



THE MOHICAN PEOPLE
THEIR LIVES AND THEIR LANDS
A CURRICULUM UNIT FOR GRADES FOUR-FIVE

PART 3 THE MUH-HE-CON-NE-OK AND THE COMING OF EUROPEANS

TIME ONE CLASS PERIOD

- OBJECTIVES**
1. Students will become aware of the effects that the coming of the Europeans had on the Mohican people.
 2. Students will continue the development of their concentration and listening skills.
 3. Students will work on the development of their personal reading comprehension and writing skills.
 4. Students will have the opportunity to share with their peers information they have learned about how the presence of the Europeans in their homelands changed the lives of the Mohican people forever.

MATERIALS Teacher Reference: *A BRIEF HISTORY OF THE MOHICAN NATION, STOCKBRIDGE-MUNSEE BAND* by Dorothy W. Davids, Mohican Elder (Stockbridge-Munsee Historical Committee, 2004)
Teacher Resource Sheet # 3.1: The Effects of Alcohol on Mohican Lives and Lands
Activity #3.X: Student, Do You Know?
Student Resource Sheet # 3.X: Student, Do You Know?
Student Resource Sheet # 3.1: Effects of the Coming of the Europeans
Student Social Studies/History notebook in which to copy outline

CONTENT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
PART 3 — THE MUH-HE-CON-NE-OK AND THE COMING OF THE EUROPEANS

1. HUDSON AND THE FUR TRADE
 - A. Introduction of Mohicans to alcohol
 - B. Beginnings of trade with the Europeans
2. EFFECTS OF EUROPEANS' COMING ON THE MUH-HE-CON-NE-OK
 - A. Early conflicts and wars (see SRS #3.1, p.1 and all pages listed B-G)
 - B. Loss of Mohican lands (p. 1)
 - C. Changes in economic patterns (p. 1)
 - D. Diseases, including alcoholism (p. 2)
 - E. Christian missionaries (p. 2)
 - F. Later wars and revolutions (p. 2)
 - G. Cultural changes in Mohican society (p. 2)

PROCEDURE 1. Using information from Teacher Resource Sheet #3.1, talk with students about the effects of the Europeans' introduction of alcohol on Native people in general and on the Mohicans in particular. Be sure that they include some



UNIT
PART 3

THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
THE MUH-HE-CON-NE-OK AND THE COMING OF THE EUROPEANS, p.2.

of that information in their outlines, as it is a very important cause of poverty, death and eventually the loss of homes and lands.

2. See Activity #3.X: Student, Do You Know? This activity could be used as a pre-post activity to help with the reading.
3. Continue by having students read Student Resource Sheet #3.1 individually, in pairs or in groups — whatever students prefer. You might want to give each reader or group of readers one of the topics under EFFECTS . . . and let them locate their topic's paragraph, read and then discuss it themselves. Be sure they enter a few key words or phrases in their notebooks in whatever format they are using.
4. End with a general class sharing of what each reader or group found, asking for comments from others about what they might believe are the most important points made.
5. You might want to save this part of the activity for the beginning of the next day's class and use it as review. **This information is very important for students' understanding of colonialism and its effects on indigenous people everywhere.**





TEACHER RESOURCE SHEET #3.1
THE EFFECTS OF ALCOHOL ON MOHICAN LIVES AND LANDS

UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS

PART 3 THE MUH-HE-CON-NE-OK AND THE COMING OF THE EUROPEANS

The stereotype of the "drunken Indian" is pervasive in American society. Students need to be made aware of how alcohol has been used over the centuries by unscrupulous non-Natives to manipulate Native people, remove them from their lands and get control over their lives. Here is information that may be shared with students on this major influence on Native People, including the Mohicans.

Alcoholic drinking was not a part of Native life in most of this continent before the sixteenth century, according to Peter C. Mancall. There was some fermentation of local plants in the Southwest and in Central America, but, he writes: "Indians in eastern North America possessed no alcohol at the beginning of the colonial period. By 1800, . . . [no] other European-produced commodity created the difficulties among Indians that alcohol, particularly rum and brandy, caused throughout the East. What is more, when the descendants of the colonists moved westward, they brought liquor, and its often tragic consequences, along with them" (p. 14). Alcohol, according to William Swagerty, ". . . was a constant presence. Many Indian groups came to expect liquor as a present prior to commencing trade. Brandy and furs became inseparable early in the trade on the East Coast and remained the pattern as the trade expanded westward" (p. 209).

Wrone and Nelson state: "The Indian people accepted the white man's material goods, but their complaints about the abuses of the traders was unending. White traders cheated, beat, and enslaved the Indians, often after getting them drunk on rum" (p. 34). Numerous references to alcohol's effects on Native People are made in any reputable history of Native relations with, first, the Europeans, then the colonists and finally the Americans. Military budgets, of course, included funds for "rum" for the troops, which was then also used as part of the preliminaries in treaty council deliberations.

Writing about the effects of the Europeans' coming to the lands of the Muh-he-con-ne-ok, such as wars, diseases and such, Patrick Frazier says: "But the real killer was alcohol, introduced to them by Henry Hudson himself. Indians who brought furs from the hinterlands to Albany might not get home with their earnings before pouring them out of a bottle." He quotes a Mohican leader named Aupaumut (not the Hendrick Aupaumut of later times) who told the New York governor in 1722 that . . . "[w]hen our people come from hunting to the town or plantations and acquaint the traders and people that we want powder and shot and clothing, they first give us a large cup of rum. And after we get the taste of it crave for more so that . . . all the beaver and peltry we have hunted goes for drink, and we are left destitute either of clothing or ammunition . . ." Although Mohican leaders often pleaded for government help in prohibiting the sale of alcohol to their people, ". . . colonial governments did not completely outlaw the sale of alcohol to the Indians, just unlicensed distribution of it. Alcohol was an integral part of colonial American life, so the Indians had plenty of company" (pp. 6-7).





