

This is a reconstruction of the Red River trading post at the Museum of the Great Plains in Lawton.

## Chapter Preview

### TERMS

frontier, confederacy, treaty, encroachment, long hunter, constitution, manifest destiny, epidemic, ratify, appropriate, pirogue, protégé, renegade

### PEOPLE

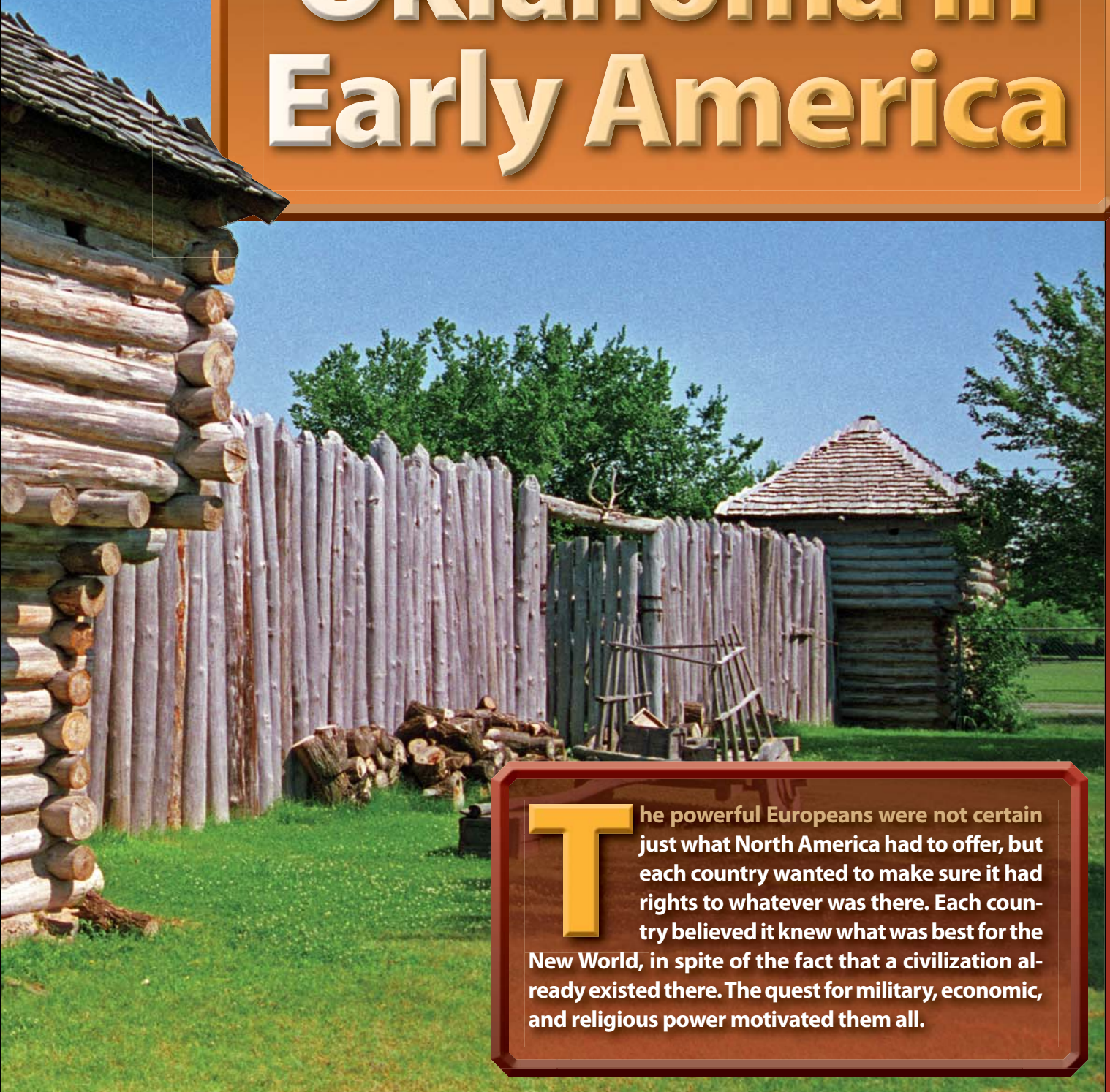
Meriwether Lewis, William Clark, James Biddle Wilkinson, George Sibley, Stephen H. Long

### PLACES

Great Spanish Road, Louisiana Purchase, Grant Saline, Three Forks

## Chapter 4

# Oklahoma in Early America



**T**he powerful Europeans were not certain just what North America had to offer, but each country wanted to make sure it had rights to whatever was there. Each country believed it knew what was best for the New World, in spite of the fact that a civilization already existed there. The quest for military, economic, and religious power motivated them all.

# Signs of the Times

## POPULATION

The world population was approximately 900 million in 1800, and the U.S. census count was 5,309,000. American Indians weren't included in the 1800 U.S. census, but disease and war were taking a toll on the numbers.

## MUSIC

Newly written songs included "Yankee Doodle" in 1767, "Auld Lang Syne" in 1799, and "The Star-Spangled Banner" in 1814. German composer Ludwig van Beethoven (1770-1827) created his many masterpieces during this time.

## INVENTIONS

Benjamin Franklin invented the lightning rod in 1752. Textile inventions included the flying shuttle in 1733, the spinning jenny in 1764, and the cotton gin in 1794. Peter Durand invented the tin can in 1810, and Samuel Fahnestock patented a soda fountain in 1819.

## EDUCATION

King's College (Columbia University) was founded in New York in 1754. Harvard Medical School opened in 1782.

