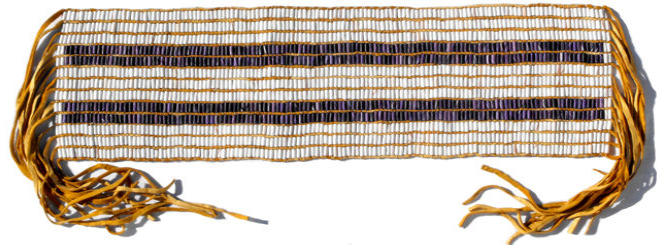


## GUSWENTA & COVENANT CHAIN

### The Guswenta: Two-Row Wampum Treaty (1614)

This belt symbolizes the agreement and conditions under which the Haudenosaunee welcomed the newcomers to this land in 1614. The agreement has been kept by the Haudenosaunee to this date.



#### The Story of the Two Row Wampum Belt as told by Elder William Woodworth

1. According to the video, what do the three lines of white beads in the middle of this wampum belt represent?
2. How long was this treaty supposed to endure (last)?

*"You say that you are our father and I am your son."*

*We say, 'We will not be like Father and Son, but like Brothers'."*

*This wampum belt confirms our words.*

*These two rows will symbolize two paths or two vessels, traveling down the same river together.*

*One, a birch bark canoe, will be for the Indian People, their laws, their customs and their ways.*

*We shall each travel the river together, side by side, but in our own boat.*

*Neither of us will make compulsory laws or interfere in the internal affairs of the other.*

*Neither of us will try to steer the other's vessel.*

The Dutch recorded this agreement on paper with three silver chains. The Haudenosaunee and the Dutch agreed to call this the Silver Covenant Chain of Friendship, a metaphor that was later adopted by the British as well.

**According to the treaty, what is the relationship between Haudenosaunee and non-Natives supposed to be like?**

**How is this shown in the wampum belt?**



**Deck of Cards Summaries:** Read each passage and summarize it using the exact number of words on the playing card that you choose from the deck. (Ex: Choose a 5 = 5 word summary)

<p><b>THE COVENANT CHAIN OF FRIENDSHIP</b></p> <p>The Covenant Chain was an important symbol of peace and friendship between the Haudenosaunee (Iroquois Confederacy) and European settlers. It represented the relationship between them, focusing on cooperation and mutual support. Over time, the material of the chain changed—each one showing how the relationship was supposed to work.</p>	<p>#_____</p>
<p><b>THE ROPE (1613)</b></p> <p>The first version of the Covenant Chain was made of rope. It symbolized a new and fragile relationship between the Haudenosaunee and the Dutch. A rope could connect people, but it could easily fray or break if not carefully maintained. This showed that their bond was young and needed careful attention to stay strong.</p>	<p>#_____</p>
<p><b>The IRON CHAIN (1643-1645)</b></p> <p>As the relationship grew, the Covenant Chain became an iron chain. Iron is much stronger than rope, symbolizing a more secure and dependable relationship. However, iron can rust over time if it isn't cared for. This showed that even a strong relationship could weaken if it wasn't maintained. The iron chain also represented the mutual need for trade and protection.</p>	<p>#_____</p>
<p><b>THE SILVER CHAIN (1677 and beyond)</b></p> <p>Eventually, the Covenant Chain was made of silver. Silver was chosen because it could be polished to shine brightly when cared for, but it could also tarnish if neglected. This symbolized how the relationship could stay strong and beautiful if both sides worked to maintain it. The idea was that leaders would "polish" the chain by meeting often, discussing problems, and renewing their friendship.</p>	<p>#_____</p>
<p><b>WHY SILVER MATTERS</b></p> <p>The choice of silver was important. It showed a relationship built on respect, shared benefits, and trust. Unlike rope or iron, silver doesn't break easily—it needs careful maintenance. By "polishing" the chain, the Haudenosaunee and Europeans committed to keeping their promises and solving problems peacefully. The Haudenosaunee often reminded the English and Dutch to meet regularly and keep the chain bright. This symbolized a relationship based on ongoing cooperation, not just a one-time agreement.</p>	<p>#_____</p>







**INTRO TO AMERICAN REVOLUTION****WARM UP:** Write down 5 details that you remember about the American Revolution**True/False: American Revolution Review**

→ For each of the statements decide if you believe it to be true or false about the American Revolution

1. \_\_\_\_\_ The American Revolution began in 1775.
2. \_\_\_\_\_ The Declaration of Independence was signed in 1776.
3. \_\_\_\_\_ The Haudenosaunee remained neutral during the American Revolution.
4. \_\_\_\_\_ The Battle of Saratoga, which was a turning point in the American Revolution, took place in New York.
5. \_\_\_\_\_ The Mississippi River served as the western boundary of the original thirteen colonies.
6. \_\_\_\_\_ The American Revolution was solely fought between the colonists and the British.
7. \_\_\_\_\_ The American Revolution began primarily because of the colonists' opposition to British taxation without representation in Parliament.
8. \_\_\_\_\_ The Townshend Acts imposed taxes on everyday items such as glass, paper, and tea.
9. \_\_\_\_\_ The Boston Tea Party was supported by all American colonists
10. \_\_\_\_\_ The American Revolution officially ended in 1783





What is this map showing? \_\_\_\_\_

When was this map created? \_\_\_\_\_

- Highlight the Boundary Line between Haudenosaunee lands and New York State
- Highlight the nations of the Haudenosaunee Confederacy

Based on the geography shown, do you think the Haudenosaunee would be able to remain neutral in this war? Explain.

*"I am persuaded that the interests of the United States will be greatly affected by the conduct of the Six Nations."*

— George Washington,  
1779

What do you think Washington means by the "conduct of the Six Nations"? Why do you think this is important to Washington at this time?



**True/False: Key**

1. True
2. True
3. False- The Haudenosaunee took sides during the Revolutionary War
4. True
5. False, Appalachian Mountains
6. False- French & Hauds involved
7. True
8. True
9. False- Loyalists
10. True- Treaty of Paris



Name: \_\_\_\_\_

Lesson 3

Date: \_\_\_\_\_

### NATIVE LEADERS OF THE REVOLUTION

<p><i>A Speech of the Chiefs and Warriors of the Oneida Tribe of Indians, to the four New-England Provinces:</i></p> <p><i>Brothers! Possess your minds in peace respecting us Indians. We cannot intermeddle in this dispute between two brothers. The quarrel seems to be unnatural; you are two brothers of one blood. We are unwilling to join one other side in such a contest, for we bear an equal affection to both of you, Old and New-England. Should the great King of England apply to us for our aid, we shall deny him. If the Colonies apply, we will refuse.</i></p> <p>-Oneida Declaration of Neutrality, 1775</p>	<p>What is the main message of this speech?</p> <p>Who is the intended audience?</p>
---	--

### HAUDENOSAUNEE DURING THE REVOLUTION

→ Your task is to research key information and details about one of the Haudenosaunee leaders (links [HERE](#)) during the American Revolution and fill in the biographical info below.

