

First Nation's Involvement in the War of 1812: Cause and Consequence: Part I

by The Historical Thinking Project

Suggested grade level: Intermediate/Senior

Suggested time: 2 class periods

Brief Description of the Task

In this lesson students will reflect on the concept of cause and consequence through a personal example, and then explore the **causes of First Nation's involvement in the War of 1812.**

Historical Thinking Concepts

- Cause and Consequence
- Working with Primary Source Evidence

Learning Goals

Students will:

- participate in activities that will allow them to understand **Cause and Consequence**, and working with **Primary Source Evidence**
- study documents and art work from and about the War of 1812 to learn about First Nation involvement in the war and its causes and consequences

Materials

Photocopies of all Worksheets and Appendices in Detailed Lesson Plan.

Prior Knowledge

It would be an asset for students to be aware of:

- the colonization of North America and European influences on First Nations

- the American Revolutionary War and the conflicts between America and Britain
- land claim issues that are still relevant to First Nations today

Assessment

- Worksheets and individual & group work contributions
- Exit slip, journal entry or persuasive paragraph

Detailed Lesson Plan

Focus Question: What caused some members of First Nations communities to enter the War of 1812 and what were the consequences of their involvement?

1. Tell students that as a class they will be looking at a number of documents, information and art to understand the **Causes and Consequences** of First Nations involvement in the War of 1812.
2. To introduce or reinforce the concept of **Cause and Consequence**, (see <http://historicalthinking.ca/concept/cause-and-consequence>) ask the students to consider the following scenarios and write down their responses in a simple T-chart like the following.

	I attend school	I do not attend school
Cause(s)		
Consequence(s)		

Lead the class in a discussion of their responses with questions like the following:

- What are the causes/reasons why you come to school?
- What are the causes/reasons why you would not attend school?
- Who is responsible for the choices you made or could make?
- What are the consequences of either of these actions?
- What might be the unplanned or unforeseen consequences (positive and negative) of either action?

3. Divide students into pairs or groups. Repeat the focus question and explain that their goal is to identify the causes of First Nations involvement in the War of 1812 from primary and secondary sources. Discuss the concept of **Primary Source Evidence** (see <http://historicalthinking.ca/concept/primary-source-evidence>, click on “Tip-Working With Individual Primary Sources” for additional inquiry questions).

4. One half of the class should receive one set of primary sources (**Appendices 1 A-E**) and **Worksheet 1**. The other half should receive a different set of primary sources (**Appendices 2 A-E**) and **Worksheet 2**. As students examine the sources, they will collaboratively complete the worksheet. They will also need some time to do research and share their answers with their groups.

5. Students should then create a list of causes on the **Summary Appendices Sheets** – included in their packages. Students will present their findings to the class and add additional class ideas to their lists.

6. As a concluding exercise, have students choose 2 - 3 causes that they feel are the most significant causes and justify their answer in an exit slip, journal entry or persuasive paragraph.

Appendix 1A: First Nations of North America Pre-Contact



Appendix 1B: Native American Population Loss / Population Growth



Population Estimates for First Nations in North America:

Pre-Contact, 1492: 8 - 12 mil

Post-Contact, 1800: 600,000 - 1 mil

http://wps.pearsoncustom.com/wps/media/objects/5407/5537171/atlas/atl_ah1_m008.htm

United States

Date	Population
1700	275,000
1760	1.5 million
1790	4 million
1801	5.3 million (1 million African decent)

Canada

Date	Population
1707	17,204 (New France)
1760	70,000
1790	161,311 (Upper and Lower Canada)
1806	320,960 (Upper and Lower Canada)

http://faculty.washington.edu/qtaylor/a_us_history/1700_1800_timeline.htm
www.statcan.gc.ca

Appendix 1C: Louisiana Purchase 1803



Map 9-1 *The Louisiana Purchase and the Lewis and Clark Expedition*

The vast expanse of the Louisiana Purchase was virtually unknown territory to Americans before the Lewis and Clark expedition gathered a mass of scientific information about it.

(Source: <http://faculty.umf.maine.edu>)

Control of Louisiana

French: 1699 - 1762, 1800 - 1803

Spanish: 1762 - 1800

American: 1803

For more information go to: www.history.com and type "Louisiana Purchase" in the search box. Watch the 1:24 min. summary video.

