

## Lesson 8: Changes and Upheaval in *Mni Sóta Maḵoce*: Treaties, Loss, and Exile, Pt. 2

**Main Idea:** The Daḵota have a significant and sovereign connection to Mni Sóta Maḵoce that changed drastically because of United States governmental policies.

### **Essential Questions:**

- How did the events of 1862 and afterwards impact the relationship of Daḵota people to Mni Sóta Maḵoce and with the U.S. government?
- What changes did the U.S. force upon the Daḵota in Minnesota?

### **Learning Goals (Students will know that):**

- U.S. governmental policies were designed to reduce Daḵota connections and relationship to Mni Sóta Maḵoce.
- U.S. policies resulted in loss of land, exile, containment, and language loss for the Daḵota people.

### **Students Will Be Able To:**

- Identify various U.S. policies that changed the Daḵota way of life.
- Describe how these policies interrupted Daḵota relationships with one another and with Mni Sóta Maḵoce.

### **Student Tasks:**

View video excerpt (“Daḵota lapi Teuḡhiḡdapi”) and complete reflection

### **Assessment Tools:**

“Daḵota lapi Teuḡhiḡdapi” reflection worksheet

### **Main Lesson Activities (all times are suggested as a guide):**

1. Review treaty period and overview of U.S. policy 1805-1930 – 10 min
2. View Pt. 1 “To Remember” from Daḵota lapi Teuḡhiḡdapi: We Cherish the Daḵota Language – 25 min
3. Respond and discuss video excerpt – 10 min

### **Prior Knowledge Activated:**

Lessons 1-7

Possible familiarity with some American Indian history in Minnesota, such as the treaty period, 1862, reservations, relocation, assimilation, boarding schools, etc.

## 8.1 In the Classroom

Learner Resources	Teacher Materials
<p><b>Media Resources:</b> Login by clicking Login button or going to: <a href="http://dakotawicohan.org/my-account/">http://dakotawicohan.org/my-account/</a> - <b>Username:</b> DW - <b>Password:</b> dakota123 Then go to: <a href="http://dakotawicohan.org/lessons/film-booklet-dakota-iapi-teunhindapi-we-cherish-the-dakota-language/">http://dakotawicohan.org/lessons/film-booklet-dakota-iapi-teunhindapi-we-cherish-the-dakota-language/</a></p> <p><b>Daḡota Community Interviews:</b> Pt. 1 "To Remember" from <i>Daḡota Iapi Teunḡindapi: We Cherish the Daḡota Language</i></p> <p><b>Daḡota language in this lesson:</b> - <b>Daḡota Iapi Teunḡindapi</b> - <i>We cherish the Daḡota language</i> - <b>mitakuye owas'inq</b> - <i>all my relations; we are all relatives</i> - <b>Mni Sóta Maḡoce</b> - <i>land where the waters reflect the skies</i></p>	<p><b>Handouts:</b> - "Daḡota Iapi Teunḡindapi" reflection worksheet</p> <p><b>Vocabulary:</b> (add to ongoing wall chart or student notebooks) - <b>exile:</b> <i>to be forced to leave a place that you consider home</i> - <b>boarding school:</b> <i>for American Indians these were the kind of schools run by the U.S. government (between 1891-1950s) to which American Indians were often forced to send their children; students lived at these schools far away from their families</i></p> <p><b>MN 6th grade Social Studies Standards Alignment:</b> - 6.4.4.18.2 Analyze how and why the United States and the Daḡota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Daḡota and settlers in the upper Mississippi River region. (Expansion and Reform: 1792-1861). - 6.4.4.19.3 Explain reasons for the United States-Daḡota War of 1862; compare and contrast the perspectives of settlers and Daḡota people before, during and after the war. (Civil War and Reconstruction: 1850-1877)</p>

### Recommended Reading for Instructors

### Other Instructional Materials

- Daḡota Iapi Teunḡindapi: We Cherish the Daḡota Language Companion Booklet  
[http://dakotawicohan.org/wp-content/uploads/2017/01/dakota.iapi.\\_teunhindapi.handbook.August.2013.pdf](http://dakotawicohan.org/wp-content/uploads/2017/01/dakota.iapi._teunhindapi.handbook.August.2013.pdf)

### Northern Lights Connections

- Chapter 6: The Land Changes Hands (esp. digital 6.26; print p.116)  
- Chapter 9: U.S-Daḡota War of 1862

## 8.2 Review treaty period and overview of U.S. policy 1805-1930

For Teacher	For Students	Additional/Optional
<p><i>As we learned in the last lesson, the treaty period marked the time when Mni Sóta Maḵoce became what we now know as the state of Minnesota with its present political borders.</i></p>	<p>Ask and discuss with students the following:</p> <ol style="list-style-type: none"> <li><b>1. How did treaties cause the Daḵota (and the Ojibwe) to lose access to and control over their ancestral homelands?</b></li> <li><b>2. In what treaties did the Daḵota cede the most land to the U.S. government?</b></li> <li><b>3. Why did the Daḵota agree to various treaties with the U.S. government?</b></li> </ol>	<p>Possible answers:</p> <ol style="list-style-type: none"> <li>1. The treaties allowed the U.S. government to set new boundaries and borders for Daḵota and Ojibwe people that kept them in smaller and smaller areas.</li> <li>2. The two 1851 treaties (Traverse des Sioux and Mendota). In these treaties, the Daḵota ceded most of their land to the U.S. government, keeping a small strip of land along the Minnesota River, about 20 miles wide.</li> <li>3. Lots of reasons: They recognized that they had few options at this point. They may be left with nothing if they did not agree to something. They wanted to maintain some land, even if the land was diminished in size; they hoped that the U.S. government would fulfill their promises. They hoped the treaties would protect them from white settlers taking their land illegally.</li> </ol>

