Lesson Plan: Relations Between Native Americans and White Colonizers in Wisconsin
Wisconsin Historical Society Citizen Petition and Access Project

Enduring Understanding

Citizens faced with challenges brought about by government actions use the petition process in order to draw attention to policies they either favor or wish to see changed without fear of retribution. Embedded in the First Amendment of the United States Constitution, the right to petition is seen as part of the foundation of any democratic system of government.

Essential Questions:

- What were some of the conversations surrounding Native American relations and influence in the 19th century?
- What were the various perspectives on Native Americans in the 19th century?

Language Note

Primary source materials such as petitions, letters, and diaries capture history as it happened, and many customs, terms, social mores, and attitudes that are considered offensive now were commonplace at the time. Please read through the primary source material before assigning it to your class.

Content Objectives

- Students will understand some of the struggles and prejudices Native Americans faced in 19th century Wisconsin.
- Students will be able to articulate the various concerns expressed in 19th century petitions as they relate to the Native American relationship with white Colonizers.

Wisconsin Common Core Standards Addressed

- Grades 3-5
  - SS.Inq4.a.i Communicate conclusions from a variety of teacher provided presentation options.
  - SS.Inq4.b.i Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.
- Grades 6-8
  - SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately
  - SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.

This lesson plan was created with the support of the National Historical Publications and Records Commission

Vocabulary Building

Explicit vocabulary building will be conducted through instruction and a vocabulary list which will be distributed to each student.

Comprehensible Input

The language of the petitions has all been scaffolded to a more digestible vernacular. Students will be able to interact with copies of the original petitions as well as the adapted transcriptions. Working in groups will allow students to support each other in the learning process and come to collaborative conclusions. There are both audio (lecture, discussion) and visual (petitions, map) elements to this lesson.

Materials

- Indicated petitions
- Adapted petition transcriptions
- Handout: Vocabulary
- Handout/Slide: Wisconsin Cities with Native American Names
- Group worksheet
- Writing utensils
- Map of Wisconsin with indicated petition locations
- Answer Key

Lesson Summary

Students will be asked to analyze five different petitions from the 19th century that relate to the relationship between Native Americans and white colonizers in Wisconsin. They will work in small groups to come to their own conclusions and then they will have a full class discussion to synthesize their thoughts.

Recommended time: 50 minutes

Procedure

- Warm-up: As a class, read the warm-up petitions about changing the name of Lake Mills back to Tyranena and naming the town of Wauwatosa. Discuss why the petitioners might want the name restored and why it is important.
    - Discuss the fact that the Tyranena petition was written by women. This was long before the 19th amendment so the only way that women had agency in America at this time was through petitions.
- Show students the document titled "Wisconsin Cities with Native American Names" as either a handout or a slide. Go through the document with the students and ask them why they think so many Wisconsin cities have Native American names and ask them if they have been to any of the cities on the list.
- Introduce the topic of the lesson and explain the concept of a petition.
- Vocabulary: Distribute vocabulary lists to students and discuss the words as a class. Discuss the use of "Indian" in the petitions versus the currently accepted language.
- Stations: Divide the students into five groups. Distribute the remaining five petitions and their accompanying adapted transcriptions to various points throughout the room. Direct each group to a different station.
- Distribute one question worksheet to each group
- Students will have 5-7 minutes at each station, rotating clockwise as the time expires. They will read the adapted transcription of each petition and answer the questions that correspond to it.
- After every group has gotten to every station, come back together as a class.
- As a class, go through their answers, asking what they came up with and leading critical discussion about their answers.
    - As you discuss, show the map of Wisconsin on the projector and indicate where each petition takes place. Have students indicate where they live in relation to the petition locations.
- This lesson should take approximately 50 minutes and is designed for grades 4-8, but it can be adapted to be longer and for other grade levels.

ADAPTED TRANSCRIPTIONS

WARM-UP 1: Box 46, Folder 7

Petition of A.H. Caverno and 44 other women of Tyranena in relation to changing the name of said village

In 1866, the town of Tyranena was separated from the town of Lake Mills by the government. We, the women who live in Tyranena, ask that the towns be combined again into one town. We also believe that the name Lake Mills is not accurate because there is only one mill in the town, so we believe that the combined town should be named Tyranena because that is what the Native Americans called it. We ask that you please combine the two towns and keep the name Tyranena.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/8196/rec/6

WARM-UP 2: Box 2, Folder 9

Petition regarding the name of Wauwatosa

We, the people of Milwaukee County, ask to give this land the name Wauwatosa, as it was the name of a Sauk chief.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/10728/rec/3

STATION 1: Box 2, Folder 6

Brown County

On October 18th, 1838, the people of Diansburgh voted **unanimously** to ask that the Brothertown Indians be given **citizenship** and permanent ownership of the land. We have made a lot of progress in our society. We have built school houses and mills that benefit not only us but also people in nearby towns. We have the wisdom of our customs combined with the **civilized** ways and we keep making improvements on our lands. In conclusion, we ask that you please make the town of Diansburgh officially ours and grant us **citizenship**.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/8639/rec/1

STATION 2: Box 2, Folder 10

Petition from the half-breeds[1] of the Sioux Nation of Indians in relation to the division of their lands on the upper Mississippi

