

An Examination of North American Conflict and Captivities

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Overview

One purpose of this unit is to examine the extent of warfare involving First Nations peoples in what is presently United States and Canada. The current fifth grade textbook does not disclose how long the wars including the indigenous peoples lasted nor how many there were. Nor does it reveal the extent to which the colonial governments and the United States government engaged in warfare against the first inhabitants of the continent and how First Nations people participated in the American Revolution, the War of 1812, the Civil War, as well as ensuing ones. Those facts will be addressed by this curriculum unit. The text also does not address the topic of captivities by indigenous peoples. Most of us, including children, have been exposed to negative, sensational paintings, stories, and movies of peaceful, White “settlers” being attacked, carried off, and killed by seemingly brutal, mindlessly cruel First Nations people. This unit’s resources will provide the classes a less biased picture of this period in history. Since I am both fifth grade social studies teacher and librarian, and since the library reaches out to all of the content areas, I shall develop an interdisciplinary unit involving social studies, language arts, information skills, mathematics, music, and art. This curriculum unit is intended primarily for fifth grade, but it can easily be adapted for fourth and middle school grades.

Rationale

“ . . . the way our textbooks minimize the Indian wars misrepresents our history” (Louwen 119).

The social studies textbooks in the Pittsburgh Public Schools do not address the fact that some part of the North American continent was engaged in warfare involving First Nations peoples for most of four centuries, ending at Wounded Knee in 1890. They also do not address the extent to which the governments, both colonial and United States, were engaged in war with the first inhabitants of the continent. Further, it is not made clear that First Nations peoples were dragged into a world war. It is important for children to learn the full history of their country, warts and all. Colonel Thomas Aspinwall said, “. . . in history, truth should be held sacred, at whatever cost . . . especially against the narrow and futile patriotism, which, instead of pressing forward in pursuit of truth, takes pride in walking backwards to cover the slightest nakedness of our forefathers” (Jennings 175). Covering over injustices of the past, or ignoring them, doesn’t allow pupils to understand why some people have felt, and continue to feel, resentful toward the government. It also removes the possibility that they may find ways to prevent perpetuating injustice. Carl Schurz said, “Our country right or wrong. When right to be kept right; when wrong, to be put right” (Bartlett 603). Learning about how the colonies, and then the country, have dealt with First Nations peoples will enable the classes to better understand the rationale behind other positions and actions that the United States Government has taken.

As early as 1005 – 1007, First Nations people defended themselves against the Norse during the latter’s attempt to colonize. The Viking leader, Thorvald Eriksson, was killed by people indigenous to this continent. The Norse killed eight of the First Nations people (Dolan 9).

The Spanish began encroaching on the land and killing inhabitants native to the continent during the 1500’s. These struggles took place in South America, Central America, and North America (Dolan 17). In 1599 a Spanish ruler enslaved a First Nations village in Acoma, presently New Mexico, and chopped off a foot of grown males to get even for his brother’s death (Loewen 119).

In 1607, the Powhatan Confederacy signed a peace treaty with the British in Jamestown, Virginia. The Confederacy had provided the colonists with corn and had taught them how to plant tobacco, which the British used as a cash crop. When the colonists ran out of food because they neglected to plant enough, Captain John Smith led a force who stole corn from the Confederacy. This and other actions, including taking land from the Powhatans, led to the Powhatans’

attacking farms in the vicinity of Jamestown in 1622. The fighting lasted until 1636 (Bruchac 16; Dolan 17, 20).

The Pequot War was the first to occur in New England. It started in 1636 when colonists allied with Narragansetts set upon a Pequot village. The British set fire to a village of elderly men, women, and children. As people ran from the flames, the British shot them. The Narragansetts expressed horror at their allies' behavior. The war ended in 1637 (Loewen 118).

In 1676 King Philip's War began. It was named for Chief Metacomet, of the Wampanoag. The colonists called him King Philip. After having a peaceful relationship with the British colonists, Metacomet was angered when the colonists killed three Wampanoag whom they accused of murdering a colonist (Dolan 20 and Loewen 118). The war took more lives per capita than any other American war (Loewen 119).

What is commonly known as the French and Indian Wars were four major hostilities: King William's War (1689-1697), known in Europe as the War of the League of Augsburg; Queen Anne's War (1702-1713), known in Europe as the War of the Spanish Succession; King George's War (1744-1748), known in Europe as the War of the Austrian Succession; and the French and Indian War, also known as the Seven Years War by British and French, and as the War of the Conquest in Canada (Dolan 22 and Stephenson viii). In Queen Anne's War the Abenaki Confederacy allied with France, while according to Dolan, the Haudenosaunee or Iroquois Confederacy allied with Britain (Dolan 23). According to Anderson, during Queen Anne's War the Haudenosaunee played both sides against each other and negotiated with both. They even, when pressed, postponed invading Canada until it was too late and in another instance told the French of an impending foray (Anderson 20). In King George's War the Choctaw and Creek nations sided with France while the Kahnien'Kehaka (Mohawks) cooperated with the English, unlike the rest of the Haudenosaunee, who remained neutral (Anderson 24, Dolan 22-23, and Loewen 119-120). The so-called Seven Years' War began in 1754 and ended in 1763. The spark that precipitated the conflict happened in 1754 when George Washington and his men attacked a patrol of French marines and Canadian militia near Great Meadows, which is the area of present-day Uniontown, Pennsylvania. Tanaghrisson, an Onundowahgah (Seneca) ally of Washington, killed Ensign Joseph Coulon de Villiers de Jumonville, the French commander. The war was declared in 1756 (Stephenson viii and Tebbel 58,63). Winston Churchill referred to it as the first world war. The conflict spread from North America to Europe and India, then to the West Indies, Africa, and the Philippines. This war "... shaped the second half of the 18th century as profoundly as World War II (1939-1945) did the 20th." (Stephenson 57).