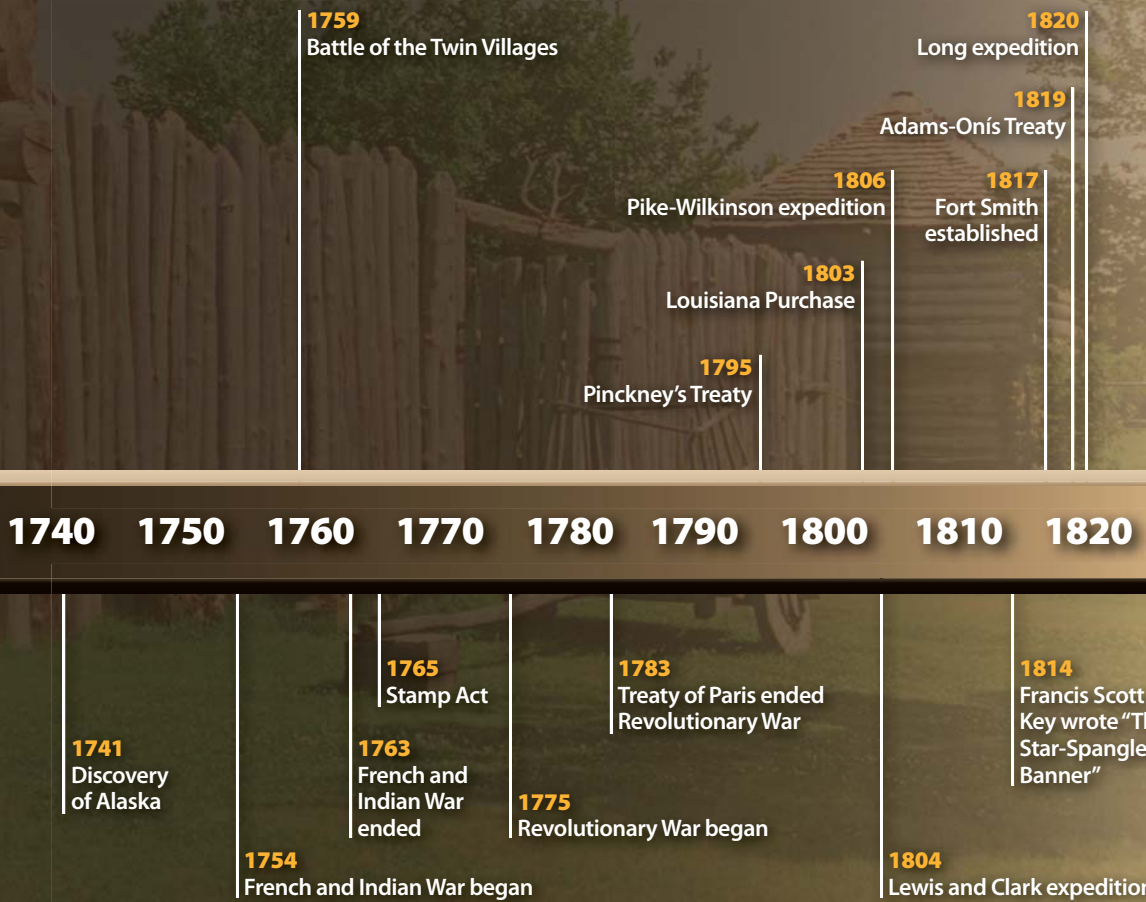
## FADS

"Bosom bottles" were worn for the first time in 1768. These small ribbon-decorated glasses became the first corsages.

## LITERATURE

English author Jane Austen wrote *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and other works in the early 1800s. Washington Irving wrote the short story "The Legend of Sleepy Hollow" in 1819.

## Figure 4 Timeline: 1740–1820



# Section 1

## Colonial America

### Something Extra!

Swedish settlers introduced log cabins in America. They built these houses along the Delaware River in the 1640s.

**James Fort** in Virginia is a recreation of the Jamestown settlement.

### As you read, look for

- European efforts to colonize the New World,
- the conflicts that led to the French and Indian War and the Revolutionary War and their effects on American Indians,
- vocabulary terms **frontier**, **confederacy**, **treaty**, **encroachment**, **long hunter**, **constitution**, and **manifest destiny**.

**Spain wanted any wealth discovered in the vast lands of the New World** and to save the souls of the Indians. The Spanish, however, saw no value in the land itself or in the people, other than as slaves. France wanted the lucrative (profitable) fur trade and the Indians' knowledge of the land. It saw a land of opportunity, with valuable resources and Indian allies. Great Britain wanted the land the Indians lived on for its own colonies as well as the profitable trade. Spain wanted the people in North America to become Catholics, while the British were determined that they be Protestant.

### European Claims

Each of the three superpowers staked its claims early. The Spanish established a colony at St. Augustine (now in Florida) in 1565, and the English founded Jamestown (Virginia) in 1607. The French established their first trading posts in what is now Canada about the same time.

Other countries also attempted to establish colonies in North America. Both Holland and Sweden established colonies along the upper Atlantic Coast, which threatened England's stronghold. With



the discovery of Alaska in 1741, Russian trading ships pushed south along the Pacific Coast in search of seal and sea otter. Alarmed by the Russian traders, Spain turned its attention to the California gateway to Mexico, expanding its territory northward to the San Francisco Bay area.

By the early 1700s, Spain claimed most of Texas (excluding the Panhandle) and all the land south and west to the Pacific Ocean. Its Mexican mission **frontier** (the area at the edge or just beyond a settled area) kept expanding into those lands. Priests were charged with winning souls and converting Indians into “useful” citizens. Some Spanish missions were established to halt the French as they tried to expand trade relations with the Indians.

The French claimed the massive western Mississippi River drainage basin, including the area that became Oklahoma, along with the Great Lakes region and parts of Canada. England controlled the Atlantic coastal area and part of northern Canada.



## Indian Relations

Europeans quickly saw the benefit in courting some of the native Indian tribes to become allies. In addition to providing opportunities for trade, the Indians could protect settlers from other tribes and countries. This often meant that longtime tribal enemies sided with different European nations. English, French, and Spanish colonists all used the hostilities among tribes to their own benefit, pitting tribe against tribe. Sometimes settlers befriended a tribe if it lived on a choice parcel of land. The settlers might establish a colony if they could get some of the land by grant, treaty, or purchase.

Tribes played one colony against another for the benefit of their own people. The large Choctaw tribe generally preferred the French, although the British had better-quality trade goods and delivered them more dependably.

The French usually treated the Indians as equals, and the natives in turn saw the French in much the same way. The French were certainly less harsh in their treatment of the Indians than the Spanish were.

## Map 16 North America, Early 1700s

**Map Skill:** Which nation controlled most of the present-day United States?

The French weren't perfect in their treatment though, as shown when the French governor of the Louisiana colony insisted on the right to select chiefs and award them medals as he tried to gain allies. These "medal chiefs" were not always the important tribal leaders and had no real power.

Another large tribe, the Chickasaw, occupied the important heart of the Mississippi Valley. However, they were trading partners and allies of the British and the enemies of the French and the Choctaw. The

French became alarmed when their Choctaw allies appeared to be making peace with their former enemies, the Chickasaw. If the Choctaw became trading partners with the British, France's colonies would be threatened. The French took action, demanding that the Chickasaw follow their orders. The Chickasaw refused, and the British supplied them with weapons. In turn, the French paid the Choctaw for Chickasaw scalps.

The French built good relations with the powerful Wichita and Osage tribes, the Comanche, and others. The heavily armed Osage eventually pushed the Wichita from the northern part of Oklahoma. The Wichita relocated south, partly because they had formed an alliance with the Comanche and partly because of French trade on the Red River. This put the Wichita closer to their longtime enemy, the Plains Apache.

The Spanish had allied with the Apache in Texas. Skirmishes between the two tribes led to the battle of the Twin Villages along the Red River. The battle was, in part, an attempt by the Spanish to slow French movement along New Spain's northern border.



**Colonel George Washington, age twenty-two, was intimately involved in the beginning of the French and Indian War. Leading a company of Virginia militia and Indians, he defeated a French scouting party in the Battle of Jumonville Glen in May 1754, the first battle of the war.**

## The French and Indian War

From 1689 to 1763, France, Spain, and Great Britain fought a series of wars. One of those wars started in North America and was called the French and Indian War.

By the 1750s, the French had pushed into the Ohio River Valley, seeking more fur trade. The British were eyeing the same territory from their Atlantic Coast colonies. The British government wanted the fur trade, and its colonists wanted the land. A young George Washington led a troop of Virginians to warn the French to get out of the area, but they refused. Fighting erupted in 1754 when the British tried to force their claims to the area.

Great Britain had a strong alliance with the six tribes of the Iroquois Confederacy of present-day New York. (A **confederacy** is another term for an alliance.) Several western tribes allied with the French in the battles that waged back and forth in North America for six years.



In 1762, Spain entered the war to help France. The kings of France and Spain were cousins in the Bourbon dynasty (a sequence of rulers from the same family), and they had signed an agreement to support each other. This was called the Family Compact of 1757. France needed money and military aid from Spain, and in 1762 the secret Treaty of Fontainebleau was signed. (A **treaty** is a formal agreement between two or more nations.) As part of the treaty, France gave up Louisiana west of the Mississippi River (including Oklahoma) and the "Isle of Orleans."

The fighting ended in North America in 1760, but a treaty was not signed until 1763. The Treaty of Paris resulted in huge changes for the three European powers, and colonists and natives in their territories. France gave up control of Canada and territory east of the Mississippi River to Britain, while it gained various islands prized for their sugar production and certain fishing rights. Spain traded Florida to Britain in exchange for Cuba. The territory Spain gained west of the Mississippi River provided a buffer for its silver mines in Mexico.

