



FIRST AMERICANS

A History of Native Peoples

COMBINED VOLUME

KENNETH W. TOWNSEND • MARK A. NICHOLAS

FIRST AMERICANS

A HISTORY OF NATIVE PEOPLES

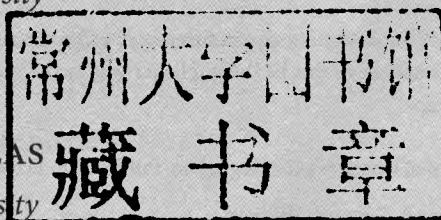
COMBINED VOLUME

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To our families, for their love, support, and patience. From Mark, to his wife Stefanie and their daughters, Molly and Trinity. From Ken, to his wife Diann and their children, Danielle, Brandon, and Dustin, and grandchildren, Kaylee, Miranda, Peter, Tyler, Tristan, and Alexandra.

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- Statement by the American Indian Movement, *Wounded Knee* (1973)
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- Gerald Ford, *Statement on Signing the Indian Self-Determination and Education Assistance Act* (1975)
- Statement to the People of the United States and the World (1978)

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- Winona LaDuke, *The Indigenous Women's Network, Our Future, Our Responsibility* (1995)
- An Open Letter to the Public from the President of the Makah Whaling Commission (1998)
- Wilma Mankiller, *From Every Day is a Good Day* (2004)

PREFACE

First Americans began as a dialogue between two historians who teach both Native American history and U.S. history. In our conversations with one another, we acknowledged the obvious—students have limited awareness of native cultures and histories, and what limited awareness they have is commonly saddled with romantic misrepresentations or traditional stereotypes. Although we agreed that several currently available Native American history textbooks effectively dispel most standard myths, they nonetheless covered inadequately many pivotal moments and issues in native histories or offered little evidence of the centrality of culture and identity in historic relations among native peoples themselves or between Native Americans and non-Indian populations.

We were troubled, too, that so many students view Native American history apart from the larger flow of human events nationally and internationally, and that U.S. history survey texts as well as Native American history texts present native studies and history as a compartmentalized subject, one seldom connected to continental or global events. Survey courses in U.S. history typically direct scant attention to native peoples in North America, the minimal space assigned to American Indians generally focused on Native Americans as momentary impediments to continental conquest or as reluctant but eventually successful adopters of mainstream American culture. Moreover, native peoples nearly vanish from sight as the twentieth century unfolds. Finally, the narrative common to existing textbooks does not include an Indian voice. For these reasons, and many more, we assigned ourselves the task of producing a Native American textbook that completes the story and includes the native perspective.

APPROACH

Without the “Indian voice,” the history of Native Americans is incomplete. First, providing their “voice” in their own words or in demonstrating their perspective through their actions most effectively explains native identities and behaviors over the centuries. Second, we wanted to counter directly the prevalent attitude among so many students that native peoples were consistently victims of colonial and national expansion. Corresponding to the traditionally present “victim” perspective is the argument of “inevitability.” The arguments of persistent victimization and inevitability assumes native peoples were unable to sway the course of history, incapable of preserving any true sense of identity, and conquered by a force vastly superior to themselves. Such a perspective holds that Indians were doomed to extinction—if not physically, then culturally—that preservation of their unique identity was beyond their ability. To the contrary, this text demonstrates routinely that American Indians were active agents in determining their own futures, evidenced in an array of resistance efforts and forms of resistance, in their effort to adapt when necessary, and ultimately in the survival of Indian identity as the United States settled into the twenty-first century. We also believed it necessary for students to be able to place Native American history into the larger context of national and international developments.

First Americans tells the story of Native Americans and native America. The book is not just another story focused on the Cherokee and Sioux or on Native Americans as super-spiritual peoples living in some state of “communal bliss” or in perpetual harmony with nature. Students will learn about the Cherokees and Sioux peoples, to be sure, and they will read of prominent leaders including Pontiac, Tecumseh, Geronimo, and Sitting Bull, but *First Americans* balances such accounts with a detailed investigation of the lives of more obscure tribal peoples and ordinary Native Americans, moving the student among small communities, towns, villages, larger tribes and nations, and across the centuries noted for both continuity and change. *First Americans* is also about Indian homelands and histories continent-wide, stretching from Canada into northern Mexico, from the Atlantic Ocean to the Pacific Ocean. Native Americans were people adjusting, moving, and even controlling the changing circumstances within their homelands that European, then white Americans, tried to wrest from them. They made hard and difficult decisions. New frameworks that historians have developed in recent years in reaction to the old story of the American frontier appear throughout the text. We do use

