

Indian Education for All Units Related to Montana State Parks

Rosebud Battlefield State Park

January 2010 (revised)

Title

Understanding the Fort Laramie Treaty of 1868 and the Battle of the Rosebud 1876

Grade Level

6th – 8th (adaptable for high school)

Content Areas

Social Studies (history); Reading

Duration

Two 50-minute class periods, one preparatory homework assignment, and two homework assignments

Overview and Objectives

Rosebud Battlefield State Park is the site of the June 17, 1876, battle between the U.S. Army (with its Crow and Shoshone allies) and Lakota and Cheyenne warriors who had organized to defend their homeland from being taken or occupied by the Americans. Eight years earlier, the Fort Laramie Treaty of 1868 had reserved eastern Montana, Wyoming, and western South Dakota to the Lakota and Cheyenne as the Great Sioux Nation. (Earlier treaties had designated and reserved the portions in Montana and Wyoming as Crow territory, but in an about-face the United States had “reassessed” those treaties and taken large chunks of Crow land away.) The discovery of gold shortly thereafter in the Black Hills of South Dakota by trespassing white prospectors prompted the United States to move quickly to dispossess the tribes of their land and motivated the Lakota and Cheyenne to defend it.

In earlier encounters with trespassing whites, the Lakota Sioux had fought in brief spontaneous efforts to defend their territory by harassing small parties of squatters, stealing horses, and retreating into the hills. At the Rosebud, however, their tactics were different. The Lakota Sioux, with their Cheyenne and Arapaho allies, rallied together to defend their homeland, fighting with great intensity and in a well-organized fashion to put an end to the constant encroachment and intrusion by American settlers — which they viewed as a violation of the treaties and a failure on the part of the U.S. government to abide by its terms.

After the battle on the Rosebud, which ended in a draw, General Crook returned to his supply base near present-day Sheridan, Wyoming. Eight days later, these same Lakota, Cheyenne, and Arapaho warriors defeated Lt. Col. George A. Custer’s column (and Crow allies) at the Battle of the Little Bighorn in a monumental fight for their homeland. (The Lakota and Cheyenne refer to



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this as the Battle of the “Greasy Grass,” which was the Lakota’s geographical name for this area. “Little Big Horn” is the Crow name.) Their victory was short-lived, however, as the government retaliated with a variety of strategic tactics — such as killing off the bison on which tribes depended — in order to force the tribes across the West to give millions of acres of reserved lands and retain only fractions of their territories that had once been their own.

Today the Rosebud Battlefield site is a Montana state park, and the Little Big Horn Battlefield is a National Monument. It was not until 2003 that a monument commemorating the victorious Lakota and Cheyenne warriors — who had fought to defend their treaty rights, way of life, freedom, and their homelands — was finally dedicated at the Little Big Horn Battlefield.

In this lesson, students will learn about events leading up to the battle at the Rosebud, including learning about the tribes who fought at this battle and again at the Little Big Horn. Students will read and analyze the Fort Laramie Treaty of 1868 and will view on a map the lands it specifically reserved for tribes’ use and occupation. Students will learn that American prospectors illegally intruded into the Black Hills and will critically examine the actions of the United States in this series of incidents to determine whether or not the United States and its citizens at the time violated the Fort Laramie Treaty. Students will also read and study an account detailing the Crow perspective of the battle at the Rosebud and the events leading up to Custer’s defeat at Little Big Horn, so they can compare these tribal perspectives and the actions of the United States with regards to each tribe.

Related Curriculum and Suggestions for Incorporating this Lesson

“Two Worlds Collide 1850 – 1887,” (Chapter 7) in *Montana, Stories of the Land* by Krysl Holmes, Montana Historical Society Press, Helena, 2008.

<http://svcalt.mt.gov/education/textbook/Chapter7/Chapter7.asp> If you are already using this textbook, you can incorporate the Rosebud Battlefield State Park lesson for the “Make it Local” assignment for Chapter 7. If so, students will not need to do the preparatory homework assignment in this lesson plan, as they will already have the historical context to begin reading the Fort Laramie Treaty of 1868.

Montana Education Standards & Benchmarks

Indian Education for All Essential Understandings Regarding Montana Indians

Essential Understanding 1 There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 4 Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. Some reservations were created through treaties while others were created by statutes or executive orders. The principle that

land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Essential Understanding 5 There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. ... Much of Indian history can be related through several major federal policy periods: [*Colonization Period, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-determination*]

Essential Understanding 6 History is a story most often related through the subjective experience of the teller. ... histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Montana Content Standards

Social Studies Content Standard 2 Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Rationale: The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.

Benchmark 2.3 Students will identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments.

Benchmark 2.4 Students will analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.

Benchmark 2.6 Students will explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations....

Social Studies Content Standard 3 Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Rationale: Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.

Benchmark 3.4 Students will explain how movement patterns throughout the world ... lead to interdependence and/or conflict.

Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Rationale: Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical

understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.

Benchmark 4.1 Students will interpret the past using a variety of sources ... and evaluate the credibility of sources used.

Benchmark 4.4 Students will identify significant events and people and important democratic values ... in the major eras/civilizations of Montana, American Indian, United States and World history.

Benchmark 4.6 Students will explain how and why events [like the battle of the Little Big Horn, etc.] may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.

Benchmark 4.7 Students will summarize major issues affecting the history, culture, tribal sovereignty, and current status of American Indian tribes in Montana and the United States.

Reading Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

Rationale: Readers actively engage with text to build their own understanding ... As readers construct meaning, they interpret what they read, selecting important ideas and details.

Benchmark 1.3 Students will interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.

Benchmark 1.4 Students will demonstrate understanding of main ideas and select important supporting facts and details.

Benchmark 1.5 Students provide accurate, detailed summaries using key elements of appropriate reading material.

Materials and Resources Needed

- ✓ Maps of tribal territories and reserved tribal lands for the years 1825, 1851, 1855, and post-1876. Suggested maps: see Attachment A for Sioux Lands and Treaty Lands. Also, see the Teacher’s Guide for additional maps and how to locate them.
- ✓ Summary of events leading up to battles of 1876. (1860s-1876) (See Attachment A, which includes an excerpt from <http://www.hanksville.org/daniel/timeline2.html> and a short list of additional Montana events you will need to be familiar with.)
- ✓ Battle of the Rosebud (Attachment C)
- ✓ Transcript of the Fort Laramie Treaty of 1868 (Attachment D)
- ✓ Teaching With Documents: Lakota Sioux Treaty of 1868 – from the National Archives <https://www.archives.gov/education/lessons/sioux-treaty> (Attachment E)

- ✓ *Montana: Stories of the Land* (see full citation under “Related Curriculum” above) Read pages 124-128 (end at “Hellgate Treaty of 1855”) and pages 130-131 (section titled “1868 Fort Laramie Treaty--trying again”). Be sure to view the timeline p.124-125. <http://svcalt.mt.gov/education/textbook/Chapter7/Chapter7.asp>
- ✓ *Plenty Coups, Chief of the Crows* (original title: *American: The Story of a Great Indian*) by Frank Bird Linderman. Chapter 10. (Several editions of this book are readily available, so page numbers are not listed here.)

Activities and Procedures

Teacher Preparation It is highly recommended that the teacher become familiar with the Fort Laramie Treaties of 1851 and 1868, as well as the efforts by the United States to divest the Lakota of their lands reserved in these treaties, in particular the Black Hills. Please read Attachment E as a very brief introduction to this subject. You will also need to read the Summary of Events Leading Up to the battles of 1876 (provided, Attachment A) and be familiar with each one and, if doing the possible homework, alternative assignment for Class Period 1, you will need to create a blank (years only) timeline on butcher paper for students to fill in during Class Period 2.

Student Preparation To establish the historical context for the Fort Laramie Treaty of 1868 and to prepare students for reading this treaty, please assign as preparatory homework the reading listed above from “Montana: Stories of the Land.” If your class has already read this, they will not need to re-read it.