The vast territory Great Britain gained in the treaty was home to thousands of American Indians. Some of the natives had little idea of the real consequences of this European treaty, but others questioned it. The Shawnee demanded to know how the French could give away something that was not theirs to give. Pontiac, leader of the Ottawa Indians, led attacks against the now British-controlled forts and

**A year later, George Washington (on horseback) was also present at the Battle of Monongahela, when a British force under Major General Edward Braddock attempted to take the French Fort Duquesne. The British were defeated, and Braddock was killed.**





settlements in the Great Lakes region. The French and the Indians had gotten along partly because French settlers were rare and the traders did not demand permanent land grants. There had been no boundary lines. The forests were left open to the Indians, and trading posts were for trade, not control. Relations between the American Indians and the British were not as congenial. Many British settlers scorned the Indians and angered the tribes. British colonies competed aggressively for the Indian trade, sometimes making unscrupulous deals with the tribes. In addition, the lands tempted British settlers.

On November 3, 1763, the governors of Virginia, North Carolina, South Carolina, and Georgia met with representatives of the southern Indian nations—Creek, Choctaw, Cherokee, and Chickasaw—to talk about the issues of too many traders and **encroachments** (trespass or intrusion without permission) on their lands. A

treaty was signed seven days later at Augusta, Georgia, which affected tribes that eventually were moved to Oklahoma. The Catawba received a reservation in South Carolina, and boundaries were established between settlements in Georgia and the Indian hunting grounds. During the talks, the British promised not to “settle upon or disturb the Indians in the Grounds or Lands to the Westward of the lines.”

### Repairing Relations

With Spain’s newly acquired land came the problem of having to find a way to overcome the hostilities many Indians had for the Spanish. Some of the tribes such as the Comanche, Wichita, and Tonkawa had been treated as enemies for years. Spain now had to convince them otherwise. Spain decided to continue France’s method of working with the Indians; it even retained Frenchmen to help with the change.

Even though the French had lost control of the land, their presence in the Plains continued. French traders Pierre Laclede and Auguste Chouteau found an ideal location for a fur trading post about eighteen

## Map 17 North America, 1763

**Map Skill:** What territory did France control after the French and Indian War?

miles south of the junction of the Missouri and Mississippi rivers. There St. Louis was established in 1764.

The Spanish also wanted the Indians to help keep the British east of the Mississippi River. The plan worked for most of the forty years that Oklahoma was a province of Spanish-controlled Louisiana. Both Spain and Great Britain built posts on the river to control trade. But in spite of Spanish efforts, Daniel Boone and other **long hunters** (hunters gone for long periods of time) headed west. The contest for control of the river was intense just prior to the Revolutionary War.

## The Colonists Revolt

After the 1760s, Great Britain controlled much of the trade on North America's eastern coast, but it was not enough to pay off huge war debts. The British wanted to build better relations with the Indian tribes, as well as to keep tight control on their American colonies. Many colonists began to tire of British rule and to resent its policies, which were beginning to include more and more taxes. In 1765, the British Parliament (legislature) passed the Stamp Act and colonists became increasingly angry. "No taxation without representation" became a common cry as things such as tea, paper, glass, and coloring for paints were taxed.

Tensions continued to rise between the colonists and Great Britain. On April 19, 1775, the Revolutionary War broke out with battles at Lexington and Concord, Massachusetts.

**The first battle of the American Revolution took place on the village green at Lexington, Massachusetts.**





**Above:** This painting, *Spirit of '76*, is one of the most famous images inspired by the Revolutionary War. **Below:** General George Washington (on brown horse at right) looks on as General Benjamin Lincoln accepts the surrender of the British at Yorktown.

The colonists received support from France in 1778 and from Spain a year later. Although Spain joined the war against the British, it did not become an ally of the colonists because the Americans refused to stay east of the Allegheny Mountains. Still, Spain felt it was in its best interest to take a stand against Great Britain. Spain was able to take back forts it had lost to the British in 1763. When the war ended, Spain regained the territory of Florida.

The American colonists and their allies defeated the British, and Great Britain surrendered in October 1781. The Revolutionary War formally ended with the signing of the Treaty of Paris in 1783. In 1787, the United States adopted its first formal written constitution. A **constitution** is a document that sets up the framework of a government (or any other organization) and establishes the rules under which that organization will operate.

The Plains Indians didn't directly participate in the war, but some eastern tribes saw it as an opportunity to regain some of their lands. The Cherokee and Creek attacked the western frontiers of Virginia, North Carolina, South Carolina, and Georgia. Troops from those colonies entered the Indian lands and destroyed over thirty Cherokee villages. When the Cherokee sided with the British in the war, many Americans believed that meant the Indians had lost all claim to their land. The Treaty of Hopewell in 1785 confirmed Cherokee boundaries, but it did little to stop the advance on their land. These tribes suffered great losses, as they continued to lose people and land.



## New Political Power

The North American continent had a new political power, and it represented those who were eager to move west. The term **manifest destiny** came to be used later for Americans' desire to gain new land and to spread their beliefs and idealism. The Mississippi River represented a boundary beyond which the young nation could not expand, but the land-hungry settlers nevertheless pushed toward Spanish territory. Travel

on the Mississippi became a major issue between the Spanish and the western American farmers who wanted access to the river to get their crops to a port. The farmers' complaints to the new United States Congress and their threats to take action resulted in a treaty in 1795.

According to the terms of Pinckney's Treaty, the Americans gained free navigation of the river. Once their crops and goods reached New Orleans, they could "deposit" (or store) them in warehouses before loading them onto ships. This "right of deposit" arrangement was only granted for three years. The treaty also set the southern boundary between the United States and the Spanish territory at the 31st parallel.

Spain continued to seek trade routes in its North American land holdings. The Spanish governor commissioned Frenchman Pedro Vial to find trails between major trading posts. Vial charted paths between San Antonio and Santa Fe and between St. Louis and Santa Fe. In 1788, Vial and Francisco Xavier Fragoso marched from Santa Fe to the Wichita Mountains in southwestern Oklahoma, then followed the Red River east to Natchitoches, Louisiana. This route was called the Great Spanish Road, and it served as a major trail through the mid-1800s.



**George Washington (on the dais) presided over the Constitutional Convention, in Philadelphia.**

## Something Extra!

When the United States won its independence, and gained all British land in North America except Canada, Indian tribes protested. Chiefs from the Chippewa, Huron, Ottawa, Shawnee, and Wabash demanded that the United States keep surveyors and settlers from crossing the Ohio River. In 1786, Congress adopted the "Ordinance for the Regulation of Indian Affairs."

## It's Your Turn

1. In 1700, what country claimed the land south of present-day Oklahoma?
2. How did the land claimed in North America by the European nations change after the Treaty of Paris of 1763?
3. What was one issue that led to the Revolutionary War?

## Section 2

# The Louisiana Purchase



**Napoleon Bonaparte** (above) hoped to regain the land France had lost in North America. Instead, he sold the Louisiana Territory to the United States in 1803. In this illustration (right), James Monroe and Robert Livingston are negotiating the Louisiana Purchase with French Finance Minister Barbé-Marbois.

### As you read, look for

- the importance of the Louisiana Purchase,
- early expeditions to present-day Oklahoma, and
- vocabulary terms **epidemic**, **ratify**, **appropriate**, **pirogue**, **protégé**, and **renegade**.

