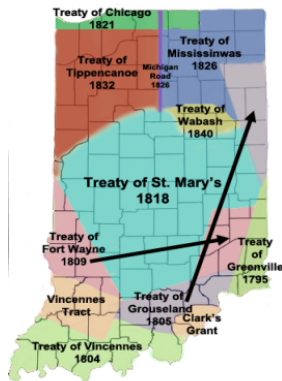


Stark County Teaching American History Grant

Stark County Educational Center
2100 38th Street NW
Canton, Ohio 44709

Stark



Colliding Cultures

The results of European and Native American competition for the land in the Ohio Country.

Grade Level 4

Created by Karen Best
Fairless Elementary School

Duration 6-8 days

Overview

This lesson focuses on the Indian Wars in what was called the Ohio Country during the late-1700s and early 1800s. Students will examine the primary source letter of Charity Rotch (pronounced *roach*), regarding her attendance at the Treaty of St. Mary's, as well as video and classroom textbooks, to understand how the quest for freedom, cultural viewpoint, frontier wars and treaties affected both the European settlers and the Native Americans. Students will choose from an assortment of activities that will assess their understandings. These assessments include a timeline, debate, play, journal, news report, crossword, interview, comic strip, and research report. Refer to appendix for these activities as well as the Charity Rotch letter and the transcription of that letter.

Ohio Academic Content Standards (Current)

Standard: People in Societies

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

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

“I Can” Statement: I can tell about the changes to Ohio American Indians because of European settlement.

Standard: History

Benchmark B: Settlement: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

Indicator 3: Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.

“I Can” Statement: I can explain how the wars in unsettled areas (frontier) in Ohio and the USA during the 1700s changed the area.

Revised Ohio Academic Content Strands

Strand: History

Topic: Heritage 3: Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict

Enduring Understandings

- Conflict and change happen when two or more cultures collide.

Essential Questions

- What conflicts and changes happen when two or more cultures collide?

Historical Background

During the 1600’s Native Americans moved in and out of the Ohio land, mostly hunting. Then in the 1700’s groups of Native Americans moved more permanently into Ohio in search of hunting grounds, to get away from wars with other Native American groups, or because they had been pushed off their lands by European settlers. They lived by hunting, trading, and farming. They believed that the land was for their use. Unlike Europeans, Native Americans did not believe in the individual ownership of the land.

The first Europeans to filter into the Ohio Country in the late 1600s were mainly French traders and trappers. They got along better with the Native Americans, primarily because they lived most like them: trapping, trading, and adopting many of the ways of the Native Americans. But in the early 1700s, British colonists began to venture west over the Appalachians. They were accustomed to owning the land and wanted to farm it and live on it permanently. With more and more English – and then Americans – putting pressure on Natives in the Ohio Country, the clash of these cultures brought about fear, hate, broken treaties, wars, and eventually the loss of these lands for the Native Americans and their way of life. Sadly, the Europeans’ quest for freedom resulted in diminished freedom for the Native Americans.

One of the key treaties in this development was the Treaty of St. Mary’s, signed on October 6, 1818. This treaty was between the United States and the Miami tribe along with several others, including the Delaware, Kickapoo, and Wyandot. The Native Americans gave up 9 million acres of land in Indiana and Western Ohio. In return, they were promised \$15,000 annually, the construction of a saw mill and a gristmill, a blacksmith and a gunsmith, farming equipment, and also 160 bushels of salt annually.

As the lesson notes, Thomas (1767-1823) and Charity Rotch (1766-1824), Quakers who founded Massillon, Ohio (originally named Kendal), were observers on behalf of the Indian

tribes at this treaty. Thomas Rotch was a correspondent for the Quaker Committee on Indian Concerns. Charity wrote to Quaker friends describing their experience, including the confusion and distrust on the part of the Native Americans. Also at the time of this treaty, the Rotches offered help from the Quakers to teach the Native Americans farming skills. The Native Americans appeared to be interested in the Quaker way of life and even asked them what they should do at the treaty signing. In addition to their work among Native Americans, Thomas and Charity were also quite involved in the Underground Railroad.