After the British beat the French in the French and Indian War, the former halted supplying food to nearby First Nations people. They also gave away lands to prized British officers. Out of the collective First Nations rage at these actions, Chief Pontiac arose, uniting Ohio Valley and Great Lakes nations into a confederation. After receiving French support and capturing eight forts, the First Nations peoples were abandoned by France as the French withdrew from North America, and Pontiac's war failed. However, Britain did agree to halt the European American movement into Seneca territory west of the Appalachians (Dolan 25-26).

During the American Revolution, 1776-1782, First Nations peoples were engaged in combat on both sides. Four of the Haudenosaunee (Iroquois Confederacy) nations, Gayogohono (Cayuga), Kahnien'Kehaka (Mohawk), Onundagaono (Onondaga), and Onundowahgah (Seneca) were aligned with the British. The Onayotekaono (Oneida) and Skaruren (Tuscarora) sided with the colonists. Besides being heavily involved in the fighting, First Nations peoples were one of the causes of the American Revolution. The Proclamation of 1763 prevented the colonies from expanding beyond the Appalachians. That pleased the First Nations, but displeased the colonists. During the peace treaty negotiations at the end of the Revolution, both the British and the Americans neglected to include their Haudenosaunee allies either at the table in Paris or in terms of the settlement (Dolan 23, Loewen 120, Quaipe xi, and Wright 139-140).

After the Revolution, European Americans moved into the Old Northwest: Ohio, Indiana, Illinois, Wisconsin, and Michigan and were met with resistance by the indigenous inhabitants. Some British soldiers supplied the Native Americans with weapons. In 1791 First Nations dealt the most devastating blow ever against American troops when they killed 913 of 1400 troops under Major General Arthur St. Clair (Dolan 24).

From 1811 to 1814 the Creek or Muskogee fought against European American encroachment on their lands in Georgia and Alabama. At the Battle of Horseshoe Bend in Alabama the United States Army dealt the most devastating blow against First Nations peoples when more than seven hundred Creek warriors were killed (Dolan 27).

The Seminole Wars began in 1817. There were three of them. Seminoles, Creeks, and formerly enslaved Africans, who were employed at a fort in Florida conducted raids into Georgia. In 1816 Colonel Edmund Gaines led troops against the fort, which they destroyed. In 1817 General Andrew Jackson, determined to return Africans who had escaped enslavement, led a force of three thousand against a small number of Seminoles, annihilating villages, and eventually

compelling Spain to sell the Florida territory. That was the First Seminole War, ending with the Treaty of Moultrie Creek, and the surrender of most Seminole land. Still, Africans continued to escape to the Seminole lands. The United States, in the treaty to purchase Florida from Spain, agreed to respect First Nations' rights and to be fair to them. (Bial 77-78, Dolan 28, and Tebbel 210).

The European Americans coveted the land near Tallahassee. They also wanted to remove the haven in which Africans sought refuge. The Indian Removal Act was passed by a vote of 103 to 97 in 1830 in an attempt to rid the Southeast of all First Nations peoples. There was also the Treaty of Payne's Landing in 1832. According to it, the Seminoles were to leave everything in Florida and travel to Oklahoma to live on the reservation belonging to their enemies, the Creeks. Each Seminole who left would be given a blanket and a homemade garment. The group would be paid \$15,400, but they would be charged, upon investigation for stolen property, including Africans, an amount of \$7,000. A verbal addendum to the treaty stated that all Negroes were to remain in Florida to be sold, which would mean the breakup of many Seminole families. Some chiefs signed the treaty. Others refused. After Chief Osceola formed warriors into small groups attacking European Americans, and then retreating into the swamps, the army under Major Dade set out against him. Osceola and his men, killed all but three. Thus began the Second Seminole War in 1835. Under the leadership of Chief Osceola, the Seminoles stood up against five United States generals. They won several battles. African Americans comprised about one fourth of the Seminole troops in the first as well as the second Seminole war. Then Chief Osceola was tricked into meeting with army personnel under the presumption of truce. He was captured and died in prison, but he served as an inspiration to many others in resisting the United States forces. Medicine man Arpeika also was an inspiring leader in the war. He stayed in Florida, the only leader to do so. Although more than three thousand Seminoles agreed to move to Oklahoma, many died enroute. Still others never left Florida and did not sign a treaty with the United States. President Tyler ordered the cessation of hostilities (Bial 78-84, Dolan 28, and Tebbel 209-213).

The Third Seminole War started in 1855 when Billy Bowlegs led an expedition against military surveyors. In 1857, according to Dolan (31) or in 1858, according to Bial (84), it ended, but no peace treaty was ever signed.

The Yakima War began in 1855. Governor Isaac Stevens in Washington Territory offered money, land, cattle, education, and reservations if Cayuse, Nez Perce, Walla Walla, and Yakima nations would cede their lands. Stevens promised that the nations would have two years before moving to reservations, but within two weeks of their signing the treaty, Stevens opened the land to European Americans. Three years of warfare ensued (Dolan 37-38).

