

The Yuki Case, 1851–1910

Please have your students read the following case study located on **pages 176-181**

Madley, Benjamin. Patterns of Frontier Genocide 1803–1910: the Aboriginal, Tasmanians, the Yuki of California, and the Herero of Namibia. *Journal of Genocide Research*. Volume 6(2). June 2004, 167–192. (LINK: https://gsp.yale.edu/sites/default/files/patterns_of_frontier_genocide.pdf)

Summative Assessment - Yuki Excerpt

1. What event triggered a wave of immigration to California in the mid-19th century?
 - a. Discovery of oil
 - b. Discovery of gold at Sutter's Mill
 - c. Establishment of trade routes along the Sante Fe Trail
 - d. Signing of a peace treaty with the Cheyenne

2. How did the influx of settlers affect the Yuki people's way of life?
 - a. It led to the adoption of modern agricultural practices.
 - b. It forced them to move to mountain areas for survival.
 - c. It resulted in increased trade and cooperation between settlers and the Yuki.
 - d. It had no significant impact on the Yuki people.

3. What led to violent conflict between the Yuki and settlers?
 - a. Competition for access to natural resources
 - b. Cultural exchanges and integration efforts
 - c. Mutual respect for each other's territories
 - d. Establishment of trade agreements

4. What government legislation allowed for the forcible indenture (servitude) or apprenticeship of California Indians?
 - a. The California Gold Rush Act of 1850
 - b. The Indian Removal Act of 1830
 - c. The Homestead Act of 1862
 - d. "An Act for the Government and Protection of Indians" in 1850

5. How did the Yuki people primarily defend themselves during conflicts with settlers?
 - a. With firearms provided by the government
 - b. By forming alliances with other Native American tribes
 - c. Through peaceful negotiations and treaties
 - d. Using bows and arrows, as firearms were prohibited for California Indians

This document was created by Dr. Jennifer Bratyanski of Providence Day School as part of the 2023-2024 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.

6. What action did California Governor John Weller take to address the conflict with the Yuki people?
 - a. He granted land rights to the Yuki people.
 - b. He hired Walter Jarboe to lead expeditions against the Yuki.
 - c. He offered peace negotiations and reconciliation efforts.
 - d. He provided humanitarian aid and resources to the Yuki reservation.

7. How did the reservation system impact the Yuki population?
 - a. It led to a resurgence in Yuki culture and population growth.
 - b. It provided safety and security for the Yuki people.
 - c. It resulted in starvation, disease, and a decline in population.
 - d. It allowed for the Yuki people to maintain their traditional way of life.

8. What is the current status of the Yuki people?
 - a. They have been fully integrated into mainstream American society.
 - b. Their population has significantly increased since the mid -19th century.
 - c. Only a small number remain, with fewer than a dozen native Yuki speakers.
 - d. They have regained control over their ancestral lands and resources.

KEY

1. B
2. B
3. A
4. D
5. D
6. B
7. C
8. C

Notice on use of A.I. - the following prompt was used in support of the creation of the following supplementary materials.

“Please help in preparing a ten question multiple choice quiz on the following excerpt” *prompt*. ChatGPT, 13 March. version, OpenAI, 12 March. 2024, chat.openai.com/chat

Ten Stages of Genocide Handout

[Adapted from https://genocideeducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf](https://genocideeducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)

[Ten Stages of Genocide; Genocide Watch](#)

The YUKI of California: Date(s): _____

1. CLASSIFICATION:

All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. If societies are too segregated (divided) they are most likely to have genocide.

CLASSIFICATION: What specific examples can you provide for the following groups.

2. SYMBOLIZATION:

We give names or other symbols to the classifications of ethnicity, race, religion, or nationality. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the stage of dehumanization. When combined with hatred, symbols may be forced upon unwilling members of minority groups...

SYMBOLIZATION: What specific examples can you provide for the following groups?

3. DISCRIMINATION:

A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be given full civil rights or even citizenship.....

DISCRIMINATION: What specific examples can you provide for the following groups.

4. DEHUMANIZATION:

Dehumanization is when one group treats another group as second-class citizens. Members of a persecuted group may be compared with animals, parasites, insects or diseases. When a group of people is thought of as “less than human” it is easier for the group in control to murder them.

DEHUMANIZATION: What specific examples can you provide for the following groups.

5. ORGANIZATION:

Genocide is always organized, usually by the state, though sometimes informally or by terrorist groups. Special army units or militias are often trained and armed. Plans are made for genocidal killings.

ORGANIZATION: What specific examples can you provide for the following groups.

