

# Chronological Reasoning and Continuity/Change over Time...

## The Northwest Territory & Indian Relations

### From the 2015 Revised Framework:

#### Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

#### Students will ...

- Identify patterns of continuity and change over time and explain the significance of such patterns.
- Explain how patterns of continuity and change over time relate to larger historical processes or themes.

### From the Revised Long Essay Rubric (2 of 6 points)

**1 Point** - Describes historical continuity AND change over time.

**1 Point** - Explains the reasons for historical continuity AND change over time.

Understanding chronology is essential to understanding history. It doesn't necessarily mean that names & dates must be memorized, but it does mean that we must understand what happened first: relative not absolute chronology. For example, it is not imperative that we know the years each of the 13 colonies were founded. It is essential that we understand that Jamestown was the first that the colonies developed in the 17<sup>th</sup> and 18<sup>th</sup> centuries, etc. We must know that the Colonial Era came before the Revolutionary Era, and so on. Without understanding of chronology, analyzing history becomes over-simplified fluff. Consider this class a no-fluff zone!

In order to recognize and explain continuity and change over time in U.S. history, we need to remember our thematic learning objectives: MAGPIES. Using the themes to categorize patterns will yield higher level analysis and writing. It is about seeing the big picture of an era, analyzing how that big picture changed or stayed the same, and then comparing that big picture to other eras. **Do you have this acronym memorized yet?**

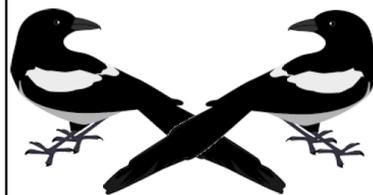
### From the Period 3 Content Outline:

**Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.**

- In the decades after American independence, **interactions** among different groups resulted in **competition for resources, shifting alliances, and cultural blending**.
  - Various **American Indian groups** repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit **migration of white settlers** and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.
  - As increasing numbers of migrants from North America and other parts of the world continued to move westward, **frontier cultures** that had emerged in the colonial period continued to grow, **fueling social, political, and ethnic tensions**.
  - As settlers moved westward during the 1780s, Congress enacted the **Northwest ordinance** for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the **Northwest Territory**.
  - An ambiguous **relationship between the federal government and American Indian tribes** contributed to problems regarding treaties and **American Indian legal claims** relating to the seizure of their lands.
  - The **Spanish**, supported by the bonded labor of the local **American Indians**, expanded their **mission settlements into California**; these provided opportunities for social mobility among soldiers and led to new cultural blending. **(Make sure you complete the additional reading on California!)**

### MAGPIES

- M**igration and Settlement
- A**merica in the World
- G**eography and the Environment
- P**olitics and Power
- I**dentify; American and National
- E**conomy; Work, Exchange, & Technology
- S**ociety and Culture



**Migration and Settlement** - This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

**America in the World** - This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

**Geography and the Environment** - This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

**Politics and Power** - This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

**American and National Identity** - This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

**Work, Exchange, and Technology** - This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

**Culture and Society** - This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

## Chronological Reasoning and Continuity/Change over Time...

Directions: Review the brief summary and then create your timeline by explaining significant events in American Indian history including relations with colonists and U.S. citizens from 1491-1800. Keep in mind you are reviewing key events but also looking for what stays the same (continuities) and what changes over time.

### Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

#### Period 1, 1491-1607

On a North American continent controlled by **American Indians**, contact among the peoples of Europe, the Americas, and West Africa created a new world. Before the arrival of Europeans, **native populations** in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly **complex societies** by adapting to and transforming their diverse environments. The **spread of maize cultivation** from present-day Mexico northward into the American **Southwest** and beyond supported economic development and social diversification among societies in these areas such as the **Anasazi** cliff dwellers of the **Southwest** who were the ancestors of the **Pueblo** who interacted with the Spanish during the colonial era; a mix of **foraging and hunting** did the same for societies in the **Northwest and areas of California** such as the **Chinook** in the **Northwest**. Societies responded to the lack of natural resources in the **Great Basin** and the western **Great Plains** by developing largely mobile lifestyles. In the Northeast and along the **Atlantic Seaboard** some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages such as those that came into contact with English colonists at Plymouth, the **Wampanoag**, or the English settlers at Jamestown, the **Powhatan**.

