



River Raisin National Battlefield Park Presents

THE WAR OF 1812:  
BATTLES OF THE RIVER RAISIN

THE WYANDOTTE NATION  
THEN AND NOW; A CASE STUDY IN THE  
NATIVE AMERICAN QUEST FOR EQUALITY & CIVIL RIGHTS

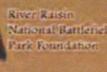


Grade Level: 9 - 12



WITH  
"PROFESSOR"  
MAJOR  
MUSKRAT  
BY: PATRICK IGNAGNI

# LESSON PLAN



# River Raisin National Battlefield Park Lesson Plan

## THE WYANDOTTE NATION Then & Now; A Case Study in the Native American Quest for Equality & Civil Rights

### OVERVIEW:

- This lesson will use the history of the Wyandotte Nation as a case study for students to examine American government policy toward Indian tribes and the forced removal of those tribes west of the Mississippi River. In addition, this lesson will follow the Wyandotte into the 20th century, as the Native American movement followed the example of other minority & disenfranchised groups to fight for equality and civil rights.

### OBJECTIVES:

- 1) The student will use the Wyandotte Nation as a case study to examine the relationship between Native American tribes and the early American Republic.
- 2) The student will utilize a guided Document-Based Question to develop a thesis on the inevitability of forced removal during the 19th century.
- 3) The student will use the Wyandotte Nation as a case study to determine accomplishments and setbacks of the wider Native American movement for equality and self-determination in the late 1960s and 1970s.

### ENDURING UNDERSTANDINGS:

- 1) The Wyandotte Nation endured a number of forced removals in the nineteenth century due to a strained relationship with the early American republican government and a growing American population.
- 2) The removal of the Wyandottes from their tribal lands in southeast Michigan, central Ohio, and Kansas was due to racism, cultural misunderstandings, and demographic changes in the American population.
- 3) In the 20th century, the civil rights movements of the late 1960s and 1970s, combined with strong tribal leadership, allowed the Wyandotte to gain autonomy and self-government, which led to economic gains and a stronger tribal culture.

### STANDARDS:

Michigan High School Content Standards

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details
- F2.1 Describe the major trends and transformations in American life prior to 1877 including:
- Changing political boundaries of the United States
  - Changes in the size, location, and composition of the population
  - Patterns of immigration and migration
  - Major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War
- 8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.



# River Raisin National Battlefield Park Lesson Plan

## THE WYANDOTTE NATION

### Then & Now; A Case Study in the Native American Quest for Equality & Civil Rights

#### TIME REQUIRED:

- This lesson will require 3-4 class periods

#### GRADE LEVEL:

- This lesson is appropriate for high school students.

#### TOPIC OR ERA:

- The main focus of this lesson is the Native American movement of the 1970s / late civil rights era; however, to establish the context of this movement, the lesson includes background information on both the Wyandotte Nation and on the forced removal of Indian tribes in the 19th century.

#### PREPARATION:

##### MATERIALS:

Day 1 (Background Information)

Day 1 Power Point presentation

Day 2 (Guided Document-Based Question)

DBQ Question Packet STUDENT (1 per student)

DBQ Documents (Portrait)

- Document A: The Treaty of Greenville
- Document D: Andrew Jackson's Speech to Congress on Indian Removal
- Document E: Wyandotte Petition, 1812
- Document H: Letters from Reverend James Wheeler
- Document J: Excerpt from American Creation, by Joseph Ellis

DBQ Documents (Landscape)

- Document B: U.S. Population Density, 1775 & 1850
- Document C: The Battle of the River Raisin, January 22-23, 1813
- Document G: The Wyandotte in Upper Sandusky, Ohio
- Document F: Indian Removal

DBQ Maps

-Document I: Wyandotte Tribal Lands in Kansas

\*\* Each student group will need one copy of the Portrait, Landscape, and Map Docs

# River Raisin National Battlefield Park Lesson Plan

## THE WYANDOTTE NATION

### Then & Now; A Case Study in the Native American Quest for Equality & Civil Rights

#### RESOURCES:

Media

Hidden America: Children of the Plains

[YouTube clip (6:29), located at <https://www.youtube.com/watch?v=IJapHc7B8Xs> ]

LCD Projector (for Power Point presentation)

#### PROCEDURE:

Day 1:

- 1) The teacher will introduce the story of the Wyandotte tribe by asking students to take out a clean sheet of paper and draw a quick sketch of their house. Next, the students will be asked to consider the scenario on slide 3, and to make a list of items taken / left behind.
- 2) This simulation is intended to mimic the forced removal of Native American tribes in the 19th century; on slide 4, ask the students to consider the consequences and ramifications of a forced removal scenario for their family.
- 3) Slides 5-14 are straight background information for the students to set up their exploration of the Wyandotte as a case study for the Native American experience. The teacher may choose to have the students take notes on the information or not.
- 4) Slide 15 is a Google Map of the path of the Wyandotte Nation from 1650 – 1868. Pins 1-3 show the Wyandotte pushed west by the Iroquois Confederacy; the cluster of pins surrounding Detroit show the instability of the period from the French & Indian War to the War of 1812; Pins 10-13 show the removal of the Wyandotte to Upper Sandusky, OH, to Kansas, and then Oklahoma.

# River Raisin National Battlefield Park Lesson Plan

## THE WYANDOTTE NATION

### Then & Now; A Case Study in the Native American Quest for Equality & Civil Rights

#### PROCEDURE:

Day 2 -

- 1) The students will be placed into groups of 4-6 students in preparation for a guided Document-Based Question. Each student should receive a copy of DBQ Question Packet STUDENT.
- 2) The teacher will introduce the topic for today's examination of primary and secondary source documents framing the Wyandotte removal to Kansas:

*Analyze the following statement:*

*The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.*

- 3) Each small group will be given ten documents (you can find documents A – J in DBQ Documents (Portrait), DBQ Documents (Landscape), and DBQ Maps. The group is responsible for examining each document and answering the guiding questions that help the students analyze the primary and secondary sources.
- 4) When the students have finished the ten sets of guiding questions, as a group, they are to take a stand on the topic for today's examination of forced removal:

*Analyze the following statement:*

*The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.*

Based on their exploration, the student group may decide the forced removal was inevitable (demographics/population growth) or that it was preventable. In either case, the students must use evidence to support their analysis.

- 5) The teacher may then decide to have the students extend the concept of forced removal in two different directions:
  - a. The first extension brings the conversation back to the forced removal scenario at the beginning of the Day 1 Power Point presentation.
  - b. The second extension asks students to compare and contrast the forced removal of the Wyandotte with the internment of Japanese-Americans in World War II.
    - What are the similarities?
    - What are the differences?

# River Raisin National Battlefield Park Lesson Plan

## THE WYANDOTTE NATION

### Then & Now; A Case Study in the Native American Quest for Equality & Civil Rights

#### PROCEDURE:

Day 3 -

- 1) The students will be divided into pairs; each pair should receive a copy of the Document Analysis Sheet / Graphic Organizer (these sheets can be copied back-to-back).
- 2) The focus for today's lesson is the contemporary Wyandotte experience: using the experience of the Wyandotte, what were the goals and accomplishments of the Native American movement of the late 1960s/1970s?
- 3) Each student pair will receive one primary source document; by completing their Document Analysis sheet, they will attempt to tease out the goals and/or accomplishments of the Native American movement. They will then fill in the goals and accomplishments in the box on the graphic organizer that matches their document.
- 4) When all student pairs are finished, the class will jigsaw the information so that all students have goals and accomplishments for all six primary source documents.
- 5) At this point, the class will attempt to discern an overall statement of goals and accomplishments for the Native American movement of the late civil rights era.
- 6) Next, the Hidden America: Children of the Plains video clip will be shown. This particular clip illustrates the problems that Native Americans are struggling with on reservations today. Instruct the students to be on the lookout for setbacks and struggles that Native Americans encounter, despite the gains they made in the 1970s.
- 7) Now pass out the Day 3 Assessment. The students will complete question 1 in order to ensure they have the necessary information to be assessed later on the goals, accomplishments, and setbacks of the Native American movement.
- 8) Finally, there are three extension questions on the Day 3 Assessment; these questions may be difficult for some students, who may need some assistance to complete them:
  - a. Comparing the economic realities of tribes that own their land vs. tribes on a government reservation.
  - b. Comparing the political realities of tribes that own their own land vs. tribes on a government reservation.
  - c. Comparing the Native American drive for self-determination with other groups fighting for civil rights in the late 1960s/1970s.

# EVALUATION:

## Day 2

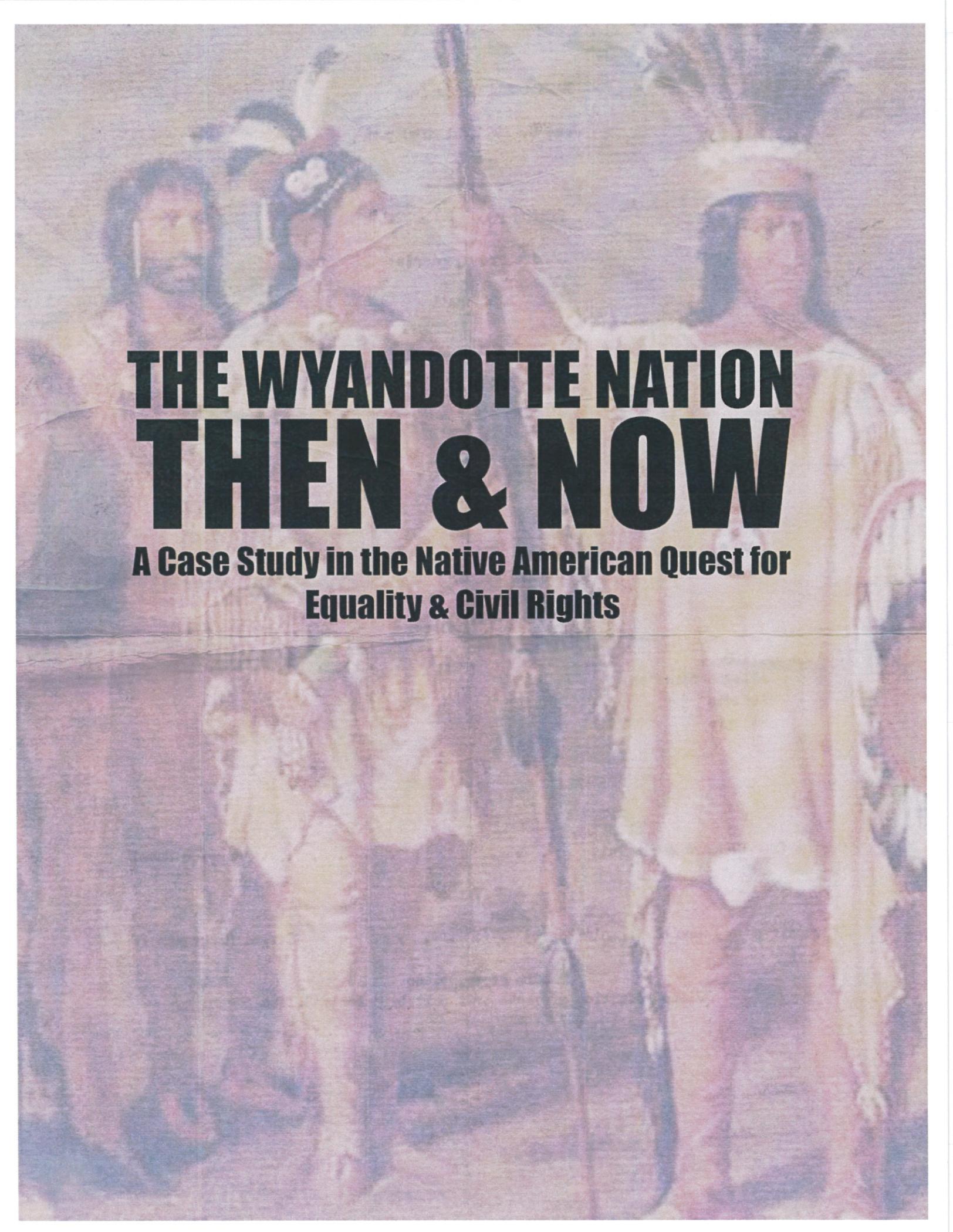
The DBQ Question Packet STUDENT contains an assessment in the form of a focus question for the guided DBQ and also two extension questions on the forced removal of Native Americans and Japanese-Americans.

