

# Montana Primary Sources

From the National Archives

Rocky Mountain Region

Denver Federal Center, Building 48

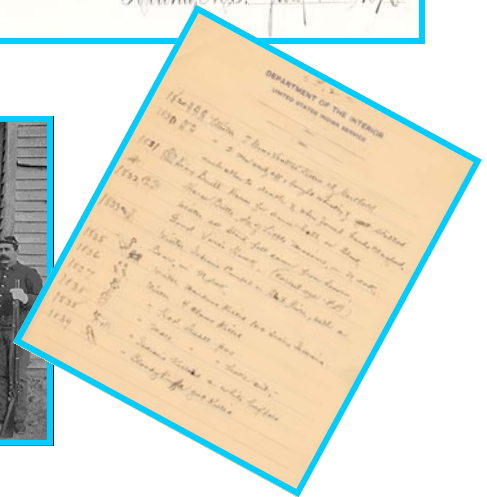
P.O. Box 25307

Denver, CO 80225-0307

(303) 407-5740



Item	Quantity
100 lbs. Flour	2.00
50 lbs. Sugar	1.50
25 lbs. Coffee	1.00
10 lbs. Tea	.50
5 lbs. Butter	.30
2 lbs. Lard	.15
1 lb. Soap	.08
1 lb. Candles	.05
1 lb. Paper	.03
1 lb. Ink	.02
1 lb. Stationery	.01
1 lb. Miscellaneous	.01
Total	6.57



This volume contains primary source documents—all from Montana—that relate to various topics in American history. Each “lesson” includes one or more documents, correlations to National History Standards and Montana Social Studies Standards, background information about the document(s), and a few suggested teaching activities that can be easily incorporated into your existing curriculum.

We welcome feedback concerning the lessons and documents contained in this volume. Please send your comments to: Lori Cox-Paul, Education Specialist, [lori.cox-paul@nara.gov](mailto:lori.cox-paul@nara.gov)

## Montana Primary Sources

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Lesson 1: “Winter--all stars fell down from heaven”

The Winter Count of Good Voice Hawk

**Document Citation:**

**Winter Count or Calendar by Good Voice Hawk, Historian; Ben Harrison, Interpreter to E. B., November, 11, 1912;** Calendar by Good Voice Hawk, 1822-1912; Fort Peck Agency, Montana; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and United States foreign policy after the Civil War.

Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4, 6 and 7

End of Grade 12: 1, 2, 3, 4a, 4b, 6 and 7

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

End of Grade 8: 1, 2, 3, 4 and 5

End of Grade 12: 1, 2, 3, 4 and 5

### **About the Document:**

A winter count is a pictorial calendar or history in which events are recorded using pictures, with one picture representing each year. Some Native American tribes used winter counts to record their history. Native Americans did not keep track of a year from January – December. They kept track of a year from the first snowfall to the next year’s first snowfall. Sometimes this entire year was referred to as a winter. At the end of a year, the tribal leaders would meet to discuss all of the important events that had happened during the course of the year. They would select one significant event that would forever serve as a historical reminder of the entire year.

One person in the tribe was selected to serve as the *keeper* of the winter count. Winter counts were normally painted on hides or cloth. The keeper would paint a picture to represent the significant event of each winter. Oftentimes the job of keeping the winter count was passed down from father to son in the same family.

Amongst the records of the Fort Peck Agency held by the National Archives-Rocky Mountain Region is a transcription of a winter count. In 1912 tribal historian Good Voice Hawk, through interpreter Ben Harrison, described a winter count. Good Voice Hawk is listed in the U.S. Indian Census Schedule of 1907 as living at the Fort Peck Agency, being 74 years old, and a member of the Yanktonai Sioux (Dakota).

The National Archives and Records Administration-Rocky Mountain Region holds records relating to many of Montana’s Indian tribes including: the Billings Area Office, the Blackfeet Indian Agency, the Crow Indian Agency, the Flathead Indian Agency, the Fort Belknap Indian Agency, the Fort Peck Agency, the Fort Shaw Indian School, the Northern Cheyenne Agency, and the Tongue River Indian Agency.

### **Suggested Teaching Activities:**

- Pass out copies of the transcription of the winter count or calendar to students and have them use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- The transcription indicates that Good Voice Hawk learned of this history from what source? [His father]

- The calendar records the major event or the most important event that took place during a particular winter or year. Are there similarities to the events from year-to-year? [For example, many years record deaths of individuals.] What years record positive events? [For example, 1831: “Sioux Built House for dance hall on Black Horse Butte, South of Little Missouri, in N. Dak.” and 1869: “Lots of buffalo meat to eat. Year of Plenty.”]
- The notation for 1832 says, “Winter all stars fell down from heaven.” What does this mean? [This probably refers to a meteor shower. Other winter counts have this event as taking place in 1833 and refer to the Leonid meteor storm of November 1833.]
- What does the calendar reveal about the Yankton tribe’s relationship with other tribes? [For example, 1854: “Had fight with Assiniboines;” 1866: “Killed a Crow on Sunday Creek near Miles City, Mont.,” 1874: “Gros Ventre killed 2 Yankton women;” 1877: “Crows killed 15 Yankton Sioux;” and 1878: Yankton killed 30 Crows at Crow Rock on Red Water.”]
- There are a few well-known persons mentioned on the calendar. Among these are two Hunkpapa leaders—Chief Sitting Bull and Chief Gaul [Gall]. Who is the only member of the United States military mentioned? [1855: “General Hearney [Harney] captured them; “White Beard” his name.] There are several photographs of Sitting Bull, Gall, and General William S. Harney on the National Archives website. You may find them in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- Conduct separate searches for each person. In the Search window type in the words “Sitting Bull,” “Gall,” or “William S. Harney.”
- Set the limit to 100.
- Check the box that will bring up digital images only.
- For Sitting Bull you should get 8 “hits.” Two of these are photographs of Sitting Bull. For Gall you should get 4 “hits.” For William Harney you should get 7 “hits.” Is the name “White Beard” appropriate?
- Ask students to make a calendar (or a list) of the most important event that took place in the United States for the past 5 years of their lives. Then ask them to make a calendar of the most important events that took place in their life or their family’s lives for the past five years. Why did they choose those particular events and how do they differ?

**Additional Online Resources:**

The Smithsonian Institution has created an online exhibit relating to Lakota winter counts. You may view it at:

<http://wintercounts.si.edu/>

Students may wish to view a photograph of Good Voice Hawk. He was included in Volume 3 of Edward S. Curtis's *The North American Indian*. Digital images of this multi-volume work may be found on several websites, including at the Library of Congress at:

<http://memory.loc.gov/ammem/award98/ienhtml/curthome.html>

Good Voice Hawk's image can be accessed at:

<http://memory.loc.gov/award/iencurt/ct03/ct03toc.html>

Calendar by Good Voice Hawk (Historian)  
(Ben Harrison, Int. 6'213) 11-11-12

DEPARTMENT OF THE INTERIOR


UNITED STATES INDIAN SERVICE


(Place.)


(Date.)


His father told him history as follows.


Starting in upper right hand corner 1822.


1822  Many Indians starved; they ate corn to live on.  
Corn was lying on ground, raised by whites.


1824  Stockade; in Canada, at Timbered Mtn, had big fight,  
Red Leaf, Sioux only man who got in Stockade, 5  
Killed there.

1825,  Many Sioux drowned by high water in Missouri

1826  Indian Camp at Bismarck. Found apple tree Creek.

1827  Saunters all starved to death

1828  Winter Black Eye, Flying Bird Cheives died at  
~~at~~ Sherman's Butte, near Glendive, Mont.












1829  House mother of John Lone Bay born in, had a  
white husband.

= P. 2 =

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

(Place.)

(Date.)
















- 1830  Winter 7 Gros Ventres killed at Berthold
- 1830  " 2 men went off & bought whiskey & ~~got~~ stabbed  
each other to death & when found hands clasped.
- 1831  Sioux Built House for dance hall on Black  
Horse Butte, So. of Little Missouri, in N. Dak.
- 1832  Winter all stars fell down from heaven,  
Good Voice Hawk. (Correct age - EB)
- 1833  Winter Indians Camped on Hart River, with a  
Bear, in N. Dak.
- 1835  Winter Mandans killed 100 Sioux Indians
- 1836  Winter 4 Claws killed
- 1837  " Had small pox
- 1838  " more " " broke out.
- 1838  " Indians killed a white buffalo
- 1839  " Bloody Kniffe got killed



DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

(Place.)






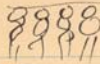










(Date.)

- 1840  Winter Throws at the Bear killed
- 1841  " an Indian was buried in a striped tent
- 1842  " gave away lots ~~in honor~~ <sup>Winter Bad Bear, used</sup> Medicine Pipe
- 1837  " Had a prairie fire, Woman burned Good Tribe Woman
- 1845  " Woman died while medicine pipe used on her
- 1846  " all their horses died from Hollow teeth
- 1847 " 2 white Traders remained with Indians,
- 1848  " Hanktons got ambushed near Berthold by Gras Ventres
- 1849  " Has lightning died in house from heart disease after dancing
- 1848  " Crazy man killed a white man (Good Voice) near on Missouri
- 1849  " Indians wintered with Red Elk
- 1850  " Buffalo  
When they starved med man sent for  
buffalo came.
- 1852  " Sioux black Indian got killed.
- 1854  " Had fight with Assinibouis in S. Dak
- 1855  " Genl. Hearney captured them "White Beard" his name.
- 1866  " Killed a Crow on Sunday Creek near Miles City, Mont-


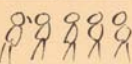
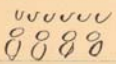










DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

(Place.)

(Date.)

- 1867  Hunting Bull Captured "Little assiniboin"
- 1868  Eagles nest got killed
- 1869  Lots buffalo meat, to eat, Year of Plenty -
- 1870  Yauktens stole many horses from Gros Ventres, <sup>Lower</sup> Berthold
- 1871  Winter red Measle killed.
- 1872  Yauktens killed several Assiniboin's
- 1873  Big Brains died
- 1874  Gros Ventre killed 2 Yaukten women
- 1875  Turtle Head died
- 1876  Old "Riddle" killed
- 1876  No snow Joe Cult. says this was in 1876  
before they started  
at Fiklen
- 1877  Crows killed 15 Yaukten boys
- 1878  Yaukten 30 Crows at Crow Rock on Red Water
- 1879  Indians took lot of goods from Amer Fur Co, at  
old Ft. Leck
- 1880  2 women died wives of some chiefs
- 1884  Red Lodge died

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

- (Place.)
- (Date.)
- 1881,  Iron Horse stole a big bunch of horses -
  - 1882  White Thunder got killed & 4 others
  - 1882  Crow swam Missouri & took all <sup>Yankton horses</sup> away <sup>from old</sup> Ft. Beck
  - 1876  Found dead Elk on Frenchman's Creek
  - 1878  Moved to new Fort Beck
  - 1880  Iron Horse killed
  - 1880  Black War Bonnet killed on Led Water
  - 1881 X X Gave captured across Missouri
  - 1881  Two lightning killed
  - 1881 Joe C. scalped a Cree alive & turned <sup>him loose</sup> on Beaver <sup>creek</sup> (near Daws)
  - 1880  Medicine Bear died <sup>Indian</sup> agt -
  - 1880  Scabby Bear killed
  - 1880  Medicine Turned killed
  - 1880  Winter Horn Cloud killed
  -  Scare Eagle died

6-

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

(Place.)

(Date.)

Roe Horse died

1892 ~~1892~~ Sitting killed at Stand Rock

1893 ~~1893~~ Bears Hand died

~~1893~~ Big Eagle died

Spole issued Cattle & Horses

1880's Pretty Boy killed 2 or 3 police -

Red Eagle killed by Bob Reng,

Grover Cleveland ran away from Fort Shaw -

King of the Heart died

~~1880's~~ Long Bag "

Red Stone "

Good V. H.'s grand son, died; Salt Cloud,

1880's Iron Whip died

Fire shot & killed his wife & then himself

Jones - outlaw - killed, Horse thief

Phillip alvares died

1905 CBL issued keepers

7 -

DEPARTMENT OF THE INTERIOR  
UNITED STATES INDIAN SERVICE

(Place.)

(Date.)

Rushing Hawk died -

Medicine Eagle shot himself

Sawtee money

Julian Smith killed

Rod all over died

1911-12

Many Blood Indians visited Ft. Leek -

## Transcription of Calendar

Calendar by Good Voice Hawk, Historian  
(Ben Harrison, Int. to EB) 11-11-12

His father told him history as follows.

Starting in upper right hand corner 1822.

- 1822 Year Indians starved: They ate corn to live on.  
Corn was lying on ground, raised by whites.
- 1824 Stockade; in Canada, at Timbered Mtn. had big fight.  
Red Leaf, Sioux only man who got in stockade. 5  
killed there.
- 1825 Many Sioux drowned by high water in Missouri
- 1826 Indian camp at Bismarck. Found Apple Tree Creek.
- 1827 Santees all starved to death
- 1828 Winter Black Eye & Flying Bird Chieves [Chiefs] died at  
Sherman's Butte, near Glendive, Mont.
- 1829 House Mother of John Lone Dog born in, had a  
white husband. [Mother of John Lone Dog born in house, had a white husband.]

