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Chapter 13 [8th grade] lesson plan

Focus: Conflict between First Nations peoples and colonial Euro-Americans

Theme: The Revolutionary War was an early chapter in America's "manifest destiny".

Standards: Era 2, standard 1B: The student understands the European struggle for (national) control of North America. [land and the clash of cultures]

Era 3, standard 1C: The student understands the factors affecting the course of the war and contributing to the American victory. [the perspective of First Nations peoples on the war]

Era 3, standard 2B: The student understands the economic issues arising out of the Revolution. [the dispute and resolution of western lands issues]

Era 4, standard 1A: The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine. [the concept of "manifest destiny"]

Standards: 5.3: Describe the cooperation and conflict that existed among the (California) American Indians and between Indian nations and the new settlers. [and eight detailed sub-standards]

8.8.2: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny...

Prior knowledge needed: basic geographic/map-reading skills; ability to interpret primary source readings; awareness of the Euro-American limits of settlement prior to the Revolution.

Teacher preparation: 1) paper strips, glue, and construction paper for the "found poetry" exercise 2) familiarity with and a stack of NARA document analysis worksheets for students 3) sufficient photocopies of the source documents, maps, and Dragging Canoe's address.

Hook:

"A Friend of the Indians" by Joseph Bruchac; teacher reads this short prose poem about Seneca chief Red Jacket dramatizing the plight of the Indian in the face of unceasing demands for land by Euro-Americans.

While the poem is powerful in its own right, an exercise in "found poetry" is a

wonderful extension (time permitting), and would indelibly fix the point of Red Jacket's story with students.

Distribute copies of the prose poem, asking students to extract words and phrases, combining and repeating them as they choose, in an order that suits them. Furnish students with strips of paper and let them write phrases on those strips, pasting them on larger colored paper to create their own poem. This work lends itself easily to dramatic readings by one or more voices. Once everyone has finished a legible copy, post any number on the board and reflect on the common elements and tone.

As a transition, ask if this continual expansion had a name, or was recognized at the time as a source of conflict by colonists.

Presentation:

--the teacher works with the whole class to define "manifest destiny", putting the term in its historical context in the American experience. Use a pre-existing classroom timeline of American history or creating one, record the advent of Euro-American settlement in North America and expansion to the Appalachian frontier at the beginning of the Revolution; extend the timeline to the end of the 19th century detailing the continuous westward movement of the United States, and the defeats and displacements suffered by First Nations people. The point is not to create an exhaustive list, but rather to place the Revolutionary period early on a continuum. Euro-Americans had always assumed their right to expand their land-holdings whenever and wherever possible. How did First Nation's peoples probably view this presumption?

-- as early as 1752, George Washington was involved with the Ohio Company, which had royal grants for 200,000 acres near the forks of the Ohio River; rivalry with French interests there may have helped to provoke hostilities in the French and Indian war----Thomas Jefferson had land interests through the Loyal Company and the Greenbrier Company, and independent interests in land near the mouth of the Great Kanaha River; just prior to the Revolution, he would chide the Crown in his "Summary View of the Rights of British America" because the king held title to all unclaimed lands---for these men, and other colonists, the way to wealth was speculation in western lands whether or not inhabited by First Nations peoples; for them buying land beyond the Proclamation Line of 1763 was at once, an anti-royal and patriotic gesture, as well as the road to riches----the old Latin maxim, "qui bono?" (who benefits; follow the money) leads us to ask why the colonial administration during the Revolution waged war against cabbages, and send George Rogers Clark nearly to the Mississippi River. Let's ask our students: Were we defending only our freedom and liberty as we so eloquently said in the Declaration of Independence? So how did this play out during the

Revolution?

--introduce three brief original source documents : a portion of orders from General George Washington to General John Sullivan (1779) detailing a campaign to be conducted against the Iroquois; some of General Sullivan's report to his commander (1779); and part of a letter from Thomas Jefferson (1780) relating to action he directs be taken against First Nations people in western Pennsylvania and the eastern Ohio river valley. Ask students to reflect on the intentions and attitudes behind these words of three distinguished patriots.

--jigsaw the class (split them into three groups) and each is given one of the documents; students work in pairs or as a group deciphering meaning using the National Archives document assessment sheet; then students report to the class [encourage predictions and anticipated consequences]; students should condense the passages to meaningful observations (ex. Sullivan was ordered to attack farms and capture non-combatants), then raise simple questions. What does it mean to destroy crops and burn homes in the face of an oncoming winter? why do we want to capture women and children? (and what will we do with them once captured?) Did Jefferson really want to push all Indian peoples beyond the Mississippi, and curb them with fear?

--give the class two additional source documents: maps showing the New York frontier battleground during the Revolutionary War, and Indian land cessions along the Ohio River in the period immediately after the war; [these regions show some modern state borders for emphasis] they can compare the areas contested and the land settlements that followed. Students should be told that these territorial adjustments were only the formal recognition of a far wider and defacto seizure of Indian land by squatter-pioneers all along the frontier.

