

Whose land is this? – The Struggle for Control of Lands in North America to the War of 1812

by Allan Hux

Suggested grade level: Intermediate/Senior

Suggested time: 1 class period

Brief Description of the Task

Students explore the constant pressure placed on First Nations territory between 1763 and 1814, and the consequences these pressures put on First Nations people and culture.

Historical Thinking Concepts

- Historical Perspective-Taking
- Continuity and Change
- Use of Primary and Secondary Source Evidence

Learning Goals

Students will participate in an activity that will allow them to:

- explore the different perspectives of First Nations and Great Britain, their colonists and the U.S.A.
- identify the constant pressure placed on First Nations territory between 1763 and 1814 that influenced Tecumseh and his allies in 1812.
- inquire about the consequences that these pressures put on First Nations people and culture

Materials

Photocopies of all appendixes.

Prior Knowledge

It would be an asset for students to:

- have some familiarity with the relations between First Nations and New France and the British 13 colonies
- recognize the major events leading up to the War of 1812 such as: the British acquisition of French territories in North America in 1763, the American Revolution, and the Constitution Act of 1791

Assessment

- individual student contributions to group work and group performance
- teacher feedback to groups
- student completion of task organizers
- individual reflections on learning on organizers or independently

Detailed Lesson Plan

Focus Question: Whose land is this??

Part 1

1. Teachers can distribute **Appendix 1** (Attitudes to Changing Personal Space) and ask them how they would you feel in each of the following situations.

- a) Your family moves into a new apartment or house and you are given your own nice large bedroom
- b) You are also allowed to play in a large recreation room with your brother and sister and each of you sets up a personal game area
- c) A year later your parents/guardians announce that the large recreation room is being converted into a home office as they have to work from home now and one of your siblings will be moving into your bedroom and you will have to share the space
- d) The following year your parents announce that they need your older sibling's room. It is needed for a new employee that they have hired for their business. Your bed is changed for a cot and is moved into a corner to make room for a 3rd bed in this room.

- e) Your parents promise that if and when the business is successful, that you will move to a bigger home.
- f) A year later the business is not going well enough to let your family move.
- g) How would this affect your relations with your siblings?
- h) How many of you currently share a bedroom with a sibling? What are the advantages and disadvantages of sharing?

Students could complete the chart individually and then discuss in groups or as a whole class.

Part 2

2. The teacher introduces the topic of pressures placed on First Nations' lands in North America. Place students in pairs or in small groups to examine maps of North America that identify territory claimed by European powers and First Nations.

There are 11 maps for the periods 1763, 1768, 1774, 1783, 1784, 1787, 1791, 1795, 1796, 1803, 1814 and a map of Indian Villages 1812-1814. Some of these maps cover all of eastern North America and others focus more on the Ohio River country and the colony of Quebec and later Upper Canada. (See **Appendix 2**, Maps.)

a) Give every student a copy of the time line listing the maps and a map of the Indian Villages 1812-1814. The map of Indian Villages is from the online version of the Historical Atlas of Canada and shows that First Nations peoples lived in these areas throughout the time period.

http://www.historicalatlas.ca/website/hacolp/defining_episodes/military/UNIT_39/index.htm

b) Give each pair/group a map for one of the time periods.

If you have access to the Internet for your student groups in your classroom, a computer lab or the school library, you may ask students to do a search on their event and Map using the links provided. (See **Appendix 3**.)

3. Have students consider some basic questions:

- Who would have created these maps?
- Why is Indian Territory shown on some maps, but not on others?
- Why might some leaders of First Nations have given up some of their lands during these years?
- What additional questions would they ask about the *historical evidence*?

Have students share their ideas in their groups and report on the distribution of lands on their maps.

4. Ask students to identify the trends from 1783 to 1814. What is *changing and what is staying the same*?

5. Have students analyze their map and work according the historical thinking concepts, as outlined in the table in **Appendix 4**, “Some questions to consider about your Map and Event”).

6. At the end of the lesson, have students write an individual Reflection on the challenges facing First Nations in North America. Some possible prompts include: Who owns a “territory”? What are the rights of individuals, villages, and nations in a territory? What is a “treaty” and what are the obligations of the parties who sign a treaty?