#### Basic Information

- Full Name: \_\_\_\_\_
- Haudenosaunee Nation: \_\_\_\_\_
- Birth and Death Dates: \_\_\_\_\_
- Role/Title: \_\_\_\_\_

#### Key Facts and Accomplishments

What are they best known for? What was their role during the American Revolution?

What challenges did they face during the American Revolution?

What happened to them after the war ended?



List three adjectives to describe this person:

Why are they important to Haudenosaunee history and the American Revolution?

---

**What I Learned from My Classmates:**

Complanter:

- \_\_\_\_\_
- \_\_\_\_\_

Joseph Brant:

- \_\_\_\_\_
- \_\_\_\_\_

Molly Brant:

- \_\_\_\_\_
- \_\_\_\_\_

Red Jacket:

- \_\_\_\_\_
- \_\_\_\_\_

Han Yerry Tewahangaragkan:

- \_\_\_\_\_
- \_\_\_\_\_



**Key:**

Name	Best Known For	Role During the American Revolution	Challenges Faced	What Happened After the War	Importance to Haudenosaunee & Revolution
<b>Cornplanter (Seneca)</b>	War chief and diplomat; negotiated with U.S.	Fought for British; tried to keep peace initially	Internal conflict; Seneca villages destroyed in Sullivan-Clinton campaign	Advocated peace; signed treaties; granted land (later lost)	Key diplomat for peace and survival of Seneca after the war
<b>Joseph Brant (Mohawk)</b>	War chief; Loyalist leader; led raids	Loyalist leader; led attacks on American frontier; worked to unite Haudenosaunee	Divisions in Confederacy; displacement due to war; loss of Mohawk homeland	Moved to Canada; founded Six Nations Reserve; continued political advocacy	Military leader and Loyalist figure who shaped post-war Haudenosaunee life in Canada
<b>Molly Brant (Mohawk)</b>	Influential Mohawk woman; British liaison	Used political influence to support British; encouraged Haudenosaunee alliance with British	Forced to flee to Canada; lost home and status in New York	Resettled in Canada; honored by British; remained influential	Important female leader who showed women's power in diplomacy and war decisions
<b>Red Jacket (Seneca)</b>	Powerful speaker; defender of Native tradition	Supported British; known more for oratory than warfare	Cultural pressure; loss of land; pushed to convert and assimilate	Became a peace leader; gave speeches defending Haudenosaunee traditions	Voice of cultural resistance; symbol of Indigenous identity and resistance to assimilation
<b>Han Yerry Tewahangaraghkan (Oneida)</b>	Oneida war chief who supported Americans	Fought with Continental Army; led Oneida at Battle of Oriskany	Faced backlash from other Haudenosaunee; village destroyed; little reward from U.S.	Lands reduced despite support; signed unfavorable treaties	Example of Native American alliance with Americans; shows internal division and broken promises post-war







Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Six Nations & American Revolution

Q	Z	L	P	A	K	T	D	S	I	X	N	A	T	I	O	N	S	B	M	P	Z	Q
R	L	S	H	Z	L	U	H	O	H	T	U	S	C	A	R	O	R	A	M	F	W	V
H	W	F	U	W	V	L	S	A	W	X	Q	L	M	Y	E	W	A	D	H	R	F	F
T	A	A	Z	L	I	P	I	W	Y	P	T	N	A	R	B	Y	L	L	O	M	O	V
N	N	U	S	N	L	O	R	A	A	E	E	F	R	E	D	J	A	C	K	E	T	S
E	Y	P	D	H	Q	I	O	M	N	M	N	D	U	A	G	A	D	N	O	N	O	S
M	A	K	V	E	I	F	V	V	S	C	P	D	E	V	E	G	I	C	T	V	Q	F
E	C	W	V	F	N	N	I	A	A	T	E	U	A	X	Q	C	K	M	K	T	S	H
L	E	A	Z	Q	E	O	G	T	N	Q	X	L	M	N	B	I	A	D	I	E	N	O
T	N	H	X	C	Z	D	S	T	W	K	T	N	E	M	E	C	A	L	P	S	I	D
T	E	O	T	E	I	Z	Y	A	O	Y	B	C	A	Y	U	G	A	A	F	E	X	Z
E	S	M	F	T	A	W	N	G	U	N	G	P	O	Q	Q	A	E	W	N	O	I	G
S	N	D	D	I	V	H	R	E	T	N	A	L	P	N	R	O	C	A	C	Q	E	P
E	V	T	T	O	B	V	W	N	L	O	E	S	M	Z	N	A	V	I	L	L	U	S
R	L	A	N	D	L	O	S	S	Q	S	V	E	I	L	L	L	Y	J	V	Z	B	A
Y	X	E	J	C	L	I	N	T	O	N	X	I	W	G	T	X	X	W	W	X	E	E

Find the following words in the puzzle.

Words are hidden , , , , and .

ALLIANCE  
CAYUGA  
CLINTON  
CORNPLANTER  
DISPLACEMENT  
HAUDENOSAUNEE  
LAND LOSS  
MOHAWK

MOLLY BRANT  
ONEIDA  
ONONDAGA  
RED JACKET  
RESETTLEMENT  
SENECA  
SIX NATIONS  
SULLIVAN

THAYENDANEGEA  
TUSCARORA  
WAMPUM  
WASHINGTON



## SOLUTION

### Six Nations & American Revolution

```
. . . . A . T . S I X N A T I O N S . . . . .
. . S . . L . H . . T U S C A R O R A . . . . .
H W . U . . L . A . . . . . . . . . . .
T A A . L . . I W Y . T N A R B Y L L O M . .
N . U S . L . . A A E . . R E D J A C K E T .
E . . D H . I . . N M N . . A G A D N O N O .
M A K . E I . V . . C P D . . . . . . . . .
E C W . . N N . A . . E U A . . . . . . . .
L E A . . . . O G . N . . . M N . . A D I E N O
T N H . . . . S T . . T N E M E C A L P S I D
T E O . . . . . A O . . C A Y U G A . . . . .
E S M . . . . . U N . . . . . E . . . . .
S . . . . . R E T N A L P N R O C A . . . . .
E . . . . . . . . . E . . . N A V I L L U S
R L A N D L O S S . . . E . . . . . . . . .
. . . . C L I N T O N . . . . . . . . . . .
```

