

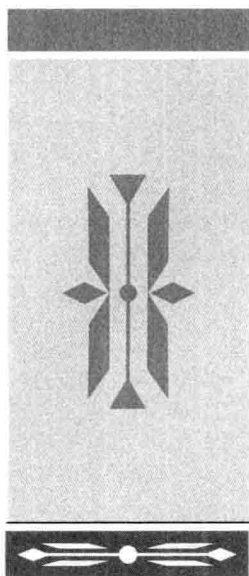
SECOND EDITION

FIRST PEOPLES

A DOCUMENTARY SURVEY
OF AMERICAN INDIAN
HISTORY



COLIN G. CALLOWAY



FIRST PEOPLES

A Documentary Survey
of American Indian History

Second Edition

COLIN G. CALLOWAY

Dartmouth College

For Marcia, Graeme, and Megan, again

For Bedford/St. Martin's

Publisher for History: Patricia A. Rossi

Director of Development for History: Jane Knetzger

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Copyeditor: Lisa Wehrle

Text Design: Wanda Kossak

Cartography: Mapping Specialists Ltd.

Indexer: Steve Csipke

Cover Design: Donna Lee Dennison

Cover Art: Karl Bodmer, *Mandeh-Pachu, Mandan Man*. Joslyn Art Museum, Omaha, Nebraska.

Gift of Enron Art Foundation.

Composition: Pine Tree Composition

Printing and Binding: R.R. Donnelley & Sons Company, Crawfordsville

President: Joan E. Feinberg

Editorial Director: Denise Wydra

Director of Marketing: Karen R. Melton

Director of Editing, Design, and Production: Marcia Cohen

Managing Editor: Elizabeth M. Schaaf

Library of Congress Card Catalog Number: 2003101689

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Manufactured in the United States of America.

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For information, write: Bedford/St. Martin's, 75 Arlington Street, Boston, MA 02116 (617-399-4000)

ISBN-10: 0-312-39889-1

ISBN-13: 978-0-312-39889-7

PREFACE



Colleagues and students from across the country have been generous in their responses to the first edition of *First Peoples*. In countering the often fleeting reference to, and marginalization of, Native Americans in history books, *First Peoples* clearly met a need. It provided an overview of Native American history and offered students a more complete and more richly textured narrative of Indian peoples and their place in United States history. In addition, it provided an opportunity to tackle historical evidence firsthand: I wanted to invite students to try to reconstruct the past through the words of people — Indians and non-Indians — who lived in a different time, saw the world in different ways, and had their own reasons for acting as they did.

The second edition of *First Peoples* follows the same approach and pursues the same goals, with a richer and more varied selection of resources and more information on modern developments. As in the first edition, each chapter includes a narrative section, followed by primary documents and then a picture essay. By combining historical background with textual and visual evidence, the book provides students with enough context to begin asking questions of the documents and pictures. The structure of the book enables instructors to go beyond giving an outline of events, laws, leaders, and battles, and provides them with materials for exploring other issues and examining how Indian history has been written and remembered.

The text has been completely reviewed and, where necessary, revised or expanded to take into account the new books and articles on American history that continue to be published at a tremendous rate, the Indian affairs that continue to make news, and the Indian people who continue to make history. Colleagues, reviewers, and I agree that developments in the twentieth century — and now the twenty-first century — merit more attention than they received in the first edition. In addition, students are often most interested in the most recent events. As a result, I substantially revised and expanded the final chapter. Retitled “Nations Within a Nation: Indian Country Today,” it gives students a sense of the continuing struggles waged by America’s first peoples as they endeavor to preserve their cultures, promote their economic independence, and protect their sovereignty. The chapter includes information on court cases, the controversy over Indian gaming, and issues of stereotyping that continue to affect Indian people.

In addition to bringing the story up to the beginning of the twenty-first century, this edition provides more information on Alaskan Natives and

Canada's first peoples and expanded coverage of the militancy and activism that developed in Indian Country after World War II. To better articulate and present the nature of the ongoing and evolving history of American Indians, I have strengthened themes and headings throughout.

