

LESSON:**A Conflict of Cultural Understanding over Land**

(A lesson plan for Grades 4 and 5. Can be adapted for Grade 8)

LESSON SUMMARY:

In this lesson, students will have the opportunity to learn about cultural differences among American Indians and Europeans (English, French, and Spanish) and Americans (colonists) settlers. This dispute over the land brought up four different issues for the Indians and settlers: How does one define ownership? How does the meaning of the words we use for land and the people living on it affect the way we think about it? How does one define the boundaries and measure land? and, Who has the authority to make decisions regarding the sale of land? The American Indians and the European/Americans reached different answers to these questions. Students will learn that cultural differences over land ownership and use often kept both Indians and new settlers from seeing alternatives other than conflict and war.

This lesson contains three activities to help students to examine these issues from American Indian and European/American perspectives: This Is My Land, Measuring the Land, and Treaties that Defined the Land.

Students will: Learn that the Frontier Wars of the 1790s were not just about the land but also about differences between American Indian and European/American cultural ideas and practices; Learn that these subtle differences led to misunderstanding and miscommunication; Discover that the Indians and settlers acted based on their cultural ideas without questioning them; Realize that their cultural point of view, bias, stereotyping, or prejudice kept American Indians and European/Americans from thinking about alternatives; and, Realize that acts of prejudice are often committed unintentionally without thinking.

ESTIMATED DURATION:

Two class periods

COMMENTARY:

While this lesson is intended to be an enrichment piece and extension to either “The Frontier Wars of the 1790s” or “A Five Step Plan for the Ohio Country and the Northwest Territory”, this lesson will stand on its own and address the causes of the Frontier Wars of the 1790s and the effect of the American Revolution on American Indians.

PRE-ASSESSMENT:

To assess the students’ knowledge of the topic, the teacher will ask the following question: American Indians and Europeans (French, English, and Spanish) and Americans (colonists) fought over who would get to live in the Ohio Country. How did their different cultural ideas (practices and products) contribute to misunderstanding and conflict? Students should be given three minutes to respond with a short essay.

POST-ASSESSMENT:

To assess the students’ knowledge learned about the topic, the teacher will ask the same question to be responded to in writing: American Indians and Europeans and Americans



fought over who would get to live in the Ohio Country. How did their different cultural ideas (practices and products) contribute to misunderstanding and conflict? Answers should reflect some understanding of the following learning objectives:

- The Frontier Wars of the 1790s were not just about the land but also about differences in American Indian and American and European cultural ideas and practices.
- Differences included misunderstanding and miscommunication.
- American Indians and Americans and Europeans based their actions on cultural ideas without questioning them.
- Cultural points of view, bias, stereotyping, or prejudice kept American Indians and Americans and Europeans from thinking about alternatives.
- Acts of prejudice are often committed unintentionally without thinking.

INSTRUCTIONAL PROCEDURES:

Materials and Resources:

Background Page: The Conflict of Understanding over Land

Worksheet 1: This Is My Land

Worksheet 2: Measuring the Land

Worksheet 3: Treaties that Defined the Land

Access to a computer.

Procedures:

1. Depending on the interest in a particular topic or the time that can be devoted to this material, teachers may elect to use one or more of the themes or worksheets that accompany this lesson.
2. Conduct a pre-assessment of your students by asking the question: American Indians and Europeans (French, English, and Spanish) and Americans (colonists) fought over who would get to live in the Ohio Country. How did their different cultural ideas (practices and products) contribute to misunderstanding and conflict? Ask them to write for three minutes to respond.
3. Ask students to read the background pages about this topic. (If the level is too high, you might present the information at their level.)
4. Review the part of the background piece *This Is My Land* that looks at the American Indian, European, and American ideals about land ownership and in the words (primary sources) people used to describe the land.
5. Distribute Worksheet 1 and ask students to read the quotations in the words people used to describe the land from their points of view. Answer the six questions.
6. Review the part of the background piece *Measuring the Land* that covers how American Indians, Europeans, and Americans each established boundaries in their own way.
7. Distribute Worksheet 2 and ask the students to compare and contrast the images of claiming the land then answer the questions using their observations.
8. As an additional activity, Worksheet 2 provides instructions to make a version of a Gunter (or surveyor's) chain to use to measure an area. The Gunter chain was invented in the 1600s in Europe and revolutionized the measurement of land.
9. Review the part of the background piece *Treaties that Defined the Land*. Worksheet 3 requires the use of a computer to research treaties of the frontier period. The websites addresses are provided.



10. Distribute Worksheet 3 and explain to the students they will be selecting and researching three treaties and looking at how land was treated. They will be asked to complete a chart and summarize their research by answering the questions.
11. Conduct a post-assessment of this lesson by re-asking the same question: American Indians and Europeans (French, English, and Spanish) and Americans (colonists) fought over who would get to live in the Ohio Country. How did their different cultural ideas (practices and products) contribute to misunderstanding and conflict?

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

Instruction is differentiated according to each learner's needs. Help all learners either meet the intent of the specified indicator(s) if the indicators are not already met, or to advance beyond the specified indicator(s). Students with reading difficulties may need partners to read the information aloud. Be sure the partner is able to assist without enabling.