Word directions and start points are formatted: (Direction, X, Y)

ALLIANCE (SE,5,1)

CAYUGA (E,13,11)

CLINTON (E,5,16)

CORNPLANTER (W,18,13)

DISPLACEMENT (W,23,10)

HAUDENOSAUNEE (SE,1,3)

LAND LOSS (E,2,15)

MOHAWK (N,3,12)

MOLLY BRANT (W,21,4)

ONEIDA (W,23,9)

ONONDAGA (W,22,6)

RED JACKET (E,14,5)

RESETTLEMENT (N,1,15)

SENECA (N,2,12)

SIX NATIONS (E,9,1)

SULLIVAN (W,23,14)

THAYENDANEGBA (SE,7,1)

TUSCARORA (E,11,2)

WAMPUM (SE,9,4)

WASHINGTON (SE,2,3)



## PUZZLE INFO

# Six Nations & American Revolution

This worksheet was created with the Word Search Generator on Super Teacher Worksheets ([www.superteacherworksheets.com](http://www.superteacherworksheets.com)).

Puzzle Word List:

SIX NATIONS	HAUDENOSAUNEE	ALLIANCE
MOLLY BRANT	CORNPLANTER	CLINTON
SULLIVAN	DISPLACEMENT	RESETTLEMENT
LAND LOSS	RED JACKET	TUSCARORA
ONEIDA	MOHAWK	CAYUGA
ONONDAGA	SENECA	WAMPUM
WASHINGTON	THAYENDANEGBA	

Puzzle Title: Six Nations & American Revolution

Created By:

Date Created: May 14, 2025

Filename: Mg8K6

Teacher: Single Teacher

Direct Link:

<https://www.superteacherworksheets.com/custom/?ws=Mg8K6>



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**CHOOSING SIDES**

1. Recall: Why was the Haudenosaunee Confederacy formed?

2. What did the 5 bundled arrows represent to the Haudenosaunee?

**Part 1: Choosing Sides Reenactment**

As you read or listen to what the British and Haudenosaunee leaders said, take notes in the chart below.

Speaker	Main Argument
Redcoat Man	
Guyasuta	
Cornplanter	
Thayendanegea	
A Warrior	



## Part 2: Create Your Character

You are about to attend a historic council between the British and leaders of the Six Nations. First, create a character for yourself.

**Name:** \_\_\_\_\_

**Nation:** \_\_\_\_\_ (e.g., Seneca, Mohawk, Oneida, etc.)

**Role (choose one):**

- ☐ Warrior
- ☐ Chief
- ☐ Clan Mother
- ☐ Faithkeeper

**Age:** \_\_\_\_\_

**Family info:** (e.g., married, children, siblings who are warriors)

 **Make Your Decision** Based on your character and what you heard at the council...

1. What are the risks of choosing to support the British?
  
2. What are the risks of choosing to support the Americans?
  
3. What are the risks of doing nothing and "sitting still"?
  
4. What does your character decide to do?
  - ☐ Join the British
  - ☐ Join the Americans
  - ☐ Stay neutral

Why? Use specific evidence from the council to support your decision.



## Handout: Choosing Sides Reenactment

Mary Jamison was captured by Native Americans at age 12 and given to a Seneca family who raised her. For the rest of her years she lived as a Seneca. When she was 34-years-old she attended this council, as did many other Seneca women. When Jamison later told the story of her life, she described what happened there. A Seneca warrior, Chainbreaker, was also at the council, and years later he too described what happened. This scene is based on these two primary sources: “*A Narrative of the Life of Mrs. Mary Jamison*,” first published in 1824, and “*Chainbreaker: The Revolutionary War Memoirs of Governor Blacksnake, as told to Benjamin Williams*,” reprinted by the University of Nebraska Press in 1989.

### Characters:

*Redcoat Man* (what the Six Nations called the British agents): Neither Jamison nor Chainbreaker recorded their names, but they did recall important things that they said.

*Guyasuta*: A Seneca war chief who had served as a guide for George Washington before the French and Indian War.

*Cornplanter*: The son of a white trader and a Seneca woman. He was Guyasuta’s nephew, and he too became a Seneca war chief. Both warriors had fought during the French and Indian War.

*Thayendanegea, often called by his English name, Joseph Brant*: A Mohawk leader who spoke perfect English, received a college education, and had traveled to London.

*A Warrior*: Name and nation unknown

---

\* \* \*

---

*Redcoat Man*: Our King is the Great Father, the headman of all nations of white people. He is very rich. His rum is as plentiful as the water in Lake Ontario. His men are as numerous as the sand upon the lake’s shore. His American children have been very bad and won’t obey their father. They are very poor and have nothing to offer Indians. The King invites all the Six Nations to join him and give the Americans a dressing and punishment for their disobedience.

The Americans mean to cheat you. Should you be so silly as to take their advice, and then they conquer the King’s Army, their intention is to take all your lands from you and destroy your people. They are all mad, foolish, crazy and full of deceit. Your Father the Great King has taken pity on you and is determined not to let the Americans deceive you any longer.

If you assist us in this war, you will never want for money or goods. Our Father the King will give you guns and powder and lead and tomahawks and sharp edges [swords] and any supplies you need. He will give you a butcher knife to take American scalps and pay you for each scalp you take. Come join us! Together, we can beat them!

***After hearing what British agents had to say, the Haudenosaunee met among themselves. Here is what some of them said.***



*Guyasuta:* We are strong and can take care of ourselves if we are hurt. We don't need Redcoat Man to tell us what to do. Maybe he is the mad, foolish, crazy and deceitful person. He thinks we are fools and advises us to do what is not in our interest. Suppose the Americans conquer the Redcoats—what would Americans then say to us, who had helped the Redcoats?

*Cornplanter:* America says to us, not to lift our hands against either party. He got in this difficulty, but it is nothing to us. He says let him fight it out with his own brother for liberty. We the Indian nations of several different parts of this continent, we do not know what it is for. We are likely to make a mistake. We need to hear more from the two parties, then we won't be deceived. Then we can be clear and see where we are going.