--conclusion: a reading from a prophetic address by Dragging Canoe, a Cherokee, in 1775, before the start of major hostilities [this lesson thus addresses the impact of the war on peoples from New York state and western Pennsylvania, to the Ohio River valley, and down to the Cherokee frontier in the Carolina's]; wouldn't this scenario be endlessly repeated for the next 125 years? Ask and offer examples. Manifest destiny was a presumption tacitly or publically embraced by Euro-Americans; it began with the first colonists, and this clash of cultures would not end until its pan-continental vision was fulfilled.

Assessments:

-- a short quiz (subject to modification): 1) what does the phrase "manifest destiny" mean in American history? 2) during the Revolutionary War, where did the major battles between Native Americans and colonists take place? 3) what was the territorial result for the Indians at the end of the war? 4) based on these source documents, do you believe the American Revolution to be an early chapter in America's "manifest destiny"?

--a mapping exercise: using an internet search, students locate native tribal regions west of the European settlement line prior to the Revolutionary war, mapping them and (optionally) the military campaigns in the west.

from a letter of General George Washington to General John Sullivan,
May 31, 1779-----

The expedition you are appointed to command is to be directed against the hostile tribes of the Six Nations of Indians with their associates and adherents. The immediate object is their total destruction and devastation and the capture of as many persons of every age and sex as possible. It will be essential to ruin their crops now on the ground, and prevent their planting more... Parties should be detached to lay waste all settlements around...that the country may not be merely overrun, but destroyed...

[document in The Writings of George Washington, edited by John C. Fitzpatrick; edited for use in Rethinking Columbus; The Next 500 Years, edited by Bill Bigelow and Bob Peterson]

from the reports of the Sullivan campaign against the Iroquois (1779):

“The force under Col. Daniel Brodhead burned 11 towns, containing about 165 houses, which for the most part were constructed of logs and framed timber. They destroyed more than 500 acres of cultivated land, and took loot estimated at \$30,000. Many homes were large and beautifully painted, with architecture that impressed the officers.”
[from Rethinking Columbus]

from a report by Sergeant Moses Fellows:

“Sepr 9th...what Corn, Beans, peas, Squashes Potatoes, Inions, turnips, Cabage, Cowcumbers, watermilions, Carrots, parsnips &c. our men and horses Cattle &c could not Eat was Destroyed this Morning Before we march...We totally destroyed the town and orchard.....the method we took to Gather it into the Houses Putting wood and Bark with it then set fire to the Houses; thus it was effectually Destroyed. Some we hove into the river.”
[from the Journals of the Military Expedition of Major General John Sullivan, ed. Frederick Cook ;quoted from A People’s History of the American Revolution, Ray Raphael]

and from the same source:

on September 24, the troops chopped down “1500 Peach Trees, besides Apple Trees and other Fruit Trees.”

and in the words of General Sullivan himself:

“The number of towns destroyed by this army amounted to 40 besides scattering houses. The quantity of corn destroyed, at a moderate computation, must have amounted to 160,000 bushels...We have not left a single settlement...in the country of the Five Nations, nor is there even the appearance of an Indian on this side of the Niagara.”

from a letter of Thomas Jefferson; April 19, 1780---

“I have heard with concern of the many murders committed by the Indians...in the neighborhood of Pittsburg[h]. Hostilities so extensive {indicate}...a formidable Combination of that kind of enemy. Propositions have been made for...stations of men as present a safeguard to the Frontiers, but I own they do not appear to me adequate to the object; all experience has proved that you cannot be defended from the savages but by carrying the war home to themselves and striking decisive blows. It is therefore my opinion that instead of putting our Frontier Inhabitants under that fallacious idea of security, an expedition must be instantly undertaken into the Indian County.....

It might be premature to speak of terms of peace but if events will justify it, the only condition with the Shawnees should be their removal beyond the Mississippi or the {Great} Lakes, and with the other tribes whatever may most effectually secure their observation of the treaty. We have been too diverted by interests of Humanity from enforcing good behavior by severe punishment. Savages are to be curbed by fear only; We are not in a condition to repeat expensive expeditions against them. The business will more be done so as not to have to repeat it again and that instead of making peace on their Application you will only make it after such as shall be felt and remembered by them as long as they are a nation.”

[from The Boisterous Sea of Liberty: A Documentary History of America from Discovery through the Civil War; David Davis and Steven Mintz]

Jon Gilliam
TAH 2
Ray Raphael Lesson Plan
Chapter 13

Topic: John L. Sullivan's scorched earth campaign against Indian villages.

Theme: The Revolutionary War was an early chapter in America's "manifest destiny."

Standards: Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

State Standard

11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

National Standard

Timeline: The lesson is designed for on class period 55 minutes.