## For Teacher:

We'll learn more in today's lesson about how certain U.S. policies changed the Dakota way of life in Mni Sóta. Below is a brief timeline of the major events that shaped the experience of the Dakota people in Mni Sóta between the 17th century and 20th century. This is not a complete timeline, but it will help to understand some background to the series of events that are mentioned in the video we'll watch today.

- **1600-1800s:** Fur Trade with Europeans brought new goods and networks to the Dakota.
- **1805-1858:** Treaty period brought loss of lands to the Dakota.
- **1837-1858:** Reservation period brought restricted boundaries to the Dakota and increased control over Dakota people's movements and daily lives.
- **1858:** Minnesota became a state.
- **1851-1862:** The removal to new reservations after 1851 brought increased dependence on food from government.
- **1862-1863:** War period brought execution, death, forced marches, internment, prison, and exile.
- **1863-1891:** Dakota exile period. U.S. government bought tiny parcels of land for a handful of Dakota still living in Minnesota.
- **1891 – 1950s:** Boarding School period brought loss of language and kinship roles.
- **1930:** Indian Reorganization Act (IRA) brought the re-development of four small Dakota communities here in Minnesota, living on land bought previously by the U.S. government and some by Dakota families.

## 8.3 View Pt. 1 “To Remember” from Dakota Iapi Teunhĩndapi: We Cherish the Dakota Language

Review main idea, essential questions, learning goals and any vocabulary for the day.

For Teacher	For Students	Additional/Optional
Watch the first part of the DVD, “Dakota Iapi Teunhĩndapi: We Cherish the Dakota Language” (about 25 minutes). [Or view online at <a href="http://dakotawicohan.org/lessons/film-booklet-dakota-iapi-teunhindapi-we-cherish-the-dakota-language/">http://dakotawicohan.org/lessons/film-booklet-dakota-iapi-teunhindapi-we-cherish-the-dakota-language/</a> ]	Use the worksheet to take notes and respond to the video.	<ul style="list-style-type: none"><li>• Use the accompanying booklet (project, share online, or print out copies for students) as another resource. (<a href="http://dakotawicohan.org/wp-content/uploads/2017/01/dakota.iapi.teunhindapi.handbook.August.2013.pdf">http://dakotawicohan.org/wp-content/uploads/2017/01/dakota.iapi .teunhindapi.handbook.August.2013.pdf</a>)</li></ul>

Ask students to take notes or be prepared to discuss their responses to the questions on the reflection worksheet. Be prepared to discuss with students the different ways that the Dakota people are depicted in historical photos and images and in the present day interviews.

There is no right way for the students to respond to the video excerpt; each student will notice different details or pay attention to certain stories. Allow time for a group discussion to unfold so students can hear each other's reactions and responses to the video. This will enlarge and deepen everyone's understanding.

- For students who are ELL or speak a language other than English at home, you could assign them written or digital (video or audio interview) homework that asks them to interview their parents or grandparents about their language and what it is like to speak it in MN. Are there ideas and feelings that get lost in translation to English? Do they as students feel any conflict with speaking their language at home or elsewhere? etc.

Be aware that some students may be uncomfortable or resistant about making this part of their lives visible to their school community.

Feel free to follow the worksheet outline, stopping after the first 15 minutes to have students fill out the first part of the worksheet and discussing their responses together. Or use your own method to have students watch, take notes, discuss, etc.

## 8.4 Dakota Iapi Teuŋhiŋdapi" Reflection Worksheet

View Part 1 "To Remember" of the video "Dakota Iapi Teuŋhiŋdapi: We Cherish the Dakota Language." As you watch it, think about what it is saying and what it is showing about the Dakota relationship to their language and to their land. Answer the following questions. Use the back of this page if you need more room.

### **SECTION 1 (00:00 – 15:12)**

1) How many people are alive today who speak Dakota fluently? Why do you think this is so?

2) How do different people describe what it means to them to speak or hear the Dakota language? What feelings did you hear named?

3) Describe the kind of clothing people are wearing in the old photos and images. What kind of clothes do the Dakota people interviewed for this video wear? Is there one way for Dakota people to look?

4) What do you notice about the age of most of the people interviewed in this video? What do you think that means?

### **SECTION 2 (15:13-28:12)**

5) Why was 1862 such a pivotal year in the history of Minnesota? What happened that year?

6) What details stand out to you when you hear about and watch the descriptions and stories of the events of 1862-63?

7) What details stand out to you about the stories and descriptions of the Boarding School period?