ESSENTIAL OR COMPELLING QUESTIONS

Note: Essential Questions frame deep understanding. These big questions are central to the discipline. Students demonstrate proof of their knowledge by answering these questions, using the discipline specific vocabulary. Questions address core concepts—civics, history, economics, and geography—and general points such as cause and effect, argument, evidence, critiquing conclusions, perspectives, problem solving, and more.

» How did the Haudenosaunee form a unique woodland culture and tribal identity after their ancestors migrated from Asia and across the continent?

» How did where the Haudenosaunee lived determine how they lived?

» How does a representative, democratic self-government unite diverse Native American nations in the Haudenosaunee Confederacy?

» How is the loss of Haudenosaunee land also the loss of Haudenosaunee way of life?

» How did the impact of European contact and alliances change life for the Haudenosaunee in positive and negative ways?

» How do the Haudenosaunee sustain their beliefs, identity, culture, and history while continuing to face change and challenges?

GUIDING OR SUPPORTING QUESTIONS

Note: These help students get to deep understanding and “direct” their knowledge discovery.

» Why are the Haudenosaunee referred to as a confederacy?

» Why were the Haudenosaunee well established long before the Europeans arrived in North America?

» Why were six Native American nations in the confederacy unique but connected?

» How do theories about Native American migrations from Asia attempt to explain the origins of the Haudenosaunee?

» Why were Native American cultures unique due to their environments?

» How did the geography and climate of New York woodlands shape the survival of Haudenosaunee?

» Why were war and violence among Native Americans in the region a part of everyday life for the Haudenosaunee?

» How did leadership move the Haudenosaunee to peace?

» How did symbols convey the strength of a peaceful alliance?

» Why is the Great Law of Peace an early example of democracy in North America that may have influenced the U.S. Constitution?

» How is the Haudenosaunee Grand Council a representative democratic government?

» How do the names of the Haudenosaunee nations relate to geography and perceptions of outside groups?

» How did the Five Nations become Six Nations in the confederacy?

» How does the Haudenosaunee longhouse demonstrate a way of life based on natural resources and community?

» How did the Haudenosaunee survive in winter when they could not farm?

» Why are the Haudenosaunee considered a matrilineal society?

» How are women the leaders and decision makers in the Haudenosaunee society?

» How did Haudenosaunee clothing, food, and homes relate to natural resources?

» Why is wampum important to the Haudenosaunee?

» How does the Canandaigua Treaty belt use symbols to represent history?

» How does the flag of the Six Nations represent unity?
How do the six nations distinguish themselves with separate identities and histories?

How do Haudenosaunee ceremonies and beliefs communicate a sense of respect for the natural world and its resources?

Why do cornhusk dolls reveal important Haudenosaunee values?

Why did the arrival of Europeans change the Haudenosaunee way of life?

How was the contact with Europeans mutually beneficial at first?

Why did the Haudenosaunee side with the English and not the French in the French and Indian War?

Why did the Treaty of Fort Stanwix fail to protect Haudenosaunee lands after the French and Indian War?

How did the Revolutionary War divide the confederacy and involve New York’s Native Americans in the conflict?

Why is the 1784 treaty that forced the Haudenosaunee to give up most of their land an injustice on many levels?

How did the Oneida reservation shrink from 6 million acres (2.4 million ha) to 32 acres (13 ha)?

How did the Haudenosaunee finally lose their sovereignty like almost all Native Americans?

Why did the Haudenosaunee on reservations today face many challenges?

How does the Grand Council continue to work as a democratic body serving the Haudenosaunee people?

LESSON PLAN ACTIVITY IDEAS

Note: Pick and choose from the list. Be certain to embrace all the inquiry practices.

> Introduce and discuss the Essential Questions above about the Haudenosaunee to build meaning, purpose, and connections to daily life.

> Check for prior knowledge and background knowledge about the Haudenosaunee, checking for misconceptions.

> As a focus for discussion use quotes from Native Voices: Witnesses to History in the Spotlight on Native Americans Planning Guide and challenge groups to deduce conclusions about the Haudenosaunee in diverse historical contexts shared by many tribes.

