

First Nation's Involvement in the War of 1812: Cause and Consequence: Part 2

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Suggested grade level: Intermediate/Senior

Suggested time: 2 class periods

Brief Description of the Task

In this lesson students will explore the **consequences of First Nation's involvement in the War of 1812**. As well, they will examine the ways that the events of the War of 1812 are still relevant today, through the concept of **continuity and change**.

Historical Thinking Concepts

- Cause and Consequence
- Working with Primary Source Evidence
- Continuity and Change

Learning Goals

Students will:

- participate in activities that will allow them to understand **Cause and Consequence**, working with **Primary Source Evidence** and **Continuity and Change**
- study documents and art work from and about the War of 1812 to learn about First Nation involvement in the war and its consequences
- understand how consequences can be long lasting and identify present circumstances for First Nations people today

Materials

Photocopies of all Appendices and Worksheets 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
- Cause and Consequence Biography Sheet
- Collage of the focus question with explanation

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. Repeat the focus question and tell the students that they will now be researching the consequences of First Nations involvement in the War of 1812. Have students look back at the consequences exercise chart they created about attending school to refresh their memories.

2. To begin, hand out **Worksheet 1, Consequences of First Nation involvement in the War of 1812**, and display or hand-out **Appendix 1A: Surviving Six Nations Warriors**.

(<http://collectionsCanada.gc.ca/lac-bac/search/all?Language=eng>, Type in "Surviving Six Nations Warriors" in the search box) Ask:

- What's going on in this picture?
- What do you see that makes you say that?
- Why might this picture have been taken?
- From this primary document, what might we deduce is a consequence of these three First Nations men being involved in the War of 1812? (Possible answers: They are part of a

celebration. They are heroes and being remembered by the government of Canada/Britain. etc.)

- **What might be the short term or long term impact of the consequences?**

Have students write their responses on **Worksheet 1**.

3. Next display or hand-out **Appendix 1B: The Dying Tecumseh**. (<http://americanart.si.edu/collections/search/artwork/?id=19670>)

Ask:

- **What is going on in this picture?**
- **What consequences does it reveal for Tecumseh and First Nations?**
- **Why might a German born sculpture in the mid 19th century choose Tecumseh as a subject for his art?**
- **What might be the larger story behind 19th century thoughts, feelings, and consequences for First Nations entering the War of 1812?**

Again, have students write their responses on the consequences **Worksheet 1**.

4. Divide students into pairs or groups and provide students with copies of either **Appendix 2 A-D** and **Worksheet 2** or **Appendix 3 A-D** and **Worksheet 3**. Provide student time to work together, research answers and add to their list of consequences on **Worksheet 1**.

5. Students are then asked to review their list of consequences on **Worksheet 1**. Students will present their findings to the class and add additional class ideas to their lists.

6. Provide students with an opportunity to work on their own and demonstrate their understanding of the content and concept of **Cause and Consequence** by completing the assignment **Cause and Consequence Biography: War of 1812 Bio Sheet** (in the Worksheets folder). Students can present their topics in groups or to the class.

7. In order to conclude the lesson, introduce the students to the concept of **Continuity and Change**. (see: <http://historicalthinking.ca/concept/continuity-and-change>) Begin by showing them a picture of a telephone from the early 1900s and ask:

- **What is the same and what is different if we compare telephones from the past and the phone you have today? (Or the one you might be texting on at this moment?)** (Make a list of similarities and differences on the board)
- **What changes have been positive? Are there any negatives to the changes?**
- **Would it be possible for use to go back to a time with no phones? Why or why not?**

8. To draw the students back to the topic, remind them of the focus question. Students should be aware that consequences of history can have a long legacy. Ask:

- **First Nations peoples were left out of the Treaty of Ghent negotiations at the end of the War of 1812. What impact did that have on the dream of a Native Homeland?**
- **What issues have there been about Native land claims today?**

Display or handout **Appendix 4: Historic Land Treaties** map for the class. (see:

http://www.mysteriesofcanada.com/First_Nations/first_nations_treaties.htm)

Explain to the students that First Nations in Canada signed a number of important treaties after the War of 1812, but many of the agreements were not fulfilled. Today a number of land claims have still not been honoured/settled.

