Lesson Plan 3

Day: 3 Grade: 4

**Lesson Outcomes**:

* Students will compare and contrast prehistoric (Paleo, Archaic, Woodland, Late Prehistoric) and historic (Delaware, Miami, Ottawa, Seneca, Shawnee, and Wyandot) American Indians that were the original inhabitants of Ohio.
* Students will explain Late Prehistoric groups sometimes fought over access to hunting territories or the most fertile agricultural lands.
* Students will explain Europeans began to appear in the Ohio Country beginning with the French in the late 1600’s followed closely by the English. Later waves of immigration included, but were not limited to, the Scotch-Irish and Germans. Migrating settlers came into the Ohio Country from other colonies.
* Students will explain that immigrants worked together to create new settlements in Ohio. They cooperated in building transportation systems and developing new businesses. Hunting strategies and agricultural practices were sometimes shared among American Indians and European settlers. On the other hand, issues surrounding the use and ownership of land caused conflict between these groups.
* Students will understand the continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.
* Students will explain how interactions among prehistoric peoples and between historic American Indians and European settlers resulted in both cooperation and conflict.

**Materials:**

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**

**Learning New Material**

* “Today we are going to three activities to help us examine the issues from the American Indian and European/American perspectives. The three activities we are going to do are This is My Land, Measuring the Land, and Treaties that Defined the Land. We are going to learn that the Frontier Wars of the 1790’s were not just about the land but also about differences between American Indian and European/American cultural ideas and practices. We are also going to learn that theses subtle differences led to misunderstanding and miscommunication. We are also going to discover that the Indians and the settlers acted based on their cultural ideas without questioning them.”
* Hold up the background page and say, “I would like you to please read this background knowledge.”
* “When you are done please site quietly and look up at me to let me know that you are done. Have a class discussion on what they read.
* Students read. (10-15 minutes)
* Have a class discussion on what they read.
* Focus on the part of the background piece This is my Land that looks at the American Indian, European and America ideals about land ownership.
* Hand out worksheet, This is My Land.
* Go over directions.
* “I want you to please read the quotations in the words people used to describe the land from their points of view. Then answer the six questions.”

**Group Work**

* “To answer the six questions you may work with your partner sitting next to you.”
* Give about 15 minutes to complete.
* Go over worksheet as a class. (5-6 mins.)
* “Now I would like to go back to our background information from the beginning of class.”
* “I want you to focus on the measuring the Land.”
* “Let’s discuss this for a bit.”
* Talk about the section.
* Main idea from the discussion is that American Indians, Europeans, and the Americans each established boundaries in their own way.
* Hand out worksheet tow, Measuring the Land.

**Group Work**

* Have students get in pairs to answer the questions.
* Give about 15 minutes to complete task.
* After time is up go over the worksheet as a class.
* “Now I would like you to go back to the background page and focus on the section Treaties that Defined the Land.”
* Have a class discussion on it.
* Distribute worksheet 3, Treaties that Defined the Land, and explain to the students they will be selecting and researching three treaties and looking at how land was treated.
* “You will need to complete the chart and summarize the research by answering the questions.”
* “You may work with your partner that is sitting next to you.”
* Go to computer lab.
* Student work on the questions. (20 minutes)
* After 20 minutes, students will go back to class and sit in their seats.
* Then we will go over the charts each pair made. (15 mins)

**Closure**

* “Can someone summarize what we covered today?” (Get responses)
* “Now I would like you to complete the exit slip.”
* Hand out exit slip. (attached to the back of lesson)

**Assessment**

* Students will be assessed through observation throughout the whole lesson. Then at the end of the lesson students will turn in their exit slip to be checked for understanding. The assessment is not for a grade. It is just a tool for the teacher to plan for lessons.

**Key Questions**

How do interactions among prehistoric peoples and between historic American Indians and European settlers result in both cooperation and conflict?

* 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.
* How do we know what really happened in the past?

We know what happened in the past from secondary and primary sources such as books, diaries, textbooks, posters, pictures, etc.

End of lesson. Information for this lesson plan came from <http://www.ohiohistoryteachers.org/06/acouol.pdf> . Also the article and the worksheets came from this website as well.

**Exit Slip**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Answer the question in a complete and thoughtful answer.

American Indians and Europeans and Americans fought over who would get to live in the Ohio Country. How did their different cultural ideas contributed to misunderstanding and conflict?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(This article is copied from the Ohio Historical Society-Information is in the red of each page)

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

7

**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, andclear it to farm. This dispute over the land initiated four different issues for American Indians and wouldbe **settlers**: How does one define ownership? How do the meanings of the words we use for landand the people living on it affect how we think about it? How does one define **boundaries** andmeasure land? And, who has the authority to make decisions regarding the **claim** or sale of land?

Americans 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 theland as a gift from the Great Spirit to be held in common. Like the Europeans, the Indiansunderstood that one could acquire land through conquest. They also understood that one couldacquire unclaimed land or land that had been abandoned by others. The American Indian oncegained the right to use land by occupation, long usage, or family burial. American Indians, however, had neither concept of individual land ownership nor a concept of buying and selling landuntil 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.

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

8

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/locallj/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 **boundarie**s 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

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

9

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 Herier [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 Rogue (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

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

10

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 griddisregarded 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 mostof America today. It is evident in the 1812 map of Ohio included in this lesson. Today, theGunter 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

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

11

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.

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

12

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.

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

13

**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**

*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.*

Shawnee chief at an abortive peace conference

*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.*

Peter Martyr 16th c. CE

*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.'*

*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.*

*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.*

*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.*

Chief Luther Standing Bear, Oglala Sioux

*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?*

John Smith, Advertisement for the inexperienced Planters

of New England, 1631

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*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.*

Manasseh Cutler, c. 1789

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*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.*

John Winthrop. Journal of John Winthrop, 1630-1649. 27

December 1633

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

14

WORKSHEET 1: THIS IS MY LAND (2)

**American Indian View of Land European and American View of Land**

*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.*

Kanekuk, Kickapoo prophet

*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.*

Thomas Jefferson, 1784

*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?*

Massaoit, a leader of the Wampanaog, who befriended

the Plymouth colonists in 1620s

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*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.*

Black Hawk, Sauk

*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.*

St. John de Crevecoeur, French consul to America,

quoted by Manasseh Cutler, 1789

*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?*

Tecumseh, Shawnee

*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 . . . .*

Diary of the Reverend James Smith, 1797

*By what right are the French claiming*

*Iroquois land?*

the Mingo demand of Captain Chabert de Joncaire, 1751

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

15

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 retangular 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.

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

17

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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson: The Conflict of Cultural Understanding over Land

19

**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)

Lesson: The Conflict of Cultural Understanding over Land

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

© 2006 Ohio Historical Society, Museums Division, 1982 Velma Avenue, Columbus, OH 43211-2497

www.ohiohistoryteachers.org www.ohiohistorycentral.org www.ohiokids.org www.ohiohistory.org/ohiopix

20

WORKSHEET 3: TREATIES THAT DEFINED THE LAND (2)

*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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_