Attitudes to Changing Personal Space

Your Space	Your Feelings
Your own new, large bedroom	
New recreation room & your own play space	
Rec room changed to a home office & you lose your play space	
1 sibling moves into your bedroom	
2 nd sibling moves into your bedroom	
Your parents are unable to move and get each of the children their own bedroom	

Timeline of Shifting Land Claims 1763 – 1814

Event and Map	Parties Involved and Changes in Land Claims
1) 1763 Treaty of Paris & Royal Proclamation	
2) 1768 first Treaty of Fort Stanwix	
3) 1774 Quebec Act	
4) 1783 Treaty of Paris	
5) 1784 second Treaty of Fort Stanwix	
6) 1787 Northwest Ordinance of U.S.A.	
7) 1791 Constitution Act for the Colony of Canada	
8) 1795 Treaty of Greenville	
9) 1796 Jay's Treaty	
10) 1803 Louisiana Purchase	
11) 1814 Treaty of Ghent	

Key Web Links on Lands in North America

1. Historical Atlas of Canada
2. The Canadian Encyclopedia
3. Wikipedia
4. Ohio History

http://www.historicalatlas.ca/website/hacolp/national_perspectives/boundaries/UNIT_17/UNIT_17_Terr_Evol_6799/UNIT_17_frame_TE6799.htm

There is a summary table describing the changes displayed on the maps.
FILE: Boundary_Changes_1670_2001.xls

- 1) Treaty of Paris 1763 and the Proclamation of 1763
Canadian Encyclopedia article by ANTHONY J. HALL with a map.
<http://www.thecanadianencyclopedia.com/articles/royal-proclamation-of-1763>
- 2) Treaty of Fort Stanwix 1768
Map and text of negotiations and other links.
http://en.wikipedia.org/wiki/Treaty_of_Fort_Stawix
- 3) Quebec Act 1774, http://en.wikipedia.org/wiki/Quebec_Act and has a good map.
- 4) Treaty of Paris 1783, [http://en.wikipedia.org/wiki/Treaty_of_Paris_\(1783\)](http://en.wikipedia.org/wiki/Treaty_of_Paris_(1783))
- 5) Treaty of Fort Stanwix 1784
<http://www.ohiohistorycentral.org/entry.php?rec=1420> Fort Stanwix 1784
http://en.wikipedia.org/wiki/Treaty_of_Fort_Stawix_%281784%29
with links to the original text of the treaty and the other treaties.
- 6) Northwest Ordinance of 1787
http://en.wikipedia.org/wiki/Northwest_Ordinance#Effects_on_Native_Americans
- 7) Constitution Act 1791
<http://www.thecanadianencyclopedia.com/articles/constitutional-act-1791>
- 8) Treaty of Greenville 1795
http://en.wikipedia.org/wiki/Treaty_of_Greenville
http://en.wikipedia.org/wiki/File:Greenville_Treaty_Line_Map.png
- 9) Jay's Treaty 1796, http://en.wikipedia.org/wiki/Jay%27s_Treaty
- 10) Louisiana Purchase Treaty 1803, http://en.wikipedia.org/wiki/Louisiana_Purchase

11) Treaty of Ghent

<http://www.ohiohistorycentral.org/entry.php?rec=1419&nm=Treaty-of-Ghent-1814>

"Treaty of Ghent (1814)", *Ohio History Central*, July 1, 2005,

<http://www.ohiohistorycentral.org/entry.php?rec=1419>

http://www.encyclopedia.com/topic/Treaty_of_Ghent.aspx

"Ghent, Treaty of." *Dictionary of American History*. 2003. Retrieved June 23, 2012 from Encyclopedia.com: <http://www.encyclopedia.com/doc/1G2-3401801706.html>

Delving Deeper: Thinking Historically About Your Map

Questions	Responses and Hypotheses
1) Where was the treaty or law made?	
2) Who were the parties that discussed, made and signed the treaty or law?	
3) Who else was <i>affected</i> by the treaty or law? Were they consulted? Did they give free consent?	
4) Were the consequences of this event <i>intended or unintended</i> ?	
5) What was the historical significance of this treaty or law? How deep and long lasting were the <i>consequences</i> of this treaty or law?	