Appendix 1D: Significant Commentaries and Accounts

a. "In the country around the Great Lakes, on both sides of the border, the British and the Indians needed one another. About 50,000 natives, a fifth of them warriors, dominated a heavily forested domain that surrounded the occasional fort or settlement. Dependent on imported firearms and gunpowder, the natives relied on British suppliers to resist the Americans, who were pushing their settlements into the native country, while the British counted on Indian allies to help them defend Canada in the event of war."

(Taylor, Alan. The Civil War of 1812; American Citizens, British Subjects, Irish Rebels, & Indian Allies. New York: Vintage Books, 2010)

b. "'The policy of the British government is to consider them [ie.,the aboriginal people] as allies, and in the event of war, to invite them to join their stardard. The policy of the American government has been to advise them, in the event of war, to remain quiet in their villages.... Unless strong measures are taken to prevent it, we may consider beyond all doubt, they will be influenced to follow the advice of their British Father...a large proportion of the savages will join themllll It would be easy for them, aided by the councils of the British agents, to commit depredtions on the scattered frontier settlemtns of Ohio, Kentucky, Indiana.... "' William Hull 1812

(Riley, Jonathon. A Matter of Honour: The Life, Campaigns and Generalship of Isaac Brock. London: Frontline Books, 2011)

c. "[John] Norton's father was Cherokee and his mother Scottish, and in 1811 he was planning to move to the American south-west,

being fed up with Upper Canada, until Brock persuaded him to stay. His Six Nations of the Grand River formed an Indian element distinct from the western nations under Tecumseh....And although doubts remained about their reliability, the sight of these warriors roaming the banks of the Niagara sowed fear in the minds of American settlers and militia."

(Latimer, Jon. *1812: War with America*. London: Harvard University Press, 2007)

d. "Jeffersonian policy, stripped of its honeyed verbiage, was to cheat the Indians out of their hunting-grounds. This disguised thievery alienated the tribes in the Northwest, produced the phenomenon of the Shawnee Prophet, led to the inspired leadership of Tecumseh, and eventually drove thousands of native Americans into the arms of the British, leaving America's left flank dangerously exposed in the war that followed."

(Berton, Pierre. *The Invasion of Canada*. Boston: Little, Brown, 1980)

**e. "You may rely on it that without the Indians we never could keep this country and that with them [on the British side] the Americans never will take the upper posts,...for the woods, where the Americans must pass, one Indian is equal to three white men."
John Askin, January 1813**

(Taylor, Alan. *The Civil War of 1812; American Citizens, British Subjects, Irish Rebels, & Indian Allies*. New York: Vintage Books, 2010)