EXTENSION:

If students have time, they may want to research Schoenbrunn Village, the mission where Moravian missionaries John Heckewelder and David Zeisberger taught the Delaware Indians about Christianity. There, the Delaware Indians and the settlers lived together in relative respect and peace. One account can be found on Ohio History Central at <http://www.ohiohistorycentral.org/entry.php?rec=799> or they can read the account: *Schoenbrunn: A Meeting of Cultures*, by Susan Goehring. It is available from the Ohio Historical Society's Ohio Historical Stores.

The Frontier Wars of Ohio case history, a traveling trunk, will be available fall 2006. The trunk contains primary and secondary source objects and documents and curriculum guide with lots of suggested activities and is available for rent at www.ohiohistoryteachers.org/02/01/index.shtml

HOMEWORK OPTIONS AND HOME CONNECTIONS

Ask students find stories in newspapers or magazines about misunderstandings between cultures and bring them to school to share with the other students.

INTERDISCIPLINARY CONNECTIONS

People in Societies. Students use knowledge of perspectives, practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.

Benchmark A (Cultures). Compare practices and products of North American cultural groups.

Grade 4

Indicator 1. Describe the cultural practices, and products of various groups who have settled in Ohio. a. Historic Indians of Ohio; b. European immigrants.

Grade 5

Indicator 1. Compare the cultural practices and products of diverse groups in North America.



Benchmark B (Interaction). Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade 4

Indicator 2. Describe the impact of the expansion of European settlements on American Indians in Ohio.

Indicator 3. Explain the reasons people came to Ohio.

Benchmark B (Interaction). Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation or conflict.

Grade 6

Indicator 3 Explain the factors that foster conflict or cooperation among countries.

Grade 8

Indicator 1 Describe and explain the social, economic, and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination.

Indicator 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition, and Indian removal.

Mathematics Academic Standards Addressed:

Benchmark D (Measurement). Identify appropriate tools and apply counting techniques for measuring side lengths, perimeter, and area of squares, rectangles, and simple irregular two-dimensional shapes, volume of rectangular prisms, and time and temperature.

Grade 4

Indicator 3. Identify and select appropriate units to measure: a. perimeter – string or links (inches or centimeters). B. Area – tiles (square inches or square centimeters).

Indicator 4. Develop and use strategies to find perimeter using string or links, area using tiles or grid, and volume using cubes; e.g., count squares to find area of regular or irregular shaped on a grid, layer cubes in a box to find its volume.

Indicator 5. Make simple unit conversions within a measurement system; e.g., inches to feet, kilograms to grams, quarts to gallons.

Indicator 6. Write, solve, and verify solutions to multi-step problems involving measurement.

Grade 5

Indicator 4. Determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; e.g., perimeter is the context for fencing a garden, surface area is the context for painting a room.

Indicator 5. Understand the difference between perimeter and area, and demonstrate the two shapes may have the same perimeter, but different areas or may have the same area, but different perimeters.



KEY VOCABULARY:

- absolute location** – The location of a point on the Earth’s surface which can be expressed by a grid reference (e.g., latitude and longitude).
- boundary** – A line that marks the edge of an area of land; border.
- breadth** – The wideness of something measured from one side to the other side; width.
- cardinal directions** – The four main points of a compass (north, east, south, and west).
- C.E.** – In the Common Era, also referred to as A.D.
- cede** – To give up, surrender, or hand over to another.
- claim** – To demand as one’s own.
- common** – A piece of land subject to common use, undivided land used especially for pasture, a public area in a community.
- communal land ownership** – Land that is shared or used in common by members of a group or community.
- conflict** – A strong disagreement, a long fight, war.
- cultivate** – To prepare and use for the raising of crops, to farm.
- culture** – Learned behavior of a group of people which includes their belief systems and languages, their social relationships, their institutions, and organizations, and their material goods such as food, clothing, buildings, tools, and machines.
- deforestation** – The destruction and removal of forest and its undergrowth by natural or human forces.
- diffusion** – The spread of people, ideas, technology, and products among places.
- discrimination** – The treatment of a person or group based on a variety of prejudices.
- fen** – Low land covered wholly or partly with water unless artificially drained.
- fertile** – Rich farmland. The plentiful production of vegetation or crops.
- frontier** – A region that borders settled or developed territory.
- grant** – To give or allow. The farmer received a grant of land from the government.
- hieroglyphics** – Picture writing.
- individual land ownership** – Land that is owned by one particular person or individual.
- location** – The position of a point on the Earth’s surface expressed by means of a grid (absolute) or in relation to the position of other places (relative).
- map element** – One of the components usually found on a map (e.g., direction indicator, key, scale).
- moor** – An expanse of open, rolling, infertile land.
- nation** – A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.
- negotiate** – To have a discussion in order to bring about an agreement, to talk over and arrange the terms.
- posted** – To forbid persons from entering or using by putting up warning notices.
- prejudice** – An adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.
- primary source** – An account of an event by someone who was present at the event.
- racism** – The belief that members of one’s own race are superior physically, mentally, culturally, and morally to members of other races.
- relative location** – The location of a place in relation to other places (e.g., northwest, downstream).



reservation – Land set aside by the government for a special purpose. Reservations have been set aside for Indian tribes to live on.

rights – Just claims that belong to a person by law, nature, or tradition.

savage – A person of the woods or wilderness.

settler – A person who settles in a new land or country.

sovereignty – Supreme governmental power, freedom from external control.

squatter – A person who settles on another's land without right.

survey – To measure land to find out its boundaries, shape, or size.

territory – An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.

title – The right of a person to ownership of property.

treaty – An agreement negotiated between two or more countries or rulers, especially an agreement between nations, signed and approved by each nation.

tributary – A river or stream that flows into a larger body of water.

width – The distance from side of something to the other side.

wilderness – A place where no people live. In a wilderness there may be dense forests and many wild animals.

