

Grade Level **3-12**

Class Periods **2**

Goals/Objectives/Student Outcomes:

Students will

- **recognize the Iowa Territory as a distinct period of Iowa history.**
- **be able to identify Iowa's American Indian cultures and their ways of life.**
- **be able to show how intercultural relationships developed between settlers and Indians.**
- **learn that settlement required preparation and planning by the settler.**
- **understand that the federal government planned for settlement by surveying the land and dividing it into portions to be claimed, although settlers sometimes couldn't wait for the official surveys.**
- **be able to describe ways in which farming was a business to make money, and how it was a family partnership.**
- **understand the sources of growth and development of urban area.**
- **recognize that Iowa territorial government and laws developed within the context of U.S. constitutional law.**

Materials:

1. Paper and cardboard for construction of models
2. Quilt patterns
3. Resource materials for written or oral reports

Background

Several different American Indian groups lived in the area that would become the state of Iowa. Each group recognized distinct areas of land as their territory. By the 1830's treaties negotiated by the United States between the groups enforced formal boundaries.

Work and the products of activities such as hunting, fishing, gathering, and gardening were shared among kin and sometimes the whole group. Sharing unified a group. Its communal

relationship was maintained through kinship ties, customs, and leadership systems. Relationships were taught and reinforced through traditions and ceremonies.

Many activities were divided between men and women. Men hunted, did woodworking, and built canoes. Women planted, sewed, prepared food, and cared for children.

Games provided a recreational outlet for men, women and children. Some were games of skill; others were games of chance. A few games were similar to those we are familiar with—ring and pin (like ball and cup), lacrosse, and shinny (similar to field hockey).

Each American Indian group had an organized government which usually consisted of responsibilities. When the U.S. government made treaties, it often only dealt with one leader. This led to confusion among the people since agreements were often made with the wrong leader. Many Indians were dissatisfied.

With two different cultures living in the same area, interaction quickly developed. The first encounters occurred through the fur trade. Each culture had a different perception of wealth. So it was possible for European-American fur traders to obtain furs—which they considered valuable—from the Indians in exchange for small ornaments, tools, and beads—which the Indians considered valuable. Many traders found furs to be quite profitable.

Land was also obtained through treaties and trade. The American Indian groups made treaties that transferred their land to the United States for a specified amount of goods or money. This was paid at a meeting between representatives of the U.S. government and the tribes.

The U.S. Army quickly established forts on the frontier to enforce government policies and to maintain law and order. Fort Atkinson was one of these posts. Life for the soldier in the Iowa Territory was mostly quiet and routine.

The Indian agent was the liaison between the Indians and the government. He was responsible for protecting the rights of the Indians and enforcing the treaties negotiated. He was usually caught in the middle between the two groups and failed to completely please either.

Iowa was officially open for settlement following the 1832 treaty with the Sauk and Foxes. People were curious about life in the Iowa Territory and wanted to move here. They received encouragement and advice through books (by such writers as Albert Lea and Isaac Galland), newspapers, and letters from people who had already settled in Iowa.

Getting to Iowa required extensive preparation. Supplies had to be obtained. Transportation had to be arranged. For many people this was a Conestoga wagon. Others walked, traveled by boat and horseback, or took the stage. The means of transportation determined the kinds of possessions people could bring with them to their new home. It was difficult deciding what to take and what to leave behind. Then it was time to say goodbye to family and friends.

The Federal Land Ordinance of 1785 established how lands acquired by the United States would be organized and sold. It provided for a federal land survey, which marked townships and sections. A township is six square miles. It has 36 sections (one square mile each), subdivided into quarters (one quarter square mile, or 160 acres). Parcels of land were sold in quarter sections. You can still see these surveyed areas in the rectangular grid patterns made by fields and roads.

Land was bought—with gold and silver—at the government land office. But some settlers coming to newly opened lands were impatient and did not wait for official surveys and land sales. An extra-legal system for claiming land was used to protect claims and allow transfers of public lands prior to official sales. Laws were made to help people secure lands prior to surveys and official land surveys.