Appendix 1E: Meeting of Brock and Tecumseh



Title: Meeting of Brock and Tecumseh, 1812

Artist: Jefferys, Charles William, 1869-1951

Date of creation: 1908

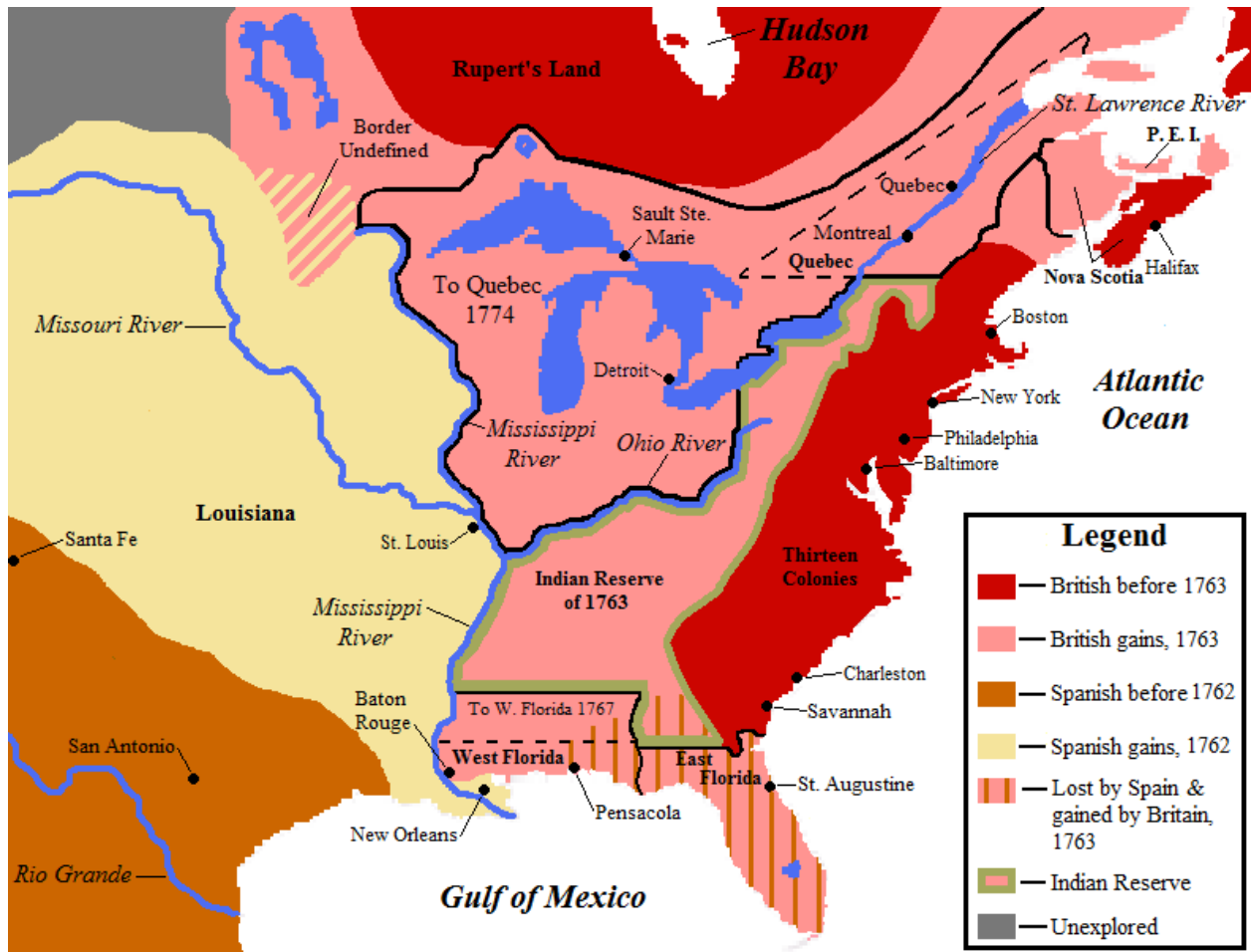
Place of creation: No place, unknown, or undetermined

Medium: watercolour on wove paper

(Source:

http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=2835873&rec_nbr_list=2835873,2897208)

Appendix 2A: The Dividing of North America



(Source: <http://users.humboldt.edu/ogayle/hist110/unit2/revolution.html>)

Appendix 2B: Tecumseh's Speech

Tecumseh's speech to the Osages in the winter of 1811-1812

Brothers we all belong to one family; we are all children of the Great Spirit; we walk in the same path; slake our thirst at the same spring; and now affairs of the greatest concern lead us to smoke the pipe around the same council fire!

Brothers, -We are friends; we must assist each other to bear our burdens. The blood of many of our fathers and brothers has run like water on the ground, to satisfy the avarice of the white men. We, ourselves, are threatened with a great evil; nothing will pacify them but the destruction of all the red men.

Brothers, - When the white men first set foot on our grounds, they were hungry; they had no place on which to spread their blankets, or to kindle their fires. They were feeble; they could do nothing for themselves. Our father commiserated their distress, and shared freely with them whatever the Great Spirit had given his red children. They gave them food when hungry, medicine when sick, spread skins for them to sleep on, and gave them grounds, that they might hunt and raise corn.

Brothers the white people came among us feeble, and now we have made them strong, they wish to kill us, or drive us back, as they would wolves and panthers.

Brothers, - The white men are not friends to the Indians: at first, they only asked for land sufficient for a wigwam; now, nothing will satisfy them but the whole of our hunting grounds, from the rising to the setting sun.

