

CULTURE IN CONNECTION WITH THE STUDY OF THE

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GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for

CULTURES IN CONFLICT
Indian Removal in Indiana

Lesson Plans for Grades Four through Eight
Partial Requirement for "INDIANA AND THE NEW NATION"
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CULTURES IN CONFLICT

Removed - 5-7-11

Goals and Content:

These lesson plans will teach children what Native Americans lived in Indiana from the time of statehood and how they were removed for the settlement. The lesson plans will also teach

determine the differences of the two culture groups, and how the conflict of two cultures desiring to occupy the same land was resolved. The methods used include lecture, discussion, and role playing.

Lesson 1: Cultural Comparison of Native American to Pioneer Settler

Objectives: Students will:

1) recall the Indian

2) determine cultural differences between Native American and frontier settler

Materials: Regular text on tribes in North America or Indiana

Introduction: Have the students read to themselves (or read

aloud) some traditional text material on Native American tribes and culture

Development: Discuss with the group the characteristics of the Native American culture. Generate some general categories for describing any culture.

Conclusion: Develop a class chart on the blackboard and enter the class's conclusion about the Native American culture as compared to the frontier settler's culture. (See attached chart)

COMPARING TWO CULTURES

Native American

Pioneer

Lesson 2: Removal of Indiana's Native American Population

Objectives: Students will

- 1) recall the significant events in the removal of Indiana's Native American population
- 2) locate on a map the significant places and events

of the removal of Indiana's Native American population
Materials: text of Candace Carr's research, "Cultures in Conflict
Indian-Settler Conflict from Statehood or Removal"
attached timeline

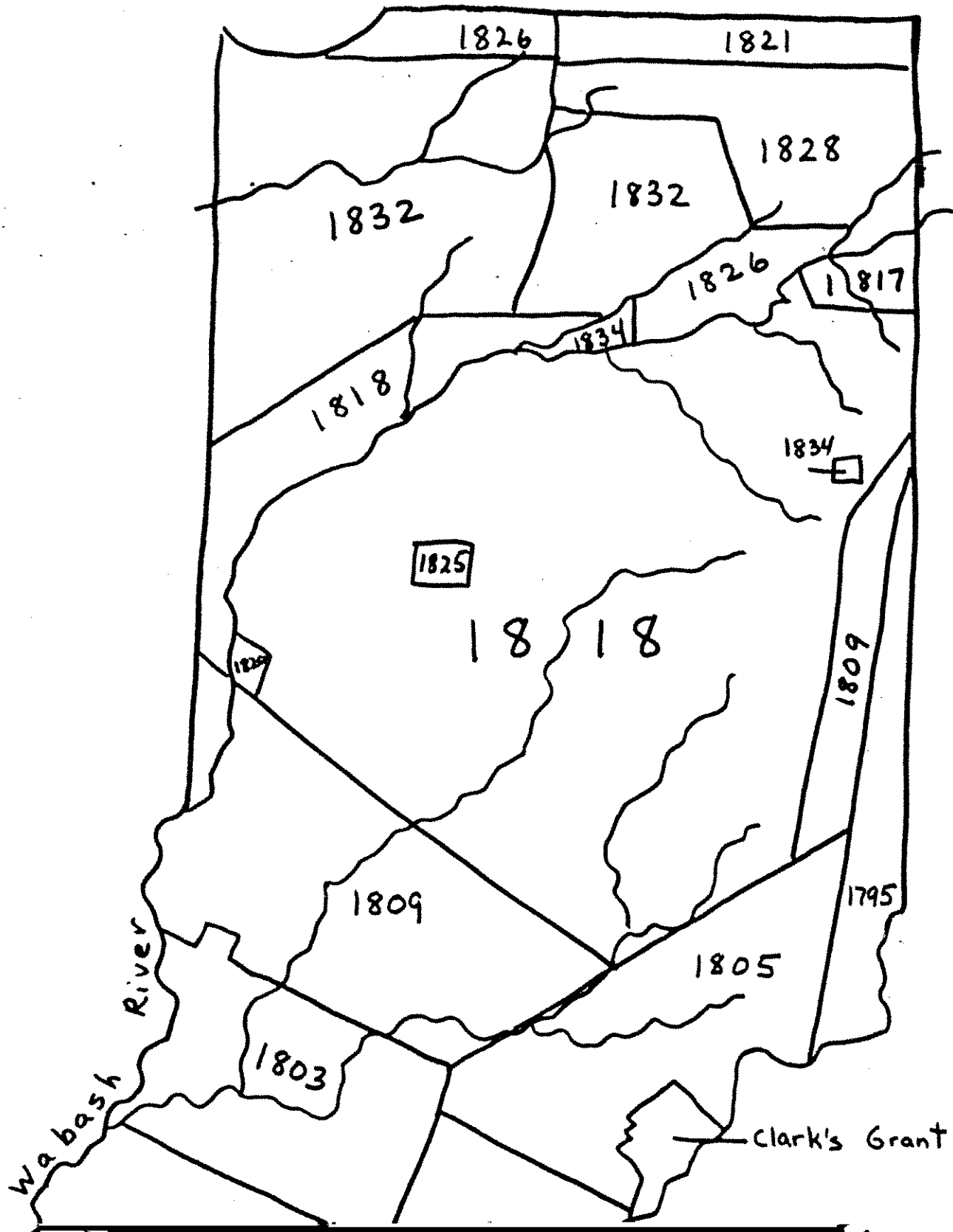
attached maps converted to transparency
overhead projector, marking pens

Introduction: Teacher prepares a timeline on the chalkboard, bulletin board, or on a classroom clothesline. As teacher presents the sequence of events, students add the proper events to the timeline.