Assessment

Students will select and complete 3 activities from a grid of 9, one from each horizontal row. Activities include 5 journal entries, an imaginary interview, a research report, a play, a TV news report and commercial, a debate, a crossword puzzle, a timeline, and a comic strip. The middle row of activities are designed to be completed with a partner and performed for the class. All activities are to include information they have learned from classroom lessons. One must include information from the primary source, the Charity Rotch letter.

Assessment Instrument (See appendix A)

Assessment Keys (See appendix J)

Assessment Rubric (See Appendix G)

Resources and Materials

- Assessment Activities grid (Appendix A)
- Instructions for activities (Appendix B)
- Journal form (Appendix C)
- Interview form (Appendix D)
- Debate form (Appendix E)
- Comic Strip form (Appendix F)
- Assessment Rubric (Appendix G)
- Text of Charity Rotch letter (Appendix H)
- Primary Source Analysis (Appendix I)
- Assessment Key for Primary Source Analysis of Charity Rotch Letter (Appendix J)

Primary and secondary sources

- Thomas and Charity Rotch, *Charity Rotch Letter Concerning the Treaty of St. Mary's*, letter to Quaker Friends, 10 October 1818, Ohio Historical Society, www.ohiomemory.org, <http://www.ohiomemory.org/u/?p267401coll36,2990> (accessed October 6, 2011).

- *Standing in the Light*, Dear America videos, (New York: Scholastic Entertainment, Inc., , 1999).
- Stephen Cosgrove, *Across a Stream*, Reader's Theater, (New York: Benchmark Education Company, 2003).
- Dr. J. Mark Stewart, senior consultant, *Ohio, Adventures in Time and Place* (New York, Macmillan/McGraw-Hill, 1997), 118-145.
- Mary Stockwell, *The Ohio Adventure* (Utah, Gibbs Smith, 2004), 60-95.

Instructional Strategies

Day 1

- Students perform the Reader's Theater play *Across a Stream*, the story of a pioneer couple and a Native American couple who have a brief encounter. The women react very differently than their husbands do.
Discuss: Why were they suspicious of each other? What do you think the women were thinking as they observed each other? What did they learn? How were they alike? How were they different? What is the difference in how they make use of the land? What problems might develop because of their different lifestyles?
- View the Dear America video *Standing in the Light*, the story of a white Quaker teenage girl and her brother who are taken captive and adopted by Native Americans.
Discuss: How did their feelings change over time? What kinds of things did they learn? How might this experience affect the rest of their lives?

Day 2

- Examine the primary source, "Charity Rotch Letter Concerning the Treaty of St. Mary's". Charity and Thomas Rotch were Quakers who were early settlers in Kendal, Ohio, (former name of Massillon). Thomas Rotch was a correspondent for the Committee on Indian Concerns. They attended the Treaty of St. Mary's and Charity wrote this letter to Quaker friends on behalf of Thomas, describing the experience.
Have students complete the primary source analysis worksheet (Appendix I) to record findings. Because the old fashion language is unfamiliar to students, the teacher will need to paraphrase the letter and guide the students through this activity.

Days 3-5

- Hand out the activity sheet and instructions. Explain each activity, using the instructions for activities sheet. Students will choose and complete one activity from each horizontal row.

Day 6

- Students will present their plays, TV news reports with commercial, or debates.
-

Appendix A

Assessment Activities

You will do three activities from the grid below. Choose one from each horizontal row. Instructions for each task are attached to this page. The three in the middle row will be done with a partner. You must use the primary source (letter of Charity Rotch) in at least one of the tasks you choose.

Name _____

Put a check in the boxes of the tasks you will do.

JOURNAL Write 5 journal entries as if you were one of the people we have studied.	INTERVIEW Write both sides of an interview with one of the people we have studied.	RESEARCH Research and write a report on one of the people we have studied.
PLAY Write and perform a play about one of the events we have studied.	TV NEWS REPORT Create a TV news report on one of the events we have studied.	DEBATE Write and perform both sides of a debate that might happen during this time in history.
CROSSWORD PUZZLE You will create a crossword puzzle using the vocabulary words given.	TIMELINE Create a timeline showing the order of conflicts and changes we have studied	COMIC STRIP Create a comic strip about one of the events we have studied.

