

Team Orange!

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GHS 210: Section 3

Project Deliverable

Project Proposal

Our topic for this project will revolve around the Iroquois tribes during the early years of the European colonization of the New World. We wanted to explore a topic not thoroughly discussed in social or educational environments and utilize the topics of freedom with these tribes. We believe by narrowing our focus to a few select tribes during a defined time period, we will be able to concisely and accurately cover the history of how our ancestral exploration of this New World caused hardships onto the already present natives.

We have decided one of the map building media tools would best allow us to accomplish this project given the innate timeline aspect it holds. Since we are covering changes, both over time and through travel, the mapping tools will give us a good structure to record our findings. These tools also allow us to easily embed pictures along with captions and text.

Our goal with this project is to attempt a focus purely on the side of the indigenous peoples, the Iroquois tribes. We want this project to act as a different perspective than the one most students have learned about during middle or high school; most classes focus (some even idolizing) the European discovery and imperialism. Team Orange agreed the events of the colonial period included many harsh challenges of freedom many may not know, and we decided this is a topic we would want other students and individuals to learn.

We would like to include as many documents and first-hand accounts we can find. This will definitely be the most challenging portion of the project, since this particular time period (along with, quite frankly, most time periods) was not in favor of expressing the indigenous feelings or hardships. Thus, we want to get a genuine account of the effect colonization had on individuals/tribes. This will not exclude documents without a focus of the indigenous peoples, but we will need to alter our perspectives to best fit the information in our project.

When structuring our map design, we plan on creating at least one entry per source (preferably two or three). We would like to have an image for every entry to act as either the focus of the entry or supplementary to the focus. This will allow our project to be more visually appealing and allow us to give the audience more information to retain.

Miscellaneous Sources to Consider:

<http://libguides.butler.edu/c.php?g=735749&p=5258350>

<https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>

<http://ic.galegroup.com/ic/whic/?p=WHIC%3AUHIC&u=butleru>

<https://www.butler.edu/library/find/databases>

<https://nativeamericanheritagemonth.gov/>

<https://storymap.knightlab.com/edit/?id=trail-of-tears>

Annotated Bibliography

Allie Pence

Primary Source

Cannassatego. "Chief Cannassatego's Speech to the Iroquois, 1742." *Gale U.S. History in Context*, Gale, 2015. *U.S. History in Context*,
ezproxy.butler.edu/login?url=http://link.galegroup.com/apps/doc/KGVBCP647468699/UHIC?u=butleru&xid=52a24113. Accessed 22 Oct. 2017.

http://ic.galegroup.com/ic/uhic/PrimarySourcesDetailsPage/PrimarySourcesDetailsWindow?disableHighlighting=false&displayGroupName=PrimarySources&currPage=&scanId=&query=&docIndex=&source=&prodId=UHIC&search_within_results=&p=UHIC%3AWHIC&mode=view&catId=&u=butleru&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=GALE%7CKGVBCP647468699&>windowstate=normal&activityType=BasicSearch&failOverType=&commentary=

This source is a written speech given by the Chief of the Iroquois peoples in 1742. The context behind the source is about land disputes and "fair" or "unfair" exchanges of that land. It expresses our GHS course theme of movement as it talks about some of the locations they have had to move from. Our group can also use the chief's words to provide a of the indigenous people's freedoms to have land ownership during the time of colonization.

Scholarly

O'BRIEN, SUZANNE CRAWFORD. "NATIVE AMERICAN RELIGIONS." *The Columbia Guide to Religion in American History*, edited by Paul Harvey et al., Columbia University Press, 2012, pp. 69–88. *JSTOR*,
www.jstor.org/stable/10.7312/harv14020.6.

<http://www.jstor.org/stable/pdf/10.7312/harv14020.6.pdf?refreqid=search%3Ae7e52d5666176c5f9f0a61da3f831091>
This section from O'Brien's book can be helpful for our project by providing more specific details of religion over time for the indigenous people. This will support our topic by showing how some of the colonizations actions had an impact on their religion and culture. To be more specific, the presence of missionaries and differing cultures will add perspectives of change and impacts that others had on the indigenous peoples freedoms.