In the 1850's and 1860's gold rush miners in California formed militia units in an undeclared war funded by the state government and hunted down First Nations peoples. Between 1850 and 1860 approximately 115,000 First Nations lives were lost. Some of the fatalities were due to disease and starvation, as well as to warfare (Dolan 36-37).

When the Northern Pacific Railroad asked the Sioux for permission to lay tracks across their reservation in 1873, the leaders declined, but as they did so, they saw the railroad surveyors coming to plan the route for the tracks. The Sioux were determined to resist. In 1874, Lieutenant Colonel George Armstrong Custer was ordered to investigate rumors of gold in the Black Hills on the Great Sioux Reservation. The geologists accompanying him found that the rumor was based on fact. Although the army attempted to keep them back, many miners trampled the Sioux land to steal the gold. The Sioux regarded this as yet another instance of the United States breaking its word. Some left the reservation for the unceded territory just west of their reservation. They were already allowed to hunt and fish on these lands. The United States offered to purchase or rent the Black Hills, but the Sioux refused. The government ordered them to return to the reservation, and when most ignored the deadline (Some did not know about the deadline because they were in distant places for the winter.), Washington ordered the army to round them up and force their return. Army units converged upon an encampment of six Native ethnic groups by the Little Big Horn River. Colonel Custer and all of his men were killed. What followed was a period of army troops tracking down First Nations people and imprisoning or killing them as revenge (Dolan 65-74 and Tebbel 274-280).

In December 1890 the Seventh Cavalry sought out Lakota Chief Big Foot for leaving the Cheyenne River Reservation. When they caught up with him, he was deathly sick, and his people were freezing, sick, and starving. He said that he was prepared to surrender. The army commander ordered the people to proceed to Wounded Knee Creek where he said they would be escorted to the Pine Ridge Reservation. Two hundred of the three hundred fifty Lakota were women and children. They were led into a valley at Wounded Knee where the men were told to turn in their weapons. The soldiers became rough and began searching the people, and the Lakota were angry and nervous. No one knows for sure what action occurred first, but shots were fired. On the hilltop above the valley soldiers began firing guns and cannon onto the Lakota. Some women sheltered their children in a ravine. One hundred fifty Lakota were killed, fifty were wounded, some of whom died from their injuries, and some who escaped were hunted and killed. Supposedly that ended the First Nations wars (Dolan 95-99).

The United States launched a military style assault in 1973 on members of the American Indian Movement and traditional and local First Nations people who were occupying Wounded Knee. The seventy-two day occupation was to call attention to treaty violations, injustices against, and abusive treatment of, First Nations people. The assault was subsequently ruled illegal. Officials promised to hold hearings on the matters of concern to the protesters. To date, those hearings have not been held (Harbury 2).

On 26 June 1975 FBI agents, SWAT members, and Bureau of Indian Affairs police converged on the Pine Ridge Reservation. This followed three years of violence there. The tribal chief had hired vigilantes to eliminate American Indian Movement activity from the reservation. The FBI had provided them with intelligence and, according to a former vigilante, ammunition. During that three-year period sixty-four people were killed and many more assaulted. Although there had been a large FBI presence and evidence pointed to the vigilantes' culpability in most of the cases, nothing was done to halt the attacks. On the aforementioned date a shoot-out occurred, leaving two FBI agents and one First Nations person dead. No one has investigated Joseph Stuntz's death. Three indigenous persons were tried for the FBI agents' deaths. The first two were acquitted by an Iowa federal jury. The case of third, AIM member Leonard Peltier, was transferred to a more conservative judge in North Dakota. Key witnesses were prevented from testifying. The evidence of violence on Pine Ridge was restricted. Ballistics proof that the casing found by the agents' corpses did not match Peltier's gun was suppressed. Evidence exists of FBI coercion of witnesses. No one identified Peltier as the shooter. The jury was not made aware of these facts and sentenced him to two life terms. A Freedom of Information Act suit brought new evidence to light. In the demand for a new trial the Eighth Circuit Court ruled that if the jury had had the evidence, Peltier may have been acquitted. Still, he was not granted a new trial. Since then, the judge denying him a new trial has stated that the FBI utilized improper tactics, that they were culpable for the shoot-out, and that Peltier's release would serve to promote healing. Freedom of Information requests to FBI and CIA have resulted in more documents being released, but many more are still held by the agencies. No new trial has been granted, and he remains imprisoned twenty-seven years later (Harbury 2-5 and freepeltier.org 1-2).

In August of 1990 Canadian military jets and helicopters flew overhead while tanks and 4,000 troops amassed at the border of Kahnésatake, a Kahnien'Kehaka (Mohawk) community near Montreal. At issue was expansion of a golf course built on land that had belonged to the Kahnien'Kehaka. Protestors had blocked a freeway also built on their land. When the Kahnien'Kehaka had objected to the original construction of the golf course, they were told that treaties made prior to the dominion status of Canada were of no concern to them. Prime Minister Brian

Mulroney, petitioned by the Kahnien'Kehaka, told his aides to present the affair as a Quebec matter, but under the Constitution First Nations concerns are federal matters. International human rights observers were critical of both Quebec Premier Robert Bourassa and the prime minister for failing to adhere to the conditions for negotiations. Bourassa ordered the troops in and negotiations to cease. The Kahnien'Kehaka dismantled the roadblocks. This did not occur before police stood by and allowed European Canadians to pelt with stones First Nations cars taking the old and the young out of the community. A Kahnien'Kehaka elder died. The army rolled up to the First Nations stronghold by the golf course and interfered with reporters trying to get out the news. They also raided a longhouse where they engaged in a brawl with men, women, and children. When the Kahnien'Kehaka men and women came out unarmed, the army wrestled them to the ground, their bayonets fixed. The government had promised that upon removal of the barricades, discussion concerning indigenous matters would begin. They have not. Also, the premier said that he was defending democracy from those who didn't believe in it! The prime minister labeled the demands "bizarre" (Wright 331-337).