Many people came to Iowa to take advantage of the rich farmland. But they found farming an arduous job. They often helped each other, pooling their efforts to break the prairie and harvest the crop.

Farming required a large amount of capital to be profitable. In addition to purchasing land, the new farmer had to purchase equipment and livestock. The successful business was a family partnership where women and children also played significant roles.

Women processed raw materials into finished goods, and helped with farm work. They were responsible for all household activities—cooking, spinning, weaving, sewing, health care, and child care. Women supplemented the farm income by selling products they had made.

Children also had chores: they carried water, gathered firewood, and churned butter. Sometimes when they had finished their chores, there was time left to play.

Not everyone came to Iowa to farm. Towns quickly developed, beginning along the Mississippi River in the east. Three of these towns are illustrated in the exhibit. Each town grew for different reasons. Dubuque developed because of its abundant natural resources, like lead. Keokuk grew where the rapids in the Des Moines River created a break in the transportation system. And Davenport grew in response to trade with westward immigrants and from the military influence at Rock Island.

Towns spurred the exchange of goods and services. A variety of occupations existed, and new trades were always welcome. Towns allowed social interaction where churches, clubs, and laws could grow.

Rapid settlement in Iowa enabled the formation of a territorial government. This government was based on the Ordinance of 1787 (Northwest Ordinance) and laws that established other territories.

These laws created a government consisting of an appointed governor, and a legislature made up of House of Representatives and a legislative council. It established the rights and freedoms of the people living in the territory. Many rights, however, only applied to white males over the age of 21. Those whose rights were restricted had to wait years to obtain them. Women, for example, had no voting rights. Married women had restrictions on owning property. African Americans could not vote or attend public school.

Vocabulary:

Annuity Payment: Yearly payment to Indians for lands obtained through a treaty.

Capitalist: Person who uses money and resources to produce more money and resources.

Conestoga wagon: Heavy cloth-covered wagon with broad wheels, used for westward travel.

Displacement: Moving American Indians from their homes to make room for white settlers.

Emigrant: A person who leaves one region or country to settle in another.

Frontier: The region just beyond or at the edge of a settled area.

Immigrant: A person who comes to a region or country to settle.

Land ordinance: A statute or regulation regarding the organization and sale of land in an area newly opened for settlement.

Legislator: A person who creates or enacts laws as part of an established government.

Ordain: To order by superior authority.

Preemption Act: Law allowing people to settle on land prior to its survey.

Speculator: A person who buys and sells land with the hope of making a profit.

Sutler: Civilian attached to an army camp or fort who sells provisions to the soldiers.

Territory: Area of the United States not yet admitted as a state, but administered by a governor and having a legislature.

Tract: Expanse of land.

Treaty: An agreement between the United States and another government, in this exhibit an American Indian Group, granting and to the U.S. in exchange for money and goods.

Procedure:

1. Conduct a class discussion using the following questions. Some suggested examples of answers are listed in case students get stuck.

Q. What things were necessary to the people of Iowa Territory? What things were unavailable to them? How might they have compensated for the lack of such items? Can you think of comparable items today?

A. Examples of necessities then: fire-place, wash tub, wagon. Item often unavailable: a clock. To compensate, people measured the hour by the sun. Comparable items now: stove, washing machine, car.

Q. Why might people want to leave their homes for the Iowa Territory?

A. To obtain land or gain success in a new area. Because farm land is good. Because they feel their present environment is too crowded. For the exciting adventure.

Q. Why was the military presence important to the Iowa Territory? How did the military presence encourage settlement?

A. Military presence was a show of strength and a statement of ownership. The forts could act as a facilitating agency for trade. The military's presence made the settlers feel protected and the region less wild, more "civilized."

Q. Iowa was open for settlement following a series of treaties with the Native Americans living there. What were some of the conditions of these treaties? What did the treaties determine?

How did the Indians feel about the treaties? Did everyone understand them?

A. The treaties made arrangements for the U.S. to obtain land from the Indians. While the conditions were a little different in each treaty, the end result was that the Indians gave up their land in exchange for small sums of money and goods. Treaties determined boundaries for the Indians, who were often unhappy with the treaties. Treaties were often negotiated with Indians not recognized as tribal leaders. Sometimes, payments were made to just one member, so that other tribal members received nothing. Often the groups did not completely vacate the area, or come back to hunt there.