Appendix B

INSTRUCTIONS FOR ACTIVITIES

Charity Rotch	Thomas Rotch	Anthony Wayne	Little Turtle	Tecumseh
Arthur St. Clair	Blue Jacket	Josiah Harmer	St. Clair's defeat	Chief Logan
Charity's letter	Battle of Fallen Timbers	War of 1812	Gnadenhutzen massacre	

Journal: Choose one of the people above and write at least 5 journal entries that person might have written about one of the events above. Be sure to include dates. Each entry should be at least 4 sentences. Use the form provided.

Interview: Write at least 4 questions you might ask one of the above people and the answers that person might have given about one of the events above. Answers must be at least two sentences. Use the form provided.

Research: Research to find out more about one of the people above. Then write a report about this person. Your report must be at least a full page long.

Play: With a partner, write and perform a play about one of the events above. Your play should be at least 2 pages long.

TV News Report: Imagine that they had TV back in the time of these people. With a partner, write a news report on one of the events above. Your report must include an interview with one or more of the people involved. Include a commercial for something that was used at that time in history.

Debate: With a partner, write a debate telling the viewpoints of both the settlers and the Native Americans. You will present this debate to the class. Each of you will take a different side, but plan together. You will each get the same grade. Each person must speak at least 3 times. Use the form provided.

Crossword Puzzle: Create a crossword puzzle that includes all of these:

3 Native American leaders

3 American military leaders

3 wars or battles

2 treaties

4 vocabulary words from among the following:

pioneer

reservation

confederacy

constitution

democracy

census

flatboat

veto

Clues for people, battles, wars, and treaties must include at least one fact.

Clues for vocabulary words can be definitions or a sentence with a blank.

Use puzzle-maker.com to make your puzzle.

Timeline: Create a timeline that includes the following events:

_____ Land Ordinance

_____ Treaty of Greenville

_____ Northwest Ordinance

_____ War of 1812 (span)

_____ Gnadenhutzen massacre

_____ Battle of Tippecanoe

_____ St. Clair's defeat

_____ Indian Removal Act

_____ Battle of Fallen Timbers

_____ Charity Rotch's lifetime (span)

Comic Strip: Create a comic strip showing one of the events we studied. The strip must have at least 4 frames. Be sure to include setting and appropriate dialogue. Use the form provided.

Student Name _____

JOURNAL OF _____

Date _____

Date _____

Appendix C (con't)

Date _____

Date _____

Date _____

Appendix D

Interview Form

Student Name _____

Interview of _____

Question _____

Answer _____

Question _____

Answer _____

Question _____

Answer _____

Question _____

Answer _____

Appendix E

Student Name _____

Debate Form

Point 1 made by _____

Response by _____

Point 2 _____

Response _____

Point 3 _____

Response _____

Appendix F

Student Name _____

Comic Strip Form

Title _____

Appendix G (two pages)

ASSESSMENT RUBRIC

Name _____

Score ____/30

Journal	All entries show a strong understanding of the historic context of the event and include at least 4-5 accurate details. 10 pts	Entries show mild understanding of the historic context of the event and include at least 2-3 accurate details. 8	Entries show weak understanding of historic context of the event and include no accurate details. 6
Interview	Questions and answers show strong understanding of the historic context of the event and include at least 4-5 accurate details. 10	Questions and answers show mild understanding of the historic context of the event and include at least 2-3 accurate details. 8	Questions and answers show weak understanding historic context of the event and include no accurate details. 6
Research	Information is clear and accurate and include at least 4-5 accurate details. 10	Information is mostly clear and accurate and include at least 2-3 accurate details. 8	Information is not clear or inaccurate answers show weak understanding historic context of the event and include no accurate details. 6
Play	Dialogue shows a strong understanding of the historic context of the event and includes at least 4-5 accurate details. 10	Dialogue shows a mild understanding of of the historic context of the event and include at least 2-3 accurate details. 8	Dialogue shows a weak understanding answers show weak understanding historic context of the event and include no accurate details. 6
TV News Report and commercial	Facts are clear and accurate and show a clear understanding of the historic context of the event and include at least 4-5 accurate details. 10	Most facts are clear and show a mild understanding of of the historic context of the event and include at least 2-3 accurate details. 8	Few facts are not clear and accurate and news report shows a weak understanding of the historic context of the event and include no accurate details. 6
Debate	Points made show strong understanding of the historic context of the event and include at least 4-5 accurate details.	Points made show mild understanding of of the historic context of the event and include at least 2-3 accurate details.	Points made show weak understanding of the historic context of the event and include no accurate details.

