

Introduction to Biography Cards

Biography is an engaging and powerful way to teach history. It helps make the history come alive for the students. Included with this teacher’s education kit are 27 biography cards. They are divided into three groups: American Indians, British, and French.

Although there are only three women biography cards and one African American biography card, this does not mean these groups did not play important roles during the French and Indian War. Documents show their contribution. However, historians have yet to do the research to put names to their actions or facts to their lives. For instance, one of George Washington’s servants, who was most likely African American, was wounded during the Battle at Fort Necessity. He later died from his wound. Historians have not identified who this person was. Likewise, documents show that eight women were taken captive at Braddock’s defeat but provide little additional information.

American Indians

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Activities in This Unit:

“Getting to Know You”

- This activity helps students practice selecting important information from a written document then making an oral presentation to a group.

“Where in the World”

- This activity helps students connect people and events to geographic areas.

“Who Am I?”

- This is a fun way to have students summarize information and learn about the people involved in the French and Indian War.



General James Wolfe

French

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British

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“Bio BINGO”

- This is another fun way to have your students learn about the participants.





Standards

National History Standards

K-4 Topic 2: 3A, 3B, 3D

K-4 Topic 3: 4B, 6A

US Era 2: 1A, 1B

US Era 3: 1A

World Era 6: 4A

This activity will help students practice selecting important information from a written document then making an oral presentation to a group.

Procedure

1. Explain to the students that they will be introducing the person on their biography card to the class. Tell them they will be speaking in the first person. For example, they might say, "Hello, my name is Queen Alliquippa."
2. Brainstorm with students about what people might want to know about their individuals. The list might include their name, where they are from, and what role they played in the war. If there are any unique facts about the person, students should include those, too.
3. Give the students 10 minutes to prepare, and then start the introductions. As each student introduces his or her individual, write the names of the introduced people on the board.
4. After all the individuals have been introduced, go over the list of names on the board, asking the class what they remember about each person.

Materials You'll Need

- Complete set of biography cards – 1 biography card for each student





Standards

National History Standards

K-4 Topic 2: 3A, 3B

US Era 2: 1A, 1B

National Geography Standards

1, 5, 17

Materials You'll Need

- 1 copy of the wall-size map "Indian Nations and French and Indian War Forts, 1754-1760"
- A world map
- Complete set of biography cards – 1 biography card for each student

This activity will reinforce information about the people portrayed on the biography cards. It will also help students connect people and events to geographic areas.

Procedure

1. Pass out the biography cards, one to each student. Give the students a few minutes to read their card.
2. Have the students show which places on the map or maps were important to their individual.

Extension Activity

Use current maps, such as road maps in this activity. This will help students understand how the locations have changed over time and bring the activity to the present.





Standards

National History Standards

K-4 Topic 2: 3A, 3B, 3D, 3E

K-4 Topic 3: 4B

US Era 2: 1A, 1B

This is a fun activity to try after students are familiar with some people involved in the French and Indian War.

Procedure

1. Hand out biography cards. Have the students write down the person's name and 4-6 important facts about the person on their card.
2. Collect the papers with the important facts and mix them up. Pin or tape a paper onto each student's back. Students should not know which individual they are wearing.
3. Give students a list of all the individuals (or write the list on the board).
4. Tell students that they may ask questions about their person, but the questions must be able to be answered with a "Yes" or a "No." For example, a student could ask, "Am I an American Indian?" but not, "Which group do I belong to?" Also students should not go down the list of names asking if they are an individual. For example they should not ask, "Am I Queen Alliquippa?" as their first question.
5. Allow time for students to walk around and ask questions of each other. Of course, students will not always know the answers to the questions other students are asking. In that case, they can read the information on the other student's back.
6. After 10 minutes, ask everyone to sit down. See if students can guess their individuals.

Materials You'll Need

- Complete set of biography cards – 1 biography card for each student
- Paper or index cards
- Pins or strong tape





Standards

National History Standards

K-4 Topic 2: 3A, 3B, 3D

K-4 Topic 3: 4B

US Era 2: 1A, 1B

Materials You'll Need

- Complete set of biography cards – 1 biography card for each student
- 1 copy of the Activity Worksheet “Bio BINGO” for each student.