TECHNOLOGICAL CONNECTIONS:

Ohio Historical Society's online encyclopedia www.ohiohistorycentral.org

Ohio Historical Society's picture website www.ohiohistory.org/ohiopix

Specific useful sites for this topic are:

Ohio History Central, Ohio Historical Society, www.ohiohistorycentral.org

Land Grants and Sales <http://www.ohiohistorycentral.org/entry.php?rec=1312>

Land Offices <http://www.ohiohistorycentral.org/entry.php?rec=1313>

Land Ordinance of 1785 <http://www.ohiohistorycentral.org/entry.php?rec=1472>

Surveying & Selling Land <http://www.ohiohistorycentral.org/entry.php?rec=1323>

Surveying the Land <http://www.ohiohistorycentral.org/entry.php?rec=1297>

State Auditor of Ohio,

Along the Ohio Trail, A History of Ohio Lands (student version)

http://www.auditor.state.oh.us/StudentResources/AlongTheOhioTrail/student_version_small.pdf

The Official Ohio Lands Book by George Knepper (adult version)

http://www.auditor.state.oh.us/StudentResources/OhioLands/ohio_lands.pdf

Attachments:

Background Page: The Conflict of Understanding over Land

Worksheet 1: This Is my Land

Worksheet 2: Measuring the Land

Worksheet 3: Treaties that Defined the Land

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BACKGROUND: A CONFLICT OF CULTURAL UNDERSTANDING OVER LAND (1)

The **frontier** wars of the 1790s were about who would get to live in the Ohio Country. The American Indians wanted to retain the land to provide for their livelihood, for their **culture** was based on a combination of farming and hunting. **Settlers**, both the Europeans (British, French, and Spanish) and the Americans (Colonists), wanted to move in, **claim** the land, and clear it to farm.

This dispute over the land initiated four different issues for American Indians and would be **settlers**: How does one define ownership? How do the meanings of the words we use for land and the people living on it affect how we think about it? How does one define **boundaries** and measure land? and, Who has the authority to make decisions regarding the **claim** or sale of land? American Indians and intruding **settlers** reached different answers to these questions including **conflict** and war.

THIS LAND IS MY LAND. The **conflicts** between American Indians and European and American **settlers** initially arose from disputes over who really owned the land in the Ohio Country and the Old Northwest. Since the United States government could not raise taxes, it wanted to sell the land to pay off its Revolutionary War debts, and **grant** the land to the soldiers who had fought the war as payment for their service. The English wanted to maintain a relationship with the Indians of the American Northwest, their fur-trading partners, and hoped to establish an Indian buffer state between Canada and the United States.

After the American Revolution, **settlers** poured into the Ohio Country for they wanted to establish productive farms in the region's vast forested areas. Ohio's Indians resisted the arrival of these newcomers. The United States government sent the army to put down the Indian uprisings. This resistance turned into open **conflict** for the Americans claimed a right to the Ohio Country and the Old Northwest based on their defeat of the English during their War for Independence and through the provisions of the Treaty of Paris, 1783, which ended the war.

Americans held several ideas about how one could **claim** land. While they had won the land through conquest, they also recognized that the Indians held **title** to the land simply because they already lived there. From 1783 –1789, the American government attempted to **negotiate** land purchases with the American Indians. These **negotiations** and **treaties** were not totally effective because the Indians held different **cultural beliefs** about land ownership than the U.S. governmental authority, therefore these **cultural differences** made it hard to communicate.

Not only was there a misunderstanding over the issuance of land ownership, but there was also a **cultural difference** in how one defined the **boundaries** of property. American Indians frequently used natural **boundaries** and Americans used the European developed method, exacting a mathematical solution that used a grid-like design.

The American Indian View of Land: American Indians practiced **communal land** ownership. That is, the entire community owned the land upon which it lived. They viewed the land as a gift from the Great Spirit to be held in common. Like the Europeans, the Indians understood that one could acquire land through conquest. They also understood that one could acquire unclaimed land or land that had been abandoned by others. The American Indian once gained the right to use land by occupation, long usage, or family burial. American Indians, however, had no concept of individual land ownership nor a concept of buying and selling land until they met the Europeans.

Early purchases, seem to have been exercises in **cultural** misunderstanding. American Indians were selling one thing and the Europeans and Americans purchasing another thing.



BACKGROUND: A CONFLICT OF CULTURAL UNDERSTANDING OVER LAND (2)

American Indians frequently thought they were selling only certain uses of the land, such as hunting rights. On the other hand, Europeans thought they were buying exclusive rights and complete control of the land. In fact, American Indians did not always leave the land they sold and expected to continue to hunt and fish on those lands.

Indian beliefs about **boundaries** were more fluid than the European enclosed lands. Indian fields were often unfenced. Tribal lands included the village, gardens, and hunting grounds. The **boundaries** of Indian land would shift as people moved between summer farmland and winter hunting quarters, or from depleted soil to more **fertile** lands. Their homes were often temporary or capable of being moved. While hunting grounds were frequently held in common with other tribes, Indians sometimes fought among themselves over specific hunting rights.