In 1830, a treaty was made in Prairie du Chien to **grant** land to the Sioux Indians. As **descendants** of the Sioux and white settlers, we ask that a **survey** of these lands be made. Without a **survey**, many of us have spent a lot of money on improving the land and getting resources, while others are waiting for a **survey** to do so. Please consider our request to survey these lands.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/8866/rec/2

STATION 3. Box 18, Folder 12

Petition of Isaac Nobles, Wm. H. Hile and others for a state road commencing at or near the ¼ line of Sec. 8 Town of Bloomingdale, Winnebago Co. thence through the Indian Reserve Lands to Winneconne

We, the people of Bloomingdale and Winneconne, would like to ask for a road to be built across the Indian lands in the County of Winnebago. This road would improve transportation and communication so please consider our request for a public road.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/6093/rec/20

[1] The titles of all petitions in this lesson were transcribed verbatim from the original primary source. This term is absolutely unacceptable today and **should not be used** in any content**.**

STATION 4: Box 24, Folder 10

Petition of Corser and 114 other Citizens of La Point County

In 1837 and 1842, two treaties were made between the United States and the Chippewa Indians. These treaties said that the Chippewa Tribe would give up their territories in Michigan, Wisconsin, and Minnesota if they were still allowed to hunt and fish on these lands. However, in 1849 the president ordered the **removal** of the Chippewa from these lands. As white settlers, we believe that this is wrong and that the Indians are **essential** to these lands. They are quiet and peaceful and they rely on this land to live. If they are removed, business and industry will suffer greatly. They are quickly **adapting** to our **culture** and many of the young Indians are even learning English. If they are removed, they will have nowhere to go. And they are now connected to white settlers through friendship and **intermarriage**. We strongly ask that these Indians be allowed and encouraged to stay on these lands.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/6649/rec/7

STATION 5: Box 47, Folder 1

Petition of E.J. Taylor and other citizens of Polk County for the removal of Indians from said County

We, the people of Polk County, request the **removal** of the Indians from our land. We are worried that they scare away white settlers from moving here.

Link to petition: https://content.wisconsinhistory.org/digital/collection/petitions/id/7967/rec/15

VOCABULARY

1. ADAPTING - To adjust, modify or change based on conditions or circumstances.
    a. Students are **adapting** to an earlier school starting time by setting their alarm clocks earlier.

2. CITIZENSHIP - To be a citizen (legally recognized resident) of a country
    a. a. The Chippewa people requested that they be given full **citizenship**.

3. CIVILIZED - At an advanced stage of development
    a. White colonizers considered themselves more **civilized** than Native Americans.

4. CULTURE – The customs, arts, social institutions, and achievements of a particular nation, or people.
    a. Her favorite social studies class was a lesson on Greek **culture**.

5. DESCENDANTS - People that came from a certain ancestor.
    a. His family claimed to be **descendants** of George Washington.

6. ESSENTIAL - Absolutely necessary, extremely important
    a. Hunting and fishing were **essential** to the survival of the Ho Chunk people.

7. GRANT - Agree to give or allow
    a. A treaty was made in Prairie du Chien to **grant** land to the Sioux Indians.

8. INTERMARRIAGE- A marriage between people from two different races or cultures
    a. Children of the **intermarriage** between French fur traders and Native Americans were historically called Métis.

9. REMOVAL - The action of taking something away
    a. President Andrew Jackson ordered the **removal** of the Cherokee people from their own land.

10. SURVEY - An examination and report of a piece of land
    a. A **survey**of the Native American land was never conducted.

11. UNANIMOUSLY - Everyone agrees on something
    a. The people of Diansburgh voted **unanimously** to give the Brothertown Indians permanent ownership of the land.

19th Century Petitions Questions

STATION 1

1. Who wrote the petition?

2. What are they asking for? Why?

3. What improvements have they made in their society?

STATION 2

1. Who wrote the petition?

2. What are they asking for? Why?

3. Where was the treaty made?

STATION 3

1. Who wrote the petition?

2. What are they asking for? Why?

3. Who do you think would disagree with what they are asking? Why?

STATION 4

1. Who wrote the petition?

2. What are they asking for? Why?

3. What are some of the arguments for why the government shouldn't remove the Indians? Why does the government want to remove them?

STATION 5

1. Who wrote the petition?

2. What are they asking for? Why?

3. What are the reasons that these citizens want the Indians removed from their land? Do you think that these reasons are justified?

CONCLUSION

1. Which petition was the most interesting to you? Why?

2. What is one thing you learned from these petitions?

3. How did white settlers view the Natives in Wisconsin? What differences in opinion do you see between Station 4 and Station 5?

4. If you had to write a petition today, what would you write about?

19th Century Petitions Questions
ANSWER KEY

STATION 1

1. Who wrote the petition?
The people of Diansburgh/the Brothertown Indians

2. What are they asking for?
That the Brothertown Indians be given citizenship and permanent ownership of the land.
Why? Because they have made a lot of progress in their society.

3. What improvements have they made in their society?
They have built school houses and mills that benefit not only them but also people in nearby towns. They have the wisdom of their customs combined with the "civilized" ways and we keep making improvements on their lands.