Class Period 1: The Fort Laramie Treaty of 1868—What it was and What it did

For this period, you will need the Introduction of the Fort Laramie treaty for each student and the teacher. Students will also need pencils and paper. During the reading and analysis of the treaty, each student should take notes for each segment of the treaty.

Introduce this lesson by reading aloud to your class Attachment E - Teaching With Documents: - Lakota Sioux Treaty of 1868 from the National Archives. (You might want to explain that in the 1980 Supreme Court case the Lakota tribes refused monetary compensation for the illegal taking of the Black Hills because they abide by their treaty which says they own the Black Hills and the Black Hills are very sacred to the Lakota.) (5-10 minutes)

Divide students into small groups. Give each group a copy of the 1868 Fort Laramie Treaty. Students should read through the treaty and analyze it article-by-article, to answer the following questions: (30-35 minutes)

WHO was included in the treaty negotiations;

WHAT language is the treaty in;

- WHAT each article in the treaty means (what does it promise or stipulate);
- WHAT did the United States and the tribes promise to do or not do;
- WHERE are the lands being reserved for the tribes in question;
- WHERE were their homelands prior to the treaty;
- WHEN was the treaty made and WHEN did it go into effect (when was it ratified);
- WHY were the various parties to the treaty involved in this treaty negotiation (or what was each party's main concern or intent. Students will have to read critically to arrive at answers to this question.)

Once the class has finished reading and examining the treaty, have a brief class discussion about cultural and linguistic differences and effects of these differences on agreements. Begin this discussion with these two questions: (5 minutes)

- HOW might language differences have complicated the treaty-making process?
- HOW might different cultural understandings of land ownership have complicated the tribes' understanding of the agreement?

For an international agreement, this treaty is a short document. Point out to the students many topics are not addressed by this treaty or answered by it, such as, "What happens if a tribe or tribal group does not sign the treaty?" Then, assign the following homework activity to help develop your student's analytical reading and critical thinking skills. Each student should think of and write at least two questions regarding the treaty (such as "Who decided how much the lands were worth?") and/or regarding what is not addressed or answered by the treaty. Questions will be discussed in Class Period 2. (This can be done in class if there is time or as a **homework** assignment.)

Possible Homework or Alternative Activity Build a timeline with your students to see what was happening between the 1860s and 1876 in this region of the West. Assign a topic from the list on Attachment A to each student to research and tell, briefly, what happened. These events are important as they establish the context of federal-tribal relations and provide an historical framework for the military conflicts in the summer of 1876. Build the timeline together in Class Period 2 — it will take about 30 minutes to do, so you will have to adjust the Class period 2 activities to make the final activity a homework assignment.

Class Period 2: Events leading up to the battles of the Rosebud and Little Big Horn.

For this class, you will need:

- ✓ Students' questions from the homework assigned in Class Period 1
- ✓ Your lecture prepared from the summary of Events (Attachment B)

- ✓ “The Battle of the Rosebud” for your students to read (Attachment C)
- ✓ Chapter 10 from *Plenty Coups, Chief of the Crows*
- ✓ The maps of tribal territories and reserved tribal lands 1825, 1851, 1855, post-1877.
- ✓ Timeline outline on butcher paper, with each year 1860 through 1876 marked (if you are doing the alternative assignment and creating a timeline with your class.)

Have students read their questions aloud to the class and briefly address each one in a class discussion format. (10-15 minutes)

Using Attachment B, lecture for about 10-15 minutes on the events of the 1860s through 1876 that lead up to the battles of the Rosebud and Little Big Horn. Be sure to mention the rapidly increasing white populations in Montana due to the Homestead Act, the Gold Rush, and discovery of gold in the Black Hills along with the massacres of tribal bands by the U.S. military, forts being built across the west, encroachment of settlers onto Indian Lands, and ongoing federal reductions to tribal land holdings. Use the maps to illustrate the shrinking reservations and the encroachment of military and settlers into reserved lands. (15 minutes)

Read “The Battle of the Rosebud” included in this lesson plan. Students can respond aloud or in writing to the questions in “Points to Ponder” which follow it. (15 minutes)

Introduce the Plenty Coups reading to your class by showing them on a map where the boundaries of the Crow reservation had been in 1825, 1855, and 1868. Point out the Crow were traditional enemies of the Lakota and Cheyenne, and had, out of strategic necessity, allied themselves with the United States. In spite of this allegiance and in spite of Crow warriors fighting with the Army, the United States divested the Crow of their treaty lands as it did other tribes. Introduce Plenty Coups, who at 28 years of age was a chief of the Mountain Crow tribe and who lived to become one of the greatest tribal leaders in American Indian history. Plenty Coups was involved in the Battle of the Rosebud. (5 minutes)

Homework Assign your students to read the selected pages in *Plenty Coups, Chief of the Crows* (Chapter X [10]). This provides a Crow perspective on these battles. Remind them that Plenty Coups is telling this story to Frank Linderman, and the chapter includes brief commentary/reflections by Linderman about Plenty Coups and his story. Students should respond in writing to the questions below regarding the Plenty Coups reading:

1. How is the Crow experience with the U.S. between 1825-1890s different from the perspective and experience of the Lakota, Cheyenne (and Arapaho) tribes? What are some similarities?
2. What details of the battle does Plenty Coups’ account offer, and what was his role in the Rosebud battle?

3. How did the U.S. military take advantage of Crow-Lakota and Crow-Cheyenne animosity?
4. How were all of the tribes involved in these events affected by the outcomes of the battles of the Rosebud and the Little Big Horn? Consider in your answer the following passage from *Plenty Coups, Chief of the Crows*, (p. 77-78) in which Plenty Coups states in 1928:

I do not know if there have been other tribes who have fought with the white man and never against them, as we have done," said Plenty Coups. "Listening, as the Chickadee listens, we saw that those who made war against the white men always failed in the end and lost their lands. Look at the Striped-Feathered-Arrows [Cheyennes]. Most of them are living where they hate the ground that holds their lodges. They cannot look at the mountains as I can or drink good water as I do every day... At, how those warriors fought! And lost all, taking whatever the white man would give. And when the hearts of the givers are filled with hate, their gifts are small.

The Cheyenne, and the Sioux who fared a little better, have always been our enemies, but I am sorry for them today. I have fought hard against them in war, with the white man more than once, and often with my own tribe before the white man came. But when I fought with the white man against them, it was not because I hated the Sioux and Cheyenne, but because I saw that this was the only way we could keep our lands.

Evaluation

Participation in and contributions to small group or class analysis of the Fort Laramie Treaty;
Contribution to class discussion; Written work; Timeline assignment (if doing it)

Additional Resources

Battle of the Rosebud: Prelude to the Little Bighorn, by Neil C. Mangum, Upton & Sons, 1996.

With Crook at the Rosebud, by J. W. Vaughn, The Stackpole Company, 1956.

Before the Little Big Horn, by Fred H. Werner, Werner Publications, 1983.

The Little Bighorn Campaign: March – September 1876, by Wayne Michael Sarf, Combined Books, Inc., 1993.

Attachment A – Summary of events leading up to the Battles of the Rosebud and the Little Big Horn. 1860s-1876: What was happening during these years?

Use the list below and the selected timeline entries on the next page to create a brief historical context for your class of the years leading up to the battles of 1876 and the (illegal) taking of the *Paha Sapa* (Black Hills) from the Lakota. Emphasize that treaties were broken by the United States, settlers were trespassing on tribal lands, tribes were fighting each other, the United States, miners, and homesteaders were moving west by the thousands, and the United States wanted to “settle the Indian question” once and for all. See the list below for topics to hit on in your lecture and the following pages for a timeline and hotlinks to some of these topics.