9. Group students in to pairs and handout **Worksheet 4**. With their partners ask students to fill-in column 1 – First Nations People After the War of 1812 for the four characteristics presented. Ask:

- **What was the state of First Nations peoples after the War of 1812 in the four areas listed on the worksheet?**

Provide students with time to write down their ideas and to present their ideas to the class.

10. As homework students will watch the videos and learn about how First Nation's communities are growing and thriving. Students should have their charts filled-out for the next class.

For the discussion, ask:

- **Since the War of 1812, to what degree was there continuity and to what degree was there change for First Nations people across those four characteristics?**

11. As a final task, have students create a collage of images that answer the focus question, addressing the long-term consequences (present day) of the War of 1812 for First Nations people. To support the collage, students will write a 500 - 1000 word explanation of their ideas.

Appendix 1A: Surviving Six Nations Warriors



Title: Studio portrait taken in July 1882 of the surviving Six Nations warriors who fought with the British in the War of 1812.

Date: July, 1882

Place: Brantford, Ontario

Content: (Right to left:) Sakawaraton - John Smoke Johnson (born ca. 1792); John Tutela (born ca. 1797) and Young Warner (born ca. 1794)

Source: Government of Canada

(Source:

[http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=3195172&back_url=\(\)](http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=3195172&back_url=())

Appendix 1B: The Dying Tecumseh



The Dying Tecumseh

Modeled: ca. 1837-1846

Carved 1856 Ferdinand Pettrich

Born: Dresden, Germany 1798 **Died:** Rome, Italy 1872

Material: marble with painted copper alloy tomahawk

Location: Smithsonian American Art Museum Transfer from the U.S. Capitol

(**Source:** <http://americanart.si.edu/collections/search/artwork/?id=19670>)

Appendix 2A: Political Cartoon



Title: "A Scene on the Frontiers as Practiced by the Humane British and Their Worthy Allies."

Artist: William Charles: 1812.

Content: **Caption:** "Bring me the Scalps and the King our master will reward you-"
Sign: "Reward for Sixteen Scalps", **Bottom:** "Arise Columbia's sons and forward prefs, Your country's wrongs call loudly for redrefs; The Savage Indian with his Scalping knife, Or Tomahawk may seek to take your life, By bravery aw'd they'll in a dreadful Fright, Shrink back for Refuge to the Woods in Flight; Their British leaders then will quickly shake, And for those wrongs shall restitution make."

Commentary from The Library of Congress: This political cartoon from the War of 1812 attacks the British policy of paying bounties to Indian allies for enemy scalps. General Henry Hamilton, a British commander in Canada during the American Revolution, was the most infamous practitioner of this policy, earning him the nickname "The Hair Buyer" on the Pennsylvania frontier.

(Source: <http://explorepahistory.com/displayimage.php?imgId=1-2-8EE>)

