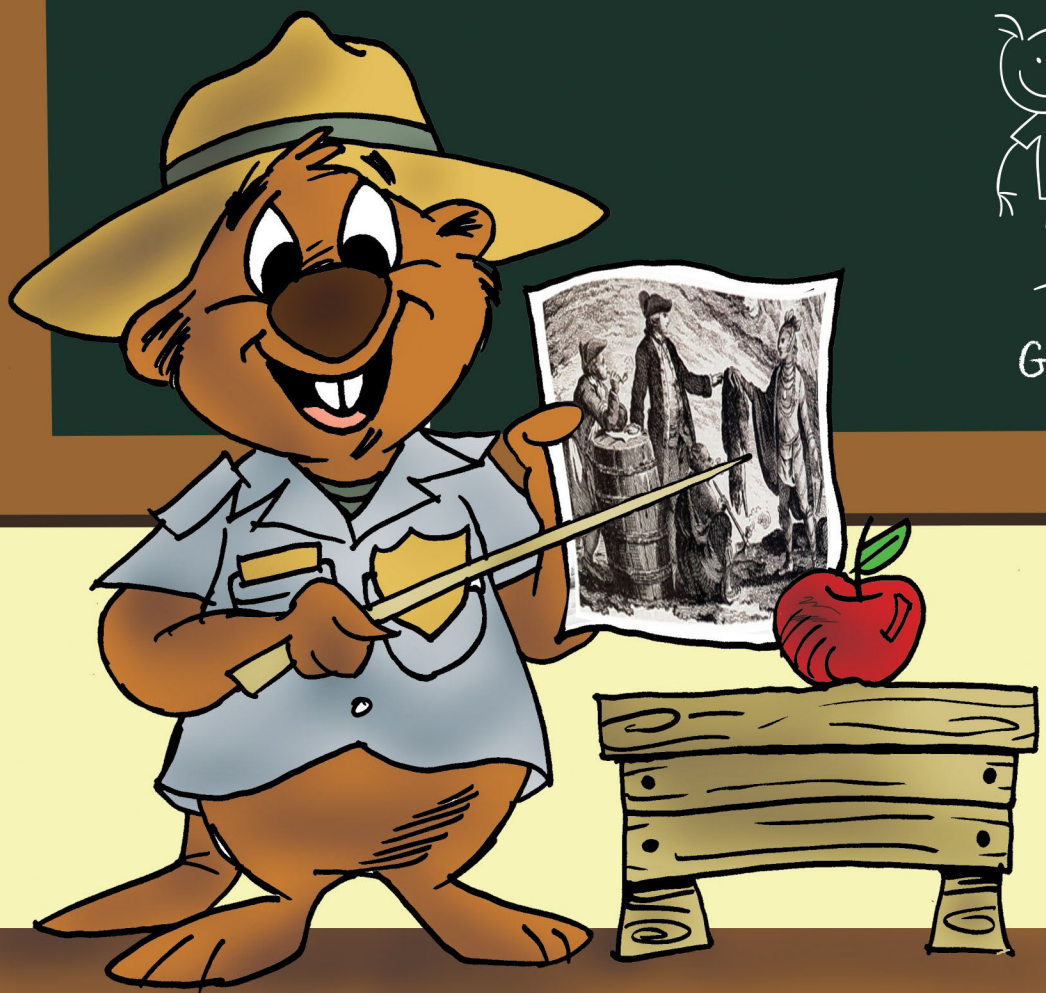
River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

INTERACTIONS AND CONSEQUENCES
ODAWA STRENGTH AS TRADERS AND THEIR EVENTUAL INTERACTIONS WITH EUROPEANS PRIOR TO THE WAR OF 1812

Grade Level: 5



WITH "PROFESSOR" MAJOR MUSKRAT

BY: ANN PASSINO

LESSON PLAN

River Raisin National Battlefield Park Lesson Plan

INTERACTIONS AND CONSEQUENCES

ODAWA STRENGTH AS TRADERS AND THEIR EVENTUAL INTERATIONS WITH EUROPEANS PRIOR TO THE WAR OF 1812

By: Ann Passino

This lesson plan was made possible by the River Raisin National Battlefield Park Foundation and the Michigan Humanities Council through the generous support of the W. K. Kellogg's Foundation. This lesson plan was developed in partnership with the Little Traverse Bay Band of the Odawa Indians, Little River Band of the Ottawa Indians, and the Ottawa Tribe of Oklahoma.