*Thayendanegea:* The King of Great Britain is the Father. If we do nothing for him and nothing for American man, we look like we are sleeping. Both parties can cut our throats while we sleep, both the Redcoat Man and the American. There will be no peace for us. I say take up the Redcoat Man's offer!

*Cornplanter:* Warriors, you must all mark what I say and listen. War is war! Death is Death! A fight is hard business. Do not rush into this. We must listen more and think what might happen.

*Thayendanegea:* You are a coward man, Cornplanter. It isn't worth hearing what you say. Warriors can't be cowards!

*A warrior:* We must fight for somebody. We cannot bear to be called coward!

*Cornplanter:* I say again, a fight is hard business. We must not make a mistake. Wait!



## Explainer: The Haudenosaunee and the American Revolution

→ Adapted from source: [The Six Iroquois Nations During the American Revolution](#)

**Directions:** For each of the paragraphs below, summarize the information as if you were retelling what happened to a 5 year old kid.

The role of Native Americans in the American Revolution was a significant one. From a military point of view, the Haudenosaunee Confederacy represented “probably the most formidable single body of fighting men in the colony of New York,” commanding more than 10,000 warriors. Traditionally, the Haudenosaunee were allied with the British, who could supply them with desired European goods, especially arms and ammunition.

*Explain it like I'm 5:*

By the 1770s, the tribes of the Six Nations confederation depended on trade with the British for these goods. The Americans could not meet the Haudenosaunee's trade demands and therefore could not expect the Six Nations to join them in the fight against the crown. Both sides knew the native tribes were likely to ally with the side that promised them a “better chance of cultural and economic survival and continued access to western goods.” Thus the Continental policy was to secure at least the neutrality of the Six Nations and their dependents, when it became impossible to earn their support.

*Explain it like I'm 5:*

Most historians agree that the main reason for their involvement in the war was the issue of land and the threat of white encroachment. The Six Nations demanded an assurance from the fighting sides that their old land claims would be respected and land would not be taken by the settlers. While the British were willing to give their assurance, the American Congress would not. Settlers' aggression toward the Six Nations and contest for land in the frontier zone of settlement led to distrust and suspicion about the Americans' true goals.

*Explain it like I'm 5:*



When the British officially asked the Six Nations to join them against the rebels in the summer of 1777, the Confederacy split into two opposing groups. One, led by the Seneca chief Cornplanter and his half brother, Handsome Lake, wanted to remain neutral, calling interference a mistake. They were challenged by Joseph Brant and his Mohawk warriors. Brant, a Mohawk leader and eventual British military officer in the war, argued that they [the Haudenosaunee] should defend the British against the Americans based on past treaty obligations. The majority of warriors voting for a war finally made the decision and the Six Nations officially ended its policy of neutrality. This decision would result in the consequent split of the Haudenosaunee Confederacy in the war.

*Explain it like I'm 5:*

The Onondaga, Mohawk, Seneca, some Tuscarora, and Cayuga sided with the British, while the Oneida and some of the Tuscarora sided with the Americans. The Tuscarora lived closest to the Americans; they were closest to possible military raids from the “rebels.” Therefore their decision might have been a choice for survival, though Oneida motivations were unclear. The remaining four tribes of the Haudenosaunee Confederacy might have decided to join the British, because they feared the American encroachment of their lands. Since the British Crown was willing to assure the Six Nations’ land claims and the American Congress was not, it was more profitable to side with the British from the Haudenosaunee’s point of view.

*Explain it like I'm 5:*

In 1779, George Washington instructed General John Sullivan and the Continental Army to “lay waste” and “destroy” Haudenosaunee towns that sided with the British. Officers on that expedition proudly reported they burned 50 towns, 50 thousand bushels of vegetables, and 10 thousand fruit trees. The soldiers would harvest all the vegetables, put them inside a house, and then burn that house so the Six Nations would have nothing to eat that winter. And that winter, it turned out, was the coldest winter ever recorded, before or since, in the Northeastern United States. Most of the survivors were forced to flee for protection at the British controlled Fort Niagara where many died from starvation and exposure. After the war, some moved to Canada, which the British still controlled. Those who stayed in the United States struggled to maintain their independence as westward expansion continued.