Randy Nara

Primary

National Museum of the American Indian. "George Washington Treaty Video." *Smithsonian Institution*, 29 Sept. 2014,
www.si.edu/object/yt_suTMwpg2s8.

This video concisely illustrates the promises made to the Native American tribes during the early 1790's. Though it may have been Washington's intention to have these treaties/promises fully enforced, the U.S. Government did quite the opposite as the years went on. This video will serve to provide evidence to the loss of personal, civic, and negative freedom of the tribes due to the U.S. Government enacting sovereign freedom over their rights and property.

Scholarly

Wallace, A. (1957). ORIGINS OF IROQUOIS NEUTRALITY: THE GRAND SETTLEMENT OF 1701. *Pennsylvania History: A Journal of Mid-Atlantic Studies*, 24(3), 223-235. Retrieved from <http://www.jstor.org/stable/27769745>

This article helps continue the discussion on the losses of freedom due to the european conflicts. These conflicts created stresses on the tribes with trading with the colonists. We plan on including these treaties to provide evidence of the Iroquois attempt at making peace (followed by evidence of the colonists revoking the notion of peace).

William Haman

Primary

Edie, Stuart . "Iroquois (Study for mural, Honeoye Falls, New York Post Office)." *Smithsonian Institution*, www.si.edu/object/saam_1974.28.123

This painting tells the story of Iroquois people, including women, working the field of corn. It tells of life of the Iroquois before their freedoms were infringed upon by the United States. Although their freedoms were not stripped of them as of yet, it is important to see what they did have before the United States government becomes involved.

Scholarly

"Eighteenth-century treaties: amended Iroquois condolence rituals." *The American Indian Quarterly*, vol. 19, no. 3, 1995, p. 319+. *U.S. History in Context*, ezproxy.butler.edu/login?url=http://link.galegroup.com/apps/doc/A18540977/UHIC?u=butleru&xid=3f03f9e6. Accessed 24 Oct. 2017.

This article discusses the treaty's between the Iroquois and the Colonial states. Thirteen treaties between the two were formed, and from these treaties, we can interpret what freedoms may have been lost. The goal of the treaties for the Iroquois was to retain as much freedoms as possible, but that was not always the case.

Shelby Fields

Primary

Powhatan. "Speech by Powhatan, as recorded by John Smith." Translated by John Smith, *Smithsonian Source*, www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1170

This is a speech by Powhatan that was recorded by John Smith in 1609. This short speech talks about the brutal and hard way indigenous people were being treated in their own home. In this speech you can hear the confusion and the emotion from an indigenous person. Using this primary source can help our presentation be more personal and give it more emotion so the audience can learn and understand what indigenous people went through during this time.

Scholarly

Nagler, Michael N. *Exploring the Power of Nonviolence: Peace, Politics, and Practice*. Edited by Randall Amster and Elavie Ndura, Syracuse, New York, Syracuse University Press, 2013. *JSTOR*, www.jstor.org/stable/j.ctt1j5d988

This chapter is about the peacefulness of the indigenous people in North America. It talks a lot about the nonviolence resistance against genocide. This source will be helpful to our presentation because it can shed the light on how indigenous people lived and the things they practiced.

Wilkening, 9/20/2016 Margaret, et al. *The Gilder Lehrman Institute of American History*, www.gilderlehrman.org/.



Possible Map to use. http://oraltradition.wikia.com/wiki/File:Native_American_Tribes_Map_2.jpg



<https://lochgarry.wordpress.com/2011/11/27/ancient-winds-and-memories-of-a-time-long-ago/>