- p. 2-

- 1830 Winter 7 Gros Ventres killed at Berthold
- 1830 " 2 men went off & bought whiskey, & ~~got~~ stabbed  
each other to death & when found hands clasped
- 1831 Sioux Built House for dance hall on Black  
Horse Butte, So. [South] of Little Missouri, in N. Dak. [North Dakota]
- 1832 Winter all stars fell down from heaven.  
Good Voice Hawk. (correct age – EB)
- 1833 Winter Indians Camped on Heart River, with a  
Bear, in N. Dak. [North Dakota]
- 1835 Winter Mandans killed 100 Sioux Indians

- 1836 Winter 4 Claws killed
- 1837 “ Had Small pox
- 1838 “ More “ “ broke out.
- 1838 “ Indians killed a white buffalo
- 1839 “ Bloody Knife got killed

[-] 3 [-]

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- 1844 “ Had a prairie fire. Woman burned Good Tribe Woman
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- 1848 “ Yanktons got ambushed near Berthold by Gros Ventres
- 1849 “ Has Lightning died in house from heart disease after dancing
- 1848 “ Crazy man killed a white man (Good Voice) ~~near~~ on Missouri
- 1849 “ Indians wintered with Red Elk
- 1850 “ Buffalo winter they starved Med [Medicine] man sent for buffalo come.
- 1852 “ S[?] black Indian got killed
- 1854 “ Had fight with Assinibonis [Assiniboines]
- 1855 “ Gen'l [General] Hearney [Harney] captured them in S. Dak. [South  
Dakota]  
“White Beard” his name.
- 1866 Killed a Crow on Sunday Creek near Miles City, Mont- [Montana]

- 1867 Sitting Bull captured "Little Assiniboin"
- 1868 Eagles Nest got killed
- 1869 lots buffalo meat to eat. Year of Plenty.
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- 1873 Big Brains died
- 1874 Gros Ventre killed 2 Yankton women
- 1875 Turtle Head died
- 1876 Old "Riddle" killed
- 1876 No snow Joe Culb[ertson] Sr. says this was in 1876,  
2 yrs before Agcy [Agency] started  
at Poplar
- 1877 Crows killed 15 Yankton Sioux
- 1878 Yankton " [killed] 30 Crows at Crow Creek on Red Water
- 1879 Indians took lots of goods from Amer [American] Fur Co. [Company] at  
Old Ft. Peck
- 1880 2 women died wives of some Chiefs
- 1874 Red Lodge died

- 1881 Iron Horse stole a big bunch of horses –
- 1882 White Thunder got killed & 4 others



- 1883 Crows swam Missouri & took all Yankton Horses away from old Ft .Peck
- 1876 Found dead Elk on Frenchman's Creek
- 1878 Moved to new Fort Peck
- 1880s Iron Horse Killed
- 1880s Black War Bonnet killed on Red Water
- 1881 Gaul captured across Missouri
- 1881 Two Lightning killed
- 1881 Joe C.[ulbertson] Sr. scalped a Cree alive & turned him loose on Beaver Creek near  
[?]
- 1880s Medicine Bear died  
Dug first ditch on Reserv. [Reservation] Snider agt [agent]
- 1880s Scabby Bear killed
- 1880s Medicine Turned killed
- 1880s Winter Horn Cloud killed  
Scares Eagle died
- 6 -
- Race Horse died
- 1892 Sitting [Bull] killed at Stand [Standing] Rock
- 1893 Bears Hand died  
Big Eagle died  
Sprole issued cattle & horses
- 1880s Pretty Boy killed 2 or 3 police -  
Red Eagle killed by Bob Reng. [?]

Grover Cleveland ran away from Fort Shaw –

Skin of The Heart died

Lone Dog “

Red Stone “

Good V.H.'s [Voice Hawk's] grandson died: Talks [L]oud.

1880s Iron Whip died

Fire shot & killed his wife & then himself

Jones-outlaw-killed, Horse Thief

Phillip Alvares died

1905 CBL issued heifers

- 7 -

Rushing Hawk died –

Medicine Eagle shot himself

Santee money

Julian Smith killed

Red All Over died

1911-1912 Many Blood Indians visited Ft. Peck

Lesson 2: “5 Boxes Soap, 1,476 pounds Tobacco, 10 Dozen Axe Handles”

A Trading Post Inventory in 1874

**Document Citation:**

**Inventory of stock on hand at trading post on Badger Creek, Montana Territory, dated April 10, 1874;** Schedule of Trade Goods, 1874 (also known as Entry 66); Blackfeet Indian Agency, Montana; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and United States foreign policy after the Civil War.

Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, and 3

End of Grade 12: 1, 2, and 3

### **About the Document:**

The United States Government has regulated trade with Indian tribes since 1790, when Congress passed an act stipulating that “no person shall be permitted to carry on any trade or intercourse with the Indian tribes, without a license.” Congress authorized the establishment of trading posts in 1795 with the establishment of the Office of Indian Trade which existed until 1822. Some early trading posts were simple operations, running out of tents and moving locations frequently. Eventually more permanent trading posts were established on reservation lands and a formal process of licensing traders was overseen by the Commissioner of Indian Affairs.

Montana was home to numerous forts and trading posts. Between 1860 and 1870 over 60 trading posts were established in Montana. In spite of the law strictly prohibiting the sale of liquor to Indians, many of these posts were known as “whiskey forts.” A confluence of events—increasing white settlement, smallpox epidemics, the whiskey trade, decreases in the bison herds, and changing boundaries of their reservation territory—had a profound impact on the Blackfeet tribe.

According to anthropologist Margaret Kennedy: “The kinds of goods destined for the trading frontier were of two basic categories. One was composed of material necessary for subsistence of the men and maintenance of the trading post. Thus, large quantities of tinned and dried food, some medicines, administrative supplies (ledgers, ink, pens, etc.), hardware (nails, “lights” or window panes, tools, etc.) and arms and ammunition were always part of the shipments west to the frontier. The second category was composed of the trade goods to be used in exchange with the native people for buffalo robes and furs. These goods were diverse in nature but could include cloth, jewelry and in particular beads, knives, combs, shells, ready-made clothing, food, tobacco, and of course, alcohol.”

The inventory used in this lesson is part of a handful of inventories that exist in the records of the Blackfeet Agency. Each inventory lists goods kept by specified licensed traders, giving the price for each item.

The National Archives and Records Administration-Rocky Mountain Region holds records relating to many of Montana’s Indian tribes including: the Billings Area Office, the Blackfeet Indian Agency, the Crow Indian Agency, the Flathead Indian Agency, the Fort Belknap Indian Agency, the Fort Peck Agency, the Fort Shaw Indian School, the Northern Cheyenne Agency, and the Tongue River Indian Agency.

### **Suggested Teaching Activities:**

- Pass out copies of the inventory to students. If they are having a difficult time reading the list of goods, also pass out the transcription of the document. Some key abbreviations used are:

<b>Abbreviation</b>	<b>Word</b>
blk	black
brls	barrels
C	100
“	ditto
do	ditto
doz	dozen
fcy	fancy
gro	gross
M	1,000
#	pound
pr	pair
pt	point
qt	quart
yds	yards

- There will probably be some words the students are not familiar with. Some select terms and their definitions are:

<b>Word as Appears on List</b>	<b>Correct Spelling of Word</b>	<b>Definition</b>
Balmoral Skirt	Balmoral Skirt	A type of hoop skirt which combined both the hoop and a woolen, red and black graduated stripe skirt.
Gention B	Gentian violet	A dye consisting of one or more methyl derivatives.
salaratus	saleratus	A leavening agent consisting of potassium or sodium bicarbonate. Similar to baking soda.
strouding	strouding	A kind of coarse cloth used in trade with the Indians.
vermelion/vermilion	vermilion	A bright red pigment.

- Divide students into groups. Assign each group a separate category of items to find on the list. Examples would be: Group 1—household goods, such as kitchen items, bedroom items; Group 2—tools; Group 3—food; Group 4—clothing; Group 5—medical supplies. Have the students circle the items that relate to their category. Have each group give a short oral report on what they found. Are there any items that didn't fit into one of the assigned categories? What are they? Are there any items that the students don't know what they are?

- What are some of the most expensive items on the list? Students will have to use some math skills for this activity—they will need to divide the total value in the far right column by the total number of items to get individual prices.
- What does this list of goods reveal about life in Montana in 1874? Are the students surprised about any of the goods that are available for sale? Are there any items they are surprised are not on the list?

Inventory of papers  
belonging to  
J. H. Thompson  
Bacon Road,  
April 10 - 1874

35	pr 3 ft. Bed Blankets	3 50 00
32½	" 3 " White MacKamaw Blankets	3 25 00
53	" 3 " H B Blankets	5 30 00
5	" 3 " Green "	50 00
8	" 3 " Scarlet "	80 00
25	" 4 " W L "	3 00 00
15	" 3 " Kenton B "	1 50 00
2½	" Paxionville Blankets	17 50
7	Fey Laminar Robes	84 00
10½	pr ½ ft Blankets	62 50
3½	" 2½ " White Blankets	36 00
1½	" 2½ " Black do	12 00
5	" Magenta Blankets	47 50
5	Imperial Lap Robes	47 50
4	German Bed Spreads	14 25
2	Stella Quilts	9 40
2	Coats	27 00
2	pr Pants	11 00
32½	yds Blue Strouding	71 00
32 <sup>3</sup>	" Scarlet do	72 50
1	doz Balmoral Skirts	12 20
4	" Check Skirts	35 50
3	" Spool Thread	2 65
1	" Wood Pipe	2 50
1	Alt Needles	1 75
36	W. Skins	30 00
1	doz Cast R Shears	9 75
4½	" Butcher Knives	7 75
3½	" 3 qt Tin Pans	11 40
983	Bunches Red Beads	117 96
2	Otter Skins	18 00
		<hr/> 2546.71



	Amount Prot Forward	2546 71
10 #	Am Vermilion	2 50
8 #	Chrome yellow	2 40
3 #	" Green	60
4 lb	Ball Buttons	1 60
9 "	Flat do O.H.B.	22 40
1 1/2 "	Square do	1 40
4 "	Brass Beads	4 00
1 1/2 "	Indian Aols	3 12
3/4 doz	6 in Files	1 95
2	1/2 in Hard Bells	2 50
7 1/2 #	China Vermilion	9 40
2	Small Indian Prints	3 80
1/4 doz	Dysingos	2 37
2	Patte Chlorid Gold	3 40
3	" Optic Fluid	4 40
6	" 5 Mergat Pain Cure	9 00
3	Bert's Chem Ointment	3 60
1 1/2 doz	Hompson's Eye Water	4 15
1	" Helmbold's Buchu	13 40
1	" Ayres Sarsaparilla	11 00
1/2 #	Chy Pectoral	9 75
1	" Lemon Extract	2 25
2	Field Glasses	22 50
1	" "	9 40
18 #	Linin Thread	7 15
5 1/4 doz	Small Mirrors #600 #	4 75
7 1/2 "	Open Bells	7 96
197	Yds Prints	29 55
1 1/2 doz	British Hf. Hose	8 97
1	" Blue Mixed do	2 25
		<u>2753 23</u>

	Amount Prot Forward	2753 23
	2 doz Ladies Hose	3 25
	5 pr Assat Blaudets	36 00
	14 " Rochester White do	140 00
	2 Boxes Hf Azo	20 80
#4	9 Mexican Saddles No 10	80 43
	1 doz Indian Brills X face	18 00
#3	10 Mountain Hawk Saddles #10	60
	5 Mexican Saddles No 7	53
	1/2 doz Web Halters	18 40
	2 1/2 " 1 in Strip Halters	19 46
	6 1/4 " Aquas. Belts	96 77
	1/4 " Pat Halters	5 50
	2 1/6 " Carved Knife Reabets	22 90
	1/2 " Curry Combs	3 75
	1/2 " Horse Brushes	12 83
	1092 yds Brown Phuting	183 65
	1973 " Awning Stripe	493 25
	21 pr 4 ft Orange Blaudets	267 75
	425 * Hf Oz Bales	36 80
	106 * Powder	43 80
	5050 Sun Caps	7 90
	5 1/2 Sun Flints	4 20
	1050 Winchester Cartridges	27 00
	1090 * A Sugar	163 00
	584 * Coffee	175 20
	240 * Beans	24
	190 * Horminy	11 80
	480 * Dry Apples	72
	416 * Hard Bread	41 60
	73 * Ginger Snaps	10 95
	Ant Forward	4907 22

Amount Prot Forward		
		4907 22
27 #	Butter Crackers	3 40
35 #	Roda Crackers	3 75
12	Nests Camp Kettles	57 40
18	Doz Lin Clops	12 90
25	Cucos XXX Flour	97 50
120 #	Cuddles	38 80
818 #	Rasin	123 93
57 #	Ham	15 75
1	Case Peaches	7 30
2 1/2	" Oysters	20
1	" Strawberries	9 40
1 1/2	" Blk Berries	7 40
1	" Tomatoes	8 96
5	Boxes Soap	42 25
1476 #	Tobacco	691 58
10	Doz Artz Handles	41 00
2	Arts @ meal	20
640 #	Ralt	15 75
8	5-gal Kegs Pyrup	57 04
200 #	Rice	14 40
1	Piece 49 <sup>3</sup> / <sub>4</sub> yds Chees	17 18
9	Bunches White Rotted Beans	8 90
17	" Dry Agate "	29 73
8	" " "	7 64
1/2	bro Callas 13 T	6 48
56 #	Brass Min	44 00
41 #	Tea	22 80
14 1/2	Doz Army Hats	72 50
2	C Fish Hooks	1
1/6	bro " Series	46
		<u>6394 42</u>

11

Amount		Prat Forward	6394 12
118 +	Brass Kettles		59
60 +	Caloratus		9 70
1/2 doz	Coffee Mills		9 50
30 +	Castile Soap		11 20
4	pr Malen gloves		8 15
2 doz	all Iron Hobbles		64 00
4 1/2	doz Brass Finger Rings		6 82
5	doz Brass Tacks		7 40
			<u>\$ 6570 44</u>

I certify on honor that the foregoing  
 is a true & correct list of all property now on  
 hand at my Post on Badger Creek.  
 Badger Creek  
 April 10<sup>th</sup> 1874  
 H. A. Sumner

## Transcription of Inventory

Inventory of goods  
 belonging to H A Kennerly  
 Badger Creek  
 April 10 – 1874

35	Pr 3 pt. Blk Blanckets	350	00
32 ½	“ 3 “ White Mackanaw [Mackinaw] Blankets	325	00
53	“ 3 “ H[udson’s] B[ay] Blankets	530	00
5	“ 3 “ Green “	50	00
8	“ 3 “ Scarlet “	80	00
25	“ 4 “ W C “	300	00
15	“ 3 “ Gention B “	150	00
2 ½	“ Saxionvill [Saxonville] Blankets	17	50
7	Fcy [fancy] Carriage Robes	84	00
10 ½	pr 1 ½ pt Blankets	62	50
3 ½	“ 2 ½ “ White Blankets	36	00
1 ½	“ 2 ½ “ Black do [ditto]	12	00
5	“ Magenta Blankets	47	50
5	Imperial Lap Robes	47	50
4	German Bed Spreads	14	25
2	Stella Quilts	9	40
2	Coats	27	00
2	prs Pants	11	00
32 ½	Yds Blue Strouding	71	00
32	“ Scarlet do	72	50
1	Doz Balmoral Skirts	12	20
4	“ Check Skirts	35	50
3	“ spool thread	2	65
1	“ Wood Pipes	2	50
1	Ⓓ Needles	1	75
30	W. Skins	30	00
1	Doz Cast I [ron] Shears	9	75
4 ½	“ Butcher Knives	7	75
3 ½	“ 3 qt Tin Pans	11	40
983	Bunches Seed Beads	117	96
2	Otter Skins	18	00
		2546.	71