*Explain it like I'm 5:*



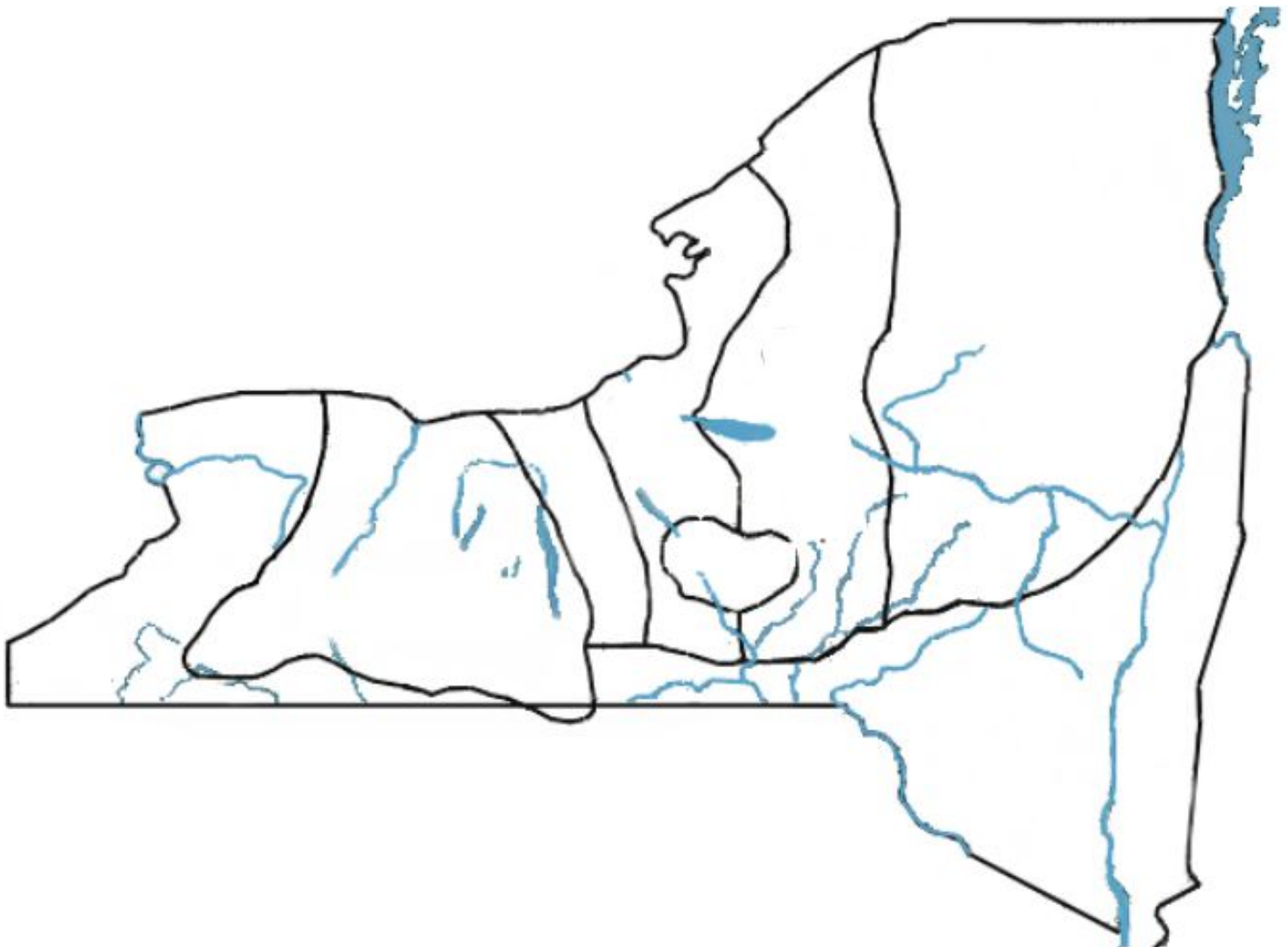
Name: \_\_\_\_\_

Exit Quiz

### SIX NATIONS- MAP (1700s)

**Directions:** Use the digital map linked [HERE](#) to complete the following:

1. **Label the Map:** Write the names of the Six Nations in the correct locations during this time
2. **Shade the Alliances:**
  - Use **red** to shade nations that sided with the **British**.
  - Use **blue** to shade nations that sided with the **Americans**.
  - If a nation was **split**, shade part **red** and part **blue** in that area.
3. **Trace the Refugee Route**
  - Use a marker to **draw the route** the Six Nations refugees took during the **Sullivan Campaign (1779)**.
  - **Star and label the place** they moved to after the campaign.
4. **Add Key Leaders:**
  - Write the names of **important leaders** from the Revolution underneath their nation on the map. (Ex: Joseph Brant, Cornplanter)





## Play Preview: Teacher Reading

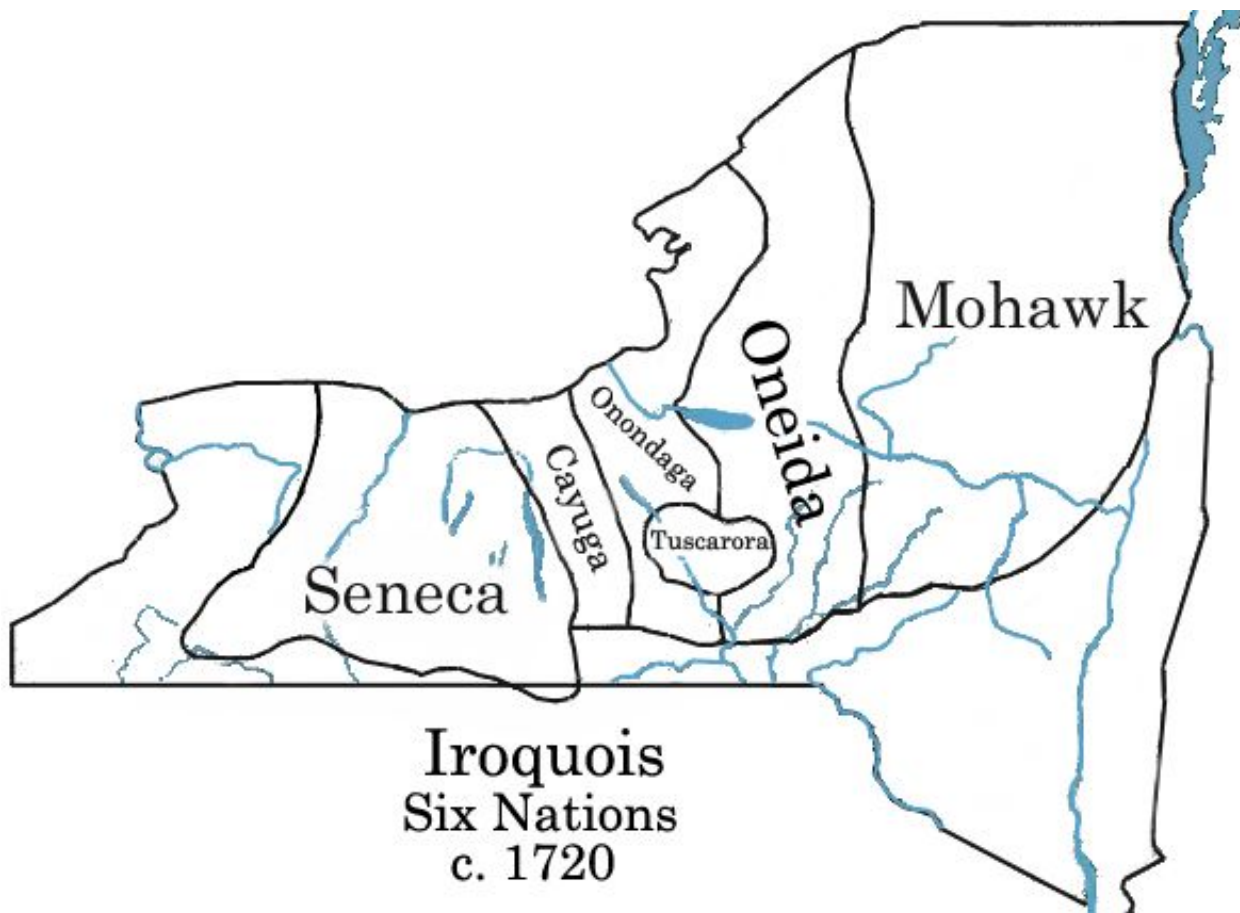
In 1775, war broke out between Great Britain and thirteen of its American colonies. Iroquois warriors were known to be great fighters, and they could be a great help to one side or the other. Rebel colonists, however, didn't think many Iroquois would want to join their side, since colonists had been moving onto their lands. But the rebels certainly didn't want bold Iroquois warriors to help the British. Rebels gathered a council of Iroquois and told them: "This is a family quarrel between us and Old England. You are not concerned in it. We desire you to remain at home, and not join on either side." The Iroquois who were at that council agreed not to take sides: "As it is a family affair," they would "sit still and see you fight it out."