In between the aforementioned wars, and simultaneously with the wars, in other places, there were many skirmishes and a number of attacks by both sides. This is not to say that all encounters between the two groups were hostile. There are many accounts of peaceful cohabitation and many instances of First Nations people assisting the newcomers and saving their lives.

During this time of warfare with the First Nations peoples there were many times when indigenous people captured individuals or groups of people. This was done for a number of reasons. If a First Nations family had experienced a death, whether due to disease, battle, starvation, or accident, a captive was often used to replace that person who had died. At times children were kidnapped as an act of retribution. Where a village's numbers had been greatly reduced, sometimes taking captives was used as a way to replenish the workforce. Some were taken to be enslaved; others were captured for ransom; still others were kidnapped to be sold. The captives experienced a variety of treatment, depending on the person who captured them. Some were beaten, while others were adopted and treated as family and much loved. Many captives, when given the opportunity, chose not to return to their European relatives. Some were forced to do so because of threats by the European powers. A number of those who were forced back to their relatives escaped and returned to their indigenous families. Not one instance of rape of captives by First Nations people east of the Mississippi has even been recorded (Dickinson 1, Drimmer 11-13, Durrant 174, Heiderstadt vii, and VanDerBeets xi).

Some of the European Americans who had been captured either wrote or told their stories to others who recorded them. While those captives stayed for varying lengths of time with their captors, from months to decades, there are some common topics in their narratives. They, like their captors, were concerned with the food supply. This applied even to people who were with First Nations farmers. The deleterious effect of European presence on indigenous peoples was a topic in many stories. The captives told of cruelties visited by both First Nations and Europeans upon the other groups (Dickinson 2-3).

At an earlier time these captivity narratives were immensely popular. There were fictional captivity stories as well. The Newberry Library in Chicago houses more than five hundred captivity narratives (Peckham viii-ix).

While researching the captivity stories, I located one of an African American, an educated free person who was taken by the Aniyunwiya (Cherokees). It is the only narrative of a Black person that I have found. His story is often mislabeled as one of the slave narratives (VanDerBeets 177-178).

This interdisciplinary unit utilizes some of the standards currently recognized by the Pittsburgh Board of Public Education. They are Arts and Humanities Standards #1, #2, #3, and #4; Citizenship Standards #2 and #9; Information Literacy Standards #1, #2, #3, and #9; Mathematics Standard #2; and Reading, Writing, Speaking, and Listening Standards #1 and #2. (See appendix for these standards written in full.) It is geared primarily for fifth grade but may be adapted for fourth or middle school grades.

Objectives

One goal of this curriculum unit is to share with the children the knowledge that warfare between First Nations peoples and Europeans and Euro-Americans lasted far longer and was much more prevalent than the impression which they are given in their textbooks. Another is to expose the pupils to the stories of European Americans who had been taken captive by First Nations people.

Locating on maps where the captures took place will fulfill Citizenship Standard #2. Finding locations of battles will also meet this standard. Citizenship Standard #9 will be fulfilled by the pupils' learning about the attitudes of the Europeans toward the First Nations peoples. The negative attitudes of the latter toward the former were developed through the experience of having their land invaded and many promises and most treaties broken.

Mathematics Standard #2 will be met by the classes' calculating the percentage of population loss suffered by First Nations peoples after European contact.

Reading, listening to, and responding to captivity stories will fulfill Reading, Writing, Speaking, and Listening Standards #1, #3, and #7 and Arts and Humanities Standards #1, #2, and #3.

Information Literacy Standard #1 and Reading, Writing, Speaking, and Listening Standard #1 will be fulfilled by the students' identifying key words to locate information on the First Nations Wars and on the captivity narratives. Their use of cross references in print, data bases, and online sources to find resources on the wars and the captivity stories will fulfill Information Literacy Standards #1, #2, #3, and #9 and Reading, Writing, Speaking, and Listening Standards #1 and #2.

Strategies

To accommodate various learning styles of the children and to appeal to their varied interests, I shall present the unit material in several ways. To introduce the unit, I shall show a video with First Nations people as narrators. This will allow the pupils to see for themselves that indigenous people still exist and to see and hear them tell their own story. Timelines will help the pupils to put the various pieces of the unit into perspective. History can be a large blur to children because it all occurred before their time. They often have difficulty figuring out when events happened in relation to others and which events were in the far distant past and which in the more recent past. The students and I shall make timelines showing the wars and the captivity narratives. I shall use maps with the classes to aid them in seeing just where battles, wars, and captivities took place. Maps will also help the pupils to see where the various indigenous peoples used to live, and, if applicable, where they live now.. Topographical maps will show the types of land First Nations people inhabited in contrast to the land types of the reservations where they were forced to go. Primary sources will enable the classes to experience history through the voices of the people who lived during those times. Use of primary sources will help give them a sense of immediacy. Paintings, drawings, and photographs will add another dimension to understanding and appreciating the past. Examining the various illustrations can also appeal to those children who have difficulty reading. I shall use storytelling to convey some of the captivity narratives. I have found that storytelling can engage those children who don't like to read and those who have reading difficulties. The students will read other accounts at their own reading levels. The pupils will work in cooperative groups to do research on particular battles. They will use databases,

the Internet, and print sources. I'll bring in First Nations artifacts that I have acquired from powwows and reservations. I'll also wear my First Nations moccasins and jewelry and will show them my First Nations clothes. Children seem to enjoy seeing and touching such objects and clothing. They will have the opportunity to taste First Nations and colonial food and to hear indigenous music.. The classes will go on field trips to historic forts and a museum.

