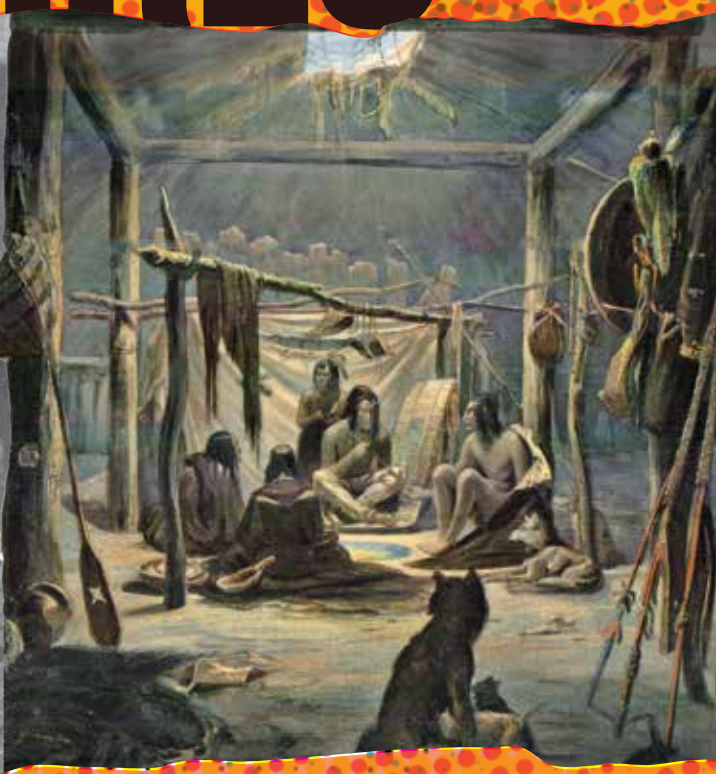


FAMILIES OF TWO FIRES



Forging America's Frontier 1776-1832

By Randall Wischart
Lesson Plans by Spencer Johnson

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Lesson Plans for
Families of Two Fires: Forging
America's Frontier, 1776–1832,
created by Spencer Johnson

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Introduction

Families of Two Fires: Forging America's Frontier, 1776–1832, a work of historical fiction written by Randall Wisehart, engages young readers in a story of understanding, community, and family set in Kentucky, the Northwest Territory, and the eventual state of Indiana. This story weaves together the true tale of Richard Rue and George Holman as their families move to Kentucky in 1776. Through a story spanning multiple generations of the Rue and Holman families, topics such as the Revolutionary War, Indiana's statehood, and Native interactions with Americans are explored. These lesson plans seek to help students in grades seven through nine grow in their understanding of the development of Indiana from a territory to a state and increase their understanding of the varieties of peoples and perspectives that made up the Old Northwest and early Indiana statehood.

Created for middle school educators, these lesson plans combine Language Arts and Social Studies curriculum. Each unit coincides with a part of *Families of Two Fires: Forging America's Frontier, 1776–1832*. Through four units, students will read *Families of Two Fires*, complete lessons and activities related to the content, and grow their reading comprehension and research skills. Accompanying this set of lessons is a list of resources that can be used in expanding the lessons concerning the Northwest Territory and Indiana statehood.

Bethany Hrachovec,
Director of Education and Engagement, IHS

Lesson Plan Components

Each lesson plan contains the following elements:

- **Compelling Question** – This question will set the stage for the lesson and guide the inquiry.
- **Staging the Compelling Question** – This section will assist educators in preparing their students to begin exploring content and inquiry related to the Compelling Question.
- **Lesson Overview** – This summary will provide an overview of the lesson for educators, including length of time required to complete the lesson, expected outcomes of the lesson, overview of content, and activities involved.
- **Materials** – This is a list of materials that students may need to complete the lesson.
- **Procedures** – These step-by-step instructions will guide educators through teaching the lesson.
- **Vocabulary** – This is a list of related terms to the content that may be unfamiliar to students. Definitions are pulled from a variety of sources, which are included in the lesson-specific bibliography.
- **Supplementary Materials** – These materials can include graphic organizers, worksheets, and additional information that is helpful in completing the lesson.

Inquiry Standards

Unit 1: Frontier Life in Indiana

Lesson 1: Early Native American Relationships in Indiana

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.RC.10: Use context to determine or clarify the meaning of words and phrases.
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 8.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)

Social Studies

- 8.H.1: Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)
- 8.H.2: Compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World.
- 8.H.3: Explain the conditions, causes, consequences, and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.H.17: Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

Indiana Studies

- IS.1.1: Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.
- IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.
- IS.1.3: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana.
- IS.4.3: Identify the skills needed to be economically successful in pioneer Indiana. Compare those skills to the skills needed to be successful in other eras: Industrial Revolution, modern economy.
- IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

U.S. History

- USH.1.2: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
- USH.10.1: Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
- USH.10.3: Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.10.4: Assess competing historical interpretations of a particular historical moment, event, or change.

Ethnic Studies

- ES.2.2: Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).

Lesson 2: Early Settlement Out West

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)

Social Studies

- 8.H.1: Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)
- 8.H.2: Compare and contrast reasons for British, French, Spanish, and Dutch colonization in the New World.
- 8.H.3: Explain the conditions, causes, consequences, and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.G.1: Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877). (E)
- 8.G.5: Using primary and secondary sources, identify ways people modified the physical environment as the United States developed, and describe the impacts that resulted.

Ethnic Studies

- ES2.2: Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).

Indiana Studies

- IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.
- IS.1.4: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
- IS.3.4: Identify the challenges early settlers faced regarding the physical landscape of Indiana and understand landscape challenges

citizens face today, and will face tomorrow, in terms of economic development.

- IS.3.5: Explain the importance of major transportation routes, including rivers, in the exploration, settlement, and growth of Indiana and in the state's location within the country, continent, and world.
- IS.4.3: Identify the skills needed to be economically successful in pioneer Indiana. Compare those skills to the skills needed to be successful in other eras: Industrial Revolution, modern economy.
- IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

U.S. History

- USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
- USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.1.2: Write routinely for a variety of discipline-specific tasks, purposes, and audiences.
- LH.2.1: Extract and construct meaning using comprehension skills.
- LH.3.1: Understand vocabulary and phrases in context.
- LH.4.1: Integrate various types of information.

Unit 2: The Native Americans of Indiana

Lesson 1: The Shawnee

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme

or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)

- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or

alter history.

- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)

Social Studies

- 8.H.1: Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)
- 8.G.1: Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877). (E)
- 8.G.5: Using primary and secondary sources, identify ways people modified the physical environment as the United States developed, and describe the impacts that resulted.

Indiana Studies

- IS.1.1: Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.
- IS.1.2: Explain how the lives of American Indians

changed with the development of Indiana.

- IS.1.4: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
- IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

U.S. History

- USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.1.2: Write routinely for a variety of discipline-specific tasks, purposes, and audiences.
- LH.2.1: Extract and construct meaning using comprehension skills.
- LH.3.1: Understand vocabulary and phrases in context.
- LH.4.1: Integrate various types of information.

Ethnic Studies

- ES.1.1: Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- ES.2.2: Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- ES.2.3: Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.

Lesson 2: Native Americans of Indiana

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)

- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.RC.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
- 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.

Social Studies

- 8.H.1: Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)
- 8.G.1: Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877). (E)

Indiana Studies

- IS.1.1: Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.
- IS.1.2: Explain how the lives of American Indians changed with the development of Indiana. IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.2.1: Extract and construct meaning using comprehension skills.
- LH.2.2: Determine and summarize central ideas or information from sources.
- LH.3.1: Understand vocabulary and phrases in context.
- LH.4.1: Integrate various types of information.

Ethnic Studies

- ES.1.1: Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- ES.2.2: Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- ES.2.3: Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.

Unit 3: Hoosiers and Growing Statehood

Lesson 1: Quakers in Indiana

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.RC.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual

evidence to support or refute those ideas. (E)

- 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.

Social Studies

- 8.H.11: Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities, the growth of industry in the North, and the growing dependence on slavery and the production of cotton in the South, causing early sectionalism in America.

Indiana Studies

- IS.1.4: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
- IS.1.5: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

U.S. History

- USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.1.2: Write routinely for a variety of discipline-specific tasks, purposes, and audiences.
- LH.2.1: Extract and construct meaning using comprehension skills.
- LH.3.1: Understand vocabulary and phrases in context.
- LH.4.1: Integrate various types of information.
- LH.4.2: Distinguish among fact, opinion, and judgment.

Lesson 2: Tecumseh, Harrison, and the Northwest Confederacy

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.RC.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.6: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 8.CC.4: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and

interpretations) by citing strong and thorough textual evidence. (E)

- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.RC.6: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- 9-10.RC.7: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RC.13: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
- 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.

Social Studies

- 8.H.1: Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)
- 8.H.10: Analyze the influence of important individuals on social and political developments of the time (1775–1800), such as the Independence Movement and the framing of the Constitution.
- 8.H.12: Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803–1806) allowed for America's initial push towards westward expansion.

Indiana Studies

- IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.
- IS.1.4: Explain the importance of the Revolutionary War and other key events and people that

influenced the development of Indiana as a state.

- IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

U.S. History

- USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- USH.10.4: Assess competing historical interpretations of a particular historical moment, event, or change.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.2.1: Extract and construct meaning using comprehension skills.
- LH.3.1: Understand vocabulary and phrases in context.
- LH.4.1: Integrate various types of information.
- LH.4.2: Distinguish among fact, opinion, and judgment.

Ethnic Studies

- ES.1.1: Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- ES.2.2: Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- ES.2.3: Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- ES.4.1: Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- ES.4.2: Students investigate how ethnic or racial group(s) and society address systemic oppressions through social movements, local, community, national, global advocacy, and individual champions.

Unit 4: Indiana, 1824–1838

Lesson 1: Potawatomi Trail of Death

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.RC.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and

interpretations) by citing strong and thorough textual evidence. (E)

- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
- 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.

Social Studies

- 8.H.1: Identify the major Native American groups of eastern North America, and identify cause and effect relationships between European settlers and these Native American groups that led to conflict and cooperation. (E)
- 8.H.16: Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government; analyze Jackson's actions as President, such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy. (E)
- 8.H.17: Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

Indiana Studies

- IS.1.1: Compare and contrast two or more Native American groups in Indiana from 1700 to 1850.
- IS.1.2: Explain how the lives of American Indians changed with the development of Indiana.
- IS.1.4: Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.
- IS.1.5: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- IS.5.1: Comprehend the consequences of the relationships between Native American groups and early Indiana settlers.

U.S. History

- USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
- USH.10.4: Assess competing historical interpretations of a particular historical moment, event, or change.

Ethnic Studies

- ES.1.1: Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- ES.2.2: Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- ES.2.3: Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.3.1: Understand vocabulary and phrases in context.
- LH.4.1: Integrate various types of information.
- LH.4.2: Distinguish among fact, opinion, and judgment.

Lesson 2: Indiana Quakers and the Underground Railroad

English/Language Arts

- 7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing several pieces of textual evidence. (E)
- 7.RC.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. (E)
- 7.RC.4: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or

alter history.

- 7.RC.6: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 7.RC.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 7.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- 8.RC.8: Use context to determine or clarify the meaning of words and phrases.
- 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
- 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.

Social Studies

- 8.H.11: Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities, the growth of industry in the North, and the growing dependence on slavery and the production of cotton in the South, causing early sectionalism in America.
- 8.H.19: Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth

of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

- 8.H.21: Describe the Abolitionist Movement and identify key figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad, and how the movement affected the division between the North and South.

Indiana Studies

- IS.1.5: Identify and explain the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

U.S. History

- USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

Literacy in History/Social Studies

- LH.1.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for various tasks, purposes, and audiences.
- LH.2.2: Determine and summarize central ideas or information from sources.
- LH.4.1: Integrate various types of information.
- LH.5.2: Write informative texts, including analyses of historical events.

Unit Descriptions

Unit 1: Frontier Life in Indiana

This unit delves into the experiences of early settlers in Indiana and the broader Northwest Territory during the eighteenth century. Through two interconnected lessons, students will explore the complex relationships between European settlers and Native American tribes, as well as the daily challenges and societal impacts of westward expansion. By analyzing historical texts, engaging in discussions, and utilizing visual resources, students will develop a nuanced understanding of life on the frontier and its lasting effects on both settlers and Indigenous communities. This unit coincides with Part One of *Families of Two Fires*, covering chapters 1 through 4.

Unit 2: Native Americans of Indiana

In this unit, students will explore the histories and cultures of the Native American tribes of Indiana and the Old Northwest Territory with a particular emphasis on the Shawnee and Mingo tribes. Through engaging discussions, readings from *Families of Two Fires*, and interactive projects, students will explore key aspects of these tribes' historic identities, lifestyles, and significance during the late 1700s. Students will also examine concepts of culture and identity while comparing Indigenous practices to those of American and European traditions. This unit aims to foster a deeper understanding and appreciation for the rich Indigenous heritage of Indiana, highlighting the enduring legacies of the Shawnee and other tribes in the region. This unit coincides with Part Two of *Families of Two Fires*, covering chapters 5 through 8.