	Ammount Brot [Brought] Forward	2546	71
10	# Am Vermelion	2	50
8	# Chrome Yellow	2	40
3	# “ Green		60
4	Gro Ball Buttons	1	60
9	“ Flat do 043	22	40
1 ½	“ Square [?] do	1	40
4	“ Brass Beads	4	00
1 ½	“ Indian awls	3	12
¾	Doz 6 in Files	1	95
2	Pks Hawk Bells	2	50
7 ½	# Chins [Chintz?] Vermilion	9	40
2	Small Indian Trunks	3	80
¼	Doz Syringes	2	37
2	Bottles Chlorid Gold	3	40
3	“ Optic Fluid	4	40
6	“ 5 Minuet Pain Cure	9	00
3	Boxes Chem Ointment	3	60
1 ¼	Doz Thompson Eye Matter	4	15
1	“ Helmbolds Buchue [Helmbold's Buchu]	13	40
1	“ Ayers Sarsaparilla	11	00
½	“ Chy Pectoral	9	75
1	“ Lemon Extract	2	25
2	Field Glasses	22	50
1	“ “	9	40
18	# Linen Thread	7	15
5 ¼	Doz Small Mirrors #600#	4	75
7 ½	“ Open Bells	7	96
197	Yds Prints	29	55
1 ½	Doz British Hf Hose	3	97
1	“ Blue Mixd do	2	25
		2753	23

	Ammount Brot Forward	2753	23
2	Doz Ladies Hose	3	25
5	Pr Assabet Blankets	36	00
14	“ Rochester White do	140	00
2	Boxes Hf Axes	20	80
9	Mexican Saddles No. 10	80	43
1	Doz Indian Bridles X face	18	00
10	Mountain Hawk Saddles #10	60	
5	Mexican Saddles No. 7	53	
1 1/12	Doz Web Halters	18	40
2 9/12	“ 1 in strip Halters	19	46
6 ¼	“ Squaw Belts	96	77
¼	“ Pat Halters	5	50
2 1/6	“ Carved Knife Scaberts [scabbards]	22	90
½	“ Curry Combs	3	75
½	“ Horse Brushes	12	33
1092	Yds Brown Sheeting	183	65
1973	“ Awning Stripe	493	25
21	Pr 4 pt Orange Blankets	267	75
425	# Hf Oz Balls	36	80
106	# Powder	43	80
5050	Gun Caps	7	90
5	C Gun Flints	4	20
1050	Winchester Cartridges	27	00
1090	# A Sugar	163	50
584	# Coffee	175	20
240	# Beans	24	00
190	# Hominy	11	80
480	# Dy Apples	72	
416	# Hard Bread	41	60
73	# Ginger Snaps	10	95
	Amt Forward	4907.	22

	Ammount Brot Forward	4907	22
27	# Butter Crackers	3	40
35	# Soda Crackers	3	75
12	Nests Camp Kettles	51	40
18	Doz Tin Cups	12	90
25	Sacks XXX Flour	97	50
120	# Candles	38	80
818	# Bacon	123	93
57	# Ham	15	75
1	Case Peaches	7	30
2 ½	“ Oysters	20	
1	“ Strawberries	9	40
1 ½	“ Blk Berries	7	40
1	“ Tomatoes	8	96
5	Boxes Soap	42	25
1476	# Tobacco	691	58
10	Doz Axe Handles	41	00
2	Brls C[orn] Meal	20	
640	# Salt	15	75
8	5 Gal Kegs Syrup	51	04
200	# Rice	14	40
1	Piece 49 yds Check	17	18
9	Bunches White Sorted Beads	8	90
17	“ Fey Agate “	29	73
8	“ “ “	7	64
½	Gro Collars 13 T	6	48
56	# Brass Wire	44	00
41	# Tea	22	80
14 ½	Doz Army Hats	72	50
2	C Fish Hooks	1	
1/6	Gro “ Lines		46
		6394	42



	Ammount Brot Forward	6394	42
118	# Brass Kettles	59	
60	# Salaratus	9	70
½	Doz Coffee Mills	9	75
30	# Casteel Soap	11	20
4	Pr Woolen Gloves	8	15
2	Doz All Iron Hobbles	64	00
4 1/3	Gro Brass Finger Rings	6	82
5	M Brass Tacks	7	40
		6570	44

I certify on honor that the foregoing  
is a true & correct list of all property now on  
hand at my Post on Badger Creek.

Badger Creek  
April 10<sup>th</sup>, 1874

H A Kennerly

Lesson 3: “The Great Father is now very angry with the Sioux”

A Letter Written After the Battle of the Little Bighorn

**Document Citation:**

**Letter from Montana Governor B. F. Potts dated July 14, 1876 to Major John S. Wood, Agent, Blackfeet Indian Agency;** Letters Received, 1873-1909 (also known as Entry 2); Blackfeet Indian Agency, Montana; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and United States foreign policy after the Civil War.

Standard 4A: Demonstrate understanding of various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4, 6 and 7

End of Grade 12: 1, 2, 3, 4a, 4b, 6 and 7

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

End of Grade 8: 4 and 5

End of Grade 12: 4 and 5

### **About the Document:**

On June 25-26, 1876, the Seventh Cavalry of the United States Army and combined forces of Lakota Sioux, Cheyenne, and Arapaho Indians engaged in a fight near the Little Bighorn River in eastern Montana Territory. Soldiers and attached personnel totaling 263 individuals, including George Armstrong Custer, were killed in what is now known as the Battle of the Little Bighorn. For a summary of the events leading up to the battle and the battle itself, please refer to the website of the Little Bighorn Battlefield National Memorial, a part of the National Park Service:

<http://www.nps.gov/archive/libi/battle.html>

In the immediate aftermath of the battle, tensions ran high throughout the area. The letter used in this lesson was written by B. F. Potts, the Governor of Montana Territory. He sent the letter to Major John S. Wood, the Agent at the Blackfeet Indian Agency in Montana. It illustrates the fear that existed in Montana Territory concerning how other Native American tribes might react to the news of Custer's defeat.

The National Archives and Records Administration-Rocky Mountain Region holds records relating to many of Montana's Indian tribes including: the Billings Area Office, the Blackfeet Indian Agency, the Crow Indian Agency, the Flathead Indian Agency, the Fort Belknap Indian Agency, the Fort Peck Agency, the Fort Shaw Indian School, the Northern Cheyenne Agency, and the Tongue River Indian Agency.

### **Suggested Teaching Activities:**

- Have students read the letter and use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- What is the purpose of the Governor's letter? What is his viewpoint as to why Custer was defeated at the Little Bighorn? Who are Gibbon and Terry? [The battle plans for the 1876 military campaign had called for three columns of troops to be used. Colonel John Gibbon was in command of the 7th Infantry at Fort Ellis, located near present-day Bozeman. He led a column made up of six companies of the 7<sup>th</sup> Infantry and four of the 2<sup>nd</sup> Cavalry. General George Crook led another column made from Fort

Fetterman in central Wyoming. General Alfred Terry led the third column, which included the 7<sup>th</sup> Cavalry, from Fort Abraham Lincoln, located near Bismarck, North Dakota. Terry was the commander of the Department of the Dakota. He directed the 1876 campaign to force the Lakota and their allies onto reservations.]

- Consider carefully the language the Governor uses. What words in particular stand out to show his strong feelings? [For example, he uses the term “exterminate” to describe what is going to happen to Sitting Bull and his followers.]
- Who is “the Great Father” that the Governor refers to in the letter?
- This letter was written in 1876. Where did Sitting Bull go after the battle? [Canada] When did he ultimately surrender to U.S. troops? [1881] What happened to him between 1876 and the year he was killed? Where was he killed? Have students research his life and create a timeline showing the major events in which he participated.

#### **Additional Online Resources:**

There are digitized photographs and documents relating to Sitting Bull, John Gibbon, and Alfred Terry on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Sitting Bull,” “John Gibbon” or “Alfred H. Terry.” (Do individual searches on each name.)
- Set the limit to 100.
- Check the box that will bring up digital images only.
- You will get several “hits” for each name search that you perform.



3

THE  
**Territory of Montana**

Executive Department

Helena, M.T. July 14<sup>th</sup> 1876

Sir

I desire that you should exercise the greatest vigilance to prevent any of your Indians from going down the Missouri in the direction of the hostile Sioux. You will please report to me by letter the situation on the Reservation, what the Indians are doing and what they say. I must advise that you see your Great Chiefs at an early day and explain to them that the Great Father is now very angry with the Sioux and he is sending his Soldiers into the Sioux Country to exterminate "Sitting Bull" and all Indians who fight with him.

Troops are now being moved rapidly into the Sioux Country, and the War will go forward in earnest. Had Leuser not attacked without orders the arrival of Gibbon & Terry would have secured a substantial victory. I wish you to write me fully and often -  
Wagon with S. Wood Agent

Very Respectfully  
J. F. Potts

## Transcription of Letter Written by Montana Governor B. F. Potts

July 14, 1876

Sir

I desire that you should exercise the greatest vigilance to prevent any of your Indians from going down the Missouri in the direction of the hostile Sioux. You will please report to me by letter the situation on the Reservation, what the Indians are doing and what they say. I would advise that you see your head chiefs at an early day and explain to them that the Great Father is now very angry with the Sioux and he is sending his soldiers into the Sioux Country to exterminate "Sitting Bull" and all Indians who fight with him.

Troops are now being moved rapidly into the Sioux Country, and the War will go forward in earnest. Had Custer not attacked without orders the arrival of Gibbon & Terry would have secured a substantial victory. I wish you to write me fully and often—

Very Respectfully  
B. F. Potts

Major John S. Wood Agent

Lesson 4: “Special efforts were made to keep the discovery a secret”

A History of Early Gold Discoveries in Montana

**Document Citation:**

**Excerpt from a paper entitled “Montana and its advantages as a mining field,” read at a meeting of the Bullion Club of New York City, undated;** Paper Concerning the Mineral Treasures of Montana, undated (also known as Entry 490); Records of the Helena, Montana, Assay Office, 1851-1933; Records of the Bureau of the Mint, Record Group 104; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people

Standard 1C: The student understands how agriculture, mining, and ranching were transformed.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4, 5 and 6

End of Grade 12: 1, 2, 3, 4a, 5 and 6

### **About the Document:**

One nickname that is used for the state of Montana is the “Treasure State.” The state motto is “Oro y Plata” which is Spanish for gold and silver. The discovery of rich mineral resources in Montana Territory brought large numbers of settlers into the area and had a huge economic impact.

Found in the records of the Assay Office of Helena, Montana, is a 67-page speech or paper that was written to be read at the Bullion Club of New York City. The paper is undated and unsigned. Clues in the paper suggest that it was written in early 1880 by Russell B. Harrison, who was the Superintendent of the United States Assay Office in Helena, Montana, from 1878-1885. The author makes mention of many statistics for the year 1879 and makes references to projected statistics for the year 1880. In addition, in one section of the paper (not included in this lesson) the author mentions having a gold nugget valued at \$945 found by Levi Price. An article in the *New York Times* on February 8, 1880, makes reference to Harrison having such a gold nugget in his possession. Harrison was the son of Benjamin Harrison, the 23rd President of the United States.

The excerpt from the paper used in this lesson can be used as an introduction into the study of early gold mining in Montana.

The National Archives and Records Administration-Rocky Mountain Region holds records from the assay office of Helena, Montana, for the time period 1851-1933. The records document assays, bullion shipments and redeposits, mass melts, and mining activity. Included are correspondence, registers, statements, and statistics. Assay offices fell under the control of the Bureau of the Mint. The Bureau of the Mint was established in the Department of the Treasury in 1873. It succeeded the Mint of the United States which had been established as an independent agency in 1792 in Philadelphia. The Mint has been responsible for manufacturing coins; for receiving, storing, and selling gold and silver bullion; for assaying and refining; and for a variety of functions, such as inspections and gathering statistics. The Mint has operated mints in several cities, as well as assay offices and bullion depositories.

### **Suggested Teaching Activities:**

- Have students read aloud the excerpt from the paper that was presented at the meeting and use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- Using the paper, have students prepare a timeline of the history of gold mining in Montana. Or, have students lay out on a map the key gold discoveries in Montana Territory. Key events would be: Francois Finlay (1852); Granville and James Stuart (1858); and William Fairweather (1863). Ask students to do additional research in the library or online about these individuals. Have them prepare a short report on their findings.



- At the time the paper was written, it was reported that Montana ranked third in the nation in the amount of gold produced. Have students research where Montana ranks today. What other forms of mining existed in Montana in the late nineteenth century? How did they compare to gold mining? What forms of mining still exist in Montana today? How do they contribute to the economy of the state?
- In the paper the author states that the “claims, a hundred feet in length paid all the way from \$20,000 to \$150,000 each” for the discovery of gold at Alder Gulch. Depending on the area you have available, using a tape measure, lay out 100 feet for students to have the visual impact of how big 100 feet is.
- The paper mentions that hydraulic mining had not yet been used. Ask students to research the different methods of mining, particularly placer mining and hydraulic mining.

### **Additional Online Resources:**

There are numerous digitized photographs relating to mining on the National Archives website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in search terms such as the words “mining and Montana,” or “mining” or the name of a particular mine, such as “Anaconda,” “Alder Gulch,” “or Comstock.”
- Set the limit to 2000.
- Check the box that will bring up digital images only.