Entries in the Map

- “Why will you take by force what you may obtain by love? Why will you destroy us who supply you with food? What can you get by war? . . . We are unarmed, and willing to give you what you ask, if you come in a friendly manner. . . .”
 - Indigenous people were forced to leave everything they had behind to the explorers of the New World. Chief Powhatan was the leader of the Powhatan federation of Indians in Virginia in the early seventeenth century. His goal in life was to prove that he could overcome any obstacle with the colonists with a peaceful co-existence
 - Powhatan. “Speech by Powhatan, as recorded by John Smith.” Translated by John Smith, *Smithsonian Source*, www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1170
- “Since that you are heere strangers and come into our Countrey, you should rather confine yourselves to the Customes of our Countrey, than impose yours upon us.”
 - This is communication from a Native American to an English colonist. It shows the resentment that many Indians felt towards the colonists. The colonists started taking away their land and resources that they have owned for centuries. The colonists also started to impose new regulations on the local Native Americans.
 - <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1172>
- “Cherokees! The President of the United States has sent me with a powerful army, to cause you, in obedience to the treaty of 1835 [the Treaty of New Echota], to join that part of your people who have already established in prosperity on the other side of the Mississippi.”
 - This is a quote from General Winfield Scott’s Address to the Cherokee Nation. In this address, he is warning the Native Americans that they need to leave their homes peacefully and go to the far West passed the Mississippi river. He goes on to say that they have to obey him and the President and that they have warned them that this was going to happen.
 - Wilkening, 9/20/2016 Margaret, et al. *The Gilder Lehrman Institute of American History*, www.gilderlehrman.org/.
- “Historically, Cherokees occupied lands in several southeastern states. As European settlers arrived, Cherokees traded and intermarried with them. They began to adopt European customs and gradually turned to an agricultural economy, while being pressured to give up traditional home-lands. Between 1721 and 1819, over 90 percent of their lands were ceded to others.”
- “By March 1839, all survivors had arrived in the west. No one knows how many died throughout the ordeal, but the trip was especially hard on infants, children, and the elderly. Missionary doctor Elizur Butler, who accompanied the Cherokees, estimated that over 4,000 died-nearly a fifth of the Cherokee population.”
- “Perspectives on the Trail of Tears.” *The Gilder Lehrman Institute of American History*, 6 Apr. 2012, www.gilderlehrman.org/history-by-era/age-jackson/resources/perspectives-trail-tears.
- “Two-thirds of the ill-equipped Cherokees were trapped between the ice-bound Ohio and Mississippi Rivers during January. As one survivor recalled, “ *Long time we travel on way to new land. People feel bad*

*when they leave Old Nation. Womens cry and make sad wails. Children cry and many men cry...but they say nothing and just put heads down and keep on go towards West. Many days pass and people die very much."**"Perspectives on the Trail of Tears."* The Gilder Lehrman Institute of American History, 6 Apr. 2012, www.gilderlehrman.org/history-by-era/age-jackson/resources/perspectives-trail-tears.

- I think this would be a good image to use as a good foundation of one of the many broken promises the government made to tribes:

GEORGE WASHINGTON'S TREATIES, 1790-1794

"HERE THEN IS THE SECURITY FOR THE REMAINDER
OF YOUR LANDS... THE GENERAL GOVERNMENT WILL
NEVER CONSENT TO YOUR BEING DEFRAUDED. BUT
IT WILL PROTECT YOU IN ALL YOUR JUST RIGHTS."
-GEORGE WASHINGTON TO THE SENECA NATION, 1790



GEORGE WASHINGTON



- "In The summer of 1701 the Iroquois Confederacy, aware of the fruitlessness of a longer continuance of the beaver wars, and desirous of avoiding further involvement in the skirmishes between the British and the French, made two treaties, almost simultaneously, at Albany and Montreal." (Wallace, A. (1957). ORIGINS OF IROQUOIS NEUTRALITY: THE GRAND SETTLEMENT OF 1701. *Pennsylvania History: A Journal of Mid-Atlantic Studies*, 24(3), 223-235. Retrieved from <http://www.jstor.org/stable/27769745>)

This quote expresses the extreme measures the Iroquois took to attempt to prevent the incoming nations from causing violence. The constant fighting between the French and English put many of their members at risk due to the two nation's rivalry.

- " We all are brothers, who ought to form only one body, and possess but one and the same spirit. The French invite us to go to war against the Iroquois; they wish to use us in order to make us their slaves. After we have aided in destroying the enemy, the French will do with us what they do with their cattle" (Wallace, A. (1957). ORIGINS OF IROQUOIS NEUTRALITY: THE GRAND SETTLEMENT OF 1701. *Pennsylvania History: A Journal of Mid-Atlantic Studies*, 24(3), 223-235. Retrieved from <http://www.jstor.org/stable/27769745>)
[This happens in 1687]

In terms of freedom. The French colonists were exercising harsh sovereign freedom over the Ottawa tribe in an attempt to crush the possibility of the "Iroquois Huron-Ottawa alliance". Such an alliance would severely limit France's ability to control the land and trade.