Prior Content Knowledge and Skills:

- Students must have studied the American Revolution. They need to understand the motives behind America's move towards independence. They need to understand Manifest Destiny's role in the extermination of Indian nations. Specifically, they need to understand the role the Iroquois played in the American Revolution. *The People of the Longhouse*, is the first chapter and the Treaty of Fort Stanwix is on page 297-298 in, The Iroquois in the American Revolution, by Barbara Graymont provides an excellent foundation.

ISBN # 0-8156-0116-6

Introductory "Hook": Students should have read the Prologue and Chapter one in, The Iroquois in the American Revolution, by Barbara Graymont. Use this quiz to test their knowledge and set your hook.

Quiz

1. Match the six tribes to what their name meant.

- | | |
|---------------------------------|-------------|
| a. People of the flint | = Mohawk |
| b. People of the standing stone | = Oneidas |
| c. People on the mountain | = Onondagas |
| d. People on the landing | = Cayugas |

- e. People of the great hill = Senecas
 - f. People of the Indian hemp = Tuscaroras
2. Why was the Great League originally formed?
 3. What states were these tribes located in?
 4. What did the Treaty of Fort Stanwix Establish?
 5. Why did the British need the Indians during the Revolutionary War?
 6. What did the Indians call George Washington?

Key

1. a. Mohawks, b. Oneidas, c. Onondagas, d. Cayugas, e. Senecas, and f. Tuscaroras.
2. Eliminate War
3. New York and Pennsylvania
4. Established a dividing line beyond which white settlers were not to trespass.
5. British needed more troops to win the war.
6. Town Destroyer

Hook: Tell students their will be a pop quiz. Instruct them to take out their notes on, the Prologue of, The Iroquois in the American Revolution, by Barbara Graymont. Have them stack their chairs in the back of the classroom and then move them into six different groups to take the quiz. While they are stacking chairs, collect the notes off their desk. Tell them they will take the quiz standing up. Start the quiz. Allow no talking or complaining and give students negative points for asking for their notes. Halfway through the quiz, find a reason to crumple up and throw away two of the group's quizzes. Tell them to find more paper somewhere in the classroom and start over. (They can't use their own paper and the Teacher needs to hide all other paper). Ask one more question then take away all the other groups pencils. Emphasize that if they talk, they fail. Tell them to find a way to pass the quiz. Allow students a minute to adapt and overcome. When frustration is at the breaking point, inform them this not a real quiz. Give them back their pencils and paper and ask them to answer the following questions.

1. How did you feel when heard there was a surprise quiz?
2. Why do you think I made you stand?
3. What did you do when you notes were gone?
4. How did you feel when I threw away your quiz?
5. How did you feel when I took your pencils away?
6. Why did some groups get treated harsher than others?
7. Did you finish the quiz even through the harsh terms? If you finished, what does that tell you about yourself?
8. Write down any similarities you see between the quiz and scorched-earth campaign against the Iroquois?

The quiz was meant to make them feel similar to those feelings experienced by the Iroquois during the scorched-earth campaign against Indian villages. Every village was burned, every tree was chopped down, and every domesticated plant they could find was confiscated.

1. The surprise quiz can be linked to the surprise scorched-earth campaign Washington decided to use to pacify the Iroquois nation. They did not expect every village to be burned and war to be waged on their women and children.
2. Making students stand takes them out of their normal environment. Students are not used to taking a test standing up. It's uncomfortable to stand and bend over to write. Students will become agitated when I forced to take a quiz under harsh terms much like the Iroquois were forced into a harsh and unforgiving war.
3. Taking away the students notes, throwing away their quiz and taking their pencils relates to destroying the Iroquois crops, villages, and killing their women and children. It simply takes all the life right out of you. Many kids will give up and stop taking the quiz. A few students will dig out another pencil find a piece of scratch paper to write on and finish the quiz.
4. I provided the students with many challenging and frustrating situations to make them feel like they had no chance to pass this quiz, much like the Iroquois had no chance to win a war against technology they could not match.
5. There were six different tribes within the Iroquois Great League. They were all subject to similar treatment but some tribes, due to their location, had much worse situations and consequences than other tribes. In some cases women, were allowed to retrieve personal items from their burning house and in other cases they killed.

Lesson Content:

Finish by reading, A People's History of the American Revolution, By Ray Raphael. Start at the bottom of page 202 and end after the first paragraph on page 205. This reading clearly states the goals of the scorched-earth campaign. It also includes primary sources on the campaign from both Sullivan's officers and Mary Jamison. After reading students will use the handouts on, Graymont and Raphael to write a one-page essay answering/reacting to the focus question.

Conclusion and Evaluation

1. **The Revolutionary War was an early chapter in America's "manifest destiny."** Briefly describe "manifest destiny" and briefly describe the scorched-earth campaign. Explain what role manifest destiny played in ignoring the Treaty of Fort Stanwix and ultimately destroying the Iroquois nation. Finally provide a better solution than the scorched-earth campaign.

This question is for homework and can be collected and discussed the next class day.

Materials

A People's History of the American Revolution, by Ray Raphael. Pages 202-205.
ISBN: 1-56584-653-2