List of Topics to cover

Homestead Act (1862)

Bozeman Trail

Montana Gold Rush (1860-1880s) * *map of gold rush trails, p.105, Montana, Stories of the Land*

Montana Silver Boom (1875-) (begins in Butte)

Sand Creek Massacre (1864)

Red Cloud’s War (1866-1868)

Sitting Bull (Who is he)

Crazy Horse (Who is he)

General Crook (Who is he)

Fetterman Massacre (Dec 1866)

Fort Ellis (1867-1886)

Fort Laramie Treaty of 1868

Massacre on the Washita (Black Kettle killed) 1868

Camp Baker established at Fort Logan (1869)

Baker Massacre of Heavy Runner’s band (*aka* Marias River Massacre) (1870)

Executive Order of 1871 (regarding the Salish)

Executive Order of 1873 and 1874 (by President Grant, regarding Blackfeet, etc. territorial boundaries) See www.trailtribes.org/greatfalls/shrinking-reservation.htm

Discovery of Gold in Black Hills (1874) How is Custer involved?

Montana population changes 1860s-1870s

Suggested resources for student research

Montana: Stories of the Land, online or print version (if students are doing research)

Trailtribes.org online at www.trailtribes.org and <http://www.trailtribes.org/pierre/shrinking-reservation.htm> See the map of Sioux tribes' homelands mid-19th Century, circa 1868.

<http://www.hanksville.org/daniel/timeline2.html> (Timeline with hotlinks to events) See next 4 pages for a section of this timeline. This should cover nearly all of the topics above.)

Attachment B – Excerpts from Oglala Timelines, by Karen Strom, University of Massachusetts

1862 - The Homestead Act

A flood of settlers was unleashed upon the Indian lands.

August 18, 1862 - Beginning of the Sioux Uprising (or Santee War) in Minnesota

driving the Santee Sioux survivors from their homeland to the safety of the lands of their western relatives. By 1864 90% of the Santee, and many of the Teton who sheltered them were dead or in prison.

December 26, 1862 - The mass execution of 38 mostly innocent Sioux men

in Mankato, MN for crimes during the Sioux Uprising. The trials of almost every adult male, who had voluntarily surrendered to General Sibley, at a rate of up to 40 a day, were conducted under the premise of guilty until proven innocent. Originally 303 men were condemned to death. President Lincoln intervened and ordered a complete review of the records. This resulted in a reduced list of 40 to be executed. One was reprieved by the military because he had supplied testimony against many of the others. A last minute reprieve removed one more from the list. A mix-up in properly recording the names of the men and in associating the records with the proper men resulted in one man being ordered released for saving a woman's life, a day after he was hung.

November 29, 1864 - Massacre at Sand Creek

Colonel Chivington, a sometimes Methodist minister, leads a troop of volunteers and soldiers to Black Kettle's camp at Sand Creek with the sole purpose of killing peaceful Indians. They kill 105 Indian women and children and 28 men, many standing together under a U.S. and a white flag. Afterward, they mutilated the bodies horribly and wore the severed parts on their saddles and their hats. Unbelievable as it may seem, this event is still classified as a **major** Civil War battle!

April 9, 1865 - Lee surrenders to Grant at Appomattox;

Civil War ends.

April 14, 1865 - President Lincoln assassinated

Andrew Johnson becomes president.

July 1865 - General Patrick Conner organizes 3 columns of soldiers

to begin an invasion of the Powder River Basin, from the Black Hills, *Paha Sapa*, to the Big Horn Mountains. They had one order: "Attack and kill every male Indian over twelve years of age." Conner builds a fort on the Powder River. Wagon trains begin to cross the Powder River Basin on their way to the Montana gold fields.

July 24 - 26, 1865 - Battle of Platte Bridge

The Cheyennes and Lakota besiege the most northerly outpost of the U.S. army and succeed in killing all members of a platoon of cavalrymen sent out to meet a wagontrain as well as the wagon drivers and their escorts.

End of August 1865 - Battle of Tongue River

Connor's column destroys an Arapaho village, including all the winter's food supply, tents and clothes. They kill over 50 of the Arapaho villagers.

Late September 1865 - Roman Nose's Fight

The Cheyenne chief, Roman Nose, in revenge for [the Sand Creek massacre](#), led several hundred Cheyenne warriors in a siege of the Cole and Walker columns of exhausted and starving soldiers who were attempting to return to Fort Laramie. Because they were armed only with bows, lances and a few old trade guns, they were unable to overrun the soldiers, but they harass them for several days, until Connor's returning column rescued them.

October 14, 1865 - [The Southern Cheyenne chiefs sign a treaty](#)

agreeing to cede all the land they formerly claimed as their own, most of Colorado Territory, to the U.S. government. This was the desired end of the Sand Creek massacre.

October, 1865 - Connor returns to Fort Laramie

leaving 2 companies of soldiers at the fort they had constructed at the fork of the Crazy Woman Creek and the Powder River. [Red Cloud](#) and his warriors kept these men isolated and without supplies all winter. Many died of scurvy, malnutrition and pneumonia before winter's end. They were not relieved until June 28 by Col. Carrington's company.

Late Fall, 1865 - [Nine treaties signed with the Sioux](#)

Including the Brulés, Hunkpapas, Oglalas and Minneconjous. These were widely advertised as signifying the end of the Plains wars although none of the war chiefs had signed any of these treaties.

April 1, 1866 - Congress overrides President Johnson's veto

of the Civil Rights Bill, giving equal rights to all persons born in the U.S. (except Indians). The President is empowered to use the Army to enforce the law.

Late Spring 1866 - War chiefs [Red Cloud](#), Spotted Tail, Standing Elk, Dull Knife

and others come to Fort Laramie to negotiate a treaty concerning access to the Powder River Basin. Shortly after the beginning of the talks, on June 13, Col. Henry Carrington and several hundred infantry men reached Fort Laramie to build forts along the Bozeman trail. It was clear to the chiefs that the treaty was a mere formality; the road would be opened whether they agreed or not. This was the beginning of [Red Cloud's War](#).

June 13, 1866 - Fourteenth Amendment to the U.S. Constitution,

giving negroes rights of citizenship is forwarded to the states for ratification.

July 13, 1866 - Col. Carrington begins building Fort Phil Kearney

He halts his column between the forks of the Little Piney and the Big Piney Creeks, in the best hunting grounds of the Plains Indians, and pitches camp. The Cheyenne visit and decide that the camp is too strong for them to attack directly and begin plans for harassing the soldiers who leave the camp and for drawing out soldiers by using decoys. All summer they harass the soldiers and make alliances with other Plains groups, forming a coalition of Lakota, Cheyenne, Arapaho and Crow groups.

December 21, 1866 - Fetterman Massacre

Early in December the young Lakota warriors, including [Crazy Horse](#), executed an elaborate decoy maneuver to draw soldiers out of the fort. They were very successful and killed several officers and severely wounded several other soldiers. In the next weeks an ambush was carefully planned and a location for a trap was chosen. Two thousand warriors moved south and set up camp two miles north of the chosen trap location. Ten young warriors were selected from the different tribal groups represented for the most dangerous job of decoying the soldiers. These decoys performed elaborate maneuvers to lure the soldiers into the trap. When they were all inside the trap, the decoys signaled to the concealed warriors who rose up and killed all 80 of the soldiers. Nonetheless, casualties among the Indians were great because they were poorly armed to compete with the new repeating rifles of the soldiers. The Indians named this battle *The Battle of the Hundred Slain*. The whites knew it as the Fetterman Massacre because the soldiers were led by Captain Fetterman, who had boasted that he could defeat the entire Sioux Nation with a single company of cavalymen. Col. Carrington was appalled by the mutilation of the bodies they found. Had he seen the bodies of the Indians slain at Sand Creek, the condition of these bodies would have come as no surprise.

Summer, 1867 - Grand Council of 6,000 tribes at Bear Butte,

the sacred mountain of the Cheyenne, attended by [Crazy Horse](#), [Red Cloud](#), and [Sitting Bull](#), among other great leaders, pledged to end further encroachment by the whites.

Treaty of 1868 - The Army agrees to abandon the forts on the Bozeman Trail

The treaty creates the [Great Sioux Reservation](#) and agrees that the Sioux do not cede their hunting grounds in Montana and Wyoming territories. The Indians agree to become "civilized."