Overview:

The Odawa dominated the Great Lakes region as traders for centuries. French and British traders entered the Great Lakes region encountering and forming trading relationships with the Odawa and other Native American Nations. Students will participate in a trade simulation and build their background knowledge of the trading interactions of the Odawa, French and British in the Great Lakes region through the analytic lens of a historian. Assuming the role of an Odawa, French or British trader, students will create an "I AM" poem demonstrating their mastery of the trading interactions of these peoples.

Narrative:

This lesson provides students with background information on the strength of the Odawa as the dominate traders of the Great Lakes region, the reasons for their interactions and relationships with the French and British prior to the War of 1812.

Objectives:

Students will understand how:

1. The Odawa used the natural resources in northern and southern Michigan to become the dominate traders in the Great Lakes region.

2. Odawa interactions with the French led to a trading and economic relationship.

3. Competition for control of trade routes and resources led to conflict.

4. The War of 1812 was a result of British and American land acquisition and occupation that infringed upon Native tribal lands.

Content Expectations:

Michigan Social Studies Grade Level Content Expectations:

- 3 – H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

- 5 U1.4.3 World Interactions – Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)

English Language Arts Standards:

- CCSS.ELA-Literacy.W.5.9
  Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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Time Required: Two or three class periods

Grade level: Fifth grade, Middle School

Topic or Era: Odawa Tribal Interactions and Trading with Europeans 1600's - 1700's and early 1800's

Preparation:
Materials

- Four new, sharpened pencils for trading simulation
- "The Trading System" worksheet (1 for each student)
- You Tube Video Clip: Fur Trade by Thomas Salinas (8 minutes)

https://www.youtube.com/watch?v=blg0a62mehU

- "Four Questions Historians Ask"
- "Odawa as Traders"
- "Odawa French Connection"
- "Odawa British Connection"
- "Pontiac's Rebellion & the Coming War of 1812 – Remember the Raisin"
- '3-2-1' Formative Assessment
- "I AM Poem" Framework
- "I Am Poem" Rubric

Evaluation:

- Four Questions Historians Ask for classroom discussions
- Formative Assessment 3-2-1
- I Am Poem Assessment

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Procedure:

1. Anticipatory Set:

   a. Organize students into groups comprised of 4 students. Introduce and discuss with the students the concept of trading. Trading is exchanging a good or a service for an equally valued good or service. A successful trade happens when both sides benefit from their trade.

   b. Show students four sharpened pencils. Explain the goal of the trade is for each side to benefit from the trade.

   c. Explain to students that you will barter and/or trade your four pencils with good(s) from each group that is of similar value. Items students will trade will be selected by them from possessions they have in their desks.

   d. Guide students to understand the concept of how each side of the trade benefits from the transaction.

2. In their groups, students will analyze the choices involved in a fair trade. Pass out the "The Trading System" worksheet to each student. Ask the students to discuss what good from their possessions in their desk (or class room area personal belongings are kept for each student) they are willing to trade for the four pencils.

   a. As the students make their decision, have them write down their ideas on the "The Trading System" worksheet.

   b. Conclude the activity with a class discussion of each group's offer to trade for the pencils.

3. After the bartering simulation, show the class the You Tube Video clip: "Fur Trade" by Thomas Salinas.

   https://www.youtube.com/watch?v=blg0a62mehU

   a. This video clip is an 8-minute introduction of the Odawa traders and their interactions with the French and British.

   b. This video will build students' content & background knowledge of the causes and effects of fur trading with Europeans especially upon the Odawa people in the region.

4. Pass out the "Questions Historians Ask". Read aloud the four concepts: People/Beliefs, Choices, Learning, and Connections. Students will keep this handout for the entire lesson.

   a. By using the Questions Historians Ask, students will have a framework for analyzing the Odawa, French and British traders throughout this lesson. This attachment can be used for class discussions or for student group discussions. Have the students take notes!

   b. This framework for historical thinking and questioning will assist students in their analysis of the peoples of history studied during this lesson.