## Day 3

The Day 3 Assessment has three extension questions to help students discover why some Native American tribes have experienced some success, while others have struggled; this assessment also asks students to draw comparisons to other late civil rights groups.

This lesson is written under the assumption that it is part of a larger unit on the Vietnam War era / late civil rights era of the 1960s/1970s. Therefore, specific questions concerning accomplishments and setbacks of the Native American movement would be included on a summative assessment for a larger unit.



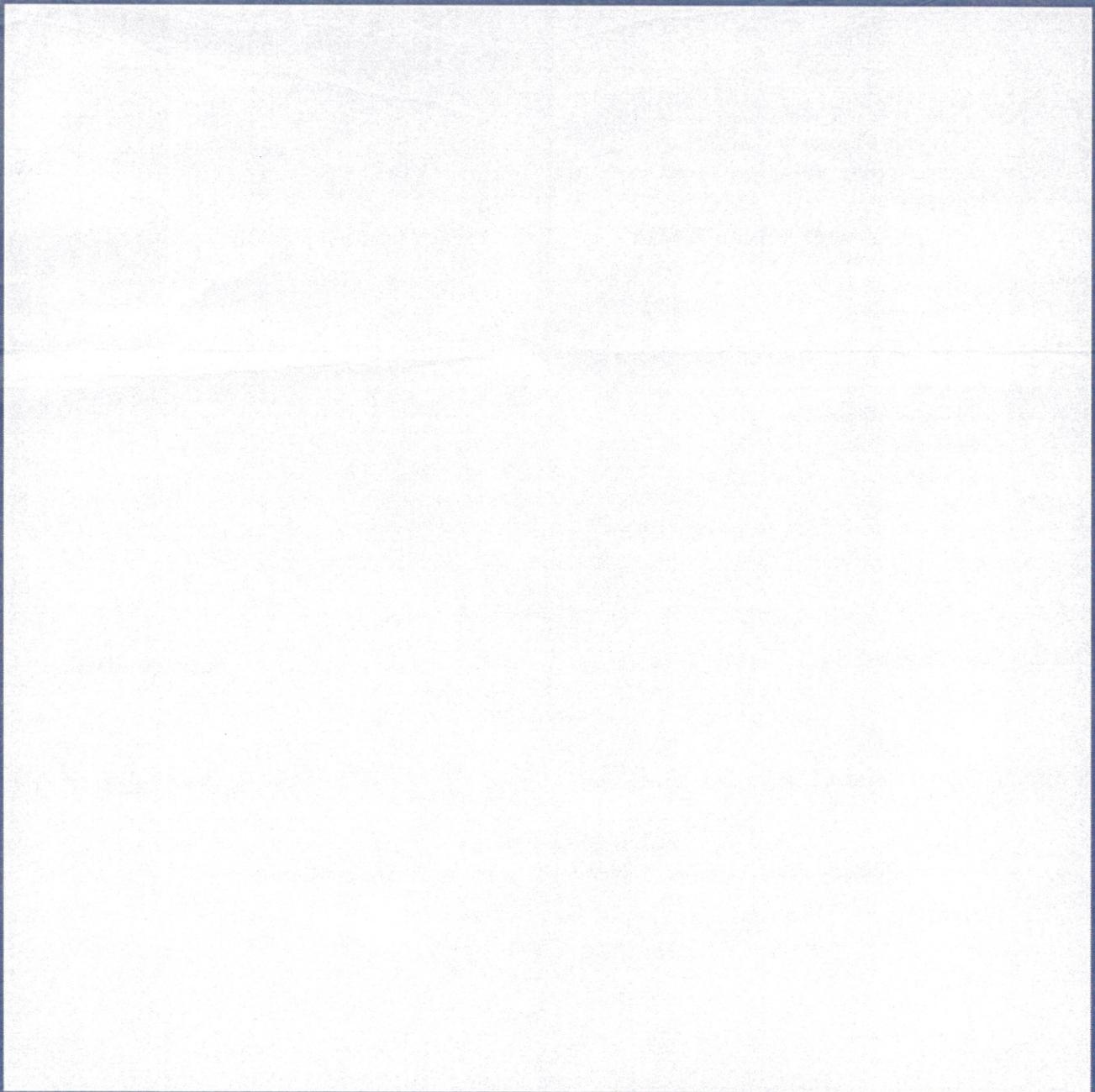


# **THE WYANDOTTE NATION THEN & NOW**

**A Case Study in the Native American Quest for  
Equality & Civil Rights**

**Snag a sheet of paper and a writing utensil...**

**Ok Michelangelo, draw a quick sketch of your house.**





**Now, imagine the federal government issues a directive that you and your family must vacate your home and property and re-locate somewhere on the West Coast.**

**You and the fam can pack one car-load of possessions – no moving company, no U-Haul.**

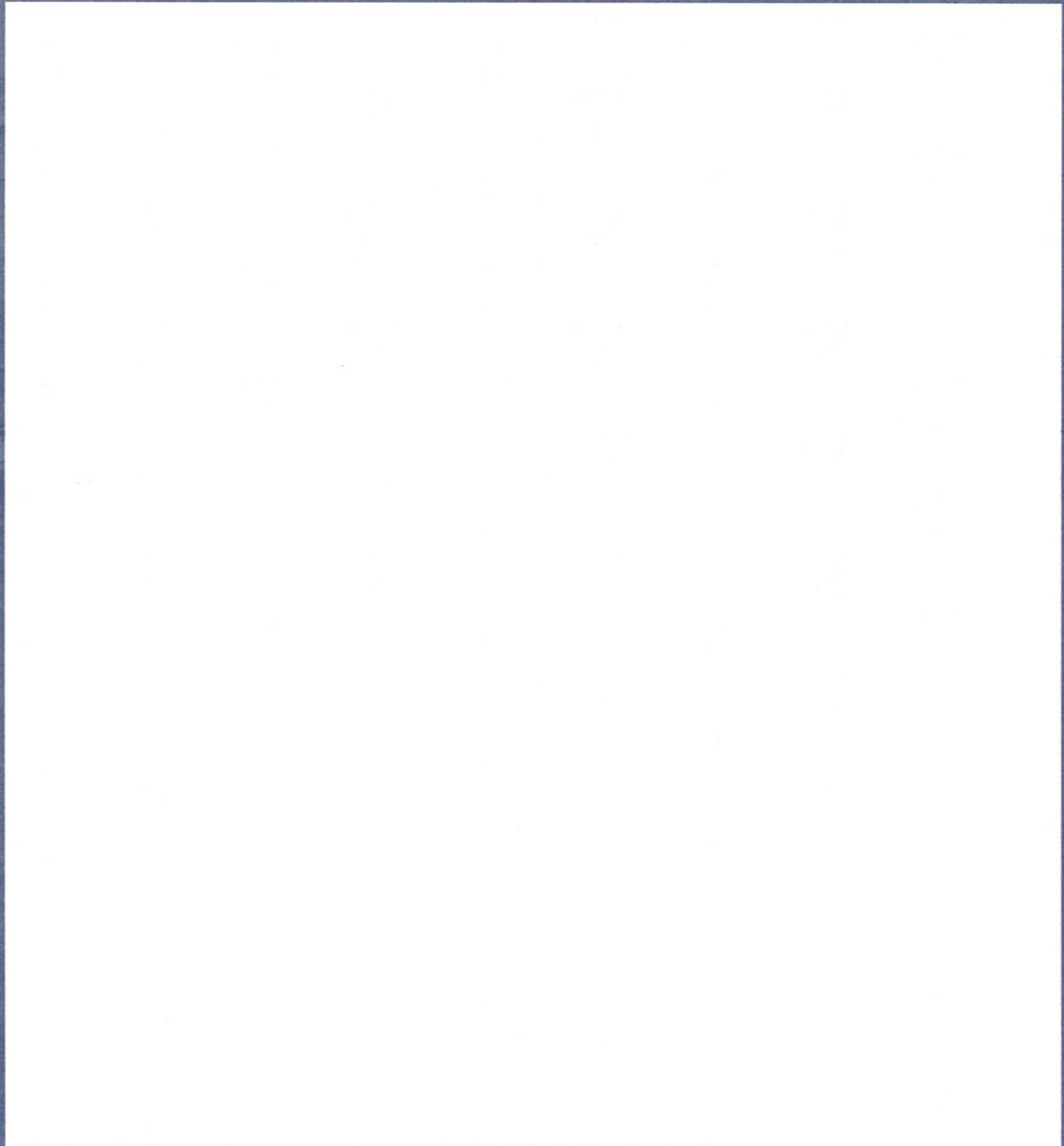
**What do you take? What do you leave behind?**

# LIST OF ITEMS

**TAKE:**

**LEAVE:**

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# DAY 1



- 1) The teacher will introduce the story of the Wyandotte tribe by asking students to take out a clean sheet of paper and draw a quick sketch of their house. Next, the students will be asked to consider the scenario on slide 3, and to make a list of items taken / left behind.
- 2) This simulation is intended to mimic the forced removal of Native American tribes in the 19th century; on slide 4, ask the students to consider the consequences and ramifications of a forced removal scenario for their family.
- 3) Slides 5-14 are straight background information for the students to set up their exploration of the Wyandotte as a case study for the Native American experience. The teacher may choose to have the students take notes on the information or not.
- 4) Slide 15 is a Google Map of the path of the Wyandotte Nation from 1650 – 1868. Pins 1-3 show the Wyandotte pushed west by the Iroquois Confederacy; the cluster of pins surrounding Detroit show the instability of the period from the French & Indian War to the War of 1812; Pins 10-13 show the removal of the Wyandotte to Upper Sandusky, OH, to Kansas, and then Oklahoma.

# BRAINSTORM:

**What might this move mean for your family**  
**- Economically?**

**- Culturally?**

**If the government could force this move at any time – or force it multiple times – what might that mean for your family emotionally?**

# WHO ARE THE WYANDOTTE?

**The Wyandotte were part of the Huron Confederacy of tribes that lived northeast of the Great Lakes in (present-day) Canada.**

**Eventually, they were pushed out of Canada by the Iroquois Confederacy, bounced around (what is today) northern Michigan & Wisconsin, and around 1700 many Wyandotte had settled near the French settlement at Detroit.**



# MOVING FORWARD 1750-1800

- During the French & Indian War (1754-1763), the Wyandotte sided with the French due to their partnership in the fur trade and proximity in the Detroit area.
- After the British won that conflict, the Wyandotte made peace with the British & continued living in the Detroit region on both sides of the Detroit River.
- They didn't particularly like the Brits, but they liked white settlers moving west even less.
- During the American Revolution, Indian tribes sided with the British in an attempt to stop colonial expansion into their lands.
- After the American Revolution, what we know as Michigan became American territory – but Canada remained British.
- Anybody see a problem with this?



# The Wyandotte & Early American Republic

- In 1782, just as the Revolution was ending, Colonel William Crawford led an expedition into Ohio to crush Indian power in that region.
- Crawford was surprised near Sandusky by Wyandotte, Delaware, & Shawnee warriors; the Americans were eventually surrounded, many were captured, and Crawford himself was tortured & burned at the stake by the Delaware.