Development: Using the transparency maps and overhead projector, students can locate the significant events, and draw them on the transparency with markers.

Conclusion: In small groups students can plan a class field

trip to two or more of the sites discussed.



REMOVAL OF THE NATIVE AMERICANS FROM INDIANA

Timeline

- 1785 Land Ordinance protects Indian right to occupy Northwest Territory
- 1787 Northwest Ordinance states land can never be taken away from the Native Americans unfairly
- 1795 Delawares move to the West Fork of White River
- 1801 William Conner becomes trader along the West Fork of White River
- 1811 Battle of Tippecanoe
- 1812 Pigeon Roost Massacre
- 1813 Battle of Thames; Tecumseh is killed
- 1815 Richardville becomes Miami chief
- 1816 Indiana becomes a state
- 1818 Treaty of St. Mary's allows central Indiana to be open for settlement
- 1819 Federal troops are removed from Fort Wayne
- 1820 Delawares leave Indiana
- 1823 Tipton becomes Indian Agent at Fort Wayne
- 1824 Bureau of Indian Affairs is formed
- Massacre at Fall Creek
- 1825 Indianapolis becomes the capital of Indiana

1826 Miami capital is moved from Fort Wayne (Vandalia)

Bibliography

[The following text is heavily obscured by horizontal black bars and is largely illegible. It appears to be a list of references or a table of contents.]

1836 First and Second Pottawatomi emigration

1837 Slocum family find Frances living with Miami in Peru

1838 Trail of Death

1841 Richardville dies Lafontaine becomes chief of Miami

1846 Miami emigration

1847 Miami emigration

MAP OF IMPORTANT NATIVE AMERICAN EVENTS IN INDIANA

Using the underlined term, place the letter of each historic event on the attached map in the proper county:

- A. William Conner becomes a trader and establishes Conner trading post.
- B. The Prophet and William Henry Harrison fight at the Battle of Tippecanoe.
- C. The Pigeon Roost Massacre occurs near Vienna.
- D. Richardville becomes the chief of the Miamis at the Forks of the Wabash.
- E. Tipton takes over the Indian Agency at Fort Wayne.
- F. The Massacre at Fall Creek is the first time pioneers are punished for murdering Indians. The hanging occurred near present-day Pendleton.
- G. The Miami capital is moved from Fort Wayne to Huntington.
- H. Tipton moves the Indian agency from Fort Wayne to Logansport.

Now draw a line that traces the route of the Pottawatomie emigration known as the Trail of Death through the proper counties.

Lesson 3: Primary Documents Concerning Removal

. Objectives: Students will

- 1) Compare and contrast primary resources on removal events to traditional resource material

Materials: -a variety of secondary resources on removal of Native Americans from Indiana

- three primary resources (attached): Chief Anderson's remarks, Chief Menominee's remarks, Jesse Douglass' journal from the Trail of Death

Introduction: Teacher leads discussion of secondary accounts

· "A little more than a year ago the United States agent advised us to adopt the habits of civilized life. At that time his word was very good; accordingly many of us procured cattle and hogs.... We were [then] asked to cede our lands to the white people...the white people now claim our country and desire that we should leave it -- and now we know not what to do. I think that the men who made the bargain with us have done wrong, and that they had not been authorized to purchase our country."

Chief of the Delaware made these remarks prior to the signing of the Treaty of St. Mary's in 1919

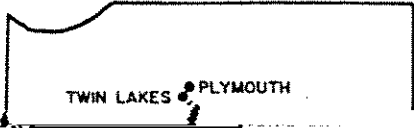
POTAWATOMI CHIEF MENOMINEE'S REMARKS

"The President does not know the truth. He, like me, has been imposed upon. He does not know that you made my young chiefs drunk and got their consent and proceeded to set fire to the

know that I have refused to sell my land, and still refuse. He would

JOURNAL

(This journal has been edited for ease in reading.)



Thursday, 30th August, 1838

"Commenced collecting the Indians at Twin Lake encampment, Mar-

Thursday, 6th September 1898

Monday, 1st October, 1838

"Early in the morning we left Island Grove, travelling over a dry prairie country 17 miles. We reached our encampment near Jacksonville at 3 o'clock in the afternoon.

Nothing occurred during our march save that a child fell from a wagon and was very much crushed by the wheels running over it. It is thought the

Tonight some of the chiefs reported two runaways who left this morning.

During the evening we were much perplexed by the curiosity of visitors to many of whom the sight of an emigration on the part of the

Saturday, 10th November, 1838

"The settlements with the teamsters and officers were concluded to-day. Tomorrow we set out for home, everything having resulted as well and as happily as could have been anticipated by the most sanguine."

"I believe the foregoing journal to be a true and correct account of the proceedings of the expedition."

Enroll(ina) Agent"

"SCALE OF DISTANCES

<i>From Logansport to Quincy</i>	<i>339 miles</i>
<i>From Quincy to Independence</i>	<i>213</i>
<i>From Independence to Pottawatomie Creek, W.T.</i>	<i>66</i>
<i>From Naples, Ill to Quincy</i>	<i>10</i>

Lesson 4: RE-Solving the Native American Dilemma (Enrichment)

.Objectives: Students will

- 1) generate alternative solutions to the conflict
- 2) express an opinion on the moral repercussions of the historic resolution

Materials: problem solving model (FPS sample attached)

Introduction: Teacher will divide students into problem solving groups of four or five students, making sure at least one task-committed student and one creative thinker is in each group. Students are given this problem statement: "Two different cultures--Native American and frontier settler want to occupy the same land. How might they live in peace?" Allow 20-30 minutes for students to

Sample of Future Problem Solving Model

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