The European View of Land: Europeans and Americans developed a concept of individual land ownership between the 16th and 19th centuries. Before this, the king owned all the land and **granted** the use of it to lords, who in turn **granted** the use of it to their subjects. Beginning about 1500, the enclosure movement divided public lands for individual use and enclosed them with fences or hedges.

The enclosure movement caused one of the greatest changes in the landscape of rural England. It was the process whereby communal use of cultivated land, open pastures, meadows, and wastes (uncultivated land) was gradually replaced by a system of private land management. It involved both a legal change and a physical change. The communal element was abolished, and individual landowners and tenants took over separate, private control of defined areas of land. The community no longer had rights over most of the land, and the poorer members of village society were frequently disadvantaged in consequence. Physically, the great open fields, unfenced and unhedged meadows and pastures, and the expanses of fen, moor, common, and heath were divided up into hedged, fenced, or walled fields. The land was enclosed instead of open.

BBC History Trail: Local History

http://www.bbc.co.uk/history/lj/localj/ff_thriplow_enclosures.shtml

As a result of the enclosure movement, Europeans developed three methods of acquiring land. The oldest known method was conquest – the land belonging to someone you conquered became yours. Secondly, Europeans began view land as a commodity – as they began dividing and owning land, they realized that it could be bought and sold. Finally, Europeans thought that one could acquire unclaimed lands for free simply by improving it – improving it meant that one cleared the land, farmed it, raised livestock, and built a permanent dwelling. Conquered, purchased, or improved lands were sometimes enclosed with fences that established the **boundaries** of one's land.

In the early years of the settlement of America, several unconventional ways of claiming land were used. The French laid lead plates at the mouths of the **tributaries** of the Ohio River to claim all the land that surrounded the **tributaries**. Individually, **settlers**, and sometimes **squatters**, built structures such as log cabins, and claimed the surrounding land. Land was bartered for. Land was claimed as spoils of combat. Land was taken by the government and **granted** in lieu of payment of military service. Land was **ceded** or **negotiated by treaty**.

The words European and American people used to describe the Old Northwest, **frontier**, and **wilderness** had negative associations. The **frontier** was that part of the country that



BACKGROUND: A CONFLICT OF CULTURAL UNDERSTANDING OVER LAND (3)

bordered, settled, or inhabited regions. The **wilderness** was a wild or uncultivated region, uninhabited, or inhabited only by wild animals and **savages**. (The word **savage** comes from the Latin word *silva* or *the woods*). According to western wisdom, the basic difference between a **savage** and a civilized people could be determined by its notion of private property. To the European, the **wilderness** and **frontier** were beyond civilization. They were wild, threatening, lawless, unordered, unpredictable, and inhospitable.

To Europeans, only the Indians' gardens and fields – the areas they farmed – could be considered as belonging to the Indians. In this view, any land not improved by the Indians was open to any **settler** who would make use of it. European and American **settlers** coming into the Ohio Country and the Old Northwest could tame the forests, build fences, and cultivate the land.

MEASURING THE LAND – American Indian Measurement of Land: Some Indian tribes measured their **territory** by time – the typical tribal **territory** was measured by the distance a man could walk in half a day. Other Indians used natural features, such as the Ohio River and the crest of the Appalachian Mountains, to distinguish their **boundaries**. Some Indians used “markers” to define their **boundaries** – we might compare them to posted signs. The Iroquois and the Ottawa hung “a sun [disk] at the strait between Lake Erie and Lake Huron, which should mark the **boundaries** between the two peoples”. Other American Indians set up red poles to mark their **territories**. The city of Baton Rouge (Red Pole) was named after one such pole. In 1755, during the French and Indian War, Maj. Gen. Braddock commented on markers he encountered in his mission against the French:

“...they had stripped and painted some trees, upon which they, [Indians], and the French had written many threats and bravados with all kinds of scurrilous language.”

The Indians and French were warning the English to proceed no farther. In 1764, Col. Henry Bouquet, on his expedition into the Ohio Country, mentioned similarly painted trees with **hieroglyphics**, which he said were records of Indian Wars.

Chief Luther Standing Bear pointed out a difference between the way American Indians and Europeans and Americans viewed the land was that Indians viewed the forested regions of America as their home, as hospitable, where they made a living, the land was the Great Spirit's good gift to mankind. Europeans and Americans viewed this same land as a **wilderness**, hostile and untamed.

MEASURING THE LAND – European Measurement of Land: Originally, Europeans also used natural features to define the **boundaries** of their lands. However, natural features change over time. For example, a tree that one might use to mark the edge of one's property might die. The European concept of determining which exact land was owned required a more permanent solution than that of relying on natural features.

A **survey** system, using a grid-like design would help to assure that **boundaries** would be permanent. Once the land was measured and recorded, the **boundaries** would be fixed, and as a result, could not be disputed. This concept rested on the idea that land must be divided with a uniform standard of measurement in order to be fairly distributed. For a long time there was no uniform system of land measurement. Measurement was often based on the length of one's foot, and since different people had different sized feet, one person might end up with more or less land than another. In 1620, a Welshman and mathematician, Edmund Gunter, came up with a standard system of measurement using a chain of 100 links. The Gunter system, was quickly



BACKGROUND: A CONFLICT OF CULTURAL UNDERSTANDING OVER LAND (4)

adopted throughout Europe. The Gunter system was used with a compass and other **survey** equipment to lay out a man-made mathematical grid over the land. For the most part this grid disregarded the natural features of the land. This was the system the U. S. government used to **survey** much of the Ohio Country. The grid-like pattern of this system can be seen across most of America today. It is evident in the 1812 map of Ohio included in this lesson. Today, the Gunter chain used to measure land is more commonly called chains and links.