Appendix 2B: Death of a Leader



Title: Death of Tecumseh

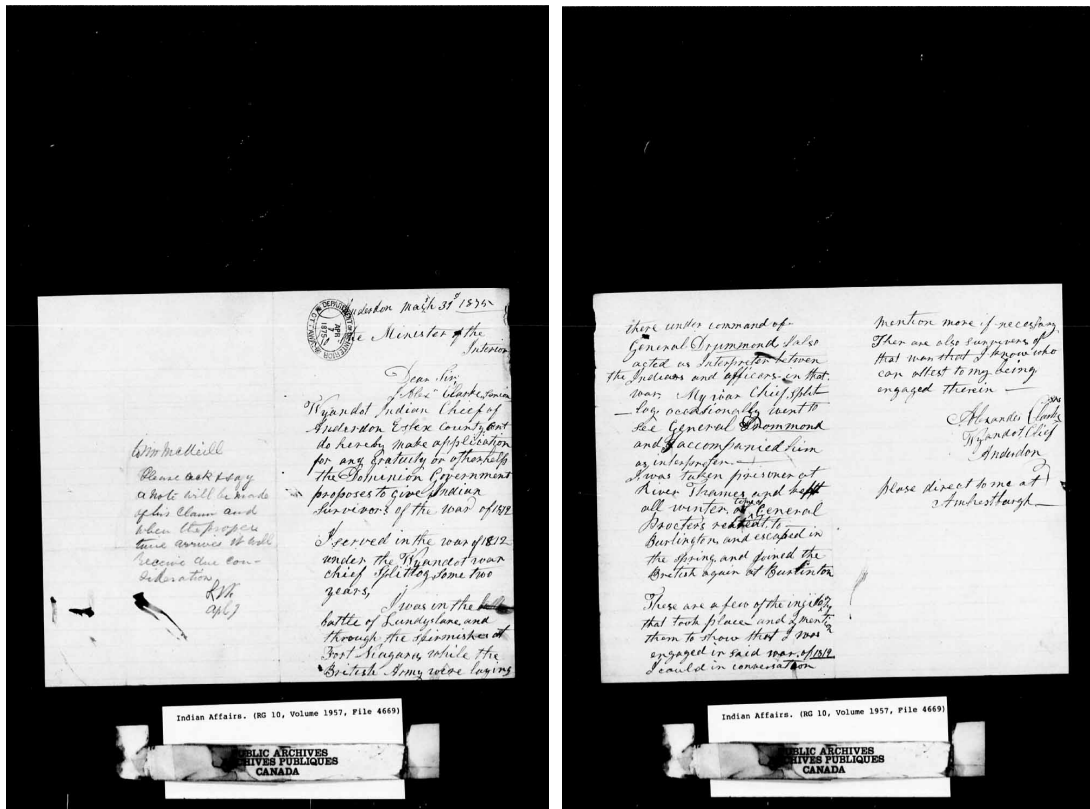
Date: 1846

Place: New York, New York

Artist: Nathaniel Currier, 1813 - 1888

(Source: <http://www.collectionscanada.gc.ca/index-e.html/>, **In search box type:** C-040894)

Appendix 2C: Claim of Alexander Clark



Title: ANDERDON RESERVE - CLAIM OF ALEXANDER CLARK TO A GRATUITY, BEING A SURVIVOR OF THE WAR OF 1812-1814.

Date: 1875

Source: Government of Canada

(**Source:** <http://collectionscanada.gc.ca/lac-bac/search/arch>, **In the search box type "War of 1812"; Then click on #11, and item #2 & #3 to read the document**)

Appendix 2D: Commentary on the Legacy

But the real losers were the Indians. When Black Hawk of the Sauks heard the details of the Peace of Ghent, he wept like a child. A few weeks before he had delivered a prophetic speech: "I have fought the Big Knives and will continue to fight them, until they retire from our lands." And fight them he did. In 1832, the Black Hawk War rekindled Tecumseh's Dream of an Indian confederacy. I was a war doomed, as all Indian revolts were doomed, to failure.

...The Indians knew betrayal when they saw it. "*Father!*" Sausamauee of the Winnebago cried out to McDouall in his anguish, "you promised us repeatedly that this place would not be given up...it would be better that you killed at once, rather than expose us to a lingering death...The peace you made between you and the Big Knives may be a lasting one; but it cannot be for us, for we hate them; they have so often deceived us that we cannot put any faith in them."

The tribes realized that the British had ridden proudly together into the defeated fort at Detroit, symbols of mutual respect between the British and the natives. What price now the pledges of the Great White Father to his children?...But when the war ended, the white soldiers knew that if they lived they could go home. Where was home for the Indians?

In the summer of 1815, the United States signed fifteen treaties with the tribes, guaranteeing their status as of 1811. But it did not return an acre of land. The dream of an Indian state never came true. Did the British ever believe it would? The was that bolstered national feeling on both sides of the border crippled the pride of the native peoples. As civilization marched westward, the Indians retreated. Tecumseh's tribe, the Shawnee, found themselves drifting from reservation to reservation in Kansas and Oklahoma. The Winnebago of Green Bay, ravaged by war and disease, moved to Iowa, the Minnesota, and finally Nebraska. The Miami ended on reservations in Kansas, the Potawatomi in Oklahoma.