Q. What businesses and professions were essential to a new town in the Iowa Territory? What does the success of a town depend on? Is the same today?

A. Bank, stable, pharmacy, general store, doctor, blacksmith, miller, metal smith. Success was dependent on the services available, its location, ease of access, transportation. Towns today have different service needs, and are often dependent on employment potential. Towns may still be dependent on location, ease of access, and transportation networks.

Q. Whose rights were not adequately protected? Why not?

A. Many women's rights that we enjoy today were not then granted, such as voting, property ownership, and the rights of married women. Women were considered less capable of handling legal and political responsibilities. Minorities, particularly African Americans, had restricted rights. While the European-American settlers of Iowa Territory in general opposed slavery, they did not view African Americans as their equals.

Have students present either a written or oral report on one of the following suggested themes for student research. Their results might be presented in both a written and an oral report.

Who was involved in fur trading in the Iowa Territory? What and where did they trade? Where did they go trap? How long did their businesses last? When did the fur trade decline in Iowa?

Find out more about the American Indian tribes that lived in Iowa: Sioux, Sauk, Iowa, Winnebago, and Mesquakie. Divide the class into sections. Each section researches a particular Indian culture using the same list of questions, such as: How did the tribe get to Iowa? What was their territory and where did they move after the treaty signing? What were their beliefs? What folk tales did they tell? How did they dress? How was their government structured? What arts and skills are indicative of their culture? Who among them became well known? Present their reports in class. Make a comparison of the cultures. Try using a chart.

What was school like in territorial Iowa? What areas had schools? Who were the teachers and what was their training? What was taught? What methods were used? Compare this to your school today. After your research you might recreate an 1840s classroom for a day.

There was less leisure time and no ready entertainment like radio, TV, and movies for the early settlers. They enjoyed group activities to relieve their isolation. What did they do for enjoyment? (Consider church-related activities, story telling, playing games, and quilting bees).

The pioneer woman was responsible for most of her family's (and sometimes neighbor's) health care. She had to have a tremendous store of knowledge regarding the use of herbs, medicines, and home remedies. What treatments were performed for what ailments? Were the medicines readily available in Iowa or was it

necessary to develop new remedies based on materials available here?

People who came to Iowa from cities were familiar with the popular architecture of the time period. What architecture styles were popular in the 1830s and 1840s? Where in Iowa were they built? Who owned these buildings? What are the typical details of each style? What materials were used? How did the styles differ?

One business that was very important was newspaper publishing. The first newspaper printed in Iowa was *The Du Buque Visitor*, debuting May 11, 1836. By 1860 there were at least 8 papers being published. Go to the local library and read microfilm copies of these newspapers. (If not available locally, microfilmed newspapers are available for interlibrary loan from the State Historical Society of Iowa.) What kind of news is published? How often are the papers printed? What kinds of advertisements are included? What do these facts tell us about the needs and interests of the readers?

Iowa towns grew quickly on the frontier. Which towns were founded by 1846? Choose one to learn more about it. Who founded the town? Why was it started? Who settled there? What businesses did they have? How large did the town become? Is it still in existence? Do some of the same businesses remain?

Assessment of Outcomes:

Students will present their research findings in a written or oral report.

Extensions and Adaptations:

These activities may be used to further explore ideas. You may want to adjust the activities to the students' interests and abilities. You can select some activities to do as a class or ask students to choose project to do.

