



Documents & Case Studies For the Map Set

Native American Removal & U.S. Expansion: 1800-1840



Selections from the Indian Removal Act of 1830

Directions: Read, “source,” and annotate the primary source document below. Space has been provided for summarizing. You should still underline, write your own comments, ask questions, & circle unfamiliar words.

Context: Leading up to the Indian Removal Act, the U.S. government had signed treaties (legal agreements) with Native nations, which were then often violated by the U.S. government and settlers who moved onto Native lands. This would spark a new cycle of treaties and the process would repeat. The U.S. government had also used its military on numerous occasions to take land from Native nations by force.

Source: Indian Removal Act of 1830, Pub. L. No. 21-148, Stat. 411 (1845-1874). Library of Congress. <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=004/llsl004.db&recNum=458>. Accessed on 20 May 2019.

[Section 1] *Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled,* That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

[...]

[Section 5] *And be it further enacted,* That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance as may be necessary for their support and subsistence for the first year after their removal.

Annotate & answer the questions

What power does this give the President over Native Americans?

What responsibilities does it give the President for Native Americans?



Selections from President Andrew Jackson on Native American Removal, 1830

Directions: Read, “source,” and annotate the primary source document below. Space has been provided for summarizing. You should still underline, write your own comments, ask questions, & circle unfamiliar words.

Context: Andrew Jackson was the 7th President of the United States and is addressing the proposed Indian Removal Act of 1830 in this speech. He is speaking to the U.S. Congress about the proposed Act. It is also noteworthy that Jackson, before becoming President, had been a general who had earned a reputation as willing to commit grave acts of violence and human rights violations against Native peoples.

Source: 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. <https://www.ourdocuments.gov/doc.php?flash=false&doc=25>. Accessed on 20 May 2019.

<p>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.</p> <p>[...]</p> <p>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?</p> <p>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.</p>	<p>Annotate & answer the questions</p> <p>What is President Andrew Jackson’s opinion of Indian Removal? Of Native Americans?</p> <p>What is President Andrew Jackson’s opinion of Americans?</p> <p>Based on this section, compare & contrast white European and Native American attitudes towards ancestors & the land.</p>
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Case Study #1: The Creek War **Introductory Reading Questions**

The reading can be found at the following site:

<https://www.nps.gov/articles/creek-war-in-the-southeast-1.htm>

Braund, Kathryn. "Creek War in the Southeast: A civil war and an enemy occupation." *Series: American Indians and the War of 1812*. National Park Service, 15 Aug 2017. <<https://www.nps.gov/articles/creek-war-in-the-southeast-1.htm>>. Accessed 17 May 2019.

Directions: Read the secondary source explaining the Creek War and the internal divisions it created amongst the Creek nation. Afterwards, answer the questions below.

Questions:

1. Based on the reading, what were the key factors leading to the Creek War of 1812-1814?

2. Infer why the older leaders of the Creek Nation would have:
 - a. Severely punished anyone even suspected of harming Americans
 - b. Fought alongside the American military

3. Imagine you were a Creek person in 1812. Would you have fought alongside the Creek government & Americans OR with the rebel Red Sticks? Why?



Case Study #2: The Seminole Wars **Introductory Reading Questions**

The reading can be found at the following site by the Seminole Nation Museum:

<https://www.seminolenationmuseum.org/history/seminole-nation/the-seminole-wars/>

“The Seminole Wars.” 2012. *Seminole Nation Museum*.

<https://www.seminolenationmuseum.org/history/seminole-nation/the-seminole-wars/>
. Accessed on 19 May 2019.

Directions: In the “Case Study 2” section of the Map Set, read the secondary source explaining the Seminole Wars, with a focus on the Second Seminole War. Afterwards, consult the portrait of Seminole leader Osceola and the maps depicting the Second Seminole War, along with the reading from the Seminole Nation Museum, to answer the questions below.

Questions about the Portrait:

1. What observations can you make about Osceola and his position based on the portrait?
2. What inferences (educated guesses) can you draw from what you see? Think of connections to his origins, his life experiences, and his decision to violently resist American expansion.
3. This portrait was painted after Osceola had been tricked and captured by the U.S. Army after the American general waved a white truce flag to get a meeting with Osceola. He was also deathly sick by the time the portrait was painted and would die days later. Does that change any of your observations or inferences? Why or why not?

Questions about the map titled “Map of the Seat of War in Florida”

This 1838 map is titled “Map of the Seat of War in Florida”.

1. Based on the title, what information is this map supposed to show?
2. Who created this map? How do you know?
3. What information might a Seminole mapmaker include that is NOT on this map?



4. Imagine you could print a copy of this map and had different color markers. What information would you add to this map to tell the broader story of the Seminole Wars? (Hint: Think about your answer to question 3.)

This zoomed-in area shows where the 2nd Seminole War started, labelled “Dade’s Massacre”:

Locate the site of “Dade’s Massacre”. Dade was an American general ambushed and defeated in that “massacre” Why would the United States name/label the first battle as a “massacre”? What would they have called it if they had won?

1. Imagine this was a Seminole map. What labels might be included? How might a Seminole mapmaker choose to show this battle?
2. What objects are labeled and located around the site of “Dade’s Massacre”? Use that information and what you have read from the Seminole Nation Museum secondary source to infer why the Seminole attacked.