	10	8	6
Crossword Puzzle	Clues show strong understanding of the historic context of the event and include at least 4-5 accurate details. 10	Clues show mild understanding of the historic context of the event and include at least 2-3 accurate details. 8	Clues show weak understanding of the historic context of the event and include no accurate details. 6
Timeline	All dates are accurate and placed correctly 10	Most dates are accurate and placed correctly 8	Few dates are accurate or placed correctly 6
Comic Strip	Settings and dialogue show strong understanding of the historic context of the event and include at least 4-5 accurate details. 10	Settings and dialogue show mild understanding of the historic context of the event and include at least 2-3 accurate details. 8	Settings and dialogue show weak understanding of the historic context of the event and include no accurate details. 6

Appendix H (2 pages)

Text of Charity Rotch letter

A-30-18

[page 1]

Esteemed frds Kendal 10th mo 10th 1818
Warder & brothers

Your esteemd favour of 8th mo 19th & 8th mo 7th came in my absence on acct of attending our yearly mtg, & then fulfilling an appointment by the Committee on indian concerns to attend the treaty between the United States, & the Indian tribes of this state, at St. Mary's, in company with Jonathan Taylor & John Shaw. Our reluctance to leave the yearly mtg before it concluded made us several days too late for this, but in season for that of the tribes of Indianna which altho not concluded when we left that place for home, had so far advanced as to admit of private intelligence from the natives, the conclusion, then, the Delawares, Weanots & Kickapoos had come to - that of selling all

their lands in Indianna, & removing on the other side of the Mississippi with the exseption of the Miama Tribe who it is expected will make a [illegible]; the indisposition of my companions hastend our departure from the place, which we the less regrette; from being satisfied of a prevailing disposition in the minds of the companions, to show kindness & liberallity to the Indians=they were Governor Jonathan Jenny, Governor Lewis Cap=the former & latter from Indianna we had some opportunity of conveying to the most untaught & hostile tribes the disposition of the Quakerlus, as they call them

[page 2]

towards their indian Brethren which alwais appeard to give them pleasure; the consideration of the improbability of another opportunity of like extent, and facility, ever hap pening again in our day, did not fail to augment in our minds the importance of improving it- & altho a participation in the conflicts of our fellow creatures when in the extreme may almost overwhelm & shatter our frame, yet there is a certain tie, from both moral & religious obligation - that when in our places we rather desire to share with them than to shut our faculties against-under the impressions, I felt the insignificance of what at the women seemed like taking our lives in our hands in penetrating their Country at a time when by the torrents of rains the disturbed bridges, & high waters were almost inseparable barriers. how did my mind sink at different times, when following the perturbations of theirs, in every motion expression & look-when 10 engaged chiefs with chiefs as not to cast an eye or perceive an interestd spectator, reading intelligibly the interwoven anxiety & distrust that marked each feature, while the involuntary [illegible] bid [illegible] the furrow worn cheek~ or the space of 20 minutes I stood gazing; with every faculty awakend in sympathy, when thers were no less so for their unalienable rights- in this spectacle [illegible] I could retrace the abrogation of this [illegible] the Country from the province of Main to the Mississippi at the expense of innumerable feelings as keen as those

that has so feelingly aroused my sympathy. a very ma

Appendix H (con't)

terial difference was perceivable between those that had showed the care & aid of frnds, from such as knew nothing [page 3]

of us- yet among them, there were some that woud insure us to think they had possessed some advantages of civilized example. It was scarcely to be accounted for, that on one of those tribes taking their Seats in the Council room, the Chief observing our walking to & from pensively before them directed the interpreter to ask me. what I expected woud be best for them to do. I told him that I was not sufficiently acquainted with their situation & Country to gudge in the present case. I spoke to Jonathan Taylor who stood not far off, & we improved the opportunity to communicate to them the sincere interest felt by us the Society of friends called quakers, & our disposition to aid & instruct

them in cultivation of their lands, & also that we lived in peace with all the nations, & on no occation were in any way concerned in war. this appeared to interrest their feelings, they surveyd us, as if they woud wish to know us & our frnds, there were of the Indians at the treaty, fourteen tribes, & four thousand persons