- “After the formation of the League, the Iroquois rose rapidly in power and influence. It gave them additional strength by concentration of effort ; a constant increase of numbers by the unity of the race; and a firmer establishment, through their more ample means for self-protection and foreign conquest” (Morgan, L. H. (1904). *League of the Ho-de-no sau-nee, or Iroquois*. Dodd, Mead. Retrieved from <https://play.google.com/store/books/details?id=NUWFAAAAMAAJ>

This quote adds context to the Iroquois life prior to a majority, if not all, colonization of North America. Prior to the English, French, and Dutch occupation, the Iroquois had the positive freedom to grow as a tribe, and the negative freedom to not have this right interfered - though the Europeans would soon come to take the negative freedom away.

- “During the years of the beaver wars, the Five Nations had been supported - fitfully and inconsistently - by the English, particularly at Albany. As long as they fought alone against the French and the Far Indians, the Iroquois were glad enough to be the allies of Britain against France....It was a perfect setup: if the French trespassed, the English were committed to help French and English, furthermore, would be fearful of offending the Iroquois lest they ally themselves with the other side.”
- During the latter half of the sixteenth century and throughout the seventeenth century, irreversible changes occurred across the cultural landscape of the Southeastern United States. Many factors were responsible for these changes... the most devastating change was brought about by the most miniscule of agents, the microbes who bore diseases deadly to the natives. When these diseases were introduced, and the extent of their spread, recently has become the subject of debate in the fields of demography, archeology, physical anthropology, and ethnohistory. Some researchers (e.g., Ramenofsky 1987; Smith 1987) have generally supported the position taken by Henry Dobyns (1983). In a nutshell, Dobyns believes that waves of pandemics swept through the interior Southeast with the arrival of the earliest Spanish explorers in the Caribbean, Mexico, and the Gulf coastal region. These "virgin soil" epidemics struck with a deadly fury, causing drastic population declines in regions far removed from the initial areas of face-to-face contacts between foreigners and Indians (Dobyns 1983:13). ((copied Ward, H., & Davis, R. (1991). *THE IMPACT OF OLD WORLD DISEASES ON THE NATIVE INHABITANTS OF THE NORTH CAROLINA PIEDMONT*. *Archaeology of Eastern North America*, 19, 171-181. Retrieved from <http://www.jstor.org/stable/40914336>))
- “The most devastating change was brought about by the most miniscule of agents, the microbes who bore diseases deadly to the natives....waves of pandemics swept through the interior Southeast with the arrival of the earliest Spanish explorers in the Caribbean, Mexico, and the Gulf coastal region.”

<https://www.youtube.com/watch?v=J3YpTBDrgiY> (Original Discussion)

https://youtu.be/3w_NjXzzn3w (Edited version uploaded on Randy's Youtube)

<https://uploads.knightlab.com/storymaps/812446788d73ac5c02ded2ea947c3305/trail-of-tears/draft.html>

To Do List:

We need to put sources on all of these, add images, videos, etc.- Randy (n. Wed)
Ask whole group if more content they want to add Website- Allie (t/th)
Essay- Randy (Th)
Fill in last ending on Map- Will (t or th)
Edit map locations and photos on the locations- Will (n. wed)
overall font style- Will (n. Wed)
give text to marlon brando and his story of 1970s and refused to accept oscar-Move to website
portrayal of native americans as mascotts, trump pocahontas
Maps- voice recording with closed captions- Will (n. Wed)
document of all text
Embed Map on website (t) Allie

Turn In: give link (have annotated videos) and document with images, credits, all text edit quotes around our words and how it fits in the story

http://www.aboutnorthgeorgia.com/ang/The_Cherokee

"The Cherokee Before 1800." *About North Georgia*,
www.aboutnorthgeorgia.com/ang/The_Cherokee.