This activity will help students learn more about the people who were involved in the French and Indian War.

Procedure

1. Give each student a biography card. Have the students read it so they know more about their person.
2. Give each student a copy of the Activity Worksheet “Bio BINGO.” Have the students read their BINGO cards to see where the person on their biography card meets the squares on the BINGO card. For example, if Christopher Gist was one of the biography cards, he would meet the BINGO card squares as follows:

- Present at Fort LeBoeuf
- Knew George Washington
- Present at Braddock’s defeat
- Spoke English
- Born in the British colonies
- British
- Visited the Forks of the Ohio
- Attended a treaty conference

It may help to have the students circle the squares their biography card person meets.

3. Tell students they will get up and walk around. Two students will meet and each will try to fill in – by signing his or her name – one square on the other student’s card. Then each will move on to another student and try to do the same thing again.
4. Students will keep moving until they get BINGO: five across, five up, five down, or five diagonally. (To make it more difficult, have the students fill in their whole card.)

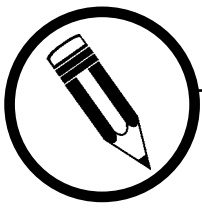


Teacher Instructions - Bio BINGO



5. Let the students know that they will represent the person on their biography card when they walk around. They can sign their name in any box on another student's card that fits the person they represent.
6. The students cannot sign their own card.
7. The students cannot sign another student's card more than once.
8. Winner is the student who is first to score a BINGO.





Activity Worksheet

Bio BINGO

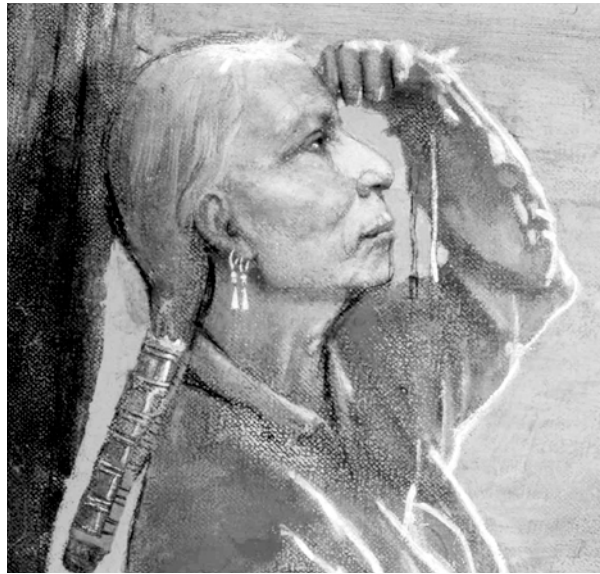


Your goal is to score a BINGO – by getting five signatures across, up and down, or diagonally

B	I	N	G	O
American Indian who fought with the British	Present at Fort LeBoeuf	Knew George Washington	Present at Braddock's defeat	Trader
Spoke French	Woman	American Indian	Captured by American Indians	Spoke English
Killed in battle	Born in the British Colonies	FREE SQUARE!	American Indian who fought with the French	French
Present at the Battle of Quebec	Was born in the French colonies	Present at Fort Ligonier	Born in Europe	Killed at the Battle of Quebec
British	Visited the Forks of the Ohio	Attended a treaty conference	Spoke an American Indian language	Present at Fort Necessity



Queen Alliquippa (AL-uh-KWIP-uh)



Portrait of Alliquippa

She met George Washington as he returned from his 1753 trip to the French fort. He gave her a blanket that could be used as a coat. She asked the Virginians to build a fort in her area.

When the French took control of the Forks of the Ohio the next year, the queen and her people left. Later that year, she and the Half King visited Washington at the Great Meadows. They did not stay to fight.

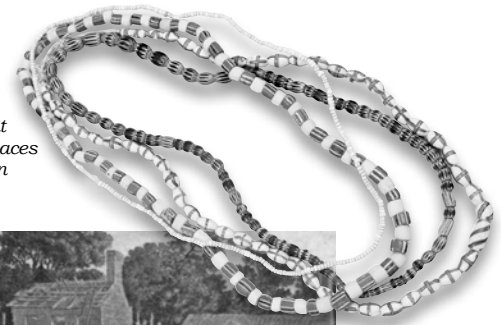
She moved with her people to a trading post in central Pennsylvania. She did not live much longer. When she died in December 1754, she was probably about 75 years old.