[George Armstrong Custer](#) established himself as a great Indian fighter by leading the **Massacre on the Washita** in Indian Territory (Oklahoma) in which [Black Kettle](#) is killed.

January 23, 1870 - The Massacre on the Marias

173 Blackfeet men, women and children were slaughtered by U.S. soldiers on the Marias River in Montana in response for the killing of Malcolm Clarke and the wounding of his son by a small party of young Blackfeet men.

1873 - [Custer](#) and the Seventh Cavalry come to the northern plains to guard the surveyors for the Northern Pacific Railroad. He has a chance encounter with [Sitting Bull](#) and [Crazy Horse](#).

1873 - The panic of 1873 is followed by the collapse of the economy.

A depression that lasts until 1877 follows.

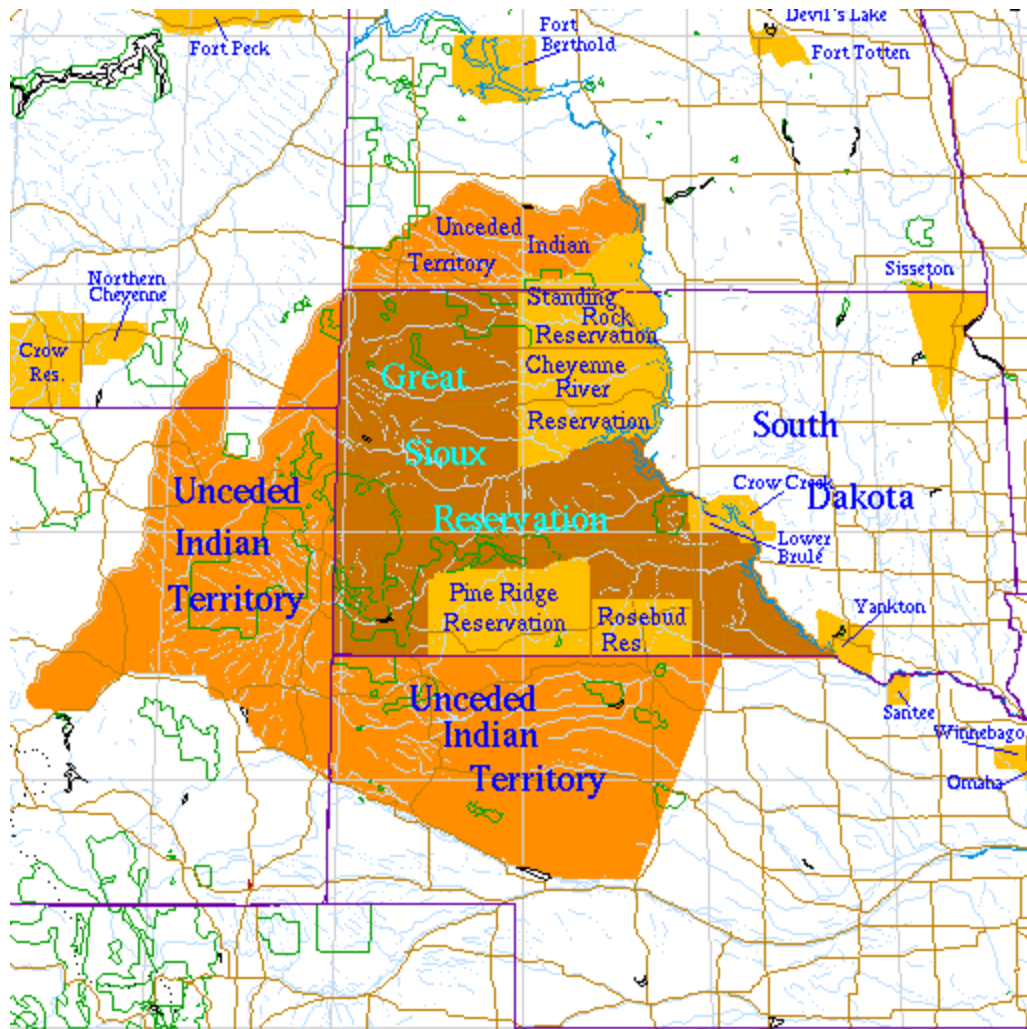
1874 - An expedition led by [Custer](#) finds gold in the Black Hills, *Paha Sapa*.

A photograph of a column of cavalry, artillery, and wagons, commanded by [Gen. George A. Custer](#), crossing the plains of Dakota Territory. By W. H. Illingworth, 1874. Black Hills expedition is available in the Gallery of the Frontier.

A photograph of a panoramic view of the camp at Hidden Wood Creek. By Illingworth, 1874, during Custer's Black Hills expedition.

A photograph of "Our First Grizzly, killed by Gen. Custer and Col. Ludlow." By Illingworth, 1874, during Black Hills expedition.

A photograph of a hunting and camping party of Custer (standing in center) and invited guests. Fort A. Lincoln on the Little Heart River, Dak. Terr., 1875.



1875 - The U.S. government attempts to purchase *Paha Sapa* and fails.

1876 - The U.S. government issues an ultimatum that all Sioux who are not on the Great Sioux Reservation by January 31 will be considered *hostile*. The winter is bitter and most Sioux do not even hear of the ultimatum until after the deadline.

March 17, 1876 - [General George Crook](#)'s advance column attacks a Sioux/Cheyenne camp on the Powder River. The people were driven from their lodges and many were killed. The lodges and all the winter supplies were burned and the horse herd captured. That night, the warriors recaptured the horse herd. The people then sought refuge in [Crazy Horse](#)'s camp a few miles away.
A photograph of cinching and loading pack mule with flour during starvation march of [Gen. George Crook](#)'s expedition into the Black Hills. By S. J. Morrow, 1876.

A photograph of a horse drawn stretcher carrying a wounded man from the Battle of Slim Buttes, Dak. Terr. By Morrow, 1876.

A photograph of Valentine T. McGillicuddy, surgeon and topographer on hunger march with General Crook's expedition to the Black Hills, Dak. Terr., 1876.

A photograph of Gen. Crook's headquarters in the field at Whitewood [Dak. Terr.]. On starvation march 1876." Close up of a camp scene shows tents improvised from wagon frames during the Black Hills expedition.

Spring 1876 - [Sitting Bull](#) organizes the greatest gathering of Indians on the northern plains.

June 17, 1876 - In the Battle of the Rosebud, [General Crook](#) is forced to retire from the "pincers" campaign.

June 25, 1876 - [The Battle of the Little Bighorn](#),

where General George Armstrong Custer and 210 men under his command are killed. The news reaches the east for the Independence Day Centennial celebrations.

A photograph of the scene of Gen. Custer's last stand, looking in the direction of the ford and the Indian village." A pile of bones on the Little Big Horn battlefield is all that remains ca. 1877.

October 1876 - [Colonel Nelson "Bear Coat" Miles](#)

arrived on the Yellowstone River to take command of the campaign against the northern plains Indians. The Manypenny Commission demands that the Sioux give up *Paha Sapa* or starve. Having no choice, [Red Cloud](#), Spotted Tail and the other reservation chiefs signed over Paha Sapa.

{Note: Paha Sapa = Black Hills}

Since this lesson was written, many of the links to the National Archives photos listed above have changed and have been removed.

Attachment C – The Battle of the Rosebud

(Description below comes from <http://www.u-s-history.com/pages/h1382.html>)

Given the number of combatants, the Battle of the Rosebud was one of the largest



Battle of the Rosebud Site in Big Horn County, Montana.

confrontations waged in the Indian Wars.

In the spring of 1876, the [U.S. Army](#) took to the field against the Lakota (Lakota Sioux) and Cheyenne. The tribes had not met an ultimatum to return to the reservations in the Dakotas and Nebraska after U.S. negotiations to acquire the sacred Black Hills had failed in the fall of 1875.