Unit 3: Hoosiers and Growing Statehood

In this unit, students will focus on the historical context of Indiana's early development. Students will explore key themes such as the beliefs of the Quakers, the impact of Tecumseh's pan-Native American resistance, and the perspectives of both settlers and Indigenous peoples. Through discussions, primary source analysis, and literature, students will engage with compelling questions about the significance of these events and figures in shaping Indiana's history. The unit emphasizes critical thinking and understanding diverse viewpoints, ultimately fostering a deeper appreciation for the complexities of statehood and community dynamics in early Indiana. This unit coincides with Part Three of *Families of Two Fires*, covering chapters 9 and 10.

Unit 4: Indiana, 1824–1838

In this unit, students will explore significant historical events and movements in Indiana, focusing on the experiences of Native Americans and the role of abolitionists during the time period. Students will examine the Potawatomi Trail of Death as a case study of forced removals, along with the Quakers' involvement in the Underground Railroad. Both highlight themes of resistance and the quest for freedom. Through primary source analysis, discussions, and readings from *Families of Two Fires*, students will gain insight into the complexities of statehood, human rights, and the impact of these movements on Indiana's social and political landscapes. The unit culminates in reflective assessments that encourage students to connect historical events to contemporary discussions about rights and freedoms. This unit coincides with Part Four of *Families of Two Fires*, covering chapters 11 through 13.

Unit 1: Frontier Life in Indiana

Lesson 1: Early Native American Relationships in Indiana

Compelling Question

What were the relationships between Native Americans and settlers in Indiana?

Staging the Compelling Question

Ask students what groups of people lived in the Indiana portion of the Northwest Territory in the eighteenth century. How did these groups interact with one another?

Lesson Overview

This lesson is designed for one class period and explores the Northwest Territory and the experiences of Native Americans, American settlers, and the French and British during the Seven Years' War (also known as the French and Indian War) and the American Revolution. Native American tribes including the Shawnee, Delaware, and Miami, fought on both sides of the conflicts. The relationships between the Native Americans, Europeans, and the American settlers affected the experiences of those living on the frontier. Students should read chapters 1 through 4 in *Families of Two Fires* in conjunction with this lesson. These chapters discuss foundational concepts and themes for this unit. They provide critical insights into the historical context of Native Americans and settler relationships in Indiana.

During this lesson, students will use visual thinking strategy to explore an artistic rendering of an historic event. This inquiry will set the stage for students to then answer questions using *Families of Two Fires* to support their answers about relationships between Native Americans, Europeans, and Americans. Understanding multiple perspectives and the context surrounding the conflicts of the French and Indian War and the American Revolution will allow students

to better understand the individual perspectives that may have been held during those times. Additional enrichment activities are available to extend the learning, prompting students to research a historic figure of the time period.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handouts, device to access the Internet

Procedures

1. As an introduction, prompt students to share the groups of peoples who lived in the Northwest Territory. Write responses on the board, which may include Native American tribes (specifically Shawnee, Delaware, Miami, Mingo, among others), and European settlers (French, British), and Americans. Ask students to consider what relationship these groups may have had with one another.
2. Share with students the **Mural Painting of Gen. Clark and His Men in the Attack on Vincennes, Indiana, 1779**. Either share the image on an overhead to discuss as a group or provide the image to students as a handout to explore in small groups together. Then, use Visual Thinking Strategy to ask students what is going on in the image, what do they see that makes them say that, and what more can they find. Alternatively, you can use See, Think, Wonder to approach the image with students.
3. As students wrap up their observations and inferences, introduce today's compelling question: "What were the relationships between Native Americans and settlers in Indiana?"
4. Split the class into at least four groups. Share the **Frontier Indiana Communities and Relationships Handout** with students.

5. Assign each group a community to focus on: Native Americans, French, British, or Americans. For large classes, multiple groups can cover one of the communities in their separate groups. Instruct the students to use their copies of *Families of Two Fires*, chapters 1 through 4 to identify key interactions between their assigned community and other communities, alliances that the communities may have had, and conflicts within the community or with the other communities. Groups should note on which pages they find evidence for their answers.
6. After 10 to 20 minutes, bring the class together to participate in a group discussion using the information they found in the book.

Ask students to answer the following as a class:

 - a. What important events were going on in North America at this time? (American Revolution and westward expansion)
 - b. Who were the main combatants in Indiana territory at this time? (Shawnee, Miami, Delaware, British, and Americans)
 - c. Who did the Native Americans fight with and fight against? (Allied with the British and fought against the Americans)
 - d. Why do you think the Native Americans chose to ally with the British?
 - e. How do you think this affected how Americans saw Native Americans?
7. Finish the lesson by revisiting the idea of revenge on pages 9–10 and 27. Explain to students that conflicts between Americans and Native Americans during the Revolutionary War set the stage for future conflicts.

Enrichment:

1. George Rogers Clark played a prominent role in the history of the Northwest Territory. Have students create a biographical profile of George Rogers Clark, outlining his background and why he was important to Indiana and United States history. Some resources to help get students started include:
 - a. [Hoosiers and the American Story, Chapter 2](#)
 - b. Indiana Historical Bureau's [biography on George Rogers Clark](#)

Vocabulary

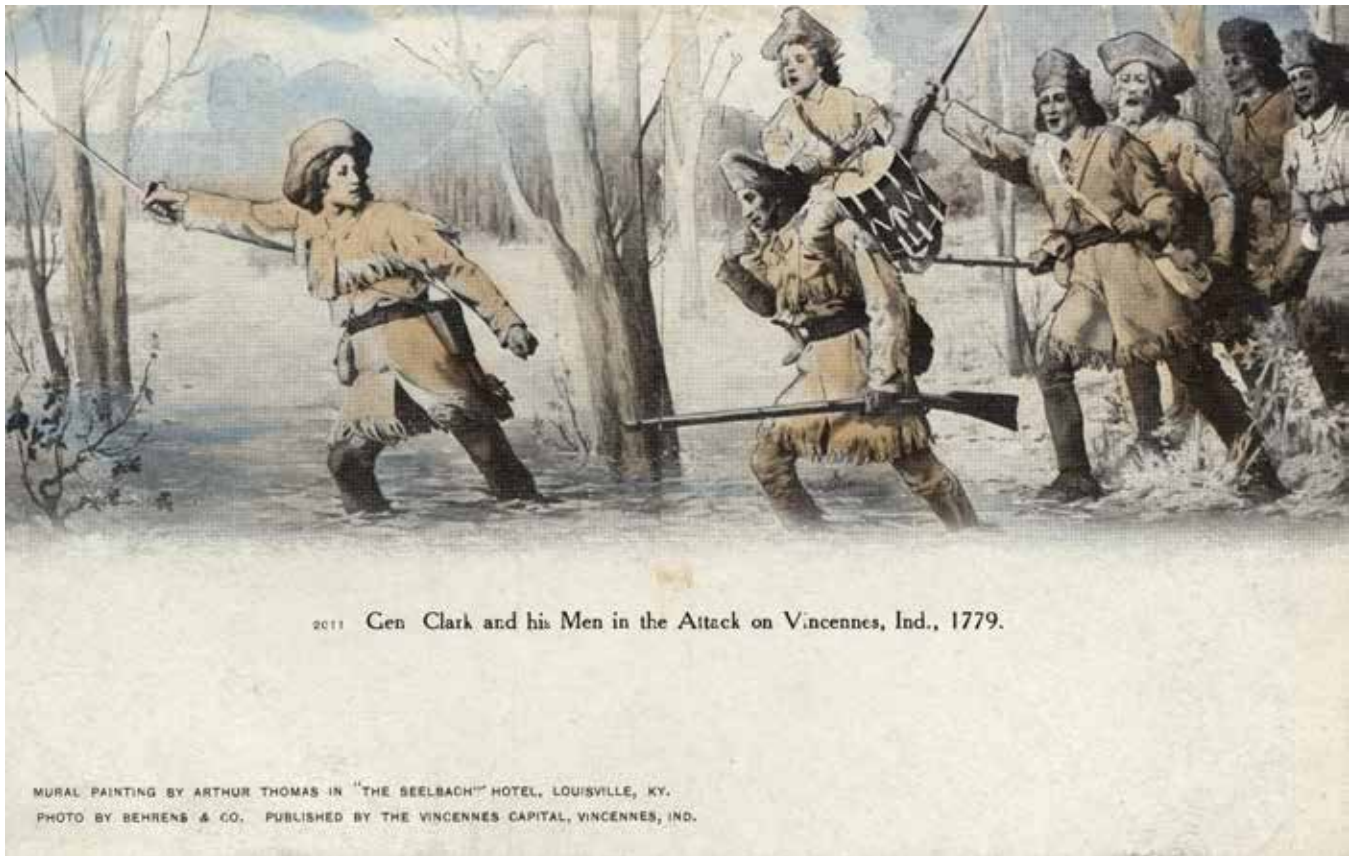
Alliance – An agreement between groups to work together for mutual benefit; often in terms of defense or trade.

Frontier – Refers to the edge of settled land in the United States during westward expansion, representing new territories that were inhabited by Native Americans and later explored by settlers.

Indigenous – Refers to the original inhabitants of a region, in this case Native American tribes in the United States. The term emphasizes the long-standing connection to the land and the unique cultures of the tribes.

Settler – People who move to a new area to live and establish a community. This term is often used in relation to those who moved westward in the United States during the nineteenth century.

Student Handout: Mural Painting of *Gen. Clark and His Men in the Attack on Vincennes, Indiana, 1779*



Mural Painting of *Gen. Clark and His Men in the Attack on Vincennes, Indiana, 1779*. Mural painting by Arthur Thomas, circa 1905 <https://images.indianahistory.org/digital/collection/P0391/id/1198>

Student Handout: Frontier Indiana Communities and Relationships

Directions: Use chapters 1 to 4 in *Families of Two Fires* to locate information about the relationships between your assigned group and those your group interacted with. When possible, include the page numbers indicating where you found the supporting evidence for who your group allied with and fought against. There may be evidence from more than one page! Be prepared to discuss your groups' relationships as a class.

American	
Alliances	Conflicts
Groups they allied with:	Groups they fought against:
List reasons with evidence for why your group formed alliances with those communities you identified:	List reasons with evidence for why your group fought against with those communities you identified:

Student Handout: Frontier Indiana Communities and Relationships

Directions: Use chapters 1 to 4 in *Families of Two Fires* to locate information about the relationships between your assigned group and those your group interacted with. When possible, include the page numbers indicating where you found the supporting evidence for who your group allied with and fought against. There may be evidence from more than one page! Be prepared to discuss your groups' relationships as a class.

British	
Alliances	Conflicts
Groups they allied with:	Groups they fought against:
List reasons with evidence for why your group formed alliances with those communities you identified:	List reasons with evidence for why your group fought against with those communities you identified:

Student Handout: Frontier Indiana Communities and Relationships

Directions: Use chapters 1 to 4 in *Families of Two Fires* to locate information about the relationships between your assigned group and those your group interacted with. When possible, include the page numbers indicating where you found the supporting evidence for who your group allied with and fought against. There may be evidence from more than one page! Be prepared to discuss your groups' relationships as a class.

French	
Alliances	Conflicts
Groups they allied with:	Groups they fought against:
List reasons with evidence for why your group formed alliances with those communities you identified:	List reasons with evidence for why your group fought against with those communities you identified:

Student Handout: Frontier Indiana Communities and Relationships

Directions: Use chapters 1 to 4 in *Families of Two Fires* to locate information about the relationships between your assigned group and those your group interacted with. When possible, include the page numbers indicating where you found the supporting evidence for who your group allied with and fought against. There may be evidence from more than one page! Be prepared to discuss your groups' relationships as a class.

Native American	
Alliances	Conflicts
Groups they allied with:	Groups they fought against:
List reasons with evidence for why your group formed alliances with those communities you identified:	List reasons with evidence for why your group fought against with those communities you identified:

Teacher Key: Frontier Indiana Communities and Relationships

American	
Alliances	Conflicts
Groups they allied with: French (page 27)	Groups they fought against: British (pages 22, 28, 31, 41) and Native Americans (pages 9–10, 41, 47–49)
List reasons with evidence for why your group formed alliances with those communities you identified: Support in fighting against the British for independence	List reasons with evidence for why your group fought against with those communities you identified: They were fighting for independence from Britain (page 19). They were fighting over territory against Native Americans (pages 9–10, 19).

British	
Alliances	Conflicts
Groups they allied with: Native Americans (pages 22, 31, 41)	Groups they fought against: Americans (pages 22, 31, 41, 48) and French (page 27)
List reasons with evidence for why your group formed alliances with those communities you identified: Trade. Support in fighting against the Americans (page 19)	List reasons with evidence for why your group fought against with those communities you identified: They were fighting to keep the colonies under their control (page 19)

French	
Alliances	Conflicts
Groups they allied with: Americans (page 27) and Native Americans (page 29)	Groups they fought against: British (page 27)
List reasons with evidence for why your group formed alliances with those communities you identified: They supported American independence from Britain. They were trading with Native Americans.	List reasons with evidence for why your group fought against with those communities you identified: Revenge for previous wars and conflicts (page 27)

Native American	
Alliances	Conflicts
Groups they allied with: French (page 27, 29) and British (pages 41, 51)	Groups they fought against: Americans (pages 9–10, 41, 47–49)
List reasons with evidence for why your group formed alliances with those communities you identified: Trade. Support in fighting against the American colonists	List reasons with evidence for why your group fought against with those communities you identified: Fighting against westward expansion and territorial disputes (page 19)

Lesson 2: Early Settlement Out West

Compelling Question

What were the experiences of Americans as they settled in the Northwest Territory?