The American Indians had both men and women as leaders. These leaders were chosen because of their wisdom and leadership.

One Seneca leader was called Alliquippa. The British who met her called her a queen because she ruled her village with “great authority.”

She was the leader of a village near Logstown. As a young woman, she met William Penn. He was a rare leader who always wanted to get along with the American Indians. For the rest of her life, Queen Alliquippa was friendly with the British.

She showed her friendship to the British when the French came to meet with her in 1749. Commander Céloron (SEL-or-ohn) wanted to visit her village. However she and her people were out of town. Maybe it was because she didn’t want to meet with the French.



There was a great demand for necklaces made of European trade beads.



Penn’s meeting with the Delaware when he first arrived. Queen Alliquippa met Penn many years later.

(About 1679 - 1754)

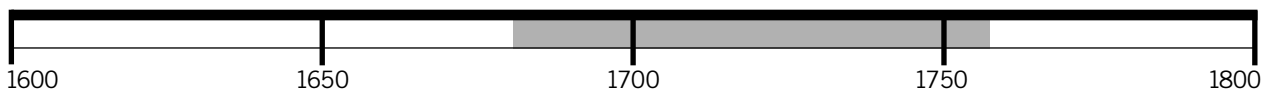


Photo credits: Portrait of Alliquippa, Robert Connell/R. S. Stephenson; Beads, Mary Jane McFadden; Penn’s meeting with the Delaware, Library of Congress.



Guyasuta (GEYE-ah-SOO-tah)



Illustration of Guyasuta

Guyasuta was a powerful Seneca chief. People said he was “able, prudent, and wise.”

He went with George Washington on his 1753 trip to the French fort. In Washington’s journal Guyasuta is the one called “The Hunter.”

During the French and Indian War, he fought with the French. He fought against General Forbes in 1758.

After the war, the British took control of the French land. They put new trading rules in place. The rules made it hard for hunters to feed their families.

An Ottawa (ah-TUH-wuh) chief named Pontiac decided that the American Indians should drive the British away. He hoped the French would return. Many chiefs, including Guyasuta, joined the fight. This war was known as Pontiac’s War.

In 1770, Guyasuta saw George Washington again. They had not seen each other for 17 years. Guyasuta shared his buffalo meat and let Washington and his men stay at his campsite.

After the American Revolution, he worked hard to build friendly relations with the new nation. His nephew, Cornplanter, also worked with him.

Medals, such as this one with King George II, were given to the Indians to commemorate events and treaties.



PLAN OF THE BATTLE NEAR BUSHY-RUN,
Gained by Colonel Bouquet over the
Delawares, Shawanese, Mingoes Wyandots, Mohicans, Miami's, & Ottawas;
on the 5th and 6th of August 1758.
Survey'd by Tho^o Hutchins, Military Engineer.



- REFERENCES
- 1. Groundline
 - 2. Light Infantry
 - 3. Battalion Men
 - 4. Rangers
 - 5. Cattle
 - 6. House
 - 7. Entrenchment of Thaga
grove Wooded
 - 8. The Encamp
 - 9. First Position of the Troops
 - 10. Church

Although Guyasuta may not have been at the Battle of Bushy Run, he was a very important Indian leader during Pontiac’s War. This map was drawn in 1765.

(About 1720 - 1794)

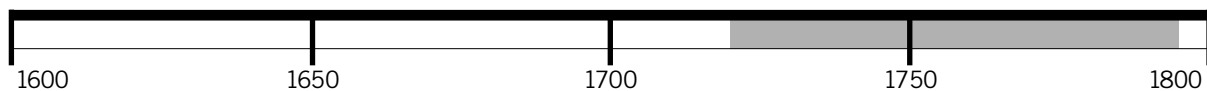


Photo credits: Illustration of Guyasuta, NPS; Medal, Herb Clevenger; Bushy-Run map, Historical Account of Bouquet’s Expedition against the Ohio Indians. [William Smith], 1868. Fort Necessity.



Mary Jemison (JEM-i-suhn)



Illustration of Jemison

hundreds of miles on her back. Sheninjee got sick and died that winter.