European overseas expansion resulted in the **Columbian Exchange**, a series of interactions and adaptations among societies across the Atlantic. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered **extensive demographic and social changes** on both sides of the Atlantic. Spanish and Portuguese exploration and conquest of the Americas led to **widespread deadly epidemics** such as smallpox, the emergence of **racially mixed populations**, and a **caste system** defined by an intermixture among Spanish settlers, Africans, and Native Americans such as mestizos and mulattos. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns such as the **horse** which enabled **Plains Indians** to further adapt, as well as on economic, social, and political development in the Western Hemisphere. In the economies of the Spanish colonies, **Indian labor**, used in the **encomienda system** to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and **converts to Christianity**. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas. Contacts among **American Indians**, Africans, and Europeans challenged the worldviews of each group.

European overseas expansion and sustained contacts with Africans and **American Indians** dramatically altered European views of social, political, and economic relationships among and **between white and nonwhite peoples**. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the **native peoples** they encountered in the Americas, leading to debates over how **American Indians** should be treated and how “civilized” these groups were compared to European standards. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and **American Indians**, using several different rationales. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. European attempts to change **American Indian beliefs** and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment (land ownership) led to American Indian resistance and conflict such as **Pueblo Revolt**. Both Spanish and French missionaries sought to Christianize **Indians**, such as the **Spanish Mission system**, and many Protestant groups in the English colonies also set up efforts to Christianize Indians such as Puritan praying towns.

## Chronological Reasoning and Continuity/Change over Time...

### Period 2, 1607-1754

Europeans and **American Indians** maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and **native societies** emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the **native population**. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with **American Indians** to acquire furs and other products for export to Europe. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with **American Indians**. European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Competition over resources between European rivals led to conflict within and between North American colonial possessions and **American Indians**. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed **American Indian groups**, leading to continuing political instability. Clashes between European and **American Indian** social and economic values caused changes in both cultures. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of **native communities**, stimulating cultural and demographic changes.

Spanish colonizing efforts in North America, particularly after the **Pueblo Revolt** which witnesses a temporary victory for Indians as they pushed the Spanish out and destroyed Churches in the Southwest, saw an accommodation with some aspects of **American Indian culture**; by contrast, conflict with **American Indians** tended to reinforce English colonists' worldviews on land and gender roles. The **Wampanoag in New England**, for example, rebelled against Puritan encroachment and negative treatment such as segregated praying towns which resulted in **King Philips War** and the forced migration westward of the tribe. In Virginia, the **Powhatan** clashed with settlers leading to three **Powhatan Wars** which resulted in the tribes decimation. English settlers were more prone to see proof in interactions of the superiority of the white race and/or superiority of Christianity. Although, the **Quakers** in Pennsylvania held views of equality and pacifism that did not align with white supremacy. Interactions between settlers and Indians in Pennsylvania were more likely to include treaties and purchase.

By supplying **American Indian allies** with deadlier weapons and alcohol, and by rewarding **Indian military actions**, Europeans helped increase the intensity and destructiveness of **American Indian warfare**. **Intertribal competition** and conflict had existed before contact, but new technology made it more fierce with more devastating consequences on the **Indian population**. As colonies grew, **Indian groups** declined due to not only disease, but warfare and alcoholism.

“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and **American native peoples** stimulated economic growth, expanded social networks, and reshaped labor systems. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system. Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with **American Indian groups**, and were followed by nearly a half-century of the British government's relative indifference to colonial governance.

**Chronological Reasoning and Continuity/Change over Time...****Period 3, 1754-1800**

Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and **American Indians**, culminating in the creation of a new nation, the United States. Throughout the second half of the 18th century, various **American Indian groups** repeatedly evaluated and adjusted their **alliances** with Europeans, other tribes, and the new United States government. English population growth and expansion into the interior disrupted existing **French-Indian fur trade networks** and caused various **Indian nations** to shift **alliances** among competing European powers. After the British defeat of the French, **white-Indian conflicts** continued to erupt as **native groups** sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands. For example, following the **French and Indian War**, **Pontiac** organized an alliance of Indians to rebel against the English victors. **Pontiac's Rebellion** resulted in the British **Proclamation Line of 1763** which prohibited colonists from moving into the coveted Ohio Valley. Many colonists fled the valley due to Indian raids, but others continued to demand the right to move into territory that wasn't "being used." (culture conflict = land ownership).