Staging the Compelling Question

Ask students what challenges people might face when moving to a completely new area of the country that may be different from where they come from. What kinds of resources or tools would settlers need to build a new community?

Lesson Overview

This lesson is designed for one class period and explores the experiences of settlers moving into the Northwest Territory. Their daily lives, challenges, and impact on the Native American communities and environment will be explored through close reading of *Families of Two Fires*. Students should read chapters 1 through 4 in *Families of Two Fires* in conjunction with this lesson, as they provide essential context for the experiences of early settlers and their interactions with the land and Indigenous peoples.

During this lesson, students will use primary source maps to understand change over time. Using prior knowledge, they will identify groups who lived in the area of the Northwest Territory in the late 1700s. After being grounded in the historic context, students will complete a close reading of *Families of Two Fires* to prepare for a class discussion reflecting on the experiences of those moving into the territory. Additional enrichment activities are available to extend the learning, prompting students to conduct additional primary and secondary source research into communities and technologies of the late eighteenth century.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handouts, device to access the Internet

Procedures

1. To assess prior knowledge, ask students to share what images come to mind when they hear the words “frontier,” “pioneers,” and “settlers.” Share the **Old Northwest Territory Map**, either as a handout or on a projector to view as a class. Ask students to identify what states they can see on the maps and what states make up the region today (Ohio, Indiana, Illinois, Wisconsin, and Michigan). Ask students what groups of people lived in the Northwest Territory at the end of the eighteenth century. Answers may vary, but ultimately, students should know that Native American tribes and European settlers occupied the area at that time.
2. Once oriented with the geography of the area, prompt students to consider what challenges people may have faced moving into the area and what differences in the area they may have encountered. Ask students to consider what resources or tools settlers may have needed to build new communities in the Northwest Territory.
3. Introduce today’s compelling question: “What were the experiences of Americans as they settled in the Northwest Territory?”
4. Share the **Moving West Handout** with students. Explain that they will be completing a close reading of chapters 1 through 4 of *Families of Two Fires* individually or in small groups. They will be answering questions related to the chapters.
5. Once the close reading is complete, bring the class back together to share their answers.
6. Close the class with a discussion summarizing the key points of the reading. Prompt students to reflect on the experiences of early settlers and how they may compare to the experiences of moving to a new area today.

Enrichment:

1. Have students identify one of the Native American tribes discussed in chapters 1 through 4 (Shawnee, Delaware, Miami, and Mingo) and write a paragraph about the community. Note that students will conduct more research in Unit 2 on these tribes.
2. Students can identify tools and technology used by settlers (examples are on pages 11, 12, and 32). Students can research one of the tools or technologies and create a profile on the tool, drawing what it looked like, describing how it was used, and researching whether the tool is still used today.

Vocabulary

Frontier – Refers to the edge of settled land in the United States during westward expansion, representing new territories that were inhabited by Native Americans and later explored by settlers.

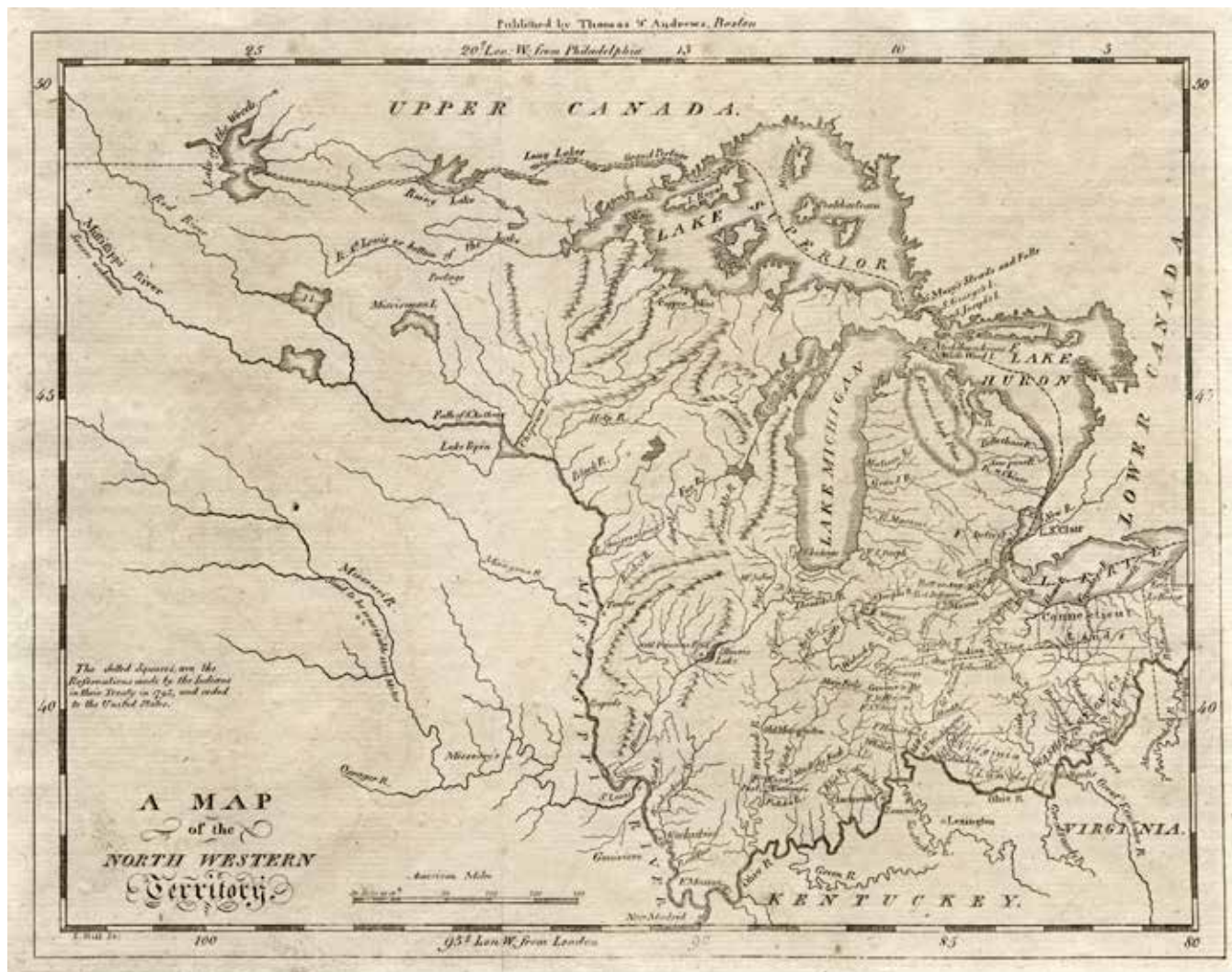
Indigenous – Refers to the original inhabitants of a region, in this case Native American tribes in the United States. The term emphasizes the long-standing connection to the land and the unique cultures of the tribes.

Northwest Territory – A region of the United States that included present-day Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota. It was the first area organized under the Northwest Ordinance of 1787, which outlined how new states could be created.

Pioneers – People who moved into an area and built homes and communities. They played a key role in expanding the United States westward.

Settlers – People who move to a new area to live and establish a community. This term is often used in relation to those who moved westward in the United States during the nineteenth century.

Student Handout: 1796 Old Northwest Territory Map



A Map of the North Western Territory, 1796, Indiana Historical Society
<https://images.indianahistory.org/digital/collection/dc035/id/274/rec/40>

Student Handout: 1801 Old Northwest Territory Map



N.W. Territory, 1801, Indiana Historical Society
<https://images.indianahistory.org/digital/collection/dc035/id/253/rec/2>

Teacher Key:

Moving West Close Reading

1. Why did Richard Rue's and George Holman's families want to move out west? (Read the bottom of page 9 and top of page 10.)
They wanted more space and land to build a new farm and to find new opportunities. (Pages 9, 10)
2. Describe how rivers were important to frontier life and transportation. (Read page 10 and top of page 34)
Rivers were essential for travel to new areas and were used to transport goods and people. They also functioned as barriers to travel as they were not always easy to cross; sometimes they were dangerous or even impossible to cross. (Pages 10, 34)
3. Who lived in the Northwest Territory before the American settlers began to move into the area?
Multiple Native American tribes, British (through military bases), and French (through fur trading and establishing families with Native Americans). (Pages 9, 10, 22, 24)
4. How did Native Americans and American settlers interact with one another?
Native Americans and American settlers fought over land and territory. (Pages 9, 10, 48)
5. What were some challenges that the American settlers faced on the frontier?
Settlers fought with Native Americans on the frontier. They also were at war with the British. They faced disease and isolation from other people on the East Coast. They had to navigate river travel, which could be dangerous at certain times of year, or at certain locations on the river including bends. (Page 13, prior knowledge)
6. Why would American settlers want to move out west? Note that you will need to incorporate prior knowledge and may not find an answer in the book.
Answers will vary, but they should reflect prior knowledge and draw on context from the book.
7. How did the American Revolution and the French and Indian War affect life for all groups who lived in the Northwest Territory?
The British recruited Native Americans to fight American colonists. The Native Americans relied on the British to protect them and their villages. Conflict occurred between the settlers and Native Americans as Europeans forced Native Americans out of the East; Native Americans fought to preserve their traditional ways including hunting, farming, and living communally. (Page 19)

Unit 2: Native Americans of Indiana

Lesson 1: The Shawnee

Compelling Question

Who are the Shawnee, and what were their lives like in the Old Northwest Territory?

Staging the Compelling Question

Ask students to share examples of identity and culture, defining the words with them.

Lesson Overview

This lesson is designed for one class period and explores the identity and lifestyle of the Shawnee at the time of the late 1700s. The Shawnee were one of many tribes who called present-day Indiana home, and are the focus of this lesson as they play a large role in *Families of Two Fires*. Students should read chapters 5 and 6 in *Families of Two Fires* in conjunction with this lesson, as they provide important information about the Shawnee tribe and the Mingo who also lived in the area. The chapters discuss some of the cultural practices of the two groups and their roles in shaping Indiana today.

During this lesson, students will use a map to understand the variety of Native American tribes who lived in the Northwest Territory at the time of American settlers moving into the region. Then, students will engage in a close reading of chapters 5 and 6 to learn about different aspects of Shawnee culture through the lens of the story. Class discussion following the close reading will provide an opportunity for students to compare and contrast settlers' lives and culture with that of the Shawnee using prior knowledge and evidence from the book. Additional enrichment activities will provide opportunities for students to look further at members of the Shawnee tribe, prominent figures in Shawnee history, and explore the territorial changes the Shawnee faced.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handouts, device to access the Internet.

Procedures

1. Begin by asking students to share examples of culture. Prompt students to consider what elements make up a group's culture. Write answers on the board and share a definition of culture and identity. Ask students to consider whether different groups of people have the same or different cultures and identities.
2. Share the **Principal Tribal Groups in the Northwest Territory** map either as a handout or on a projector. Ask students to identify different Native American tribes from the map, indicating which they may be familiar with and sharing any prior knowledge.
3. Introduce today's compelling question: "Who are the Shawnee, and what were their lives like in the Old Northwest Territory?"
4. Share with students that they will be completing a close reading of chapters 5 and 6 in *Families of Two Fires*, focusing on examples of Shawnee culture and identity to better understand the community the characters became a part of. Pass out copies of the **Live Another Day Handout**. Instruct students to work independently or in small groups to answer the questions on the handout, reminding them to cite pages where they found supporting evidence for their answers.
5. To close the lesson, have students share the answers they found from their close reading. Prompt students to compare and contrast the examples of Shawnee culture with what they know of American and European culture in the late 1700s. Encourage students to consider whether American settlers understand Shawnee culture by living amongst the community, or if their only interactions with Shawnee people were violent.

Enrichment:

1. Have students select one of the contemporary branches of the Shawnee and write an overview of the tribe, including where they are currently located in the United States and their history.

The contemporary branches are:

- a. [Eastern Shawnee Tribe of Oklahoma](#)
 - b. [Loyal Shawnee](#)
 - c. [Absentee Shawnee Tribe of Indians of Oklahoma](#)
2. Have students explore [Native Land Digital](#), an interactive digital map showing ancestral homelands of Native communities around the globe. Encourage students to explore the communities that resided in the Northwest Territory.

Vocabulary

Culture – The beliefs, customs, art, and social behaviors of a particular group of people or society. It can include language, religion, and traditions.

Identity – How individuals or groups see themselves and are perceived by others. It can include aspects such as nationality, ethnicity, culture, gender, and personal beliefs.

Indigenous – Refers to the original inhabitants of a region, in this case Native American tribes in the United States. The term emphasizes the long-standing connection to the land and the unique cultures of the tribes.

Tribe – A social group that shares a common ancestry, culture, language, and often a shared territory. Many Native American groups are organized as tribes.