Brigadier General George Crook moved 1,050 soldiers and 260 Crow and Shoshone scouts north into the Rosebud Valley, Montana Territory, after his scouts reported a significant concentration of Lakota and Cheyenne there. Crook's column represented one of three tactical columns placed in the field in the summer to ferret out the natives.

On June 17, a roughly equal number of warriors led by Crazy Horse assaulted Crook's force along Rosebud Creek. The confused battle over uneven ground separated into three pitched skirmishes. There were numerous brave acts on both sides, including a Cheyenne girl who rescued her brother after his horse had been shot out from under him.*

After six hours and much lead shot, the Lakotas and Cheyennes called off the fight; the braves had fought Crook's men to a standstill. Crook's force suffered 10 killed and 21 wounded and the warriors sustained similar casualties. Crook claimed the day because he believed he had driven the Indians from the field, but his claim was empty. The fight was at most a stalemate, and Crook's badly hit column withdrew to its base camp on Goose Creek near present-day Sheridan, Wyoming. As a result of the battle, one of the three Army columns converging on the Indians was effectively incapacitated and taken out of the campaign for two months.

* *Thereafter, the Cheyenne referred to the battle as "Where the Girl Saved Her Brother."*

* **Points to Ponder and "Critical Thinking" Questions:**

The Battle of the Little Big Horn was fought just thirty miles away from the Rosebud Battlefield eight days later by some of the same Indian combatants. Have student write responses to the following questions:

(1) What was the purpose of the U.S. military actions against the Lakota and Cheyenne in 1876? (2) Why was the U.S. trying to obtain the Black Hills from the Lakota and Cheyenne? (3) Why did the Lakota and Cheyenne refuse to give up the Black Hills and refuse to be relocated to other tribal lands? (4) Speculate on how Crook’s actions might have affected the battle at the Little Big Horn. (5) Tribes were called “defiant” or “hostile” when they defended their lands and treaties (but the U.S. was not, even when it violated those treaties). Whose perspectives do these words reveal, and how are they a biased inaccurate description of the tribes and their actions?

Attachment D – Transcript of Treaty of Fort Laramie (1868)

ARTICLES OF A TREATY MADE AND CONCLUDED BY AND BETWEEN

Lieutenant General William T. Sherman, General William S. Harney, General Alfred H. Terry, General O. O. Augur, J. B. Henderson, Nathaniel G. Taylor, John G. Sanborn, and Samuel F. Tappan, duly appointed commissioners on the part of the United States, and the different bands of the Lakota Sioux Nation of Indians, by their chiefs and headmen, whose names are hereto subscribed, they being duly authorized to act in the premises.

ARTICLE I.

From this day forward all war between the parties to this agreement shall forever cease. The government of the United States desires peace, and its honor is hereby pledged to keep it. The Indians desire peace and they now pledge their honor to maintain it.

If bad men among the whites, or among other people subject to the authority of the United States, shall commit any wrong upon the person or property of the Indians, the United States will, upon proof made to the agent, and forwarded to the Commissioner of Indian Affairs at Washington city, proceed at once to cause the offender to be arrested and punished according to the laws of the United States, and also reimburse the injured person for the loss sustained. If bad men among the Indians shall commit a wrong or depredation upon the person or property of any one, white, black, or Indian, subject to the authority of the United States, and at peace therewith, the Indians herein named solemnly agree that they will, upon proof made to their agent, and notice by him, deliver up the wrongdoer to the United States, to be tried and punished according to its laws, and, in case they willfully refuse so to do, the person injured shall be reimbursed for his loss from the annuities, or other moneys due or to become due to them under this or other treaties made with the United States; and the President, on advising with the Commissioner of Indian Affairs, shall prescribe such rules and regulations for ascertaining damages under the provisions of this article as in his judgment may be proper, but no one sustaining loss while violating the provisions of this treaty, or the laws of the United States, shall be reimbursed therefore.

ARTICLE II.

The United States agrees that the following district of country, to wit, viz: commencing on the east bank of the Missouri river where the 46th parallel of north latitude crosses the same, thence along low-water mark down said east bank to a point opposite where the northern line of the State of Nebraska strikes the river, thence west across said river, and along the northern line of Nebraska to the 104th degree of longitude west from Greenwich, thence north on said meridian to a point where the 46th parallel of north latitude intercepts the same, thence due east along said parallel to the place of beginning; and in addition thereto, all existing reservations of the east bank of said river, shall be and the same is, set apart for the absolute and undisturbed use and occupation of the Indians herein named, and for such other friendly tribes or individual Indians as from time to time they may be willing, with the consent of the United States, to admit amongst them; and the United States now solemnly agrees that no

persons, except those herein designated and authorized so to do, and except such officers, agents, and employees of the government as may be authorized to enter upon Indian reservations in discharge of duties enjoined by law, shall ever be permitted to pass over, settle upon, or reside in the territory described in this article, or in such territory as may be added to this reservation for the use of said Indians, and henceforth they will and do hereby relinquish all claims or right in and to any portion of the United States or Territories, except such as is embraced within the limits aforesaid, and except as hereinafter provided.

ARTICLE III.

If it should appear from actual survey or other satisfactory examination of said tract of land that it contains less than 160 acres of tillable land for each person who, at the time, may be authorized to reside on it under the provisions of this treaty, and a very considerable number of such persons shall be disposed to commence cultivating the soil as farmers, the United States agrees to set apart, for the use of said Indians, as herein provided, such additional quantity of arable land, adjoining to said reservation, or as near to the same as it can be obtained, as may be required to provide the necessary amount.

ARTICLE IV.

The United States agrees, at its own proper expense, to construct, at some place on the Missouri river, near the centre of said reservation where timber and water may be convenient, the following buildings, to wit, a warehouse, a store-room for the use of the agent in storing goods belonging to the Indians, to cost not less than \$2,500; an agency building, for the residence of the agent, to cost not exceeding \$3,000; a residence for the physician, to cost not more than \$3,000; and five other buildings, for a carpenter, farmer, blacksmith, miller, and engineer-each to cost not exceeding \$2,000; also, a school-house, or mission building, so soon as a sufficient number of children can be induced by the agent to attend school, which shall not cost exceeding \$5,000.

The United States agrees further to cause to be erected on said reservation, near the other buildings herein authorized, a good steam circular saw-mill, with a grist-mill and shingle machine attached to the same, to cost not exceeding \$8,000.

ARTICLE V.

The United States agrees that the agent for said Indians shall in the future make his home at the agency building; that he shall reside among them, and keep an office open at all times for the purpose of prompt and diligent inquiry into such matters of complaint by and against the Indians as may be presented for investigation under the provisions of their treaty stipulations, as also for the faithful discharge of other duties enjoined on him by law. In all cases of depredation on person or property he shall cause the evidence to be taken in writing and forwarded, together with his findings, to the Commissioner of Indian Affairs, whose decision, subject to the revision of the Secretary of the Interior, shall be binding on the parties to this treaty.

ARTICLE VI.

If any individual belonging to said tribes of Indians, or legally incorporated with them, being the head of a family, shall desire to commence farming, he shall have the privilege to select, in the presence and with the assistance of the agent then in charge, a tract of land within said reservation, not exceeding three hundred and twenty acres in extent, which tract, when so selected, certified, and recorded in the "Land Book" as herein directed, shall cease to be held in common, but the same may be occupied and held in the exclusive possession of the person selecting it, and of his family, so long as he or they may continue to cultivate it.

Any person over eighteen years of age, not being the head of a family, may in like manner select and cause to be certified to him or her, for purposes of cultivation, a quantity of land, not exceeding eighty acres in extent, and thereupon be entitled to the exclusive possession of the same as above directed.

For each tract of land so selected a certificate, containing a description thereof and the name of the person selecting it, with a certificate endorsed thereon that the same has been recorded, shall be delivered to the party entitled to it, by the agent, after the same shall have been recorded by him in a book to be kept in his office, subject to inspection, which said book shall be known as the "Lakota Sioux Land Book."