*Discuss the word "civilized" here. Why is white culture called "civilized"? Is this word dismissive of or offensive to Native culture?

STATION 2

1. Who wrote the petition?
Descendants of the Sioux and white settlers

2. What are they asking for?
That a survey of the lands be made.
Why? Without a survey, many of them had spent a lot of money on improving the land and getting resources, while others were waiting for a survey to do so.

*Discuss what a survey is and why it is important

3. Where was the treaty made?
Prairie du Chien

STATION 3

1. Who wrote the petition?
The people of Bloomingdale and Winneconne

2. What are they asking for?
A road to be built across the Indian lands in the County of Winnebago.
Why? It would improve transportation and communication.

3. Who do you think would disagree with what they are asking?
Who do you think would disagree with what they are asking?
Why? The Native people who live on the land

*This could be related to contemporary debates about building pipelines across Native land.

STATION 4
1. Who wrote the petition?
Citizens of La Point County/White Settlers

2. What are they asking for?
They are asking that the Chippewa not be removed from their native land because they are essential to the lands.
Why? They are quiet and peaceful and they rely on this land to live.

3. What are some of the arguments for why the government shouldn't remove the Indians? Why does the government want to remove them?

- They were quiet and peaceful and they relied on this land to live.
- If they were removed, business and industry would suffer greatly.
- They were quickly adapting to white culture and many of the young Indians were even learning English.
- If they were removed, they would have nowhere to go.
- They are connected to white settlers through friendship and intermarriage.

STATION 5
1. Who wrote the petition?
The people of Polk County

2. What are they asking for?
The removal of the Indians from the land.
Why? They were worried that they scared away white settlers from moving there.

3. What are the reasons that these citizens want the Indians removed from their land? Do you think that these reasons are justified?

They were worried that they would steal their property, animals, and food. Be sure to discuss the prejudice inherent in this belief.

*This can be related to contemporary debates surrounding prejudice and profiling

CONCLUSION

1. Which petition was the most interesting to you? Why?

2. What is one thing you learned from these petitions?

3. How did white settlers view the Natives in Wisconsin? What differences in opinion do you see between Station 4 and Station 5?

In Station 4, the white settlers thought the natives were essential to the land and they strongly encouraged the government not to remove them. In Station 5, the white settlers strongly encouraged the government to remove the natives because they were afraid of them.
*Discuss how fear can cause prejudice.

4. If you had to write a petition today, what would you write about?

Important Information for Teachers to Address in this Lesson

● What is a petition? A petition is a formal request made to an authority related to a specific cause. Usually petitions are signed by many people to show support for the cause. The petitions examined in this lesson were created by citizens or residents of particular territories in Wisconsin and presented to their respective municipal governments.

● What is the appropriate nomenclature for indigenous Americans? These petitions primarily use the term "Indian" to refer to indigenous Americans. Some tribes still accept the term "American Indian", but many reject this term since it was a misnomer bestowed upon them through a severe navigation error. The term "First Nation" was introduced in Canada and is widely received as an inoffensive alternative. "Native American" or "Native People" seem to be the preferred all-encompassing terms, but because these tribes were each so unique and generally self-governing, the ultimate preference is to simply refer to each tribe by its individual name.