A few years later, the British offered money to anyone who returned white captives to them. Jemison did not want to leave her Seneca family. Twice people tried to turn her in to get the reward money. Both times she ran away and hid.

She married again. She and her Seneca husband had seven children. She lived the rest of her life with the Seneca.

When she was 80 years old she told her story to a man. He wrote a book called *The Life and Times of Mrs. Mary Jemison*.

Mary Jemison was born on a ship. Her family was coming to Pennsylvania. They settled on the frontier. They built a cabin and started to build a new life.

On April 5, 1758, a raiding party of French soldiers and Shawnee came to the farm. The two oldest boys escaped. However, Mary, her parents, and the rest of the family were taken captive.

The rest of the family was killed. Jemison had to walk all the way to Fort Duquesne (dyoo-KAHN). There she was given to two Seneca women.

They adopted her as a sister. Her name was Dickewamis (DIK-uh-WAHM-us). It meant "pretty girl." Her Seneca sisters treated her "as a real sister."

She married a Delaware named Sheninjee (SHE-nin-jee). They had a baby boy. Jemison named him Thomas, after her father. That winter, the family went to see Jemison's Seneca sisters. She carried her baby



Baskets were usually made by women and had many uses.



As a young captive Jemison may have lived in a bark covered long house.

(1743 - 1833)

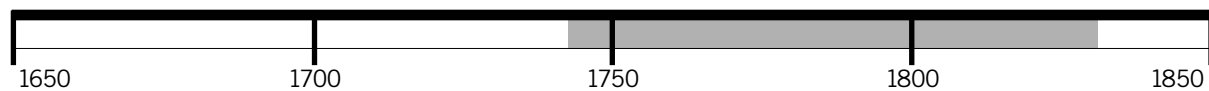


Photo credits: Illustration of Jemison, Robert Connell/R. S. Stephenson; Basket, Mary Jane McFadden; Long house, NPS.



Andrew Montour (MON-toor)



Illustration of Montour

Montour was given land by the Pennsylvania government. He thought he would make a place where many different types of people could live together. He wanted American Indians and Europeans to live and work together.

However not many people liked the idea. Most people wanted to live as American Indians or as Europeans.

Montour had a rare ability to understand both Europeans and American Indians.

Montour grew up with a mother who spoke many languages. She often helped interpret between Europeans and American Indians. Montour grew up and lived in American Indian towns.

Montour spoke many languages himself. His Indian name was Sattelihi (SAT-tel-ee-hyoo). He made his living helping the colonists and the American Indians communicate.

He was called a “Go Between.” He set up meetings. He delivered messages. He translated when it was needed.

He wore European clothes. He also wore earrings of “brass and other wires” in his ears. He sided with the British.

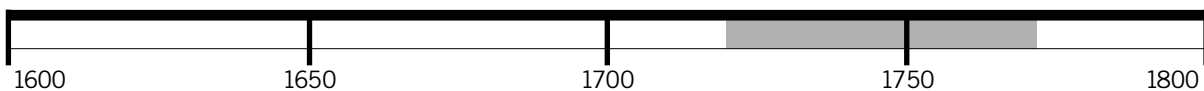
He was with George Washington at Fort Necessity. He was one of the few American Indians who traveled with Braddock. He had so much influence that the French offered money to have him killed.

Europeans gave pipe tomahawks as gifts to Indian leaders.



Montour often traveled through this region while working as a “go between.” This map was drawn in 1754.

(About 1720 - 1772)





Ensign Charles-Michel Mouet de Langlade (moo-ay duh LON-glayd)



Illustration of Langlade

Langlade was the son of a French father and an Ottawa (ah-TUH-wuh) mother. His uncle was a powerful Ottawa chief.

Langlade worked as a trader. However he was better known as a military leader. He sided with the French and led American Indians.