INTERACTIONS AND CONSEQUENCES

ODAWA STRENGTH AS TRADERS AND THEIR EVENTUAL INTERATIONS WITH EUROPEANS PRIOR TO THE WAR OF 1812

5. Guided Practice:

Students will obtain background information focused on the Odawa and their relationships between the French and the British.

a. Copy the following documents individually or together as one document set. These documents provide the background historical information about the Odawa and their relationship with the French and British. The "Pontiac's Rebellion & the Coming War of 1812" document is additional background information for students about the rebellion led by Odawa Chief Pontiac at Fort Detroit and the events leading up to the War of 1812.

Pass out one of the following to each person:
- "Odawa as Traders"
- "Odawa French Connection"
- "Odawa British Connection"
- "Pontiac's Rebellion & the Coming War of 1812 – Remember the Raisin"

b. Read each document as a class or have the students read them individually. After reading each document, have a class discussion about it using the concepts from the "Questions Historians Ask" allowing students time to discuss and develop an understanding of each group of people (Odawa, French and British). Have the students record their thoughts on a piece of paper.

6. Formative Assessment:

a. Pass out the "3, 2, 1 Show What You Know" worksheet. After reading the background information about the Odawa, French, British and Pontiac's Rebellion, have the students write their understanding of the lesson's content and how deeply they understand the historical relationships of the Odawa with the French and British.

b. Have the students will return their completed worksheet to the teacher. This information will allow see the depth of learning and the looming questions students may have about the material. Use this data for re-teaching before administering the final assessment "I Am Poem."

7. ELA Assessment:

Pass out the "I Am Poem" handout. Students will show their understanding of the Odawa, French or British perspective during the 1600's and the 1700's in the Great Lakes region by creating an "I Am Poem". Students can choose to assume the perspective of the Odawa, French, or British based on the information learned in this lesson.

The poem form prompts them for information.

8. Display the "I Am Poem Assessment Rubric" on your Smart board or make copies for students. The rubric will frame for students your assessment and criteria standards for their poem.

9. Students should be given class time to share their "I Am Poem" with the class. Display each poem for classmates to learn from as well.

NAME: _____ DATE" _____

THE TRADING SYSTEM

Group Members: _____

Have you ever traded something with a friend? Perhaps you traded your friend half of your sandwich for their cookie. There are many examples of trading items of value such as a ***good*** or ***service*** you want for another item of value (a good) or service from another person.

A long time ago, people, like the Odawa traded their goods for goods from other tribes and European's including the French and British. As your team decides what items to trade, both sides **must** **agree** on a fair trade for both your items and their items or ***goods***.

Directions: As your team decides what you will trade for your teacher's pencils or other items offered, consider which items in your desks will be of equal value and how your team will compete against other teams as they attempt to trade for the same items being offered. HINT: What do you think your teacher wants or needs?

A good or goods we will barter in exchange for the set of pencils or other items being offered from our teacher.	Why we believe our item(s) or good(s) will be a fair trade for both sides.
Plan B. *If our teacher rejects our trading offer, or wants to accept another groups offer over ours, our trading plan B is:*	

FOUR QUESTIONS HISTORIANS ASK

PEOPLE AND BELIEFS	CHOICES
What groups of people are involved? What do they believe? What do they want?	How do these individuals or groups go about getting what they want? What worked or didn't? Why or why not?
LEARNING	**CONNECTIONS**
What can be learned from the choices or of individuals or groups?	What does it remind you of? What does it mean to you?

Historians gather and ask questions of a variety of sources.

PONTIAC'S REBELLION AND THE COMING WAR OF 1812
"REMEMBER THE RAISIN"

Control of Detroit was important to the world so it caused unsettling times and shifting loyalties. Great Britain took control of Detroit from the French in 1760. Odawa Chief Pontiac lived on the Detroit River and was a dominant figure in Indian warfare. A main goal of Chief Pontiac's, and other tribal groups, was to eliminate the British from the Great Lakes Region. The Odawa were tired of the English pushing them off their lands and interrupting their trade with the French. Chief Pontiac worked with other Tribal leaders to plan the removal of the British from the tribes Great Lakes and upper Ohio Valley lands. At least 580 native warriors from various tribes north, south, and west of the Detroit region joined Chief Pontiac and the Ottawa tribe's attempt to retake the fort at Detroit on May 9, 1763. They continued this siege for nearly six months, but eventually a truce was reached.