(Berton, Pierre. *Flames across the Border: The Canadian-American Tragedy, 1813-1814*. Boston: Little, Brown, 1981.)

Appendix 3A: Political Cartoon



Title: British Warfare in 1812, 1837-38

Date: ca. 1843

Place of creation: New York (State)

Publisher: Henry R. Robinson

Content: **Caption bubble with native:** "Give me plenty / rum, Gubner / Head, I catch / you more / Scalps - !", **Caption bubble with Officer:** "No Quarter, no prisoners! / Hurrah! for Queen Victoria!", **On sign in man's hand:** "LIBERTY / to the / NEGROES", **Caption bubble with Black man:** "Gorra [sic] - mighty! / me burn all de [sic] / farming utensil [sic]!", **On burning ship:** "CAROLINE / BUF" FA **On sign at foot of Officer:** "Rights / of Nations", **On sign at foot of Officer:** "Rights of War / between / Civilized Nations"

(Source: <http://www.collectionscanada.gc.ca/lac-bac/search/arch>, **Type:** "British Warfare in 1812, 1837-38" in the search box.)

Appendix 3B: Death of a Leader



Title: Battle of the Thames - Death of Tecumseh

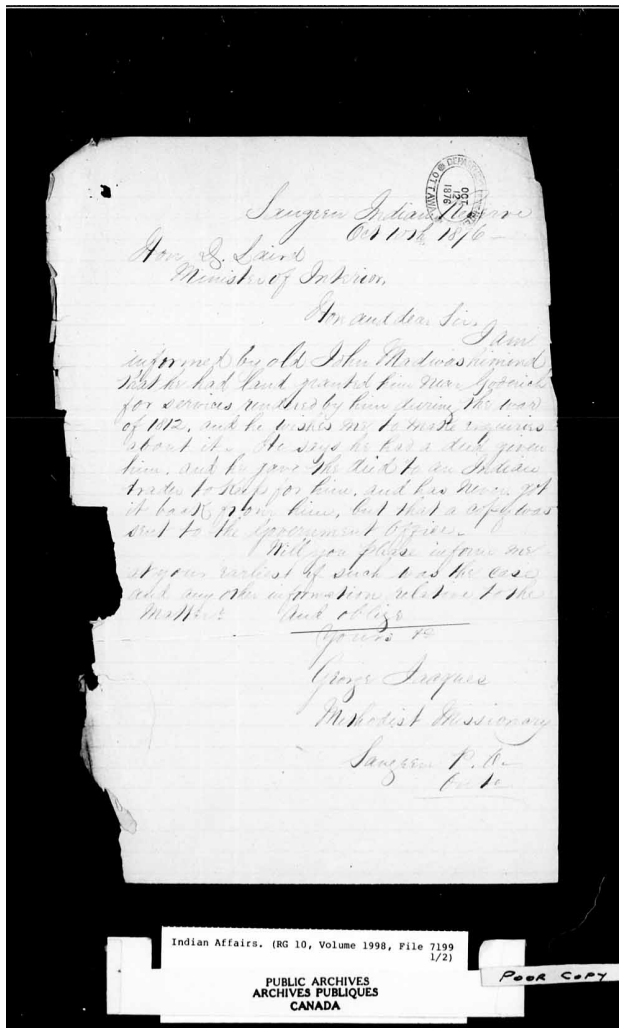
Date: 1857

Place: New York : Johnson, Fry & Co

Artist: painted by A. Chappel ; engd. by W. Wellstood.

(**Source:** <http://www.loc.gov/library/libarch-digital.html>, **In the search box type:** "Death of Tecumseh")

Appendix 3C: Land Claim



Saugeen Indian Reserve/ Oct 10th, 1876 / Hon. D. Laird / Ministry of Interior / Hon and dear Sirs,

I am informed by old John Madwasebrind that he had land granted him near Goderich for services rendered by him during the war of 1812, and he wishes me to make inquiries about it. He says he had a deed given him, and he gave the deed to an Indian trader to keep for him, and has never got it back from him, but that a copy was sent to the Government Officer.