During and after the colonial war for independence, various **tribes** attempted to forge advantageous political **alliances** with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands. The Iroquois Confederacy maintained somewhat friendly relations and maintained some of their territory in the New York area while others were being pushed westward, for example. Chief Little Turtle and the Western Confederacy (Ohio Valley) negotiated treaties to maintain some of their land, but in future years these lands would be taken as westward migration of settlers and then Americans overcame the region (Northwest Indian Wars, War of 1812).

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, **shifting alliances**, and cultural blending. The French withdrawal from North America and the subsequent attempt of various **native groups** to reassert their power over the interior of the continent resulted in new **white-Indian conflicts** along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions. For example, the Paxton Boys slaughtered **Indians** in Pennsylvania in protest of protection of **Indians** and pacifism regarding frontier conflict.

The Spanish, supported by the bonded labor of the local **Indians**, expanded their **mission settlements into California**, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among **American Indians** and Europeans in the trans-Appalachian West. As settlers moved westward during the 1780s, Congress enacted the **Northwest Ordinance** for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the **Northwest Territory**. The Constitution's failure to precisely define the relationship between **American Indian tribes** and the national government led to problems regarding treaties and **Indian legal claims** relating to the **seizure of Indian lands**.

## Chronological Reasoning and Continuity/Change over Time...

### ADDITIONAL INSIGHT ...

Many **American Indian groups** reacted to the colonial newcomers with apprehension, curiosity, and general friendliness... especially after they got a taste of European goods, especially guns. As time went on, the cultural conflict, especially over land ownership and religion, led to continued competition with lack of common ground to create lasting agreements and coexistence.

#### Iroquois and Huron: 16th - 17th century

The Indian tribes of greatest significance to the early French and British colonists are the **Iroquois** and a rival group, the **Huron** (part of the same Iroquois linguistic family). The **Huron** are the Indians first encountered along the St Lawrence river by Jacques Cartier in 1534. But by the time Samuel de Champlain returns to claim the region for France, in 1603, the Huron have been driven west by the **Iroquois**. The two tribal groups are fierce competitors in the developing **fur trade**. In the late 16th century both sides establish **protective confederacies**. The **Huron confederacy** brings together the Bear, Cord, Rock and Deer tribes into an alliance numbering some 20,000 people. The **Iroquois** derive from south of the Huron territory, in the region stretching from the eastern Great Lakes down through the Appalachian mountains into what is now the state of New York. Their confederacy, also formed in the late 16th century, is an alliance between five tribal groups - Mohawk, Oneida, Onondaga, Cayuga and Seneca. Together they become known as the **Iroquois League**. The **Iroquois League** is no larger than the **Huron** equivalent, but it is better organized and more aggressive. In 1648-50 **Iroquois raiding parties** kill and capture thousands of **Hurons**, driving the survivors west towards Lake Michigan and Lake Superior. As a result the **Iroquois** gain control of a region of great strategic significance in the expansion of European colonial interests. The **Iroquois territory** lies between the **coastal colonies of the English** and the **fur-trading empire of the French**, stretching from the Great Lakes down the Ohio and Mississippi rivers. The friendship of the **Iroquois League** becomes an important factor in the new-world struggle between the two European powers. It is the misfortune of the French that they have from the start befriended the **Huron**, ancient enemies of the **Iroquois**. The **Iroquois** incline for this reason to the English. From 1664 the town of Albany (acquired in that year by the English from the Dutch) becomes the Iroquois' main link with the colonists - both in terms of trade and diplomacy.

Representatives of the **Iroquois League** are present at a gathering in Albany in 1689 which is one of the first joint assemblies of English colonies. Delegates from New York, Massachusetts Bay, Plymouth and Connecticut discuss with the Iroquois a plan for mutual defense. The **Iroquois** are again present at the much more significant **Albany Congress of 1754**. On this occasion the topic is a very specific threat of war. Even while they talk, George Washington is skirmishing with French troops in the Ohio valley. It is the opening engagement in what becomes known as the **French and Indian War**. Each European side is eager to secure the support of its **traditional Indian allies**. The **Iroquois** are particularly important as they control the Appalachian Mountains which separate the British colonies from the Ohio valley. There are 150 Indian representatives at the congress, negotiating with twenty-five commissioners from the colonies of New York, Pennsylvania, Maryland, Massachusetts, Connecticut, Rhode Island and New Hampshire. The **Iroquois** are sent away with presents and with promises (later disregarded) that English settlers will not encroach on their lands. In the event **Iroquois** support for the English is not solid in the coming conflict, but this does not affect the outcome.