The rich natural resources, land and water transportation hub, and growing European population between Lake St. Clair and the River Raisin provided looming reasons for further conflict in the area. By 1783, the Treaty of Paris ended the United States Revolutionary War and granted control of Michigan and Ohio to the United States. Great Britain did not leave the area and used the Tribes as a buffer from the rapidly growing fledgling United States. The British encouraged the tribes to thwart U.S. expansion into the area. When the United States tried to take control of what had become known as the Northwest Territory, they met resistance from the Indians who never agreed to give the United States their lands. European caused war over the Odawa lands and tribal nations opposition to U.S. expansion fuel nearly 200 years of war that culminated in the War of 1812. The greatest victory for the native nations in the War of 1812 was realized at the Battles of the River Raisin, where all but 33 U.S. soldiers were killed or captured. The United States first wartime rally cry "Remember the Raisin" resulted in the ultimate destruction of the Native Confederation of Warriors clearing the way for the formation of Michigan as a State. The Aftermath of the Battles resulted in the forced relocation, removal and assimilation of Native American Nations of the Great Lakes, including the Odawa.

THE ODAWA TRADING PEOPLES

The birch bark canoes of the Odawa people enabled them to travel the forests, rivers, lakes and wetlands throughoutthe 2,000 miles of the Great Lakes region. The Odawa were skilled hunters and fishermen and overtime became the most successful traders in the Great Lakes region. Odawa lived in the center of the ancient waterway trade routes. The Odawa had strong family and trade relationships with people throughout the European settlements of North America, and lived as equals with shared economic powers throughout the Great Lakes region.

Centuries of indigenous peoples lived and flourished in the region called '*GitcheGumee'*, the land of the Great Lakes, and home of the Odawa and other native tribes. A sacred connection to the land was the genesis of the Odawa peoples. Burials of their ancestors and landscapes with ceremonial connections were everywhere. The Odawa created a rich and diverse environment using the land. Their knowledge of agriculture, fishing, hunting, and using the natural resources in Michigan enabled the Odawa to thrive. The rich natural resources of the Great Lakes were essential to the tribe's existence.

In the Great Lakes Region, subsistence living was done by domesticating plants; fishing and hunting; and growing wild rice, corn, beans and squashes. The domesticating of plants by the Odawa over thousands of years of trial and error provided a stable food sources. To maintain a large population, the Odawa relied on their ability to move seasonal from northern to southern Michigan and on a sophisticated division of labor within their tribe that allowed them to effectively access and use the natural resources found in these seasonal environments.

Corn and beans are high-energy foods were produced in abundance and easily stored. The Odawa of the northern Great Lakes forest lived in areas not as suitable for growing corn, beans and squash because of the short growing season in that area. More of their food came from hunting and fishing.

During the warm season, Odawa men made periodic hunting excursions into the forest while Odawa women collected a large variety of plants for food, building materials, and medicines. Men speared and harpooned large fish species and set gill nets on the offshore reefs where whitefish and lake trout were in abundance.

Once the fish harvest was complete, the Odawa villages typically split into independent families who took up residence in the interior of Michigan for the winter hunting season. Moose, caribou, deer, and bear as well as trapping or snaring smaller mammals and birds sustain life for the Odawa over the long winter months.

ODAWA INTERACTIONS WITH FRENCH TRADERS

In the 1600's the Odawa heard of strange men coming to their land through stories spread from village to village. There were stories telling of the awesome power of the dreaded fire stick that could shoot instant death in a crash of lightning and thunder. In 1634, a young French adventurer, having left a settlement in Montreal, traveled north and west with seven Ottawa (Odawa) guides to the place of the giant turtle – the Mackinac Island region. The Odawa were cautious about the approach of these possible enemies, but eventually began to develop a relationship with these strange men.