**Napoleon Bonaparte seized power in France at the end of the French Revolution in 1799**, and he set out to conquer the world. He wanted to restore the French empire in North America, and he persuaded Spain to give up all of Louisiana. Spain transferred Louisiana to France in the secret Treaty of San Ildefonso of 1800, although the formal transfer did not take place for two years.

President Thomas Jefferson was alarmed to learn that France would control New Orleans. The United States could reckon with Spain's control, but Napoleon's France was much more powerful. France might try to take land from the United States. Jefferson wanted to avoid war. In 1801, he sent Robert Livingston, the U.S. Minister to France, to meet with the French foreign minister. Livingston was told to try to purchase New Orleans for \$2 million, but that effort failed.



In 1802, Napoleon sent 20,000 French troops to regain the island of Haiti, which he planned to use as a base to gain control of the Mississippi Valley. A yellow fever **epidemic** (an outbreak of a contagious disease) killed most of the French soldiers in Haiti and changed Napoleon's future and that of the Louisiana area. He couldn't risk sending more soldiers and losing them to disease. Napoleon knew the United States wanted New Orleans and resented foreign control of the Mississippi River.

In April 1803, Special Envoy James Monroe was sent to join Livingston. They were authorized to offer up to \$10 million for New Orleans and all or part of Florida. Before the Americans made the offer, French Minister of Finance Francois de Barbé-Marbois suggested that Napoleon should agree to sell the Louisiana territory to the United States. Napoleon agreed to sell the territory and New Orleans for \$15 million. The shocked Americans quickly worked out the details of the Louisiana Purchase. The United States bought some 600 million acres, or about 827,000 square miles, for about 4 cents an acre. When asked to identify the boundaries, the French foreign minister said, "I can give you no directions. You have made a noble bargain for yourselves and I suppose you will make the most of it."

The constitution of the young country didn't address adding territory, but President Jefferson submitted the Louisiana Purchase to Congress as a treaty. After some debate, the U.S. Senate voted 24-7 to **ratify** (formally approve) the treaty. The American flag was raised over Louisiana for the first time on December 20, 1803.

The vast territory had to be explored, organized, and governed. Because of its size, Congress first created two territories in March 1804. The Territory of Orleans contained most of present-day Louisiana, and the remaining land was in the District of Louisiana within the newly formed Indiana Territory. Oklahoma was part of the District of Louisiana. General James Wilkinson was named the first governor of the District of Louisiana, and St. Louis became the capital. Northern Louisiana became the Territory of Missouri in 1812, and the Oklahoma area was connected to the Territory of Arkansas in 1819.

## Exploring the Louisiana Purchase

In 1803, President Jefferson asked Congress to fund an expedition that would cross the Louisiana territory, regardless of who controlled it, and proceed to the Pacific Ocean. Jefferson was very interested in



## Map 18 The Louisiana Purchase

**Map Skill:** What formed the eastern boundary of the Louisiana Purchase?

## Something Extra!

The Louisiana Purchase included all or parts of what later became fifteen of our states and parts of Canada.



**Top:** President Thomas Jefferson authorized the purchase of the land that would become Oklahoma, and sent a series of expeditions to explore and map the new territory. **Above:** General James Wilkinson briefly served as governor of the District of Louisiana. He authorized the Pike-Wilkinson expedition, led by Zebulon Pike.

learning about the geography of the West, the people, plants, animals, soil, rocks, and weather. With Louisiana now in U.S. hands, an expedition was assembled, and \$2,500 was **appropriated** (set aside) for the trip. (The cost eventually grew to \$38,000.)

President Jefferson asked Meriwether Lewis to be the commander of the exploration party, and Lewis asked former army comrade William Clark to share the command. In May 1804, the crew set out in a large 55-foot-long keelboat and two smaller **pirogues** (canoe-shaped boats) from just upstream of St. Louis on the Missouri River. The expedition, known as the *Corps of Discovery*, traveled over 4,000 miles by water and by land to reach the Pacific Ocean. They returned in September 1806 with an enormous amount of information.

Later, Lewis was named governor of Louisiana Territory, and Clark was made the Indian agent for the West and brigadier general of the territory's militia. In 1813, Clark served as Missouri's territorial governor.

## The Sparks Expedition

President Jefferson was equally interested in having another expedition explore the southwestern part of the Louisiana Purchase to help firmly establish the boundary between Spain and the United States. Congress appropriated \$5,000 for the "Grand Excursion" to the Southwest. Jefferson's first choice for the task was Sir William Dunbar, a scientist. Dunbar asked Dr. George Hunter, a chemist, to assist him on something of a trial run. In the winter of 1804-1805, they led a small group up the Ouachita River in Louisiana and into Arkansas. The men, however, decided they didn't want to pursue the larger expedition up the Red River.

Jefferson tried again to assemble a Southwest expedition in 1806. The 24-man military contingent included Thomas Freeman, astronomer and surveyor, the field leader; Peter Custis, medical student; and Captain Richard Sparks, the ranking officer. The president told the explorers to take detailed notes of all that they observed along the journey up the Red River. Jefferson also directed the expedition to let the Indians know that there was a new "Great Father" in Washington. The flotilla (fleet of boats) traveled north on the Red River as far as Natchitoches (Louisiana), where the men ran into the Great Raft logjam. Even though another twenty-six men joined the expedition, it took them over two weeks to work through the logjam.

Sparks learned from Caddo Indians that a Spanish army was paralleling the expedition. The Spanish had also tried to intercept the Lewis and Clark expedition but failed. The expedition continued north on the river. Rounding a bend, perhaps at the edge of Oklahoma, they were confronted by a large Spanish army that demanded they turn back. In his "exploring instructions," Jefferson had specified that the explorers were to turn around if confronted by a superior force. The explorers considered the situation for two days before deciding to turn around.

The Sparks expedition didn't accomplish all Jefferson had wanted it to, but it did gain much information. Jefferson hoped to send Freeman on an 1807 expedition up the Arkansas River, but Congress would not provide the funds.

Although formal expeditions were unsuccessful, private traders did make inroads into the area. In 1808, trader Anthony Glass of Mississippi followed the Red River to trade with the Wichita at the Twin Villages. Glass learned that another American trading group had passed the area on its way to Santa Fe.

## The Pike-Wilkinson Expedition

Zebulon M. Pike joined the U.S. Army at the age of twenty and soon became the **protégé** (a young person who receives experienced guidance) of James Wilkinson, the commanding general of the army. In 1805, Wilkinson ordered Pike to explore the upper Mississippi River. He was put in charge of a second expedition in 1806 to explore the Arkansas and Red rivers and make contact with various tribes. General Wilkinson's son, Lieutenant James Biddle Wilkinson, accompanied the expedition.