New documents increase the presence of Native voices in the book. Of the eight documents new to the second edition, five are by Natives: an account of the Pueblo Revolt, a letter by John Ross, the Twenty Points presented to the government during the Trail of Broken Treaties march on Washington, the Proclamation to the Great White Father and to All *His* People issued by the protesters at Alcatraz, and an editorial from *Lakota Times* about mascots. A few of the retained documents have been shortened to increase student accessibility and to create room for the additional selections. In addition, the captivity narrative of Mary Jemison has replaced the captivity narrative of Susanna Johnson that appeared in the first edition. Both women were captured by Indians in the 1750s, but whereas Susanna was a grown woman with children and returned home as soon as she could, Mary was captured as a teenager and lived the rest of her life with the Senecas.

The illustration and map programs received significant attention during the development of the second edition. A greatly enhanced map program features thirteen new maps, including maps that show the approximate tribal locations at first sustained contact with Europeans, the Ohio Country during the Seven Years' War, boundary lines of 1763 and 1783, treaties and land cessions to 1810, and the movement of tribes onto the Plains. To reinforce the expanded final chapter, new maps feature state and federally recognized reservations, Alaska's Native Regional Corporations, Oneida and Maine land claims, proposed and actual nuclear waste sites in Indian Country, and James Bay. Most of the retained maps have been revised to show topography, and reproductions of contemporary maps have been added to help students understand how outsiders perceived the "New World" and the Natives' place in it. In addition, new charts document 2000 census findings, and over thirty new illustrations provide many views of Natives, among them a creation legend, ways of life old and new, historic events, and important women and men in the shared history of the United States and American Indians. The picture essays in Chapters 1 and 7 now include additional examples of early Native American towns and depictions of twentieth-century life by Native American artists, respectively.

Additional pedagogical revisions include calling out the discussion-provoking Questions for Consideration at the end of each document headnote and picture essay and the addition of a Video Resources appendix offering annotated entries for many useful documentaries. The chapter-ending bibliographies have been updated, as has the General Reference Works appendix, and the Web sites found in a separate Internet Resources appendix. In addition, students are encouraged at the end of every chapter's narrative section to look for a more extensive listing of relevant Web sites at www.bedfordstmartins.com/historylinks.

Acknowledgments

I am indebted to the following readers who reviewed the first edition with an eye to preparation of the second edition: S. Carol Berg, College of St. Benedict; José Brandão, Western Michigan University; James Drake, Metropolitan State College of Denver; Emily Greenwald, University of Nebraska–Lincoln; Brian Hosmer, formerly of the University of Wyoming and now Director of the Center for the History of the American Indian at the Newberry Library, Chicago; Barry Joyce, University of Delaware; Margaret Newell, Ohio State University; Greg O'Brien, University of Southern Mississippi; Jeff Pilz, North Iowa Area Community College; Willard Rollings, University of Nevada, Las Vegas; Margaret Connell Szasz, University of New Mexico; and a twelfth, anonymous, reviewer. Their constructive criticisms were invariably helpful, even if their suggestions did not all make their way into the text, and even in cases where different reviewers expressed contrary opinions!

At Dartmouth, I have as always benefited from daily interactions with fine colleagues in both Native American Studies and History. N. Bruce Duthu read my final two chapters with a close eye on issues of Indian law, and Deborah Nichols again fielded my questions about pre-Columbian America. I am grateful to Professor Charles C. Alexander of Ohio University for correcting my understanding of the origins of the Cleveland Indians' team name.

The people at Bedford/St. Martin's again set exemplary standards for the care and attention they give to their books. Chuck Christensen recruited me for my first Bedford project more than a decade ago, and he and Joan Feinberg have been enthusiastic supporters ever since. Tisha Rossi took over the planning for the second edition with a light but efficient hand that made for a smooth transition. Editor Sarah Barrash Wilson approached the project with a fresh perspective and new questions, wrestled with reorganizing as well as editing text, and, it seemed to me, performed wonders in juggling all the different pieces. Her thoroughness, enthusiasm, and skill made this truly a new edition. As in the first edition, the guiding hand of Tina Samaha steered *First Peoples* through production. Tina's professionalism, her patience with getting the details right, and her good humor make her a pleasure to work with and a terrific asset to the project.

Thanks to all of the above for helping to make the second edition of *First Peoples* a better book. Love and thanks to Marcia, Graeme, and Meg for everything else.

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