Odawa means "to trade." The Odawa were skilled traders. They also made excellent birch bark canoes that helped them trade all over North America. The Odawa lived along the eastern shores of Lake Michigan. When the French arrived in the Great Lakes, the Odawa population was roughly 3,000 people.

The Odawa did not hide from the French for long. They soon learned the French were useful for some purposes. The French had the most lasting impact. The cultural exchange of firearms to replace the bow and arrows by the Odawa was an important improvement for hunting that supported the fur trade.

One of the strongest bonds with the French came through marriage with Odawa women and the birth of Odawa/French children. Ultimately, the Odawa formed stronger relationships with the French compared to the British or early Americans. The French were interested in trading with the Odawa for goods that were compatible with their life-style, such as their services as trappers, and warriors; their skills as builders of canoes; their talents as makers of skin clothing and for European trade overseas. For the most part, the French were not interested in attempting to change Odawa customs or occupying Odawa land.

In the late 1600's and 1700's, the Odawa were thriving as traders. The straits region in northern Michigan and Detroit in southern Michigan was a major staging point for the western fur trade. Trade was a thriving business, not only in collecting and transporting fur but in supplying the growing French communities with canoes, fish, game, and corn. The Odawa learned to understand the sometimes petty, greedy ways of the French traders, whose goal was to make a profit. The Odawa learned about the French concepts of supply and demand, price equivalents, and competition. Records of the fur trade industry show 100 years or so of good trading relationships with the French. The trade between the Odawa and French were mutually beneficial; trade meant giving, giving meant friendship. In contrast, the lack of trade meant greed and hostility with the potential of warfare.

ODAWA INTERACTIONS WITH FRENCH TRADERS

By 1685 the fur market was becoming oversupplied with pelts. In 1696, the entire French trading system was abandoned as the royal decree revoked their trade licenses. The decree was partially the result of the worldwide glut of beaver pelts. This demise of the trade in 1695 created hardship for Odawa families. In the 1600's, France began establishing forts at strategic locations in North America, in order to try to keep the British from moving west out of New England and to establish a French monopoly on trade.

After commanding the fort at Michilimackinac, French officer Antoine Cadillac convinced King Louis XIV of the strategic advantages offered by building another fort to the south, closer to the British who were advancing toward the Great Lakes region. Detroit, was an obvious location for a major post. The river was narrow enough that a cannon could be fired from one side to the other, but substantial enough to provide a defense. The surrounding Great Lakes and waterways meant easy travel from most major points.

Cadillac persuaded his superiors to let him build a new fort near the Detroit (French word for “strait”) between Lake Erie and Lake St. Clair. On July 23, 1701, the French, Potawatomi, Wyandotte and Odawa established Fort Pontchartrain, which later became known as Fort Detroit and served as the principle French trading post. The site of the French fort is now within the city of Detroit. More bands of Odawa established villages around and south of Detroit stretching into present day Ohio.

ODAWA INTERACTIONS WITH THE BRITISH

British traders were attracted to the Great Lakes region at the prospect of gaining wealth from the vast natural resources, trade goods, and land. The French and Indian War was a fight between European powers to control the interior territories of North America as well as the region around the Hudson Bay Company. The Odawa allied themselves with their French trading partners against the British. The Odawa were essential to the French command of the fur trade and had built strong relationships with the French.

Whenever the European countries went to war, military conflict eventually led to conflict in their new colonies. As the French and Indian Wars continued, the advantage moved toward the British. The British outnumbered the French, and their superior weapons and larger navy helped defeat the French. The final battle of the French and Indian War was at Montreal on September 8, 1760. The result was a full surrender of all military posts in French Canada. In November, the British assumed command of Fort Detroit and in the fall of 1761 they took control of Fort Michilimackinac, both trading center along Odawa's vital waterways.

Odawa Chief Pontiac lived on the Detroit River and was a dominant figure in the Indian communities. Chief Pontiac, and many tribal groups, did not want the British taking over trade relationships from the French in the Great Lakes Region. British officers discontinued the French practice of giving the tribes powder and ammunition for hunting and exhibited intention of taking over the whole country rather than being content with trading with the tribes. The British also displayed arrogance and an obvious dislike of Indians. The Odawa were tired of the English pushing them off their lands and formed a rebellion under the leadership of Chief Pontiac.