Will you please inform me at your earliest if such was the case and any other information relative to the matter and oblige

yours / George Jacques / Methodist Missionary / Saugeen

(Source: <http://collectionscanada.gc.ca/lac-bac/search/arch>, In the search box type "War of 1812"; Then click on #10 for a closer view of the document)

Appendix 3D: Commentary on the Legacy

The British commanders in the Great Lakes country tried to reconcile the Indians to peace terms that fell far short of what they had been promised. The natives would not recover the country north and west of the Ohio River, nor would the British retain the key fort at Michilimackinac. Instead, the Indians had to settle for a vague promise that they would be restored to their possessions of 1811, and they had to trust in their bitter enemies, the Americans, to keep that promise. Given British presents and hollow promises, angry chiefs rebuked the British officers as liars and deceivers. The Lakota chief Little Crow insisted:

After we have fought for you, endured many hardships, lost some of our people and awakened the vengeance of our powerful neighbours, you make peace for yourselves, leaving us to obtain such terms as we can. You no longer need our service; you offer us these goods to pay us for having deserted us. But no, we will not take them; we hold ourselves in equal contempt.

But most Indians were too impoverished by war to join Little Crow in rejecting the presents of consolation. ...

In Upper Canada the Haudenosaunee and the Mississauga faced similar pressures to surrender their lands. From 75,000 in 1815, the settler population doubled to 150,000 in 1824, overwhelming the eight thousand natives in the colony. Between 1815 and 1824 the government seized nearly 7.4 million acres in a series of one-sided land cession treaties. By the mid-1820s, most of the colony's natives were restricted to reserves that resembled the American reservations.

During the 1820s British policy also undermined the warrior culture that had previously defended Upper Canada. The lieutenant governor, Sir Peregrine Maitland, pressured the natives to embrace the Christian faith and morality and to practice the European mode of agriculture, rather than their traditional methods of hunting, fishing, gathering and horticulture. ...

Prior to the war, no British lieutenant governor would have endorsed the American policy that sought to restrict, dispossess, and transform Indians. But after the war Upper Canada's Indian policy converged with the American model. That convergence made it easier for the British to forsake their alliance with the Indians within the American border.

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

Appendix 4: Historic Indian Treaties



Worksheet 1: Consequences of First Nation involvement in the War of 1812

| Consequences | Short Term or Long Term |
|---------------------|--------------------------------|
| Impact | |

Worksheet 2: Questions for Appendices 2 A-D

Appendix 2A: Political Cartoon

- 1.** From what perspective was this cartoon created? How might that influence the content?
- 2.** What research could/should be done to verify the content of this cartoon?
- 3.** What impact or consequences might this cartoon have on the reader and First Nations peoples?

Appendix 2B: Death of a Leader

- 1.** This engraving was created 33 years after Tecumseh's death. Why might this event still be so prominent in the minds of Americans?
- 2.** Tecumseh's death was more than just the death of one man. What did he represent? What were the impacts of the loss of this First Nations leader?

Appendix 2C: Claim of Alexander Clark

1. What was Alexander Clark's role in the War of 1812? What was he hoping to achieve by this letter? Are his demands justified?

2. Why is he still trying to gain attention of the government sixty one years after the end of the war? What does this tell us about the prominence of First Nations people after the War of 1812?

Appendix 2D: Commentary on the Legacy

1. Summarize Pierre Burton's understanding of the consequences to First Nations involvement in the War of 1812.

2. Do you agree with his commentary? Why?

Worksheet 3: Questions for Appendices 3 A-D

Appendix 3A: Political Cartoon

1. From what perspective was this cartoon created? How might that influence the content?
2. What research could/should be done to verify the content of this cartoon?
3. What impact or consequences might this cartoon have on the reader and First Nations peoples?

Appendix 3B: Death of a Leader

1. This engraving was created 33 years after Tecumseh's death. Why might this event still be so prominent in the minds of Americans?
2. Tecumseh's death was more than just the death of one man. What did he represent? What were the impacts of the loss of this First Nations leader?

Appendix 3C: Land Claim

1. What was promised to John Madwaserbrind and why? What was he hoping to achieve by this letter? Are his demands justified?

2. Why is he still trying to gain attention of the government sixty two years after the end of the war? What does this tell us about the prominence of First Nations people after the War of 1812?