<http://www.tolatsga.org/iro.html>- Didn't use a ton

Sultzmin, Lee. "Iroquois History." *Iroquois*, www.tolatsga.org/iro.html.

<http://www.ushistory.org/us/1d.asp>

"The Iroquois Tribes." *Ushistory.org*, Independence Hall Association, www.ushistory.org/us/1d.asp.

Marker Image:

[https://commons.wikimedia.org/wiki/File:Het_Kanonschot_-_Canon_fired_\(Willem_van_de_Velde_II,_1707\).jpg](https://commons.wikimedia.org/wiki/File:Het_Kanonschot_-_Canon_fired_(Willem_van_de_Velde_II,_1707).jpg)

[https://commons.wikimedia.org/wiki/File:The_Iroquois_-_or_the_bright_side_of_Indian_character_\(1855\)__\(14789056583\).jpg](https://commons.wikimedia.org/wiki/File:The_Iroquois_-_or_the_bright_side_of_Indian_character_(1855)__(14789056583).jpg)

[https://commons.wikimedia.org/wiki/File:An_Indian_Chief,_Cherokee_Indian_Reservation_adjoining_Great_Smoky_Mountains_National_Park_\(6886640019\).jpg](https://commons.wikimedia.org/wiki/File:An_Indian_Chief,_Cherokee_Indian_Reservation_adjoining_Great_Smoky_Mountains_National_Park_(6886640019).jpg)

Hey so i created a google account for us to share.- Allie

GHSorange@group@gmail.com

Password: GoButler2017

This is the link to our website on wordpress. Nativeamericanfreedoms.wordpress.com
The login to edit all on wordpress is the email above and the same password.- Allie

Home page: themes of freedom/ definitions of freedom (first day notes in class), brief history, point of the project,

Tab: actual history of pocohantas

Tab: Map exploration of their stories

Tab: Map Number- little description.

Tab: Video, today example of native american rights and portrayal of them in movies. Explain history of Marlon Brando

Tab: sports team and mascot backlash

Tab: About us- if time(add why we took this class, our majors)

Tab:Current issues. Portrayals as mascots and Trumps Pocahontas comments and how this can be problematic given the history of what has happened

- During an event at the White House honoring Navajo code talkers, President Trump used nickname, "Pocahontas," when referring to Senator Elizabeth Warren.
- "I just want to thank you because you are very, very special people. You were here long before any of us were here," Trump said. "Although, we have a representative in Congress who has been here a long time ... longer than you -- they call her Pocahontas!"
- "It is deeply unfortunate that the President of the United States cannot even make it through a ceremony honoring these heroes without having to throw out a racial slur. Donald Trump does this over and over thinking somehow he is going to shut me up with it. It hasn't worked out in the past, it isn't going to work out in the future," Warren told MSNBC shortly after Trump's remark.
- Pocahontas was a historical figure and using her name in a disparagingly way is seen as an insult to native americans and degrades their culture

Citation: Merica, Dan. "At a Navajo Event, Trump Makes 'Pocahontas' Crack." *CNN*, Cable News Network, 28 Nov. 2017,

www.cnn.com/2017/11/27/politics/trump-pocahontas-navajo-code-talkers/index.html.

Sports Mascot Controversy:

- Native American team names are all over every major professional sports association
- An issue since 1960s
- Most teams refuse to change their mascots from Native American themed mascots
- First came to public during the Native American Civil Rights Movement
 - Mascots were criticized for being offensive

- “ Since then, there have been consistent protests against these teams with many specifically targeting the use of the term “Redskins,” used by Washington, and the “Chief Wahoo” logo from the Cleveland Indians. According to NBC News many Native American groups, such as the Apache and Cherokee, have labeled these and other similar mascots as derogatory and demeaning slang terms.”
- High school and college teams are also using these Native American themed mascots
- Some people say that changing the names of the teams is not enough.
 - Nicholas DeVelo, Fordham College Lincoln Center (FCLC) ‘18, stated that “using Native American names is racist, changing the team names will not change the underlying racist ideas in America.” He went on to further state that “nothing would change because the business end of the issue isn’t financially smart for owners.”
- “With the Washington Redskins opening their season Monday night against the Philadelphia Eagles, an American Indian tribe in upstate New York has launched an ad campaign condemning the team's use of what it says is a racial slur as its mascot and name, a news release said.”
- But Redskins owner Daniel Snyder has been firm that he has no plans to make changes, [USA Today reported](#).
- "We'll never change the name," he said in May. "It's that simple. NEVER -- you can use caps."
-

Editor. “The Controversy Behind Native American Mascots • Fordham Observer.” *Fordham Observer*, 19 July 2016,
www.fordhamobserver.com/the-controversy-behind-native-american-mascots/.

