

★ AMERICAN REVOLUTION SERIES ★

GRADES
4-6

Indigenous People and the American Revolution

PRIMARY SOURCE INVESTIGATION

ELA INTEGRATED

✓ Assessment

✓ Build Thinking Skills

✓ Engaging Activities

- Materials:**
- Included with download:
- "The Haudenosaunee During the American Revolution" informational text
 - The Haudenosaunee During the American Revolution note catcher & key
 - Joseph Brant - Thayendanegea
 - Letter from Joseph Brant - Introduction
 - Letter from Joseph Brant - Primary Source
 - Algonquin People During the American Revolution & Impact of the War on Indigenous Peoples (on the same page)
 - Indigenous People and the American Revolution - Big Ideas

- Maps - a copy to print is included to download, as well as links to allow you to zoom in and see details.
- The Land of the Iroquois, 1771 Map (note - I do not have an online source for this map)

Indigenous People and the American Revolution

New York State Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.

New York State Next Gen ELA Standards:

4RI Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.

4R4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words.

4W5 Draw conclusions from a text and reflect on the text.

Students will:

Confederacy

such as Joseph Brant

Haudenosaunee

Vocabulary:

- ally - person
- mission - purpose
- Indigenous - Native American

Liberty's Kids Connection: "Bostonians" Episode 131. This episode focuses on John Adams and Joseph Brant. It is very well done, and explains Brant's point of view well. <https://www.youtube.com/watch?v=WjAyL7LPfc>

Full Lesson Plans

Meets NYS SS Framework 4.3d , 4th bullet

Name: _____ Date: _____

Indigenous People and the American Revolution - Big Ideas

Directions: Using what you have learned, answer the questions below in complete sentences providing details from the informational (secondary) text and the primary sources we studied.

1. Why might the American Revolution be remembered differently by the Haudenosaunee than by the Americans?

Formative Assessment

Name: _____ Date: _____

The Haudenosaunee During the American Revolution

During the American Revolutionary War, the Haudenosaunee Confederacy, also called the Six Nations, lived in what is now New York State. The Six Nations were the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. At first, many Haudenosaunee leaders wanted to stay neutral and not take sides. They saw the war as a fight between the

Oneida and Tuscarora and the Americans
The Oneida, and later the Tuscarora, chose to side with the American colonists during the Revolutionary War for several reasons. The Oneida lived close to colonial settlements and had built strong relationships with their neighbors. Many Oneida leaders believed working with the Americans would help and their land. On this decision was a missionary who lived with

Name: _____ Date: _____

Letter from Joseph Brant - Introduction

In 1776, Joseph Brant traveled to London, England. While there, he met with British government leaders and King George III. Joseph Brant went to London to speak for the Haudenosaunee people and to explain their worries about the war and the loss of their land. He wanted the British king to protect Haudenosaunee lands and take their concerns seriously. During his visit, many people in England were interested in him, and his portrait was made while he was there.

On the next page are excerpts from a letter to the British Secretary of State Lord George Germain written by Joseph Brant in 1776. It is available online; it is stored in an archive of **transcriptions** made from the original types an original document exactly as available for study.

In the letter Brant writes about "our Superintendent" was a government worker who helped with relationships between Indigenous nations. Indigenous leaders, made agreements and alliances. Their job was to protect the interests of the two groups.

Questions: After reading the letter, write the information in the text to help you.

- What "great Lake" did Brant actually cross? _____
- Who is Brant talking about when he writes, "our Father, the Great King"? _____

Spelling! Spellings of some words have changed over time. Write the correct spelling for these words found in Brant's letter. You might need to read the word in context to help you.

- joyn _____
- shewn _____
- uneasie _____

Tag the Text

- Evidence that the Six Nations are loyal to the King in purple. 
- Evidence that they are angry or upset in red. 
- Evidence that land is important to them in green. 
- Evidence of what they want from the king in blue. 

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Name: _____ Date: _____

The Haudenosaunee During the American Revolution

Why did many leaders want to remain neutral at the start of the war?



Which Haudenosaunee Tribes Sided with the British?



Which Haudenosaunee Tribes Sided with the Americans?

KEY

Name: _____ Date: _____

Algonquin People During the American Revolution

During the American Revolution, the Algonquin people, like the Haudenosaunee, tried to protect their land and their way of life. Some Algonquin groups worked with the British because the British promised to limit American settlers from moving onto Indigenous lands. Other Algonquin people tried to stay neutral, or not take sides, because fighting could bring danger to their communities. Many Americans wanted more land and did not always respect Indigenous rights, which made some

Name: _____ Date: _____

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Unlike the Haudenosaunee, the Algonquin did not have one single famous leader who represented all of their people during the American Revolution. Historical sources explain that the Algonquin lived in smaller communities, and each community had its own chief, with decisions made by local

can centered on one
rent choices about
what they believed

made their

Impact of the War on Indigenous Peoples in New York

After the American Revolution ended, both the Algonquin and the Haudenosaunee peoples faced serious hardships. Neither group was invited to the peace talks that ended the war. When Britain recognized the United States in the Treaty of Paris, new borders were drawn that allowed American settlers to move into Indigenous lands. This affected the Algonquin and also the Haudenosaunee, whose homelands were now claimed by the United States. Many Haudenosaunee communities were already damaged during the war, and after it ended, they lost even more land. Some Algonquin and Haudenosaunee people moved north into Canada, while others were pushed onto smaller areas of land within the United States. Even though the war brought independence to the United States, it brought loss and hardship to many Indigenous nations.