The President may, at any time, order a survey of the reservation, and, when so surveyed, Congress shall provide for protecting the rights of said settlers in their improvements, and may fix the character of the title held by each. The United States may pass such laws on the subject of alienation and descent of property between the Indians and their descendants as may be thought proper. And it is further stipulated that any male Indians over eighteen years of age, of any band or tribe that is or shall hereafter become a party to this treaty, who now is or who shall hereafter become a resident or occupant of any reservation or territory not included in the tract of country designated and described in this treaty for the permanent home of the Indians, which is not mineral land, nor reserved by the United States for special purposes other than Indian occupation, and who shall have made improvements thereon of the value of two hundred dollars or more, and continuously occupied the same as a homestead for the term of three years, shall be entitled to receive from the United States a patent for one hundred and sixty acres of land including his said improvements, the same to be in the form of the legal subdivisions of the surveys of the public lands. Upon application in writing, sustained by the proof of two disinterested witnesses, made to the register of the local land office when the land sought to be entered is within a land district, and when the tract sought to be entered is not in any land district, then upon said application and proof being made to the Commissioner of the General Land Office, and the right of such Indian or Indians to enter such tract or tracts of land shall accrue and be perfect from the date of his first improvements thereon, and shall continue as long as he continues his residence and improvements and no longer. And any Indian or Indians receiving a patent for land under the foregoing provisions shall thereby and from thenceforth become and be a citizen of the United States and be entitled to all the privileges

and immunities of such citizens, and shall, at the same time, retain all his rights to benefits accruing to Indians under this treaty.

ARTICLE VII.

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially of such of them as are or may be settled on said agricultural reservations, and they, therefore, pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school, and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that for every thirty children between said ages, who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians and faithfully discharge his or her duties as a teacher. The provisions of this article are to continue for not less than twenty years.

ARTICLE VIII.

When the head of a family or lodge shall have selected lands and received his certificate as above directed, and the agent shall be satisfied that he intends in good faith to commence cultivating the soil for a living, he shall be entitled to receive seeds and agricultural implements for the first year, not exceeding in value one hundred dollars, and for each succeeding year he shall continue to farm, for a period of three years more, he shall be entitled to receive seeds and implements as aforesaid, not exceeding in value twenty-five dollars. And it is further stipulated that such persons as commence farming shall receive instruction from the farmer herein provided for, and whenever more than one hundred persons shall enter upon the cultivation of the soil, a second blacksmith shall be provided, with such iron, steel, and other material as may be needed.

ARTICLE IX.

At any time after ten years from the making of this treaty, the United States shall have the privilege of withdrawing the physician, farmer, blacksmith, carpenter, engineer, and miller herein provided for, but in case of such withdrawal, an additional sum thereafter of ten thousand dollars per annum shall be devoted to the education of said Indians, and the Commissioner of Indian Affairs shall, upon careful inquiry into their condition, make such rules and regulations for the expenditure of said sums as will best promote the education and moral improvement of said tribes.

ARTICLE X.

In lieu of all sums of money or other annuities provided to be paid to the Indians herein named under any treaty or treaties heretofore made, the United States agrees to deliver at the agency house on the reservation herein named, on or before the first day of August of each year, for thirty years, the following articles, to wit:

For each male person over 14 years of age, a suit of good substantial woolen clothing, consisting of coat, pantaloons, flannel shirt, hat, and a pair of home-made socks.

For each female over 12 years of age, a flannel shirt, or the goods necessary to make it, a pair of woolen hose, 12 yards of calico, and 12 yards of cotton domestics.

For the boys and girls under the ages named such flannel and cotton goods as may be needed to make each a suit as aforesaid, together with a pair of woolen hose for each.

And in order that the Commissioner of Indian Affairs may be able to estimate properly for the articles herein named, it shall be the duty of the agent each year to forward to him a full and exact census of the Indians, on which the estimate from year to year can be based.

And in addition to the clothing herein named, the sum of \$10 for each person entitled to the beneficial effects of this treaty shall be annually appropriated for a period of 30 years, while such persons roam and hunt, and \$20 for each person who engages in farming, to be used by the Secretary of the Interior in the purchase of such articles as from time to time the condition and necessities of the Indians may indicate to be proper. And if within the 30 years, at any time, it shall appear that the amount of money needed for clothing, under this article, can be appropriated to better uses for the Indians named herein, Congress may, by law, change the appropriation to other purposes, but in no event shall the amount of the appropriation be withdrawn or discontinued for the period named. And the President shall annually detail an officer of the army to be present and attest the delivery of all the goods herein named, to the Indians, and he shall inspect and report on the quantity and quality of the goods and the manner of their delivery. And it is hereby expressly stipulated that each Indian over the age of four years, who shall have removed to and settled permanently upon said reservation, one pound of meat and one pound of flour per day, provided the Indians cannot furnish their own subsistence at an earlier date. And it is further stipulated that the United States will furnish and deliver to each lodge of Indians or family of persons legally incorporated with them, who shall remove to the reservation herein described and commence farming, one good American cow, and one good well-broken pair of American oxen within 60 days after such lodge or family shall have so settled upon said **reservation**.

ARTICLE XI.

In consideration of the advantages and benefits conferred by this treaty and the many pledges of friendship by the United States, the tribes who are parties to this agreement hereby stipulate that they will relinquish all right to occupy permanently the territory outside their reservations as herein defined, but yet reserve the right to hunt on any lands north of North Platte, and on the Republican Fork of the Smoky Hill river, so long as the buffalo may range thereon in such numbers as to justify the chase. And they, the said Indians, further expressly agree:

1st. That they will withdraw all opposition to the construction of the railroads now being built on the plains.

2d. That they will permit the peaceful construction of any railroad not passing over their reservation as herein defined.

3d. That they will not attack any persons at home, or traveling, nor molest or disturb any wagon trains, coaches, mules, or cattle belonging to the people of the United States, or to persons friendly therewith.

4th. They will never capture, or carry off from the settlements, white women or children.

5th. They will never kill or scalp white men, nor attempt to do them harm.

6th. They withdraw all pretence of opposition to the construction of the railroad now being built along the Platte river and westward to the Pacific ocean, and they will not in future object to the construction of railroads, wagon roads, mail stations, or other works of utility or necessity, which may be ordered or permitted by the laws of the United States. But should such roads or other works be constructed on the lands of their reservation, the government will pay the tribe whatever amount of damage may be assessed by three disinterested commissioners to be appointed by the President for that purpose, one of the said commissioners to be a chief or headman of the tribe.

7th. They agree to withdraw all opposition to the military posts or roads now established south of the North Platte river, or that may be established, not in violation of treaties heretofore made or hereafter to be made with any of the Indian tribes.

ARTICLE XII.

No treaty for the cession of any portion or part of the reservation herein described which may be held in common, shall be of any validity or force as against the said Indians unless executed and signed by at least three-fourths of all the adult male Indians occupying or interested in the same, and no cession by the tribe shall be understood or construed in such manner as to deprive, without his consent, any individual member of the tribe of his rights to any tract of land selected by him as provided in Article VI of this treaty.

ARTICLE XIII.

The United States hereby agrees to furnish annually to the Indians the physician, teachers, carpenter, miller, engineer, farmer, and blacksmiths, as herein contemplated, and that such appropriations shall be made from time to time, on the estimate of the Secretary of the Interior, as will be sufficient to employ such persons.

ARTICLE XIV.

It is agreed that the sum of five hundred dollars annually for three years from date shall be expended in presents to the ten persons of said tribe who in the judgment of the agent may grow the most valuable crops for the respective year.

ARTICLE XV.

The Indians herein named agree that when the agency house and other buildings shall be constructed on the reservation named, they will regard said reservation their permanent home, and they will make no permanent settlement elsewhere; but they shall have the right, subject to the conditions and modifications of this treaty, to hunt, as stipulated in Article XI hereof.

ARTICLE XVI.