Shaw, Alexis. “‘Change the Mascot’ Campaign Hits Washington Redskins.” *ABC News*, ABC News Network, abcnews.go.com/US/sports-mascots-stir-controversy/story?id=20194389.

Suggestions, make map exploratory on the website. Add more information to the home page, figure out negative space, expand more on Marlon Brando, also give other opinions on Pocahontas and first hand sources about her life and why it could be offensive.

Link to sources through the image so they can visit the website, add a photo gallery. e photos in one spot. Give a summary of our freedom discussion on the home page. Add accessibility.

Final Project Essay

Team Orange - Allie Pence, Randy Nara, Shelby Fields, Will Haman

12/06/2017

Our project addresses the two main overall topics of the course: Freedom and Movement. Our project gives an understanding of how the Cherokee and Iroquois tribes were before and after the European colonization. We bring to light the negative and personal freedoms lost by the Cherokee and Iroquois, as well as the sovereign freedoms demonstrated by the Europeans. Not only the topic of freedoms lost, but also the movement of tribes due to these losses of freedom (Trail of Tears).

Overall, our group wanted to acknowledge the Native Americans, of Indigenous Peoples, and their struggle. The sad reality is this struggle is often overlooked in most education and schools. The treatment of the Native American tribes is simply something most of our government, textbooks, teachers, and schools refuse to acknowledge; that is that the Native Americans were severely affected by our colonization and our "Manifest Destiny".

Another aspect of our project was to attempt to focus primarily on the Cherokee and Iroquois tribes. Since textbooks and teachers normally focus on the European point of view, the Indigenous, Native American view often becomes overlooked and forgotten. However, by not showing both sides of the history, we, as a society, are not honoring the lives of the tribes nor understanding the true historical picture.

Our group wanted to illustrate to the audience the change in lives the Native Americans faced due to the Europeans arrival to the country. We found the best way to illustrate this was to create a map to visually show the movement due to the European mistreatment of the Native Americans.

We want the audience to leave the presentation having a better understanding the country's history. Though this understanding may not be all-positive and patriotic, it offers a more complete viewpoint on the history of European colonization and the treatment of Native Americans that many U.S. citizens may not have fully been taught growing up.

One of the methods we utilized to leave our audience with this understanding is by offering current events that tie in directly with our topic. Since a bulk of our presentation deals with content and evidence from more than 2 centuries ago, we felt the best way to keep the audience's attention was to include the twitter posts from Donald Trump, current Native American mascot debates, and the interview with Marlon Brando. These examples provide a practical example of how our topic is still relevant in today's world. These examples provide an ongoing dialogue of Native American's rights and freedoms through history and to consider their views on topics that are still debated today.

One of the biggest challenges we encountered was being recommended to change our presentation from solely a story map to a website with the maps embed. This meant the group had much more work to do in terms of creating and planning the website. However, since most of the content was already created and structured, the bulk of the work required was fairly simple and straightforward. And looking back on this recommendation, we agree a website was the best tool to utilize.

Website Link and Google Slide Back up link (Dont forget to post this to show our notes), also audio File

<https://nativeamericanfreedoms.wordpress.com/> (Website)

<https://docs.google.com/a/butler.edu/presentation/d/1oG05j3HofUu3u4uZtxaL0CeuVqrl4ndcEkrQ6ZTgOm4/edit?usp=sharing> (Backup PowerPoint)

<https://docs.google.com/document/d/1LHkH1RaALEX2HmSXY9HrrnxdIZDCBvIW051AZZnQpas/edit?usp=sharing> (Notes)

<https://youtu.be/fI7RUD2B8N8> (Audio/Video Backup and Captions)