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Key Idea

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Information Text with Comprehension Activities

Keys Included

WHY?

good trading
with the British. Joseph
at the best way to keep
and protect their land was

WHY?

They trusted the missionary Samuel
Kirkland, who explained the American's
point of view. They lived close in colonial
settlements and had strong relationships
with their neighbors.

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Joseph Brant is remembered today as a Mohawk leader who lived during a difficult time. Although his choices were controversial in his history and in the Revolutionary War.

? What was Joseph Brant's main reason for siding with the British in the Revolutionary War?

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Name: _____ Date: _____

Letter from Joseph Brant - Primary Source

We have crossed the great Lake and come to this kingdom with our Superintendent, Col. Johnson, from our Confederacy the Six Nations and their

allies, that we might see our Father, the Great King, and joyn in informing him, his Councillors and wise men, of the good intentions of the Indians our

brethren, and of their attachment to His Majesty and his Government. Brother. The Disturbances in America give great trouble to all our Nations, as many

strange stories have been told to us by the people of that country. The Six Nations who always loved the king... We now Brother hope... that we may be

has never been done, and it makes us very uneasie... Indeed it is very hard when we have let the Kings subjects have so much land for so little value, they

should want to cheat us in this manner of the small spots we have left for our women and children to live on. We are tired out in making complaints & getting no redress. We therefore hope that the Assurances now given us by the

Superintendent may take place, and that he may have it in his power to procure us justice. Brother. We shall truly report all that we hear from you, to the Six Nations on our return. We are well informed there have been many

Indians in this Country who came without any authority, from their own, and gave us much trouble. We desire Brother to tell you this is not our case. We are

warriors known to all the Nations, and are now here by approbation of many of them, whose sentiments we speak. Brother. We hope these things will be

considered and that the King or his great men will give us such an answer as will make our hearts light and glad before we go, and strengthen our hands, so

that we may joyn our Superintendent, Col. Johnson in giving satisfaction to all our Nations, when we report to them on our return; for which purpose we hope

soon to be accommodated with a passage.

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The State of New York With Its Counties, 1788 - New York State Archives Partnership Trust

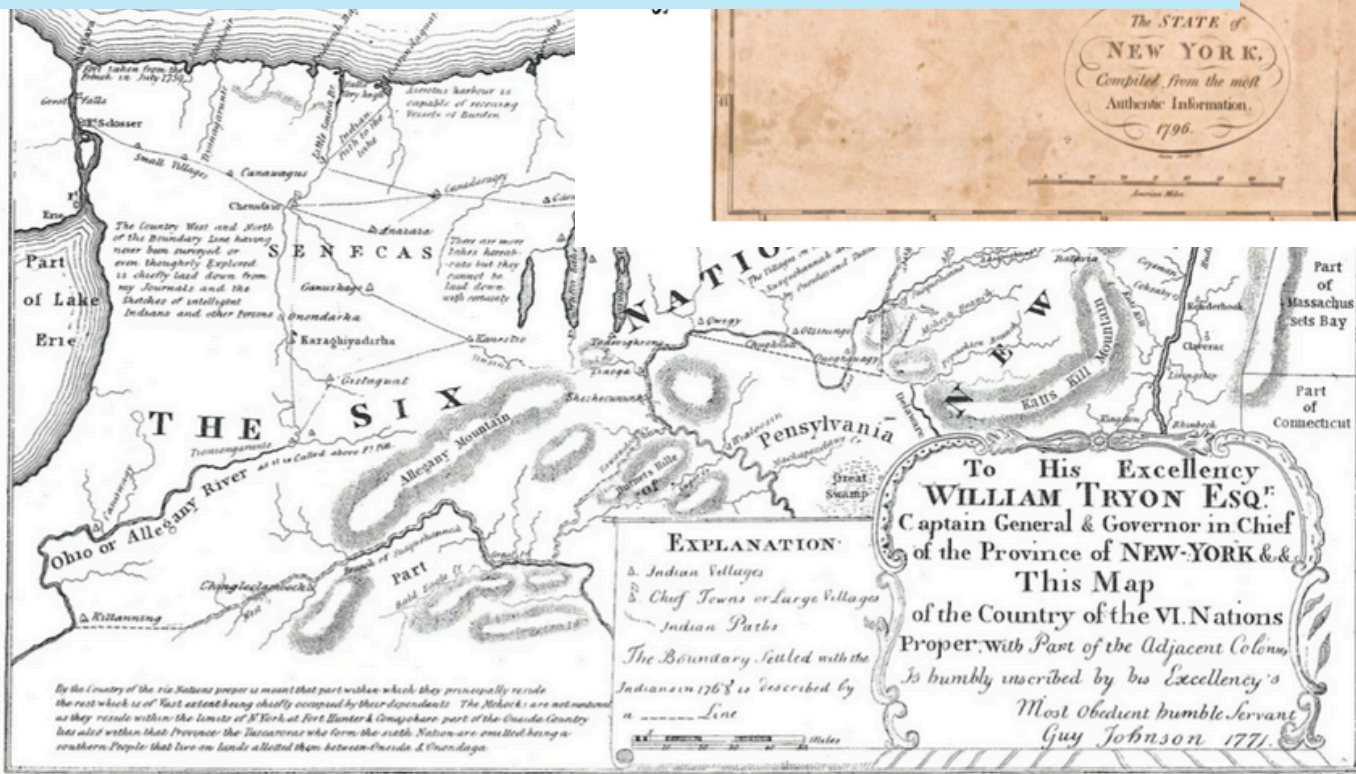


The State of New York 179



Primary Sources to Analyze

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THE LAND OF THE IROQUOIS.