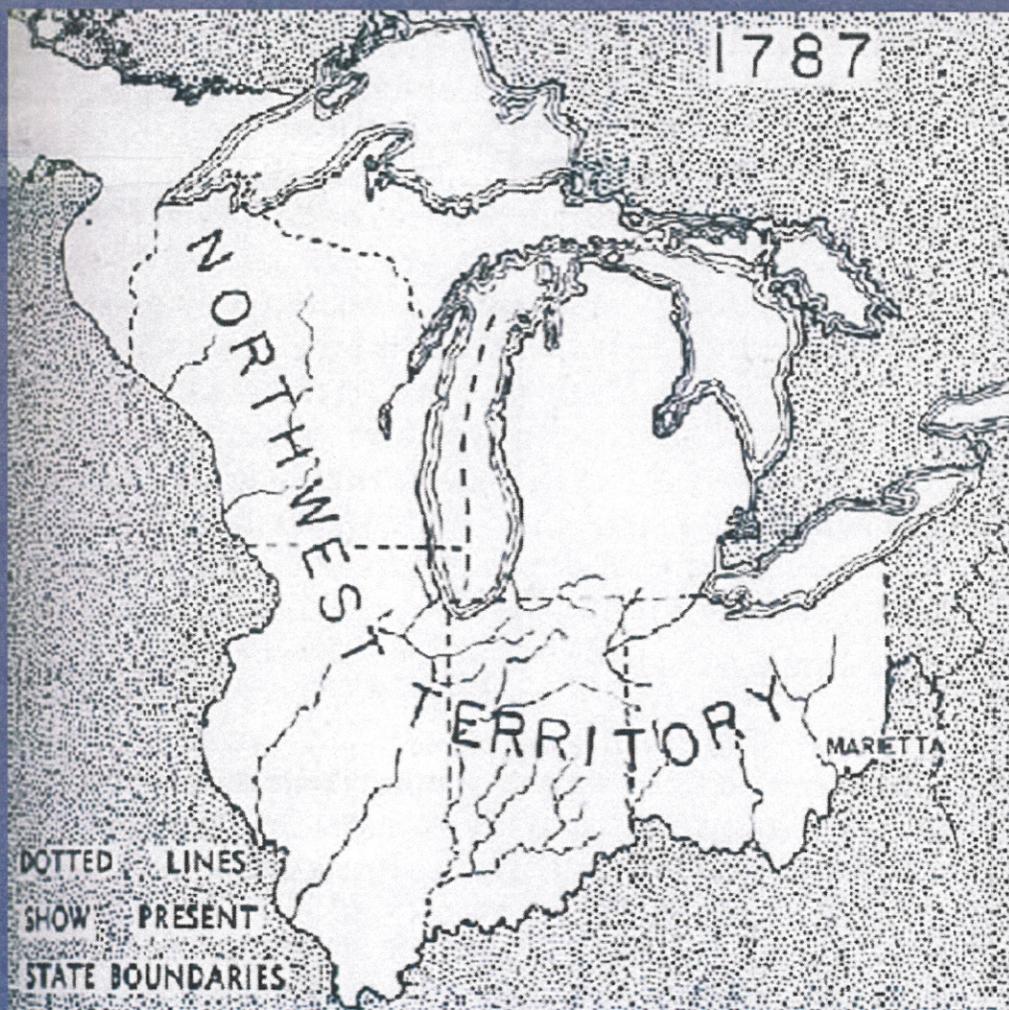
# So...

- Why do you suppose the Delaware burned Colonel Crawford at the stake???
- Crawford (and other white Americans) had previously participated in massacres of Indian villages.



# THE WYANDOTTE AND EARLY AMERICAN REPUBLIC

- In 1787, the American government issued the Northwest Ordinance, stating that "The utmost faith shall always be observed towards the Indians, their lands and property shall never be taken from them without their consent. In their property, rights, and liberty, they shall never be invaded or disturbed."
- White American settlers, however, continued to push into the Ohio River valley, including Michigan, leading to more conflict and violence with Indian tribes.



# FALLEN TIMBERS



*General Wayne's victory over the Indians.*

- In 1794, in response to the growing conflict between whites and Indians, President Washington ordered General "Mad" Anthony Wayne to train an army and crush Indian power in the Old Northwest.
- Wayne met a force of Wyandotte, Shawnee, and Delaware warriors on the Maumee River (near Toledo, Ohio) and soundly defeated them ...

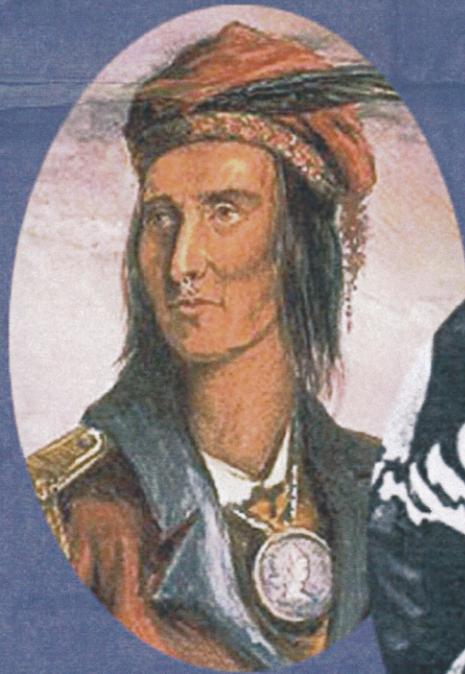
# **ANYONE WANT TO SIGN A TREATY?**

- Leading to the Treaty of Greenville (1795)  
(the Wyandotte agree to cede lands to the gov't)**
- Which led to the Treaty With the Eel River, Etc. (1803)  
(the Wyandotte agree to cede lands to the gov't)**
- Which led to the Treaty of 1805  
(yet again, the Wyandotte agree to cede lands to the gov't)**
- Which led to Treaty With the Ottawa, Etc., 1807  
(the Wyandotte agree to cede lands to the gov't)**
- Which led to Treaty of 1808  
(yup, the Wyandotte agree to cede lands to the gov't)**

**What's the deal with all the treaties?!?!?!?!?!?!?!?**

# THE WAR OF 1812

- **When you studied the War of 1812, you learned that the Americans wished, among other things, to open up territory in the Old North west and destroy Indian power on the frontier (power they suspected was encouraged by the Brits in Canada).**
- **The Wyandotte were split by the conflict; some sided with the British, believing this was an opportunity to keep white Americans away from their lands, while others remained neutral, observing the treaties they had signed; a large group of Wyandottes aided the Americans.**



Top: Tecumseh, Shawnee Holy Man  
Bottom: Tarhe, Wyandotte Chief



# THE WAR OF 1812



**- The Wyandotte were involved in many battles and skirmishes in the Michigan / Ohio / Ontario area, including:**

**- The Battles of Brownstown**

**(a band of Native American warriors ambushed & defeated an American force)**

**- The Battle of the River Raisin**

**(a mixed group of British soldiers & Indian allies defeated American soldiers & Kentucky militia near present-day Monroe)**

**- The Battle of the Thames**

**(an American victory over the British & Indian allies under Tecumseh, re-establishing American control over the Northwest)**

# THE RIVER RAISIN TODAY

- The National Park Service maintains the River Raisin battlefield in Monroe, Michigan, just off I-75.
- You can walk the battlefield (the only War of 1812 battlefield that is a national battlefield park) and check out the outstanding visitor center to learn more about the battle, its significance, and its aftermath.

Photo: David Kaszubski

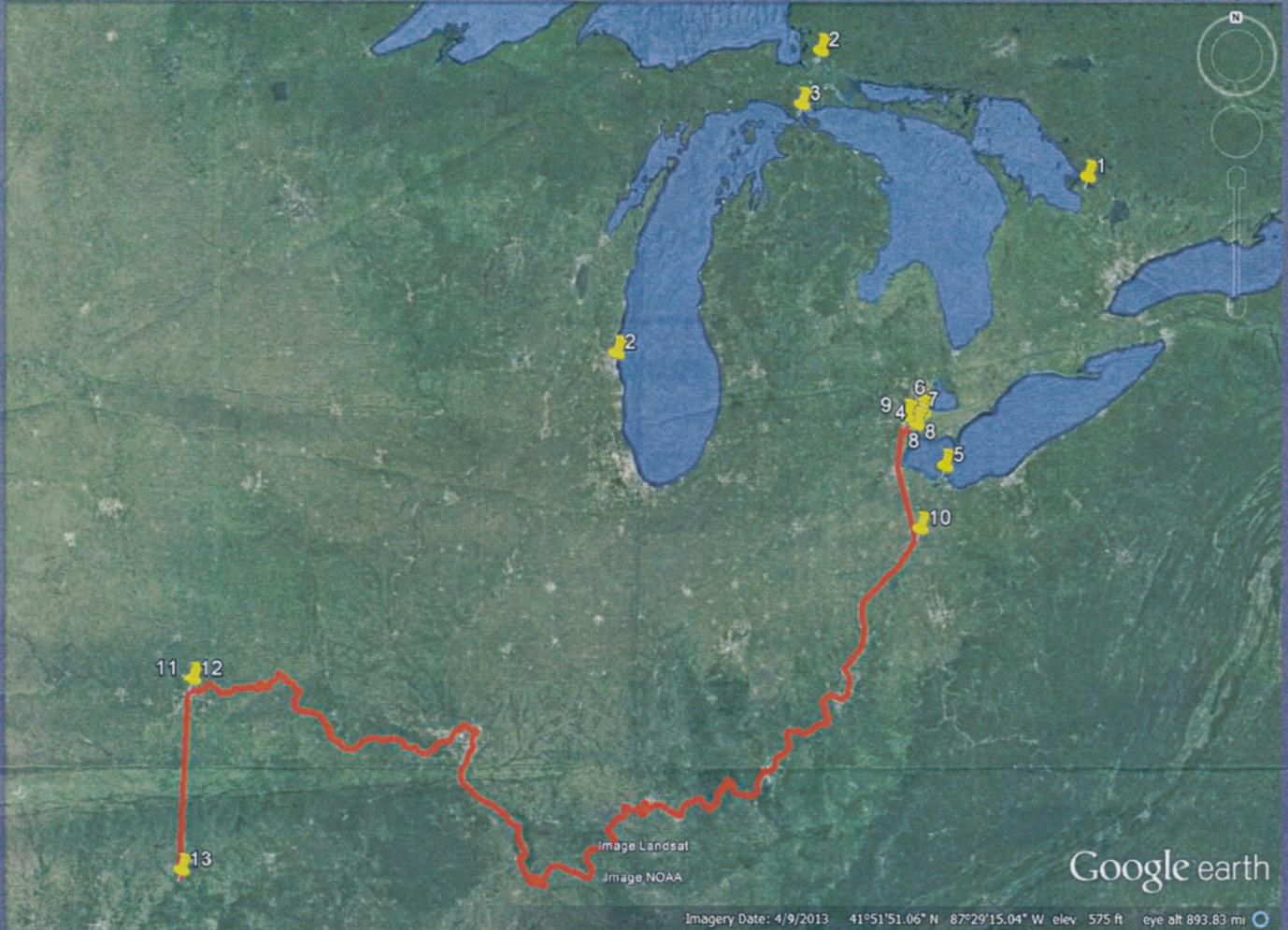


**Take a trip to Monroe and visit the battlefield – let your feet walk in the footsteps of history!**

# THE AFTERMATH

- After the War of 1812, the Wyandotte signed a peace treaty, the Treaty of Springwells with the U.S. government, in 1815.
- The Wyandottes then experienced a great deal of internal turmoil; should they move to Canada, and live with the Wyandotte there on the Anderdon Reserve? Should they re-locate in Ohio? Should they try to consolidate and hang on to their current lands (on the banks of the Huron River in the present-day New Boston/Wyandotte/Trenton area)?
- Later, the U.S. government signed the Fort Meigs Treaty in 1817, which relocated the Wyandotte to a reservation in Upper Sandusky, Ohio.

# THE MIGRATION OF THE WYANDOTTE



# DAY 2



- 1) The students will be placed into groups of 4-6 students in preparation for a guided Document-Based Question. Each student should receive a copy of DBQ Question Packet STUDENT.
- 2) The teacher will introduce the topic for today's examination of primary and secondary source documents framing the Wyandotte removal to Kansas:

Analyze the following statement:

The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.

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Analyze the following statement:

The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.

Based on their exploration, the student group may decide the forced removal was inevitable (demographics/population growth) or that it was preventable. In either case, the students must use evidence to support their analysis.

- 5) The teacher may then decide to have the students extend the concept of forced removal in two different directions:
  - a. The first extension brings the conversation back to the forced removal scenario at the beginning of the Day 1 Power Point presentation.
  - b. The second extension asks students to compare and contrast the forced removal of the Wyandotte with the internment of Japanese-Americans in World War II. What are the similarities? What are the differences?

# NATIVE AMERICANS AND FORCED REMOVAL

## Document-Based Question

Analyze the following statement:

*The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.*

Carefully examining the evidence provided in Documents A-J, answer the following questions.

### Document A: The Treaty of Greenville

1. What rights and benefits do the Indian tribes gain as a result of this treaty?
2. For what duration of time was this treaty in effect?