Student Handout: Principal Tribal Groups in the Northwest Territory Map



Information drawn from the following sources: John P. Bowes, *Land Too Good For Indians: Northern Indian Removal*, University of Oklahoma Press, 2016; Charles E. Cleland, *Rites of Conquest*, University of Michigan Press, 1992; George S. May, *Pictorial History of Michigan: The Early Years*, Wm. B. Eerdsman Publishing Co., 1967; Charles C. Royce and Cyrus Thomas, *Indian Land Cessions in the United States*, Library of Congress, 1899; Helen Hornbeck Tanner, *Atlas of Great Lakes Indian History*, University of Oklahoma Press, 1987.

Principal Tribal Groups in the Northwest Territory, map, Indiana Historical Society, <https://images.indianahistory.org/digital/collection/dc035/id/272/rec/57>

Student Handout: Live Another Day Close Reading

Directions: Use chapters 5 and 6 in *Families of Two Fires* to identify examples of Shawnee culture. Answer the questions below, citing examples from the book. Make sure to include the page numbers where you find your supporting evidence. Be prepared to discuss your answers, along with Richard and George's experiences in their respective tribes, as a class.

1. Based on the readings and previous lessons, what was the relationship between the Shawnee and Americans like?
2. Who was Simon Girty? What was his relationship with the Shawnee people like?
3. Describe the buildings the Shawnee constructed in their villages. You may draw and label your drawing or use words to describe the buildings.
4. In Chapter 5, Richard Rue and George Holan were forced to run the "gauntlet" by their Shawnee captors. What was the purpose of this?
5. How did the third captive, Evan Hinton, view Shawnees and their culture? Do you think Evan's views were common for the time?

Name: _____ Period: _____ Date: _____

6. Using Chapter 6, describe what happened to Richard Rue and George Holman after they were captured.

7. What role did dancing serve in Shawnee society?

8. Based on the readings and previous lessons, what was the relationship between the Shawnee and the British like?



Culture Word Cloud

Did you find other examples of culture that don't fit in the questions? Write them here!

Teacher Key:

Live Another Day Close Reading

1. Based on the readings and previous lessons, what was the relationship between the Shawnee and Americans like?
Answers should reflect prior knowledge from previous lessons, indicating that relations between the Shawnee and Americans were tense and often hostile. Students may not cite a specific page as evidence, but they may.
2. Who was Simon Girty? What was his relationship with the Shawnee people like?
Simon Girty was a white settler who was captured and adopted by the Shawnee. Girty was a member of the Shawnee Tribe. (Page 66)
3. Describe the buildings the Shawnee constructed in their villages. You may draw and label your drawing or use words to describe the buildings.
Students may draw and label a drawing that should include longhouses and firepits. Written responses should include details of longhouses that would house several families and include multiple fire pits that would be used for cooking and heating. Some longhouses were used as community centers for meetings and ceremonies. (Page 73)
4. In Chapter 5, Richard Rue and George Holman were forced to “run the gauntlet” by their Shawnee captors. What was the purpose of this?
To torture and test the courage of their captives. (Pages 74–75)
5. How did the third captive, Evan Hinton, view Shawnee and their culture? Do you think Evan’s views were common for the time?
Hinton viewed the Shawnee as savages. (Page 76) Answers about Evan’s views should reflect critical thinking based on prior knowledge and their comprehension of the book.
6. Using Chapter 6, describe what happened to Richard Rue and George Holman after they were captured.
Richard was adopted into the Shawnee and George into the Mingo. (Pages 82–83)
7. What role did dancing serve in Shawnee society?
Dancing was an important part of ceremonial and spiritual life. Dances often served to tell stories, celebrate, pray, and perform other rituals. (Page 87)
8. Based on the readings and previous lessons, what was the relationship between the Shawnee and the British like?
The Shawnee did not trust the British but chose to ally with them as they saw Americans as the bigger threat. (Page 90)

Lesson 2: Native Americans of Indiana

Compelling Question

What were the Native American tribes who called the Northwest Territory home?

Staging the Compelling Question

Ask students if they can recall the names of any of the tribes that once inhabited Indiana from the previous lesson. Revisit the discussion of culture and how different groups of people have different cultures.

Lesson Overview

This lesson is designed for one class period and explores a variety of Native American communities that have historic ties to the Northwest Territory. This lesson will build upon the previous lesson, continuing conversations of identity and culture. By using *Families of Two Fires* as a starting point, students will conduct research into different Native American groups. Students should read chapters 5 through 8 in preparation for this lesson. While the lesson will not directly reference the events of the chapters, the events will provide a foundation for understanding culture.

During this lesson, students will revisit the map of Native lands from the previous lesson to help recall prior information. Then, students will work in small groups to research four tribes that have historic ties to what later became Indiana. Additional enrichment activities will provide opportunities for students to look at other tribes with ties to Indiana and the Northwest Territory, as well as opportunities to research more about the Miami peoples.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handouts, device to access the Internet

Procedures

1. Begin the lesson by prompting students to recall the names of tribes that were previously shared in other lessons. Reshare the **Principal Tribal Groups in the Northwest Territory** map as a reminder of the various tribes. Prompt students to share a definition of culture and what makes up a culture. Students should recall that different groups of people have different cultures and that the Native communities that called the Northwest Territory, and later Indiana, home had distinct cultures.
2. Share the [Native American Bicentennial Minute](#) with the class. Point out that the end of the video is still accurate—Native American communities still thrive around the United States and in Indiana. While Indiana has only one federally recognized tribe, the Pokagon Band of Potawatomi, there are two other tribes that have land and historic ties in the state: the Miami Nation of Indiana (which is not federally recognized) and the Miami Tribe of Oklahoma (which is federally recognized).
3. Introduce today’s compelling question: “What were the Native American tribes that called the Northwest Territory home?”
4. Share with students the **Natives of the Northwest Territory handout** and explain that they will be examining four tribes that lived in Indiana: the Delaware, Potawatomi, Kickapoo, and Miami. Remind students of good research practices, including looking for information from trusted and verified websites; many Native communities have websites where they share their histories in their own words and provide resources to their communities. Students can also use the **Natives of the Northwest Territory Resource Assistance** handout found with this lesson and in the Appendix to help spark their research.
5. Have students work independently or in small groups to fill in their handout, covering all four tribes.

6. To close the lesson, bring the class back together to share their findings and discuss the similarities and differences between the tribes they researched. Prompt students to recall information from the previous lesson on the Shawnee Tribe, comparing and contrasting the Shawnee with those they researched in this lesson.

Enrichment:

1. Students can repeat the lesson activity with additional tribes, including the Wea, Eel River, and Piankashaw tribes.
2. Students can research and write a short paper on the difference between the Miami Tribe of Oklahoma and the Miami Nation of Indiana, where the communities live, and how they came to split from one another.

Vocabulary

Culture – The beliefs, customs, art, and social behaviors of a particular group of people or society. It can include language, religion, and traditions.

Tribe – A social group that shares a common ancestry, culture, language, and often a shared territory. Many Native American groups are organized as tribes.

Northwest Territory – A region of the United States that included present-day Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota. It was the first area organized under the Northwest Ordinance of 1787, which outlined how new states could be created.

Student Handout: Principal Tribal Groups in the Northwest Territory Map



Information drawn from the following sources: John P. Bowes, *Land Too Good For Indians: Northern Indian Removal*, University of Oklahoma Press, 2016; Charles E. Cleland, *Rites of Conquest*, University of Michigan Press, 1992; George S. May, *Pictorial History of Michigan: The Early Years*, Wm. B. Eerdsman Publishing Co., 1967; Charles C. Royce and Cyrus Thomas, *Indian Land Cessions in the United States*, Library of Congress, 1899; Helen Hornbeck Tanner, *Atlas of Great Lakes Indian History*, University of Oklahoma Press, 1987.

Principal Tribal Groups in the Northwest Territory, map, Indiana Historical Society, <https://images.indianahistory.org/digital/collection/dc035/id/272/rec/57>

Student Handout: Natives of the Northwest Territory Resource Assistance

Not sure where to begin when researching different Native American communities? Use the websites listed for each of the four groups to start your research!

Delaware (Lenape)	
Delaware Tribe of Indians	https://delawaretribe.org/culture-and-language/ https://delawaretribe.org/blog/2013/06/26/history/
Delaware Nation Documentary – Delaware Nation	https://www.youtube.com/watch?v=iWFeMGmJne4&t=59s
Delaware Nation	https://www.delawarenation-nsn.gov/history/
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=DE011 https://www.okhistory.org/publications/enc/entry?entry=DE012
West Philadelphia Collaborative History	https://collaborativehistory.gse.upenn.edu/stories/original-people-and-their-land-lenape-pre-history-18th-century
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/delaware

Potawatomi	
Pokagon Band of Potawatomi	https://www.pokagonband-nsn.gov/our-culture/
Citizen Potawatomi Nation Cultural Heritage Center	https://www.potawatomiheritage.com/history/ https://www.potawatomiheritage.com/encyclopedia/tag/indiana/
Milwaukee Public Museum (Nature & Culture Museum of Wisconsin)	https://www.mpm.edu/content/wirp/ICW-152
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/potawatomi

Kickapoo	
Kickapoo Tribe of Oklahoma	https://www.kickapootribeofoklahoma.com/
McLean County Museum of History Digital Exhibit	https://mchistory.org/digital-exhibits/making-a-home/native-groups/the-kickapoo
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=KI004
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/kickapoo

Miami (Myaamia)

Miami Tribe of Oklahoma	https://miamination.com/
Aacimotaatiiyankwi (Myaamia community blog)	https://aacimotaatiiyankwi.org/2011/02/17/myaamia-clothing-pre-contact-faq/ https://aacimotaatiiyankwi.org/myaamia-history/
Miami Nation of Indiana	https://www.miamiindians.org/
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=MI001
Shelby County Historical Society	https://www.shelbycountyhistory.org/schs/indians/miamiindians.htm
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/miami

Shawnee

Absentee Shawnee Tribe of Indians of Oklahoma	https://www.astribe.com/
Eastern Shawnee Tribe of Oklahoma	https://www.estoo-nsn.gov/
The Shawnee Tribe	https://shawnee-nsn.gov/
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/shawnee

Eel River

Aacimotaatiiyankwi (Myaamia community blog)	https://aacimotaatiiyankwi.org/2021/10/26/eel-river-band/
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/eel-river
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=EE001

Peoria

Peoria Tribe of Indians of Oklahoma	https://peoriatribe.com/
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=PE013

Piankashaw

Indiana State Library – Map showing the claims of the Piankashaw Indians	https://indianamemory.contentdm.oclc.org/digital/collection/p15078coll8/id/5990
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/piankishaw
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=PI001

Wea

Wea Indian Tribe of Indiana	https://www.weaindiantribe.com/
Indiana Historical Bureau – State Historic Marker	https://www.in.gov/history/state-historical-markers/find-a-marker/wea-tribe-at-terre-haute/
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/wea

Name: _____ Date: _____

Period: _____

Student Handout: Natives of the Northwest Territory

Directions: Using the guide from the [Indiana Department of Natural Resources](#), the **Natives of the Northwest Territory Resource Assistance Guide**, and other reputable resources you may find online, along with the **Principal Tribal Groups in the Northwest Territory** map found in the front of *Families of Two Fires*, fill in the chart for the following four tribes: Delaware, Potawatomi, Kickapoo, and Miami. While each of these communities exist today, you should focus your answers on the communities as they existed in the late 1700s, coinciding with the setting of *Families of Two Fires*. Work together in your small group or by yourself to fill in your chart for all four tribes.

Tribe Name	Location – Describe the geographic region the tribe called home.	Food – What foods did the tribe eat?	Shelter – Describe the types of homes the members lived in.	Clothing – Describe the types of clothing worn by the community.	Name – What does the name of the tribe translate to?	Location today – Where do members of the tribe live today?	Wonder – What do you wonder about the tribe after your research?
Delaware							
Potawatomi							

Name: _____ Period: _____ Date: _____

Student Handout: Natives of the Northwest Territory

Directions: Using the guide from the [Indiana Department of Natural Resources](#), the **Natives of the Northwest Territory Resource Assistance Guide**, and other reputable resources you may find online, along with the **Principal Tribal Groups in the Northwest Territory** map found in the front of *Families of Two Fires*, fill in the chart for the following four tribes: Delaware, Potawatomi, Kickapoo, and Miami. While each of these communities exist today, you should focus your answers on the communities as they existed in the late 1700s, coinciding with the setting of *Families of Two Fires*. Work together in your small group or by yourself to fill in your chart for all four tribes.

