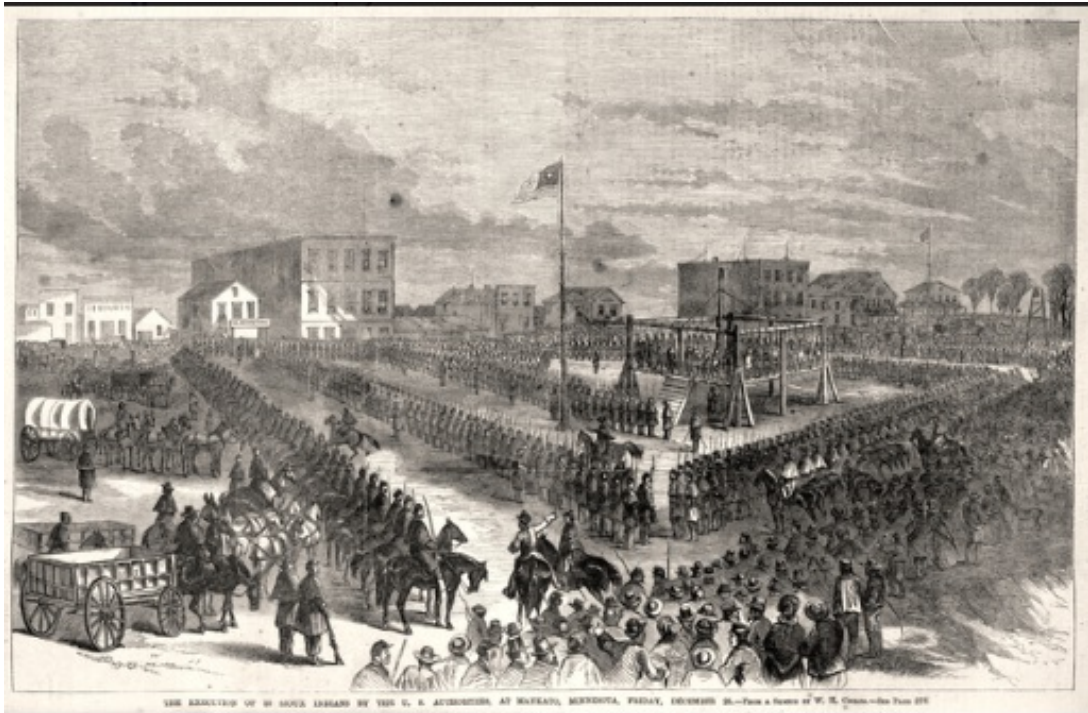
Formative Performance Task

Students will examine the sources from the inquiry and use those to shape their explanation (e.g. brochure, compare and contrast, short essay)

Supporting Question 2

Featured Source A

The execution of 38 Native Americans



A drawing by Michael Nowack depicting the execution of 38 Dakota men in Mankato, 1862.

Supporting Question 2

Featured Source B

Lincoln's Execution List- 1862

Excerpt

<http://usdakotawar.org/history/multimedia/lincolns..>

A primary source document from the Dakota War of 1862, in which President Lincoln wrote out the list of the thirty-nine Dakota Indians set to be executed for their crimes during the war.

Source:

Minnesota Historical Society

Supporting Question 2

Featured Source C

US-Dakota War - Aftermath

Excerpt

A short, two minute video from the Minnesota Historical Society outlining the aftermath of the US-Dakota War.

<https://www.youtube.com/watch?v=-sm1ITspWig>

Source:

From the Minnesota Historical Society

Learn more at www.usdakotawar.org/history/aftermath

Supporting Question 3

Supporting Question	How did the Dakota people's lives change after the war?
Formative Performance Task	On the diaspora map, highlight the new reservations and make a Venn diagram depicting how life changed for the Dakota
Featured Sources	<ul style="list-style-type: none">● Source A: Dakota Diaspora After 1862● Source B: Minnesota Treaty Interactive● Source C: Dakota Prisoner of War Letters- Four Lightning

The rest of the survivors were held in a detention camp for four years, with about a third of them dying of disease over those four years. By the time they were released, the Dakotan people had been forcibly marched out of Minnesota entirely to a variety of different camps, and the released prisoners rejoined their people in those camps.

Formative Performance Task

Students use the diaspora map to highlight the new reservations that were established after 1862, and the forcible relocation of the Dakota people to the different camps. Then, students create a Venn diagram depicting the Dakota people's lives "before and after" the US Dakota War of 1862 (e.g. everyday living conditions, access to resources, connections with others).

Supporting Question 3

Featured Source A

Dakota Diaspora After 1862



Map of the Dakota diaspora after 1862, courtesy Bob Werner.

Supporting Question 3

Featured Source B

Minnesota Treaty Interactive

Excerpt

An interactive application through the Minnesota Historical Society that depicts the change in territories by treaties between Native Americans and the state of Minnesota.

<http://usdakotawar.org/history/treaties/minnesota-..>

Source:

Resource by the Minnesota Historical Society

Supporting Question 3

Featured Source C

Dakota Prisoner of War Letters- Four Lightning

Excerpt

Davenport Iowa

Camp McClellan- May 18th 1863

Gen. H.H. Sibley

Dear Sir I will write you this letter in the Sioux Language again and will you please to excuse us for writing you so often about this matter.