There are additional photographs related to mining which can be found in a collection of photographs relating to the American West on the National Archives website at:

<http://www.archives.gov/research/american-west/>

mining population can be produced on near lying lands, or must be brought from remote parts is a question very nearly affecting the profits of mining - as is also the character of the climate in which <sup>the</sup> mine owner and his workmen <sup>must</sup> live and pursue their labors. It is not generally known, but the fact is <sup>so</sup> that Montana ranks next to California in the amount of gold already produced, and she has assumed this place since the year 1862. In the total amount of gold and silver produced to date Montana holds the third position, the order being, California first, Nevada second, Montana third. The first authentic information concerning the region now known as Montana was derived from the reports of Capt's Lewis and Clark who under Jefferson's administration in 1804-5-6

completed the adventurous task of exploring the headwaters and sources of the Missouri and Columbia Rivers. Thirty years after Captain Bonneville, and in 1853-4-5 Gov. Stevens threw additional light upon this country. As early as 1852 Francis Finlay, commonly called "Beutson", a native of the Red River of the North, discovered on Gold Creek in Deer Lodge county, slight particles of fine float gold. Having worked in the mines of California he at once went to work and demonstrated the presence of gold; but being without tools or provisions his investigations were necessarily superficial though quite sufficient to entitle him to the credit of having first discovered gold in Montana. In May 1858 Grauville and James Stuart found as high as 10¢ to the pan on Gold Creek, but were driven off by

the Indians. In 1860 Henry Thomas, known as "Gold Tom" worked on Gold Creek realizing from \$150 to \$200 per day. He soon became dissatisfied and left. In the Spring of 1862 a party of miners from Pike's Peak, Colorado were on the road to Deer Lodge and Gold Creek. While camping on Hilliards (or Grasshopper) Creek, a tributary of the Beartooth they developed by slight prospecting the presence of gold, and further examination developed it in pay<sup>ing</sup> quantities. The reports spread, and Deer Lodge as well as the surrounding country was deserted for Pannoch, as it was called. Grasshopper Creek diggings proved to be very rich and produced some \$600,000 during the Spring, Summer and Fall of 1862. But it remained for Mr Fairweather and his party to discover in the Spring of 1863 what has

was found to be the richest gulch the world has ever known. They had left Bamock to prospect in the Big Horn Mountains on the Gallatin River, but were turned back by the Crow Indians. They crossed a low divide east of Virginia City on their return and camped on the banks of Alder Creek. While the others were preparing a scanty midday meal Mrs Fairweather in going out to look after the ponies saw a bare portion of the rim rock of the gulch and determined to prospect it. Thirty cents was realized from the first pan full of dirt, and as high as \$1.75 from some of the subsequent pans. When the value of the diggings became apparent on still further examination one of the party was dispatched to Bamock for supplies and provisions. Special efforts were made to keep the discovery a secret

but without success, and some two or three hundred men followed him <sup>on</sup> his return. The first night before reaching the diggings he got them off their guard and slipped away with a few particular friends whom he escorted to the mines, where they at once located ~~claims~~ <sup>claims</sup>. In the morning the rest of the party followed the trail into camp, and Fairmather District, with V. Stelle as President, and <sup>James</sup> Fergus as Recorder was organized. June 6<sup>th</sup> 1863. The discovery of the gulch took place on the 26<sup>th</sup> or 27<sup>th</sup> day of May. The thorough examination that was now given the gulch revealed the fact that the alluvial deposit of gold exceeded in richness and area the most sanguine hopes of the discoverers, and combined these qualities in a degree not known before. During the summer and fall of 1863 only a few

of the claims were opened owing to the fact  
~~that~~ the auriferous stratum ~~of~~ <sup>lay</sup> deep with  
 water on bed rock, requiring unity of action  
 in the holders of adjacent claims in order  
 to secure the necessary drainage.

Owing to this fact, and the expense necessary  
 to remove the difficulty many men of  
 mark never left the camp during the fall  
 of 1863-64, declaring that the expense  
 in securing the gold would be more  
 than the product. Some imposed wages  
 to taking up and working claims. Work  
 continued during the winter, and in the spring  
 of 1864 mining commenced in earnest,  
 and the wonderful developments of this  
 remarkable gulch filled the whole country  
 with excitement. From its source to  
 its junction with the Passamaunqui - fully  
 16 miles - Alder Gulch was as rich as

to almost make the facts of production incredible. The creek claims, a hundred feet in length, paid all the way from \$20,000 to \$50,000 each. The great richness of the gulch is perhaps better proved by the yearly product of the Territory, which was in 1862 \$6,000,000; and in 1863 \$8,000,000, and rose in 1864 to \$16,000,000, by far the greater part of which came from Alder Gulch. From 1863-1866 Alder Gulch produced over \$30,000,000, and Hon. R. M. Raymond in his report on the mineral resources of the U.S. justly says in commenting on Alder Gulch, - "Such a product from our gulch is beyond all precedent, and would appear a great exaggeration, if not well authenticated." Alder Gulch is now steadily producing from \$300,000 to \$600,000 worth of gold every year.



the product depending somewhat on the amount of water during the season.

It is estimated by good judges who have examined the field carefully, with ~~not~~ ~~a~~ ~~motive~~ towards exaggeration that Alder Gulch has produced to date over \$70,000,000. The extensive hydraulic mining now so common in California has not been undertaken in Alder Gulch, and when it is it will take but a few years to send the record of Alder Gulch to \$100,000,000.

This is a description and record of our gulch, and as the incidents of the discovery and working of the different gulches are more or less the same I shall now

briefly allude to a few of the remaining ones most remarkable for their production, and then speak of the large number remaining in general terms.

**Transcription of speech or paper entitled “Montana and its advantages as a mining field”**

[Page 15: the transcription begins with the seventh line of text.]

It is not generally known but the fact is so that Montana ranks next to California in the amount of gold already produced, and she has assumed this place since the year 1862. In the total amount of gold and silver produced to date Montana holds the third position, the order being California first, Nevada second, Montana third. The first authentic information concerning the region now known as Montana was derived from the reports of Capt’s Lewis and Clark who under Jefferson’s administration in 1804-5-6

[Page 16]

completed the adventurous task of exploring the headwaters and sources of the Missouri and Columbia rivers. Thirty years after Captain Bonneville and in 1853-4-5 Gov. Stevens threw additional light upon this country. As early as 1852 Francois Finlay commonly called “Benetsee,” a native of the Red River of the North, discovered on Gold Creek in Deer Lodge county slight particles of fine float gold. Having worked in the mines of California he at once went to work and demonstrated the presence of gold; but being without tools or provis-

ions his investigations were necessarily superficial though quite sufficient to entitle him to the credit of having first discovered gold in Montana. In May 1858, Granville and James Stuart found as high as 10c to the pan on Gold Creek, but were driven off by

[Page 17]

the Indians. In 1860 Henry Thomas known as "Gold Tom" worked on Gold Creek realizing from \$1.50 to \$2.00 per day. He soon became dissatisfied and left. In the Spring of 1862 a party of miners from Pikes Peak Colorado were on the road to Deer Lodge and Gold Creek. While camping on Williard's (or Grasshopper) Creek, a tributary of the Beaverhead they developed by slight prospecting the presence of gold, and further examination developed it in paying quantities. The reports spread, and Deer Lodge as well as the surrounding country was deserted for Bannock, as it was called. Grasshopper Creek diggings proved to be very rich and produced some \$600,000 during the Spring, Summer and Fall of 1862. But it remained for Wm [William] Fairweather and his party to discover in the Spring of 1863 what has

[Page 18]

been proved to be the richest gulch the world has ever known. They had left

Bannock to prospect in the Big Horn Mountains on the Gallatin River, but were turned back by the Crow Indians. They crossed a low divide east of Virginia City on their return and camped on the banks of Alder Creek. While the others were preparing a scanty midday meal Wm [William] Fairweather in going out to look after the ponies saw a bare portion of the rim rock of the gulch and determined to prospect it. Thirty cents was realized from the first pan full of dirt and as high as \$1.75 from some of the subsequent pans. When the value of the diggings became apparent on still further examination one of the party was dispatched to Bannock for supplies and provisions. Special efforts were made to keep the discovery a secret

[Page 19]

but without success and some two or three hundred men followed him on his return. The first night before reaching the diggings he got them off their guard and slipped away with a few particular friends whom he escorted to the mines where they at once located claims. In the morning the rest of the party followed the trail into camp and Fairweather District, with Dr. Steele as President and James Fergus as Recorder was organized June 6<sup>th</sup>, 1863. The discovery of the gulch took place of the 26<sup>th</sup> or 27<sup>th</sup>

day of May. The thorough examination that was now given the gulch revealed the fact that the alluvial deposit of gold exceeded in richness and area the most sanguine hopes of the discoverers and combined these qualities in a degree not known before. During the summer and fall of 1863 only a few

[Page 20]

of the claims were opened owing to the fact that the auriferous stratum lay deep with water on bed rock requiring unity of action in the holders of adjacent claims in order to secure the necessary drainage.

Owing to this fact and the expense necessary to remove the difficulty many men of weak nerve left the camp during the Fall of 1863-64 declaring that the expense in securing the gold would be more than the product. Some preferred wages to taking up and working claims. Work continued during the winter and in the spring of 1864 mining commenced in earnest and the wonderful developments of this remarkable gulch filled the whole country with excitement. From its source to its junction with the Passamari—fully 16 miles—Alder Gulch was so rich as

[Page 21]

to almost make the facts of production incred-

ible. The creek claims, a hundred feet in length paid all the way from \$20,000 to \$150,000 each. The great richness of the gulch is perhaps better proved by the yearly product of the Territory, which was in 1862 \$600,000 and in 1863 \$8,000,000, and rose in 1864 to \$16,000,000, by far the greater part of which came from Alder Gulch. From 1863-1866 Alder Gulch produced over \$30,000,000 and Hon. R. W. Raymond in his report on the mineral resources of the U.S. justly says in commenting on Alder Gulch, "Such a product from one gulch is beyond all precedent and would appear a great exaggeration, if not well authenticated." Alder Gulch is now steadily producing from \$300,000 to \$600,000 worth of gold every year,

[Page 22]

the product depending somewhat on the amount of water during the season. It is estimated by good judges who have examined the field carefully, with no motive towards exaggeration[,] that Alder Gulch has produced to date over \$70,000,000. The extensive hydraulic mining now so common in California has not been undertaken in Alder Gulch, and when it is[,] it will take but a few years to send the record of Alder Gulch to \$100,000,000.

Lesson 5: “The raiders defied police and military.”

The Sword Bearer Incident of 1887

**Document Citations:**

**Letter from Crow Agency Agent Henry E. Williamson to the Commissioner of Indian Affairs dated October 1, 1887;** Press Copies of Letters Sent to the Commissioner of Indian Affairs, 1883-1910; Crow Indian Agency, Montana; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Minutes from a meeting between the Crow Indians in Council and the Agent held at the Crow Agency, Montana Territory, December 31, 1887;** Press Copies of Letters Sent to the Commissioner of Indian Affairs, 1883-1910; Crow Indian Agency, Montana; Records of the Bureau of Indian Affairs, Record Group 75; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Photograph of Crow prisoners taken after the fight of November 5, 1887** (ARC Identifier 533059, Local Identifier 165-AI-18); American Indians, 1881-1885; Records of the War Department General and Special Staffs, Record Group 165; Still Picture Records, LICON, Special Media Archives Services Division (NWCS-S); National Archives at College Park, College Park, MD.

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and United States foreign policy after the Civil War.

Standard 4A: Demonstrate understanding of various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4, 6 and 7

End of Grade 12: 1, 2, 3, 4a, 4b, 6 and 7

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

End of Grade 8: 4 and 5

End of Grade 12: 4 and 5

### **About the Documents:**

In fall 1887 a group of young Crow Indians led by a Messianic figure, sometimes referred to as the “Medicine Man,” or “Sword Bearer,” participated in a raid upon the Piegan tribe, stealing some sixty horses. (Sword Bearer had originally been named Cheez-tah-paezh, or Wraps-Up-His-Tail.) The government agent at the Crow Agency ordered the young men arrested for horse stealing. This caused some of the band of horse thieves to start firing their guns into various buildings at the Agency. Agent H. E. Williamson called for troops to be sent from nearby Fort Custer. As several companies of cavalry and infantry soldiers under the command of Colonel Nathan A. M. Dudley arrived, tensions mounted. Finally, the situation came to head on November 5. After a meeting between General Thomas H. Ruger and several Crow leaders not involved with Sword Bearer’s group failed to achieve peace, a fight broke out between Companies E and K of the 1<sup>st</sup> Cavalry and about 150 Crows. In the end the Crows retreated, and Sword Bearer was killed. Eventually, eight Crows (considered to be ringleaders) were taken prisoner and were transferred to Fort Snelling, Minnesota. The prisoners—Carries His Food, Looks With His Ears, Rock, Bank, He Knows His Coups, Big Hail, Deaf Bull, and Crazy Head—were held at Fort Snelling until spring 1888, when Bank and Looks With His Ears were released and sent back to the Crow Agency. All of the remaining prisoners, except for Deaf Bull, were transferred to the Carlisle Industrial School in Pennsylvania. Eventually all were allowed to return to the Crow Agency. Deaf Bull was the last to be released from Fort Snelling in August 1889.

The National Archives and Records Administration-Rocky Mountain Region holds records relating to many of Montana’s Indian tribes including: the Billings Area Office, the Blackfeet Indian Agency, the Crow Indian Agency, the Flathead Indian Agency, the Fort Belknap



Indian Agency, the Fort Peck Agency, the Fort Shaw Indian School, the Northern Cheyenne Agency, and the Tongue River Indian Agency.

**Suggested Teaching Activities:**

- Present the background information about these events to the students. There is a detailed article in the Autumn 1986 issue of *Montana* magazine, entitled “Sword Bearer and the ‘Crow Outbreak,’ 1887” by Colin G. Calloway. You may wish to have students read the article to obtain a greater understanding of the details.
- Have students read the letter sent by Agent Williamson to the Commissioner of Indian Affairs (a transcription is provided) and use the Document Analysis Worksheet. Note: the original letter is a letterpress copy, so the ink is quite faint in some places.
- Have students read the minutes from the council meeting (a transcription is provided) and use the Document Analysis Worksheet.
- The Agent seems to change the subject when Plenty Coos (Coups) mentions the Crow prisoners being held at Fort Snelling. What does he change the subject to? Why do you think he changes the subject?
- Pass out copies of the photograph of the Crow prisoners and have students use the Photograph Analysis Worksheet.
- What does the photograph reveal about the age(s) of the prisoners? Do they note anything unusual about the soldiers’ attire? Hint: they are wearing white gloves.

Croca Agency, M. T., Oct. 4, 1887

18. Q. M.

Atkins, Commissioner,

Washington, D.C.