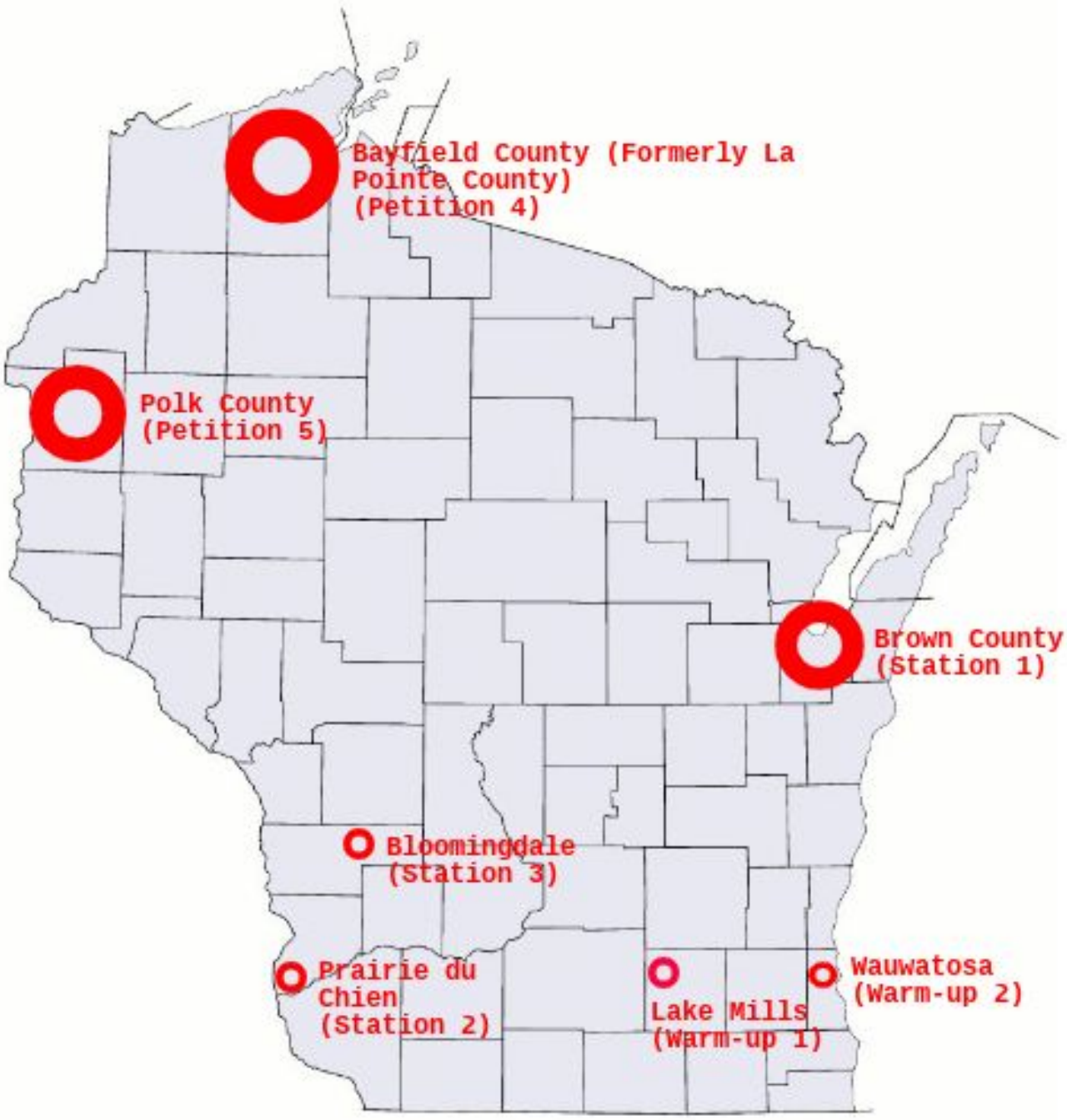
- ○ The title of the Station 2 petition includes the term half-breed. This term was used to refer to descendants of Native Americans and white settlers. Due to its animalistic association, this term is absolutely unacceptabletoday. The titles of all petitions in this lesson were transcribed verbatim from the original document which is the only reason it appears here.
- ○ Many of the tribal names used in these petitions are no longer the names that these tribes still use today.
- ○ The Brothertown Nation remains unrecognized by the United States government as of March 21, 2021. https://www.wisconsinhistory.org/Records/Article/CS4358

● In the document titled "Wisconsin Cities with Native American Names", it is important to note that many of these translations are debated among scholars. The names were primarily translated by white settlers and many of the city names have multiple different translations or interpretations.

- ○ For example, the name of Wauwatosa is translated as "Firefly" which is contradicted by the warm-up petition which states that the name comes from a Sauk chief.

Wisconsin Cities With Native American Names

Ashwaubenon	Chief Ashwaubemie (Menominee)
Kaukauna	"Place of the pike" (Menominee)
Kenosha	"Place of the pike" (Menominee)
Kewaunee	"Greater prairie chicken" (Ho-Chunk)
Manitowoc	"Spirit woods" (Ojibwe)
Menasha	"Thorn/island" (Ho-Chunk)
Mequon	"Ladle" (Ojibwe)
Milwaukee	"Rich and beautiful land" (Potawatomi)
Minocqua	"Noon-day rest" (Ojibwe)
Muskego	"Sunfish" (Potawatomi)
Neenah	"Water" (Ho-Chunk)
Oconomowoc	"Waterfall" (Ho-Chunk)
Oshkosh	Chief Oshkosh (Menominee)
Sheboygan	"The passage" (Ojibwe)
Suamico	"Place of yellow beaver" (Menominee)
Waukesha	Wau-tsha (Potawatomi leader)
Waunakee	"Fair and pleasant valley"
Waupun	“The early light of the day" (Ojibwe)
Wauwatosa	"Firefly" (Potawatomi)


Bayfield County (Formerly La Pointe County) (Petition 4)
Polk County (Petition 5)
Brown County (Station 1)
Bloomingdale (Station 3)
Prairie du Chien (Station 2)
Lake Mills (Warm-up 1)
Wauwatosa (Warm-up 2)

Mun No 120. a

Petition of F. H. Lawrence and 44 other women of Genoa in relation to changing the name of said village.