> Students brainstorm questions and contribute to a concept map of important big ideas supported by facts from *Iroquois (Haudenosaunee)*. Use the VIPs: Very Important Points and People and/or Find Support for the Main Idea graphic organizers.

> Generate a cause and effect chart that aligns geography, natural resources, alliances, conflicts, and government with the history of the Haudenosaunee.

> Brainstorm “WHAT IF” questions related to the Haudenosaunee making valid predictions about them if events, trends, natural forces, and cultural collisions were different from what actually occurred.

> Use a Dilemmas and Decisions graphic organizer to analyze the response of the Haudenosaunee to early contact with the Dutch, English, or French.

> Create a timeline featuring significant migrations, events, conflicts, leaders, and actions that caused historic, economic, and political change for the Haudenosaunee. Trace related changes over time. Use the maps and factual information in *Iroquois (Haudenosaunee)*.

> Generate and use maps to analyze the shifts in Haudenosaunee territory before and after contact with European settlers. Access maps in *Iroquois (Haudenosaunee)* and on the Internet.

> Post student responses to the democratic processes used by the Haudenosaunee in their self-government and how we could benefit from their ideas. Use decision making and representation in the Haudenosaunee government as an example of civic responsibility shared by many.

> See the Spotlight on Native Americans Teacher’s Guide for further ideas.

NATIVE VOICES: WITNESSES TO HISTORY

> Use the Thinking about Evidence graphic organizer and the quote below from the 1794 Canandaigua Treaty with the Haudenosaunee. Determine with evidence that Muscogee (Creek) leader Speckled Snake was right in his conclusion about promises from the white man:

> “Brothers! I have listened to a great many talks from our Great Father. But they always begin and end this – ‘Get a little farther; you are too near me.’ I have spoken.” Speckled Snake, Muscogee (Creek)
“The United States having thus described and acknowledged what lands belong to the Oneidas, Onondagas, Cayugas, and Senecas, and engaged never to claim the same, nor to disturb them, or any of the Six Nations, or their Indian friends residing thereon and united with them, in the free use and enjoyment thereof.” Article IV of Canandaigua Treaty 1794

» Concept map the common ground of the Haudenosaunee Confederacy that unifies unique Native American nations. Stress beliefs, culture, self-government, and identity. Use this quote as a focus:

“Today we have gathered and we see that the cycles of life continue. We have been given the duty to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give greetings and thanks to each other as People. Now our minds are one.” Thanksgiving address of the Haudenosaunee

» Use Drawing Conclusions from Information to analyze why this resolution was passed in the U.S. Congress:

“This Resolution is to acknowledge the contribution of the Iroquois Confederacy of Nations to the development of the United States Constitution.” Sen. Daniel Inouye, 1987, 100th Congress, 1st Session S. Con. Res.76

» Chart and reflect on evidence of Haudenosaunee values in Iroquois (Haudenosaunee). Use this quote about the character of a tribal leader as a primer:

“With endless patience you shall carry out your duty and your firmness shall be tempered with tenderness for your people. Neither anger nor fury shall find lodgment in your mind and all your words and actions shall be marked with calm deliberation. In all of your deliberations in the Confederate Council . . . self-interest shall be cast into oblivion . . . Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations.” Iroquois Constitution

SIMULATION IDEAS

» Roleplay carefully planned interviews of present-day Haudenosaunee leaders who have filed a petition against the United States with the Inter-American Commission on Human Rights (IACHR). Since 1788, 2.5 million acres (1 million ha) of land have been stolen from the Onondaga Nation by New York State, and the failure of the U.S. court system to address this has left the Nation with no choice but to seek assistance for human rights violations from the international community.

» Collaborate with Art teachers to replicate tribal art.

» Collaborate with PE teachers: dance, stamina, etc.

» Oral history acknowledgement via “oral presentations” and narratives.

NATIVE VOICES: WITNESSES TO HISTORY

» Research and roleplay the forming of a peaceful confederacy made up of diverse and opposing nations. Use the Haudenosaunee who came together under the Great Law of Peace as a model. Use this quote as a primer:

“One arrow can be easily broken. But when five arrows are be bound together, they become strong. As the five arrows are strongly bound together with our ways and customs and this shall symbolize that the five nations are united; we are of One Mind.” Peacemaker to the Mohawk, Oneida, Onondaga, Cayuga and Seneca

KNOWLEDGE PRODUCT IDEAS

» Use the Spotlight on Native Americans text set to compare the struggle of the Haudenosaunee to keep their lands with the experience of other Native American groups.