A party of twenty Crows with captured  
horses returned five o'clock yesterday evening  
from raid on Tiganz. Six of them were around  
Agency firing their guns into buildings in  
defiant and threatening manner without  
provocation. I called on Genl Dudley  
Commanding Fort Custer for troops to arrest  
them. Three Companies arrived at five  
o'clock. The raiders defied police and  
military. At half past ten o'clock I asked  
Commander Fort Custer to order arrest of  
them promptly, as my police are unable  
to do so. At half past nine o'clock this  
morning two additional Companies arrived.  
The Officer in Command having instructions  
to protect Agency the employees only. Genl  
Dudley has been prompt in his action and is  
obeying Department Headquarter's  
instructions. I deem the arrest of these  
raiders to be of great importance at once  
to be reported to War Department.

Very C. H. Williamson  
Agent.

**Transcription of Letter from Crow Agency Agent Henry E. Williamson to the  
Commissioner of Indian Affairs dated October 1, 1887**

Crow Agency Mt. Ty. Oct. 1, 1887  
11 A.M.

Atkins, Commissioner.

Washington, D.C.

A party of twenty Crows with captured horses returned five o'clock yesterday evening from raid on Piegans. Six of them road [rode] around Agency firing their guns into buildings in defiant and threatening manner without provocation. I called on Genl [General] Dudley commanding Fort Custer for troops to arrest them. Three companies arrived at Ten O'clock. The raiders defied police and military. At half past Ten O'clock I asked Commander, Fort Custer to order arrest of Indians promptly, as my police were unable to do so. At half past Nine O'clock this morning additional companies arrived. The Officer in command having instructions to protect Agency and Employees only. Gen'l Dudley has been prompt in his action and is telegraphing Department Headquarters for full instructions. I deem the arrest of these raiders and other defiant Indians at once as absolutely necessary and ask that orders be so issued by the War Department.

Henry Williamson  
Agent

Crow Agency Mont. T<sup>y</sup>,  
December 31<sup>st</sup> 1887

Report of extraneous matters presented by the Crow Indians in Council held at Crow Agency Mont. T<sup>y</sup>, on the 31<sup>st</sup> day of December 1887 for the purpose of considering the question of opening a portion of the Reservation for the grazing of cattle. After the purposes of the council had been discussed and action ~~on~~ on part of the Indians determined, the

Agent. Said to the Indians. I am now ready to listen to anything you may have to say about other matters, and that you may want sent to the Commissioner.

Plentylove I have not much to say, Col. Howard has been with us a long time surveying our lands. I want you to tell the Great Father to send him here next year to finish surveying our land and to show us what is to be done, we all like him.

It will be time to commence to work on our farms pretty soon, and I want the Great Father to let the

Page 2 Eight Crow prisoners now held at  
 here drilling, come home to us pretty  
 quick, so that they can help their fam-  
 ily work, and can take care of their  
 cattle, we don't think that they have  
 done anything very bad.

Agent I have been told that some of you  
 desire to adopt Mr. Cummins  
 (R. W. Cummins Additional Farmer at the  
 Agency.) and his wife and their  
 children. Is it so?

Plenty Coos I would like to have Mr. Cummins  
 stay with us as he has been doing  
 and I am willing that he and his  
 family should have all the rights  
 on the Crow Reserve that a Crow  
 has, that all the family should  
 have land as the Crow have it.

Big Shoulders  
Blade We all like Mr. Cummins as one  
 of our own people. He is living  
 with us and his children go to the  
 same school with the Crow children.  
 He has three children and if he and  
 his wife and children want to be  
 Crow, I am willing that they all

Page 3

should be as one of us, and that they should all have all the rights in every way that the Crowe have.

You (to Agent Williamson) have always treated us well, one of us was a fool (referring to the medicine man) but he is gone (dead) now.

Whenever you go away from us we would like to have you give us Col. Howard for an Agent. We know him and like him, and if you leave us, we want you to give him to us.

It will be good for you to get the eight Crowe prisoners back as soon as you can, so that they can go to work. This is the way I feel.

Old Crow

You ask what we think about Mr Lummin's and his family. I say let them all stay with us as Crowe and have all the rights that the Crowe have.

Agent

Do you all want Mr Lummin's family adopted into your tribe as Crowe and for them to have all the rights and privilege of the Crowe.

Page 4 The Indians all replied that they did want Mr Lummins and his family adopted, and that they should enjoy all the rights and privileges of the Crow.

Agent The Agent then asked if any Indian was opposed to the adoption of Mr Lummins and his family. And there was no objection made by any of the Indians present, their consent was unanimous.

There were about one hundred of the leading and representative Indians present at this Council.

I certify on honor that the above is a true report of the expressions of the Crow Indians on the subjects above mentioned, as interpreted to me at the Council held at Crow Agency Mont. T., this 31<sup>st</sup> day of December 1887.

L. H. Barlow  
Agent

I certify on honor that I was present and interpreted at the Council with Lum

**Transcription of meeting between the Crow Indians in Council and the Agent held at the Crow Agency, Montana Territory, December 31, 1887**

Agent I am now ready to listen to anything you may have to say about other matters and that you may want sent to the Commissioner.

Plenty Coos I have not much to say. Col. [Colonel] Howard has been with us a long time surveying our lands. I want you to tell the Great Father to send him here next year to finish surveying our land and to show us what is to be done. We all like him.

It will be time to commence to work on our farms pretty soon, and I want the Great Father to let the

Page 2

eight Crow prisoners now held at Fort Snelling, come home to us pretty quick, so that they can help their families work, and can take care of their cattle. We don't think that they have done anything very bad.

Agent I have been told that some of you desire to adopt Mr. Cummins



(R. W. Cummins additional farmer at the Agency.) and his wife and three children. Is it so?

Plenty Coos

I would like to have Mr. Cummins stay with us as he has been doing and I am willing that he and his family should have all the rights on the Crow Reserve that a Crow has. That all the family should have land as the Crows have it.

Big Shoulder Blade

We all like Mr. Cummins as one of our own people. He is living with us and his children go to the same school with the Crow children. He has three children and if he and his wife and children want to be as Crows, I am willing that they all

Page 3

should be as one of us, and that they should all have the rights in every way that the Crows have.

You (to Agent Williamson) have always treated us well. One of us was a fool (referring to the Medicine Man) but he is gone (dead) now.

Whenever you go away from us

we would like to have you give us Col. Howard for an Agent. We know him and like him, and if you leave us, we want you to give him to us. It will be good for you to get the eight Crow prisoners back as soon as you can, so that they can go to work. This is the way I feel.

Old Crow

You ask what we think about Mr. Cummins and his family. I say let them all stay with us as Crows and have all the rights that the Crows have.

Agent

Do you all want Mr. Cummins and family adopted into your tribe as Crows and for them to have all the rights and privileges of the Crows.[?]

Page 4

The Indians all replied that they did want Mr. Cummins and his family adopted, and that they should enjoy all the rights and privileges of the Crows.

Agent

The Agent then asked if any Indian was opposed to the adoption of Mr.

Cummins and his family, and  
there was no objection made by  
any of the Indians present, their  
consent was unanimous.

There were about one hundred of the  
leading and representative Indians pre-  
sent at this council.

I certify on honor that the above is  
a true report of the expressions of  
the Crow Indians on the subjects  
above mentioned, as interpreted to  
me at the council held at Crow  
Agency Mont. [Montana] Ty. [Territory], this 31<sup>st</sup> day of  
December 1887.

C. M. Barstow  
Issue Clerk

I certify on honor that I was present  
and interpreted at the Council with Crow[.]



Crow prisoners taken after the fight of Nov.5, 1887 at the Crow Agency [Montana, 1.Crazy Head, 2.Knowing his Coos, 3.Deaf Bull, 4.The Bank, 5.Looks with his Ears, 6.Big Hail, 7.Carries his Food, and 8.The Rock

Lesson 6: “I am sending by today’s express two water colors which I hope you can use for food conservation posters.”

### Montana Artist Charles Russell Contributes to the War Effort

#### Document Citations:

**Letter from Charles M. Russell dated as received on May 27, 1918;** General Correspondence, 1917-1919; Montana State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Press Release (undated);** General Correspondence, 1917-1919; Montana State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 7: The Emergence of Modern America (1890-1930)

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4, and 6

End of Grade 12: 1, 2, 3, 4a, 4b, and 6

**About the Documents:**

During World War I, famed Montana artist Charles Russell offered his artistic services to the Montana Food Administrator by producing two paintings to be used as food conservation posters. One of the paintings was entitled *Hooverizers* (also known as *Hooverizin* and *Pardners*); the other, *Meat Makes Fighters*. Alfred Atkinson (the Federal Food Administrator for Montana) described the paintings in a letter he sent to the Food Administration office in Washington, D.C., “One of them represents a cowboy cooking his evening meal out on the range, and his horse looking longingly toward the meal, which is made up of oats and barley. Under this is a little verse in which he says he hates to deprive his horse of this feed, but that they are both helping the war. The other picture is of an old cowboy mounted riding behind a band of cattle and there is a little verse under this expressing his sentiments of helping at home, even though he is too old to go to war.”

The U.S. Food Administration was created by an Executive order of August 10, 1917, to assure the supply, distribution, and conservation of food during World War I; facilitate the movement of foods and prevent monopolies and hoarding; and maintain governmental control over foods chiefly by means of voluntary agreements and a licensing system. Federal food administrators were appointed for each state to implement the Administration’s programs. After November 11, 1918, the Administration was gradually dismantled and its rules and regulations revoked.

The National Archives and Records Administration-Rocky Mountain Region houses the records of the U.S. Food Administration offices for the states of Colorado, Montana, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

**Background About Herbert Hoover as U.S. Food Administrator:**

President Wilson called Herbert Hoover home to take charge of food organization in America. Hoover was appointed U.S. Food Administrator. America had to provide food for her own armies and the other Allies, for the Allied peoples and for the American people at home. Herbert Hoover saw the effort as a willingness of the people to serve the nation voluntarily. He called his program food conservation, but many Americans called it “Hooverizing.” There were wheatless Wednesdays and meatless Mondays, as examples.

Hoover had faith that the American people would exhibit voluntary cooperation in the matter for food conservation. He didn't want laws to regulate food in America. Hoover's plan was that American homes would have to eat in such a way as to leave more food to be shipped

abroad. He appealed to housewives to conserve food and eliminate waste. Signs and posters proclaimed, "Food Will Win the War." Hoover's program reduced domestic consumption of food by 15% without rationing. For the farmer there was "fair price" for agricultural products and guaranteed markets for surplus. The result was that U.S. food shipments tripled. He kept the American armies fed and was able to build up surplus stores of food to prevent a post-war famine in Europe. (This information copied from the Herbert Hoover Presidential Library and Museum's website) at:

[http://www.ecommcode.com/hoover/hooveronline/hoover\\_bio/food.htm](http://www.ecommcode.com/hoover/hooveronline/hoover_bio/food.htm)

### **Suggested Teaching Activities:**

- Have students read the letter and the press release and use the Document Analysis Worksheet. Have students share their responses to the analysis questions.
- Does it appear that Russell was asked to create these paintings, or did he do this on his own? In his letter, what does Russell say about his knowledge of soldiers? What does he mean when he writes "those who Old Dad Time has barred from the fighting line."
- Ask a student to read the verses written to accompany the paintings out loud. How do the verses convey the message of food conservation? What words are used to express patriotism?
- You may view the two paintings on the following websites:

*Hooverizers* also known a *Hooverizin* and *Pardners*

<http://www.earthstores.com/gilcreasemuseumshop/images/partners.jpg>

*Meat Makes Fighters*

<http://www.tfaoi.com/aa/3aa/3aa4.htm>

- Ask students to view the two paintings, and use the Photo Analysis Worksheet. Have students share their responses to the analysis questions.
- Using only the images of the paintings, do the students feel Mr. Russell's paintings are an effective way of encouraging Americans to conserve food? Who would his paintings appeal to the most? Men? Women? People living in Montana? The West?
- If the paintings did not have the accompanying verses, would anyone know they were created for food conservation purposes? Does that matter?

- Ask students to create their own World War I poster with an accompanying verse for the U.S. Food Administration. Topics could include saving sugar, wool, or meatless/wheatless days.

**Additional Online Resources:**

There are numerous digitized documents relating to the U.S. Food Administration on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “U.S. Food Administration.”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 315 “hits” of documents.



U. S. FOOD ADMINISTRATION  
RECEIVED  
MAY 27 1918  
BOZEMAN, MONT.

Dear Sir, I am sending by  
to days express, two water colors,  
which I hope you can use for food  
conservation posters

I never painted soldiers and know little  
of them, the kinds I met in the old times  
were Calvarymen and wore the blue,  
to day, both the horse and the blue, are  
history, so I painted the men I know  
best, those who Old Dad Time has  
boarded from the fighting line

Yours Sincerely

A. M. Russell

**Transcription of letter (dated as received on May 27, 1918)**

Dear Sir, I am sending by  
today's express, two water colors,  
which I hope you can use for food  
conservation posters[.]

I never painted soldiers and know little  
of them. The kinds I met in the old times  
were calvarymen [cavalrymen] and wore the blue.  
[T]oday, both the horse and the blue are  
history, so I painted the men I know  
best. [T]hose who Old Dad Time has  
barred from the fighting line[.]

Yours Sincerely

C. M. Russell

FAMOUS ARTIST PAINTS FOOD CONSERVATION  
PICTURES

Charles Russell, the famous Montana Artist has just sent two handsome Food Conservation paintings to the State Feed Administrator. One of these is entitled, "Hooverizers" and depicts a cow boy cooking his evening meal out on the range, out of oat and barley products. His horse is standing near looking longingly toward the supper, which is being prepared. The other picture is entitled "Meat Makes Fighters", and this shows a cow boy well along in years, mounted on a cow pony in true western style. The pictures are beautifully done in colors, and are a contribution to the work, that is much appreciated.

In addition to being an Artist, Charles Russell has shown himself, also, to be something of a poet as he has placed a verse on the bottom of the card, in the case of each picture. The verses are:

"HOOVERIZERS"

I hate to take your grub old hess but then  
I'm leavin' meat and wheat to fightin' men,  
And by you handin' in your oats to me  
The both of us is Hooverizin'--see?  
We're squarin' up with Uncle Sam, our friends  
Just kinder helpin' hold the easy end.

"MEAT MAKES FIGHTERS"

I ain't a wearin' khaki cause I'm too old a stag  
But I'm a handin' beef and hide to them that holds the flag  
Pie and cake is good when folks just feed for fun  
But beef and leather plenty puts men behind the gun.