6. POLARIZATION:

Extremists drive the groups apart. Hate groups broadcast propaganda that reinforces prejudice and hate. Laws may forbid intermarriage or social interaction between the groups. Extremist terrorism targets moderates, and intimidates them so that they are silent. Moderate leaders are those best able to prevent genocide and they are often the first to be assassinated.

POLARIZATION: What specific examples can you provide for the following groups.

7. PREPARATION:

National or perpetrator group leaders plan the elimination of a targeted group...They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim, “If we don’t kill them, they will kill us...”

PREPARATION: What specific examples can you provide for the following groups.

8. PERSECUTION:

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often confiscated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group....

PERSECUTION: What specific examples can you provide for the following groups.

9. EXTERMINATION:

Extermination begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human (see dehumanization). When it is sponsored by the government, the armed forces often work with private armies to do the killing...

EXTERMINATION: What specific examples can you provide for the following groups.

10. DENIAL:

Denial is the tenth stage that always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile.

DENIAL: What specific examples can you provide for the following groups.

Rubric - Yuki

Criteria for Evaluation

1. Understanding: Demonstrates a clear understanding of each genocide stage.
2. Application: Accurately applies the stage to specific historical events of the assigned indigenous people.
3. Analysis: Analyzes the impact and implications of each stage within the context.
4. Clarity and Detail: Provides clear, detailed, and coherent descriptions.

Scoring Levels (Example)

- 3- Excellent: Exceeds expectations in understanding, application, analysis, and detail.
- 2 - Good: Meets expectations with minor gaps in application or detail.
- 1 - Satisfactory: Meets basic expectations with some inaccuracies or vague descriptions.
- .5 - Needs Improvement: Shows minimal understanding and application with significant inaccuracies or has unclear explanations.
- 0 - Inadequate: Does not address the stage or is completely inaccurate.

Stages of Genocide	Understanding (0-3 Points)	Application (0-3 Points)	Analysis (0-3 Points)	Clarity and Detail (0-3 Points)	Total Points
Classification	Demonstrates thorough understanding of "us vs. them" dynamics.	Correctly identifies how settlers and Yuki were classified.	Discusses the impact of classification on subsequent actions against Yuki.	Descriptions are clear and detailed.	
Symbolization	Understands the use of symbols or language to enforce differences.	Applies the concept to how Yuki might have been symbolically represented (e.g., through discriminatory laws).	Analyzes how symbolization contributed to further stages.	Detailed account using hypothetical or known historical symbols.	
Discrimination	Understands legal and social mechanisms of exclusion.	Highlights laws like "An Act for the Government and Protection of Indians".	Analyzes the role of these laws in facilitating further stages of genocide.	Clearly details the laws and their applications.	
Dehumanization	Explains the reduction of a group to a subhuman status.	Links to actions like denying Yuki the right to forage, portraying them as savages.	Explores how dehumanization made violent actions more acceptable to perpetrators.	Provides clear examples and explanations.	
Organization	Understands organized planning of genocidal acts.	Identifies groups (e.g., militias) or policies organizing violence against the Yuki.	Analyzes how organization escalated the genocide process	Details are specific to organized groups or efforts.	
Polarization	Explains how groups are driven further apart.	Applies to actions that increased "us vs. them" tensions, such as firearm prohibitions.	Discusses how polarization increased violence or justified actions against the Yuki.	Clearly details specific events or policies.	
Preparation	Understands preparation for genocide.	Identifies how settlers prepared for acts against the Yuki, including land grabbing and military preparations.	Analyzes how these preparations facilitated genocide.	Detailed descriptions of preparatory actions.	
Persecution	Identifies targeted attacks on the group	Connects specific events, such as forced relocations to reservations.	Discusses the impact of persecution on the survival of the Yuki.	Clearly describes persecution incidents.	
Extermination	Understands acts aimed at mass elimination.	Applies to the massacres and direct killing of Yuki, like the slaughter of 240 Yuki.	Analyzes how this stage was a culmination of earlier stages.	Detailed account of extermination acts.	
Denial	Recognizes denial of committed genocides.	Identifies how the state or individuals denied the genocidal acts against the Yuki.	Analyzes the ongoing impact of denial on recognition and reparations.	Clear and detailed description of denial acts.	
				Total Points:	

Notice on use of A.I. - the following prompts were used in support of the creation of the following supplementary materials.

"Can you create a rubric for a student being assessed on how they are able to apply the Ten Stages of Genocide for the following prompt:"

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Ten Stages of Genocide - COMPLETE Chart

Adapted from https://genocideducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf

Ten Stages of Genocide; Genocide Watch

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CLASSIFICATION: What specific examples can you provide for the following groups.				
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