General Henry H. Sibley-- All the men are together on this, and we wanted to write this letter about the news that has just come out. There's a man named "The One" we are writing about-- he's an honest and straight man, but there's one named "First Born Son," who wrote a letter to S. R. Riggs, no matter what he says, he's not truthful. These men sitting here in prison together depend on you, and now you have heard us. But there's some men who consider themselves friends of those on the outside, but the Dakota are afraid of them, we are thinking, maybe they said something bad about us, that's why we are continually writing to you. In our opinion, you shouldn't listen to those persons. There's one thing we really want and are asking for, and it's only good. Those that have gone north, we remain one body with them.

Our relatives have caused the war, but now we are experiencing great difficulty because of it. Since last summer, we have not seen our children, wives, and relatives, and we feel it's too difficult of a burden to bear. Some of our relatives [Mdewakanton] have done bad deeds, now we're defeated and suffering because of it. They have already ruined the work of the common man, for that we will probably all die. Indeed, we are alive at this time because we're not like them, but we are men. At first the white people wanted to kill all of us, but since then, they relented and have compassion on us, and we're able to move around. For that reason, if there's one thing good we can do for them, we want to do this. The white men think we should have all been killed because of what happened, but we were not, so in our opinion, we should go ahead and do it. And many of us are saying we should. There are some men imprisoned here, if allowed, two of us can go with those going north and speak to the authorities on our behalf.

Those on the outside that are going north and those going with them probably will not speak up for us, we are saying this because those on the outside will think the white people will just fool them again; or if there's no peaceful relations, then, in what manner the soldiers die, we ourselves want to die in the same way. Although the white men are not our relatives but our enemies, if we were to die with them, our name will be greatly known. Therefore, if one of us can stay alive, we can, eventually, live free like other people. Although we are alive right now, they will never like us, and for us that's too difficult to live with. We realize that whoever sees us, and no matter what we say to try and defend ourselves, the white people will think of us as dogs. We want our relatives now imprisoned at the Missouri River [Crow Creek] to remain alive. Last summer we left death behind and with no freedom to do what we wanted, we were like dead men.

The white men were maybe afraid we would try to escape, but we would never do that, because we would not leave the children behind, so you don't have to be fearful of that. If we wanted to fight the white people, we would have never come in last summer, also we consider ourselves as one body with them, because we grew up with them, so we would never fight them. We are much like them, therefore we would never fight them, instead we run to them for protection. They're the ones who fought us, causing a great difficulty for us; if there's one good thing we can do, we want to do that. You alone, General H. H. Sibley, are the Commander in the Minnesota River area and know the Dakota custom well, that's why we depend on you. We are serious about wanting peace, that's why we've written twice. We said to one another, we will soon see each other and be with those on the outside. The white men said to us, no matter what, think only about what we've said to you.

We think that's the only way we can do something good. And all the elderly common men here will sign their names.

Big Eagle		Lightning Cloud, Red Cap's Son
Iron Elk		Good Day, Red Owl's Son
Kick the Earth, Son of Cloud Man		Walks with Stone Short First Son
Scarlet Boy	Comes Home Openly	Lays Violent Hands On
Blowing Wind	White Cloud Man	Great One, Son of Walks on Pine
	Throw	
Hears the Wind		Iron Track Shooter Splits with Knife
Red Star	Crow band	
Yellow Medicine Man	Walks Among the Clouds	
	Scarlet Second Son	
	His Big Fire	
	His Sacred Nest	

The different bands-- everyone will do just as these [men] will say--

Dear Sir As a man what is your name, therefore I want to know, that's why I ask so strongly. However, lately, I want to be like the white man. My deeds or affairs were never bad, but now a bad controversy arose and I am concerned about it and suffering alongside of them. Now there's great shame for me, and I find it hard to endure. Although I live with difficulty, I would be ashamed to be like the white man. Therefore, how the Dakota live and how they die, I want to die like them, that's what I'm thinking. When you do this, if you send us a letter and tell us, you will make us happy and thankful. We are very dependent upon you here and will look forward to seeing you.

Yours Four Lightning or David Faribault Jr.

Source:

Canku, Clifford, and Michael Simon. *The Dakota Prisoner of War Letters = Dakota Kaškapi Okicize Wowapi* St. Paul, MN: Minnesota Historical Society Press, 2013.

Summative Performance Task

Compelling Question	What happened to Native Americans during the Civil War?
Argument	Construct an argument (e.g. pamphlet, presentation, debate, video, etc.) consisting of claims using evidence in response to the compelling question.
Extension	Consider Lincoln's role in the immediate aftermath of the US-Dakota War. How does it align/not align with his reputation in regards to the Civil War?

Argument

This final report seeks to allow students to organize their results and thoughts from the inquiry in a logical fashion, relying on sources provided by the inquiry with an approach that promotes multiple perspectives.

Extension

Throughout the Civil War, Lincoln was known to be quite active and involved in regards to the ability to review execution orders, granted to him by the Articles of War. He regularly pardoned people convicted of crimes or commuted their sentences. However, the execution of thirty-eight Dakotans, the largest mass execution in US history, also occurred during his presidency. How can these supposed discrepancies be reconciled?

Taking Informed Action

Understand	Identify an issue where a group of people has a grievance against their government (e.g. Black Lives Matter, Japanese Internment Camps, School Dress Code)
Assess	What are the options that this group has to address the grievance against their government?
Action	Respond to the grievance (e.g. letter to the senator, attend an event, opinion in the local paper)

It is important to make the inquiry relevant to students' lives, and this informed action seeks to demonstrate to students the position that the Native Americans found themselves in. Their needs were not being fulfilled by the overarching government, leading their people to famine. This informed action demonstrates the rights and privileges that they have now that peoples in the past haven't had.