the word “frontier,” but not as a presentation of the overpowering force of white American expansion that traditionally is defined as pushing aside Native Americans physically and metaphorically from U.S. history. We do not recoil from geography, as many other books do, but rather embrace it as part of the larger narrative of Native American history. Native peoples have had or have maintained some control over most of North America’s lands to the present, and the land itself has been, and remains, central to understanding native cultural heritage, survival, and identity. We describe and analyze “borderlands,” “middle grounds,” backcountries,” and “crossroads.” *First Americans* shows how different landscapes, as much as the peoples themselves, helped shape patterns of accommodation, adaptation, resistance, and cultural revitalization.

We use a narrative and chronological structure grounded in the scholarship that has blossomed over the last twenty years to understand Native Americans on native terms. We do not shy away from controversial issues such as cultural authenticity, native origins, and religion but rather address them with a balanced perspective to shape the fascinating and complex stories of Native American persistence, sovereignty, autonomy, and cultural change and survival, while offering students the historical context nationally and globally in which to understand more fully the native experience and perspective.

ORGANIZATION

The chronological and geographic scope of *First Americans* is immense, spanning nearly thirty thousand years of history and cultural change and persistence. Chapter One is grounded on the anthropological and archaeological record to tell the story of Native American origins and the early social and cultural patterns that created a rich history long before the arrival of Europeans. Unlike other texts, we have devoted significant attention to Spanish colonial patterns; Chapter Two focuses on the monumental encounters of Aztecs, Mayan, and Inca peoples with the Spanish; Chapter Three follows the creation of Spanish borderlands from a melding of cultures from present-day Florida, across North America’s Deep South, and over present-day New Mexico and Southern California. Chapter Four takes the reader into seventeenth-century territories east of the Mississippi River to explain Native Americans’ first encounters with French and English colonizers and patterns of relationships that emerged. Native cultural adaptation, accommodation, and methods of resistance to English and French imperial powers to 1763 are central to Chapter Five.

Staying with a Native American-centered history, Chapter Six treats the founding of the United States as a continental experience, one that involves and affects not only the relationship between native peoples and Euro-Americans but also the relationships among Native Americans themselves. The age of revolution is continental in scale, ranging from native roles in the American Revolution to native revolutions in the Spanish Southwest and California and a theme of continental revolution to 1814. Native American persistence and resistance throughout the United States east of the Mississippi frames Chapter Seven, and Chapter Eight tracks Native Americans in the West to 1850. The narrative follows native peoples’ responses to American and European economic expansion from the Missouri with Lewis and Clark through the Rocky Mountains and international fur trade into the Pacific Northwest, where Native Americans faced ocean-going competing imperial powers in Russia, the United States, and Britain, which sought the lucrative sea otter pelts. The shift from Spanish rule to American expansion and gold rush continues the story and concludes in the Southwest, where horseback native cultures clashed with an expansive United States and an ever-diminishing presence of the Mexican state.

Chapter Nine examines not only the imprint of the Civil War on Native Americans but also their inclusion in the conflict itself. Chapter Ten details federal Indian policy following the war in both its continuity with the past and in its changing direction, as well as Native Americans’ determination to preserve their cultural heritage and identities. The issue of native identity remains a constant theme throughout the remainder of the text, evidenced in Chapter Eleven, which tracks the Indian groups’ final major efforts at armed resistance native spiritual directions in opposition to the increasingly powerful acculturative efforts federal authorities and privately directed reform groups took. In Chapter Twelve, Native Americans actively define their own identity within the United States during the Progressive Era and years of the Great War and aggressively chart their own path within the system that has enveloped them, a committed direction further evidenced in Chapter Thirteen but one

that also confronted further challenges imposed by federal authorities and by threatening conditions on reservations. Chapter Fourteen details the effect of the Great Depression on native peoples nationally but also the opportunities created by the crisis for Indian economic, social, and cultural revitalization, opportunities initiated by both Native Americans and the federal government that inadvertently resulted in unparalleled inclusion in mainstream American life as demonstrated in Chapter Fifteen.