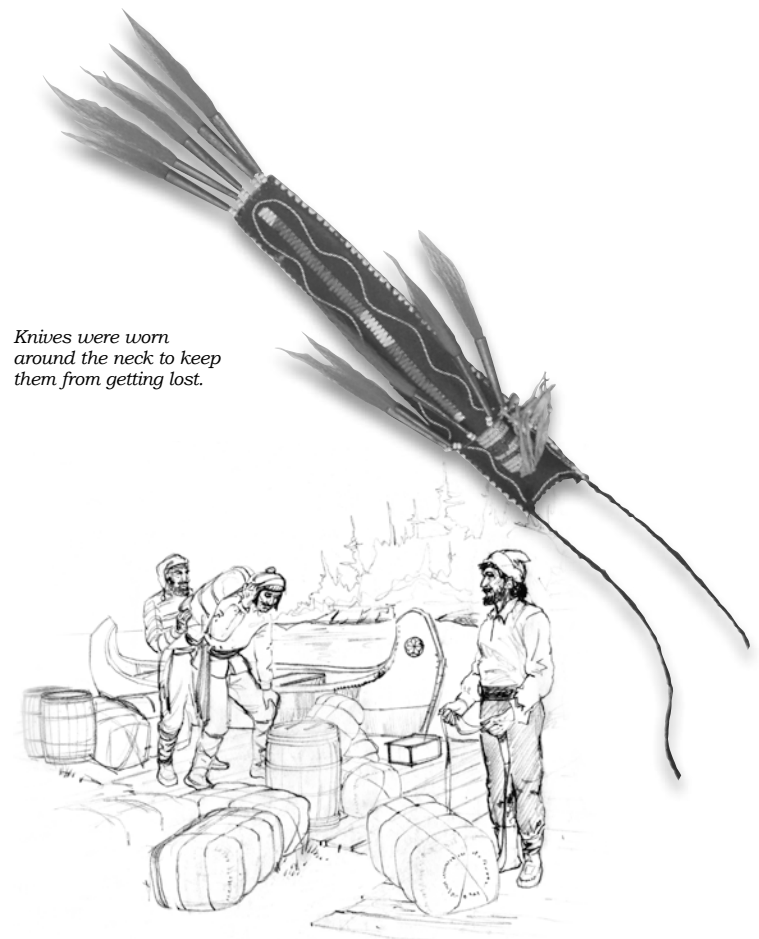
In 1752, he led the attack on the Indian village called Pickawillany (PIK-uh-WIL-en-ee). There the British had set up a trading post. He tortured and killed one British trader and the village headman.

He told the villagers that it was a warning. Others who traded with the British could expect the same treatment.

Langlade fought with the French in many battles. He was one of the leaders in defeating General Braddock. He helped capture Fort William Henry. He fought at Quebec.

After the French lost, Langlade learned to get along with the British. He even fought with the British in the American Revolution.

When he was old, he told stories about the 99 battles in which he had fought.



Knives were worn around the neck to keep them from getting lost.

Langlade would receive trade items by canoe.

(1729 - 1800)

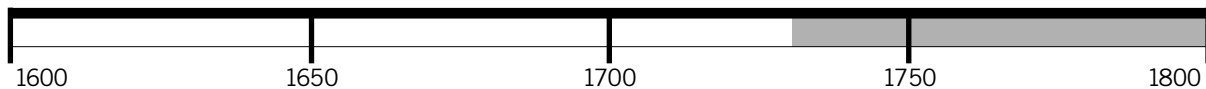


Photo credits: Illustration of Langlade, Herb Clevenger; Sheath, Herb Clevenger; Canoe trade, NPS.



Pontiac (PON-ti-ak)



Illustration of Pontiac

Never before had American Indians united and made such a widespread attack. The British were desperate. They wanted to use smallpox and dogs against the American Indians.

That summer, the treaty that ended the French and Indian War was signed. The French did not join with Pontiac.

Finally, the British changed their trading rules. In 1765, Pontiac and the other chiefs made peace. Pontiac's War was over.

Pontiac was probably born near Detroit. His father was Ottawa (ah-TUH-wuh). His mother was Ojibwa (oh-JIB-wuh).

He fought with the French during the French and Indian War. After the war, the British took control of the land. The British changed the rules for trading.

The rules made it hard for the hunters to do their fall and winter hunting. They could not provide for their families and villages. They believed the British were destroying their way of life.

In 1763, Pontiac called a war council. He told more than 400 warriors that if they started a war, the French would join them. They would come back and take over the forts again. The French had always made sure there was enough food, guns, and tobacco.