TREATIES THAT DEFINED THE LAND: Europeans and later the U.S. government viewed American Indian tribes as **nations**. They defined a **nation** as a particular group of people with a common language, history, and culture. From this point of view all of the various Indian communities would be viewed as one **nation** and representatives of this group had the authority to make decisions affecting the whole group.

While this was the European understanding of **nations** and governmental authority, not all American Indians shared this concept. They frequently believed that each tribal community of anywhere from 200 to 6000 people was autonomous or self-governing. While tribal communities could join federations for mutual support, they frequently retained sovereignty or the authority to control their own affairs.

In 1768, the Iroquois Indians and the English signed the Treaty of Fort Stanwix [Rome, NY]. In this treaty, the Iroquois (Six Nations) agreed to cede all claims to the Ohio Country lands east and south of the Ohio River to the English. (The Iroquois had claimed this land through conquest in the 1600s, but did not live in the Ohio Country and were disinterested in it.) Ohio tribes including the Delaware, the Mingo, the Shawnee, and others living in this area rejected the **treaty** outright. While the Iroquois agreed to **cede** this land, most Ohio Indians did not. They contended that the Iroquois, who did not even live in the Ohio Country, did not have the authority to **negotiate** for the other tribes. As a result of the treaty, **settlers** began to homestead in the region.

In 1783, The Treaty of Paris between England and the United States resolved the differences that caused the American Revolution. One of the articles of the treaty provided that England **grant** the lands of the Ohio territory to the United States. At the time, the United States desperately needed money and one solution to raise funds for the government to operate was to sell the newly acquired land in the Ohio Country. However, U.S. officials realized that Indians controlled the land and before any sales could take place, they would have to convince the Indians to give up their **claims** to the land.

In 1785, the U.S. government **negotiated** a **treaty** with the Delaware, Wyandot, Ottawa, and Chippewa tribes. The **treaty negotiations** took place at Fort McIntosh [Beaver, PA]. Most of the Indian representatives were younger chiefs who did not have the legal authority to negotiate any treaty. Despite this, the American commissioners pressed for a **treaty** and imposed their terms upon the Indians. After several weeks of negotiations the Indians signed the Treaty of Fort McIntosh on January 21, 1785. These Indian chiefs **ceded** the lands in southern and eastern Ohio. The Shawnee and the Miami had refused to participate

Since the Shawnee refused to accept the terms of the Treaty of Fort McIntosh, the U.S. government continued **negotiations** with them hoping to avoid war. The Shawnees gave the American negotiators a belt of black wampum, a sign of war. The American negotiators threatened the Shawnees with attack if they refused their demands. On January 31, 1786, Shawnee chiefs, fearing the power of the American military, agreed to the Treaty of Fort Finney



BACKGROUND: A CONFLICT OF CULTURAL UNDERSTANDING OVER LAND (5)

[near the mouth of the Great Miami River]. The Shawnee chiefs in attendance agreed to relinquish all **claims** to their land in southwestern Ohio and southern Indiana. The Americans also promised to keep **squatters** from settling on land reserved exclusively for the Indians. Not all western Shawnee participated, those who did participate were hungry and in need of supplies. Most of the Shawnee and Miami under the control of the British still **claimed** all land north of the Ohio River. Once again, officials of the U.S. Government did not understand that individual chiefs did not speak for all bands or villages or tribes.

Settlers now viewed the newly acquired land as open for settlement and quickly began to populate the region. This resulted in violent interactions between Americans and Indians. In one raid, Kentuckian Benjamin Logan burned eight Shawnee villages and 15,000 bushel of corn. In retaliation, the Indians sought revenge.

In November of 1786, a confederation of tribes, with the assistance of Iroquois Chief Joseph Brant, met in council at Detroit. Their purpose was to disregard all previous **treaties** and **negotiate** a new **treaty**. They would all have to be in agreement in selling their land the future. U.S. government officials did not want war for they lacked funding to equip an army. Instead, they stalled negotiations thinking that if it did come to war they could blame it on the Indians.

Henry Knox, the Secretary of War, demanded that Arthur St. Clair establish a peaceful relationship between the **settlers** and the Indians. St. Clair invited the Indians chiefs to Fort Harmar [Marietta, OH] for a meeting to negotiate a peace. The meeting began on December 13, 1788 with representatives of the Wyandot, Delaware, Ottawa, Chippewa, Potawatomi, and Sauk tribes present. The Indians hoped that St. Clair would agree to establish an Indian **reservation** in the area west of the Muskingum River and north of the Ohio River. St. Clair countered that the chiefs should comply with the **reservation boundary** established in the Treaty of Fort McIntosh of 1785. He threatened the Indians with attack if they refused and then proceeded to bribe them with three thousand dollars in gifts. On January 9, 1789, the chiefs signed the Treaty of Fort Harmar which reiterated the terms of the Treaty of Fort McIntosh.