including women & children. I renewed my acquaintance with divers of the Sandusky Chiefs who recognised me at first glance to my astonishment- their minds appeared prepared to meet any endeavour that maybe attampted to aid them in agriculture- to which they will be obliged to resort, as the lands are fast settl ing in their neighborhood- & those last purchased

will soon after surveyed be taken up; such appeared to be the necessity of further exertions & extension to the instruction of the Indians, that Subscriptions were [page 4]

recommended down to the quarterly meetings this year in order to increase the fund for this purpose but the incapacity of large portion of our members will not admit of a collection proportionate to the opportunity of doing good - under the consideration of their things, your before mentiond letter announcing the benevolent, liberallity of our dear frds of Indiana who have seemd to anticipate our necessity for the prosecution of this great & necessary work my heart was made thankful to the Shepherd of the flock & I shall obtain as soon as may be, some advice for the disposition of the amount mentiond. yr frd Thomas Rotch

Appendix I (2 pages)

Primary Source Analysis
Charity Rotch Letter on Treaty of St Mary's

Name _____

Who wrote this letter? _____

When was it written? _____

What was the weather like? _____

To whom was it written? _____

Why was it written? _____

Describe how Thomas and Charity felt about the Native Americans that were present at the Treaty of St. Mary's.

What words did Charity use to describe how the Native Americans felt?

What did one of the chiefs ask them? _____

How did they respond? _____

What did the Quakers (Society of Friends) offer to do for the Native Americans?

How many Native Americans were at the treaty? _____

In this treaty the Native Americans agreed to give the United States 9 million acres of land in Ohio and Indiana. In return, the Native Americans were to receive:

1. \$15,000 in silver annually
2. A sawmill
3. A gristmill
4. A gunsmith
5. A blacksmith
6. Farming equipment
7. 160 bushels of salt per year.

Whose signature is on the letter? _____

Why, do you suppose? _____

What can you learn about the Quakers from this letter? _____

Charity states that the Native Americans were interested in the Quaker ways. Why do you suppose that was? _____

Appendix J

Answer Key to Primary Source Analysis of Charity Rotch Letter

Timeline: Create a timeline that includes the following events:

<u>1785</u>	Land Ordinance	<u>1795</u>	Treaty of Greenville
<u>1787</u>	Northwest Ordinance	<u>1812-1815</u>	War of 1812 (span)
<u>1782</u>	Gnaddenhutten massacre	<u>1811</u>	Battle of Tippecanoe
<u>1791</u>	St. Clair's defeat	<u>1829</u>	Indian Removal Act
<u>1794</u>	Battle of Fallen Timbers	<u>1766-1824</u>	Charity Rotch's lifetime (span)

Primary Source Analysis Charity Rotch letter on treaty of St Mary's

Name _____

Who wrote this letter? _____ Charity Rotch

When was it written? _____ Oct. 10, 1811

What was the weather like? _____ Very rainy, flooding

To whom was it written? _____ Quaker Friends of Thomas and Charity

Why was it written? _____ Tell them about the Treaty of St. Mary's and to enlist their
help in teaching the Native Americans to farm

Describe how Thomas and Charity felt about the Native Americans that were there.

They felt sorry for them. They seemed so confused and distrustful. They were
also very poor, and their rights were being violated.

What words did Charity use to describe how the Native Americans felt?

Confused and distrustful

What did one of the chiefs ask them? _____ He asked what he should do

How did they respond? They didn't know because they didn't know their situation

What did the Quakers (Society of Friends) offer to do for the Native Americans?

Help them learn to farm

How many Native Americans were at the treaty? 4,000

In this treaty the Native Americans agreed to give the United States 9 million acres of land in Ohio and Indiana. In return, the Native Americans were to receive:

1. \$15,000 in silver annually
2. A sawmill
3. A gristmill
4. A gunsmith
5. A blacksmith
6. Farming equipment
7. 160 bushels of salt per year.

Whose signature is on the letter? Thomas Rotch

Why, do you suppose? Charity was writing on his behalf

What can you learn about the Quakers from this letter? _____

They are peaceful and want to help them. They did not take part in war.

Charity states that the Native Americans were interested in the Quaker ways. Why do you suppose that was? They must have seen their sincerity about being peaceful