Brothers, - The white men want more than our hunting grounds; they wish to kill our warriors; they would even kill our old men, women and little ones.

Brothers, - Many winters ago, there was no land; the sun did not rise and set: all was darkness. The Great Spirit made all things. He gave the white people a home beyond the great waters. He supplied these grounds with game, and gave them to his red children; and he gave them strength and courage to defend them.

Brothers - My people wish for peace; the red men all wish for peace; but where the white people are, there is no peace for them, except it be the bosom of our mother.

Brothers, - The white men despise and cheat the Indians; they abuse and insult them; they do not think the red men sufficiently good to live.

The red men have borne many and great injuries; they ought to suffer them no longer. My people will not; they are determined on vengeance; they will drink the blood of the white people.

Brothers, - My people are brave and numerous; but the white people are too strong for them alone. I wish you to take up the tomahawk with them. If we all unite, we will cause the rivers to stain the great waters with their blood.

Brothers, - if you do not unite with us, they will first destroy us, and then you will an easy prey to them. They have destroyed many nations of red men because they were not united, because they were not friends to each other.

Brothers, - The white people send runners amongst us; they wish to make us enemies that they may sweep over and desolate our hunting grounds, like devastating winds, or rushing waters.

Brothers, - Our Great Father, over the great waters, is angry with the white people, our enemies. He will send his brave warriors against them; he will send us rifles, and whatever else we want - he is our friend, and we are his children.

Brothers, - Who are the white people that we should fear them? They cannot run fast, and are good marks to shoot at: they are only men; our fathers have killed many of them; we are not squaws, and we will stain the earth red with blood.

Brothers, - The Great Spirit is angry with our enemies; he speaks in thunder, and the earth swallows up villages, and drinks up the Mississippi. The great waters will cover their lowlands; their corn cannot grow; and the Great Spirit will sweep those who escape to the hills from the earth with his terrible breath.

Brothers, - We must be united; we must smoke the same pipe; we must fight each other' battles; and more than all, we must love the Great Spirit; he is for us; he will destroy our enemies, and make all his red children happy."

(Source: http://galafilm.com/1812/e/people/tec_speeches.html)

Appendix 2C: Speech of Chetanwakanmani or Little Crow

Chief of the Mdewkanton Sioux, June 1814

Little Crow, a chief of the Mdewkanton Sioux, who resided in southeast Minnesota, had allied his people with Britain during the war. They had suffered grievous losses at a council with British Indian Department officers held in June 1814, the described their plight.

A copy of this document can be found in the National Library and Archives of Canada, Colonial Office 42, vol 157, folio 12, as an enclosure in Sir George Prevost to Lord Bathurst, 18 July 1814.

My Father,

I present myself before you to talk which gives me great pleasure. I speak of War for I have already began. I have sent the Americans from La Prairie du Chien, and then I came here to drive them away. Since then I find this Island more solid than when they were here. I believe that I am now under a clear Sky. Last Year I undertook to crush an embarrassment that was in the Way, but I could not do it, because I found the Americans like the Beaver, burrowed under ground. My thoughts are often turned towards our own side, because I fear the Americans who have so fine a Road to come to us, which causes me to dread for our Women and Children.

It would be a great charity on Your part, my Father, to send some of your big Guns and brave Warriors to our support -- I requested it last Year and I this day repeat my wish. I have always obeyed your Orders which makes me speak with Boldness, for I speak according to my Works.

My Father

You ordered all your Indian Children to be upon a good Understanding with each Other and live in Union, till now I have done so. To assure you more forcibly, My Father, of my deeds, Know that I and my Young Warriors have devoted our bodies to our Father the Red Head.

My Father,

We are sorry to learn that we have no Trader this Year. Although you give Assistance to all Your Children, Yet you have too many to care of, before it can reach us. We have of late not had much assistance through you, My Father, for one half of our Nation have died of hunger with shreds of skin in their mouths for want of other

Nourishment. I have always thought and do so still, that it arises from no other cause but the troubles you have with the Americans.