» Use Animoto to communicate connections between Haudenosaunee beliefs and the power of nature. Use Iroquois (Haudenosaunee) and other quality information sources.

» Create a timeline of the history of the Haudenosaunee and the history of New York state, highlighting the impact of European alliances, conflicts, and wars. Demonstrate that the history of the world, the nation, and the Native American people played out on common ground in New York.

» Build an evidence-based claim that the traditional Native American way of life has merit, and could inspire important changes in our 21st century way of life. Note the perspectives of the Haudenosaunee on the natural world, human rights, and community.

» Dramatize Native Voices by creating a series of narratives that convey the gender roles of members of Haudenosaunee society.

» Write a historically accurate dialog between representatives of the U.S. government and the Haudenosaunee at the signing of the Treaty of Ft. Stanwix in 1784.

» Research and present and argument that the Haudenosaunee developed a thriving woodland culture, long before European contact, that was defined by geography, climate, and the environment.
Analyze the structure of Haudenosaunee self-government in the past and present and use schematics to represent it. See tribal sites for details:

http://www.haudenosauneeconfederacy.com
http://www.onondaganation.org
https://sni.org

Write a public service announcement or blog from the perspective of a Haudenosaunee leader who is working to preserve traditional Haudenosaunee identity and culture.

Write a journal of a Haudenosaunee living on a reservation today or in the past with accurate reference to conditions and events.

Create a fictional narrative or dramatized council meeting that conveys the experience of the Haudenosaunee.

Using Google Earth and historical maps, compare and contrast Haudenosaunee territory using historical images with current location images. Track the history of the Haudenosaunee with maps.

Research and generate an action plan for a proactive community program which works to improve the future of the Haudenosaunee.

Write, speak, and illustrate a public service announcement from the Haudenosaunee for displaced peoples around the globe.

Using all the Social Studies lenses—economic, geographic, cultural, historical, political—create an infographic or collage that communicates the connections between these concepts in Haudenosaunee history.

Use *Iroquois (Haudenosaunee)* and other quality information sources to explore and communicate the core values of the Haudenosaunee that could serve as inspiration in a world facing many problems. Use the spoken words to do this in a Socratic seminar.

Write a letter to your congressman, or representative, centered on a viewpoint, perspective, or value that was demonstrated by the United States government during the history of the Haudenosaunee that is still a concern today. Express your concern.

Create serial podcasts or broadcasts called “The Great Law of Peace in the 21st Century.” Have students write copy, conduct interviews, record, and share their broadcasts; integrate ELA standards.

**NATIVE VOICES: WITNESSES TO HISTORY**

Compare and contrast in a creative medium the relationship of the Haudenosaunee with the land and the values of the settlers who transformed the environment. Use a Compare and Contrast graphic organizer. Use this quote as a primer:

“Whenever the Confederate Lords shall assemble …the Onondaga Lords shall open it by expressing their gratitude …and offer thanks to the earth where men dwell, to the streams of water, the pools, the springs and the lakes, to the maize and the fruits, to the medicinal herbs and trees, to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing, to the great winds and the lesser winds, to the Thunderers, to the Sun, . . . to the moon, . . . and to the Great Creator who dwells in the heavens above, who gives all the things useful to men, and who is the source and the ruler of health and life.” Gayanashagowa, the Great Law of Peace

**ASSESSMENT IDEAS**

Using the lesson plan ideas above, create a rubric for grading and assessment. Give the students only the “exemplary” column to aim for. See if this breeds success.

Maps and geographical representations of historic events and conflicts that changed forever the traditional Huadenosaunee world.

Write to learn: Formative knowledge can be captured in a journal. (When students paraphrase and document their new knowledge, they are reinforcing what “speaks” to them and making connections to get new knowledge into long-term memory.)

Evidence-based claims and arguments that express original conclusions relevant to specific content area.

