**Ohio Frontier**

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<tr>
<th>Team Members:</th>
<th>Deb Everett Mary Jane Markley</th>
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<td>Instructional Unit:</td>
<td>Ohio Frontier</td>
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<tr>
<td>Title of Lesson:</td>
<td>Conflict &amp; Compromise: Wyandot Removal</td>
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<td>Grade Level:</td>
<td>Fourth &amp; Fifth</td>
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<td>Description:</td>
<td>In this lesson students will use primary sources to examine the points of view of the Wyandot Removal the last Indians to leave Ohio.</td>
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<td>Standards:</td>
<td><strong>Social Studies</strong></td>
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<td><strong>History Benchmark:</strong> Students use materials drawn from diversity of human experiences to analyze &amp; interpret significant events, patterns &amp; themes in history, the United States &amp; world GL4/5 Construct time lines to demonstrate an understanding of units of time &amp; chronological order, &amp; relationships People in Societies Benchmark:** Explain reasons people from various cultural groups came to North America and consequences of their interactions with each other. GL 4/5 Describe the impact of expansion of settlements on American Indians in Ohio. <strong>Social Studies Skills &amp; Methods Benchmark:</strong> Obtain information from variety of primary &amp; secondary sources using components of the source. GL 4/5 Differentiate between primary and secondary sources. GL 4/5 Identify main idea and supporting details from factual information. GL 4/5 Read information in order to identify, author, perspective and purpose. GL 4 Distinguish between fact and opinion GL 4/5 Use Problem-solving / design making process GL 5 Compare points of agreement and disagreement among sources.</td>
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<td>Duration:</td>
<td>1 week</td>
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**Materials and Resources:**

- Paper & pencil
- Primary sources
Computer/Projector

Analysis Worksheets for Written Documents, Cartoons, and photographs designed and developed by the Education staff, National and Records Administration, Washington, DC: http://www.archives.gov/education/lessons/

Primary Source Materials:


2. “The Indians,” The Daily Enquirer, July 21, 1843, Newspaper copied from microfilm at Ohio Historical Society. (See attached)

3. Brough, CH. And Robinson, H. H. “Wyandotte Indians” The Daily Enquirer, July 19, 1843 Newspaper article copied from microfilm at Ohio Historical Society. (See attached)


5. Margaret Grey-Eyes Solomon Photograph, Upper Sandusky (Ohio) 1880 circa Contributor Wyandot County Historical Society.
   http://www.ohiomemory.org/cdm/ref/collection/p267401coll36/id/14172

   http://www.ohiomemory.org/cdm/ref/collection/p267401coll36/id/24645

7. Departure of the Wyandot Indians, Bill Moose Crawford. Ohio Historical Society
   http://www.remarkableohio.org/index.php/?/category/1555

   http://www.wyandotte-nation.org/culture/history/timeline/1534-1842/
Other Primary Sources that may be useful:


6. Letter from Department of War Office, Indian Affairs. To John Johnston. February 20, 1842 and March 1, 1842

Warm Up:

Two sides of the coin activity Each student works with a partner. Give each group an opinion card.

- Opinion Card One: The Indians should have become us. They stood in the way of change and progress. If they would have changed, they would have survived.

- Opinion Card Two: We were here first. No one can own land. The settlers should not have taken what did not belong to them.

Each partner has five minutes to study his or her opinion and jot down some ideas. Each partner will then be given 1 minute each to state his position to partner. Then discuss jointly the merits of each other’s argument. Discuss the two sides of the coin in class based on prior knowledge of students as a group.
**Instructional Strategies:**

Use time line as a guideline to review and discuss history of Settlers, Wyandotte and Government.

- 1723 Wyandotte’s moved and living in Ohio
- 1754-1763 French & Indian War
- 1787 United States Constitution Written
- 1795 Treaty of Greenville
- 1803 Ohio becomes a state
- 1810 Chief Leather lips executed by fellow Indians due to his involvement advocating peace with the whites and for his part in the Greenville treaty
- 1817 Treaty – Cession of lands by the Wyandotte’s
- 1824 Wyandot Mission Church and vocational school is built in Upper Sandusky
- 1830 Indian Removal Act Passed 1833 Shawnee & Delaware have left Ohio 1843 Wyandot sign treaty to leave Sandusky for land in Oklahoma

1. Introduce first primary source using pictures of Wyandotte Indians. In working groups students study pictures and use Photo Analysis worksheet as a guide. After set period of time share with larger group and discuss.

2. Second primary source using Andrew Jackson Political Cartoon. In working group students with study cartoon and use Cartoon Analysis worksheet as a guide. After set period of time share with larger group and discuss in class.