Classroom Activities

I'll use part of the video, *The Nations of the Northeast*, to introduce the unit.

In the social studies classes I shall have the children place the various wars on a timeline so that they gain a perspective on the length of the warfare between the First Nations peoples and the European, colonial, and American governments. This will also serve as background to the captivity stories.

I shall tell some captivity stories to the classes and they will read some on their own, small groups reading different stories and then comparing them in a large group setting.

The library science curriculum calls for fourth and fifth graders to learn about the parts of a book, such as half title page, dedication page, preface, foreword, frontispiece, etc. I shall use the books about the wars and the captivity stories to accomplish this and simultaneously to introduce the books to the children.

The fifth graders learn about the different types of atlases in library science classes. They learn to read maps in progressively more sophisticated stages throughout the elementary curriculum. I shall use historical and specialized atlases and maps to help the pupils locate where the First Nations peoples were located prior to European contact. They will compare this to the various stages of encroachment onto their lands so that they can understand how much land the First Nations lost by the wars and treaties and documents. They will also use topographical maps to help them understand the difference in the lands they were forced to evacuate and the lands of their new destinations.

I teach research skills as part of the library science curriculum. The pupils will learn the importance of using key words when they look up in databases, on the Internet, and in books various wars, battles, and people of historical interest to this unit. They will also discover by using varied sources that not all historians use the same dates for the beginnings and endings of wars. This will help teach them

by experience the importance of utilizing more than one source when looking up information.

Examining literature from different points of view is taught to the fifth graders in language arts classes. When the children read the entry on the French and Indian War in the Searchasaurus database, they can see for themselves how it is written without the indigenous peoples of this country in mind, let alone from their point of view. Very little is mentioned of the participation of First Nations people, and the verb “massacred” is used only in connection with their actions. Further, the section dealing with the Treaty of Paris only mentions the cost to Britain and France, nothing about the cost to the first inhabitants.

Introducing primary sources in the narratives and pointing out the quotations of the people involved in the stories of the wars and battles will enable me to demonstrate the contrast between secondary and primary sources. Some of the paintings can also serve this purpose.

The art teacher will use the paintings to teach the children how to analyze them by means of the elements of art and principles of design, part of the art curriculum at this level. The art instructor and I can guide those artistically inclined pupils to draw scenes from the warfare and/or the captivity narratives.

The music teacher will introduce First Nations songs and instrumental music to the pupils.

As part of the culmination of the unit, the classes will travel on a field trip to see the Alcoa Foundation Hall of American Indians in the Carnegie Museum of Natural History. While there they can see how right in their city First Nations people have helped to build the skyscrapers. They can indulge their senses in the audio and video programs of the exhibit. They can participate in the interactive computer programs. They will also learn of contemporary issues involving First Nations peoples, a very important aspect of the visit, since many children are under the impression that First Nations peoples are all extinct. They will also go to the Fort Pitt Blockhouse and to Fort Necessity. This will show them how physically close they are to where historic events occurred. The other fifth grade teachers and I shall cook indigenous, colonial, and frontier foods so that the pupils will gain another sensory image of the past. First Nations music will be playing as they eat.

Annotated Adult Reference Bibliography/Resources

Books

Anderson, Fred. *Crucible of War, the Seven Years' War and the Fate of Empire in British North America, 1754-1766* New York. Alfred A. Knopf, 2000. Divided into ten parts with seventy-four chapters. Illustrated with maps and black and white reprints. Prologue, epilogue, extensive notes, thorough index.

Bartlett, John. *Familiar Quotations, a Collection of Passages, Phrases and Proverbs Traced to Their Sources in Ancient and Modern Literature* Boston. Little, Brown, and Company, 1980. Index by subject, arrangement by source.

Bruchac, Joseph. *Lasting Echoes, an Oral History of Native American People* San Diego. Harcourt Brace & Company, 1997. Award-winning poet and author presents more than 100 First Nations voices interspersed with history. Preface tells of how he learned about First Nations history from indigenous people, not from his schoolbooks. Bibliography, tribal affiliations for subjects in book, sources of quotations included.

DeMay, John A. *The Settlers' Forts of Western Pennsylvania* Apollo. John A. DeMay, 1997. Author and two others tracked and found thirty forts and blockhouses in Allegheny, Greene, and Washington Counties. Covers from 1760-1795. Relates many anecdotes from the European perspective and maintains that there were very few European expeditions against First Nations villages during this period with the exceptions being the Greathouse Affair and the Moravian Massacre..

Derounian-Stodola, Katahryn Zabelle and Levernier, James Arthur. *The Indian Captivity Narrative, 1550-1900* New York. Twayne Publishers, 1995. Divided into six chapters including, "The Captivity Tradition in Fact and Fiction," "The Mythology of the Captivity Narrative," "Images of Indians," "Mary Rowlandson's Captivity Narrative," "Images of Women," and "The Captivity Narrative as Usable Past." A chronology from 10,000 B.C. to 1897. Preface and thorough index. Illustrated with engravings, watercolor, and photograph.