But Britain didn't want the Iroquois to "sit still." In 1777, British agents invited chiefs of six Iroquois nations to a special council meeting on the banks of Lake Ontario. People from the five nations attended; only the Oneida chose not to come.

When the Iroquois arrived, British agents treated them to all the food they could eat and rum they could drink. In class, you will be attending the meeting. You will hear British agents present their case, and you will hear Iroquois leaders argue whether or not to "take up the hatchet" against the American rebels." Then, you will be asked to decide: As an Iroquois, do you think it is better for your people to join the British, join the Americans, or continue to "sit still" and watch the two sides "fight it out"?

---

### KEY FOR MAP:





# Lesson 5: Impact of Revolution on Six Nations

Slides for Guided Notes



# Revolutionary War Impact:

- The Six Nations were not included in the **Treaty of Paris** because it was negotiated solely between Great Britain and the United States
- They tried to keep influence and control over their land by maintaining **trade** with the British.
- Their land acted as a **buffer** between British forts and the U.S. frontier.
- Before the Revolution, the Six Nations **leased** land while retaining hunting and food rights.



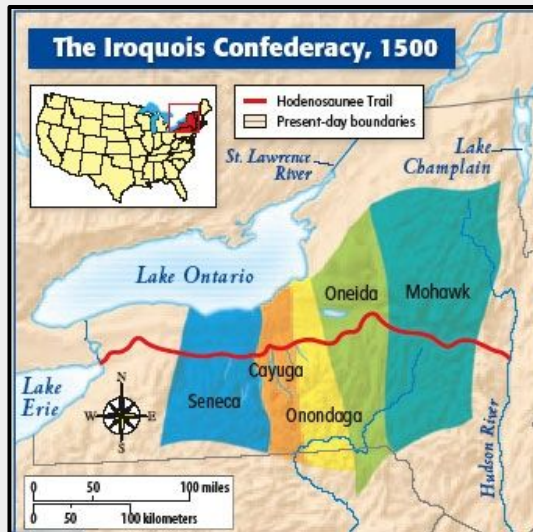


# Revolutionary War Impact:

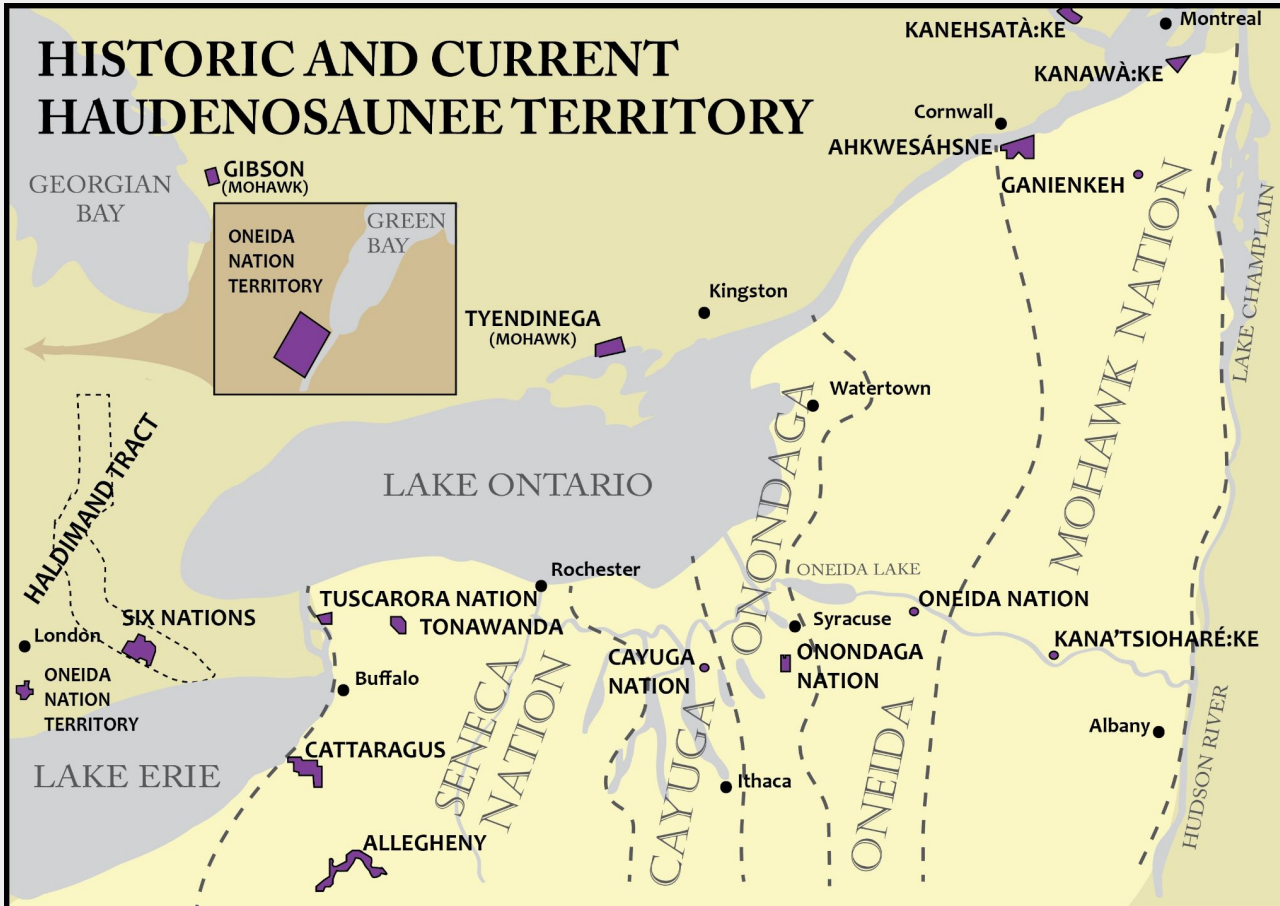
- After the Revolution, the U.S. claimed to fully **own rights to** Indian land.
  - a. Native land ownership was a barrier to U.S. **westward** expansion.
  - b. Native boundaries were hard to define due to traditional, non-surveyed markers.