27/3 Filed by Mr Bryant
to Com on Mun & Corp

27/3 Rec'd

To the Honorable the Legislature of the State of Wisconsin

We the undersigned, women resident in the village of Genoa respectfully represent to your Honorable body —

That said village was by act of the Legislature of 1857 separated from the Town of Lake Mills and incorporated as an independent township;

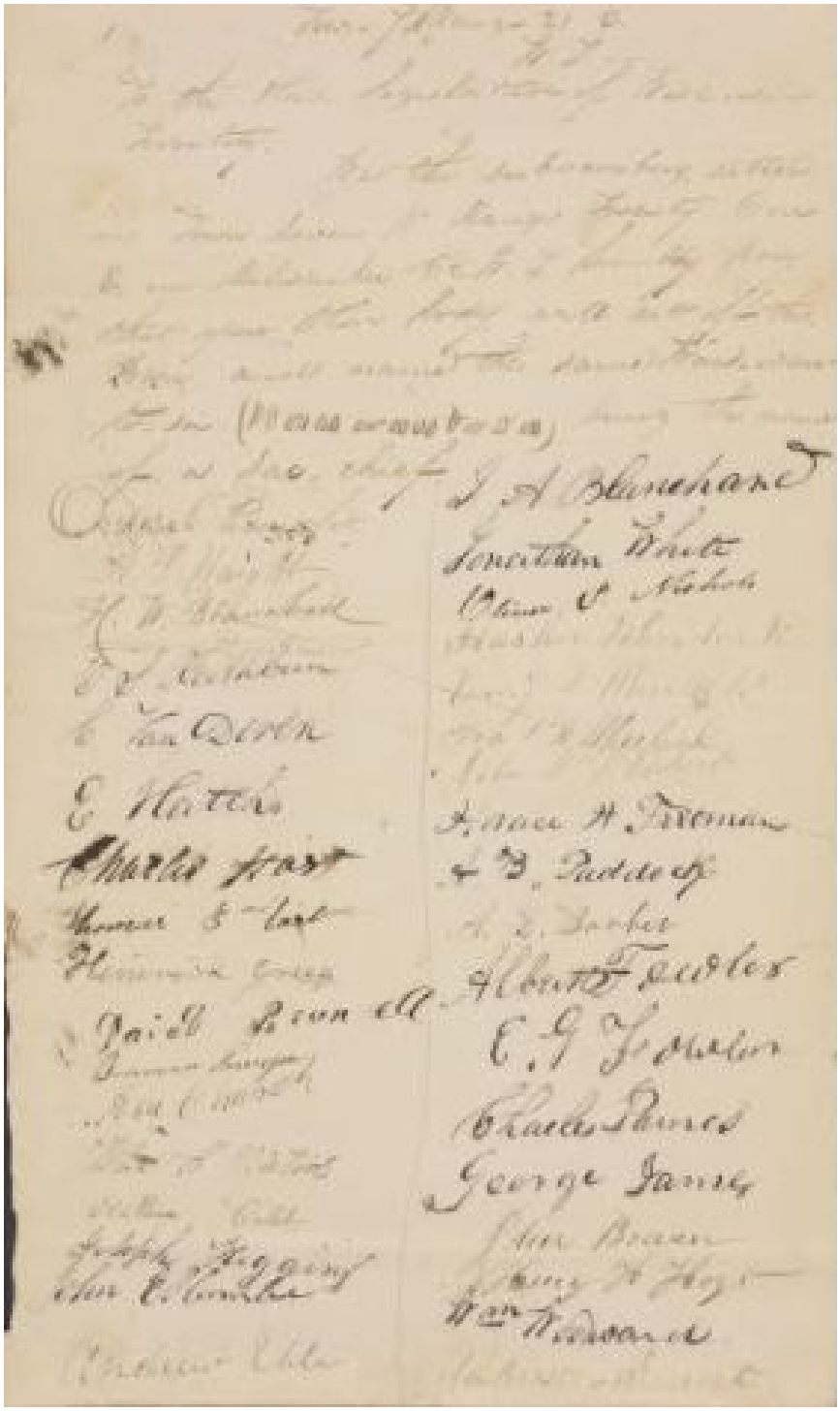
That efforts are now being made to secure the repeal of that act and the consolidation of the two townships into one;

That the name Lake Mills is inappropriate, there being no mills in the village or the past mills

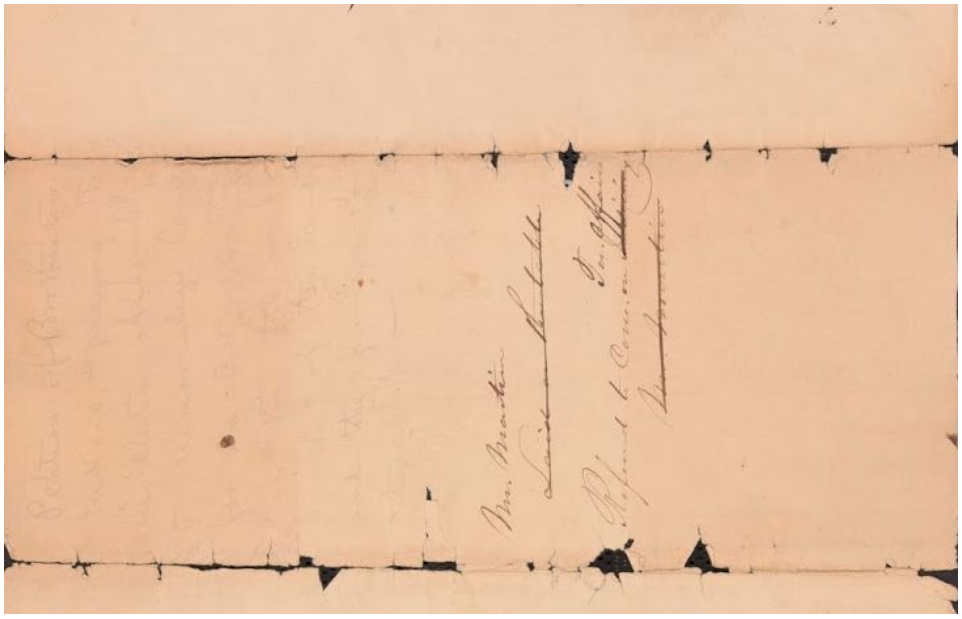
That the name Genoa is appropriate as well as euphonious being the name of the town, and is dear to the hearts of all native born citizens of the village as valuable.