Dowd, Gregory. *War under Heaven: Pontiac, the Indian Nations, and the British Empire* Baltimore. The Johns Hopkins University Press, 2002. Book is divided into eight chapters: "Ottawas;" "Delawares and the Colonial World, 1615-1760;" "A Worldly War: An Otherworldly War;" "Besieging Britons, 1763;" "Defending the Villages, 1764;" "Mobs, Germs and the Status of American Indians;" "Uneasy Conclusions;" and "Deaths and Legacies." Extensive notes. Thorough index.

Drimmer, Frederick, editor. *Captured by the Indians, 15 Firsthand Accounts, 1750-1870* New York. Dover Publications, Inc., 1961, 1985. An unabridged and corrected publication of *Scalps and Tomahawks: Narratives of Indian Captivity*.

Drimmer, Frederick, editor. *Scalps and Tomahawks: Narratives of Indian Captivity* Coward-McCann, Inc., 1961. Introduction provides historical background, and there are notes for each chapter. Fifteen first person accounts by captives.

Eckert, Allan W. *That Dark and Bloody River, Chronicles of the Ohio River Valley* New York. Bantam Books, 1995. Using journals, letters, and diaries of the time, book is arranged chronologically with date and day of the week preceding each section. Prologue covers 700 B. C. to June 1768. Text covers 16 July 1768 to 1 January 1799. Epilogue is 2 October 1811, the day that Robert Fulton's *New Orleans* left Pittsburgh for New Orleans. No table of contents but thorough index. Maps on endpapers with thirteen maps throughout text. Extensive notes.

Farb, Peter. *Man's Rise to Civilization as Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State* New York. E. P. Dutton & Co., Inc., 1968. Author employs cultural evolutionary theory in exploring family and kinship groups and political and religious institutions of North American First Nations peoples. Book is divided into three parts: "The Evolution of Complexity," "The Long Migration," and "Societies under Stress." Focuses on Great Basin Shoshone, Eskimo, Southern California, Zuni, Iroquois, the Plains, the Northwest Coast, Natchez, Aztec, and Navaho.

Garbarino, William. *Indian Wars along the Upper Ohio, a History of the Indian Wars and Related Events along the Upper Ohio and Its Tributaries (1745-1795)* Midway. Midway Publishing, 2001. The last in a trilogy of books about Pittsburgh's three rivers. Ten chapters that focus on conflict between Whites and First Nations peoples from the establishment of the Ohio Company to General Wayne's defeat of indigenous people at Fallen Timbers. Black and white photographs, line drawings, and maps. Index and references.

Horowitz, David. *The First Frontier: the Indian Wars and America's Origins, 1607-1776* New York. Simon and Schuster, 1978. Book is divided into three parts: "Thanksgiving in New England," "Democracy in Virginia," and "The Cause of Freedom." Within the Selected Bibliography section, and preceding the titles, interesting explanation of how authors write history books and what shaped this one's conception of the past. Index.

Hunter, John Dunn. *Memoirs of a Captivity among the Indians of North America* New York. Schocken Books, 1824, 1973. Edited by Richard Drinnon. Book is divided into two parts, one detailing Hunter's captivity and return to his former way of life and the second describing the culture of several First Nations ethnic groups west of the Mississippi.

Irvin, George. *The Art of Robert Griffing, His Journey into the Eastern Frontier* Gibsonia. East West Visions, 2000. Thoroughly researched and beautifully detailed paintings of eighteenth century Eastern Woodlands people as well as British, French, and Scottish.

Jennings, Francis. *The Invasion of America* Chapel Hill. The University of North Carolina Press, 1975. Author examines the real history of the First Nations-European relationship and assaults assumptions made in earlier histories.

Loewen, James W. *Lies My Teacher Told Me, Everything Your American History Textbook Got Wrong* New York. Simon & Schuster, 1995. Author examines the omissions and commissions of United States history textbooks. Introduction in which author examines how history is taught in high school and the types of textbook shortcomings. Extensive notes on each chapter, thorough index.

Nester, William R. "*Haughty Conquerors, Amherst and the Great Indian Uprising of 1763*" Westport, 2000. A thorough index, introduction, and eight chapters: "Conquest," "Conspiracies," "Attacks," "Counterattacks," "Stalemate," "Subjection," "Settlements," and "Consequences."

Peckham, Howard H. *Captured by Indians, True Tales of Pioneer Survivors* New Brunswick. Rutgers University Press, 1954. Divided into fourteen stories of captives from 1676 to 1864, from Massachusetts to Arizona. Black and white illustrations with sources and index included. Preface explaining author's selections shows bias.

Quaife, Milo Milton, editor. *The Indian Captivity of O. M. Spencer* Chicago. R. R. Donnelley & Sons Company, 1917. Part of a series, The Lakeside Classics. Illustrated with a drawing of Fort Washington in 1790. An interesting publisher's preface as well as a historical introduction and an index are included. Footnotes are provided. Written in the first person by Spencer, who was captured when he was nine and later became a minister and editor of a religious weekly. Very detailed description. Historical introduction is both enlightened with respect to indigenous people's rights and biased.

Rowlandson, Mary. *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* The Lancaster Tercentenary edition. Sandwich. Chapman Billes,

Incorporated, 1682, 1953. Republished in celebration of the three hundredth anniversary of Lancaster, Massachusetts. First person account of the capture of Rowlandson and her three children. Easy read.