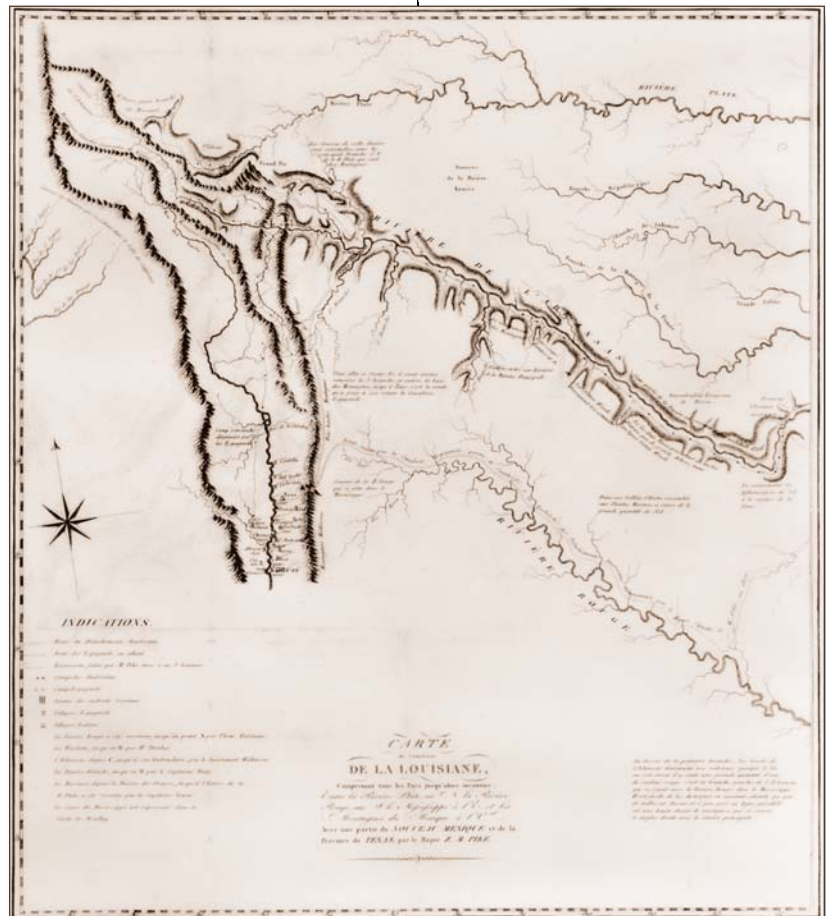
Pike left St. Louis and went up the Missouri River with twenty-three men plus fifty-one Osage he was escorting to their villages. Pike's party then headed across the Kansas plains and entered a Pawnee village, where he talked them into replacing the Spanish flag with the U.S. flag. The expedition followed the Santa Fe Trail south to the Arkansas River. At this point, Lieutenant Wilkinson, five privates, and an Osage guide left Pike and the others to explore the river.



**Zebulon Pike (above)** led the Pike-Wilkinson expedition up the Arkansas River into what is now Oklahoma. The route is depicted on this map (below).

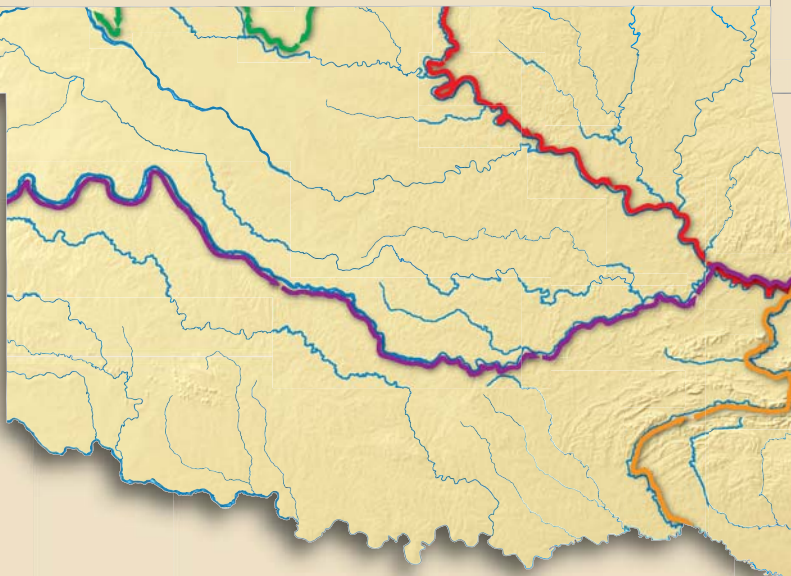
### Something Extra!

Pike's expedition, authorized by General Wilkinson, was not approved by President Jefferson or the War Department until it was completed.





- James B. Wilkinson (1806)
- George C. Sibley (1811)
- Stephen H. Long (1817)
- Stephen H. Long (1821)



## Map 19 Early Explorations of Oklahoma

**Map Skill:** Why did the expeditions mainly follow the rivers?

### Something Extra!

Wilkinson's journal about his travels in eastern Oklahoma is the first American account of life in this area.

Winter was fast approaching, but Wilkinson's party canoed down the river until shallow water forced them to walk along the bank. When they were able to get back on the river, they were hampered by chunks of ice and snowstorms. The boat overturned, dumping food and ammunition into the icy water. Nevertheless, the party safely returned to St. Louis seventy-three days later. Wilkinson's journal provided a glimpse of life in Oklahoma. He mentioned seeing many Osage villages and hunting camps of the Cherokee, Choctaw, and Creek. The party passed a seven-foot waterfall. He wrote of hearing about rich lead mines and salt prairies. Wilkinson reported he visited the winter camp of Cashesegra, "a nominal leader" of the Osage who wanted the United States to establish a trading post at the mouth of the Verdigris River to help alleviate the poverty of his people. The party also met Joseph Bogy, a French trader from the Arkansas post. Bogy had been traveling with \$10,000 worth of goods to trade to the Osage for furs when he was attacked and robbed by a war party of Choctaw.

Meanwhile, Pike continued west toward the Rocky Mountains, eventually arriving in the area of the mountain peak that is named for him. His men suffered greatly from frostbite, inadequate clothing, and low rations. Pike and his men who survived were later arrested by a Spanish patrol and held until July 1807.

### The Sibley Expedition

Salt, essential in diets and used to preserve food and tan hides, was a valuable commodity (article of trade). President Jefferson was intent on learning more about the rumored salt mountain on the Plains. In 1811, he sent Indian agent George Champlin Sibley, guided by Osage "San Oreille," to make friends and allies with the Indians and to find the salt mountain.

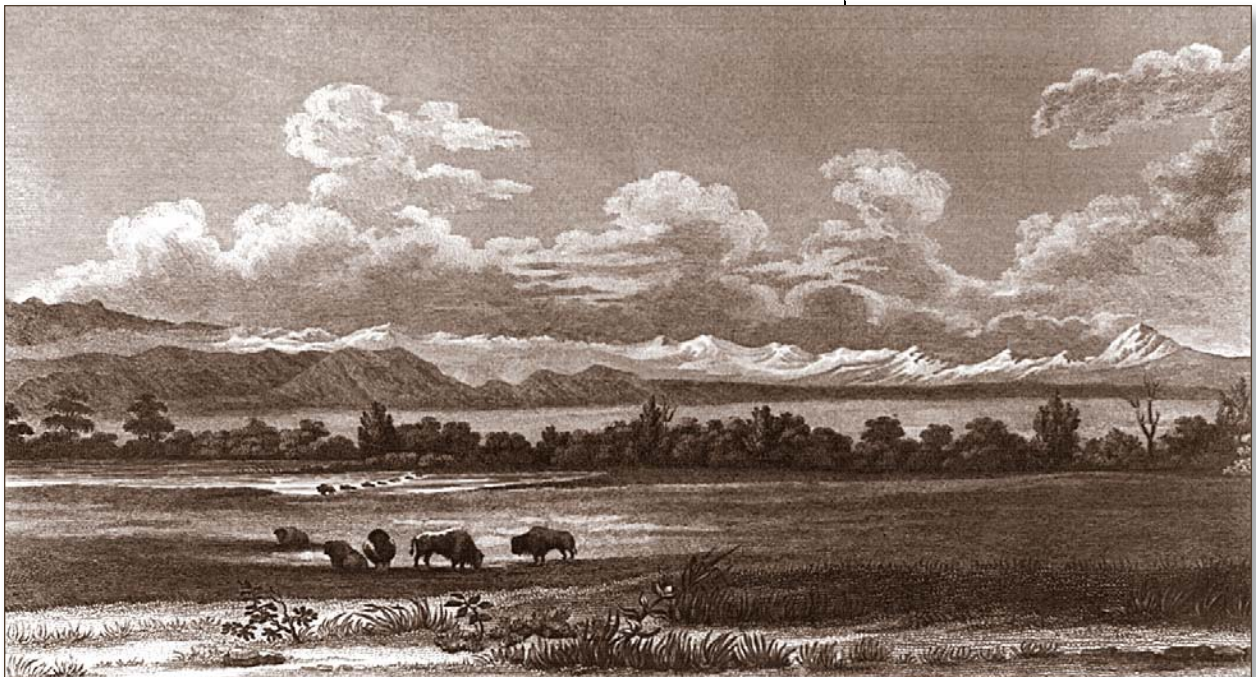
The party traveled to Nebraska from Fort Osage in Missouri, then south across Kansas and into northwestern Oklahoma (Alfalfa and Woods counties). They came to an area that was “glistening like a brilliant field of snow in the summer sun.” Sibley called the twenty-mile area the “Grand Saline” and described it as 2-6 inches of clean, pure salt “superior I think to the imported brown salt.” The area included ridges of sand hills and thickets of dwarf plum bushes that “yielded us a great abundance of ripe plums the largest and finest I ever tasted.” About seventy-five miles northwest of the Grand Saline they found not a mountain but deep layers of salt at the bottom of a shale-and-gypsum bluff on the south side of the Cimarron River. They called the area “Rock Saline.” Sibley noted that the Indians gathered the valuable salt by “scraping it off the prairie with a turkey’s wing into a wooden trencher.” The Salt Fork of the Arkansas River, which flows around the Great Salt Plains, was known to the Osage as *Nescatunga* (“big salt water”). Sibley wrote that in the area there was an “inexhaustible store of ready made salt.”