1. Find out about the kinds of games settler children played. Play these games also. What skills are emphasized, and how do these skills relate to those necessary for adulthood and responsibility?
2. Have you ever wanted to have a pair of moccasins? Books are available on how to make them. There are many styles, and each tells us about the different cultures. Look at other clothing and needlework. What techniques are used? What colors appear frequently? Do the colors or patterns have a meaning? Some American Indians in Iowa still wear traditional clothing for special events. Invite some one from your community who still follows these traditions.
3. Another fun activity is making models. Try to learn more about how the object was actually constructed. Then draw a plan for your model. A variety of materials can be used to make it as realistic as possible. You might try making a model of Ft. Atkinson, or an Indian lodge, or a covered wagon.
4. When did your family come to Iowa? Whether they came in 1940 or 1989, getting here took some planning. Talk to your family about how they got to Iowa. Where did they come from and why did they leave? What did they bring? What did they leave behind? How does this compare to the stories of territorial settlers? Using a U.S. map, show your family's route to Iowa, and the stops they made along the way.
5. One way people document their lives is through song. Learn some of the songs popular with the settlers. What do the words say? Do they express excitement, concern, sadness? Do they talk

about the future or the past? What else do you learn about the settlers' lives through their songs?

6. Choose a town that was settled when Iowa was a territory. Draw a map of that town before statehood. Mark the business and residential districts, plus the social areas (such as schools and churches.) You can get information from a local museum or county historical society. There may be a book on the history of your town or county. And don't forget to check the newspapers.

7. Try making a quilt block, using a traditional pattern. If possible, bring fabric scraps from home. Sew your block by hand. Does this take a long time? Imagine having to make enough of these to keep your family warm! Ask your local quilt guild for suggestions on how to complete your quilt.

8. Quilt patterns were often named and copied from objects found in the natural or cultural environment of the settler. Find some patterns from your surroundings. On a piece of paper, draw and color them. How does the pattern represent its name? Display these on the bulletin board.

9. Study territorial laws. Read about some of the early trials. As a class stage a mock trial for an offense. Remember to use appropriate laws and procedures.

10. Draw a picture of something you remember from the exhibit. Write on the picture why you remember this, or have someone else do it for you if you can't write.

11. Obtain some boxes that are about 12 square inches. Tell students to imagine this is all the room they have to pack their belongings to take in a covered wagon. Ask for volunteers who will take home a box, pack it, and return it to class. Have them explain how they decided what to bring that didn't fit.

12. Teacher: Copy the attached worksheet "It Takes Money to Make Money" and give it to your students. The answers are: #1 and #2: dependent on the choices of the students #3: 80, #4: \$200, #5: \$92.50, #6: 56, #7: 74, #8: 240, #9:6.

Resources:

These materials will help you find out more about the Territory of Iowa. Next to each listing are locations where the material can be found. (SHSI stands for the State Historical Society of Iowa; AEA is Area Education Agency)

Books and Articles: 4th-8th Grade

"Capitals and Capitols." *The Goldfinch*, Vol. 5, No. 4, April 1984. (SHSI, School library) Includes territorial capitals.

"Forts in Iowa." *The Goldfinch*, Vol. 8, No. 1, Sept., 1986. (SHSI, School library) Early Iowa forts, operating as peacekeeping force, assisted in administering the fur trade.

Frontier Life in Iowa. Explorations in Iowa History. PLS Publications, Cedar Falls, IA. This kit contains primary and secondary materials, worksheets, and questions about the Iowa frontier.

"The Fur Trade." *The Goldfinch*, Vol. 6, No. 2, Dec. 1986. (SHSI, School library) Iowa participation in the fur trade.

"Government for Iowa." *The Goldfinch*, Spring 1976. (SHSI, School library) This is a pilot issue of *The Goldfinch* and covers the Constitution and General Assembly.

"Indians of Iowa." *The Goldfinch*, Vol. 3, No. 4, April 1982. (SHSI, School library) Covers settlement, ways of life, clash of cultures.

Iowa Pioneer Life. Explorations in Iowa History. PLS Publications, Cedar Falls, IA.

(AEA 7,9) Primary and secondary source materials, with worksheets and questions about pioneers.

"The Iowa Territory's 150th Birthday." *The Goldfinch*, Vol. 9, No. 1, Sept. 1987. (SHSI, School library, AEA 9) Social history, life on the prairie.

Kelly, Madge. *Pioneer Farming*. Green Valley Education Agency 14, 1984. 36 p. (AEA 9) Basic pioneer farm information, including equipment.

"Life on the Prairies." *The Goldfinch*, Vol. 7, No. 2, Nov. 1985. (SHSI, School library)

Prairie settlement, early to late 19th century, views of the prairie.