Source:<http://www.historyworld.net>

**Chronological Reasoning and Continuity/Change over Time...***ADDITIONAL INSIGHT ...*

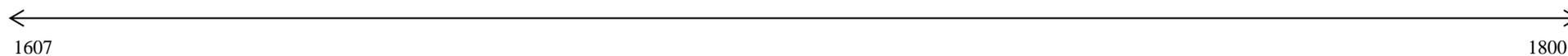
Now, in the 1790s, there is a desperate **Indian** attempt to resist the westward pressure of American settlers. The **Indians** are dangerously misled in their campaign by British encouragement, which is never transformed into any degree of practical help. Before independence four colonies (Virginia, New York, Connecticut, and Massachusetts) have claims under their original charters to parts of the **Ohio region**. During the 1780s they cede these claims to the federal government. In 1787 Congress defines the region as the **Northwest Territory**. All land within it is to be sold in lots, either to individuals or companies. It is expected that as many as five states will eventually emerge from this area. Meanwhile separate parts of it are to be administered as territories. Once a territory has a population of 60,000 free inhabitants, it will have the right to draw up a state constitution and to enter the union on equal terms with the original thirteen states. These careful proposals pay scant attention to the interests of the **Indians**. They rely on **disputed treaties**, virtually imposed on the tribes by American delegates in 1784-5 and rapidly repudiated by the **Indians** themselves. In 1789 the government builds Fort Washington (the kernel of the future Cincinnati) on the north bank of the Ohio River. Meanwhile violent Kentucky frontiersmen have been creating mayhem in raids on **Indian villages**. The result is equally violent reprisals, led by the chiefs of the **Miami** and **Shawnee tribes** who are determined to keep the American intruders south of the Ohio River. Two expeditions sent by George Washington against the tribes are complete disasters. The second, in 1791, is led by a personal friend of Washington, Arthur St Clair. His 1400 men are surprised by the **Indians** at dawn in their camp beside the Maumee River. Three hours later more than 600 are dead and nearly 300 seriously wounded. Indian casualties are 21 killed and 40 wounded. It is one of the worst days in US military history. The Americans have their revenge in 1794, once again in the region of the Maumee, when an army commanded by **Anthony Wayne** defeats a force of Shawnees and other tribes at a woodland location which becomes known as **Fallen Timbers**.

In the aftermath of the **Battle of Fallen Timbers**, representatives of the defeated tribes assemble for peace talks in Fort Greenville in 1795. Their leaders accept a treaty [**Treaty of Greenville**] which cedes to the United States much of present-day Ohio. This concession, giving the green light to a surge of new land speculation and settlement, is only the first of many in the region. Eventually the **Northwest Territory** yields five states, joining the union between 1803 and 1848 (Ohio 1803, Indiana 1816, Illinois 1818, Michigan 1837, Wisconsin 1848). In the early years, until 1813, Indian resistance to this encroachment is gallantly continued by **Tecumseh**. But the beginning of the **National Road** in 1811 is a powerful sign of American determination to open up the region. The National Road eventually connects Baltimore, Maryland to southern Illinois.

Source:<http://www.historyworld.net>

## Chronological Review...

**17<sup>th</sup> and 18<sup>th</sup> Centuries** – disease decimates majority of Indian population. Other interactions were based largely on competition for resources and cultural conflict. Create a timeline by noting key events that you reviewed in this activity, explaining them in the space below. You should have at least 10 events.



# Change Over Time...

**Prompt:** Explain how migration patterns of colonists and native peoples (American Indians) created political, economic, and cultural conflicts from 1607-1789. To what extent did President George Washington's Indian policies of the 1790s maintain continuity or foster change in the relationship between Indians and U.S. citizens?

1. This is a complex prompt. What skill(s) are being tested?
2. What is your main topic? Contextualize it! This can help you set the scene in your introduction.
3. Identify and explain three specific pieces of evidence you can use in this essay.
  - a.
  - b.
  - c.
4. Did Washington foster more change or maintain more continuities? Remember your analysis needs to be complex! Remember you are asked **TO WHAT EXTENT** so you must directly address that in your thesis! Write your thesis/introduction below... be sure to AFTP (Address The Full Prompt)! You can modify your thesis formula like this:

X = more/less continuity or change, your counter-argument  
A, B, C = more/less continuity or change during the specified time period, broken up into organizational categories  
Y = your assertion statement more/less continuity or change with your qualifier (addressing extent)