### The Long Expedition

Stephen H. Long of the U.S. Corps of Topographical Engineers traveled 26,000 miles in five expeditions, two of which ventured into Oklahoma. The War Department decided to establish a military post on the western boundary of the Arkansas territory to address the growing hostilities between the Osage and other tribes. Major Long had the job of finding a suitable site. He selected Belle Pointe, where the Arkansas and Poteau rivers converged, for the post that became Fort Smith in 1817. He then explored parts of eastern Oklahoma.



**Above:** Stephen H. Long led an 1820 expedition that reached the Rockies before returning to Fort Smith through what is now Oklahoma. **Below:** Samuel Seymour, the artist on the Long expedition, created this engraving titled *View of the Rocky Mountains on the Platte 30 Miles from Their Base*.





**Top:** Thomas Say, naturalist on the Long expedition. **Above:** Thomas Nuttall, botanist with Major Bradford.

Still wanting to explore the sources of the Red and Arkansas rivers, the War Department sent Long on the mission in July 1820. The party of twenty-four headed west at Omaha (Nebraska) along the Platte River. They continued to the Rocky Mountains, then turned south to the headwaters of the Arkansas River. The expedition then split. Captain John R. Bell and twelve men went down the Arkansas River; Long and ten others continued south to the Red River.

Bell's expedition in the August heat on the Arkansas River was one of great hardship. The heat wore down both men and animals. Game was scarce, and food became anything they could find. They finally reached Fort Smith on September 9, 1820. Thomas Say, the father of American zoology, was on the expedition and took detailed notes of plants, animals, minerals, and people they saw. Five of his journals were stolen, but he managed to arrive with records.

Long's group, including scientist Edwin James, rode five days south across New Mexico before finding a creek they believed to be the Red River. While they had found the beginning of a river, it was the Canadian rather than the Red; they did not realize that until much later. James wrote of extensive and fertile pasture grasslands with many "herds of bison, wild horses, elk, and deer," as well as a large prairie dog town and many birds and insects.

The sweltering heat and typically dry season caused James to refer to the area as a "wide sandy desert." He thought the region was not adaptable to settlers and was more suitable to the natives and the wildlife. It was not until September 10, 1820, when they reached the Arkansas River, that Long's party realized they had been on the Canadian River. Disappointed, they continued on to Fort Smith.

The expedition recorded much detailed information, but they generally considered the land to be unsuitable for agriculture. They referred to it as "the Great American Desert." James wrote that the region would best serve as a buffer between Spanish interests and American settlers.

### The Adams-Onís Treaty of 1819

The Louisiana Purchase had come without firm boundaries, but the Adams-Onís Treaty of 1819 resolved the issue. John Quincy Adams, secretary of state under President James Monroe, and Luis de Onís, Spain's foreign minister, finally came to an agreement on two solutions.

Spain agreed to sell Florida to the United States for \$5 million. The border between Louisiana and Texas was established as the west bank of the Sabine River. Spain's northern border was set on the south bank of the Red River, then north along the 100th meridian to the Arkansas River, and then west to the Continental Divide. At that point, the boundary followed the 42nd parallel west to the Pacific Ocean. Spain gave up its claims to the Oregon territory. The treaty was ratified in 1821.

Major William Bradford, from the Fort Smith post, had orders in 1819 to expel people who were in eastern Oklahoma illegally, many

of whom were **renegades** (deserters) and fugitives. The noted British botanist Thomas Nuttall eagerly joined Bradford's company. He studied plants and animals along the rivers and in the mountains of eastern Oklahoma. He was impressed with what he saw, "a great body of superior alluvial land." He wrote of his experiences in the area in the "Journal of Travels into the Arkansas Territory."

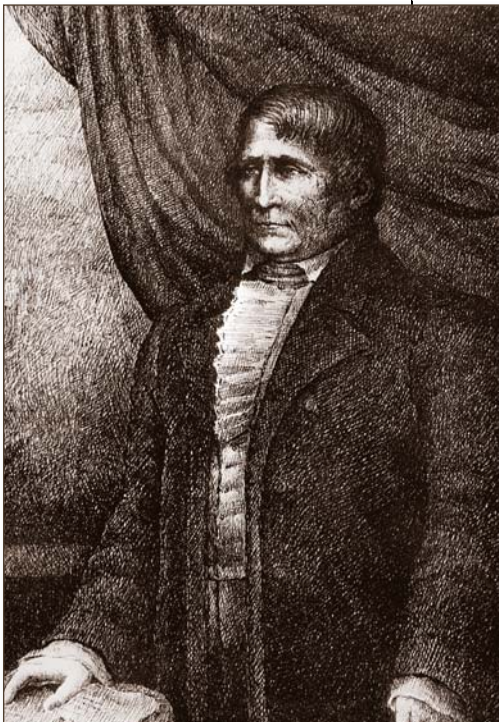
### The Three Forks Area

Americans continued moving west. Charles Bougie traded with the Osage in the early 1800s. The same year Fort Smith was established—1817—two Americans, Robert M. French and Samuel M. Rutherford, started a trading post on the Verdigris River a few miles north of present-day Muskogee. In the next few years, more and more American traders came into the area. Brothers Pierre and Auguste Chouteau had a large trading operation.

Waterways were extremely important to early commerce, and trading posts located near them. The location just northeast of present-day Muskogee where three major rivers—the Arkansas, Verdigris, and Grand—joined, which we now call the Three Forks area, soon became a hub of trading activity. Trappers and hunters used the trading posts in the area to stock up on supplies and to sell furs. Nearby Osage villages fit neatly in the trading system. The Osage brought furs, fowl,

**Reconstruction of the Red River trading post at Lawton's Museum of the Great Plains, with a costumed interpreter in the role of an early nineteenth-century trader.**





**Top:** Interior of the Red River trading post. **Above:** Colonel A. P. Chouteau was very well respected in Indian Territory.

wild honey, bear oil, and buffalo robes to trade for beads, blankets, knives, trinkets, and cloth.

