

2019 Teaching Native American Histories

Curricular Project*

***This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program “Teaching Native American Histories.”**

Title (255 characters or fewer): *The Tecumseh War & Legacy in Modern Indiana*

Grade Level : *High School*

Subject Area Focus *Social Studies (Focused on English Language Learners; can be adapted for regular HS)*

TNAH Conceptual Focus: *Land*

Estimated Number of Days to Complete: *Four 50-minute class periods*

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School, district, and state: *Hamilton Southeastern Schools; Fishers, IN*

Date Submitted: *July 25, 2019*

Curricular Project Summary:

In this lesson, the students will first analyze various primary source documents from the early 19th century related to the conflict between Tecumseh’s confederation and the United States government.

Students will then collaborate in pairs to create an original webpage that either focuses on the historical events surrounding the war or the modern-day indigenous community in the same territory. The student webpages will be combined into one class page, where student work can be viewed and shared.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

How did Tecumseh’s War shape the modern-day Midwest (and Indiana specifically)?

What viewpoints and opinions did indigenous peoples and non-native Americans hold about each other in the early 19th century?

Why did Tecumseh’s Confederation ultimately fail to reverse the conquest of indigenous territory?

How do modern Midwestern tribes keep their heritage and culture alive?

2. Objectives / Learning Targets:

Students will know the key events that took place in the Indiana territory in the early 19th century.

*Students will understand that native communities still exist in Indiana.
Students will be able to locate and identify modern places with indigenous place names/histories.
Students will be able to connect with local indigenous communities and participate in events.*

3. Curriculum Standards (National, State, Local):

8.1.14 Analyze the causes and consequences of the War of 1812.

8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.

8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

4. Transfer Goals / Enduring Understandings:

Students will recognize that native peoples still are and have always been integral to the history of Indiana and will gain perspective into modern-day indigenous groups and historical memory. Students will be able to use these connections throughout the school year, understanding that multiple perspectives always exist and that we hardly ever know “the whole story.”

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: Attached

Pre-Assessment: *Students will each receive a notecard on which they will write anything they know about indigenous peoples in Indiana. (ie. Place names, people, events, etc....)*

Formative / Student-Engaged Assessment: *Students will work in groups to analyze primary source documents in a rotating station-like environment. As they analyze the documents in groups, they will complete an analysis sheet.*

Summative Assessment: *Students will collaborate in pairs to create an original webpage that focuses either on the historical events surrounding the war or the modern-day indigenous community in the same territory.*

Learning Plan

Lesson Summaries:

Lesson 1: *In this two-day lesson, students will analyze seven primary source documents that tell the story of Tecumseh and the conflict from multiple perspectives.*

Lesson 2: *Students will work in pairs or small groups to create a webpage that focuses either on Tecumseh’s War or modern-day indigenous life in Indiana.*

Learning Events and Instruction:

LESSON 1

Title: *The Tecumseh War – Primary Source Analysis*

Guiding Questions: *Why did conflict arise between the indigenous people of Indiana and the US Government?*

Why did Tecumseh attempt to unite all the native tribes of the region?

Lesson opening: Students will each receive a blank notecard, on which they will write whatever they think they know about indigenous peoples in Indiana. Are there place names, schools, events, or people that they know about. (The name of the state: “Indiana” will be used as an obvious example). After a few minutes, they will then “turn-and-talk” with a partner. This will activate any prior knowledge that the students may have.

We will then watch a 5-minute clip from the movie “Tecumseh: The Last Warrior (1995).” I will show the clip that shows the first verbal confrontation between Tecumseh and Governor Harrison on the front yard of the Governor’s mansion. This is an attention grabber that introduces two of the main characters in the lesson. Students will do another turn-and-talk about what they think really happened and what they think is a Hollywood invention. Some student thoughts and opinions will be shared with the class.

Lesson details: Students will work together in small groups (preferably no more than three). A document will be given to each group, along with a primary-source analysis sheet. Student groups will have 5-10 minutes to study and analyze the document, answer any essential questions, and pose additional questions about the documents. (Documents and analysis sheet are attached).

Lesson closing: Once each group has had a chance to analyze each document, as a class we will look at each document. Each group will have one minute to describe one of the documents to the class and share their question that they posed about the document. Other groups will have the opportunity to respond, comment, or add to the discussion. We will then move onto the next group, until all seven documents have been discussed.

Instructional Tips/Strategies/Suggestions:

With English Language Learners, it would be better to post the text-heavy documents onto an online classroom site (such as Canvas or Google Classroom). This way, translation software, such as Snap-and-Read or Google Translate can be used.