The Feed Administration has enlisted the co-operation of people from all walks of life, and all have shown a disposition to help. Mr. Russell's appreciation of the needs and his contribution is most helpful.

## Lesson 7: “Eat Sauerkraut”

### Pro-German and Anti-German Confusion during World War I

#### Document Citations:

**Letter from George B. Nagues, Sheriff of Meagher County, Montana, to Professor Alfred Atkinson (Montana Food Administrator) dated April 24, 1918;** General Correspondence, 1917-1919; Montana State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Broadside entitled “American-German and Pro-German Traitors,” undated;** General Correspondence, 1917-1919; Montana State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Press Release No. 237, “Eat Sauerkraut,” undated;** General Correspondence, 1917-1919; Montana State Food Administration; Records of the U.S. Food Administration, Record Group 4; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 7: The Emergence of Modern America (1890-1930)

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4 and 6

End of Grade 12: 1, 2, 3, 4a, 4b and 6

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

End of Grade 8: 2, 3 and 5

End of Grade 12: 2, 3 and 5

### **About the Documents:**

The U.S. Food Administration was created by an Executive order of August 10, 1917, to assure the supply, distribution, and conservation of food during World War I. Federal food administrators were appointed for each state to implement the Administration's programs. The American public was encouraged to have "wheatless" and "meatless" meals, and regulations concerning sugar consumption were instituted.

The World War I period was also one marked by fear and sometimes hostility towards German aliens living in the United States, as well as United States citizens of German heritage.

Following the onset of hostilities, non-naturalized male "enemy aliens," were required to register with United States authorities as a national security measure. Under the provisions of a Presidential Proclamation of April 6, 1917, non-naturalized female aliens were likewise registered as an additional national security measure. This included those women of American birth that were married to enemy aliens.

Montana passed one of the nation's strictest sedition laws in February 1918. The law made it a criminal offense to say or write anything negative about the U.S. Government or its conduct of the war. The U.S. Congress would pass a national sedition law that nearly duplicated in language the Montana law. Nationwide about 2,000 men and women were convicted under the national Espionage and Sedition Acts.

Even language was affected by the war. Some communities that had German-sounding names changed them. For example, the town of Berlin, Nebraska, changed its name to Otoe. Common terms that had come to America from Germany were also changed. Some examples included:

sauerkraut	=	liberty cabbage
frankfurter (hot dog)	=	liberty dog
hamburger	=	liberty steak
dachshund	=	liberty hound
German measles	=	liberty measles
German Shepherd	=	Alsatian

The documents in this lesson illustrate the concerns and confusion that existed during World War I over both food “issues” and suspected pro-German sentiments. They also offer a glimpse into the wide array of documents to be found within the records of the U.S. Food Administration. The first document is a letter expressing concern over sugar hoarding by a person with suspected “pro-German” feelings. The second document is a broadside denouncing the use of grain for the production of alcoholic beverages by Americans of German descent. The third document is a public service announcement encouraging Americans to eat sauerkraut and not consider it a German product.

The National Archives and Records Administration-Rocky Mountain Region houses the records of the U.S. Food Administration offices for the states of Colorado, Montana, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

### **Suggested Teaching Activities:**

- Have students read the letter and use the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- What appears to be the greater concern raised in the letter—that the family is pro-German or that they have ten sacks of sugar in their closet? The sheriff never reveals the family’s name. Why do you think he does not reveal this information? He notes that it is a five-year old little girl who has said her family is hoarding sugar. Is the testimony of a five-year old reliable?
- The letter has a handwritten notation on it that says, “Looks like a S.S. case.” What could “S.S.” stand for? [Possibly Secret Service.]
- Ask students to write a response to the letter. How would they proceed in this situation if they were the Montana Food Administrator?
- Next have students read the broadside (a transcription is available) and use the Document Analysis Worksheet. What appears to be the greater concern of the author—the fact that grain and sugar are being used for alcohol production or the

alcohol itself? There was a large temperance movement in the United States at this time which would eventually culminate in the passage of the Eighteenth Amendment, more commonly known as Prohibition.

- The author of the broadside, in particular, uses what might be considered “loaded language” to make his points. Have students underline the words that are particularly “loaded.” [Examples might include: *this national crime, diabolical, barbarian privilege, savage ruffians, uncivilized bribery, and satanic crime.*]
- Finally, have students read the public service announcement encouraging the consumption of sauerkraut. How does this message differ from the two documents previously discussed? Was the American public receiving “mixed messages” during World War I? Are there any parallels to current events? [For example, following the outbreak of the war in Iraq and France’s outspoken opposition to the war, some Americans wanted to change the name of “French fries” to “freedom fries.”]

### **Additional Online Resources:**

The National Archives has also created an online lesson relating to World War I posters created by the U.S. Food Administration. It can be found in “Teaching with Documents” section of the National Archives Website at:

<http://www.archives.gov/education/lessons/sow-seeds/>

There are numerous digitized documents relating to the U.S. Food Administration on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “U.S. Food Administration.”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 315 “hits” of documents.

There are also numerous digitized documents relating to “enemy aliens” during World War I on the National Archives Website in the Archival Research Catalog (ARC). As mentioned above aliens were required to complete paperwork and register with the government as

“enemy aliens.” A few of these documents from Kansas and Arizona survive and have been digitized. Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Enemy Alien Registration Affidavit”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 299 “hits” of documents.



9

# Meagher County Montana



OFFICE OF  
GEO. B. NAGUES  
SHERIFF

WHITE SULPHUR SPRINGS

ADMINISTRATION  
RECEIVED  
APR 24 1918  
BOZEMAN, MONT.

April 24" 1918

Prof. Alfred Atkinson,  
Bozeman, Mont.

My Dear Sir:

We have a family here of German nationality who are known to be decidedly pro-German in their feelings. A little girl in the family about five years old recently told another family in the neighborhood that her parents have ten sacks of sugar at home in a closet. The only information we have is the story of this little girl so are writing the particulars that you may take whatever action you see fit. Since beginning this letter, I find this man is not of German nationality but is of German blood, born in Pennsylvania. It is a matter of common knowledge that he is pro-German in sentiment.

We really believe the little girl told the truth. The father is working for a big ranching outfit through which he could easily obtain the sugar.

Resp,

*Looks like a  
S. S. Case*

Geo. B. Nagues, Sheriff  
By *J. A. Pillington*  
Under Sheriff

## American-German And Pro-German Traitors

Some American-Germans, indeed, many are loyal and patriotic; but others are traitors in our midst, and I am sorry to say it, but our government is kindly permitting them to carry on a most destructive business in our United States. All loyal citizens have been asked and urged to promise meatless days, wheatless days, and well nigh sugarless days during the war, if need be, while many have been forced to endure coalless days — all for the sake of our beloved nation and, also, for the oppressed nations of the world. This we gladly do. But !!! — these German and American-Pro-German traitors are, for a price, being permitted, act-  
ually permitted by our government to "ruthlessly" destroy hundreds of train loads of our much needed grain, sugar, and coal, besides wasting valuable labor in making and transporting and in selling alcoholic poison-  
ed drinks, that are seriously injuring our sons and daughters, damaging the efficiency of our citizens and soldiers and soldiers-to-be, paralyzing labor in our mines, on our farms, in our logging camps, saw mills, airplane factories, in our shipbuilding yards, munition and other factories. This national crime is dignified as a business; a real business; yes, a business that largely disqualifies our citizens for home life and business life and productive life and army life, both in times of war and peace.

Is our American Government going to continually permit this diabolical business to blockade our day of victory unmolessted? Have these alcoholic American-German traitors really bought immunity from our government? Oyes? How much bribe money did our National Government and our state and municipal governments require these traitors to pay for this unmolessted and carefully protected privilege, or license, to hinder and damage our American civil and war efficiency? What?? Do you say several hundred millions of precious dollars annually? What? — Why? — then why did our American "Christian" governments, under the stars and stripes, ever sell this unchristian in-  
human, uncivilized, barbarian privilege to a host of savage ruffians to treacherously poison our citizens, taking their money and ruining them physi-  
cally, financially, socially, morally, and religiously and forever? Why? I ask. No answer?!! But we rejoice to know, on good authority, that our National Congress has empowered our honored president to annul these uncivilized bribery contracts formerly made with these German and Pro-German American traitors, whenever he thinks best so to do. But our Congress, of course, has always had that power and authority, to discontinue this Pro-German satanic crime whenever it thought it advisable to do so. When, I pray? when will it be advisable??  
Oyes, advisable to stop these German and American saloon traitors,  
and brewery traitors and distillery traitors and wine traitors?? When?????  
I and millions more now ask your aid in passing the prohibition bills at once, today.  
Our government must repent from sin to God!!

## Transcription of Broadside

### American-German And Pro-German Traitors

Some American-Germans, indeed many are loyal and patriotic; but others are traitors in our midst, and I am sorry to say it, but our government is kindly permitting them to carry on a most destructive business in our United States. All loyal citizens have been asked and urged to promise meatless days, wheatless days, and well nigh sugarless days during the war, if need be, while many have been force to endure coalless days—all for the sake of our beloved nation and, also, for the oppressed nations of the world. This we gladly do. But!!!—these German and American-Pro-German traitors are, for a price, being permitted, act-  
ually permitted by our government to “ruthlessly” destroy hundreds of train loads of our much needed grain, sugar, and coal, besides wasting valuable labor in making and transporting and in selling alcoholic poisoned drinks, that are seriously injuring our sons and daughters, damaging the efficiency of our citizens and soldiers and soldiers-to-be, paralyzing labor in our mines, on our farms, in our logging camps, saw mills, airplant factories, in our shipbuilding yards, munition and other factories. This national crime is dignified as a business, a real business; yes, a business that largely disqualifies our citizens for home life and business life and productive life and army life, both in times of war and peace.

Is our American Government going to continually permit this diabolical business to blockade our day of victory unmolested? Have these alcoholic American-German traitors really bought immunity from our government? Yes? How much bribe money did our National Government and our state and municipal governments require these traitors to pay for this unmolested and carefully protected privilege or license, to hinder and damage our American civil and war efficiency? What?? Do you say several hundred millions of precious dollars annually? What? – Why? – then why did our American “Christian”

governments, under the stars and stripes, ever sell this unchristian inhuman, uncivilized, barbarian privilege to a host of savage ruffians to treacherously poison our citizens, taking their money and ruining them physically, financially, socially, morally, and religiously and forever? Why? I ask. No answer?!! But we rejoice to know, on good authority, that our National Congress has empowered our honored president to annul these uncivilized bribery contracts formerly made with these German and Pro-German-American traitors, whenever he thinks best so to do. But our Congress, of course, has always had that power and authority to discontinue this Pro-German satanic crime whenever it thought it advisable to do so. When, I pray? When will it be advisable?? Yes,       advisable to stop these German and American saloon       traitors, and brewery traitors and distilery [distillery] traitors and wine traitors?? When???? I, and millions more, now ask your aid in passing the prohibition bills at once, today.

Our government must repent from sin to God!!



## UNITED STATES FOOD ADMINISTRATION

ALFRED ATKINSON, ADMINISTRATOR FOR MONTANA  
EXPERIMENT STATION, BOZEMAN

EDUCATIONAL DIVISION  
R. S. BOWDEN, DIRECTOR

No. 237

EDITORS: This story is from the Food Administration  
and is for release on receipt.

O-----O

### EAT SAUERKRAUT

On account of its supposedly German name, sauerkraut seems to be losing its popularity as an American dish. The Food Administration has learned that throughout the country men and women in their patriotic zeal have been spreading a strong propaganda to discourage the use of a valuable foodstuff.

As a matter of fact, the dish is said to be of Dutch, rather than of German origin. In any event, sauerkraut is a valuable food and adds to the variety of ways in which cabbage may be prepared. Its wider use would no doubt stimulate a greater use of cabbage and would further the Food Administration's campaign for increased consumption of perishable foodstuffs and a greater saving of the staple food needed abroad.

No matter by what name it may be known, sauerkraut is a valuable food and its use should not be curtailed as a result of overzealous and ill-advised patriotism.

O-----O

## Lesson 8: “Supplying employment to more than 20,000 men”

### Building the Fort Peck Dam during the Depression

#### Document Citations:

**Press Release No. 1411 issued by the Federal Emergency Administration of Public Works, dated June 10, 1935;** File 023 Fort Peck Power/Clippings and File 023.6 Fort Peck Power/Press Releases; Project Correspondence File, 1930-1945 (also known as Entry 7); Records of the Bureau of Reclamation, Record Group 115; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Newspaper clipping from the *Great Falls Tribune*, September 24, 1938;** File 023 Fort Peck Power/Clippings and File 023.6 Fort Peck Power/Press Releases; Project Correspondence File, 1930-1945 (also known as Entry 7); Records of the Bureau of Reclamation, Record Group 115; National Archives and Records Administration-Rocky Mountain Region (Denver).

#### Standards Correlations:

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

Standard 2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt.

Standard 2B: The student understands the impact of the New Deal on workers and the labor movement.

Standard 2C: The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4, and 5

End of Grade 12: 1, 2, 3, 4a, 4b, and 5

### **About the Documents:**

During the Great Depression, the Public Works Administration (PWA) was created by the passage of the National Industrial Recovery Act in June 1933. It was headed by Secretary of the Interior Harold L. Ickes, one of several programs to fall under President Franklin D. Roosevelt's "New Deal." With its creation the PWA was allotted billions of dollars to be spent in the construction of public works such as airports, dams, bridges, highways, schools, and hospitals. While the PWA provided the funding, the construction work was done by private contractors who were urged to hire the unemployed. Between July 1933 and March 1939, the PWA funded and administered more than 34,000 projects.

One such project was the construction of the Fort Peck Dam in Montana. Construction of the dam began in 1933 and was completed in 1940. According to the U.S. Army Corps of Engineers, today the Fort Peck Dam is the largest hydraulically filled dam in the United States, measuring 21,026 feet in length and 250.5 feet in height. (Source: [https://www.nwo.usace.army.mil/html/Lake\\_Proj/fortpeck/welcome.html](https://www.nwo.usace.army.mil/html/Lake_Proj/fortpeck/welcome.html))

While the dam did provide employment to thousands, the workers did face potential dangers. An accident occurred at the dam on September 22, 1938, which killed eight workers.