Expository writing that uses historical, economic, or geographic information for a real world purpose.

Speaking and listening in both early formative assessment, and as a part of summative presentations.

Demonstration of deep understanding of core concepts in social studies using knowledge products that require synthesis, critical thinking, and original conclusions.

Formative assessment using graphic organizers, collaborative self-check, and peer review tools.

Using rubrics that are criterion referenced for summative assessments.
LEARNING RESEARCH EXTENSIONS

Note: For deeper discovery or differentiation.

- Investigate ongoing occurrences of governments around the world displacing people for land, minerals, territorial expansion, or control. (For example, the Chinese are now displacing nomadic Tibetans from a mineral-rich plateau, forcing them into reservation-like dwellings, claiming the land and mineral rights, and cutting people off from their way of life.) Create a public service announcement arguing that the cycle continues.

- Dig deeper into the unjust loss of 2.5 million acres (1 million ha) of Haudenosaunee land and legal efforts by these Native Americans to secure justice through the courts. Failure in the courts has led to an international petition against the United States with the Inter-American Commission on Human Rights (IACHR).

- Dig deeper into the Haudenosaunee Constitution and Great Law of Peace. Produce an infographic conveying how its tenets would have great value in any democratic society today.

- Dig deeper into the Haudenosaunee clans. Analyze how the bonds of clan membership benefit the tribal community.

- Use Animoto to communicate connections between Haudenosaunee traditional beliefs and the power of nature. Use *Iroquois (Haudenosaunee)* and other quality information sources.

- Research the culture of the Haudenosaunee and generate a song, poem, storyboard, or blog with evidence of the tribal way of life, connections, community, clans, and kinship.

- Research reservation life for the Haudenosaunee today. Investigate in quality information sources ways in which poverty, drug abuse, and poor health impact these Native Americans.

- Investigate the Haudenosaunee Confederacy today. Write an evidence-based claim that the members share a government that addresses present needs and the future of the culture.

- Investigate and share in a slide show or portfolio Haudenosaunee spirituality and beliefs expressed in tales, origin stories, spiritual beings, dance, rituals, and design.

- Dig deeper into the leaders highlighted in *Iroquois (Haudenosaunee)*, and profile how they are remembered historically through actions not words.

- Research and create an evidence-based claim that the Haudenosaunee continue to endure poverty and poor living conditions and need solutions for these long standing problems.

- Investigate the impact on the Haudenosaunee of the North American wars fought by Europeans, colonists, and Americans.

- Dig deeper into the federal and state laws and treaties mentioned in this book and spotlight their impact on the Haudenosaunee. Write an argument that the Haudenosaunee deserve a just restitution for their losses.

- Dig deeper into speeches, historical photographs, and rich archives that preserve the Haudenosaunee experience in primary sources. Select a compelling testimony that should be shared and feature it in a blog explaining your choice and its meaning.

ALIGNMENT WITH THE STANDARDS

**College, Career, & Civic Life (C3) Framework for Social Studies State Standards**

- CCSS ELA Literacy RH 1, RH 2, RH 3, RH 4, RH 6, RH 7, RH 8, RH 9
- CCSS ELA Literacy W 1, W 2, W 3, W 4, W 7, W 8, W 9
- CCSS ELA Literacy SL 1, SL 1.c, SL 1.d, SL 2, SL 3, SL 4, SL 5, SL 6

**GRAPHIC ORGANIZERS TO CONSIDER**

- Bill of Rights: Violation Citation or Commendation
- Cause-Effect-Why Chart
- Compare and Contrast
- Dilemmas and Decisions
- Drawing Conclusions from Information
- Evidence-Based Claim Evaluation
» Find Support for the Main Idea
» Reading and Analyzing Nonfiction (RAN) Chart
» Social Studies Lenses
» Supporting a Claim with Textual Evidence
» Thinking About Evidence
» VIPs: Very Important Points and People
## Bill of Rights: Violation Citation or Commendation