Reida, Bernice. *Hawkeye Lore*. Edited by Bernice Reida and Ann Irwin. Pella Publishing Company, 1963. (AEA 1, 2, 9, 10; Public Library) Collections of stories about Iowans from early Indians to the 1960s.

"Rivers in Iowa." *The Goldfinch*, Vol. 6, No. 4, April 1985. (SHSI, School library) Some information on early navigation.

"The Shape of the State." *The Goldfinch*, Vol. 4, No. 3, February 1983. (SHSI, School library) Iowa Territory, surveying, setting state boundaries.

Books and Articles: 9th-12th grade

Anderson, Jay. *Living History Farms: A Pictorial History of Food in Iowa*. By Jay Anderson and Candace Tangorra Matelic, Living History Farms Foundation, 1980. (Living History Farms) Food and its preparation at Living History Farms.

Black Hawk. *Black Hawk: An Autobiography*. Edited by Donald Jackson, University of Illinois Press, 1964. (Public Library) Reprint of the 1933 volume interpreted by Antoine LeClaire.

Ludvigson, Greg A. and James A. Dockal. "Lead and Zinc Mining in the Dubuque Area." *Iowa Geology* 9 (1984): 4-9. (Iowa Geological Survey) Some history of the Dubuque lead mining region.

Palimpsest. Volume 69, No. 2, Summer 1988. (SHSI) This issue serves as an exhibit catalogue to "You Gotta Know the Territory."

Parker, George. Iowa, *The Pioneer*

Foundations. State Historical Society of Iowa, 1940, 2 vols. (AEA 7) General, covering a variety of topics.

Price, Eliphalet, "The Trial and Execution of Patrick O'Conner at the Dubuque Mines in the Summer of 1834." *Palimpsest* 40 (1959): 245-50. (SHSI, Public Library) The first murder trial in the future Iowa Territory.

Riley, Glenda. *Frontierswomen: The Iowa Experience*. Iowa State University Press, 1981. (AEA 1, 10, 14; Public Library) Settlement from the perspective of women, using diaries, letters, and reminiscences.

Sage, Leland. *History of Iowa*. Iowa State University Press, 1974. (AEA 7, 10, 14; Public Library) General history from pre-territory to 20th century.

Svendsen, Marlys A. *Davenport: Where the Mississippi Runs West*, City of Davenport, 1982, 176 p. (AEA 9) Strong emphasis on settlement patterns.

Wall, Joseph F. "We Occupy the Land and Organize it." *Iowa: A Bicentennial History*. New York, W.W. Norton, 1978. (Public Library) Chapter about settlement, surveying, government.

Williams, Bradley B. "A Soldier's Life at Ft. Atkinson," *Palimpsest* 63 (1982): 162-73. (SHSI, Public Library) Daily activities, soldier characteristics.

Books and Articles-Adult

Belknap, Kitturah Penton. "Family Life on the Frontier: The Diary of Kitturah Penton Belknap." Edited by Glenda Riley. *Annals of Iowa* 44 (1977): 31-51. (SHSI, Public Library) Some of this diary is quoted in the exhibit.

Blaine, Martha Royce. *Ioway Indians*. University of Oklahoma Press 1979. (Public Library) Ioway tribe from pre-contact to present.

Colton, Kenneth E. "The Stagecoach Comes to Iowa." *Annals of Iowa* 35 (1960): 161-86 (SHSI, Public Library) The stage-coach was an important mode of transportation.

Dykstra, Robert R. "White Men, Black Laws: Territorial Iowans and Civil Rights 1838-1843," *Annals of Iowa* 46 (1982): 403-40. (SHSI, Public Library)

Larson, Beverly. *Brave Ones*. Pioneer Press, 1971. (AEA 10, Public Library) Women on the frontier.

Lea, Albert Miller. *Notes on the Wisconsin Territory*, H.S. Tanner, 1836; State Historical Society Reprint 1935. (SHSI, Public Library) The book which first discussed the Iowa Territory.