**Homework and Practice:**

Have students in pairs on a piece of scrap paper write one fib and two facts about Indian unit. Share in class and allow class to guess the fib.

Choose a person affected by the immigration of settlers, government actions and removal of the Indians. One might chose an Indian chief, Indian child, Indian mother, and father of a settler, mother of a settler or child of a settler for example. Write a letter to the President. If you are the settler you may write about experiences or feelings you have had with the Indians or governments choices, maybe you watched the Indians on their journey as they left Ohio. If you are the Indian you might express your feeling about settlers and or experience with the government, the settlers or journey to the reservation.
Assessment Question:

Identify the two parties in the conflict discussed in this lesson and describe what each wanted. Then pick one party and explain how the final removal affected them.

Rubric:

*Point given for identifying 2 parties*
*Point for what government and or settlers wanted*
*Point for what Indians wanted*
*Point for chosen party and how it was affected due to the removal*

Reteach Activity:

Give student a blank timeline. Have students cut and paste given times and events with correct interval on a time line of the events discussed in class.

Extension Activity:

Student will research path taken from Wyandotte’s reservation in Ohio to the Reservation in Kansas. How did the Indians travel to get there and what was the distance?

Write to the current Wyandotte tribe in Kansas or Wyoming.
The Indians—

These lordly of the forest left our land yesterday morning and in a few days will land on the shores of the Western Mississippi, where the Government has provided them with a new home. Many of them are aged and infirm through age. An old squaw died on Tuesday, who was aged two hundred and fifty years; an old warrior, a prominent chief, died on Wednesday, and by the agent to be the hundred and twenty-sixth another, quite venerable, attracted our notice; his hair collected at the top of the head, and confined by a singular knot; his eyes perpetually marked, and his stalwart frame and sunburn face the very personification of a Brave, whose prowess had cost many a death being and bloody scalp and burning roof to his early enemies.

The "free agent" of the white men had been good but to many of them liberally white they were tarrying at the wheat making preparations for departure. And who is listened by this American city to deal out death to the infernal Indian? The Indian, where his faithful squaw had lain him, pleasantly lispable, of a visage that was raying upon his memory and beggar his brethren. These were but a sorry specimen of the "Neck Indian," of whose traits literature and poetry and romance have filled our minds with admiration—dirty, slovenly and of mean proportions, how did they contrast with the poet's fancy: manly, tall, and strong, and swift of foot were they, beyond the curving city's pale abstractions; because their thoughts had never been the prey of idle music, the grove woods with their portions. No sinking spirits tell them they grew grey: no fashion made them slow of her direction. Simple they were, not savage; and their tribes, though very true, were not yet used for trifles. Motion was in their days, rest in their slumber, And cheerfulness, the handsmaid of their soul. Nor yet too many, nor too few their numbers. Corruptions could not taint their hearts her soil; The lost, whose shrine, the splendid which cucumbers.
and counsels of Walker, a half breed, is he indebted for the wisdom of his actions.

Walker, as liberally educated, is a man of more than ordinary capacity, of great conversational powers, experienced in the fashions and duties of the world, resolute in his actions, liberal hearted and compassionate,—a better man than thousands who flourished in the forest and fell down the admiration of the crowd. He is wealthy, and although enjoying all the pleasures of civilization, and accustomed to all the luxuries which money can ever command, still beered towards his people and followed them to their distant home to share their fortune.

We recollect a good anecdote of this man, which may be worth relating.

Some three or four winters since he was at Columbus, while the legislature was in session, and being a jolly fellow when associating with the world, he some times indulged in what is facetiously termed a "Sneeze." With some "sneek" faces, some of the members, others the public officials, he went to the Theater to witness an Indian play, during the performance of which one of the braves was required to give the war whoop; but, not being practiced in Indian usages, nor having the lung power of the written, his yelp sounded very contemptibly, especially on the ear of Walker. The Wyandot sat composedly, but the flush of his eye and the twinge of his muscles indicated displeasure. He sat in mody silence till the actor had made his third effort, and before the company in his box knew what he was about, sprang to his feet and gave the most unearthly, "whoop, whoop," ever heard under civilized roof, which terrified the poor player, and for a moment chilled the crowded auditory with an indescribable sensation. "Humph! that's Ingin," said Walker, and down he sat. When the audience recognized him, they gave him three convulsing cheers and the play proceeded.

This is the last remnant of the Indian tribes in Ohio. They are gone. "Once powerful in number and in strength, they are now a miserable faction. The fate of the Red-man is theirs."

Like the leaves of the forest
They wither and perish.

YELLOW FEVER IN N. ORLEANS.—The New Orleans Mercury says:

"A number of the proprietors of the Orleans have suffered from the fever, and it is feared the disease will continue in the city."

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