Nathaniel Pryor, a member of the Lewis and Clark expedition, opened a small trading post in the area. He married an Osage woman and won the confidence of the tribe. Samuel B. Richards also had a license to trade at Three Forks, but he died in 1819. George W. Brand married a Cherokee woman, built a large trading complex of ten houses, and ran a ferry. Brand's partner was Captain Henry Barbour from New Orleans. When Barbour died in 1821, Colonel A. P. Chouteau, son of Pierre and a longtime trader, bought the trading complex. Chouteau and his partner Joseph Revoir established the Osage Outfit trading post just north of Saline Creek. When Revoir and his Osage wife were killed by a band of Cherokee in 1821, Chouteau moved from St. Louis to take over operations of the post. He built a large log house near present-day Salina.

By the 1830s, game was becoming scarce, and the fur trade was slowing down in eastern Oklahoma. Contrary to earlier reports of Oklahoma being unfit for agriculture, products like salt, lead, pecans, and grain shipped out of the Three Forks area were certainly agriculture related. The Western Creek were trading produce such as dried peaches, beans, gopher peas (peanuts), snake root, sarsaparilla, and ginseng, and sometimes corn and upland rice.

## Opening Trade Routes

Mexico won its independence from Spain in 1821. Traders to the north hoped this would open up trade with Santa Fe and other settlements. Several traders set out to see if this new trade was possible.

Thomas James and a small party from St. Louis traveled to Three Forks to buy horses and supplies to cross the territory to Santa Fe. Another group led by Hugh Glenn and Nathaniel Pryor prepared to leave from Three Forks at the same time.

Both expeditions headed west, but on different paths. The Glenn-Pryor group headed north into Kansas, then followed the Arkansas River into southeastern Colorado. They found excellent trading in the Pueblo area. When they received more furs than they could carry, they returned to St. Louis.

The James party went west along the Cimarron River, crossing the North Canadian River in northern Oklahoma. They met a friendly band of Comanche who wanted to establish trade. They learned from a Mexican army patrol that Santa Fe was opened for trade, so they set up a business in the Market Square of that settlement.

At about the same time, William Becknell, a Missouri trader, left that state with a caravan of wagons carrying merchandise headed for Santa Fe. The route Becknell took eventually became known as the Santa Fe Trail; hundreds followed that route as they headed west. The most popular variation of the trail, which cut off ten days of travel, was called the Cimarron Cutoff. The deep impression in the earth left by hundreds of wagons can still be seen today in Cimarron County in the Oklahoma Panhandle.

As the young country tried to quickly find its way, the ways of the American Indian were rapidly changing also. Even more dramatic changes were coming in the near future. The strength and perseverance of the people helped them adapt to the fast-changing times.



**William Becknell was instrumental in establishing an important trade route to the Southwest.**

## Something Extra!

Hundreds of travelers on the Santa Fe Trail left their signatures carved in a large sandstone cliff in Cimarron County called Autograph Rock. Some of the 323 signatures on the rock date to 1826. Most of the names were carved during the peak of travel on the trail in the mid-1800s.

## It's Your Turn

1. Why was the Louisiana Purchase submitted to Congress as a treaty?
2. Who were the first men commissioned by the U.S. government to explore the territory acquired in the Louisiana Purchase?
3. Where was the Three Forks area?

# Spotlight



## River Transportation

**The only way to cross the territory that became Oklahoma was by foot, on horseback, or on the rivers.** When water levels were high enough, rivers were by far the best way to travel. The principal waterways were the Arkansas, Verdigris, Grand, Cimarron, Canadian, and Red rivers.

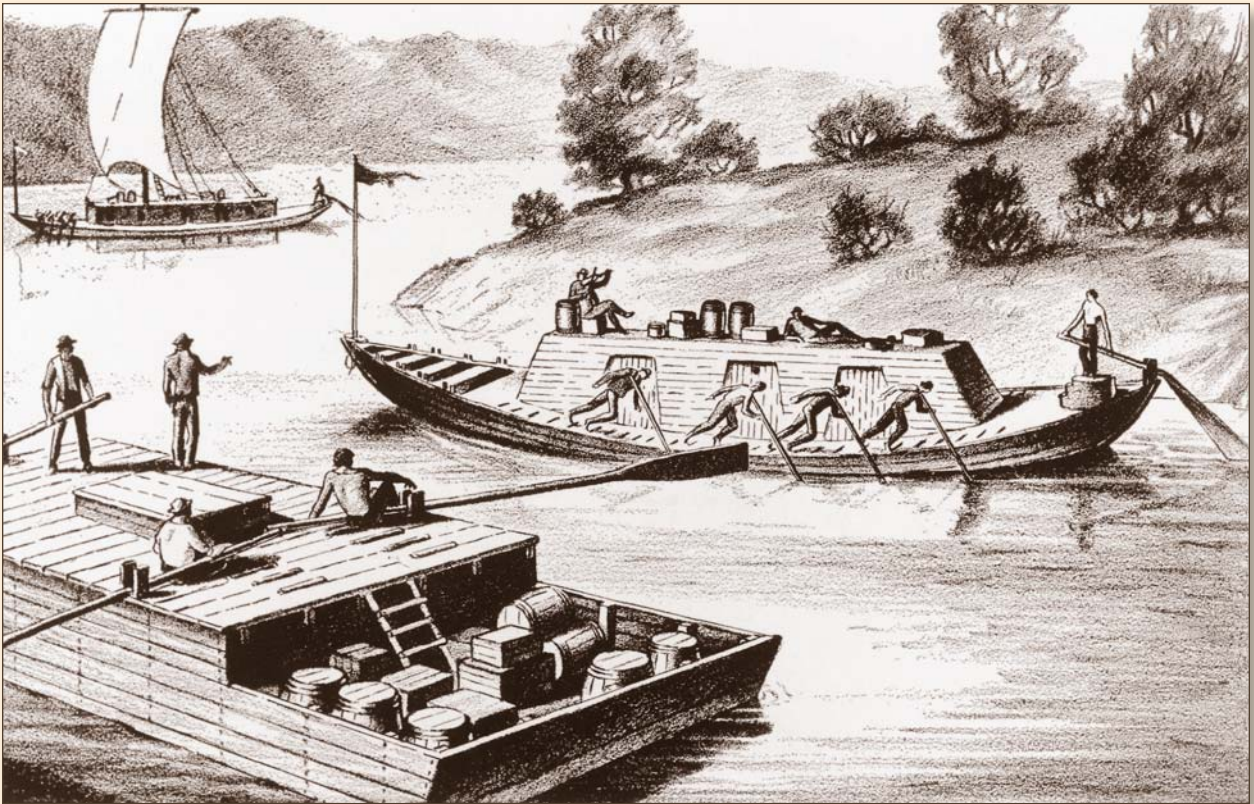
Depending on the depth of the river, Indians used either rafts or dugout canoes (pirogues) made from trees found along the streams. Canoes carrying light loads were ideal for navigating through the narrowest waterways. The large cottonwood trees were soft enough to be easily hollowed out with crude tools used by the Indians and the French trappers. Early-day Fort Smith resident W. J. Weaver wrote, “the Indians from the west side came here every day to trade. They fastened their ponies in the woods and cross the river in skiffs, every trader having his boat and Indian ferryman and interpreter. Fleets of canoes came down

**In this demonstration of making a dugout at Tsa-La-Gi, hot ash is poured into the cavity where it will slowly burn away the inside.**

the river from the Creek country and towns on the Canadian River and lined the shores with their little campfires. Some of these ‘dugouts’ were thirty feet long, hollowed out from very large cottonwood trees.”