Some documents (specifically #3) are longer than others. It may be helpful to make multiple copies of longer documents so that multiple groups can look at them at the same time.

The length of the lesson will vary by class. For English Language Learners, I would recommend two 50-minute classes. This could possibly be condensed for general population classes.

LESSON 2

Title: *The Tecumseh War & Modern Indigenous Life in Indiana*

Guiding Questions: *What did the Tecumseh conflict look like from native perspectives?*

How do modern indigenous communities maintain their cultures in modern-day Indiana?

What legacies do we have in Indiana from Tecumseh and other indigenous cultures?

Lesson opening: Return the notecards back to students from the previous lesson. On the blank reverse side, they will add what they have learned over the past few classes. As a class we will then compare what they wrote at the beginning to what they are writing now. The goal of this is to explicitly show the students their learning progress.

Lesson details: Students will collaborate with a partner in order to create a single webpage that relates to a specific facet of either Tecumseh's War, legacy, or modern indigenous life in Indiana. I will have the topics/starters prepared with short explanations. Each pair will then sign up to complete one of the webpages. There will be seven separate topics:

- Conduct (and publish) an interview with Tecumseh from the point of view of an 1811 newspaper journalist.
- Publish a fictional 1811 newspaper editorial answering the question "Should the Miami tribe join Tecumseh's Confederation or not?"
- Write an 1811 newspaper account of the Battle of Tippecanoe from a native perspective. Illustrations must be included.
- Create a map of the midwestern United States (Indiana, Ohio, Michigan, Illinois, Wisconsin) that shows where native communities live today. Both recognized AND unrecognized tribes should be included.
- Make three visual advertisements for events held by the modern Miami Tribe of Indiana. The tribal website can provide guidance.
- The history section on the website of the Miami Tribe of Indiana needs to be updated. Even though Tecumseh was Shawnee and not Miami, how should the modern Miami Tribe remember this time of Indiana history. Tell the story from a 21st century native point of view.
- Make a chart that shows at least 10 places in Indiana that are named for indigenous events/people/groups from this time period.

Lesson closing: Students will post their specific page to the classroom master. The complete classroom page will then be available for all students to view. Students will then browse other pages and will be responsible for asking two questions of a classmate. As a class, we will then share our questions/comments etc...

Instructional Tips/Strategies/Suggestions:

How many students are in each group will depend on class size numbers. Groups could have three members if necessary. In addition, new topics related to the subject matter may be introduced.

Illustrations or visual aspects can either be created digitally or on paper and uploaded to the site.

Teachers can decide which technology to use for the final creation. Google Slides or PowerPoint are two possible creation platforms.

Lesson can be expanded/modified to include other areas, places. Tecumseh and Harrison were active throughout the Midwest (and lower Canada).

Materials and Sources Used

Primary Sources Used:

Speech by Tecumseh as quoted in: Samuel G. Drake, *The Book of the Indians; or, the Biography and History of the Indians of North America, from its first discovery to the year 1841* (Boston: 1836), 121-122. Accessed From: <https://courses.lumenlearning.com/ushistory1os/chapter/primary-source-tecumseh-calls-for-pan-indian-resistance-1810/>

Speech by Tecumseh as quoted in: Benjamin B. Thatcher, *Indian Biographies* (New York, 1832), 234 ff.; Accessed: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=662

Speech by Tecumseh as quoted in: John Sugden, *Tecumseh: A Life* (New York: Henry Holt and Co., 1998); Accessed: <http://historytools.davidjvoelker.com/sources/tecumseh.pdf>

1818 Lithograph: URL: <https://digitalcollections.nypl.org/items/510d47e0-f6f5-a3d9-e040-e00a18064a99>

Website Title: NYPL Digital Collections

Article Title: Genl. Harrison & Tecumseh.

Date Accessed: July 25, 2019

1813 Lithograph: URL: <https://digitalcollections.nypl.org/items/510d47e0-f6f5-a3d9-e040-e00a18064a99>

Website Title: NYPL Digital Collections

Article Title: Genl. Harrison & Tecumseh.