### Document B: Population Density Maps

1. Compare the two maps; why are so many whites moving west between 1775 – 1850? In other words, what are the push and pull factors that compel whites to move west?
2. What are the implications of this migration for the Wyandot and other Indian tribes?

### Document C: The Battle of the River Raisin

1. How might news and memories of the River Raisin battle and its aftermath impact the future relationship between Native Americans and the U.S. government?

### Document D: Andrew Jackson's Speech on Indian Removal, 1830

1. What reasons did Andrew Jackson give that Indian removal was a just and fair policy?
2. Based on this document, how would you describe Jackson's (and other whites') perception of Indians?

### Document E: Wyandotte Petition, 1812

1. What reasons do the Wyandotte give for wanting to remain on their land in southeast Michigan?

### Document F: Indian Removal

1. According to the cartoon, how does the U.S. government compel the Indians to give up their reservation land?
2. Using the picture of removal, how would forced removal hurt Indian tribes
  - economically?
  - politically?
  - culturally?

# NATIVE AMERICANS AND FORCED REMOVAL

## Document G: The Wyandotte in Upper Sandusky, Ohio

1. From these pictures, what can you infer about the lifestyle the Wyandotte led while living in Ohio? [Pay close attention to captions, forms of dress, etc.]

## Document H: Observations from Revered James Wheeler

1. Brainstorm: Based on the first observation, why do you think the Wyandotte accept their removal to Kansas?
2. What hardships did the Wyandotte encounter upon their arrival in Kansas? Why do you suppose they are still living in makeshift riverside camps a full two months after arrival?

## Document I: Kansas Maps

1. In 1857, the Wyandotte owned the entire purchase as pictured. How have Wyandotte lands in Kansas changed by 1870?
2. Now look at the present-day map; is there a trend that ties this map to Document B and Document H?

## Document J: Excerpt from American Creation, by Joseph Ellis

1. What two ideas did George Washington, Thomas Jefferson, and Henry Knox agree upon in regards to Indian policy?
2. Does this written passage from Joseph Ellis change your thinking about the forced removal of Indian tribes? Why or why not?

## NOW . . . AS A GROUP:

In a 5-7 sentence paragraph, using specific evidence from the documents and from your own outside knowledge, analyze the following statement:

*The forced removal of eastern Indian tribes (including the Wyandot Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.*

## EXTENSION . . . AS AN INDIVIDUAL:

Respond to the following prompt in a 5-7 sentence paragraph, using specific evidence from the documents and your own outside knowledge.

The Wyandotte tribe were forcibly removed at least seven different times after 1800 in Canada, Michigan, Ohio, Kansas, and Oklahoma. As the Wyandotte (and other tribes) move forward into the 20th century, what might these removals mean in terms of **economically? Politically? Culturally? Emotionally?**

**EXTENSION:** Compare and contrast the experiences of Native Americans – including the Wyandotte – during forced removal and Japanese-American internment during World War II. What experiences did the two groups share? How are their stories different? Make a T-chart and describe all the similarities and differences between the two groups that you can possibly think of.

# NATIVE AMERICANS & FORCED REMOVAL (KEY)

## Document H: Observations from Revered James Wheeler

1. Brainstorm: Based on the first observation, why do you think the Wyandotte accept their removal to Kansas?  
Belief whites will never stop coming, will want all Indian lands, will never be satisfied, feel no guilt about breaking treaties & taking Indian lands
2. What hardships did the Wyandotte encounter upon their arrival in Kansas? Why do you suppose they are still living in makeshift riverside camps a full two months after arrival?  
Encounter disease and death, mostly because the land is poor and barren when they arrive

## Document I: Kansas Maps

1. In 1857, the Wyandotte owned the entire purchase as pictured. How have Wyandotte lands in Kansas changed by 1870?  
Much smaller claims, remainder of area built up, presumably by whites
2. Now look at the present-day map; is there a trend that ties this map to Document B and Document H?  
Demographic trends, push and pull factors cause whites to head west, overwhelming Indian settlements

## Document J: Excerpt from American Creation, by Joseph Ellis

1. What two ideas did George Washington, Thomas Jefferson, and Henry Knox agree upon in regards to Indian policy?  
The tribes should be treated as sovereign foreign nations, and that the tribes had legitimate claims to the land
2. Does this written passage from Joseph Ellis change your thinking about the forced removal of Indian tribes? Why or why not?  
Answers may vary

## NOW . . . AS A GROUP:

In a 5-7 sentence paragraph, using specific evidence from the documents and from your own outside knowledge, analyze the following statement:

The forced removal of eastern Indian tribes (including the Wyandot Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.

Inevitable: removal inevitable due to savage nature of frontier warfare, leading to racial and cultural attitudes that denied the possibility of co-existence; white population growth (U.S. population doubling every 25 years in this era) means Indian lands are always coveted by whites; U.S. government is unwilling to tell constituents (and voters!) that Indian lands are inviolable.

Avoidable: U.S. government had an obligation to uphold Revolutionary ideals; the U.S. government was supposed to treat the tribes as "sovereign nations," but treated them in a manner they would never treat a European nation; the Wyandotte (and other tribes) attempted to assimilate and turn to Christianity and farming.

## EXTENSION . . . AS AN INDIVIDUAL:

Respond to the following prompt in a 5-7 sentence paragraph, using specific evidence from the documents and your own outside knowledge.

The Wyandotte tribe were forcibly removed at least seven different times after 1800 in Canada, Michigan, Ohio, Kansas, and Oklahoma. As the Wyandotte (and other tribes) move forward into the 20th century, what might these removals mean in terms of economically? Politically? Culturally? Emotionally?

**EXTENSION:** Compare and contrast the experiences of Native Americans – including the Wyandotte – during forced removal and Japanese-American internment during World War II. What experiences did the two groups share? How are their stories different? Make a T-chart and describe all the similarities and differences between the two groups that you can possibly think of.

# NATIVE AMERICANS & FORCED REMOVAL (KEY)

## Document-Based Question

Analyze the following statement:

The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.

Carefully examining the evidence provided in Documents A-J, answer the following questions.

### Document A: The Treaty of Greenville

1. What rights and benefits do the Indian tribes gain as a result of this treaty?

Right to land, government protection from white settlers, right to drive off or punish encroaching white settlers

2. For what duration of time was this treaty in effect?

For as long as the tribes peacefully follow the treaty terms

### Document B: Population Density Maps

1. Compare the two maps; why are so many whites moving west between 1775 – 1850? In other words, what are the push and pull factors that compel whites to move west?

Opportunity to buy land, economic opportunity, ability to re-start life, no available land in east, Manifest Destiny & the belief God has given American whites the right to inhabit the entire continent

2. What are the implications of this migration for the Wyandot and other Indian tribes?

Broken treaties, encroachment on lands, conflict with white settlers, violence (including extermination), forced removal

### Document C: The Battle of the River Raisin

1. How might news and memories of the River Raisin battle and its aftermath impact the future relationship between Native Americans and the U.S. government?

Distrust, the white belief in native "savagery" and the need to exterminate the Indians, the white belief that whites/natives cannot co-exist

### Document D: Andrew Jackson's Speech on Indian Removal, 1830

1. What reasons did Andrew Jackson give that Indian removal was a just and fair policy?

Removed possibility of war bet. whites/natives, enabled Indians to continue way of life and / or slowly assimilate, paid fair price for Indian land, moved Indians at government expense, allowed whites to better utilize the land, saved Indians from annihilation

2. Based on this document, how would you describe Jackson's (and other whites') perception of Indians?

Savages, uncivilized, do not utilize the land to its full potential, needlessly sentimental about ancestral lands

### Document E: Wyandotte Petition, 1812

1. What reasons do the Wyandotte give for wanting to remain on their land in southeast Michigan?

They turned to agriculture, like the whites wanted; ancestral / tribal lands, with kinship ties; have already made improvements to land, don't want to lose; "Golden Rule," want to be left alone by whites

### Document F: Indian Removal

1. According to the cartoon, how does the U.S. government compel the Indians to give up their reservation land?

Threat of violence and military force

2. Using the picture of removal, how would forced removal hurt Indian tribes

- economically? Must start over every 15-20 years, fall behind, more difficult to keep assimilating

- politically? Become subordinate to U.S. government, loss of sovereignty,

- culturally? Increase in despair/hopelessness, disenfranchisement

### Document G: The Wyandotte in Upper Sandusky, Ohio

1. From these pictures, what can you infer about the lifestyle the Wyandotte led while living in Ohio? [Pay close attention to captions, forms of dress, etc.]

Assimilation => dress, Christianity (both joining congregations & preaching), sit for photos

## **Analyze the following statement:**

**The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.**

## Document A: The Treaty of Greenville

### WYANDOTS, DELAWARES, ETC.

[concluded August 3, 1795]

A treaty of peace between the United States of America, and the tribes of Indians called the Wyandottes, Delawares, Shawnees, Ottawas, Chippewas, Pottawatomis, Miamis, Eel Rivers, Weas, Kickapoos, Piankeshaws, and Kaskaskias.

#### Article 5:

To prevent any misunderstanding about the Indian lands relinquished by the United States in the fourth article, it is now explicitly declared, that the meaning of that relinquishment is this: the Indian tribes who have a right to those lands, are quietly to enjoy them, hunting, planting, and dwelling thereon, so long as they please, without any molestation from the United States; but when those tribes, or any of them, shall be disposed to sell their lands, or any part of them, they are to be sold only to the United States; and until such sale, the United States will protect all the said Indian tribes in the quiet enjoyment of their lands against all citizens of the United States, and against all other white persons who intrude upon the same. And the said Indian tribes again acknowledge themselves to be under the protection of the said United States, and no other power whatever.

#### Article 6:

If any citizen of the United States, or any other white person or persons, shall presume to settle upon the lands now relinquished by the United States, such citizen or other person shall be out of the protection of the United States; and the Indian tribe, on whose land the settlement shall be made, may drive off the settler, or punish him in such manner as they shall think fit; and because such settlements, made without the consent of the United States, will be injurious to them as well as to the Indians, the United States shall be at liberty to break them up, and remove and punish the settlers as they shall think proper, and so effect that protection of the Indian lands herein before stipulated.

#### Article 7:

The said tribes of Indians, parties to this treaty, shall be at liberty to hunt within the territory and lands which they have now ceded to the United States, without hindrance or molestation, so long as they demean themselves peaceably, and offer no injury to the people of the United States.

[http://avalon.law.yale.edu/18th\\_century/greenvil.asp](http://avalon.law.yale.edu/18th_century/greenvil.asp)

## WYANDOTS, DELAWARES, ETC.

[concluded August 3, 1795]

### **Document D: Andrew Jackson's Speech to Congress on Indian Removal - December 6, 1830**

"It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation."

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. . . . It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing?

. . . And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement."

Citation: President Jackson's Message to Congress "On Indian Removal", December 6, 1830; Records of the United States Senate, 1789-1990; Record Group 46; Records of the United States Senate, 1789-1990; National Archives and Records [NARA]

**WYANDOTS, DELAWARES, ETC.**  
[concluded August 3, 1795]

**Document E: Wyandotte Petition, 1812**

Communicated to the House of Representatives, February 28, 1812

To the President of the United States of America, the Senate, and House of Representatives, in Congress, assembled, at Washington. The petition of your children, the principal chiefs and sachems of the nation of Wyandottes, in behalf of themselves, their warriors, their women, and children.

Fathers: Listen! to your children the Wyandottes, who are now desiring of letting you know their sentiments . . . Our friends have made their hearts glad, when they have read to us, annually, the messages of the respective Presidents . . . that plows, and several implements of agriculture had been delivered to us . . . to cultivate the earth as game was getting scarce . . .

Fathers: Listen! We the Wyandottes have taken hold of this good work and peaceably have cultivated the land we have lived on, time immemorial, and out of which we sprung; for we love this land as it covers the bones of our ancestors. . .

Fathers: Listen! We are now told that we and our children are not to be allowed to live on this land more than fifty years, and if we leave it, as we always have done in the winter season to hunt on the Scioto [River], and other parts of Ohio, that the land will be taken from us.

Fathers: Listen! Several black robes [ministers] have come to our villages, to preach the religion of white people; they told us the religion of the whites consisted in a few words; that was, to do unto others as we wish that others should do unto us.