(**Source:** http://www.napoleon-series.org/military/Warof1812/2006/Issue2/c_abos.html)

Appendix 2D: First Nations That Chose to Fight

First Nations fighting with Britain

Lower Canada (Quebec) ... 1,100 warriors
warriors

Algonkian
Iroquois

Upper Canada ... 700 - 800

Algonkian
Ojibways
Mississaugas
Delawares
Nanticokes
Tutelos
Wyandots

Old North West: Ohio, Michigan, and Illinois Territory ... 9,000 warriors

Kickapoos
Menominees
Misquakies (Foxes)
Miamis
Potawatomis
Sauks
Shawnee
Weas

Native Nations Generally Allied with the United States

New York & Pennsylvania ... 1,050 warriors

Mohawks
Cayugas
Oneidas
Onondagas
Tuscaroras
Senecas

(**Source:** <http://war1812.tripod.com/nativepeople.html>)

Appendix 2E: Battle of Tippecanoe, November, 1811



Title: Battle of Tippecanoe / from an original painting by Chappel in the possession of the Publishers.

Creator(s): Johnson, Fry & Co., publisher

Related Names: Chappel, Alonzo, 1828-1887 , artist

Date Created/Published: New York : Johnson, Fry & Co., Publishers, c1859.

Medium: 1 print : engraving.

Summary: Print shows American soldiers arriving on the left to repulse Natives during the battle of Tippecanoe, Indiana, in 1811.

(**Source:** <http://www.loc.gov/pictures/item/2012645280/>)

Worksheet 1: Questions for Appendices 1A to 1E

Appendix 1 A: First Nations of North America Pre-Contact

1. What does this map tell you about First Nations Peoples?

2. Are there First Nations groups listed that are new to you? If so, list several. Why might these groups be unfamiliar?

Appendix 1 B: Population Loss / Population Growth

1. How has colonization impacted First Nations' peoples? Why?

2. What areas are impacted the greatest/the least? Why might there be a difference?

3. What is the population trend for the United States and Canada between the 1700 - 1800s? Does this trend continue to the present, 2012?

Appendix 1 C: Louisiana Purchase 1803

1. What did you learn about the Louisiana Purchase from the video?
How did the sale of this land impact First Nations?

2. The Lewis and Clark Expedition was commissioned by President Thomas Jefferson. What does this enterprise tell us about the goal/s of the United States?

Appendix 1 D: Meeting of Brock and Tecumseh

1. Summarize what is happening in this picture.

2. Research 5 facts about Brock, Tecumseh and their meeting.

Suggested Websites:

<http://galafilm.com/1812/e/people/index.html>

http://www.eighteentwelve.ca/?q=eng/Topic/XML_List_Content

3. This print was created 97 years after their meeting. Why would the artist/publishers want to print it so long after the event?

Appendix 1 E: Significant Accounts and Commentaries

Provide a one-sentence summary for each quote, and explain what each quote tells the reader about how life for First Nations' peoples has changed since pre-contact 1492.

a.

b.

c.

d.

Summary of Appendixes 1 A - E

Causes of why some First Nations' men entered the War of 1812

List individuals, groups or social forces that were influential

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Worksheet 2 : Appendixes Questions for 2 A - E

Appendix 2 A: The Dividing of North America

1. Who are the main European powers that have colonized or are controlling territory in North America in 1763? What might have caused the changes in land possession?

2. What power or control do the First Nations have of North America?

Appendix 2 B: Tecumseh's Speech

1. List the persuasive points that Tecumseh makes to encourage the First Nations people to join the war. (Use specific words or phrases if applicable)

2. What is your impression of Tecumseh from the speech? What is his ultimate goal?

Appendix 2 E: Battle of Tippecanoe, 1811

1. Summarize what is happening in this picture.

2. Research 5 facts about this battle. Suggested websites:

<http://galafilm.com/1812/e/chronology/index.html>

http://www.eighteentwelve.ca/?q=eng/Topic/XML_List_Content

<http://www.warof1812.ca/battles.htm>

3. This print was created 48 years after the battle. Why would the artist/publishers want to print it so long after the event?

Summary of Appendixes 2 A - E

Causes of why First Nations entered the War of 1812

List individuals, groups or social forces that were influential

Causes of why First Nations entered the War of 1812	List individuals, groups or social forces that were influential