Tribe Name	Location – Describe the geographic region the tribe called home.	Food – What foods did the tribe eat?	Shelter – Describe the types of homes the members lived in.	Clothing – Describe the types of clothing worn by the community.	Name – What does the name of the tribe translate to?	Location today – Where do members of the tribe live today?	Wonder – What do you wonder about the tribe after your research?
Kickapoo							
Miami							

Teacher Key: Natives of the Northwest Territory

Tribe Name	Location – Describe the geographic region the tribe called home.	Food – What foods did the tribe eat?	Shelter – Describe the types of homes the members lived in.	Clothing – Describe the types of clothing worn by the community.	Name – What does the name of the tribe translate to?	Location today – Where do members of the tribe live today?	Wonder – What do you wonder about the tribe after your research?
Delaware	Central Indiana Oklahoma, Wisconsin, Ontario, Canada	Corn, Beans, Squash Deer, Elk, Bear, Beaver	Wigwams	Breechcloths, moccasins, Ornaments of bones and shells	“the people”	Oklahoma, Wisconsin, Canada	
Potawatomi	Northern Indiana, around Lake Michigan, Oklahoma	Corn, Squash, Berries, Rice Deer, Elk, Beaver, Fish	Wigwams	Ribbon Shirts, Moccasins	“the true people”	Michigan, Wisconsin, Oklahoma, Kansas, and Canada	
Kickapoo	Northwestern and Central Indiana, along Wabash River	Corn, beans, squash buffalo	Oval –shaped houses	Breechcloths, skirts, and clothing worn by settlers	“people who move about”	Kansas and Oklahoma	
Miami	Northern Indiana	Corn, melons, squash, beans, pumpkins buffalo	Pole – frame houses	leggings, breechcloth, moccasins, skirts	“people of the penin-sula”	Oklahoma and Indiana	

Unit 3: Hoosiers and Growing Statehood

Lesson 1: Quakers in Indiana

Compelling Question

Who are the Quakers and how did they historically interact with the communities in the Northwest Territory?

Staging the Compelling Question

Review the types of relationships various communities already studied had with one another in the Northwest Territory. Ask students to consider what types of religious communities may also have existed at that same time in the Northwest Territory.

Lesson Overview

This lesson is designed for one class period and will utilize a variety of readings to help students understand the history of the Quakers in Indiana, their beliefs, their role in Indiana’s history, and the interactions they had with settlers and tribes such as the Shawnee. This lesson will build upon the foundational information of understanding who the Quakers were, then look at a case study of Frances Slocum, a person in Indiana’s history whose story shares some similarities with the protagonists of *Families of Two Fires*. Students should read Chapter 10 in *Families of Two Fires* and Chapter 1 in *Hoosiers and the American Story*. These chapters will shape understanding and inquiry of the role Quakers have played in Indiana.

During this lesson, students will complete a class discussion identifying information about the Quakers with information they can then find in *Families of Two Fires*. Afterward, students will apply what they have learned about the Quakers and Frances Slocum, comparing and contrasting her experiences with those of the protagonists of *Families of Two Fires*. Additional enrichment activities will allow students to look further at the role of Quakers in Indiana more broadly or at Frances Slocum’s history.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handout, device to access the Internet

Procedures

1. Begin by reviewing the communities who lived in the Northwest Territory. Prompt students to recall facts about the founding of Indiana, including when Indiana became a state. Encourage students to recall what sorts of relationships different communities had with one another. Ask students whether each of the groups shared the same religion.
2. To assess prior knowledge, ask students to share what they already know about the Quakers. Share the [NBC News Learn](#) video to provide an overview of the history of Quakers.
3. Introduce today’s compelling question: “Who are the Quakers and how did they historically interact with the communities in the Northwest Territory?”
4. As a class, review who the Quakers were, as gathered from the video, and what their beliefs were.
5. Pass out the **Quakers in Indiana Discussion Guide**. Students should work independently to answer the first section of the discussion guide, citing their answers from Chapter 10 in *Families of Two Fires*.
6. Once the class has finished answering Part 1 of the discussion guide, come back together to discuss the answers.
7. As a class, read the section on Frances Slocum in [Chapter 1 of Hoosiers and the American Story](#). After the chapter has been read as a class, students should continue on to Part 2 of the discussion guide, answering the questions about Frances Slocum based on what they read together.
8. Review answers together. To conclude the class, have students discuss the similarities and

differences between Frances Slocum's story and that of Richard Rue and George Holman.

Enrichment:

1. Using additional research into the history of the Quakers, students can write a diary entry from the perspective of a member of the Society of Friends living in the Northwest Territory. The diary entry should include information about the types of communities they interact with and their perspectives on those communities, grounded in the students' research.
2. Have students create a biographical sketch of Frances Slocum, conducting further research into her life and legacy. Students should pay particular attention to her legacy in shaping Indiana's history.

Vocabulary

Pacifism – The belief that violence and war are wrong. This belief advocates for resolving conflicts through peaceful means rather than fighting.

Quakers – Also known as the Religious Society of Friends. They are a Christian group known for their commitment to peace, simplicity, and social justice. They have historically been opposed to war and slavery.

Student Handout:

Quakers in Indiana Discussion Guide

Directions: Using Chapter 10 in *Families of Two Fires* and Chapter 1 in *Hoosiers and the American Story*, answer the questions about the Quakers, their beliefs, and the relationships they had with communities in the Northwest Territory. For both reading assignments, make sure to cite which pages in both chapters you find your supporting evidence.

Families of Two Fires, Chapter 10

1. Why did the Quakers move to Indiana? Explain whether this was the same reason as other settlers.

2. Were there any examples of pacifism in the chapter? If so, list out the examples.

3. What evidence do you find about how the Quakers interacted with the Shawnee and what views they may have had about them?

Frances Slocum in Chapter 1 of *Hoosiers and the American Story*

1. Why did Frances Slocum move to Indiana?

2. How were Frances Slocum's experiences similar to those of Richard Rue and George Holman?

3. How did Frances Slocum's experiences differ from those of Richard Rue and George Holman?

Teacher Key:

Quakers in Indiana Discussion Guide

Families of Two Fires, Chapter 10

1. Why did the Quakers move to Indiana? Explain whether this was the same reason as other settlers.
The Quakers moved to Indiana because it was a free state; they did not support slavery. They were also looking for good farming land and new opportunities, which were similar reasons as other settlers. (Page 132)
2. Were there any examples of pacifism in the chapter? If so, list out the examples.
They did not carry guns. (Page 131)
3. What evidence do you find about how the Quakers interacted with the Shawnee and what views they may have had about them?
The Quakers helped the Shawnee and wished to live in peace with the Native American tribes. They previously helped the Delaware in Pennsylvania. (Page 132)

Frances Slocum in Chapter 1 of *Hoosiers and the American Story*

1. Why did Frances Slocum move to Indiana?
To avoid the violence of the Revolutionary War. (Page 17)
2. How were Frances Slocum's experiences similar to those of Richard Rue and George Holman?
She was also captured by Native Americans and adopted by her captors. (Page 17)
3. How did Frances Slocum's experiences differ from those of Richard Rue and George Holman?
Frances assimilated into the Miami Tribe and did not attempt to escape. (Page 20)

Lesson 2: Tecumseh, Harrison, and the Northwest Confederacy

Compelling Question

Who was Tecumseh and how did he impact the development of Indiana?

Staging the Compelling Question

Have students recall their research into the various tribes that lived in Indiana, referring to their earlier assignments relating to Native American communities as needed. Students will watch an overview of both Tecumseh and William Henry Harrison.

Lesson Overview

This lesson is designed for one class period and will explore Tecumseh and his attempt at unifying members of various tribes and creating a Pan-Native confederacy in much of the western and southern parts of the United States. Additionally, students will learn about William Henry Harrison and how the Indiana territorial government viewed this attempt. This will reinforce students' understanding of multiple perspectives on historic topics. In preparation for this lesson, students should read Chapter 10 in *Families of Two Fires*, which provides context to Tecumseh's life, his vision for tribal unity, and the political dynamics with American officials such as William Henry Harrison.

During this lesson, students will use the See-Think-Wonder method to explore a primary source image of Tecumseh and William Henry Harrison. Then, students will work in small groups to engage in further primary source analysis using the SPARE historic inquiry method with two primary source documents. Additional enrichment activities will allow students to explore specific conflicts related to the Pan-Native American resistance.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handout, device to access the Internet

Procedures

1. Begin by prompting students to recall the various tribes that lived in the Northwest Territory, referring to earlier assignments on Native American communities as needed. Display or hand out the images of **Tecumseh** and **William Henry Harrison**. Assess prior knowledge by prompting students to share what they already know about Tecumseh, William Henry Harrison, and the Battle of Fallen Timbers.
2. To reinforce students' knowledge on Tecumseh and William Henry Harrison, share the [Windsor Public Library summary on Tecumseh](#) and the [PBS Learning Media summary on William Henry Harrison](#). You can also have students read Chapter 1 in *Hoosiers and the American Story* as an introduction to the events leading up to today's lesson.
3. Introduce today's compelling question: "Who was Tecumseh and how did he impact the development of Indiana?"
4. Display the image of **Tecumseh and William Henry Harrison with Weapons Raised** or pass out copies for students to look at. Use the See-Think-Wonder method to analyze the image together. Have students Think-Pair-Share their answers to the following:
 - a. What do you see? What details stand out?
 - b. What do you think is going on? What makes you say that?
 - c. What does this make you wonder? What questions does this image raise for you?
5. Introduce students to the **SPARE Primary Source Analysis Method** and explain that they will be analyzing primary source documents from the Native American and American perspectives about Tecumseh and his Pan-Native American resistance.
6. Have students work in pairs or small groups to analyze the two primary sources and answer the questions on the **Tecumseh Primary Source Analysis** handout. Students will explore two primary sources:

- a. [“Speech of Tecumseh to Governor Harrison,” 1810](#)
 - b. [“War! War! War! The Blow is Struck!” 21 Nov. 1811](#)
7. To conclude the lesson, bring the class back together to share their observations on the different perspectives shown in the two sources and what may influence the source creator’s perspectives.

Enrichment:

Have students create a newspaper article in which they are reporting on the events of a conflict related to the Pan-Native American resistance, such as the Northwest Indian War, the Northwest Confederacy, or St. Clair’s Defeat. Students should engage in primary and secondary source research in order to create their article, covering when and where the topic took place, who was involved, and how it relates to the Pan-Native American resistance.

Vocabulary

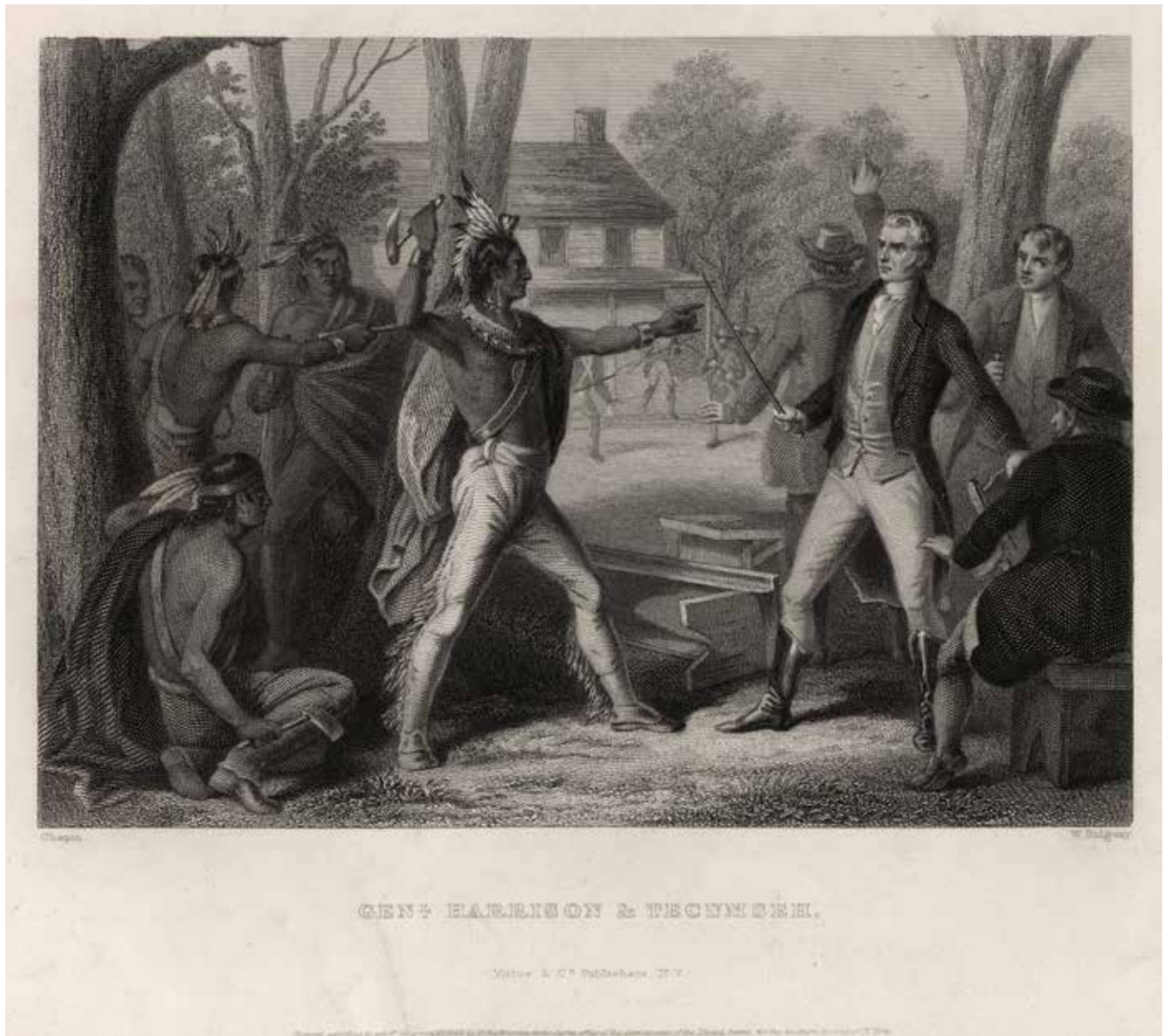
Bias – A tendency or inclination that leads to a partial perspective, often resulting in unfair treatment or judgement

Perspective – A way of looking at or thinking about something, shaped by personal experiences and beliefs

Northwest Confederacy – A coalition, or confederacy, of Native American tribes formed in the late eighteenth century to resist the encroachment of European settlers in the Northwest Territory, which included parts of present-day Ohio, Indiana, Illinois, Michigan, and Wisconsin. Key leaders, such as Tecumseh and his brother Tenskwatawa (the Prophet), sought to unify various tribes to protect their lands and way of life. The confederacy engaged in several battles against U.S. forces, notably in the Northwest Indian War (1785–1795) and during the War of 1812. The movement highlighted the struggles of Native Americans to maintain sovereignty amid growing American expansion.