Fathers: Listen! If you really want to ameliorate [help] our condition, let us have the land given to us; we have built valuable houses, and improvements on the same; we have learned the use of the plough; but now we are told we are to be turned off the land in fifty years.

**Document H: Letters from Reverend James Wheeler**

Wyandotte Prepare for Removal From Ohio  
From The Western Christian Advocate, 1843

When [the Wyandotte] were first visited by the Commissioners appointed by the General Government to treat with them, they met them kindly, but told them frankly that it was not their wish to leave their present dwelling places, and seek for homes in any other place; they the whites had already got all their lands except a little spot . . . "I know," said [an] Indian, "that the disposition of white folds is to crowd, and if we try to get away from them by going where they tell us, they will still crowd up; some will crowd on one side, and some on the other, until they crowd us all out; unless we could fly up and live in the air, and feed on nothing, there would soon be left no place for us."

Hardships Encountered by the Wyandotte During Removal from Ohio to Kansas, September 30, 1843

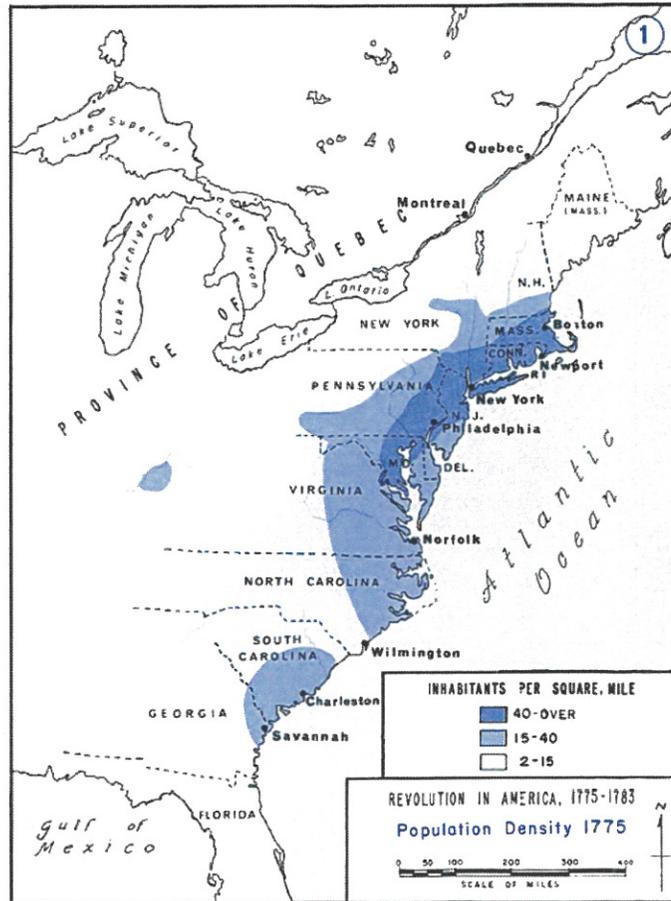
The Wyandottes, since their arrival in the Indian territory [July, 1843], west of the state of Missouri, have been and still are encamped on the Kansas River . . . Having been encamped so long, many of them were getting home-sick and began to wish that they had never left Sandusky. To add to their discouragements, they have suffered much since their arrival from sickness and the death of nearly all the younger part of their children. While at Cincinnati, some imprudent person, excited by curiosity, came on to the boat where we were embarking, just breaking out with the measles. Some of the children took them, and since our arrival here they have spread, among those who had not previously had them, through the whole encampment. In addition to this, a distressing diarrhea has prevailed among them, and not being in a situation in their camps to take proper care of themselves or children, they have suffered severely, but that have suffered patiently, and manifested a good degree of resignation to the will of Providence.

**Document J: Excerpt from American Creation, by Joseph Ellis**

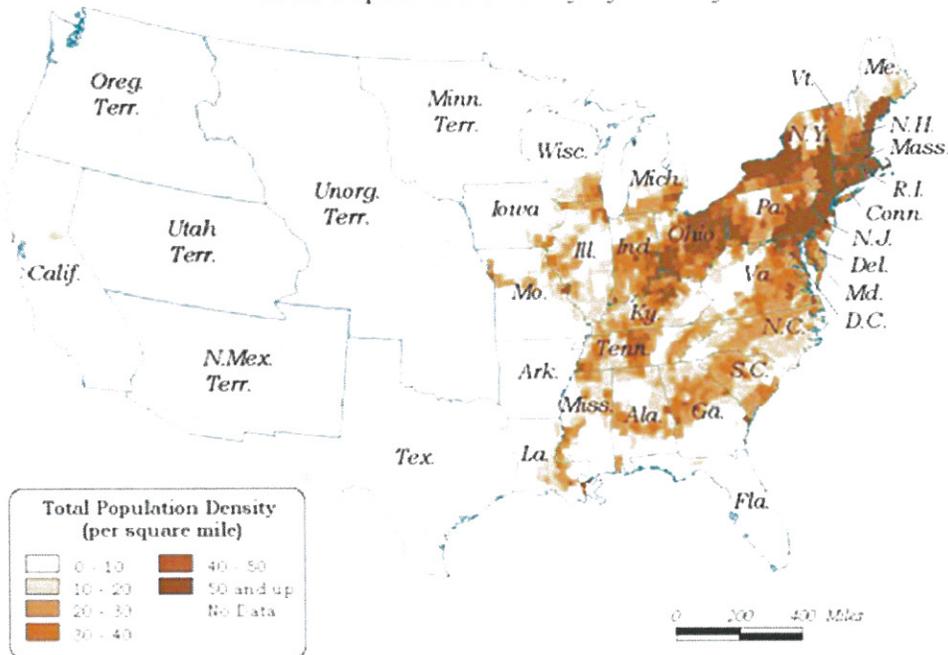
For the roughly 100,000 Indians living between the Appalachians and the Mississippi, the American victory [in the Revolutionary War] proved an unmitigated calamity from which history would provide no rescue . . .

[The Constitution] placed control of policy in the hands of three people: President George Washington, Secretary of State Thomas Jefferson, and Secretary of War Henry Knox. All three agreed on two fundamental principles: first . . . "the independent tribes of Indians ought to be considered as foreign nations . . ." Second, as sovereign nations the Indian tribes possessed legitimate rights that must be respected. [As Knox said,] "Indians being the prior occupants of the rights of the soil . . . To dispossess them . . . would be a gross violation of the fundamental Laws of Nature and of that distributive Justice which is the glory of a nation . . ." Washington went so far as to declare that a truly just Indian policy was one of this highest priorities, that failure on this score would damage his reputation and "stain the nation."

# Document B: U.S. Population Density, 1775 & 1850



## United States in 1850 Total Population Density by County



<https://www.awesomestories.com/images/user/1222090711.44.jpg>

[https://www.google.com/search?q=us+population+density,+1750&safe=strict&es\\_sm=93&source=inms&tbn=isch&sa=X&ved=0CAcQ\\_AUoAWoVChMIq6PtyvP9xglVAhm5Ch0Mrg6b&biw=1242&bih=594#safe=strict&tbn=isch&q=us+population+density%2C+1850&imgcr=Car\\_IHBjx21AHM%3A](https://www.google.com/search?q=us+population+density,+1750&safe=strict&es_sm=93&source=inms&tbn=isch&sa=X&ved=0CAcQ_AUoAWoVChMIq6PtyvP9xglVAhm5Ch0Mrg6b&biw=1242&bih=594#safe=strict&tbn=isch&q=us+population+density%2C+1850&imgcr=Car_IHBjx21AHM%3A)

ty,+1750&safe=strict&es\_sm=93&source=inms&tbn=isch&sa=X&ved=0CAcQ\_AUoAWoVChMIq6PtyvP9xglVAhm5Ch0Mrg6b&biw=1242&bih=594#safe=strict&tbn=isch&q=us+population+density%2C+1850&imgcr=Car\_IHBjx21AHM%3A

## Document C: The Battle of the River Raisin, January 22-23, 1813

On January 22, 1813, a force of British soldiers & their Indian allies – including members of the Wyandot tribe – defeated a force of American soldiers & Kentucky militiamen at Frenchtown (Monroe) on the banks of the River Raisin. After the American surrender, all the unhurt Americans were marched off into captivity, but the wounded Americans were left behind.



We come now to relate the tragic part of the story, at which every honorable and feeling heart must recoil, and which demands the prompt attention of government. After the capitulation [surrender], the American commanding officer remonstrated with the British officer on the necessity of protecting the wounded prisoners from the fury of the savages. The officer pledged himself to attend to it, and thus they should be removed out the following day. But they were left without the promised protection, and on the morning of the 23rd, the savage allies of a Christian King stripped and murdered all of them who were unable to march. If the vengeance of our country can sleep after such an act as this, then indeed may we weep over the ruins of the republic.

"The fate of Capt. Hart, one of the wounded, is peculiarly distressing. This gentleman had greatly signalized himself by his undaunted bravery. After the capitulation, a British officer, a Captain Elliot, who had been a classmate with him at Princeton College, waited on Captain Hart and unsolicited promised him his protection, declaring that the next morning he would have him taken to Malden, where he should remain until his recovery. But Elliot broke his promise and left him to his fate. On the next day a band of savages came into the house where he lay, and ruthlessly tore him from his bed. A brother officer caught him in his arms and carried him to another apartment. Here he was again assailed by the monsters. At length he bargained with one of them and gave him a considerable sum of money to have himself taken to Malden. They set off, and after traveling about four or five miles, were met by a fresh band of the hell hounds, who shot the Captain on his horse, and tomahawked and scalped him! "

-Frankfort (Kentucky) Mercury, 1813

## Document G: The Wyandotte in Upper Sandusky, Ohio



### **The Wyandot Mission Church, F.H. Halbedel, 1887**

This Methodist mission church was built for the Wyandot in Upper Sandusky, Ohio, with government funds in 1824.

**Members of the Wyandot tribe in Upper Sandusky, Ohio:**

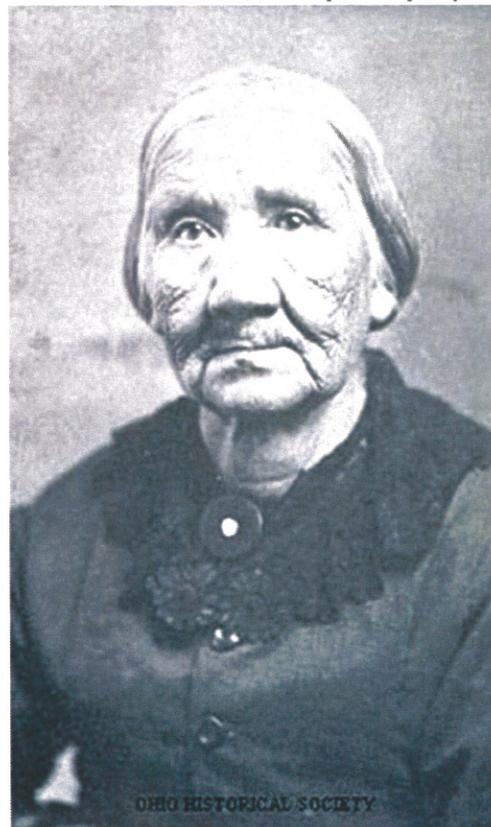
**William Walker**



**William Walker, Jr.**



**Mother Solomon, Mary Grey Eyes**



OHIO HISTORICAL SOCIETY

## Chief Between-The-Logs & Chief Mononcue



BETWEEN-THE-LOGS.  
A Christian Wyandot preacher.



MONONCUE.  
A Christian Wyandot preacher.