Chapter Sixteen and Chapter Seventeen each examine closely Washington's plan to terminate its obligations to native peoples and the rise, and ultimate power, of Native American activism that fundamentally empowered native peoples in modern America. Chapter Eighteen carries the story of Native Americans through the Reagan presidency into the twenty-first century. Common to chapters nine through eighteen is a focus on Indian identity and activism, a native voice, and a commitment by Native Americans to chart their own path in spite of the power brought against them by government and private reform initiatives. In contrast to other texts, *First Americans* provides a thorough treatment of Native Americans in the Progressive Era, in all major wars of the twentieth century, and post-World War II social and economic patterns. We present the native perspective. We present the story of Native American activism and resistance.

FEATURES

Each chapter in *First Americans* includes many special features to enhance the narrative and the voice of native peoples throughout their history.

Opening Vignettes Each chapter begins with the story of a key person or event to set the stage for the events to come in that chapter. These stories enhance the book's focus on Native American-centered history as well as introduce students to individuals and events to help put the themes and stories in the chapter into context.

Profiles These are short biographical sketches set within the specific chronological period, personal stories to enhance the themes presented in each chapter.

Seeing History These sections offer images that speak visually about Native American history, allowing students to see and envision native peoples and their lives on native terms. These features include an introduction to put the image into historical context and critical-thinking questions to encourage critical analysis.

Reading History Each section demonstrates the printed voice of an era found in letters, diaries, publications, and government documents. These primary documents allow students to understand, in dramatic fashion, the temper of the times or discover the historical record of an era and, in so doing, gain a more complete perspective of Native Americans, the world they crafted, and the world surrounding them. Each document has an introduction and critical-thinking questions.

Chronologies At the beginning of each chapter is a chronology that is intended to give the student a broad sweep of events that will be addressed in the chapter and serve as a resource for review.

Mini-chronologies Each chapter includes mini-chronologies that allow fuller treatment of a particular issue or event.

Pedagogy We provide readers with an overview of important themes with the start of each chapter, couched in the form of broad **Key Questions** to help students organize their thinking as they read the chapter. We conclude each chapter with specific **Review Questions** that effectively compel student thought and analysis of the material presented in the narrative. The text is also rich in **charts, tables, graphs, maps, artwork, and photographs** that extend or supplement the narrative. At the end of each chapter is a list of **Recommended Readings** that point students to books for further study and information. At the end of the text is a **glossary** of key terms and people.

Native American History Online Students can explore the rich history of Native Americans through the links to websites that relate to the chapters' principal themes and topics. They can also visit virtually key historic places where Native American history unfolded.

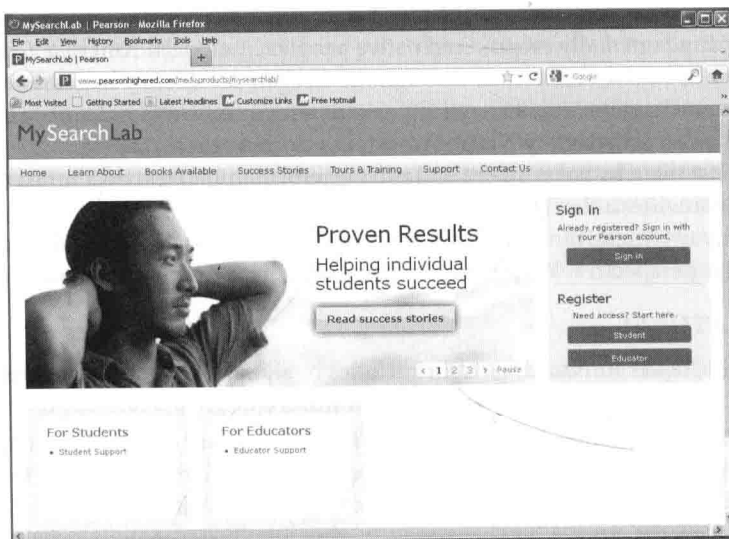
MySearchLab Connections: Sources Online This section located at the end of each chapter is a list of primary source documents, maps, and images available on **MySearchLab**, an online resource available with *First Americans*.

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- **Gradebook**—Automated grading of quizzes helps both instructors and students monitor their results throughout the course.

MySearchLab Connections

At the end of each chapter in the text, a special section, *MySearchLab Connection: Sources Online*, provides a list of the documents included on the MySearchLab website that relate to the content of the chapter. See pages xiv-xvi for a full list of the sources listed in the text.

SUPPLEMENTARY MATERIAL

| SUPPLEMENTS FOR INSTRUCTORS | SUPPLEMENTS FOR STUDENTS |
|--|--|
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Kenneth W. Townsend
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