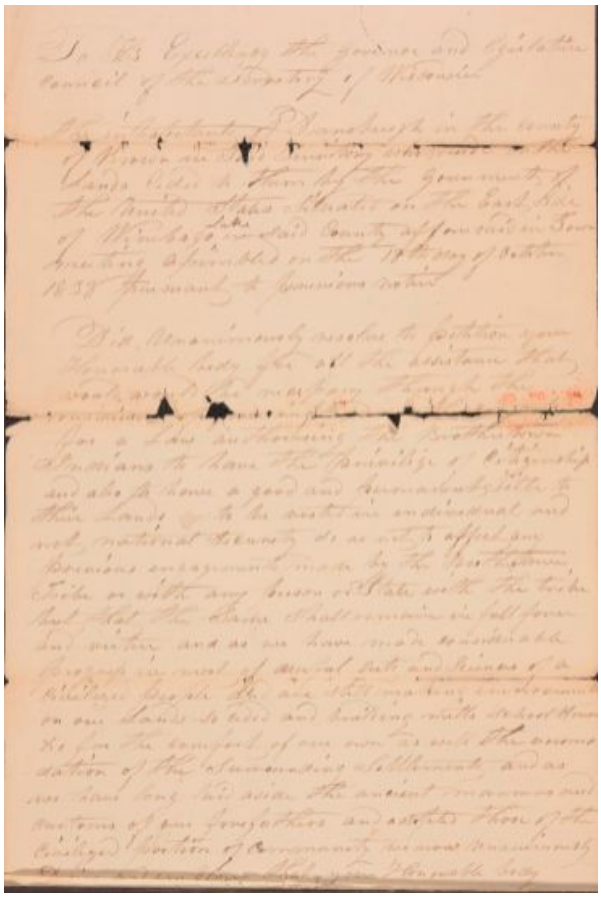
Therefore we pray that in case of the passage by your Honorable body of such act of consolidation the name Genoa may be given to said village.

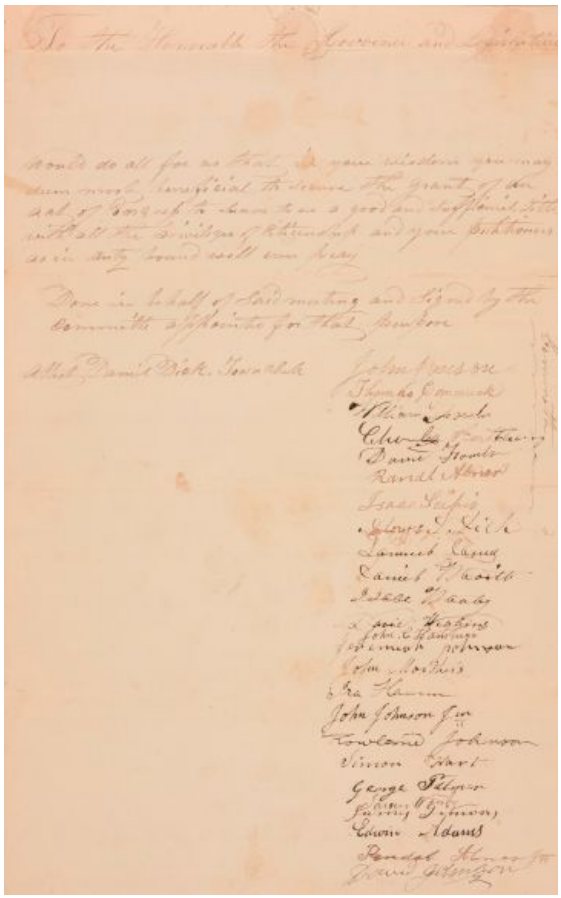
WARM-UP 1



WARM-UP 2







STATION 1

Petition from the half-breeds of the Stockbridge Munsee Indians in relation to the division of their lands on the upper Mississippi.