Primary Source – An original document or piece of evidence created during the time under study. Examples include letters, diaries, official records, photographs, artifacts, speeches, and oral traditions.

Student Handout: Tecumseh and William Henry Harrison with Weapons Raised



Tecumseh and William Henry Harrison with Weapons Raised, Indiana Historical Society, <https://images.indianahistory.org/digital/collection/V0002/id/2453/rec/2>

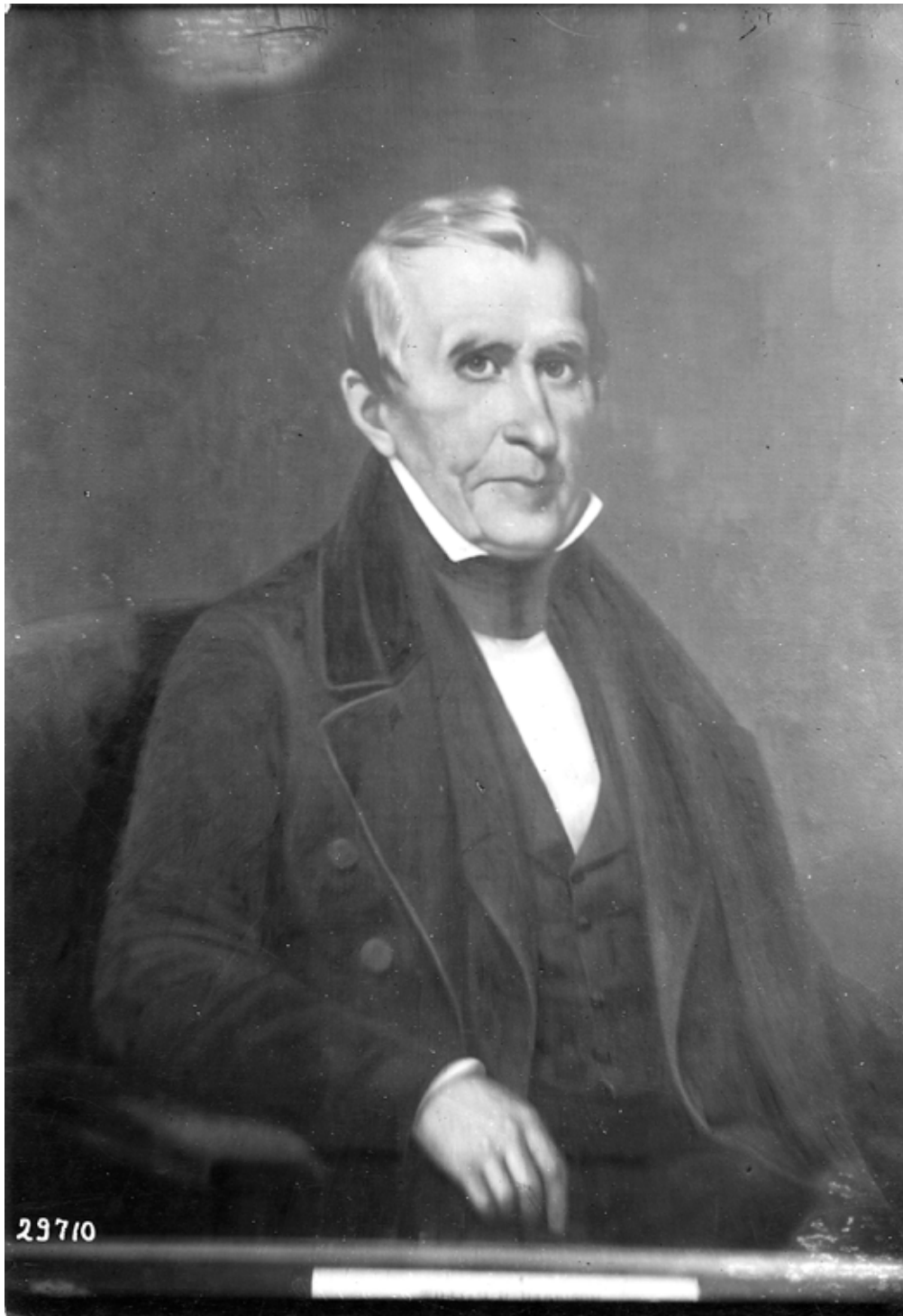
Student Handout: Tecumseh Portrait



TECUMTHA.

Tecumseh, Indiana Historical Society
<https://images.indianahistory.org/digital/collection/dc010/id/60/rec/3>

Student Handout: William Henry Harrison Portrait



William Henry Harrison, Indiana Historical Society,
<https://images.indianahistory.org/digital/collection/dc010/id/102/rec/26>

Teacher Resource:

The SPARE Primary Source Analysis Method

The SPARE method is an effective framework designed to help students critically analyze primary source documents. By breaking down the analysis into five key components students can gain a deeper understanding of the material and its significance, fostering a greater appreciation for the complexities of history and the narratives that shape our understanding of the past. This method encourages deeper engagement, inviting students to see primary sources not just as historical artifacts, but as dynamic pieces of evidence that reflect human experience. Using the SPARE method not only helps students develop a structured approach to analyzing primary sources, but also cultivates essential skills like critical thinking, empathy, and historical contextualization.

Summary: What are the primary source's main ideas, themes, and significant details? Summarize what is happening and identify the primary message. This step sets the foundation for deeper analysis and helps you focus on key elements of the document.

Example: If analyzing a letter from a soldier during World War I, summarize the soldier's experiences, emotions, and observations about life in the trenches.

Tips: Focus on clarity and brevity. Avoid personal opinions; instead, stick to the document's content.

Perspective/Bias: Consider the viewpoint of the document's creator. What beliefs or emotions are expressed? Analyze the tone and language used. Is the information presented objectively, or does it favor a particular stance? Identifying bias is crucial in understanding how the creator's perspective shapes the content and its impact.

Example: In a political speech, analyze how the speaker's affiliation and agenda shape their arguments. Are they using fear, pride, or hope to persuade their audience?

Tips: Think critically about how personal experiences and societal influences might affect the creator's perspective. Use specific examples from the text to support your analysis.

Audience: Identify the intended audience for the document. Who was it created for and what might they have thought or felt upon encountering it? Consider how the audience's backgrounds, interests, and beliefs could influence their interpretations of the message. Understanding the audience helps contextualize the document's purpose and effectiveness.

Example: A pamphlet advocating for women's suffrage may target middle-class women, aiming to resonate with their experiences and societal roles.

Tips: Contextualize the document by considering contemporary events or societal norms that may have influenced its reception by the audience.

Remaining Questions: Reflect on any questions or uncertainties you have about the document. What aspects intrigue you? Are there elements that are unclear or require further exploration? This step encourages curiosity and critical thinking, prompting you to dig deeper into the historical context or implications of the document.

Example: After analyzing a treaty, you might wonder how it was received by the general population or what immediate effects it had on relations between nations.

Tips: Use your questions as a springboard for further research. Investigate the historical context or look for secondary sources that can provide additional insights.

Ending Thoughts: Conclude with your overall impressions of the document. What insights did you gain from your analysis? How does the document relate to larger themes in history or contemporary issues? This step allows you to synthesize your thoughts and articulate the document's significance in a broader context.

Example: After analyzing a civil rights speech, you might discuss its lasting impact on social justice movements and how its themes resonate with current issues.

Tips: Aim to connect your insights to a broader narrative. This might include relating the document to significant historical events, trends, or understanding its influence on ongoing debates.

Name: _____ Period: _____ Date: _____

Student Handout:

Tecumseh Primary Source Analysis

Directions: Use your device to navigate to the two primary sources. Then, you will analyze two different primary sources to understand multiple perspectives on a single topic. As you read through each source, answer the following questions. You may need to read the source multiple times or discuss them with your group members in order to answer the questions fully. Use complete sentences in your answers. Be prepared to compare and contrast the Native American and American perspectives using evidence from your analysis.

1. Primary Source: Speech of Tecumseh to Governor Harrison, 1810

Summary of the Document: What is the speech describing? What is the main idea of the speech? What do you notice in the speech?

Perspective/Bias: What viewpoint does the speaker have? Do you think they show any bias? Why or why not?

Audience: Who do you think the document is meant for? Who might have seen the printed document or heard the original speech? Why would it matter to the intended audience?

Remaining Questions: What questions do you still have about the speech?

Ending Thoughts: Summarize your thoughts about the document. Why is it significant? How does it relate to the time period we are studying? What insights did you gain from it?

Name: _____ Period: _____ Date: _____

2.Primary Source: War! War! War! The Blow Is Struck, 1811

Summary of the Document: What is the newspaper article describing? What is the main idea of the newspaper article? What do you notice in the article?

Perspective/Bias: What viewpoint does the writer have? Do you think they show any bias? Why or why not?

Audience: Who do you think the newspaper article is meant for? Who might have seen it? Why would it matter to the intended audience?

Remaining Questions: What questions do you still have about the article?

Ending Thoughts: Summarize your thoughts about the document. Why is it significant? How does it relate to the time period we are studying? What insights did you gain from it?

Teacher Key:

Tecumseh Primary Source Analysis

1. Primary Source: Speech of Tecumseh to Governor Harrison, 1810

Summary of the Document: What is the speech describing? What is the main idea of the speech? What do you notice in the speech?

Answers should reflect an understanding of Tecumseh as a Shawnee leader and some of his reasoning for Pan-Indian unity, including land that should not have been sold or divided up, and his calls for collective resistance.

Perspective/Bias: What viewpoint does the speaker have? Do you think they show any bias? Why or why not?

Answers should reflect an understanding of identity and Tecumseh's role as a Shawnee leader, informed by a history of injustices and violence.

Audience: Who do you think the document is meant for? Who might have seen the printed document or heard the original speech? Why would it matter to the intended audience?

Answers should reflect an understanding of the audience as both Native Americans and American authorities, with the goal being to unite Native Americans while addressing American political figures. Some students may also note that this speech was transcribed by Americans for inclusion in a book.

Remaining Questions: What question(s) do you still have about the speech?

Answers will reflect students' inquiry and analysis.

Ending Thoughts: Summarize your thoughts about the document. Why is it significant? How does it relate to the time period we are studying? What insights did you gain from it?

Answers will reflect students' analysis and prior knowledge of the time period.

Teacher Key:

Tecumseh Primary Source Analysis

2. Primary Source: War! War! War! The Blow Is Struck, 1811

Summary of the Document: What is the newspaper article describing? What is the main idea of the newspaper article? What do you notice in the article?

Answers should reflect an identification of the Battle of Tippecanoe on November 7, 1811, the key figures who participated in the battle, and the outcomes of the battle.

Perspective/Bias: What viewpoint does the writer have? Do you think they show any bias? Why or why not?

Answers should reflect an understanding of anti-Native bias with evidence from the article characterizing the Native Americans as deceitful and the American troops as heroic.

Audience: Who do you think the newspaper article is meant for? Who might have seen it? Why would it matter to the intended audience?

Answers should reflect an understanding of the audience as the American public, particularly those who lived in the surrounding region.

Remaining Questions: What questions do you still have about the article?

Answers will reflect students' inquiry and analysis.

Ending Thoughts: Summarize your thoughts about the document. Why is it significant? How does it relate to the time period we are studying? What insights did you gain from it?

Answers will reflect students' analysis and prior knowledge of the time period.

Unit 4: Indiana, 1824–1838

Lesson 1: Potawatomi Trail of Death

Compelling Question

How did the Potawatomi’s experiences during the Trail of Death reflect the broader impact of forced removals on Native Americans in Indiana?

Staging the Compelling Question

Prompt students to consider the events of chapters 11 through 13 in *Families of Two Fires*, focusing on the Shawnee leaving Indiana. Have students think about whether, based on everything they have read and studied so far, the Native Americans left willingly or resisted removal.

Lesson Overview

This lesson is designed for one class period and explores Native American removals and westward expansion during the nineteenth century. Students will learn about the Potawatomi Trail of Death in Indiana, connecting it to the events in *Families of Two Fires*. Through the case study and comparison, students will grow in their understanding of the relationship between the growing state of Indiana and the forced removals of Native American tribes from the area. In preparation for this lesson, students should read chapters 11 through 13 in *Families of Two Fires*, which introduce and discuss the concepts of the Shawnee’s removal from Indiana.