Many tribes, including the Shawnee, refused to honor the **treaty**. They claimed that the tribes represented at the **treaty negotiations** did not speak for them. Indian attacks on **settlers** in the Northwest Territory worsened following this **treaty**. St. Clair had failed to attain the peace. Beginning in 1790, the American military determined it was imperative to force the Indians from the Ohio Country. After the Harmar and St. Clair defeats in 1790 and 1791, the U.S. government attempted to **renegotiate** with the Indians but the talks did not bring about a lasting peace. Because of the United States' constant war preparations, the Indians were filled with distrust there were still uprisings between **settlers** and the Indians. After 1790, the Indians insisted that the Ohio River be the **boundary** of their lands in defiance of the treaties of Fort McIntosh and Fort Harmar. The U.S. government was just as determined that the Northwest Territory would be settled.

On August 20, 1794, an American army commanded by Anthony Wayne defeated an Indian force led by Blue Jacket. With this victory, Indians living in the western portion of the Ohio territory knew that they had to sue (ask) for peace. In January 1795, representatives from the various tribes met with Wayne at Fort Greene Ville. The Americans and Indians spent the next eight months negotiating a treaty which became known as the Treaty of GreeneVille. In it the Indians agreed to **cede** all of their **claims** to land in southern and eastern Ohio. The Indians, however, could still hunt on the land that they ceded.



BACKGROUND: A CONFLICT OF CULTURAL UNDERSTANDING OVER LAND (6)

The Treaty of Greenville provided security for a short period of time, during which the settlers in the area were able to leave the protection of their fortresses, **claim**, work their lands in relative peace, and concentrate on becoming a state. Conflict between the Americans and Indians remained a constant for the next several years.



WORKSHEET 1: THIS IS MY LAND (1)

After discussing the background information about the conflict of understanding over the land, read the following quotes. NOTE: When original works, such as diaries, journals, or documents are transcribed, nothing is changed to retain the integrity of the document. Therefore, today one might notice different spellings, punctuation, grammar, and sentence structure.

American Indian View of Land	European and American View of Land
<p><i>We do not understand measuring out the lands. It is all ours. Brother, you seem to grow proud because you have overthrown the King of England.</i></p> <p>Shawnee chief at an abortive peace conference</p>	<p><i>Among them the land is as common as the sone [sun] and water. Myne and Thyne [Mine and Thine or Mine and Yours] have no place with them.</i></p> <p>Peter Martyr 16th c. CE</p>
<p><i>Nothing the Great Mystery placed in the land of the Indian pleased the white man, and nothing escaped his transforming hand. Wherever forests have not been mowed down, wherever the animal is recessed in their quiet protection, wherever the earth is not bereft of four-footed life--that to him is an 'unbroken wilderness.'</i></p> <p><i>But, because for the Lakota there was no wilderness, because nature was not dangerous but hospitable, not forbidding but friendly, Lakota philosophy was healthy--free from fear and dogmatism. And here I find the great distinction between the faith of the Indian and the white man. Indian faith sought the harmony of man with his surroundings; the other sought the dominance of surroundings.</i></p> <p><i>In sharing, in loving all and everything, one people naturally found a due portion of the thing they sought, while, in fearing, the other found need of conquest. For one man the world was full of beauty; for the other it was a place of sin and ugliness to be endured until he went to another world, there to become a creature of wings, half-man and half-bird.</i></p> <p><i>Forever one man directed his Mystery to change the world He had made; forever this man pleaded with Him to chastise his wicked ones; and forever he implored his God to send His light to earth. Small wonder this man could not understand the other.</i></p> <p>Chief Luther Standing Bear, Oglala Sioux</p>	<p><i>God did make the world to be inhabited by mankind, and to have his name known to all nations, and from generation to generation as the people increased and dispersed themselves into such countries as they found most convenient. And there in Florida, Virginia, New England and Canada is more land than all the people of Christendom can cultivate, and yet more to spare than all the Indians of those countries can use and cultivate. And shall we here keep such a small island, and at such great rents and rates, where there is so much of the world uninhabited, and as much more in other places, and as good or rather better than any we now possess, were it cultivated and used accordingly?</i></p> <p>John Smith, Advertisement for the inexperienced Planters of New England, 1631</p> <hr/> <p><i>The great level plains which one meets with here and which from natural prairies, have a circumference of from twenty to fifty miles, they are found interspersed almost everywhere along the rivers. These plains have a soil as rich as can be imagined and which with very little labor can be devoted to any species of cultivation which one wishes to give it.</i></p> <p>Manasseh Cutler, c. 1789</p> <hr/> <p><i>As for the Natives [Indians] in new England, they inclose [enclose] no Land, neither haue [have] any settled habytation [habitation], nor any tame Cattle to proue [prove] the Land by.</i></p> <p>John Winthrop. Journal of John Winthrop, 1630-1649. 27 December 1633</p>



WORKSHEET 1: THIS IS MY LAND (2)

