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>Social Studies</td>
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<td>History Benchmark:</td>
<td>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. Social Studies Skills &amp; Methods Benchmark: 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/](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)


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 timeline 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 Daily Enquirer

Office, Fifth and States Sts., Cincinnati.

Daily Paper $2, Tri-weekly $1; Weekly $1.50.

BY C. H. BROUGH AND H. R. ROBINSON.

Friday Morning, July 21, 1813.

The Indians.

These lords 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 minus through age. An old squaw died on Tuesday, who was aged one hundred and seven years, an old warrior was pointed out to me, said by the agent to be thetlolun and twenty-six another, quite venerable, attracted our notice; his hair collected at the top of the head. and concealed by a singular cap, his ears perforated, his person peculiarly marked, and his stalwart frame and rumba face the very personification of a brave, whose prowess had cost many a death gross and bloody scalp and burning roof to his early enemies.

The "fire water" of the white men had been sold but to many of them liberally while they were tarrying at the wheat making preparations for departure. And who is listened by this Christian city to deal out death to the ignorant? Indisposition for death was produced among the young men helplessly intoxicated, fell off the boat into the water and was drowned and another was reached, just in time to save the flickering life. On every part of the boat treasured the Indian, where his faithful squaw had lain him, pleased to see the farm of his friends. This was the last of his tragedies and begging his brothers.

These were but a sorry specimen of the "Noisy Indian", of whose traits, history and poetry and romance have filled our mind with admiration, dirty, slovenly and mean proportions, how did they contrast with the poet's fancy! Light, tall, and strong, and swift of foot were they, beyond the dwelling city's pale abortions; because their thoughts had never been the prey of one or two, the green woods were their portions. No sinking spirits told them they grew grey.

No fashion suited them from their distractions. Simple they were, not savage, and their tribe, though very true, were not yet used for tracts.

Motion was in their days, rest in their slumber, and cheerfulness, the handmaid of their soul; nor yet too many, nor too few their numbers, Corruptions could not make their hearts his soul; The last, which stings, the splendor which

With the former divide no spoil.

The women, with but few exceptions, the men, dirty and greasy, and but few of either were fair: of many of each were white—white men with Indian wives, and Indian men with white wives. Two or three young girls, whose forms, the fashions of our white belles had shaped into civilized proportions, that is, corsets had contracted the waist, and dress had fitted the shape, did not enter in a contrast with many of these white who had collected around them to wonder and gaze. One, whose face bore an intelligent expression, but whose shade of countenance betrayed the banter of secret grief and melancholy reflections, was pointed out to me as the daughter of a chief; she had left a lover, a white, to follow the fortunes of her tribe, but under the delusive hope and treacherous promise, that he who had stolen her young heart would return and live in the "pathless woods".

The main chief is a man of decided talent and indomitable energy; but to the adage of Walter, a half breed, is he indebted for the wisdom of his actions.

Walker is liberally educated; is a man of more than ordinary capacity, of great conceptions, and of discerning the world, resolute in his actions, liberal-hearted and compassionate, a better man than thousands who boast of a lodgment in the town and call down the admiration of the crowd. He is wealthy, and although enjoying all the pleasures of civilization and accustomed to all the fancies which money can even command, he is still devoted to his people and follows them at their distant home to share their fatigues.

We recall a good example of this man, which he is worth relating.

Some three or four winters since he was at Columbia, while the legislature was in session, the being a jolly fellow, when associating with the whites, some times indulged in an indubitable term of "Spero". With some "whale in follow," some of his members, others the nautical officials, went to the Theatre to wit-

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like the leaves of the forest. They will have passed away. The nature of the Red Man
is their's. Like the leaves of the forest.

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WYANDOT INDIANS.—The remainder of this tribe of Indians, who adopted the Reservation of land in Crawford county, in this State, which they recently ceded to the United States, arrived within five miles of the City on Monday evening, on their way to the Far West. They are under the charge of Col. Andrew M. Byam, and will depart as soon as arrangements are made for the passage. They number about 600, and whilst British, that India cotton and American cotton from this:

mesta.—It was announced to week that the Columbus

THE COTTAGE.

It stood beside the rivulet—
A meadow stretched behind, And cold and steep her branches towered Above it in the wind—
And clustering o'er its whiten'd wall A vine in beauty grew—
Its sweetness giving to the gale—
Which wing'd the valley through—
Across the stream a ruin'd bridge—
With moss and lichen hang—
The twittering swallow's summer home—
And symphonies of young—
The lark's gay matins met the morn—
The eastings from that vale—
The thought's notes at eventide—
Oh! told their mellow tale.