During this lesson, students will explore treaties between Native communities and the United States, using maps to understand the lands lost by the Native Americans through these treaties. Students will read primary source diary entries from the Potawatomi Trail of Death, answering discussion questions based on the diary entries. Additional enrichment activities will allow students to explore the treaty with the Potawatomi and compare the experiences of the Potawatomi with the experiences of other tribes that also faced forced removal.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handout, device to access the Internet

Procedures

1. Begin by prompting students to recall the events of chapters 11 through 13 in *Families of Two Fires*. Ask students to summarize the events with the Shawnee, having them consider everything they have read and learned so far. Ask students whether they think the Native Americans left willingly or resisted removal.
2. Display or pass out copies of the **Cessions of Land by Indian Tribes to United States** map for students to see. Explain that the map shows the parcels of land that were ceded to the United States through treaties with Native American tribes. Ask students to consider why Native American tribes may have ceded land over to the United States through treaties.
3. Have students revisit the **Principal Tribal Groups in the Northwest Territory** map and locate the Potawatomi. Have students compare the historic lands with the ceded land. They should identify that the Potawatomi lived in areas of Indiana that were ceded through multiple treaties. Explain that Native American communities left their homelands for a variety of reasons. Some left willingly as depicted in *Families of Two Fires*, but many others were forced from their homes on forced marches: the Potawatomi were one of those tribes.
4. Introduce today’s compelling question: “How did the Potawatomi’s experience during the Trail of Death reflect the broader impact of forced removals on Native Americans in Indiana?”
5. Share information about William Polke, whose diary entries students will explore shortly. William Polke was one of the delegates who wrote Indiana’s first constitution in 1816

and was eventually named the conductor for the Trail of Death on which one-fifth of the tribe died. He commanded the Potawatomi to complete a forced march from their homes to Kansas. Polke wrote extensively through letters and diaries which have been preserved by multiple organizations.

6. Inform students that they will be using selected entries from [William Polke's diary](#) to better understand what the experiences on the Potawatomi Trail of Death were like. You can have students read independently and answer the questions, or read entries together as a class and use the questions to guide discussion after entries have been read. Diary entries for discussion include:
 - a. [Tuesday, 4 Sept. 1838](#)
 - b. [Monday, 10 Sept. 1838](#)
 - c. [Wednesday, 12 Sept. 1838](#)
 - d. [Friday, 14 Sept. 1838](#)
 - e. [Tuesday, 18 Sept. 1838](#)—be aware that this entry contains graphic images of disease
 - f. [Monday, 24 Sept. 1838](#)
7. To conclude the lesson, review what students learned from the diary entries and compare the details with the depiction from *Families of Two Fires*. Prompt students to consider whether the Potawatomi were unique in their experiences, or if other groups, such as the Shawnee and Miami, experienced similar forced removals under dangerous conditions.

Enrichment:

1. Have students examine the [Treaty with the Potawatomi, 1836](#), which was the agreement made between the Potawatomi and the United States. Students should answer the following questions about their close reading of the treaty:
 - a. What was the purpose of this treaty?
 - b. How much land did the Potawatomi cede to the United States?
 - c. How much did the United States pay for the land?
 - d. Where did the treaty stipulate that the Potawatomi would have to move?
 - e. Students can research the Trail of Tears and write a short comparison of the

experiences of those on the Potawatomi Trail of Death and the Trail of Tears, which was the forced removal of several tribes from the southeastern United States.

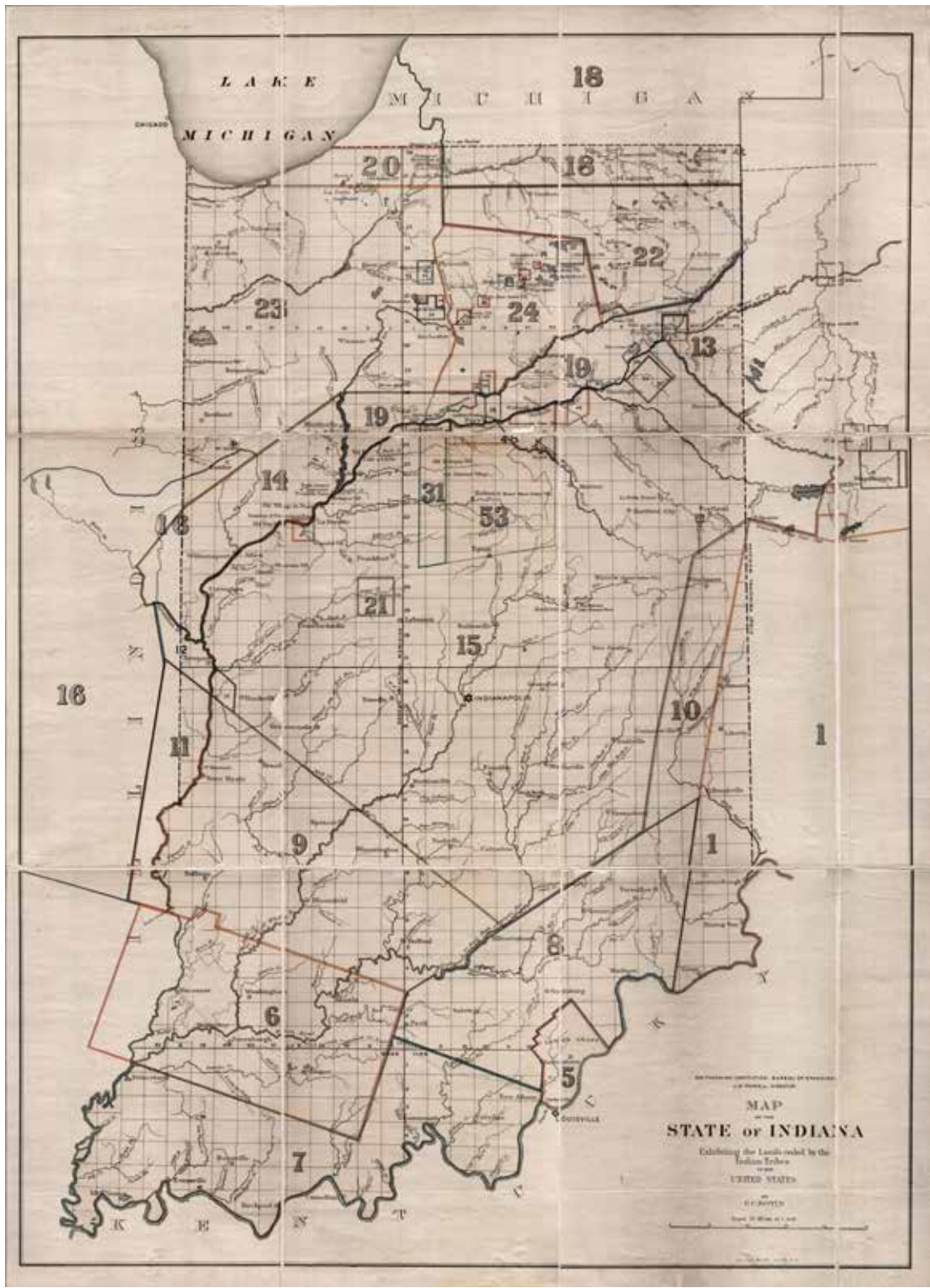
Vocabulary

Indian Removal Act – Legislation signed into law by President Andrew Jackson on May 28, 1830, authorizing the president to grant lands west of the Mississippi River in exchange for Indian lands within existing state borders.

Trail of Death – The forced removal of the Potawatomi Tribe from Indiana to Kansas in 1838. It was marked by suffering and loss of life during the journey.

Sovereignty – The authority of a state or group to govern itself or make its own decisions.

Student Handout: Cessions of Land by Indian Tribes to United States



“Cessions of Land by Indian Tribes to the United States: Illustrated by those in the State of Indiana, 1881,” Indiana Historical Society, <https://images.indianahistory.org/digital/collection/dc035/id/142/rec/1>

Student Handout: Principal Tribal Groups in the Northwest Territory Map



Information drawn from the following sources: John P. Bowes, *Land Too Good For Indians: Northern Indian Removal*, University of Oklahoma Press, 2016; Charles E. Cleland, *Rites of Conquest*, University of Michigan Press, 1992; George S. May, *Pictorial History of Michigan: The Early Years*, Wm. B. Eerdsman Publishing Co., 1967; Charles C. Royce and Cyrus Thomas, *Indian Land Cessions in the United States*, Library of Congress, 1899; Helen Hornbeck Tanner, *Atlas of Great Lakes Indian History*, University of Oklahoma Press, 1987.

Principal Tribal Groups in the Northwest Territory, map, Indiana Historical Society
<https://images.indianahistory.org/digital/collection/dc035/id/272/rec/57>

Name: _____ Period: _____ Date: _____

Student Handout: Diary of William Polke

Directions: Read the following six diary entries by William Polke, which can be found by clicking the hyperlinks or looking for “Diary of William Polke” on www.potawatomiheritage.com.

1. [Tuesday, 4 Sept. 1838](#)
2. [Monday, 10 Sept. 1838](#)
3. [Wednesday, 12 Sept. 1838](#)
4. [Friday, 14 Sept. 1838](#)
5. [Tuesday, 18 Sept. 1838](#)—be aware that this entry contains graphic images of disease
6. [Monday, 24 Sept. 1838](#)

After reading the diary entries, answer the following questions.

1. What problems did the Potawatomi face on their journey? What resources did they lack?
2. What forms of transportation were available for the Potawatomi on the march?
3. What happened if someone couldn't keep up with the group?
4. Who died on the journey?
5. What did the Potawatomi call the forced removal and journey?
6. What health conditions did those on the march face?
7. How did illnesses affect the journey?

Teacher Handout: Diary of William Polke

1. What problems did the Potawatomi face on their journey? What resources did they lack?
Lack of sufficient food and water. Bad weather. Rampant illness.
2. What forms of transportation were available for the Potawatomi on the march?
Some wagons and horses, but largely foot travel
3. What happened if someone couldn't keep up with the group?
They were left behind until they got better or died.
4. Who died on the journey?
The elderly and children
5. What did the Potawatomi call the forced removal and journey?
The Trail of Death
6. What health conditions did those on the march face?
Fever, diarrhea, and scrofula
7. How did illnesses affect the journey?
Those who were the most ill had to be left behind. The growing number of illnesses slowed down the group as many of the healthy had to attend to the sick.

Lesson 2: Indiana Quakers and the Underground Railroad

Compelling Question

What role did the Quakers play in Indiana on the Underground Railroad?

Staging the Compelling Question

Have students revisit what they previously learned about the Quakers from Unit 3. Have students recall information they may have learned previously about Indiana and slavery.

Lesson Overview

This lesson is designed for one class period and explores the Underground Railroad and the abolition movement in Indiana. Building upon information learned in Unit 3 about the Quakers, students will look at Quaker communities and how they helped freedom seekers through the Underground Railroad. In preparation for this lesson, students should read chapters 11 through 13 in *Families of Two Fires*, which builds upon previous information about the Quakers and introduces themes and topics related to the Underground Railroad prior to the Civil War.

During this lesson, students will watch videos providing a brief overview of the Underground Railroad and the Fugitive Slave Act. Then, students will look at the Blue River Quakers as a case study for Quaker communities' support of the Underground Railroad. Additional enrichment activities will allow students to explore other sites in Indiana that played a role in the Underground Railroad and explore the life and legacy of the Coffin family.

Materials

Pencil/pen, paper, *Families of Two Fires*, copies of Student Handout, device to access the Internet

Procedures

1. Have students revisit what they previously learned about the Quakers from Unit 3. Ask students to share what they know about Indiana and slavery to assess prior knowledge. In particular, assess whether students recall that Indiana was a free state, but that the Fugitive Slave Act allowed the federal government to remove those who fled to free northern states, including Indiana.
2. Share the Untold History video [The Underground Railroad: On the Road to Freedom](#) to introduce students to the Underground Railroad. Then, share the PBS video highlighting [the Fugitive Slave Law](#). Prompt students to consider whether all Americans agreed with the Fugitive Slave Act and ask them to consider who may have opposed slavery. Encourage them to consider groups they have learned about while reading *Families of Two Fires*.
3. Introduce today's compelling question: "What role did the Quakers play in Indiana on the Underground Railroad?"
4. Inform students they will be learning about one Quaker community, the [Blue River Quakers](#), and their role in the Underground Railroad. Divide the class into small groups. Share the **Blue River Quakers and the Underground Railroad** handout with students. Have them complete the handout in small groups.
5. To conclude the lesson, bring the class back together to review their answers to the handout. Discuss how Quakers participated in the Underground Railroad despite personal and legal risks for helping freedom seekers. Additional discussion questions beyond the handout can include:
 - a. What specific actions did the Quakers take to support the Underground Railroad?
 - b. How did their beliefs influence their involvement in helping fugitive slaves?
 - c. What challenges did Quakers face in their efforts to aid freedom seekers?

Enrichment:

1. Direct students to the [Indiana Department of Natural Resources](#) list of Underground Railroad sites in Indiana. Have students explore a set number of sites from around the state, and write a short paragraph about the sites they read about and their observations about where in the state those sites existed (for example, were the sites along rivers? Or away from population centers?).
2. Watch the [Indiana Bicentennial Minute](#) on Levi Coffin together. Then, have students create a biographical profile on Levi Coffin, including information such as birthplace, occupation, religious and political background, where he lived, why he came to Indiana, and his role in the Underground Railroad.
3. Have students research [Mary Pitts](#) and Catherine Coffin. Then, have students write a short essay about the role women played in the Underground Railroad.