The Native tribes plan to remove the British from the Great Lakes and upper Ohio Valley developed for almost a year before Pontiac's first action against the British took place in May, 1763. Control of Detroit was important to the world, and caused unsettling times and shifting loyalties. At least 580 Native warriors north, south, and west of the Detroit region joined the uprising and Chief Pontiac's attempt to retake the fort at Detroit on May 9, 1763. The siege continued for nearly six months and eventually end in a truce with the British. With British power firmly established, many of the tribes that once occupied lands close to the French began to move further away from Detroit.

ODAWA INTERACTIONS WITH THE BRITISH

The Odawa of the upper Great Lakes were anxious to resume the fur trade. The war between France and England had a very harmful effect on many Odawa families who had adopted and become dependent on European manufacture goods such as tools, weapons, and clothing.

The Odawa in the Ohio Valley became more and more distressed by white settlers encroaching on native lands and limits the British were imposing on trade. Without the family connections of the French traders or knowledge of native customs, the English were often brutal in their trading, especially in the use of alcohol to induce more favorable trade agreements for themselves.

British colonists did not generally inter-marry with the Native Americans and shared fewer cultural connections. In the Ohio River Valley, Indians wanted to maintain their land, their lifestyle, and control of their future. The tribes feared British colonial settlements that needed farmland. Throughout their strained interactions with the British, the Odawa fought for and never left their sacred tribal lands in Michigan.
The Treaty of Paris ended the Revolutionary War between the United States and Great Britain. The Treaty called for the British to ceded control of Michigan to the United States in 1783, but Great Britain did not leave the area for many years. The United States immediately tried to take control of what became known as the Northwest Territory, but were met with resistance from Native American who never agreed to give the United States their lands. This resistance was encouraged by the British government, which culminated in numerous clashes over European expansion in North America setting the stage for the War of 1812.

3, 2, 1 SHOW WHAT YOU KNOW

Student: _____

Directions:
Show what you know! Write 3 things you remember. Write 2 examples of what you've learned. Write 1 question you have or something you are confused about or have a further question you'd like to explore further.

3 Things You Remember:

-
-
-

2 Examples of What You've Learned:

-
-

1 Question You Have or Something You'd Like to Explore Further:

-

I AM POEM

First Stanza

I am (2 special characteristics you have)

I wonder (something of curiosity)

I hear (sounds important to their daily life)

I see (sight(s) important to your daily life)

I want (desire or a need)

I am (first line of the poem repeated)

Second Stanza

I value (something that is very important to you)

I feel (a strong feeling you have about something)

I use (an object that is useful or important to you)

I worry (something that bothers you or something that causes uneasiness)

I shout (something that makes you happy or excited or happy)

I am (the first line of the poem)

Third Stanza

I understand (something that is true)

I say (something you believe in)

I dream (something you want or are looking forward to in the future)

I try (something you will make an effort to have)

I hope (something you hope to earn, to have)

I am (the first line of the poem)

I AM POEM
ASSESSMENT RUBRIC

Four	**Includes ALL the following:** Poem is from the point of the Odawa or French or British. Words are varied and different. Poem is written with feeling and heart as the person. Sentences elaborate and are not simple examples or ideas. Correct punctuation and grammar.
Three	**Includes MOST of the following:** Poem is from the point of the Odawa or French or British. Words are varied and different. Poem is written with feeling and heart as the person. Sentences elaborate and are not simple examples or ideas. Correct punctuation and grammar.
Two	**Includes SOME of the following:** Poem is from the point of the Odawa or French or British. Words are varied and different. Poem is written with feeling and heart as the person. Sentences elaborate and are not simple examples or ideas. Correct punctuation and grammar.
One	**Includes Little to None of the following:** Poem is from the point of the Odawa or French or British. Words are varied and different. Poem is written with feeling and heart as the person. Sentences elaborate and are not simple examples or ideas. Correct punctuation and grammar.

Student:	**Score & Feedback:**

SPECIAL THANKS

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