American Indian View of Land	European and American View of Land
<p><i>Some of our chiefs make the claim that the land belongs to us. It is not what the Great Spirit told me. He told me that the land belongs to Him, that no people owns the land; that I was not to forget to tell this to the white people when I met them in council.</i></p> <p style="text-align: right;">Kanekuk, Kickapoo prophet</p>	<p><i>There are but two means of acquiring the native title. First, war; for even war may, sometimes, give a just title. Second, contract or treaty.</i></p> <p style="text-align: right;">Thomas Jefferson, 1784</p>
<p><i>What is this you call property? It cannot be the earth, for the land is our mother nourishing all her children, beast, birds, fish, and all men. The woods, the streams, everything on it belongs to everybody and is for the use of all. How can one man say it belongs only to him?</i></p> <p style="text-align: right;">Massaoit, a leader of the Wampanaog, who befriended the Plymouth colonists in 1620s</p>	<p><i>If a poor man, who had nothing but his hands, should ask me, "Where shall I go to establish myself in order to live with the most ease, without the help of horses or oxen?" I would say to him, "Go to the banks of one of the creeks in the Scioto bottoms; all that you will have to do will be first to obtain permission from the Indians from the neighboring village (this permission is no longer necessary since the treaty with them); second, scratch the surface of the earth and deposit there your wheat, your corn your potatoes, your beans, your cabbage, your tobacco, etc., and leave the rest to nature. In the meantime amuse yourself with fishing and the chase.</i></p> <p style="text-align: right;">St. John de Crevecoeur, French consul to America, quoted by Manasseh Cutler, 1789</p>
<p><i>My reason teaches me that land cannot be sold. The Great Spirit gave it to his children to live upon and cultivate as far as necessary for their subsistence, and so long as they occupy and cultivate it they have the right to the soil, but if they voluntarily leave it then any other people have a right to settle on it. Nothing can be sold, except things that can be carried away.</i></p> <p style="text-align: right;">Black Hawk, Sauk</p>	<p><i>O, what a country will this be at a future day! What field of delights! What a garden of Spices! What a paradise of pleasures! When these forests shall be cultivated</i></p> <p style="text-align: right;">Diary of the Reverend James Smith, 1797</p>
<p><i>No tribe has the right to sell, even to each other, much less to strangers ...Sell a country! Why not sell the air, the great sea, as well as the earth? Didn't the Great Spirit make them all for the use of his children?</i></p> <p style="text-align: right;">Tecumseh, Shawnee</p>	
<p><i>By what right are the French claiming Iroquois land?</i></p> <p style="text-align: right;">the Mingo demand of Captain Chabert de Joncaire, 1751</p>	



WORKSHEET 1: THIS IS MY LAND (3)

After you have read these quotations of American Indians, European, and American views of land use and ownership, answer the following questions:

1. How did the American Indians view land ownership? _____

2. How did European Americans view land ownership? _____

3. Were there any similarities in their concepts of land? _____

4. What were the differences in their concepts of land? _____

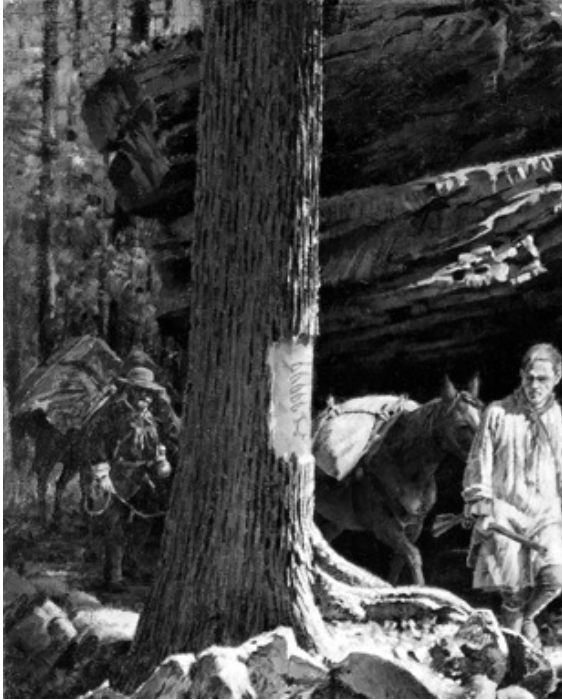
5. In your opinion, who owned the Ohio Country? _____
Support your answer. _____

6. From what you have read, could and the American Indians and the settlers have lived together peacefully or come up with another workable solution? _____ Support your answer. _____



WORKSHEET 2: MEASURING THE LAND (1)

After discussing the background information about the conflict of understanding over the land, Compare the images below.



Painted Tree by Robert Griffing, Courtesy of Robert Griffing

American Indians stripped bark from certain trees and painted symbols or pictures on the bare trunk as a kind of message. These messages may have told of successful hunting trips, the number of the enemy killed in a recent battle, or even warnings or threats.

The typical tribal territory was measured by the distance a man could walk in half a day. Some Indians used “markers” to define their boundaries, we might refer to them as posted signs.

The Iroquois and the Ottawa hung “a sun [disk] at the strait between Lake Herier [Erie] and Lake Huron, which marked the boundaries between the two peoples.

Map of Ohio
John Melish, 1818

This map shows the various land grants and the square townships created by Gunter’s method of surveying.

Enacted in the Land Ordinance of May 20, 1785, Congress set an orderly method of surveying, sale, and settlement of public lands with clear boundaries in the United States.

With a rectangular system of surveying land, the land could be divided into 6-mile-square townships that contained 36 numbered, equal sections with specific sections set aside for public use, such as #16 for the use of schools.



WORKSHEET 2: MEASURING THE LAND (2)

After discussing the background information about the conflict of understanding over the land, and comparing and contrasting the images of the painted tree and early map of Ohio, answer the following questions.

