

## Northwest History Consortium

### The Revolutionary War: Six Nations

**Betsy Gottschalk**  
8<sup>th</sup> Grade

#### National Standard

**Era 3: Revolution and New Nation (1754 – 1820s) / Standard 2**

*Standard 2: The impact of the American Revolution on politics, economy, and society*

#### Washington State Standard

*EALR 4.1.2: Understands how the following themes and developments help to define eras in U.S. history from 1776-1900 and trading*

- *Fighting for independence and framing the Constitution: 1776-1815*

*EALR 3.2.1: Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.*

#### BACKGROUND

The League of Iroquois Nations fought with the British during the French and Indian War. Many of the tribes within the confederation remained united and backed the British when the American colonists first revolted.

American colonists had already been settling in the Great Lakes region well before the first shots of the American Revolution, and Native Americans were losing hunting land to the European American settlers.

During the Revolutionary War, British generals did not intervene when their Native American allies were killed at the Battle of Oriskany. General George Washington had sent troops to the Great Lakes region to subdue, remove, or destroy the Native Americans, and the region was heavily involved in the war between the colonists and the British.

#### PROBLEM

The attempt by European Americans to subdue or eliminate Native Americans dates to the earliest European settlement in the Americas. However, hostile actions increased dramatically during the American Revolution. George Washington, as Commander-in-Chief of the new American government, ordered troops to subdue or destroy the Amerinds in the Great Lakes region. Those orders and that attitude began the government-approved removal, culture-destruction, and genocide of the Native American peoples.

#### SCENARIO

During the early part of the American Revolution, the tribes of the Six Nations were loyal to the British as they had been during the French and Indian War. However, “Dissension and disruption in Indian councils increased as the militant voices drowned out words of moderation” (Calloway, p.26). Events during the early years of the war contributed to the dissension. Councils within the tribes of the Six Nations met to discuss whether to continue fighting on the British side, fight with the American colonists, or remain neutral. Unity within the Six Nations no longer seemed possible.

## Northwest History Consortium

### The Revolutionary War: Six Nations

#### TASK

Your team is representing the members of one of the Six Nations: Mohawk, Oneida, Tuscarora, Onondaga, Cayuga, or Seneca. In three days you will be meeting with all of the tribes in the League of the Iroquois to report whether your tribe will continue to be loyal to the British, support the American revolutionaries, or remain neutral in the American Revolution.

Your job is to research and reflect on events in the revolution in order to formulate and present the arguments to your tribal council so that they can represent the tribe at the Six Nations council.

#### RESOURCES

##### Book

Calloway, Colin G. The American Revolution Crisis and Diversity in Native American Communities. New York, NY: Cambridge University Press, 1995, pg. 32-33.

Harper, William and Fisher, Frederick. "Letter to Governor George Clinton." 28 August 1777. Public Papers of George Clinton, Vol. 2. New York, NY: State of New York, 1970.

##### Internet

Beech, Allen C. "Three Rivers: History from America's Most Famous Valleys." 1879. Three Rivers. ©1998 – 2010. Mohawk Valley (New York). 25 May 2010 <<http://threerivershms.com/ftklOriskanyroster.htm>>.

"The Revolutionary War: Oneidas' Legacy to Freedom." 3 Nov. 2009. Oneida Indian Nation.Com. ©1994 – 2010. Oneida, NY. 24 May 2010 <<http://www.oneidaindiannation.com/history/26347464.html>>.

Washington, George. "Letter to the Continental Congress: Resolution on Indian Campaign." 10 May 1779. Library of Congress (American Memory). 1994 – 2010. Washington, DC. 24 May 2010 <[http://memory.loc.gov/cgi-bin/query/P?mgw:1:/temp/~ammem\\_MmxZ::>](http://memory.loc.gov/cgi-bin/query/P?mgw:1:/temp/~ammem_MmxZ::>)>.

## Northwest History Consortium

### The Revolutionary War: Six Nations

#### ASSESSMENT

1. Observe the student groups
2. Rubric use for student participation based on evaluation both by students and teacher.
3. Collect written information from groups on what they know about the scenario, what they need know, their problem statement, and the lessons they learned.
4. Evaluate group presentations based on their information and essential questions addressed and researched. There is room for individual evaluations here as well while listening to the presentations.

## Northwest History Consortium

### The Revolutionary War: Six Nations

#### Team Collaboration Rubric

Criterion	1	2	3	4
<b>Promptness and Initiative</b>	Rarely responds and then only with prompting.	Sometimes responds in a day or two; often requires prompting.	Responds within a day; only requires an occasional prompt.	Reliably responds in less than a day and usually shows self-initiative.
<b>Relevance of Post</b>	Postings not relevant to the current discussion.	Occasionally posts off topic; most postings are short and offer little insight into the topic.	Usually posts relevant topics that contribute to further discussion.	Consistently posts topics related to the discussion; cites references for further discussion.
<b>Learner Community Contributions</b>	Does not make an effort to participate in the learning community as it develops; seems indifferent.	Sometimes makes meaningful contributions to the group's efforts; little effort to become involved with the group.	Often attempts to direct the discussion and to present relevant viewpoints for consideration by the group.	Cognizant of learning community needs and usually attempts to motivate the group discussion with creative approaches.
<b>Establishing Goals</b>	The team fails to identify goals.	The team usually has not agreed on goal(s) Goals are established, but some may be too general or unquantifiable.	Documentation may be incomplete.	Realistic, prioritized, and measurable goals are agreed upon and documented.

“Team Collaboration Rubric” from the Northwest History Consortium workshop.

## Northwest History Consortium

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ALTEC. "Role Play Rubric." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 27 May 2010 <[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=747049](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=747049)>. Adapted and revised by Becky Gottschalk for Northwest History Consortium with permission.

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#### REFERENCES/CITATIONS

ALTEC. "Role Play Rubric." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 27 May 2010 <[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=747049](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=747049)>. Adapted and revised by Becky Gottschalk for Northwest History Consortium with permission.

Calloway, Colin G., The American Revolution Crisis and Diversity in Native American Communities. Cambridge University Press, 1995, pg. 32-33.

Gottschalk, Betsy. "The Revolutionary War: Six Nations." NWESD Organization. 2008. Anacortes, WA. 25 May 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.2\\_RevolutionaryWar.SixNations.Gottschalk.8.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.2_RevolutionaryWar.SixNations.Gottschalk.8.pdf)>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 25 May 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OSPI. "Washington State K-12 Social Studies Standard." 2008. Office of Superintendent of Public Instruction. 2009. Olympia, WA. 25 May 2010 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>>.

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