Sokolow, Jayme A. *The Great Encounter, Native Peoples and European Settlers in the Americas, 1492-1800* Armonk. M. E. Sharpe, 2003. Book is divided into eight chapters. Preface acknowledges that the Americas were shaped differently from Europe because of First Nations and their cultures and by the combination of Africans, First Nations, and Europeans. A de facto afterword, "After Columbus: Living in an Age of Missing Information," deals with the unprecedented impact of the European invasion and suggestions for the future. Extensive chapter notes, glossary, and a somewhat difficult index. Very little on the Haudenosaunee and nothing on their influence.

Spencer, Oliver M. *Indian Captivity: a True Narrative of the Capture of the Rev. O. M. Spencer by the Indians, in the Neighborhood of Cincinnati* New York. B. Watson and T. Mason, 1835. Readex Microprint Corporation, 1966. Illustrated with finely detailed black and white drawings by an unknown artist. Foreword and introduction by unknown editor. See Quaipe entry for Spencer's story.

Stephenson, R. S. *Clash of Empires: the British, French & Indian War, 1754-1763* Pittsburgh. Senator John Heinz Pittsburgh Regional History Center, 2005. Book written to accompany exhibition by the same name marking the 250th anniversary of the war. Divided into ten chapters with an informative introduction and a section on the making of the exhibit. Lavishly illustrated with colored photographs of artifacts and clothing, reproductions of paintings, and black and white photographs of documents and maps. Index.

Swift, Robert B. *The Mid-Appalachian Frontier: A Guide to Historic Sites of the French and Indian War* Gettysburg. Thomas Publications, 2001. Divided into ten chapters. Sources for each of the chapters. Selected bibliography. Illustrated with small maps and black and white photographs.

Tebbel, John and Jennison, Keith. *The American Indian Wars* New York. Bonanza Books, 1960. Book is divided into sixteen chapters. Epilogue briefly recounts further wrongs after book's end at Wounded Knee. Bibliographic Notes. Index. Text on two different pages attributes two different dates for sale of Florida.

VanDerBeets, Richard, editor. *Held Captive by Indians: Selected Narratives 1642-1836* Knoxville. The University of Tennessee Press, 1973. Includes fifteen individual and two family sagas. Scholarly, indicating number and place

of various editions of these narratives. Five reprints in black and white and four maps. The story of John Marrant, an African American is featured.

Wright, Ronald D. *Stolen Continents, the Americas through Indian Eyes since 1492* Boston. Houghton Mifflin Company, 1992. Wonderful maps showing the extent of the five cultures that are the subject of the book: Aztecs, Maya, Incas, Cherokees, and Iroquois. Informative author's note, extensive chapter notes, bibliography, thorough index. Book is divided into three sections, each dealing with the five cultures: Invasion, Resistance, and Rebirth.

Web Sites

www.brotherton-weekping.tripod.com/html Documented history of Brotherton and Weekping communities in New Jersey including primary documents and court actions.

www.firstnationsdrum.com A Canadian indigenous site that publishes journals featuring contemporary issues.

White, Julia. www.meyna.com/lookback.html An examination of eleven nations, including the Lenni Lenape and its Red Record, the oldest written record of First Nations people.

www.nativeculture.com/lisamitten/indians.html site of sources for information by and about First Nations. Author former University of Pittsburgh bibliographer.

www.stregismohawktribe.com/his.htm Includes comprehensive history, including French and Indian Wars, American Revolution, government, programs.

www.tolatsga.org/dele.html History of many nations.

Maps

United States Geological Survey. *Indian Land Areas Judicially, United States* 1978. #101505. 38" by 52." Results of cases before the United States Indian Claims Commission or the United States Court of Claims.

United States Geological Survey. *Indian Land Areas, United States* 1983. #101502. Federal reservations, state reservations, federal Indian groups without reservations, Bureau of Indian Affairs offices and areas.

Video Recordings

Holzman, Allan, supervising editor. *The Native Americans*. TBS Productions, Inc. 1994. Color. A six-part series. Shows the tragic consequences of cultural and religious aggression, narrated by First Nations people.

Rasky, Harry. *The War against the Indians* Produced and directed by Harry Rasky. CBC. Spans from 40,000 years ago to present. Three volumes, each about one hour: "The Dispossessed," "The Hunter Becomes the Hunted," and "The Feather and the Cross."

Annotated Student Bibliography

Books

Buckey, Sarah Masters. *Enemy in the Fort* Middleton. Pleasant Company Publishers, 2001. Part of American Girl History Mysteries series. A twelve-year-old girl and her sister are left in the care of a widow after her parents and infant brother are captured in 1754. She learns to relinquish her hatred and develop empathy when a boy reared by the Abenaki is brought to the New Hampshire fort where she is staying. Illustrated with line drawings by Greg Dearth.

Cooney, Caroline B. *The Ransom of Mercy Carter* New York. Delacorte Press, 2001. Fictional story, based on fact, of a girl who is taken by the Kahnawake (Mohawk) and the French to Canada in 1704. Last chapter tells of disposition of characters in story. Author's note reveals how she came to write book and actual records of people and incidents in story.

Copeland, Peter F. *Historic North American Forts Coloring Book* Mineola. Dover Publications, Inc., 2000. Forty-four forts in the United States and Canada accompanied by captions. Introduction providing brief history of forts. Fort terminology and map depicting location of the forts.