<http://freepages.genealogy.rootsweb.ancestry.com/~henryhowesback/wyandot901.jpg>

# Document F: Indian Removal

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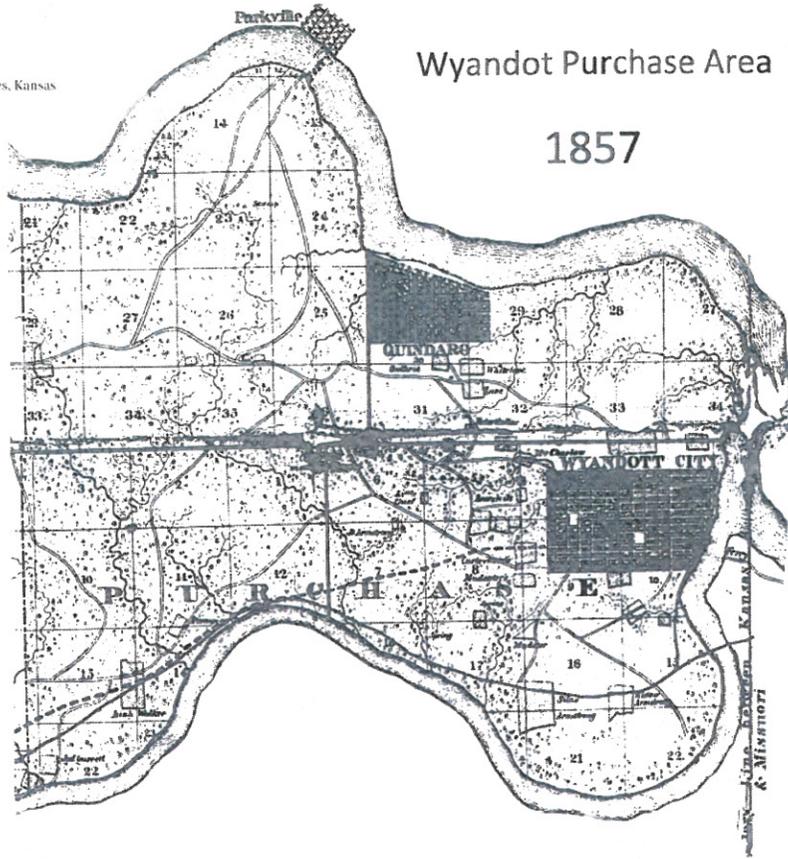
INDIAN OUTRAGES



Trail of Tears

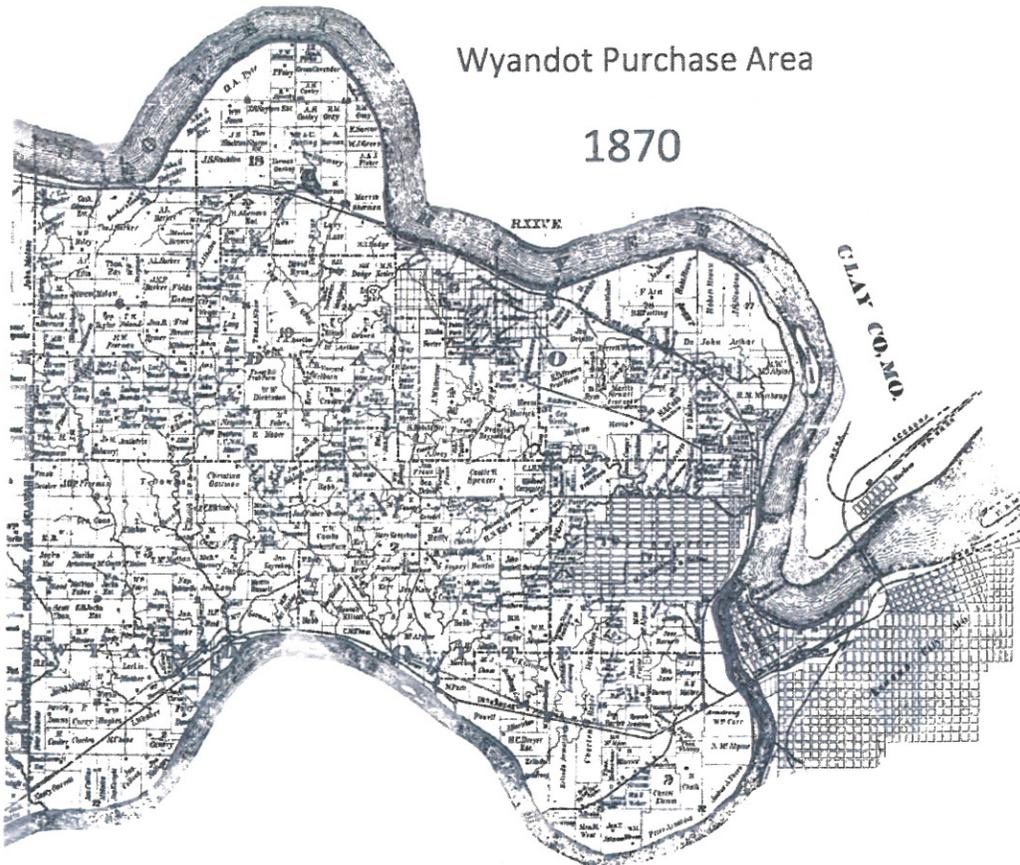
# Wyandot Purchase Area

1857



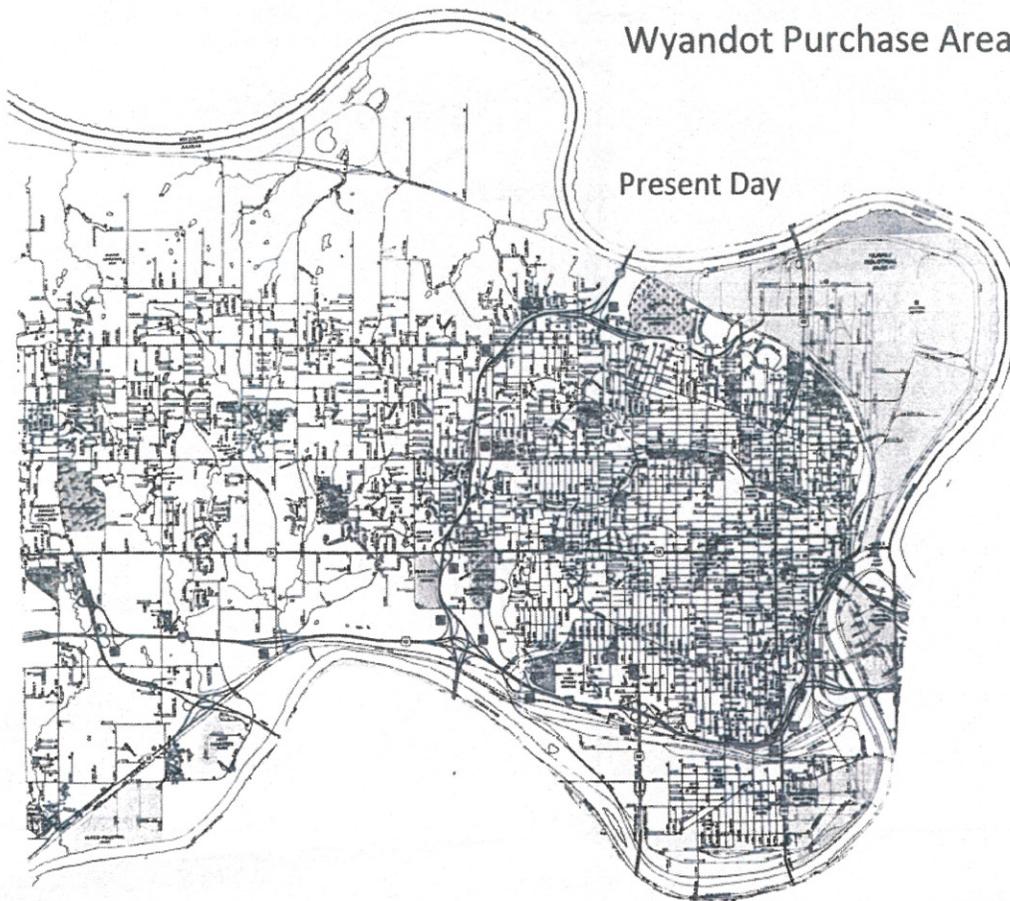
# Wyandot Purchase Area

1870



Wyandot Purchase Area

Present Day



## **Analyze the following statement:**

**The forced removal of eastern Indian tribes (including the Wyandotte Nation) from their tribal reservation lands in the early to mid-1800s was inevitable.**

# DAY 3



- 1) The students will be divided into pairs; each pair should receive a copy of the Document Analysis Sheet / Graphic Organizer (these sheets can be copied back-to-back).
- 2) The focus for today's lesson is the contemporary Wyandotte experience: using the experience of the Wyandotte, what were the goals and accomplishments of the Native American movement of the late 1960s/1970s?
- 3) Each student pair will receive one primary source document; by completing their Document Analysis sheet, they will attempt to tease out the goals and/or accomplishments of the Native American movement. They will then fill in the goals and accomplishments in the box on the graphic organizer that matches their document.
- 4) When all student pairs are finished, the class will jigsaw the information so that all students have goals and accomplishments for all six primary source documents.
- 5) At this point, the class will attempt to discern an overall statement of goals and accomplishments for the Native American movement of the late civil rights era.
- 6) Next, the Hidden America: Children of the Plains video clip will be shown. This particular clip illustrates the problems that Native Americans are struggling with on reservations today. Instruct the students to be on the lookout for setbacks and struggles that Native Americans encounter, despite the gains they made in the 1970s.
- 7) Now pass out the Day 3 Assessment. The students will complete question 1 in order to ensure they have the necessary information to be assessed later on the goals, accomplishments, and setbacks of the Native American movement.
- 8) Finally, there are three extension questions on the Day 3 Assessment; these questions may be difficult for some students, who may need some assistance to complete them:
  - a. Comparing the economic realities of tribes that own their land vs. tribes on a government reservation.
  - b. Comparing the political realities of tribes that own their own land vs. tribes on a government reservation.
  - c. Comparing the Native American drive for self-determination with other groups fighting for civil rights in the late 1960s/1970s.

# WRITTEN DOCUMENT ANALYSIS WORKSHEET

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum <input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT:  POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) <span style="border: 1px solid black; padding: 2px;">Limit response for each question to 3 lines of text</span> A. List three things the author said that you think are important:  B. Why do you think this document was written?  C. What evidence in the document helps you know why it was written? Quote from the document.  D. List two things the document tells you about life in the United States at the time it was written.  E. Write a question to the author that is left unanswered by the document:

NATIVE AMERICAN GOALS & ACCOMPLISHMENTS IN THEIR JOURNEY TOWARDS CIVIL RIGHTS AND EQUALITY

Once you have examined your assigned document using the Document Analysis Sheet, list as many Native American goals & accomplishments in their journey towards civil rights and equality as possible *for your assigned document*. Later, we will pool our information & determine a set of overall goals and accomplishments for Native Americans of the late civil rights era.

Indian Reorganization Act

American Indian Movement (AIM)

Nixon's Message on Indian Affairs



Goals / Accomplishments for the Native American Movement



Wyandotte State of the Nation

Chief Leaford Bearskin Narrative

Indian Self-Determination Act



# ANSWER KEY

## NATIVE AMERICAN GOALS & ACCOMPLISHMENTS IN THEIR JOURNEY TOWARDS CIVIL RIGHTS AND EQUALITY

Once you have examined your assigned document using the Document Analysis Sheet, list as many Native American goals & accomplishments in their journey towards civil rights and equality as possible *for your assigned document*. Later, we will pool our information & determine a set of overall goals and accomplishments for Native Americans of the late civil rights era.

### Indian Reorganization Act

*Self-government, return to tribal land, inc. tribal rights, end of graft/corruption, aid through the New Deal, restore community and culture*

### American Indian Movement (AIM)

*Change life in the Native American ghetto, self-determination, end mistreatment by police, eliminate BIA, end teaching of white history & Christianity, end government role in Indian affairs, inc. spiritual movement*

### Nixon's Message on Indian Affairs

*End Indian dependence on government, more Indian representation in BIA, end paternalism, self-determination, autonomy w/o destroying community*



### Goals / Accomplishments for the Native American Movement

*Self-determination, self-government, reduce dependency on federal government, protect & celebrate tribal culture, provide social services and education for tribal members*



### Wyandotte State of the Nation

*Improve quality of life for all tribal citizens, protect sovereignty, provide health care assistance, safeguard tribal culture, provide social services for tribal members, develop diverse economic base*

### Chief Leaford Bearskin Narrative

*Overcame childhood poverty, serve tribe and country, take pride in both Wyandot nation and in the United States, continue to battle BIA for the betterment of tribe*

### Indian Self-Determination Act

*End federal dominance of tribes (hurts progress), develop Indian leadership, ensure education for tribes (hasn't accomplished this yet), more self-government*

**Using the experience of the Wyandotte, what were the goals and accomplishments of the Native American movement of the late 1960s/1970s?**

# CIVIL RIGHTS EXPANDED

## THE NATIVE AMERICAN MOVEMENT

1. After examining today's documents with your partner, and after watching *Hidden America: Children of the Plains*, complete the following chart:

<b>Native Americans in the Late Civil Rights Era</b>	<b><u>Accomplishments</u></b>	<b><u>Setbacks</u></b>

2. Compare the images you saw and the information you gathered from both *Wyandotte State of the Nation 2014* and *Hidden America: Children of the Plains*. These sources show two very different economic realities – the Wyandotte finding economic success in Oklahoma, and the Lakota Sioux struggling in South Dakota. Why do you suppose the Wyandotte have found economic success, while the Sioux continue to struggle?