Letterman, Edward J. *Pioneer Farming in Iowa*. Wallace-Homestead, 1972. (AEA 7, 10)

Madsen, John. *Up on the River*, Schocken Books, 1985. (Public Library) History of the Mississippi River.

Nichols, Roger L. "The Founding of Ft. Atkinson," *Annals of Iowa* 37 (1965): 589-97. (SHSI, Public Library) Story behind founding the fort.

Ross, Earle Dudley. *Iowa Agriculture: An Historical Survey*, SHSI, 1951.

"The Rush for Iowa Land," *Annals of Iowa* 31 (1952): 385-87. (SHSI, Public Library) The first settlements in Iowa in 1833.

"The Sacs and Foxes of the Mississippi Valley," in *Patterns and Perspectives in Iowa History*, Dorothy Schwieder, ed. Ames: Iowa State University Press, 1973. (AEA 14, Public Library)

Schlebecker, John T. *Whereby We Thrive: A History of American Farming, 1607-1972*. Iowa State University Press, 1975. (Public Library) Chapters about farming on the Iowa prairie.

Schofeld, Lewis. "An Emigrant's Letter in 1840," *Annals of Iowa* 34 (1958): 460-64. (SHSI, Public Library) Advice to a prospective emigrant from Virginia.

Torrence, Gaylord and Hobbs, Robert. *Art of the Red Earth People: The Mesquakie of Iowa*. The University of Iowa Museum of Art, 1989. (Public Library)

Worlds Between Two Rivers: Perspectives on American Indians in Iowa. Edited by Gretchen M. Bataille, David M. Gradwohl, and Charles L.P. Silet. ISU Press, 1978. (Public Library)

Film, Filmstrip, Video

Famous Folks from Iowa's Past. (Filmstrip), Heartland AEA Media Center, 1981. 15 min. (AEA 1, 9, 11, 12) Includes prominent people from Iowa Territory.

Fargo, O.J. *Iowa-Path to Statehood (1838-1846)*. (Filmstrip, audiocassette), Green Valley AEA, 1979. 12 min. (AEA 1, 2, 10, 14)

Fargo, O.J. *Iowa Settler (1832-38)* (Filmstrip, audiocassette), Green Valley AEA, 1979. 12 min. (AEA 10, 14)

Fargo, O.J. *Iowa-Time of Conflict (1805-1832)*. (Filmstrip, audiocassette), Green Valley AEA, 1979, 12 min. (AEA 10, 14) Pre-territorial history, Lewis and Clark to Black.

Fort Atkinson, 16mm film, color, 1976. 20 min. (AEA 1, 7, 9, 11, 12)

Fort Madison Archaeology, film, color, 1974. 15 min. (AEA 9, 14) University of Iowa.

How Did They Make Those Clothes? (Video Recording), Heartland AEA Media Center, 1980. (AEA 1, 7, 11, 12, 14) Clothing production in the 1840s, Living History Farms.

Mesquakie: The Red Earth People. (Sound filmstrip), Heartland AEA 11, 1989.

Monday was Wash Day. (Video Recording), Heartland AEA Media Center, 1981. (AEA 1, 7, 11, 12, 14) 1840s care of clothing, Living History Farms.

Path to Statehood. (Video Recording), Iowa Public Broadcasting Network, 1979. (AEA 1, 7, 9, 10, 11, 12, 14)

Pioneer Chores. (Video Recording), Heartland AEA Media Center, 1989. (AEA 7, 11, 12, 14) 1840s style work at Living History Farms.

Prairie Pioneers. (Video Recording), Iowa Public Broadcasting Network, 1979. (AEA 2, 5, 7, 9, 10, 11, 12, 14)

Youth at Work in 1840. (Video Recording), Heartland AEA Media Center, 1981. (AEA 1, 11, 14)

Fiction related to the Iowa Territorial Period

Evans, Freeman. *Covered Wagons*. New York: Ballantine Books, 1984. (Grade 11 - Public Library)

Hotle, Charles C. *Forks of the River*. Apollo Books 1983. (Grade 9 - Public Library)

Stong, Phillip Duffield. *Buckskin Breeches*. Farrar and Rinehart, 1937, Grosset, 1938. (Grade 10 - Public Library)