Copeland, Peter F. *Woodlands Indians Coloring Book* New York. Dover Publications, Inc. 1995. Forty-one scenes spanning four centuries of Woodlands life in black and white drawings. A few show bare-breasted women. Watercolor paintings on front and back covers and front and back end papers.

Dickinson, Alice. *Taken by the Indians, True Tales of Captivity* New York. Franklin Watts, 1976. Introduction giving background, bibliography, and index.

Six chapters, each relating a captivity story from 1676 to 1864 with excerpts from original accounts.

Dolan, Edward F. *The American Indian Wars* Brookfield. The Millbrook Press, 2003. Seven chapters covering 1005 to 1890. Epilogue summarizing First Nations history since Wounded Knee, bibliography, and index.

Durrant, Lynda. *The Beaded Moccasins, the Story of Mary Campbell* New York. Clarion Books, 1998. Fictional story based in fact about Mary Campbell's experience living as an adopted granddaughter of Neteawatwees Sachem. Afterword tells which three characters in the story were fictional and what part of the story was. Glossary of Lenni Lenape words and sources included.

Durrant, Lynda. *Echohawk* New York. Clarion Press, 1996. Story of a boy taken when he was four by Mohegans, who adopted him. When his adopted father sends him away to learn English, he discovers that his White teacher plans not to return him. Afterword tells about three Native nations, the characters, and the Hudson River Valley. Glossary of Lenni Lenape words and sources included.

Durrant, Lynda. *Turtle Clan Journey* New York. Clarion Books, 1999. A sequel to *Echohawk*, this fiction book chronicles the travels of Echohawk, an adopted captive from the age of four, with his father and younger brother. As they travel toward Pittsburgh after their Mohegan clan is wiped out from disease, they learn of ransom offered for any European captive. Afterword gives historical background. Sources.

Heiderstadt, Dorothy. *Stolen by the Indians* New York. David McKay Company, Inc., 1968. Illustrated by Carl Kidwell. Book is divided into twelve chapters, each detailing a captive's story.

Osborne, Mary Pope. *Standing in the Light: the Captive Diary of Catharine Carey Logan* New York. Scholastic, 1998. Part of the Dear America series, a Quaker girl writes of her capture in 1763 by Lenni Lenape. Based on historical events and real people, the main character and her diary are fictional. Epilogue and historical note. Illustrations reprints from museums.

Pryor, Bonnie. *Thomas in Danger* New York. Morrow Junior Books, 1999. Illustrated by Bert Dodson, this fictional story features a boy whose home was burned in the Revolutionary War. After the family moves to Philadelphia, he is captured by the Haudenosaunee (Iroquois). Author provides historical context at the book's end.

Richter, Conrad. *The Light in the Forest* New York. Alfred A. Knopf, 1953, 1966. Illustrated by Warren Chappell. Fictional story of a boy who had been reared by the Lenni Lenape and was being forced to return to his European relatives.

Speare, Elizabeth George. *The Sign of the Beaver* Boston. Houghton Mifflin Company, 1983. A Newbery Honor Book. No illustrations. A survival story of a thirteen-year-old in eighteenth century Maine who is helped by a First Nations boy.

Web Sites

www.nmai.si.edu National Museum of the American Indian.

www.nativeweb.org Native Web Culture of many nations.

Upper St. Clair Citizens for Land Stewardship.

www.usccls.org/PhotoAlbum/Youngblood.html Features Nat Youngblood's paintings of the French and Indian War .

Maps

Cherokee Publications. *Native American Tribes* 1989. 19 ½" by 15 ½." Jennifer C. Smith. Shows five geographical areas of contiguous United States and Canada.

United States Geological Survey. *Indian Lands in the United States* #101516. 1983. 31" by 44." American Indian reservations, tribal designated statistical areas.

United States Geological Survey. *Indian Tribes Culture Areas* #101013. 1967. 20" by 28." Prepared by William Strutevant of the Smithsonian Institute. Geographical extent of various tribes and their culture areas and eighteen linguistic stocks.

Video Recordings

The Indians of North America Video Collection. Adapted from Chelsea House Publishers' series of books by the same name. Produced and directed by InVision Communications, Inc. Andrew Schlessinger, executive producer. 30 minutes. Grades 4-10.

More than Bows and Arrows Executive producers Kurt Engelstad and Gray Warriner. 1994. 1 hour. Narrated by N. Scott Momaday. Documents First Nations contributions to development of Canada and United States. Internationally acclaimed.

Audio Recordings

Black Lodge Singers. *Kids' Pow-Wow Songs* CR-6274. Canyon Records. Twelve tracks.

Black Lodge Singers. *More Kids' Pow-Wow Songs* CR-6387. Canyon Records. Eleven tracks. Grammy nominated.

R. Carlos Nakai Quartet. *People of Peace* CR-7069. Canyon Records. Twelve tracks.

Appendix

Arts and Humanities

1. All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form.
2. All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works.
3. All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

Citizenship

1. All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe the patterns of historical development.
2. All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, land masses, and nations, and describe the relationships between geography and historical, economic, and cultural development.

9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States, and other nation.

Information Literacy

1. The student who is information literate accesses information efficiently and effectively.
2. The student who is information literate evaluates information critically and competently.
3. The student who is information literate uses information accurately and creatively.
5. The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
9. The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

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Mathematics

2. All students compute, measure, and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology, such as calculators and computers.

Reading, Writing, Speaking, and Listening

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.

3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.