Appendix 3D: Commentary on the Legacy

1. Summarize Alan Taylor's understanding of the consequences to First Nations involvement in the War of 1812.

2. Do you agree with his commentary? Why?

Cause and Consequence Biography: War of 1812 Assignment Sheet

Purpose: to demonstrate understanding of Cause and Consequence and the impact of individuals or groups involved in the War of 1812.

Format:

1. Choose an individual or group who was involved in the War of 1812 from the following list or one of your own choice:

| Canadian | American | First Nation | British |
|-------------------------|---------------------|---------------------|----------------------|
| Laura Secord | James Madison | John Brant | King George III |
| Charles de Salaberry | William Harrison | Molly Brant | George Prevost |
| Capt. John B. Glegg | The War Hawks | Tecumseh | Isaac Brock |
| William McKay | Gen. William Hull | Tens-Kwau-Ta-Wa | Sir Roger H. Sheafee |
| William Claus | M. Gen. H. Dearborn | Sou-Neh-Hoo-Way | |
| Voltigeurs | | Myeerah | |
| | | Black Hawk | |

2. Research and take notes on their biographical information and identify the causes and consequences of their involvement in the War of 1812.

3. Complete the "**Cause and Consequence Biography: War of 1812**" Bio sheet.

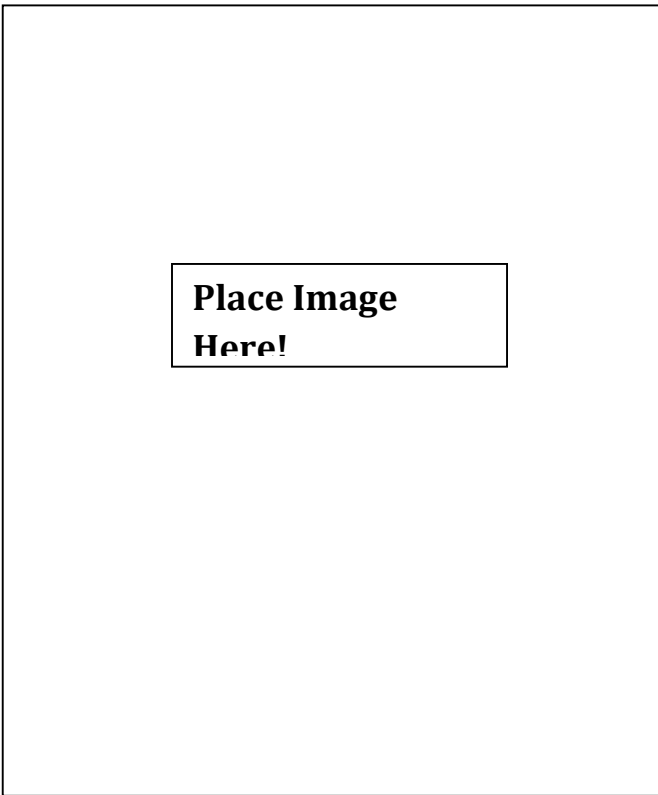
Websites: www.biographi.ca
www.eightentweleve.ca

Marks:

Due Date:

Cause and Consequence Biography: War of 1812 Bio sheet.

Name: _____ Date: _____



Biographical

Name:

Date of Birth/Death:

Birth Origin:

Role in the War:

Causes of Involvement

Consequences of Involvement

Worksheet 4 - Continuity and Change for First Nations People

Name: _____ Date: _____

Topic: _____

Using information from your worksheets, class discussions and research, record information that helps you to identify what has changed and what has remained the same for each of the characteristics listed below. Go to the following website and choose one video to watch for each characteristic: <http://www.aadnc-aandc.gc.ca/eng/1100100014455>

| Characteristic | #1. First Nation Peoples After the War of 1812 | #2. First Nation Peoples 2012 |
|-----------------------------------------------|-----------------------------------------------------------|--------------------------------------|
| Aboriginal Peoples and Communities | | |
| Acts, Agreements and Land Claims | | |

| | | |
|-----------------------------------|--|--|
| Arts, Culture and Heritage | | |
| Education | | |