Vocabulary

Abolitionist – A person who advocates for the end of a system or practice. This term is used for those who actively worked to end slavery. They sought to promote human rights through various means, including activism, writing, and political action during the eighteenth and nineteenth centuries.

Fugitive Slave – A term used to describe an enslaved person who escaped from their owner or from slavery, often seeking freedom in another state or territory. The pursuit and capture of fugitive slaves were significant issues in the United States, particularly before the Civil War, leading to the enactment of laws such as the Fugitive Slave Act of 1850, which required escaped slaves to be returned to their owners even if they were found in free states.

Quakers – Also known as the Religious Society of Friends. They are a Christian group known for their commitment to peace, simplicity, and social justice. They have historically been opposed to war and slavery.

Underground Railroad – A network of secret routes and safe houses used by enslaved African Americans to escape to free states and Canada in the nineteenth century. The network involved abolitionists who helped them along the way, including free Blacks and Quakers.

Name: _____ Period: _____ Date: _____

Student Handout: Blue River Quakers and the Underground Railroad

Directions: Explore the web page, "[Blue River Quakers](#)," and the Quakers' role in the abolitionist movement. After you have read through the web page, answer the following questions using evidence from the web page. Be prepared to discuss your answers as a class.

1. Why did the Quakers oppose slavery? How did their beliefs influence their actions?
2. What was the significance of the Northwest Ordinance of 1787 and its impact on Quakers?
3. What was the Underground Railroad, and how did it help fugitive slaves?
4. What was the Fugitive Slave Act of 1850, and why did it create tension for antislavery activists like the Quakers?
5. What was the role of the "Little Africa" neighborhood in Salem, Indiana, and how did it contribute to the Underground Railroad?

Teacher Handout: Blue River Quakers and the Underground Railroad

1. Why did the Quakers oppose slavery? How did their beliefs influence their actions?
Quakers believed in equality and believed that slavery was morally wrong. Their beliefs led them to actively participate in the Underground Railroad.
2. What was the significance of the Northwest Ordinance of 1787 and its impact on Quakers?
The Northwest Ordinance of 1787 banned slavery in the Northwest Territory. This encouraged many Quakers to move from slaveholding states to areas like Indiana Territory, and later Indiana, where they could live according to their antislavery principles.
3. What was the Underground Railroad and how did it help fugitive slaves?
The Underground Railroad was a network of secret routes and safe houses used by freedom seekers to escape from slave states to freedom in free states or Canada.
4. What was the Fugitive Slave Act of 1850, and why did it create tension for antislavery activists like the Quakers?
The Fugitive Slave Act of 1850 required escaped slaves to be returned to their owners and imposed penalties on those who helped freedom seekers. It created tension because it made the work of anti-slavery activists more difficult and dangerous.
5. What was the role of the “Little Africa” neighborhood in Salem, Indiana, and how did it contribute to the Underground Railroad?
The “Little Africa” neighborhood was a hub for the Underground Railroad where freedom seekers were met by conductors and guided further along their journey to freedom.

Appendix

Native Americans of Indiana and the Northwest Territory

Delaware/Lenni Lenape: A Native American tribe originally from the northeastern United States, particularly in present-day New Jersey, Pennsylvania, and Delaware, the Lenape, or Lenni Lenape, have a rich cultural heritage and unique traditions. In the eighteenth and nineteenth centuries, many were displaced due to colonization and westward expansion, with some relocating to areas including Indiana. Today, the federally recognized groups include the Delaware Tribe of Indians and the Delaware Nation in Oklahoma, the Stockbridge–Munsee Community in Wisconsin (which includes Munsee descendants), the Lenape Nation of Pennsylvania, and the Lenape Tribe of Delaware.

Eel River: The Eel River tribe was a Native American group historically located in the Eel River Valley in Indiana, closely associated with the larger Miami Confederacy. Sharing cultural and linguistic ties with the Miami and Wea tribes, the Eel River tribe faced significant displacement in the nineteenth century due to European colonization and westward expansion. Named after a tributary of the Wabash River, they were an Algonquian-speaking people and a subgroup of the Miami. Today, the Eel River tribe is no longer an identifiable entity, but its descendants are affiliated with the Miami Nation and actively work to preserve their heritage and cultural identity.

Kickapoo: The Kickapoo are a Native American tribe originally from the Great Lakes region, particularly present-day Illinois, Indiana, and Wisconsin. Speaking an Algonquian language, they have a rich cultural heritage marked by traditional crafts and ceremonies. First encountered by Europeans in the mid-seventeenth century in southwestern Wisconsin, the Kickapoo are a Woodland tribe closely related to the Sac and Fox. By the mid-eighteenth century, the Kickapoo had established two main communities: the “Prairie Band,” along the Sangamon River in Illinois, and the “Vermillion Band,” east of the Wabash River in Indiana. However, in the nineteenth century, the groups faced significant displacement due to American colonization and westward expansion, leading to their relocations to Kansas and Mexico. Today, the Kickapoo tribe primarily resides in Oklahoma and Texas.

Miami Nation of Indiana: The Miami Nation of Indians of Indiana is not a federally recognized Native American tribe, although its people are descended from the historic Miami tribe that originally inhabited the Great Lakes region. This contemporary body consists of Miami Indians who legally remained in Indiana after forced removal, representing about half of the total Miami population. The Miami’s ancestral homelands, known as Myaamionki, extended from western Ohio to present-day Chicago and into Michigan. Despite retaining most of their lands after Indiana’s statehood in 1816, they faced significant pressures leading to dispossession through treaties. In 1832 a treaty allowed the removal of most Miami, except for Chief Richardville’s family. By 1847 nearly half of the tribe was exempt from removal, receiving tax-free land in Indiana. Today, the Miami Nation continues to fight for its right to be federally recognized, as well as engaging in legal battles to reclaim property and maintain fishing rights.

Miami Tribe of Oklahoma: The Miami Indians, their name meaning “the downstream people,” is a federally recognized tribe that originated from the Great Lakes region, particularly present-day Indiana and Ohio. An Algonquian-speaking people, the Miami consisted of six groups, including the independent tribes of Piankashaw and Wea. The Miami settled near present-day Green Bay, Wisconsin, around 1650, and later near Fort Wayne, Indiana, where Kekionga served as their principal village. Between 1818 and 1840, they ceded their Indiana lands through treaties. Following forced removal in 1846, half of the tribe remained in Indiana while approximately five hundred relocated to Kansas.

Peoria Tribe of Indians of Oklahoma: A federally recognized Native American tribe with historical ties to Indiana as part of their original territory in the Great Lakes region, which included present-day Illinois, Indiana, and Wisconsin. The name “Peoria,” meaning “he comes carrying a pack on his back,” was given by French woodsmen. In the eighteenth century, the Peoria were involved in alliances and conflicts with other tribes and European settlers in the area.

However, during the early nineteenth century, westward expansion and Indian removal policies forced many Peoria people to relocate, primarily to Oklahoma.

Piankashaw: A Native American tribe historically located in present-day Indiana and Illinois, whose name possibly means “those who separated and formed a tribe.” They were an Algonquian-speaking people first documented by Europeans in 1682 along the upper Illinois River, later settling in present-day Indiana near the Vermilion and Wabash Rivers and at Vincennes. Part of the larger Miami Confederacy, the Piankashaw shared cultural and linguistic ties with the Miami and Wea tribes. In the eighteenth and nineteenth centuries, the Piankashaw faced significant displacement due to European colonization and westward expansion. Today, they reside in Oklahoma as part of the larger Peoria Tribe of Indians of Oklahoma.

Pokagon Band of Potawatomi: A federally recognized Native American tribe located primarily in Michigan and Indiana. They are part of the larger Potawatomi Nation and have a rich cultural heritage, including traditional practices and languages. Historically, the Pokagon Band faced displacement due to U.S. expansion in the 19th century. Today, they are primarily located in Michigan and Indiana.

Citizen Potawatomi Nation: The Citizen Potawatomi Nation, originally from the Great Lakes region, encompassing parts of Michigan, Wisconsin, Indiana, and Illinois, is a Native American tribe known as the Nishnabec or True People. They speak an Algonquian language and have a rich cultural heritage marked by traditional crafts, ceremonies, and a deep connection to nature. Following the forced removals of the 1800s, many Potawatomi were relocated to reservations in Oklahoma, where the tribe continues to thrive today. With more than 25,000 members, the Citizen Potawatomi Nation is the ninth largest American Indian tribe in the United States.

Shawnee: The Shawnee tribe is an Algonquian-speaking people originally from southern Ohio, western Pennsylvania, and West Virginia, with their name derived from the Algonquian word “shawum,” meaning “southerner.” Their history is characterized by displacement and resistance, as the Haudenosaunee (Iroquois) drove them from their ancestral lands in the 1660s, leading to their scattering. By 1730, many returned to the Ohio Valley including present-day Indiana, where they engaged in conflicts against British colonial powers. Despite their efforts, they faced significant challenges resulting in treaties that ceded their lands to the United States. The tribe fragmented, with some migrating to Missouri, others settling in eastern Oklahoma, and the Loyal Shawnee group eventually relocating to a reservation in Kansas. Four separate divisions of the tribe exist today: the Eastern Shawnee, the Loyal Shawnee, the Absentee Shawnee of Oklahoma, and the United Remnant Band in Ohio.

Wea Indian Tribe of Indiana: The Wea tribe, part of the Miami Nation of Indians, resided primarily around the Great Lakes and claimed vast territories in present-day Indiana, Ohio, and Illinois. Their capital, Kekionga (near Fort Wayne, Indiana), served as a major cultural and trade hub, supporting a significant population. However, throughout the seventeenth and eighteenth centuries, the Wea faced numerous challenges, including conflicts with the Iroquois and other tribes which weakened their power. By the early 1800s, they became part of the Wabash tribes, signing treaties that ceded their lands to the United States and leading to their eventual relocation west of the Mississippi River. Today, the Wea reside in Oklahoma as part of the larger Peoria Tribe of Indians of Oklahoma.

Natives of the Northwest Territory

Resource Assistance

Not sure where to begin when researching different Native American communities? Use the websites listed for each of the four groups to start your research!

Delaware (Lenape)	
Delaware Tribe of Indians	https://delawaretribe.org/culture-and-language/ https://delawaretribe.org/blog/2013/06/26/history/
Delaware Nation Documentary – Delaware Nation	https://www.youtube.com/watch?v=iWFeMGmJne4&t=59s
Delaware Nation	https://www.delawarenation-nsn.gov/history/
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=DE011 https://www.okhistory.org/publications/enc/entry?entry=DE012
West Philadelphia Collaborative History	https://collaborativehistory.gse.upenn.edu/stories/original-people-and-their-land-lenape-pre-history-18th-century
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/delaware

Potawatomi	
Pokagon Band of Potawatomi	https://www.pokagonband-nsn.gov/our-culture/
Citizen Potawatomi Nation Cultural Heritage Center	https://www.potawatomiheritage.com/history/ https://www.potawatomiheritage.com/encyclopedia/tag/indiana/
Milwaukee Public Museum (Nature & Culture Museum of Wisconsin)	https://www.mpm.edu/content/wirp/ICW-152
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/potawatomi

Kickapoo	
Kickapoo Tribe of Oklahoma	https://www.kickapootribeofoklahoma.com/
McLean County Museum of History Digital Exhibit	https://mchistory.org/digital-exhibits/making-a-home/native-groups/the-kickapoo
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=KI004
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/kickapoo

Miami (Myaamia)

Miami Tribe of Oklahoma	https://miamination.com/
Aacimotaatiiyankwi (Myaamia community blog)	https://aacimotaatiiyankwi.org/2011/02/17/myaamia-clothing-pre-contact-faq/ https://aacimotaatiiyankwi.org/myaamia-history/
Miami Nation of Indiana	https://www.miamiindians.org/
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=MI001
Shelby County Historical Society	https://www.shelbycountyhistory.org/schs/indians/miamiindians.htm
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/miami

Shawnee

Absentee Shawnee Tribe of Indians of Oklahoma	https://www.astribe.com/
Eastern Shawnee Tribe of Oklahoma	https://www.estoo-nsn.gov/
The Shawnee Tribe	https://shawnee-nsn.gov/
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/shawnee

Eel River

Aacimotaatiiyankwi (Myaamia community blog)	https://aacimotaatiiyankwi.org/2021/10/26/eel-river-band/
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/eel-river
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=EE001

Peoria

Peoria Tribe of Indians of Oklahoma	https://peoriatribe.com/
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=PE013

Piankashaw

Indiana State Library – Map showing the claims of the Piankashaw Indians	https://indianamemory.contentdm.oclc.org/digital/collection/p15078coll8/id/5990
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/piankishaw
Oklahoma Historical Society	https://www.okhistory.org/publications/enc/entry?entry=PI001

Wea

Wea Indian Tribe of Indiana	https://www.weaindiantribe.com/
Indiana Historical Bureau – State Historic Marker	https://www.in.gov/history/state-historical-markers/find-a-marker/wea-tribe-at-terre-haute/
Oklahoma State University – Tribal Treaties Database	https://treaties.okstate.edu/tribes/original-signatories-tribes/wea

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