The United States hereby agrees and stipulates that the country north of the North Platte river and east of the summits of the Big Horn mountains shall be held and considered to be unceded Indian territory, and also stipulates and agrees that no white person or persons shall be permitted to settle upon or occupy any portion of the same; or without the consent of the Indians, first had and obtained, to pass through the same; and it is further agreed by the United States, that within ninety days after the conclusion of peace with all the bands of the Lakota Sioux nation, the military posts now established in the territory in this article named shall be abandoned, and that the road leading to them and by them to the settlements in the Territory of Montana shall be closed.

ARTICLE XVII.

It is hereby expressly understood and agreed by and between the respective parties to this treaty that the execution of this treaty and its ratification by the United States Senate shall have the effect, and shall be construed as abrogating and annulling all treaties and agreements heretofore entered into between the respective parties hereto, so far as such treaties and agreements obligate the United States to furnish and provide money, clothing, or other articles of property to such Indians and bands of Indians as become parties to this treaty, but no further.

In testimony of all which, we, the said commissioners, and we, the chiefs and headmen of the Brule band of the Lakota Sioux nation, have hereunto set our hands and seals at Fort Laramie, Dakota Territory, this twenty-ninth day of April, in the year one thousand eight hundred and sixty-eight.

N. G. TAYLOR,
W. T. SHERMAN,
Lieutenant General
WM. S. HARNEY,
Brevet Major General U.S.A.
JOHN B. SANBORN,
S. F. TAPPAN,
C. C. AUGUR,
Brevet Major General
ALFRED H. TERRY,
Brevet Major General U.S.A.
Attest: A. S. H. WHITE, Secretary.

Executed on the part of the Brule band of Lakota Sioux by the chiefs and headman whose names are hereto annexed, they being thereunto duly authorized, at Fort Laramie, D. T., the twenty-ninth day of April, in the year A. D. 1868:

MA-ZA-PON-KASKA, his X mark, Iron Shell.
WAH-PAT-SHAH, his X mark, Red Leaf.
HAH-SAH-PAH, his X mark, Black Horn.
ZIN-TAH-GAH-LAT-WAH, his X mark, Spotted Tail.
ZIN-TAH-GKAH, his X mark, White Tail.
ME-WAH-TAH-NE-HO-SKAH, his X mark, Tall Man.
SHE-CHA-CHAT-KAH, his X mark, Bad Left Hand.
NO-MAH-NO-PAH, his X mark, Two and Two.
TAH-TONKA-SKAH, his X mark, White Bull.
CON-RA-WASHTA, his X mark, Pretty Coon.
HA-CAH-CAH-SHE-CHAH, his X mark, Bad Elk.
WA-HA-KA-ZAH-ISH-TAH, his X mark, Eye Lance.
MA-TO-HA-KE-TAH, his X mark, Bear that looks behind.
BELLA-TONKA-TONKA, his X mark, Big Partisan.
MAH-TO-HO-HONKA, his X mark, Swift Bear.
TO-WIS-NE, his X mark, Cold Place.
ISH-TAH-SKAH, his X mark, White Eye.
MA-TA-LOO-ZAH, his X mark, Fast Bear.
AS-HAH-HAH-NAH-SHE, his X mark, Standing Elk.
CAN-TE-TE-KI-YA, his X mark, The Brave Heart.
SHUNKA-SHATON, his X mark, Day Hawk.
TATANKA-WAKON, his X mark, Sacred Bull.
MAPIA SHATON, his X mark, Hawk Cloud.
MA-SHA-A-OW, his X mark, Stands and Comes.
SHON-KA-TON-KA, his X mark, Big Dog.

Attest:

ASHTON S. H. WHITE, Secretary of Commission.
GEORGE B. WITHS, Phonographer to Commission.
GEO. H. HOLTZMAN.
JOHN D. HOWLAND.
JAMES C. O'CONNOR.
CHAR. E. GUERN, Interpreter.
LEON T. PALLARDY, Interpreter.
NICHOLAS JANIS, Interpreter.

Executed on the part of the Ogallalla band of Lakota Sioux by the chiefs and headmen whose names are hereto subscribed, they being thereunto duly authorized, at Fort Laramie, the 25th day of May, in the year A. D. 1868:

TAH-SHUN-KA-CO-QUI-PAH, his mark, Man-afraid-of-his-horses.
SHA-TON-SKAH, his X mark, White Hawk.
SHA-TON-SAPAH, his X mark, Black Hawk.
EGA-MON-TON-KA-SAPAH, his X mark, Black Tiger
OH-WAH-SHE-CHA, his X mark, Bad Wound.
PAH-GEE, his X mark, Grass.

WAH-NON SAH-CHE-GEH, his X mark, Ghost Heart.
COMECH, his X mark, Crow.
OH-HE-TE-KAH, his X mark, The Brave.
TAH-TON-KAH-HE-YO-TA-KAH, his X mark, Sitting Bull.
SHON-KA-OH-WAH-MEN-YE, his X mark, Whirlwind Dog.
HA-KAH-KAH-TAH-MIECH, his X mark, Poor Elk.
WAM-BU-LEE-WAH-KON, his X mark, Medicine Eagle.
CHON-GAH-MA-HE-TO-HANS-KA, his X mark, High Wolf.
WAH-SECHUN-TA-SHUN-KAH, his X mark, American Horse.
MAH-KAH-MAH-HA-MAK-NEAR, his X mark, Man that walks under the ground.
MAH-TO-TOW-PAH, his X mark, Four Bears.
MA-TO-WEE-SHA-KTA, his X mark, One that kills the bear.
OH-TAH-KEE-TOKA-WEE-CHAKTA, his X mark, One that kills in a hard place.
TAH-TON-KAH-TA-MIECH, his X mark, The Poor Bull.
OH-HUNS-EE-GA-NON-SKEN, his X mark, Mad Shade.
SHAH-TON-OH-NAH-OM-MINNE-NE-OH-MINNE, his X mark, Whirling hawk.
MAH-TO-CHUN-KA-OH, his X mark, Bear's Back.
CHE-TON-WEE-KOH, his X mark, Fool Hawk.
WAH-HOH-KE-ZA-AH-HAH, his X mark,
EH-TON-KAH, his X mark, Big Mouth.
MA-PAH-CHE-TAH, his X mark, Bad Hand.
WAH-KE-YUN-SHAH, his X mark, Red Thunder.
WAK-SAH, his X mark, One that Cuts Off.
CHAH-NOM-QUI-YAH, his X mark, One that Presents the Pipe.
WAH-KE-KE-YAN-PUH-TAH, his X mark, Fire Thunder.
MAH-TO-NONK-PAH-ZE, his X mark, Bear with Yellow Ears.
CON-REE-TEH-KA, his X mark, The Little Crow.
HE-HUP-PAH-TOH, his X mark, The Blue War Club.
SHON-KEE-TOH, his X mark, The Blue Horse.
WAM-BALLA-OH-CONQUO, his X mark, Quick Eagle.
TA-TONKA-SUPPA, his X mark, Black Bull.
MOH-TOH-HA-SHE-NA, his X mark, The Bear Hide.

Attest:

S. E. WARD.
JAS. C. O'CONNOR.
J. M. SHERWOOD.
W. C. SLICER.
SAM DEON.
H. M. MATHEWS.
JOSEPH BISS
NICHOLAS JANIS, Interpreter.
LEFROY JOTT, Interpreter.
ANTOINE JANIS, Interpreter.

Executed on the part of the Minneconjou band of Lakota Sioux by the chiefs and headmen whose names are hereunto subscribed, they being thereunto duly authorized:

HEH-WON-GE-CHAT, his X mark, One Horn.
OH-PON-AH-TAH-E-MANNE, his X mark, The Elk that Bellows Walking.
HEH-HO-LAH-ZEH-CHA-SKAH, his X mark, Young White Bull.