No. 1 Brewster

Referred to Committee on Indian Affairs

To the Honorable the Legislative Council and House of Representatives of the Territory of Minnesota

The petition of the undersigned citizens of Wood Lake and Shakopee Lake on the Minnesota River for the benefit of themselves and children of some Indians — Sheweth —

That in consequence of a certain treaty of land made between the United States and the Sioux Indians (mentioned) to a treaty made at Traverse des Sioux the 23rd of July 1851 and ratified by the United States the 22nd of February 1852 we consented to stay the same petitioners desired to get a home settlement on unappropriated lands and appropriations in fee simple for the benefit of ourselves and our children of said tract of land

That in consequence of the uncertainty of tenure under the said treaty the petitioners and numerous other interfering tribes and bands of Indians have been induced and both parties of said tract of land to be improvements —

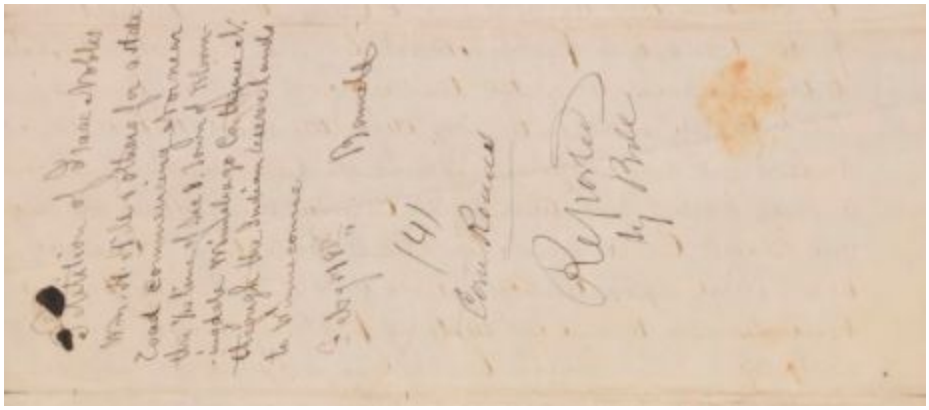
That we have the following and many others have at great expense and labor of time and money expended and made the same improvements. Others are now in the Legislature and living in the expectation that some arrangement would be made for a survey and partition of said tracts when they would be supplied and become actual settlers —

Your petitioners therefore humbly hope that your honorable body will be pleased to grant such assistance as your wisdom may dictate and to cause such an action of Congress on the premises as will enable your petitioners to obtain their rights —

And as in duty bound your petitioners will ever pray —

Hipolite Campbell	Scott Campbell
Battist Campbell	Madeline Campbell
John Campbell	Harriett Campbell
Margaret Campbell	Jas Campbell
Examined & Jas Carey	Scott Campbell Jr
Louis Provencalle Sen. for the heir of Louis Provencalle Jr	Alex Anderson
	Baptiste Tice

STATION 2


Petition of Jesse Noble
Wm. A. Fitch & others for a state
road commencing at or near
the Village of Bloomingdale
in Winnebago Co. thence N.
through the Indian lands
to Minneconne

Bloomdale
(4)
Com. Roads
Reported
by Bill

To the Hon the Senate and House of Representatives now in
Legislative Assembled

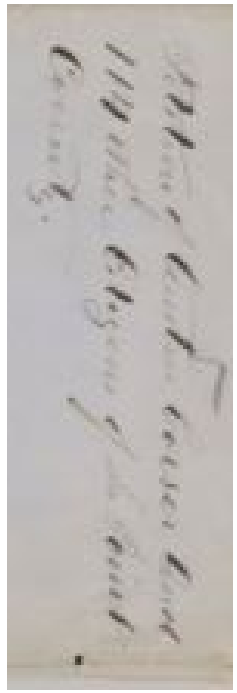
The undersigned, your petitioners Inhabitants
of the Town of Bloomingdale and Minneconne in the County
of Winnebago, would most respectfully state to your Honorable
bodies that they are labouring under great inconvenience
for the want of a public road leading from the Fox River
to Minneconne Across the Undescribed Indian lands in
said County North of the Fox River. this road will as soon
as laid out and opened, secure the rapid settlement of
a large tract of rich and fertile County and afford an easy
and direct Communication with the whole line of Country
bordering upon the Wolf River and its tributary, thereby
being desirable to many of us your petitioners being now resi=
dents upon said Indian lands and suffering many inconve=
nences for the want of the road here asked for.

We would therefore most earnestly pray your Honorable
bodies that you may Consider our necessities favorably and
and appoint William O. Gilding, John Nelson and David
Hennes, to view, lay out and establish a Public Highway
Commencing at or near the Quarter line on section Eight (8)
in the Town of Bloomingdale and running on the most
direct and feasible route North or in the direction of Minneconne
and in such bounds will ever pray &c.

Winnebago County Town of Bloomingdale
January 10th 1861.

STATION 3

STATION 4



To the Honorable the Legislature of the State of Wisconsin

The Memorial of the undersigned Citizens of Lapointe County in said State respectfully represent— That by the treaties of 1837 & 1842 made between the United States & the Chippewa Indians of Lake Superior & the Mississippi, cessions were made by these Indians of certain large tracts of land lying in Michigan, Wisconsin & Minnesota, by another Article in each of these treaties, the Indians were to have the privilege of hunting, fishing, & temporary occupancy of the ceded territory, during the pleasure of the President of United States.

Since the ratification of these treaties, the Indians have continued to reside in the Country till 1847, when an Order was issued by the President for their removal from the ceded territory to some part West of the Mississippi River.