3. The Wyandotte Nation of Oklahoma owns their own tribal land, which their own tribal government administers. The Lakota Sioux's Pine Ridge Reservation is run by the federal government's Bureau of Indian Affairs. What might be the advantages for the Wyandotte's local tribal government in dealing with issues like health care, unemployment, alcoholism, and suicide?

4. The Native American (and Wyandotte!) drive for self-determination and self-government is mirrored by other late civil rights groups. Name the other groups that you have studied that are pursuing this goal. What does this drive for self-government tell you about the perception minority groups have of the U.S. government in the late 1960s and 1970s? Are there other (non-minority) groups that would share this perception?

# **LINK TO YOUTUBE VIDEO:**

**Link to Hidden America: Children of the Plains**

**Media**

**Hidden America: Children of the Plains**

**(YouTube clip (6:29), located at <https://www.youtube.com/watch?v=IjapHc7B8Xs> )**

# CIVIL RIGHTS EXPANDED

## THE NATIVE AMERICAN MOVEMENT

### ANSWER KEY

1. After examining today's documents with your partner, and after watching *Hidden America: Children of the Plains*, complete the following chart:

	<u>Accomplishments</u>	<u>Setbacks</u>
<b>Native Americans in the Late Civil Rights Era</b>	<i>Self-determination, self-government, reduce dependency on federal government, protect &amp; celebrate tribal culture, provide social services and education for tribal members</i>	<i>Tribes on reservations lag behind, high unemployment &amp; suicide rate, inc. alcoholism, poor education and health care on reservations</i>

2. Compare the images you saw and the information you gathered from both *Wyandotte State of the Nation 2014* and *Hidden America: Children of the Plains*. These sources show two very different economic realities – the Wyandotte finding economic success in Oklahoma, and the Lakota Sioux struggling in South Dakota. Why do you suppose the Wyandotte have found economic success, while the Sioux continue to struggle?

*The Wyandotte have created a diverse economic base, which means they don't depend on any one industry, service, or casino; in addition, the Wyandotte seek out economic opportunities all over the U.S., while reservations lack much economic opportunity.*

*Head Chief Billy Friend of the Wyandotte Nation suggested in July 2015 that the reservation system was a barrier for Native American tribes – it's a barrier to economic assimilation, and creates generational problems that cannot be easily fixed. According to Chief Friend, the creation of a diverse economic base is crucial to tribal success, because casinos are not a permanently sustainable source of income, and because most tribes live on land (either reservation or tribal-owned) that lacks an economic base. Thus, the Wyandotte have branched out in Information Technology, Communications (Wyandotte Services), machine tools (Wyandotte Precision Products), even a Sonic franchise.*

3. The Wyandotte Nation of Oklahoma owns their own tribal land, which their own tribal government administers. The Lakota Sioux's Pine Ridge Reservation is run by the federal government's Bureau of Indian Affairs. What might be the advantages for the Wyandotte's local tribal government in dealing with issues like health care, unemployment, alcoholism, and suicide?

*The advantage of locally-administered government is that the Wyandotte have first-hand knowledge of the problems in their community, and can propose and implement solutions to the problems quickly and flexibly. The Wyandotte's government does not run through the BIA in Washington, D.C., and thus is quicker to target and respond to problems in their tribal community.*

# CIVIL RIGHTS EXPANDED

## THE NATIVE AMERICAN MOVEMENT

### ANSWER KEY

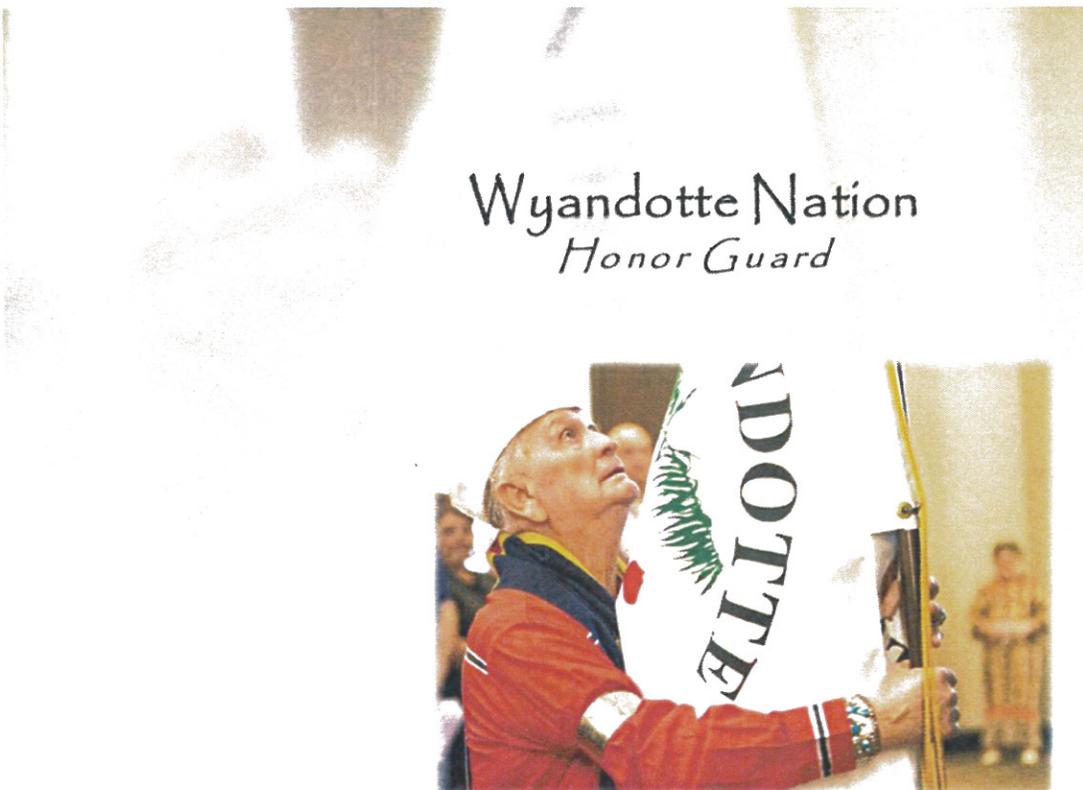
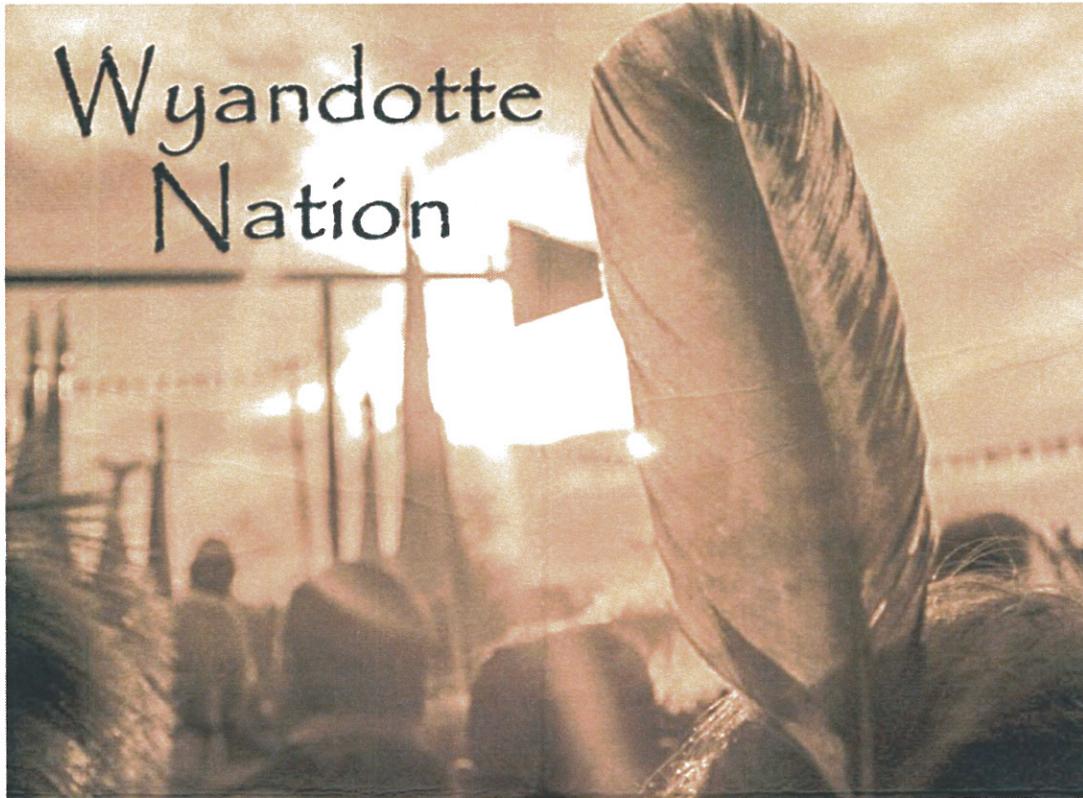
*Again according to Chief Billy Friend, tribal-owned lands = self-government and autonomy. Although working with the federal government is difficult – the tribes spend a great deal of money in legal fees to hold the U.S. government accountable to their obligations – local control means the tribe can use business profits and a good percentage of their federal aid on projects to benefit the tribe – projects such as a healthcare & wellness center, pre-school and youth programs, suicide prevention programs, initiatives for seniors and diabetics, subsidized housing for tribal families and seniors, and a water grid. In addition, while the Wyandotte Nation of Oklahoma continues to re-invest its monies for the benefit of the tribe, they have also reached out to the greater community of Miami, Oklahoma, allowing non-tribal members to take advantage of many of these programs.*

4. The Native American (and Wyandotte!) drive for self-determination and self-government is mirrored by other late civil rights groups. Name the other groups that you have studied that are pursuing this goal. What does this drive for self-government tell you about the perception minority groups have of the U.S. government in the late 1960s and 1970s? Are there other (non-minority) groups that would share this perception?

*The Black Panthers, Asian-American, and Latino movements all pursued more self-determination and autonomy. These groups, along with women, the disabled rights movement, and the gay liberation movement, would all agree that the U.S. government was uninterested in their struggle and non-representative of their group. Thus, they were looking for an alternate form of authority that would better reflect their needs, desires, and culture. The counter-culture that developed during the Vietnam War would share this perception – that the U.S. government was no longer representing the best interests of the American people, and thus needed to change.*



# THE WYANDOTTE STATE OF THE NATION REPORT 2014





Princess  
*Emilee Wills*

## Wyandotte Nation *Board of Directors*

**BILLY FRIEND**  
Chief

**NORMAN HILDEBRAND, JR.**  
Second Chief

**JUANITA MCQUISTION**  
Board Member

**RAMONA REID**  
Board Member

**VIVIAN FINK**  
Board Member

**ERIC LOFLAND**  
Board Member



# Mission Statement:

*The mission of the government of the Wyandotte Nation is to improve the quality of life for all tribal citizens.*

The Nation accomplishes this through providing quality governmental programs and services managed by sound decision-making and competent administration. Considering future generations and the protection of our tribal sovereignty, the Wyandotte Nation will utilize effective stewardship of our human, financial and natural resources. Concentration will be focused on development of strong leadership skills through education, accountability, experience and positive reinforcement.