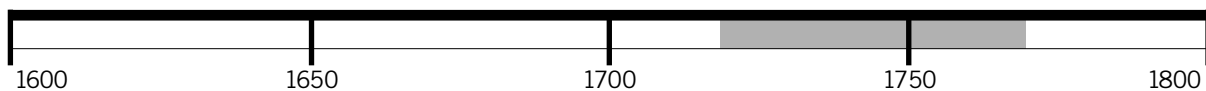
Pontiac and his followers attacked Fort Detroit. In two months' time, the American Indians had captured eight British forts.

The pipe was used in ceremonies by the Indians as a pledge of honesty.



In this letter, written in French, Pontiac accepts peace.

(About 1720 - 1769)





Scarouady (SKAR-roh-ah-dee)



Illustration of Scarouady

During that march, Scarouady's son was out scouting. Some nervous soldiers saw him and thought he was working with the French. The British soldiers shot and killed him.

Scarouady later said that Braddock was "a bad man." He said that Braddock "looked upon us as dogs."

Even after all this, he sided with the British until his death.

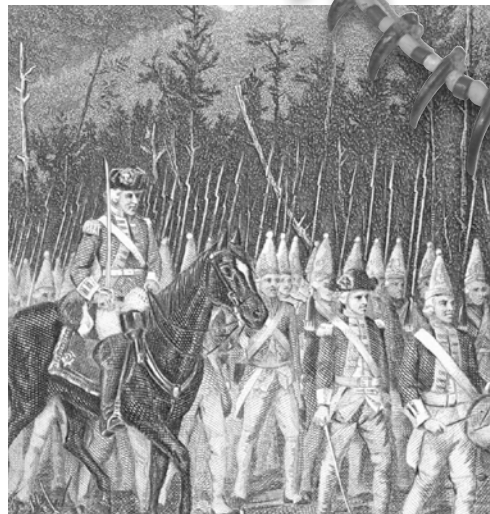
Scarouady was an Oneida. His other name was Monacatoocha (MON-ah-kah-TOO-thuh). That's the name George Washington always called him.

Scarouady was sent by the Iroquois to represent them among the Shawnee. Many of the Iroquois did not want to take sides in the French and Indian War. However, Scarouady said, "You can't live in the woods and be neutral." He thought the best way for the Iroquois to keep their way of life was by siding with the British.

In 1754 Scarouady tried to get warriors to fight with Washington at Fort Necessity. He was not successful.

When the Half King died, Scarouady became the next leader in the Ohio River Valley. He met with General Braddock. Although he did not like Braddock, he agreed to fight with the British. Only eight American Indians went with Braddock. Two were Scarouady and his son.

The bear claw necklace was a sign of the owner's high rank.



Scarouady was one of only eight Indians to march with Braddock's army.

(About 1700 - 1758)

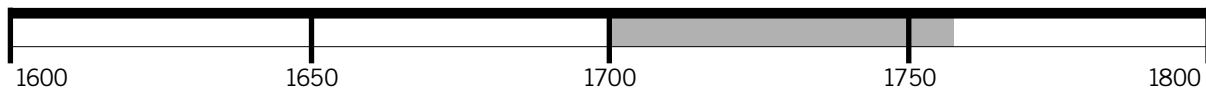


Photo credits: Illustration of Scarouady, NPS; Bear claw necklace, Herb Clevenger; Braddock's army, North Wind Picture Archives.



Shingas (SHIN-gas)



Illustration of Shingas

no Indians will own the land. Shingas got so angry that he left and fought with the French.

He fought with the French for three years. He was a brave and strong warrior. He was so feared that there was a very large reward for anyone who would kill him.

In 1758, Shingas heard about the Treaty of Easton. The British promised that they would withdraw and live east of the Allegheny Mountains after the war. He believed their word.

He became an ally of the British and remained their ally for the rest of his career.

In 1752, the Delaware had no chief for five years. They had to follow the rules of the Iroquois. They did not want the Iroquois chief, the Half King, to speak for them. They wanted to speak for themselves.

Shingas was a Delaware war chief. He was a wise leader. In 1752, the Half King said that Shingas was the “king” of the Delaware. This meant he could speak for his nation.