Your constituents would represent:— That it is not in accordance with the views & wishes of the citizens in this portion of the State, that the Indians residing among them should be removed. Instead of their being a detriment to white settlers, we consider their presence among us very important to aid in developing the resources of the country. They are quiet & peaceable in their habits, no Lawless depredations, or deeds of violence can be laid to their Charge, which has uninterrupted their friendly relations with the whites.

a Subsistence by hunting, fishing, Agriculture, Manufacture
gage, and a variety of other labor as fishermen, boatmen,
ich they make themselves very usefull to settlers.
ly believe that if the Indians were removed, their absence
a serious detriment to the business of the country.
rialists would further represent— that since the treaty of 1842
have made a considerable progress in all that pertains
ancial civilization; and would have been much further
had it not been for the confusion into which they have
n by the recent attempts to remove them. They are rapidly
their habits and adopting those of civilized life.
e younger people are acquiring a knowledge of the English
and parents generally are feeling an increased desire to
children educated in a knowledge of letters.
now living in a country where their local attachments
& where civilizing influence would operate as powerfully

Indians to induce them to go on in a course of continued improvement. But if removed, they go reluctantly to live among a people in their wildest savage state, with whom our Indians feel little sympathy than they do with their white friends here, where enterprise they emulate and with whom they are rapidly assimilating. The fear of the Sioux also; the scarcity of game & fish in the country where it has been proposed to remove the Indians; and the expense of living there, compared with the natural resources of the Lake Country and the facilities of getting supplies here, tend as to induce us to believe it a clear firm conviction, that it is more just wise & humane to allow the Indians to remain here, than to remove them to any other place.

You would represent also that many of the citizens here are so connected with the Indians by intermarriage as to render the tie of friendship peculiarly strong, and by treaty stipulations are permitted to share with them their annuities, both in goods & money. But if the Indians are removed, not a few of your Memorialists would be compelled, either to forfeit their annuities or leave the State.

You would further represent that in 1836 the Agency & place of making annuity payments, was removed from Lapointe to Sandy Lake, and that in 1842, it was again removed to Crow Wing, further down and West of the Mississippi— That a Rule was also adopted by the Commissioner of Indian Affairs at Washington, providing that no Indian should be paid his annuities, except such as should comply with the Order for the removal. To require the Lake Indians to go

to that distant Agency for their payment, we consider equivalent to depriving them any participation in their annuities secured ~~by~~ to them by treaty stipulations. The distance they would have to travel is one three hundred miles through a country unsettled, with several portages over which it is difficult and often impossible to transport canoes provisions & goods. The payments are generally delayed till late in the fall, when the streams are frozen, and the people are obliged to return to their distant homes on Snow-shoes, spending most of their goods & money to procure substistence for the journey and while waiting at the Agency which is obtained only by paying enormous prices, and is often entirely wanting.

You therefore in view of all the facts formerly pray your Honorable Body to pass resolutions to be transmitted to Congress & the President, requesting.

1st That the Order heretofore made for the removal of the Indians be rescinded.

2nd That such legislation may be had as shall secure to them the payment of their annuities, including future payments as well as arrearages, at Lapointe, this being the most convenient place for the Indians to assemble.

3rd That such further legislation may be had as shall provide for furnishing them land and encouraging their settlement in the ceded Territory.

STATION 4 (CONT.)

In conclusion you Committee would say examining the Memorial sent by our Legislature to Congress in 1856 which upon complaints of the lawless depredations of the Indians pretending to come from the residents of Lapointe, St Croix, Chippewa and Marathon Counties that these complaints are wholly or grounds so far as this county is concerned; and the prominent statements they contain we know to be false* instead of feeling that we have occasion to complain of lawless depredations committed by the Indians. We believe that a true statement of the hardships & sufferings they have endured since 1849, and the frauds & crimes, of which we, who have attended the payments at Fond du Lac, Sandy Lake & Grand Portage, have seen them made the victims, would present a picture shocking to humanity, and disgraceful to civilization.

* We did not know that any such representation had been made to the Legislature until we saw them in the aforesaid memorial

Austin, Corser
Wilder Butterfield
S. S. Whitmore
L. M. Wheeler Missionary
Irvine Libby
John Corser

Wm W. Bell Const Commissioner
Nicolas De Colenes
Francis De Colenes
Louis Gaudin
Edward Fournier
S. B. Lafault

Item No 1. a.

Petition of E. J. Tyler, and other citizens of Polk Co, for the Removal of Indians from Said County.

1st/ Atty Barron Rec'd
To Comm State Affairs — 6/2 Rep
back with MC No 7a

1st/1 St. Affairs

To the Honorable, the Legislature of Wisconsin:

The undersigned, residents of the Counties of Burnett and Polk, respectfully represent to you that a material obstacle to the settlement of the Counties of the North-West part of the State, is the unrestrained, roving, idle Indians, who infest the houses, localities and premises of white settlers.

The presence of these Indians is not so much a subject of fear to those who know them, as to the strangers whom we are trying to induce to come and live among us, and our persons and lives are not so much in danger, from these natural outlaws, as our property, our live stock and our crops.

We, therefore, respectfully petition you to pass such Memorial to Congress, or enact such State Law as will restrain or remove this Evil.

Dated January 1867.

J. G. Kinther
Cha L Dea
E L Tyler
Benj Jones
C D Sexton
Willis Scott
Joel Scott
W O. S. Scott
Samuel Tunsett