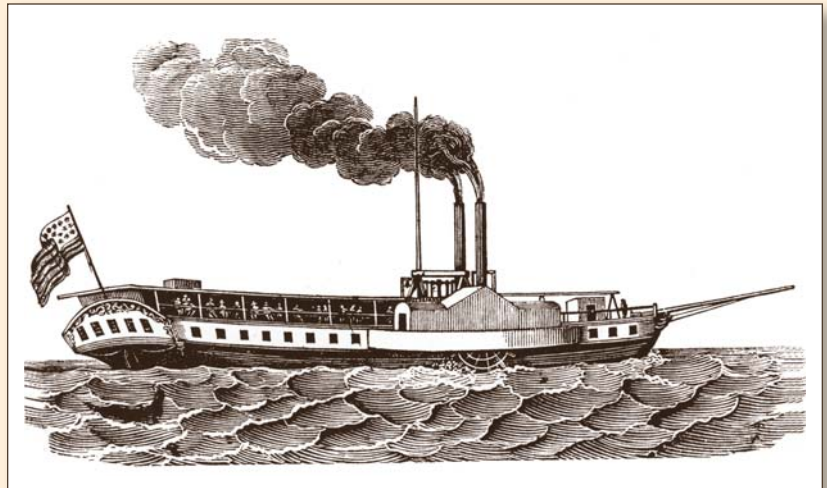
Canoes helped move produce and deer, bear, otter, beaver, and buffalo skins to the Three Forks trading area and to the military posts, Fort Gibson and Fort Smith. Occasionally a flat-bottomed *bateau* (a river boat with tapered ends) was used to carry heavier freight such as a load of bacon, hides, coonskins, beeswax, and pecans.

A few years later, the keelboat became the most popular means of river transportation. The *keelboat* is a large, shallow freight boat 50-70 feet long and 15-



20 feet wide. The boat could carry 10-20 tons of merchandise to meet the ever-increasing demand. The keelboat could be moved along the stream with a towline pulled by 20-30 men who walked along the bank. When trees and thick brush got in the way, the men boarded the boat and pulled the secured rope to continue moving. At other times, men used long poles to move the keelboat. Sails could be used, but the twists and turns of the rivers weren't favorable for them. Oars were used when crossing the river. While efficient, keelboat travel was slow, and 15 miles a day was considered exceptional. If there were logjams of tree branches and trunks, travel time could be even longer.

In 1822, the *Robert Thompson* was the first steamboat to travel on the Arkansas River to Fort Smith, towing a keelboat. Steamboat travel came into Oklahoma in 1824 when Fort Gibson was established. Steamboat shipments were taken to Fort Towson, and cotton was



**Top:** Examples of a flatboat, a pole-driven keelboat, and a sail-driven keelboat. **Above:** An early riverboat.

exported from Choctaw and Chickasaw plantations along the Red River.

Steamboat travel on Oklahoma waterways continued through the 1860s. The unpredictability of the water levels and the coming of railroad transportation signaled the end of the early-day steamboat travel in state waterways.



# Chapter Review

## Chapter Summary

- The quest for military, economic, and religious power motivated European countries to claim land in North America.
- The competition to control trade in America became a battle among three great European powers: Great Britain, France, and Spain.
- Europeans sought Native American tribes as allies because the tribes could provide protection and trade.
- The French and Indian War was fought over who would control the Ohio River Valley; it resulted in many changes for the three European powers, colonists, and natives.
- The British policy of taxing the colonists without the colonists having representation in Parliament eventually led to the American Revolutionary War.
- Control of the Mississippi River for trade became a major issue for farmers in the western part of the United States.
- The purchase of the Louisiana area from France in 1803 doubled the size of the United States. Oklahoma's land area, excluding the Panhandle, became part of the United States as a result of the Louisiana Purchase.
- A number of exploring parties came to what is now Oklahoma with the purpose of laying out maps and keeping journals describing the area.
- The boundaries of the Louisiana Purchase were defined in the Adams-Onís Treaty of 1819.
- Trade developed in the Three Forks area and beyond.

## Vocabulary

Define the following words, showing that you understand how they relate to this time period.

1. appropriate
2. commodity
3. confederacy
4. constitution
5. encroachment
6. epidemic
7. flotilla
8. frontier
9. long hunters
10. lucrative
11. manifest destiny
12. pirogue
13. protégé
14. ratify
15. renegade
16. treaty

## Understanding the Facts

1. Name three reasons Europeans were motivated to claim land in North America.
2. What three countries competed for trade in North America?
3. How were the American Indians affected by the colonists winning the Revolutionary War?
4. Why was the right of deposit important to the western settlers?
5. What did President Thomas Jefferson want to buy from France before Napoleon offered him the Louisiana territory?
6. Who discovered the Great Salt Plains in 1811?
7. What treaty settled the permanent western boundary of the Louisiana Purchase?

## Developing Critical Thinking

1. Explain the differences in how the Spanish and the French viewed the use of the land in North America.

2. Why was the “French and Indian War” not a good name for the conflict over control of the Ohio River Valley?
3. What do you think the American colonists meant when they opposed British policies by saying “no taxation without representation”?

### Applying Your Skills

1. Using an atlas, list the states that were formed from the Louisiana Purchase and the Adams-Onís Treaty.
2. Select one of the expeditions that came into Oklahoma and trace its route on a current map of Oklahoma, listing at least three towns that are either on or near this route.
3. Research the Great Salt Plains region of Oklahoma today. Tell where it is located and

how it’s being used. Compare this to what George Sibley saw in the area in 1811.

### Exploring Technology

1. Many of the heroes of the American Revolution were about your age. One young man of 14 joined the crew of the privateer *Royal Louis* to fight the British. Using the Internet, find out about the successes and bravery of this young lad, James Forten, a free black who became one of Philadelphia’s most successful and influential citizens after the war.
2. Using your favorite Internet search tool, research early American trading posts. Tell how they contributed to the economy, lifestyle, and settlement of the area where they were located.

## Building Skills

## Understanding Cause and Effect

**Historical events happen because something makes them happen.** What happens is the *effect*. The person, condition, or event that makes the effect happen is the *cause*. The connection between what happens and what makes it happen is known as the *cause-effect relationship*.

Not all cause-effect relationships are clear-cut. And sometimes an event may have more than one effect, and an effect may have more than one cause. At other times, an effect may not appear for a long time. The following guidelines will help you identify cause-effect relationships in written material.

1. Statements often contain “clue words” that alert you to cause and effect. Watch for words or phrases such as *because, led to, brought about, produced, as a result of, so that, thus, since, outcome, as a consequence, resulted in, gave rise to, and therefore*. For example: The Wichita relocated south, partly *because* they had formed an alliance with the Comanche and partly *because* of French trade on the Red River.

2. There may not be any clue words. In their place may be the word *and* or a comma. For example: In 1765, the British Parliament (legislature) passed the Stamp Act, *and* colonists became increasingly angry.
3. It usually takes more than one sentence or paragraph to describe a cause-effect relationship. If you’re not sure whether a description illustrates a cause-effect relationship, ask yourself if economics, geography, religion, or technology is involved in the event or condition being studied. These are major forces in history that make things happen.

Make a chart with a Cause heading and an Effect heading. Find three examples of cause-effect relationships in this chapter. Place each cause and its effect under the correct heading.