# HISTORIC AND CURRENT HAUDENOSAUNEE TERRITORY



By the numbers	Tuscarora	Seneca	Cayuga	Onondaga	Oneida	Mohawk
Original Land Area (acres):	Arrived in 1713	6.5 million	1.9 million	2.6 million	3.7 million	9.9 million
Land Area Today (acres):	5,770	56,213	70	7,300	32 +10,000 reacquired	14,640



# **Lesson 6: Six Nations Postwar**

Slides for Guided Notes



# Treaty of Fort Stanwix (1784)

## Why the Treaty Was Needed:

- The 1783 Treaty of Paris ended the war but didn't **include Native nations.**

## Tensions:

- New York State tried to make its own land deals—Six Nations rejected this.
  - a. U.S. officials refused to negotiate with a **united Haudenosaunee front.**
- Treated the Mohawk, Onondaga, Cayuga, and Seneca as **defeated enemies.**
  - a. Joseph Brant (Mohawk) delivered the rejection and left the treaty grounds.



**Treaty of Fort Stanwix, 1784**

Roark et al., *Understanding the American Promise*, 3e, © 2017 Bedford/St. Martin's



# Treaty of Fort Stanwix (1784)

## Terms of the Treaty:

- Six Nations ceded large land claims
- U.S. created the **first Indian reservation** in U.S. history.
- Promised to **protect** Six Nations land—but did not keep this promise.
- Took **Native hostages** until all POWs were returned.
- The treaty was signed by the U.S. in 1785, but **never approved by the Six Nations.**





# Who was Cornplanter?

## Why did he write to George Washington in 1790?

- To speak out against the **continued loss of Haudenosaunee land** despite promises made in earlier treaties.
- He warned that treaties weren't being honored, and his people were suffering.
- The letter shows how **Native leaders tried to use American systems** (like writing to the President) to fight for justice.





Name: \_\_\_\_\_

Lesson 5

Date: \_\_\_\_\_

### IMPACT OF REV WAR ON SIX NATIONS

**WARM UP:** 🕊️ In 1783, the *Treaty of Paris* officially ended the American Revolutionary War.

1. What kinds of things would need to be decided in a peace treaty after a major war?

2. Do you think it would be important to include the Six Nations in this treaty? Why or why not?

### IMPACTS OF THE AMERICAN REVOLUTION ON SIX NATIONS:

- The Six Nations were not included in the \_\_\_\_\_ that ended the American Revolution.
  - They tried to keep influence and land by maintaining \_\_\_\_\_ with the British.
  - Their land served as a \_\_\_\_\_ between British forts and U.S. territory.
- Before the Revolution, the Six Nations \_\_\_\_\_ land but kept the rights to hunt and harvest food from them.
- After the Revolution, the U.S. claimed the right to fully \_\_\_\_\_ Indian land.
  - Native land ownership was seen as an obstacle to \_\_\_\_\_ expansion.

#### Six Nations after the American Revolution

**Directions:** Read your assigned nation's story carefully. Highlight or underline:

- What side did they take during the war?
- What happened to their land?
- Did some members of their nation migrate after? Where did they go?
- How did individuals feel about the war and its impacts?



	What side did they take during the war?	What happened to their land?	Did some members of their nation migrate after the war? Where did they go?	How did individuals feel about the war and its impacts? (What was their point of view?)
Seneca				
Tuscarora				
Cayuga				
Onondaga				
Oneida				
Mohawk				



## SENECA

The Seneca Nation chose to support the British during the American Revolution. Like many other members of the Iroquois Confederacy, they believed the British would protect their land from being taken by American settlers. The Seneca fought in many battles, helping the British attack American forts and towns.

But this choice came at a high cost. In 1779, American forces destroyed more than 40 Seneca villages in what became known as the Sullivan-Clinton Campaign. Homes, crops, and food stores were burned, and many Seneca families were forced to flee.

After the war, some Seneca stayed in New York on smaller reservations, while others followed the Mohawk and British north into Canada. The British gave land along the **Grand River in Ontario**, where some Seneca resettled as part of the new **Six Nations of the Grand River** community.

**Cornplanter (Gaiänt'wakê)**, a Seneca leader who later tried to work with the U.S. government, said of their experience, *"Our towns were burned, and our people had to flee."* For the Seneca, the war led to great loss—and difficult choices about where to go next.

## CAYUGA

The Cayuga Nation mostly sided with the British during the American Revolution. Some tried to stay neutral, but it was hard to avoid being pulled into the fighting. Like other Iroquois nations, the Cayuga hoped the British would help protect their land.

As the war went on, Cayuga villages were attacked by American soldiers. After the war, many Cayuga were forced to leave their homes. Some fled to **Canada**, where the British gave them land along the **Grand River in Ontario**. There, they joined other displaced Haudenosaunee nations in building a new life.

Those who stayed in New York found that their land had been taken or sold. The Cayuga were not included fairly in the treaties that followed the war. Many promises were broken. Chief Logan, a Cayuga leader at that time, spoke with sorrow about how friendship with settlers had brought only loss and betrayal, capturing the deep pain many Cayuga felt as their homeland slipped away.





## TUSCARORA

The Tuscarora Nation joined the Iroquois Confederacy in the early 1700s after moving north from the Carolinas. During the American Revolution, the Tuscarora chose to support the Americans. They hoped that siding with the new country would help protect their land and way of life.

Tuscarora warriors fought with the Americans and helped them in several battles. They believed they were building a future together. But after the war ended, the Tuscarora found that the United States government did not keep its promises. White settlers began moving into Tuscarora land, and the government did little to stop them.

Most Tuscarora stayed in **New York**, near the Oneida, but a few families joined other Haudenosaunee nations in moving to **Grand River in Ontario, Canada**. There, they became part of the new Six Nations community.

**Nicholas Cusick**, a Tuscarora veteran and early historian, later said, *"We stood with the Americans, but promises were broken."* His words capture the frustration of a people who fought for a country that forgot them.



## ONONDAGA

At the start of the American Revolution, the Onondaga Nation tried to remain neutral. They did not want to fight in a war that was not theirs. But neutrality was hard to maintain. In 1779, American soldiers attacked and destroyed Onondaga villages—even though the Onondaga had not taken sides.

After that, many Onondaga joined the British cause, feeling they had no other choice. They hoped the British would help them fight back and protect their people. But when the British lost the war, the Onondaga were left with little support.

Some Onondaga fled to **Canada**, where they settled along the **Grand River in southern Ontario**, joining the Mohawk, Seneca, Cayuga, and others. Those who stayed in New York found their homes gone and their land taken.