# Bearskin Healthcare & Wellness Center



- Bearskin Healthcare
- Bearskin Fitness Center
- Special Diabetes Program for Indians
- Wyandotte Nation Youth Program
- Wyandotte Nation Methamphetamine & Suicide Prevention Initiative (MSPI)

## Success

- Bearskin Fitness Center voted "Ottawa County's 2014 Best of the Best" Fitness Centers
- Wyandotte Nation Youth Program completed 2,026 hours of community service
- 100% of all diabetic patients received diet instruction from a registered dietician
- All purchased and referred care visits, to this date, have been authorized, including deferred
- Successfully added multiple high cost meds to the general formulary resulting in savings to the high cost meds budget to allow additional high cost meds to be purchased



## 25<sup>th</sup> Annual Pow-Wow



## The Gathering & The Gathering of Little Turtles



# Wyandotte Nation

*Enrollment*

**5,722**

**(Total Tribal Enrollment)**

# Tribal Supplemental Healthcare Benefit



# Wyandotte Nation *Enrollment*

**5,722**

**(Total Tribal Enrollment)**

# Tribal Supplemental Healthcare Benefit



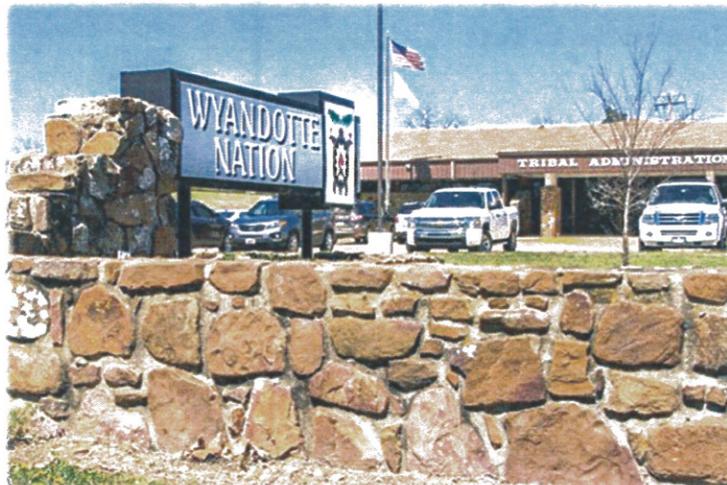
# Wyandotte Nation

## *Tribal Net Worth*

*June 30, 2014*

Tribal Current Assets	\$44,042,045
Net Property Plant and Equipment	\$27,065,584
Net Tribal Capital Assets	\$21,191,076
<u>Other Assets</u>	<u>\$472,468</u>
<b>TOTAL ASSETS</b>	<b>\$92,771,172</b>
<b>TOTAL LIABILITIES</b>	<b><u>\$15,317,007</u></b>
 <b>NET WORTH</b>	 <b>\$77,454,165</b>

## Administration

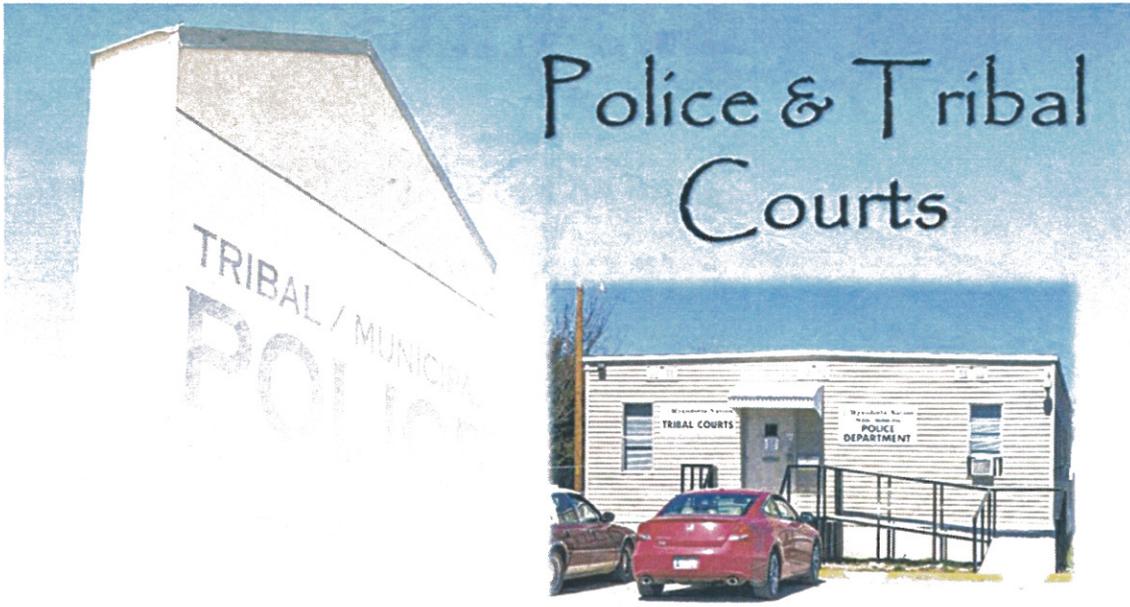


# Title VI



# Education





# Police & Tribal Courts



# Heritage Acres Community Center



120 SAFEROOM

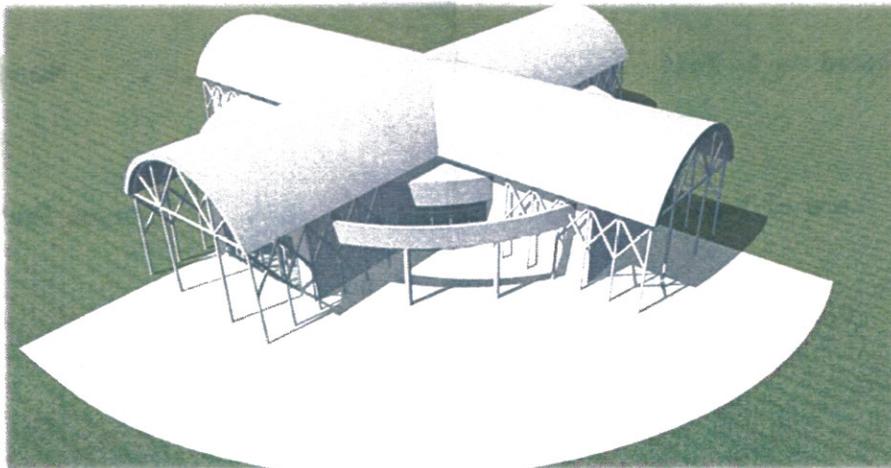


# Housing

Single Family & Duplexes

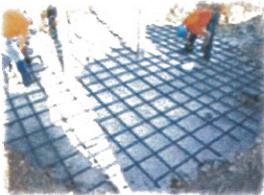


## Cultural Center



# Fiscal Year 2014 Capital Improvements

- Community Center
- Splash Pad

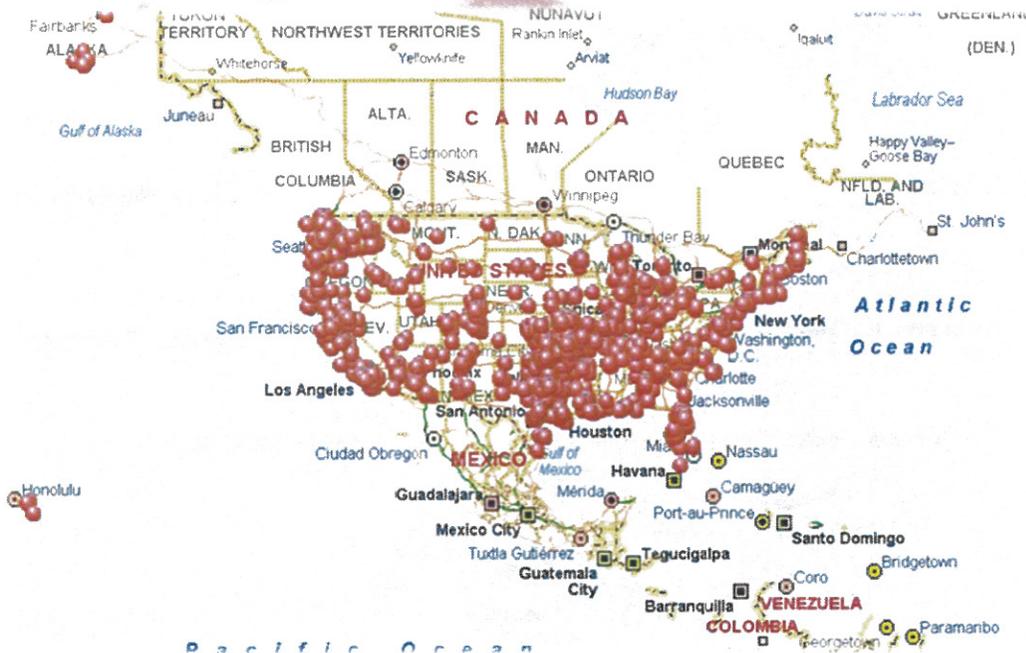


## Current Projects



- Cultural Center
- Water System Improvements
- New Duplexes
- Multipurpose / Saferooms

# Wyandotte Nation



# Town Hall Meetings



2014

- Grapevine, Texas
- Denver, Colorado

2015

- Phoenix
- Indianapolis



**WTOK**  
Wyandotte Tribe of Oklahoma  
*Living the Dream*

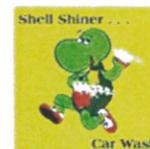


WYANDOTTE  
SERVICES

WYANDOTTE  
PRECISION PRODUCTS



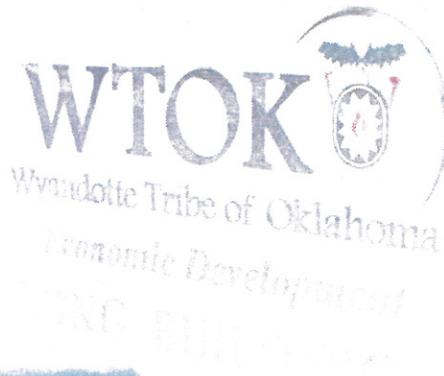
WYANDOTTE  
CASINO  
*Things a good time*





Our mission is to carry out the purpose of the 1937 federal corporate charter of the Wyandotte Tribe of Oklahoma.

“To advance the standard of living of the Tribe...and to promote in any other way the general welfare of the Indians of the Wyandotte Nation.”





## Small Business Sector

- Another Great Year in 8A business
- \$14.9 million in Revenue
- New Awards in FY 2014:
  - Dover AFB - \$13 million over 5 years
  - DOE Southwestern Power Admin - \$16.5 million over 5 years
  - DOE Western Area Power Admin - \$11 million over 5 years

## Contract Locations

- Fort Knox, Fort Knox, KY
- Western Area Power Administration, Folsom CA
- Southwester Area Power Administration, Tulsa, Ok and Springfield, MO
- Hill AFB, Utah and Arizona
- Dover AFB, Dover, DE
- Mountain Home AFB, Mountain Home, ID
- Fort Carson AFB, Colorado Springs, CO
- Columbus AFB, Columbus, MS
- Western Area Power Admin, Lakewood, CO



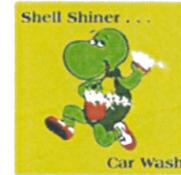
- WPP is a provider of industrial machining services, equipment rebuilding, component remanufacturing, engineering and reverse engineering services
  - Large scale boring, turning and milling capabilities
  - Implemented Computer Aided Machining
- In 2013, \$717,000 in revenue
  - 18.5% increase over last year
- Goal for next year: ISO 9000 certification
  - Will give us quality certifications needed for larger commercial and federal business

# Turtle Stop - Bearskin Grill - Shell Shiner Car Wash

- \$9.2 million in Revenue in Wyandotte

## COMING SOON:

- TURTLE STOP in GROVE
- Closed on property Aug. 7
- Working on Remodel Plans



# WYANDOTTE NATION CASINO

*Always a good time!*

## Announced \$13 Million Expansion in Fall 2013

- Event Center
- Club with Food, Bowling, Billiards
- Renovated gaming floor
- Expanded gaming floor to 800+ machines



## Goal: Improve Competitive position in market

- Provide Entertainment Options in  
addition to Gaming



- 7<sup>th</sup> Street continues to  
outperform KC market



## Plans to freshen up property

- Remodel restrooms this fiscal year
- Floor facelift in 2015



Opened in Seneca late November 2013

Sales for the location are exceeding expectations

- Continue to explore Additional Locations for Opportunities

## Park City Update