1. What (mathematical) systems of measurement did the American Indians *define* the boundaries and measure their lands? _____

2. What (mathematical) systems of measurement did American and European surveyors *define* their boundaries and measure their lands? _____

3. What are the similarities between the way each defined and measured the land? _____

4. What are the differences between the way each defined and measured the land? _____

5. Name some types of posted signs that define land use, or restrict access do we see today.

_____	_____
_____	_____
_____	_____
_____	_____



WORKSHEET 2: MEASURING THE LAND (3)

The Gunter's chain can be used to measure both distance and area. Gunter's chain – also called a “survey” or “agricultural” chain – was based on a very ancient measure of the breadth or width of a furrow or plough strip.

Gunter's measure can be summarized as:

- 1 link = 7.92 inches
- 25 links = 1 rod (pole or perch) or 16½ feet
- 100 links = 1 chain or 66 feet or 22 yards
- 10 chains = 1 furlong (“furrowlong”) or 220 yards
- 80 chains = 1 mile or 5,280 feet or 1,760 yards
- 10 square chains = 1 acre

The chain has a decimal basis, that is, 1/100th chain (one section of straw) is one link. Measurements are made in chains and decimal parts that are expressed in links; for example, 4.25 chains equal 4 chains 25 links. Using this system, it was reasonably easy to work out acreage by multiplying the length of an area times the width of an area measured by the chains (plus any odd links) and then dividing by 10 to give the total acres.

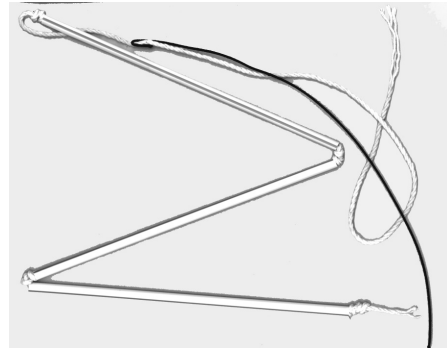
Make a Gunter Chain

Materials and Resources Needed:

- 70 feet of cord or heavy yarn
- 100 straws
- 1 10-inch piece of wire

Directions:

1. Cut straws to a length of 7¾ -inches each.
2. Bend one end of the wire to look like a crochet hook.
3. Place the end of the cord or yarn in the hook until it catches.
4. Using the wire, thread the cord through the first straw and knot the end.
5. Thread next straw.
6. Tie knots between straws to separate the links yet allow for flexibility of the links.
7. Continue until all links are added to the chain.
8. Snip surplus cord.
9. Your Gunter chain should be 100 links or approximately 66 feet long. For your measurements, each link will be approximately 8-inches (with knots). An actual chain is 7.92-inches per link.
10. You are ready to survey!
11. Using your Gunter's chain, measure your school's playground or parking lot.



John Johnston's Survey Chain
Smithsonian PH309548

If you would like to see how a real Gunter chain is made go to <http://www.orbitals.com/self/survey/chain/chain.html>



WORKSHEET 3: TREATIES THAT DEFINED THE LAND (1)

This worksheet requires the use of a computer and the internet to complete. If the class does not have internet access, the teachers may want to look up and print out copies of these web pages to pass out to the class.

After discussing the background information about the conflict of understanding over the land:

- Go to Ohio Historical Society's online encyclopedia website www.ohiohistorycentral.org and use key the word "treaty" to look up at least three of the treaties listed below.
- Complete the chart on the next page using the information from the web page.
- Answer the questions at the end of the chart.

Treaty of Paris (1783)	http://www.ohiohistorycentral.org/entry.php?rec=1412
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=431
Treaty of Fort Stanwix (1784)	http://www.ohiohistorycentral.org/entry.php?rec=1420
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=449
Treaty of Fort McIntosh (1785)	http://www.ohiohistorycentral.org/entry.php?rec=1422
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=433
Treaty of Fort Finney (1789)	http://www.ohiohistorycentral.org/entry.php?rec=1425
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=447
Treaty of Fort Harmar (1789)	http://www.ohiohistorycentral.org/entry.php?rec=1424
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=451
Treaty of Greeneville (1795)	http://www.ohiohistorycentral.org/entry.php?rec=1418
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=435
Treaty of Fort Industry (1805)	http://www.ohiohistorycentral.org/entry.php?rec=1423
Transcript	http://www.ohiohistorycentral.org/entry.php?rec=432
Treaty of Ghent (1814)	http://www.ohiohistorycentral.org/entry.php?rec=1419

Additional Treaties found on Ohio History Central:

Students may be interested in looking at the treaties between the United States government and the American Indians between 1817 and 1842. It was with these treaties that Indians in Ohio gave up any remaining claims they might have had to land in Ohio.

- Treaty of the Maumee Rapids (1817)
- Treaty of St. Mary's (1817)
- Treaty of Lewistown (1829)
- Treaty of Little Sandusky (1829)
- Treaty of Wapakoneta (1831)
- Treaty of Maumee Bay (1831)
- Treaty of Maumee (1833)
- Treaty of Upper Sandusky (1842)



WORKSHEET 3: TREATIES THAT DEFINED THE LAND (2)

Treaty Name	Participants	Treaty impacted whom?	Lands exchanged?	The Indians Received?

Answer the following questions:

1. In looking at the information in this grid, were the tribes that negotiated with the United States the same communities that were affected by the treaties? _____
2. Were all the communities affected by the treaties represented by the treaties? _____
3. How did this impact the implementation of the treaties? _____

4. Considering the fact that representatives of the United States and the American Indians had different concepts about governmental authority, could they have reached a working solution to their problem? _____ Explain your response. _____