WAH-CHAH-CHUM-KAH-COH-KEEPAH, his X mark, One that is Afraid of Shield.
HE-HON-NE-SHAKTA, his X mark, The Old Owl.
MOC-PE-A-TOH, his X mark, Blue Cloud.
OH-PONG-GE-LE-SKAH, his X mark, Spotted Elk.
TAH-TONK-KA-HON-KE-SCHUE, his X mark, Slow bull.
SHONK-A-NEE-SHAH-SHAH-ATAH-PE, his X mark, The Dog Chief.
MA-TO-TAH-TA-TONK-KA, his X mark, Bull Bear.
WOM-BEH-LE-TON-KAH, his X mark, The Big Eagle.
MATOH, EH-SCHNE-LAH, his X mark, The Lone Bear.
MA-TOH-OH-HE-TO-KEH, his X mark, The Brave Bear.
EH-CHE-MA-KEH, his X mark, The Runner.
TI-KI-YA, his X mark, The Hard.
HE-MA-ZA, his X mark, Iron Horn.

Attest:

JAS. C O'CONNOR,
WM. D. BROWN,
NICHOLAS JANIS,
ANTOINE JANIS,
Interpreters.

Executed on the part of the Yanctonais band of Lakota Sioux by the chiefs and headmen whose names are hereto subscribed, they being thereunto duly authorized:

MAH-TO-NON-PAH, his X mark, Two Bears.
MA-TO-HNA-SKIN-YA, his X mark, Mad Bear.
HE-O-PU-ZA, his X mark, Louzy.
AH-KE-CHE-TAH-CHE-KA-DAN, his X mark, Little Soldier.
MAH-TO-E-TAN-CHAN, his X mark, Chief Bear.
CU-WI-TO-WIA, his X mark, Rotten Stomach.
SKUN-KA-WE-TKO, his X mark, Fool Dog.
ISH-TA-SAP-PAH, his X mark, Black Eye.
IH-TAN-CHAN, his X mark, The Chief.
I-A-WI-CA-KA, his X mark, The One who Tells the Truth.
AH-KE-CHE-TAH, his X mark, The Soldier.
TA-SHI-NA-GI, his X mark, Yellow Robe.
NAH-PE-TON-KA, his X mark, Big Hand.
CHAN-TEE-WE-KTO, his X mark, Fool Heart.
HOH-GAN-SAH-PA, his X mark, Black Catfish.
MAH-TO-WAH-KAN, his X mark, Medicine Bear.
SHUN-KA-KAN-SHA, his X mark, Red Horse.
WAN-RODE, his X mark, The Eagle.
CAN-HPI-SA-PA, his X mark, Black Tomahawk.
WAR-HE-LE-RE, his X mark, Yellow Eagle.
CHA-TON-CHE-CA, his X mark, Small Hawk, or Long Fare.
SHU-GER-MON-E-TOO-HA-SKA, his X mark, Fall Wolf.
MA-TO-U-TAH-KAH, his X mark, Sitting Bear.
HI-HA-CAH-GE-NA-SKENE, his X mark, Mad Elk.

Arapahoes:

LITTLE CHIEF, his X mark.
TALL BEAR, his X mark.
TOP MAN, his X mark.
NEVA, his X mark.
THE WOUNDED BEAR, his X mark.
WHIRLWIND, his X mark.
THE FOX, his X mark.
THE DOG BIG MOUTH, his X mark.
SPOTTED WOLF, his X mark.
SORREL HORSE, his X mark.
BLACK COAL, his X mark.
BIG WOLF, his X mark.
KNOCK-KNEE, his X mark.
BLACK CROW, his X mark.
THE LONE OLD MAN, his X mark.
PAUL, his X mark.
BLACK BULL, his X mark.
BIG TRACK, his X mark.
THE FOOT, his X mark.
BLACK WHITE, his X mark.
YELLOW HAIR, his X mark.
LITTLE SHIELD, his X mark.
BLACK BEAR, his X mark.
WOLF MOCASSIN, his X mark.
BIG ROBE, his X mark.
WOLF CHIEF, his X mark.

Witnesses:

ROBERT P. MCKIBBIN,
Captain 4th Infantry, and Bvt. Lieut. Col. U. S. A.,
Commanding Fort Laramie.
WM. H. POWELL,
Brevet Major, Captain 4th Infantry.
HENRY W. PATTERSON,
Captain 4th Infantry.
THEO E. TRUE,
Second Lieutenant 4th Infantry.
W. G. BULLOCK.
FORT LARAMIE, WYOMING TERRITORY
November 6, 1868.
MAH-PI-AH-LU-TAH, his X mark, Red Cloud.
WA-KI-AH-WE-CHA-SHAH, his X mark, Thunder Man.
MA-ZAH-ZAH-GEH, his X mark, Iron Cane.
WA-UMBLE-WHY-WA-KA-TUYAH, his X mark, High Eagle.
KO-KE-PAH, his X mark, Man Afraid.
WA-KI-AH-WA-KOU-AH, his X mark, Thunder Flying Running.

Witnesses:

W. MCE. DYE, Brevet Colonel U. S. Army, Commanding.

A. B. CAIN, Captain 4th Infantry, Brevet Major U. S. Army.

JNO. MILLER, Captain 4th Infantry.

G. L. LUHN, First Lieutenant 4th Infantry, Bvt. Capt. U. S. Army.

H. C. SLOAN, Second Lieutenant 4th Infantry.

ROBT. P. MCKIBBIN, Captain 4th Infantry, Bvt. Lieut. Col. U. S. Army.

Attachment E – Teaching With Documents: Lakota Sioux Treaty of 1868

<https://www.archives.gov/education/lessons/sioux-treaty>

This war was brought upon us by the children of the Great Father who came to take our land from us without price."

--Spotted Tail, Lakota

The report and journal of proceedings of the commission appointed to obtain certain concessions from the Lakota Sioux Indians, December 26, 1876

The history of Native Americans in North America dates back thousands of years. Exploration and settlement of the western United States by Americans and Europeans wreaked havoc on the Indian peoples living there. In the 19th century the American drive for expansion clashed violently with the Native American resolve to preserve their lands, sovereignty, and ways of life. The struggle over land has defined relations between the U.S. government and Native Americans and is well documented in the holdings of the National Archives. (From the American Originals exhibit script.)

From the 1860s through the 1870s the American frontier was filled with Indian wars and skirmishes. In 1865 a congressional committee began a study of the Indian uprisings and wars in the West, resulting in a Report on the Condition of the Indian Tribes, which was released in 1867. This study and report by the congressional committee led to an Act to establish an Indian Peace Commission to end the wars and prevent future Indian conflicts. The United States government set out to establish a series of Indian treaties that would force the Indians to give up their lands and move further west onto reservations.

In the spring of 1868 a conference was held at Fort Laramie, in present day Wyoming that resulted in a treaty with the Lakota Sioux. This treaty was to bring peace between the whites and the Lakota Sioux who agreed to settle within the Black Hills reservation in the Dakota Territory.

The Black Hills of Dakota are sacred to the Lakota Sioux Indians. In the 1868 treaty, signed at Fort Laramie and other military posts in Lakota Sioux country, the United States recognized the Black Hills as part of the Great Lakota Sioux Reservation, set aside for exclusive use by the Lakota Sioux people. In 1874, however, General George A. Custer led an expedition into the Black Hills accompanied by miners who were seeking gold. Once gold was found in the Black Hills, miners were soon moving into the Lakota Sioux hunting grounds and demanding protection from the United States Army. Soon, the Army was ordered to move against wandering bands of Lakota Sioux hunting on the range in accordance with their treaty rights. In 1876, Custer, leading an army detachment, encountered the encampment of Lakota Sioux and Cheyenne at the Little Bighorn River. Custer's detachment was annihilated, but the United States continued its battle against the Lakota Sioux in the Black Hills until the government

confiscated the land in 1877. In 1980, the United States Supreme Court declared that the taking of the Black Hills from the Lakota Sioux was one of the most “ripe and rank” cases in U.S. history. The Lakota were awarded money but still refuse it to this day. (U.S. v. Sioux Nation 100 S. Ct. 2716, 2727, 448 U.S. 356, 388) (1980)