The documents used in this lesson give background information about the construction of the dam, the numbers of workers employed by the project, and the dangers that the workers faced. They can be used in the classroom to illustrate the local implications of a national government program.

The National Archives and Records Administration-Rocky Mountain Region has records relating to many major water, dam, and irrigation projects. They can be found in Record Group 115, Records of the Bureau of Reclamation. The Rocky Mountain Region also has some records relating to various depression-era programs, such as the Civilian Conservation Corps. They can be found in Record Group 49, Records of the Bureau of Land Management,

RG 79, Records of the National Park Service, and RG 114, Records of the Soil Conservation Service.

### **Suggested Teaching Activities:**

- Provide students with copies of the press release. Ask them to evaluate it using the Document Analysis Worksheet. Have students share their answers to the analysis questions.
- How many workers were employed by the project? Ask students to underline some of the things mentioned in the press release that had to be built in order to accommodate such a large workforce. [For example, construction of a modern town, roads, power lines, a boat yard]
- Ask students to list a few of the things the press release says the dam will do or provide. Did the project accomplish these things? What is the role of the dam today? What about other large dams in Montana? How do they differ from the Fort Peck Dam?
- Provide students with copies of the newspaper clipping that describes the accident that took place at the dam on September 22, 1938. The accident killed eight workers. Ask them to evaluate it using the Document Analysis Worksheet.
- From the clipping, what appears to have been the cause of the accident? Can students find parallels with this accident and current events?
- Assign students the task of going online to the National Archives website's Archival Research Catalog (ARC) and finding two speeches given by President Roosevelt concerning the Fort Peck Dam Project. Go to:

<http://www.archives.gov/research/arc/>

The first speech given at the beginning of the project in 1934 is ARC Identifier 197473. The second speech given in 1937 is ARC Identifier 197751. Students may enter those numbers in the search window to bring up copies of the speeches.

- Ask students to use the Document Analysis Worksheet for each speech. In the 1934 speech, President Roosevelt emphasizes the national implications of the Fort Peck Dam. Ask students to give examples of how this Montana project is national in scope. Does President Roosevelt's attitude differ any between 1934 and 1937? In the 1937 remarks, President Roosevelt tells the story of a wealthy man who is angry about the amount of taxes he is paying. What, if anything, does this story have to do with the Fort Peck Dam?



### **Additional Online Resources:**

There are numerous documents and photographs about the New Deal and its various programs using the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in a specific search term. Students can use search terms such as “New Deal,” “Civilian Conservation Corps,” “Works Progress Administration,” and “Public Works Administration.”
- Set the limit to 2000.
- Check the box that will bring up digital images only.

The National Archives has created an online lesson relating to President Franklin D. Roosevelt’s first inaugural address in which he declared war on the Great Depression. It can be found in “Teaching with Documents” section of the National Archives Website at:

<http://www.archives.gov/education/lessons/fdr-inaugural/>

Students can learn more about the New Deal and President Roosevelt by visiting the Franklin D. Roosevelt Presidential Library and Museum website at:

<http://www.fdrlibrary.marist.edu/>

Hundreds of images of the Fort Peck Dam project can be found on the website:

<http://www.fortpeckdam.com/>

FEDERAL EMERGENCY ADMINISTRATION  
OF PUBLIC WORKS

0236  
FORT PECK POWER  
6-10-35

PWA PRESS SECTION

Release No. 1411

RELEASE MONDAY JUNE 10, 1935.

Supplying employment to more than 20,000 men, work on the Fort Peck Dam across the Missouri River in Eastern Montana, made possible by a PWA grant of \$50,000,000, is being vigorously pushed by Army Engineers, it was reported today to Public Works Administrator Harold L. Ickes.

Approximately 60 percent complete as PWA approaches the end of its second year, the dam, largest earth fill in the world, has already provided close to 11,000,000 man-hours of direct employment.

The average monthly employment at the dam has been 4,004 men, and during the peak months of last Summer there were 6,676 men on the payrolls. This means that, using the conservative figure of three men securing primary and secondary indirect employment from each man at the site, in good weather the great dam is providing employment for from 16,000 to 25,000 men.

On the same basis, the project has already provided more than 44,000,000 man-hours of total employment spread throughout the entire United States.

As dramatic as its capacity for giving the American man an opportunity to earn a living through valuable work are the purposes and physical characteristics of the Fort Peck Dam. Being built for navigation and flood control at an estimated cost of \$86,000,000, the dam will create an artificial lake 185 miles long and in places 17 miles wide.

Even before the base of the dam was prepared, it was necessary to create a village for 8,000 people, to build railways, roads and power lines, to fabricate four huge hydraulic dredges and hundreds of boats, barges and pontoons. Work on many of these preliminary projects was advanced 24 hours a day.

It became necessary to construct 28 miles of standard railroad to connect with the main line of the Great Northern Railroad at Wiota, Montana, and to provide sidings, yards and a construction track at the site. This includes one steel bridge, across the Milk River, consisting of three 100-foot through girder spans; another steel bridge 2,365 feet long across the Missouri River and approximately 5 miles of timber trestle for approaches to the Missouri River bridge and for construction purposes.

A boat yard employing over 500 men was necessary for the construction of the dredging units and other items of floating plant. Because of the remoteness of the site from large cities, the construction of a modern town to house 8,000 persons was necessary. This construction consisted of barracks and mess halls, 250 detached houses, an administration building, a hospital, a school, an employees hotel, a block of stores, a moving picture theatre, a refrigerating plant, a laundry plant, a commissary plant, a modern water supply and sewerage system, 10.7 miles of improved roads and streets, and an 8-inch natural gas line from Glasgow, Montana, to the camp and a distribution system. A 288-mile power-transmission line and a substation were also constructed.

The Fort Peck Dam is an earth-fill structure, with a main section approximately 8,800 feet long between the river bluffs, and a wing on the left side consisting of a low dike approximately 11,000 feet long. The maximum height over the river to pool elevation is 212 feet and to crest 247 feet, providing a freeboard of 35 feet. The minimum width at the top is 100 feet and the average width at the base 2,700 feet. The face of the dam will be paved with durable rock.

When the dam is completed, probably in 1937, it will be used for the following purposes:

1. Storage in the reservoir of a major part of the annual "June rise" of the Upper Missouri Basin caused by the melting snow of the mountainous region

and the heavy run-off from rainfall, which normally occurs during the months of April, May, June and July.

2. Operation of the reservoir so as to maintain a minimum flow of 30,000 cubic feet per second at Yankton, South Dakota, at all times during the navigation season (March 20 to November 15), thus maintaining a 9-foot navigation channel from Sioux City, Iowa, to the mouth of the river, a distance of approximately 800 miles.

3. Operation of the top 8 feet of the reservoir for complete flood control of the upper river and, incidentally, for lower flood heights in the lower Missouri Valley.

4. The generation of power to be used for worthy irrigation pumping projects located in the upper basin and for other purposes.

Incidental benefits will be great as the reduction of flood heights will make possible the reclamation of thousands of acres of very fertile contiguous lands and throughout the unimproved river will materially reduce bank erosion, which during a normal year is as great as 47 acres of land per mile of river.

The maintenance of a minimum discharge of 30,000 cubic feet per second at Yankton will materially benefit navigation conditions on the Mississippi River below the mouth of the Missouri, especially during the low water months of September, October, November and December.

GRT FALLS TRIBUNE  
Great Falls, Mont  
SEP 24 1938

## Hunt Futile For 7 Lost At Peck Dam

Searchers Still Trying  
to Find Workers  
Entombed by Slide

FORT PECK, Sept. 23.—(AP)—Weary searchers tonight continued what appeared to be an almost hopeless effort to locate the bodies of seven workmen entombed when a section of the upstream face of the gigantic Fort Peck dam crumpled into the lake forming behind the structure.

Maj. Clark Kittrell, chief of the army engineers in charge of con-

Guy Bradstreet, formerly of Great Falls, was not one of those missing after the earth slide at Fort Peck dam Thursday. A man by the name of Bradstreet was erroneously listed as among the missing in the United Press story carried by The Tribune.

structing the dam, said this afternoon "no official statement of probable causes of the slide" yesterday afternoon would be made until after a complete investigation.

The body of Albert Stoeser, 23, of Park Grove, eighth victim of the slide, was located soon after the accident occurred.

Still missing, all Montana residents, were Nelson P. Van Stone, 31, and Douglas J. Moore, 35, Fort Peck; Oliver Bucher and J. I. Johnson, 25, of Park Grove; Archie R. Moir, 26, Hinsdale, and Walter Lubbinge, 29, and Dolphie Paulson, 41, New Deal.

A chasm 200 feet deep and 2,000 feet long was left in the dam's face when the huge section of fill material, estimated by newsmen to have been more than 5,000,000 cubic yards or about 10 percent of the total in the dam, gave way and roared toward the reservoir.

### Investigation in Abeyance

An official investigation of the earth slide and preparation of plans for repairing the damage to the \$100,000,000 dam were held in abeyance pending the arrival of army engineering corps officers under Col. C. L. Sturdevant of Kansas City, division engineer for the Missouri river valley. Colonel Sturdevant and his party were expected to arrive here tomorrow morning.

30 ft  
023  
FORT PECK POWER

An official inspection of the slide of millions of tons of dirt and rocks will be made as soon as Colonel Sturdevant arrives, project engineers said.

Local engineers, after a preliminary survey, said there was no indication of "alarm regarding the main dam," the largest earth-fill structure of its type in the world.

Persons living in towns below the dam gave no indication they were alarmed and apparently felt there was no danger of a break in the dam that would permit water in the reservoir to pour through.

The portion of the dam which gave way was entirely above water.

The army engineers' inspection was expected to determine whether the Bear's Paw shale base was ineffective in holding the weight of the structure and whether there was a fault of the materials used.

### 150 Men Working in Area

A preliminary check completed this afternoon, army engineers said, showed there were at least 150 men working in the affected area yesterday when the mass shift of earth, which lasted three or four minutes, began.

At least 30 of the workmen "rode out" the slide and were picked up from the lake by motorboats.

Typical was the experience of Norman Baudry, 22, of Glasgow, who was employed on the fill crew.

Baudry, describing his predicament, said he started running as the earth commenced moving and jumped two opening cracks in the fill but fell into a third crack when only 30 feet from solid ground.

The crack closed over him, he said, but then water rushed up from below, throwing him into the air again long enough to draw "a couple of breaths."

He described being again carried down by the water, being hit by a

moving plank and pulled down several times in a whirlpool. He managed to partially discard his mud-filled clothing and, struggling free of the whirlpool, swam toward a little island thrown up by the slide which disappeared as he approached.

He started to swim toward a second island which also sank, and then grasped a floating pole and swam into the lake, where with about 15 others he was rescued by a motorboat crew.

Lesson 9: “The Japanese labor proved generally satisfactory”

Use of Japanese American Labor in Montana during World War II

**Document Citations:**

**Page from Milk River Project History, Volume 44, dated 1942;** Milk River Project History, Volume 44, 1942; Project Histories, Feature Histories, and Reports, 1902-1960 (also known as Entry 10); Records of the Bureau of Reclamation, Record Group 115; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Photograph with caption, “Japanese Labor in the Beet Harvest;”** Milk River Project History, Volume 44, 1942; Project Histories, Feature Histories, and Reports, 1902-1960 (also known as Entry 10); Records of the Bureau of Reclamation, Record Group 115; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Photograph with caption, “Business Men and School Students Thinning Sugar Beets;”** Milk River Project History, Volume 44, 1942; Project Histories, Feature Histories, and Reports, 1902-1960 (also known as Entry 10); Records of the Bureau of Reclamation, Record Group 115; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Interoffice communication from C. P. Biffle, Associate Director, United States Employment Service for Montana to John E. Gross, Director of Operations, War Manpower Commission, Region XI, dated February 11, 1943;** Regional Central Files, 1942-1945 (also known as Entry 269); Records of the War Manpower Commission, Record Group 211; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3C: Demonstrate understanding of the effects of World War II at home.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4 and 6

End of Grade 12: 1, 2, 3, 4a, 4b and 6

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

End of Grade 8: 1, 2, 3, 5 and 6

End of Grade 12: 1, 2, 3, 5 and 6

### **About the Documents:**

Upon the outbreak of the Second World War, the United States faced a labor crisis. With all able-bodied men serving in the armed forces, the labor force changed considerably. Women and minorities joined the work force as new opportunities became available to them. With defense plants needing as many workers as possible and offering competitive wages, many people who had previously worked on farms left to take those higher-paying war industry jobs.

In February 1942 President Roosevelt issued Executive Order 9066, which ordered the relocation of all persons of Japanese ancestry, both citizens and aliens, inland, outside the Pacific military zone. This order affected approximately 117,000 people of Japanese descent, two-thirds of whom were native-born citizens of the United States. Men, women, and children were moved to 10 relocation centers, known as internment camps. The 10 camps were located in Arkansas (Jerome and Rowher), Arizona (Poston and Gila River), California

(Tule Lake and Manzanar), Colorado (Granada), Idaho (Minidoka), Utah (Topaz) and Wyoming (Heart Mountain).

The agricultural labor shortage and the interned Japanese Americans—seemingly unrelated events—soon came together. Montana farmers and agribusinesses saw the interned Japanese Americans as a solution to the labor shortage and recruited them for work. In Montana one of the critical areas was in the sugar industry.

The documents and photographs in this lesson reflect the use of interned Japanese American laborers in Montana’s sugar beet fields.

The National Archives and Records Administration-Rocky Mountain Region holds numerous records which document labor issues and the subject of Japanese American internment during World War II. Related records can be found in Record Groups 21, 115, 155, 156, 188, 202, and 211.

### **Suggested Teaching Activities:**

- Have students read the page from the Milk River Project History and use the Document Analysis Worksheet. The narrative describes the use of interned Japanese laborers, as well as businessmen and school students. What does the report indicate about these various types of workers and their job performance?
- Pass out the two photographs to students and use the Photograph Analysis Worksheet. What can they learn about the nature of the work involved by looking at the photographs? [For example, the work appears to be all by hand with very limited use of tools. There does not appear to be any machinery involved. Is this typical of working in sugar beet fields?]
- Have students read the memorandum and use the Document Analysis Worksheet. The memorandum notes that the Holly Sugar Company was sending a person to recruit workers from the Heart Mountain (Wyoming) internment camp. What were the benefits to the Japanese internees?