**Ojistalale**, an Onondaga spokesman, later said, *"Even when we tried to stay out, war found us."* That feeling of being forced into a conflict not of their making shaped the Onondaga's path after the war.





## MOHAWK

During the American Revolution, the Mohawk Nation chose to side with the British. Their leader, **Joseph Brant (Thayendanegea)**, believed that fighting alongside the British was the best way to protect Mohawk land and people. The British had promised to respect Native territory, and the Mohawk hoped that a British victory would stop American settlers from taking more land.

But when the British lost the war, everything changed. The new American government did not care that the Mohawk had fought for the other side. They forced the Mohawk out of their homelands in New York. Many Mohawk families, along with Joseph Brant, fled to Canada. The British gave them land along the **Grand River in southern Ontario**, where they formed a new community. Others moved to **Tyendinaga Mohawk Territory**, near present-day Belleville, Ontario.

Even though they had chosen what seemed like the safer side, the Mohawk lost their homes. As Joseph Brant said, *"We fought for the King. Now our land is taken by the rebels."* Their move to Canada was the beginning of a new life—but not one they had chosen.



## ONEIDA

The Oneida Nation made a difficult choice during the American Revolution. Unlike most other Iroquois nations, the Oneida supported the Americans. They believed it was right to help the new country fight for freedom, and they hoped the Americans would respect them in return.

The Oneida gave food and supplies to American soldiers and even fought in battles against the British. But after the war, the Oneida were surprised by how they were treated. Instead of rewarding their loyalty, many American leaders ignored their help. White settlers began moving onto Oneida land, and the government allowed it to happen.

Some Oneida stayed in New York, but others left. The British granted land in **southern Ontario** to those Oneida who had suffered during the war. A group moved to the **Thames River area near present-day London, Ontario**, forming what is now the **Oneida Nation of the Thames**.

As **Chief Skenandoah**, a respected Oneida leader, said, *"We were friends to the Americans, but still, our land was taken."* His words reflected the deep disappointment of a people who had chosen to help, but were not helped in return.



Figure 3: The Oneida Migration began in 1822, and by 1838, 654 Oneidas were living in Wisconsin, which was still part of the Michigan Territory. A few hundred Oneidas, unwilling to live in Wisconsin, moved to a reservation in Thames, Ontario, Canada. An even smaller number of Oneida remained in New York. These three reservations still exist today with a cumulative population close to 20,000 people.



## SIX NATIONS POSTWAR

**WARM UP:** What kinds of events or pressures might cause the Haudenosaunee to give up their land—whether by force or by choice? *Brainstorm with a partner.*

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### POSTWAR LAND LOSS: TREATY AT FORT STANWIX (1784)

#### Why the Treaty Was Needed:

- The 1783 Treaty of Paris ended the war but didn't
- 

#### Tensions:

- New York State tried to make its own land deals—Six Nations rejected this.

a. U.S. officials refused to negotiate with a

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- Treated the Mohawk, Onondaga, Cayuga, and Seneca as
- 

a. Joseph Brant (Mohawk) delivered the rejection and left the treaty grounds.

#### Terms of the Treaty:

- Six Nations ceded large land claims
  - U.S. created the \_\_\_\_\_ in U.S. history.
  - Promised to \_\_\_\_\_ Six Nations land—but did not keep this promise.
  - Took \_\_\_\_\_ until all POWs were returned.
  - The treaty was signed by the U.S. in 1785, but \_\_\_\_\_
- 





***Excerpts from: Speech December 1, 1790, by Cornplanter (1746?–1836), a chief of the Seneca tribe, to President George Washington***

*Background Questions*

- 1. What kind of text are we dealing with?**
- 2. When was it written?**
- 3. Who wrote it?**
- 4. For what audience was it intended?**
- 5. For what purpose was it written?**

- 1.
- 2.
- 3.
- 4.
- 5.

**For each section below, interpret the meaning of the excerpt in your own words.**

When our chiefs returned from the treaty of fort Stanwix, and laid before our Council what had been done there our Nation was surprised to hear, how great a Country you had compelled (forced) them to give up, to you, without paying us anything for it.

When you kindled your thirteen fires separately, the wise men that assembled at them told us you were all brothers, and when you refused obedience to that King he ordered us to assist his beloved men in making you sober (self controlled). We were deceived by your people in teaching us to confide in that King, had helped to deceive us and [we now] appeal to your hearts. Is the blame all ours?...

Your commissioners when they drew the line which separated the land then given up to you, from that which you agreed should remain to be ours did, most solemnly promise, that we should be secured in the peaceable possession of the lands which we inhabited... Does this promise bind you?

On the day on which we finished the treaty at Fort Stanwix, commissioners from Pennsylvania, told our chiefs that they had come there to purchase from us, all the Lands belonging to us within the lines of their State. We let them know that we were unwilling to sell all the Lands within their State, and proposed to let them have a part of it which we pointed to them in their map.

They told us they must have the whole: That it was



<p>already ceded to them by the great King at the time of making peace with you, and was <i>their own</i>.</p>	
<p>Our chiefs were unable to <u>contend</u> (argue) at that time, &amp; therefore they sold the Lands.... Since that time we have heard so much of the right to our lands which the King gave when you made peace with him that it is our earnest desire you will tell us what they mean ... .We now <u>entreat</u> (earnestly request) you to enquire into our complaints and redress our wrongs....</p>	
<p>The Game which the great Spirit sent into our Country for us to eat, is going from among us: We thought he intended we should till the ground as the white people do, and we talked to one another about it. But before we speak to you of this, we must know from you, whether you mean to leave us, and our children, any land to till? Speak plainly to us concerning this great business. All the Lands we have been speaking of belonged to the Six Nations: no part of it ever belonged to the King of England, and he could not give it to you. The Land we live on our Fathers received from God, and they transmitted it to us, for our Children and we cannot part with it....</p>	

On January 19, 1791, Washington replied to Cornplanter's desire to restore lands lost at the Treaty of Fort Stanwix.

*Although it is my sincere desire in looking forward to endeavour to promote your happiness by all just and humane arrangements; yet I cannot disannull [erase] treaties formed by the United States before my administration, especially as the boundaries mentioned therein have been twice confirmed by yourselves. The lines fixed at Fort Stanwix...must therefore remain established.*

What is his message to Cornplanter?

**1. What does this conversation tell us about the relationship between the U.S. government and the Native nations after the American Revolution?**