<table>
<thead>
<tr>
<th>RIGHT (First 10)</th>
<th>VIOLATION CITATION OR COMMENDATION?</th>
<th>YOUR THOUGHTS</th>
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</thead>
<tbody>
<tr>
<td>Freedom of religion, speech, press, assembly, and petition</td>
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<tr>
<td>Right to keep and bear arms</td>
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<td>No “quartering” of soldiers on my land</td>
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<td>Freedom from unreasonable searches and seizures</td>
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<td>Right to due-process</td>
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<td>Right to a speedy trial</td>
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<td>Right of a trial by jury</td>
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<tr>
<td>Freedom from excessive bail, cruel and unusual punishments</td>
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<tr>
<td>Other rights not specifically mentioned here</td>
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<tr>
<td>There are other rights reserved by the local state</td>
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</tbody>
</table>
Name: ___________________________________________

**Cause-Effect-Why**

**Event, Person, Decision that “caused” something:**

---

**Effect:**

---

**Effect:**

---

**Why:**
Name: ______________________________________

### Compare and Contrast

<table>
<thead>
<tr>
<th>Compare this: __________________________</th>
<th>With this: __________________________</th>
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**SYNTHESIS and CONCLUSIONS:** Based on the above facts, please draw a few conclusions:

•
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•
# Dilemmas and Decisions

Complete this form with evidence from the text.

<table>
<thead>
<tr>
<th>Decision Action</th>
<th>Supporters:</th>
<th>Opposition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who made the decision?</td>
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<tr>
<td>Why?</td>
<td>Why supported?</td>
<td>Why opposed?</td>
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<tr>
<td>Short-term consequences:</td>
<td></td>
<td></td>
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<tr>
<td>Long-term consequences:</td>
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</table>

Seeing things clearly: What do you think about the decision, now that we know how history played out?
## Drawing Conclusions from Information

<table>
<thead>
<tr>
<th>Statement:</th>
<th>Inference – (hidden meaning)</th>
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<tbody>
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<tr>
<td>Statement:</td>
<td>Inference – (hidden meaning)</td>
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<tr>
<td>Conclusion:</td>
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</tbody>
</table>
**EVIDENCE-BASED CLAIM EVALUATION**

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<thead>
<tr>
<th>Criteria</th>
<th>Comments and Scoring</th>
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<tbody>
<tr>
<td></td>
<td>Strong</td>
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<tr>
<td>Claim clearly stated</td>
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<tr>
<td>Demonstrates your understanding</td>
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<td>Claim supported by text</td>
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<tr>
<td>Sound thinking based upon evidence</td>
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<tr>
<td>Uses direct quotations or text to support claim</td>
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<td>Explained thoroughly</td>
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<td>Includes vocabulary of the discipline</td>
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<td>Conclusion strongly summarized thinking</td>
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</tbody>
</table>
Find Support for the Main Idea

What's the big idea?

Fact:

Detail:

Fact:

Detail:

Fact:

Detail:

Fact:

Detail:
<table>
<thead>
<tr>
<th>What I Think I Know</th>
<th>Wonderings</th>
<th>New Lernings</th>
<th>Misconceptions</th>
<th>Confirmed</th>
</tr>
</thead>
</table>

Name: ______________________________________
**Social Studies Lenses**
Read a Spotlight on Native Americans book and take notes in the appropriate category.
Record interesting facts in the appropriate box.

<table>
<thead>
<tr>
<th>History (Eras/Timelines)</th>
<th>Politics</th>
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<tr>
<th>Economics</th>
<th>Cause and Effect</th>
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<th>Geography</th>
<th>Culture</th>
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</table>
## Supporting a Claim with Textual Evidence

**Claim or Conclusion:**

<table>
<thead>
<tr>
<th>Evidence, quotes, data, and other facts that support my claim: (indicate page numbers)</th>
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</table>
Thinking about Evidence

My Conclusion

Evidence:

Evidence:

Evidence:

Evidence:

Evidence:

How did I evaluate my evidence? Is my evidence FACT?
VIPs: VERY IMPORTANT POINTS AND PEOPLE

Follow your teacher’s directions. Working with a partner, find 5 VIP points or people in the text, and be ready to support why you chose them.

<table>
<thead>
<tr>
<th>Page Number</th>
<th>VIP Event</th>
<th>Why:</th>
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<tbody>
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Which one point or person do you think is the most important?