Date Accessed: July 25, 2019

Maps: Sources: URL: <https://dcc.newberry.org/collections/mapping-chicago-and-midwest>

Website Title: Mapping Chicago and the Midwest, 1688–1906: Digital Collections for the Classroom

Article Title: Digital Collections for the Classroom

Date Accessed: July 25, 2019

Harrison Campaign Advertisement: *Image 8 Of William Henry Harrison Papers: Series 4, Printed Matter, 1815-1922; Subseries C, Newspaper Clippings and Other Printed Matter, 1818-1922; Printed Matter; Miscellany, 1832 , 1840 , 1888, Undated*; <https://www.loc.gov/resource/mss25148a.00207/?sp=8&r=0.203,0.588,0.572,0.241,0>

Newspaper Article:

URL: <https://history.hanover.edu/texts/1811/Web/Articles/1811-1121ws-tippecanoe.html>

Website Title: "War! War! War!" [Battle of Tippecanoe], 21 Nov. 1811

Date Accessed: July 25, 2019

Secondary Sources:

Map: Source: URL: <http://geo.msu.edu/extra/geogmich/ojibwe.html>

Website Title: Ojibwe Indians

Date Accessed: July 25, 2019

Movie Clip: Elikann, Larry; *Tecumseh: The Last Warrior*; Turner Pictures; 1995

Other Materials Used:

Student Primary Source Analysis Sheet (attached)

Student Project Information Sheet (attached)

Reflection / Rationale

Post Teaching Reflection: TBA

Rationale: Typically, Native American history in Indiana is not ever covered. It is possible for someone to graduate from university with a degree in history to be unaware of Indiana's native history. It is even rarer to learn about native histories from the perspectives of the indigenous peoples themselves. My hope is that with this lesson, students will focus on a "relatively" famous period of time in Indiana history and investigate it from new perspectives. I also hope to raise awareness of the federally unrecognized indigenous groups living in Indiana today and the ways in which they keep their culture alive.

Primary Source Analysis

Document #1

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do you still have about the document?

Document #2

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do you still have about the document?

Document #3

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do you still have about the document?

Document #4

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do still have about the document?

Document #5

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do you still have about the document?

Document #6

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do you still have about the document?

Document #7

Summary of the document. What do you see or read? What is happening? What is the main idea of the speech/picture/description? (3-4 sentences):

Perspective/Bias. What is the point of view of the writer/speaker/artist? Do you think you they are biased in any way? Why?

Audience: Who is the intended audience for this document? Who were the people that would likely see this? Why?

What question(s) do you still have about the document?

Tecumseh & Indiana: Past & Present

You now have some information about the conflict between Tecumseh and the US government. Now it is your turn to get involved.

With a partner, you will focus on ONE of the following topics. When you have your topic, you will use Google Slides to create a webpage based on your topic. If you would like to draw/illustrate something by hand, you can take a picture and upload it to your page. When you are finished, you will upload your page to the class website, and you will be able to view everyone's page.

The topics (you will only do ONE) are:

- The year is 1810. You are a journalist who has the opportunity to interview Tecumseh! What questions will you ask him? What are you interested in knowing? You will imagine what Tecumseh would have answered. You will publish your interview and include a picture of yourself interviewing Tecumseh.
- The year is 1811 and you are a member of the Miami Tribe. Tecumseh is travelling around the Midwest trying to get different native groups to unite. Some tribes agree with Tecumseh and his brother (the Prophet) but other tribes think that working together with the United States is the best way to go. You will write an EDITORIAL that explains why the Miami people SHOULD or SHOULD NOT join with Tecumseh. Be sure to explain your point of view.
- The year is 1813. You are a Shawnee who witnessed the Battle of Tippecanoe. The newspaper is full of stories about how Gov. Harrison heroically won the battle against the enemy, but what kind of description would YOU give (from a NATIVE point of view)? What do you think really happened? Include a description of the battle and a picture.
- The year is 2020. The Miami Tribe of Indiana has hired you to work on their website. The history section on their website needs to be updated. Even though Tecumseh was Shawnee and not Miami, how should the modern Miami Tribe remember this time of Indiana history. Tell the story from a 21st century native point of view. Include a picture.
- The year is 2020. You will create a map of the midwestern United States (Indiana, Ohio, Michigan, Illinois, Wisconsin) that shows where native communities live today. Both recognized AND unrecognized tribes should be included. Your map should be artistic, use color, and look nice. You can use these websites to help you: <https://www.data.gov/climate/tribal-nations/tribal-nations-maps> and <http://www.native-languages.org/states.htm>
- The year is 2020. The Miami Tribe of Indiana is looking to get more attention for their special events. You will look at their website: www.miamiindians.org and look at some of the special events the tribe has. You will create advertisements (including text and images) for THREE Miami events.
- The year is 2020. There are many places in Indiana that have names related to Tecumseh, his brother The Prophet, the Miami Tribe, the Shawnee Tribe, the Battle of Tippecanoe, and other things. Make a chart that names TEN places in Indiana with indigenous names and one sentence for each explaining the significance of the name. You should also make a small map that shows where these places are in Indiana.