### **Additional Online Resources:**

The National Archives has created a lesson plan relating to the subject of Japanese internment. It can be found in the “Teaching with Documents” section on the National Archives Website at:

<http://www.archives.gov/education/lessons/japanese-relocation/>



There are numerous digitized documents relating to Japanese internment camps on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/topics/japanese-americans/>

In addition, there are two photographs in particular in the Archival Research Catalog (ARC) relating to this topic. ARC Identifier 538776 and 538768 depict volunteers from the Heart Mountain Relocation Center in Wyoming signing up to volunteer for work in the beet fields of Colorado, Montana, and Wyoming. The Archival Research Catalog (ARC) also has several posters from World War II encouraging farmers to plant more sugar beets. These images are ARC Identifiers: 515180, 514423, and 514424. To find these images go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in each specific ARC Identifier number to bring up the image.

The National Archives has compiled a list of resources related to the topic of Japanese relocation and internment. You may find it at:

<http://www.archives.gov/research/alic/reference/military/japanese-internment.html>

The Truman Presidential Museum and Library also has available resources relating to the topic. Visit:

[http://www.trumanlibrary.org/whistlestop/study\\_collections/japanese\\_internment/background.htm](http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/background.htm)

There are additional World War II era related lessons in “Teaching With Documents” on the National Archives website. You may find them at:

<http://www.archives.gov/education/lessons/depression-wwii.html>

## CHAPTER III

## OPERATION AND MAINTENANCE OF IRRIGATION SYSTEM

- - -

GENERAL CONDITIONS

1. Operation and maintenance of the entire project was continued by government forces in the same manner as during past years. The full operation and maintenance cost was advanced by the several irrigation districts comprising the project, as provided by contracts. Average temperatures prevailed during the year. Precipitation was considerably above normal, which resulted in a decrease in the irrigated area, as well as a reduction in the duty of water. Heavy early season rainfall in the St. Mary watershed, as well as on the project area, provided an abundant water supply for the season. No serious trouble was experienced in the operation of any feature of the system. Crop yields were above the average, and commodity prices continued at a high level. The livestock population, as well as feeder cattle and sheep, increased appreciably with excellent prices prevailing. No material change was noted in irrigation methods. Maintenance work was handicapped by shortage of labor and materials, resulting in a low operation and maintenance cost. The major difficulty encountered during the year was the shortage of farm help, particularly in connection with the sugar beet crop. A large number of Japanese were recruited from the relocation centers; however, this labor arrived about two weeks after thinning should have started. All types of inexperienced labor, including business men and school students, was employed with the result that the character of the work was somewhat below standard. Favorable weather in the fall was responsible for the fact that only a small portion of the crop was unharvested. Contrary to general opinion prevailing in the early part of the season, the Japanese labor proved generally satisfactory. Guards were stationed at all the major project structures throughout the year.

WEATHER CONDITIONS

2. The mean temperature for the year was slightly above normal and the precipitation above normal, 15.68 inches being recorded at Malta compared to an average of 13.45 inches. Late



JAPANESE LABOR IN THE BEET HARVEST



BUSINESS MEN AND SCHOOL STUDENTS  
THINNING SUGAR BEETS

*new file 3/4/43*

*X Mont. 88-5-33.19*  
*X Mont. 88-5-33.1*  
*X Mont. 88-5-33.11*  
IN REPLY REFER TO  
FILE No. 5-33.11

**WAR MANPOWER COMMISSION**  
**FEDERAL SECURITY AGENCY**  
**SOCIAL SECURITY BOARD**

INTEROFFICE COMMUNICATION

Helena, Montana  
February 11, 1943

TO: Mr. John E. Gross, Director of Operations  
War Manpower Commission - Region XI  
Attention: Mr. H. M. Clinite, Farm Placement  
Supervisor

FROM: C. P. Biffle, Associate Director  
United States Employment Service for Montana

SUBJECT: Conference with Mr. Gerald Wells - Holly Sugar Company

*7.6 p*  
*Very interesting*  
*Please return*  
*mail*

You requested that we report on the conference with Mr. Gerald Wells who is the labor man for the Holly Sugar Co. at Sidney.

Mr. Wells has been at Heart Mountain making preliminary arrangements for recruiting beet labor. He hired a Japanese evacuee to represent them there. The Holly Company is offering employment on a share cropp basis as follows:

Twenty percent of crop is first set aside for land rental  
Fourty percent of crop goes to the Japanese family or group who do all the work, such as planting, thinning, irrigating, first and second hoeing, topping and hauling the beets to the dump.

*758 1/28*  
*[Signature]*

Fourty percent goes to the farmer who furnishes seed, fertilizer, tractor, horses, seeding cultivating and harvesting machinery and truck for hauling, together with all gas, oil and horse feed used.

Wells states that the above plan seems to be attractive to the Japanese. He says the Army has just started recruiting at Heart Mountain with an office having been opened at the Camp by the County Selective Service Board. It is too early to predict just to what extent this Army induction will effect the supply of beet labor.

Mr. Wells went to Tule Lake, California today to start recruiting proceedings at that center. He obtained a letter of introduction from Mr. Reagan of the W. R. A. Reagan told us he expected to receive new instructions on recruiting procedures very soon. Wells will stop here upon his return from California and report on conditions as he finds them there.

*C. P. Biffle*  
C. P. Biffle  
*HT2-20*



*3174*

*I'm sure this will prove to be a very orderly method of recruitment? HT*

Lesson 10: “We do not feel the effect on the public is the desired one”

Rationing during World War II

**Document Citations:**

**Memo to Arthur H. Carhart, Regional Information Executive dated December 16, 1944, from A. T. Peterson, State OPA Director, and Donald J. Erskine, Assistant District Information Executive, Office of Price Administration, Information Division, Helena, Montana;** Records of the Information Department, Region VII, 1942-1947; Records of the Office of Price Administration, Record Group 188; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Poster, “When You Ride Alone, You Ride with Hitler”** (ARC Identifier 516143; Local Identifier 44-PA-2415); World War II Posters, 1942-1945; Records of the Office of Government Reports, 1932-1947, Record Group 44; Still Picture Records LICON, Special Media Archives Services Division (NWCS-S), National Archives at College Park, College Park, MD.

**Broadside, “Share Your Car – Conserve Gas \* Autos \* Tires;”** Records of the Information Department, Region VII, 1942-1947; Records of the Office of Price Administration, Record Group 188; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Photograph, “Do the boys overseas need tires?;”** Records of the Information Department, Region VII, 1942-1947; Records of the Office of Price Administration, Record Group 188; National Archives and Records Administration-Rocky Mountain Region (Denver).

**Standards Correlations:**

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3C: Demonstrate understanding of the effects of World War II at home.

This lesson correlates to the Montana Standards for Social Studies:

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

End of Grade 8: 1, 2 and 3

End of Grade 12: 1, 2 and 3

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

End of Grade 8: 1, 2, 3, 4 and 6

End of Grade 12: 1, 2, 3, 4a, 4b and 6

### **About the Documents:**

The Office of Price Administration (OPA) originated in the Price Stabilization and Consumer Protection Divisions of the Advisory Commission to the Council of National Defense on May 29, 1940, and in their successor, the Office of Price Administration and Civilian Supply, created in April 1941 and redesignated the Office of Price Administration by an Executive order of August 28, 1941. The OPA was given statutory recognition as an independent agency by the Emergency Price Control Act of January 30, 1942. Under this legislation the OPA attempted to stabilize prices and rents by establishing maximum prices for commodities (other than agricultural products which were under the control of the Secretary of Agriculture) and rents in defense areas. It also rationed scarce essential commodities and authorized subsidies for the production of some goods. Most of the price and rationing controls were lifted between August 1945 and November 1946.

Many different items were rationed during World War II including gasoline, meat, rubber, and sugar. War Ration Books containing stamps were issued to each family and dictated how much could be purchased of any rationed commodity. One of the main reasons for rationing gasoline was actually to conserve tires, as the Japanese army had cut off the United States from its chief supply of rubber in the Far East.

Different rationing classifications existed for gasoline. Each classification came with a sticker that was to be placed in the front windshield of the car. An "A" classification was for persons whose use of their cars was considered nonessential. This classification entitled the holder to four gallons of gasoline a week. A "B" classification was for those persons whose work was deemed essential to the war effort, for example, persons who worked in a war

industry. The “B” sticker was worth about eight gallons a week. A "C" sticker was reserved for people like doctors, ministers, and mail carriers. There was also an "X" classification that was reserved for politicians and other VIPs. To get a classification and rationing stamps, citizens appeared at the OPA office in person. Theoretically, each gallon of gasoline sold was accounted for. The buyer surrendered his stamp at the point of purchase, and the vendor forwarded the records to the OPA. Gas rationing began on a nationwide basis on December 1, 1942, and ended on August 15, 1945.

The National Archives and Records Administration-Rocky Mountain Region houses records from Region 7 of the Office of Price Administration which includes records relating to rationing from the states of Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming.

### **Suggested Teaching Activities:**

- Pass out copies of the memorandum and the poster, and have students use the Document and Poster Analysis Worksheets. Have students share their answers to the analysis questions.
- It is clear that the author of the memorandum does not feel that the poster is an effective means of encouraging people to save gasoline. Ask students to give their opinions about the poster. Do they feel the imagery or wording is too strong?
- Pass out copies of the broadside and have students use the Poster Analysis Worksheet for it.
- How does the broadside compare with the poster?
- Finally, pass out the photograph which shows the man and woman inspecting the tires. Have students use the Photograph Analysis worksheet.
- Of the three images—the poster, broadside, and photograph—which one do the students think is most effective in convincing the public to conserve gas and tires. Why?
- Have students design a World War II-era poster to encourage rationing of gasoline, meat, sugar, or rubber. Or have them design a poster that could be used today to encourage conserving energy or recycling.



### **Additional Online Resources:**

There are numerous digitized documents relating to the Office of Price Administration on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the word “rationing”
- Set the limit to 100.
- Check the box that will bring up digital images only.

You should get 21 “hits” of documents.

Students can also search using terms relating to specific commodities that were rationed.

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words such as “sugar,” or “tires,” or “gasoline”
- Set the limit to 100.
- In the dates boxes ask it to search for documents dated between 1940 and 1945.
- Check the box that will bring up digital images only.

There are additional World War II era related lessons in “Teaching With Documents” on the National Archives website. You may find them at:

<http://www.archives.gov/education/lessons/depression-wwii.html>

OFFICE OF PRICE ADMINISTRATION

INFORMATION DIVISION

Helena, Montana

December 16, 1944

R7:I:DJE:vh

TO: Mr. Arthur H. Carhart, ✓  
Regional Information Executive

FROM: A. T. Peterson, State OPA Director  
By: Donald J. Erskine, Assistant District Information Executive

SUBJECT: Posters and Leaflets -- DFR 12-12.

This is in reply to your request in the DFR for December 12th, Item 1, concerning our opinion on posters and leaflets. In general most of the material has been good. In the case of certain posters, such as "When You Ride Alone, You Ride With Hitler", we do not feel that the effect on the public is the desired one. Rather they resent such strong implications. Also, concerning posters here in Montana, we prefer the paper poster rather than the heavy cardboard and, with rare exceptions, we prefer small posters, say not over 30 inches in the greatest dimension. We feel that these small posters are just as effective and are much easier to place than the larger sizes.

As to the number we need, the numbers which have been sent before seem to have been about right, with the exception of the larger posters; we have very little use for them.

In regard to leaflets, it seems to us that there is in general a great deal of duplication of material and information. Each leaflet, in itself, has been good, but our general reaction and the reaction of our field people is that there are too many of them. There seems to be a feeling on the part of our CSMs and Board members that too much reading matter is sent them. We wonder whether that might possibly, also, be the case in other districts.

*cc sent to Van Deusen 12/19.*



**When you ride ALONE  
you ride with Hitler!**



**Join a  
Car-Sharing Club  
TODAY!**

© 1942  
PERCIS





DO THE BOYS AT THE FRONT NEED TIRES? From the looks of the tire repair jobs the boys on the front had to do to keep these tires rolling, we'd say they do need tires. Until the men at war have all the tires they need, civilians at home must expect to rechap and rechap and rechap.

NINTH SERVICE COMMAND OFFICIAL PHOTO  
ARMY PICTORIAL SERVICE  
If published  
**CREDIT**  
U. S. ARMY SIGNAL CORPS  
Do not publish unless authorized  
File No. 9SC-467D-198

### Written Document Analysis Worksheet

1.	<p><b>TYPE OF DOCUMENT (Check one):</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Newspaper</td> <td><input type="radio"/> Map</td> <td><input type="radio"/> Advertisement</td> </tr> <tr> <td><input type="radio"/> Letter</td> <td><input type="radio"/> Telegram</td> <td><input type="radio"/> Congressional Record</td> </tr> <tr> <td><input type="radio"/> Patent</td> <td><input type="radio"/> Press Release</td> <td><input type="radio"/> Census Report</td> </tr> <tr> <td><input type="radio"/> Memorandum</td> <td><input type="radio"/> Report</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement											
<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record											
<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report											
<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other											
2.	<p><b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p><b>DATE(S) OF DOCUMENT:</b></p>												
4.	<p><b>AUTHOR (OR CREATOR) OF THE DOCUMENT:</b></p> <p><b>POSITION (TITLE):</b></p>												
5.	<p><b>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</b></p>												
6.	<p><b>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</b></p> <p>A. List three things the author said that you think are important:</p>  <p>B. Why do you think this document was written?</p>  <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p>  <p>D. List two things the document tells you about life in the United States at the time it was written.</p>  <p>E. Write a question to the author that is left unanswered by the document:</p>												

**Designed and developed by the  
Education Staff, National Archives and Records Administration,  
Washington, DC 20408**

## Photo Analysis Worksheet

<b>Step 1. Observation</b>		
A.	Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.	
B.	Use the chart below to list people, objects, and activities in the photograph.	
	<b>People</b>	<b>Objects</b>
<b>Step 2. Inference</b>		
	Based on what you have observed above, list three things you might infer from this photograph.	
<b>Step 3. Questions</b>		
A.	What questions does this photograph raise in your mind?	
B.	Where could you find answers to them?	

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 Education Staff, National Archives and Records Administration,  
 Washington, DC 20408**

### Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

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Education Staff, National Archives and Records Administration,  
Washington, DC 20408**