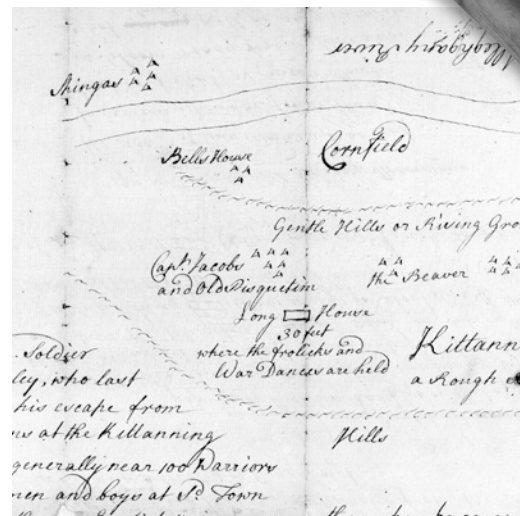
In 1755, Shingas and other chiefs went to meet with Braddock. They told him they wanted to work with him to fight against the French.

However, first, Shingas had one thing he wanted to know. If his people fought with the British, what would happen after the French were defeated? Would they be free to live in their homeland with the British? Braddock said no. He thought the British should live on the land.

Shingas asked again the next day. Again, Braddock said no. Braddock told him

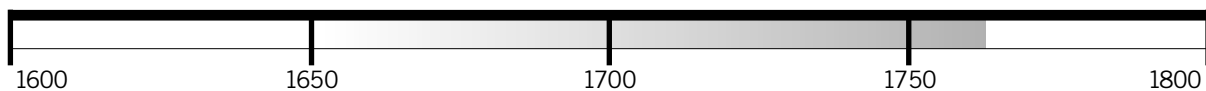


War clubs were traditional weapons carried by warriors.



This is a map of the Indian town Kittanning drawn in 1755. Shingas' house is shown in the upper left-hand corner.

(Unknown - About 1763)





Tanaghrisson – The Half King

(tan-ah-GRIS-suhn)



Illustration of Tanaghrisson

A fight broke out. The Half King saw that Ensign Jumonville was wounded. He said, “Thou art not yet dead, my father.” Then he raised his tomahawk and killed him.

This act was a symbol of the Half King’s feelings. He wanted the French to leave the area.

Washington asked the Half King to fight with him at Fort Necessity. He decided not to. Later, he said that Washington “would never listen to them.”

He moved to central Pennsylvania when the French took control of the Forks of the Ohio. The French and Indian War was just starting when he died. However, his actions helped start the war.

When Tanaghrisson was a child the French and their American Indian allies captured him. He was taken from his American Indian family. Later, he said that the French boiled and ate his father.

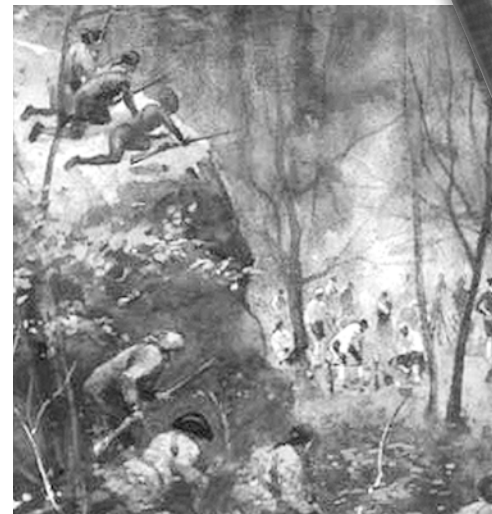
He was adopted into the Seneca nation. As a grown man, he was chosen by the Iroquois to lead all the American Indians in the Ohio River Valley. The British called him the “Half King.” He lived at Logstown.

He sided with the British. As early as 1752, he told the Virginians that they should build a “strong house” at the Forks of the Ohio.

In 1753, he went with George Washington to the French fort. He was very important in helping Washington deliver his message.

The next year, he met Washington again. He sent word that French soldiers were camped near Washington’s camp at the Great Meadows. In the morning, Washington and the Half King surrounded the French camp.

This type of tomahawk was preferred by the Indians for use in warfare.



About ten American Indians were with Tanaghrisson as they surrounded Jumonville and his troops.

(About 1700 - 1754)