ACTIVITY #3.X
STUDENT, DO YOU KNOW?

UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS

PART 3 THE MUH-HE-CON-NE-OK AND THE COMING OF EUROPEANS

Focus Gain information which can influence a belief/perspective
Materials Student Resource Sheet #3.X: Student, Do You Know? and pencil
Level Grades 4 and 5

Framing

Remind students we are journeying and exploring history in a different way. Tell students that what we believe to be true may not be true. As we learn about things, our perspectives and beliefs may change.

Suggested Procedure

1. Explain to students this is an activity and will not be graded.
2. Divide students into small groups of 4 or 5.
3. Give each group a copy of Student Resource Sheet #3.X: Student, Do You Know?
4. Ask students to read the questions and decide as a group A, B, C, or D. Remind students to use pencil because they may be changing their answers later.
5. After students have recorded answers, pass out a Student Resource Sheet #3 to each student. Tell them to find answers in this resource sheet.
6. Discuss and process answers with students. (Answers are underlined.)

What did Henry Hudson find that the Dutch liked after sailing the Mahicannituck (Hudson River) in the early 1600's?

- A. lions and tigers
- B. cats and dogs
- C. beavers and otters
- D. horses and cows

What was established after Henry Hudson arrived in the Mohican community and found furs?

- A. Dutch trading post
- B. Mohican trading post
- C. French trading post
- D. Post office





UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
PART 3 ACTIVITY #3.X: STUDENT, DO . . . p. 2.

As the fur trade expanded and furs became more difficult to find, tensions developed between the

- A. Stockbridge and Munsee
- B. Mohicans and Mohawks
- C. Mohicans and Menominee
- D. No tensions really developed

What did cultural conflicts cause the Mohicans to do in the early 1700's?

- A. move to what is now Wisconsin
- B. file a law suit
- C. move to what is now Massachusetts
- D. never move from their homelands

What people eventually replaced the Dutch with efforts to "civilize" all the Native people in what they called "New England"?

- A. African
- B. Mohawk
- C. English
- D. French

The lands where the Mohicans lived were eventually declared to belong to whom with the explanation that it was their "right of discovery"?

- A. Mohicans
- B. Mohawks
- C. Europeans
- D. Oneidas

Facilitation Notes

Encourage students to discuss answers when answering Student Resource Sheet #3.X. Remind students this is an activity and that it will NOT be graded. **Important Note:** Students may need some assistance when trying to agree as a group.

Sample Processing Questions

- When you disagreed about an answer the first time through, how did you handle that?
- What did you learn about the Mohican People from this activity?
- Was this activity challenging? Why or why not?
- Did any of your beliefs change after this activity?





STUDENT RESOURCE SHEET #3.X
STUDENT, DO YOU KNOW?

UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
PART 3 THE MUH-HE-CON-NE-OK AND THE COMING OF THE EUROPEANS

(DIRECTIONS) As a group, answer the following questions in pencil. Please remember to discuss with your group why you agree or disagree with an answer.

What did Henry Hudson find that the Dutch liked after sailing the Mahicannituck (Hudson River) in the early 1600's?

- A. lions and tigers
- B. cats and dogs
- C. beavers and otters
- D. horses and cows

What was established after Henry Hudson arrived in the Mohican community and found furs?

- A. Dutch trading post
- B. Mohican trading post
- C. French trading post
- D. Post office

As the fur trade expanded and furs became more difficult to find, tensions developed between the

- A. Stockbridge and Munsee
- B. Mohicans and Mohawks
- C. Mohicans and Menominee
- D. No tensions really developed

What did cultural conflicts cause the Mohicans to do in the early 1700's?

- A. move to what is now Wisconsin
- B. file a law suit
- C. move to what is now Massachusetts
- D. never move from their homelands

What people eventually replaced the Dutch to "civilize" all the Native people in what they called "New England"?

- A. African
- B. Mohawk
- C. English
- D. French





UNIT
PART 3

THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
STUDENT RESOURCE SHEET #3.X: STUDENT, DO . . . p. 2.

The lands where the Mohicans lived were eventually declared to belong to whom with the explanation that it was their "right of discovery"?

- A. Mohicans
- B. Mohawks
- C. Europeans
- D. Oneidas





STUDENT RESOURCE SHEET #3.1
EFFECTS OF THE COMING OF THE EUROPEANS

UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS

PART 3 THE MUH-HE-CON-NE-OK AND THE COMING OF THE EUROPEANS

In September 1609, Henry Hudson, a trader for the Dutch, sailed up the Mahicannituck into the lands of the Mohicans. He found himself in an area rich in beaver and otter, the kinds of furs the Dutch most coveted. By 1614 a Dutch trading post was established on an island later named Castle Island.

As the fur trade expanded and furs became more difficult to find, tensions developed between the Mohicans and the Mohawks, Haudenosaunee people to the west. Each group wanted to maintain its share of the fur trade business, as well as retain friendly relations with their European allies. Not only did conflicts occur between the Mohicans and the Mohawks, but the Native people also were caught in wars among the Dutch, English and French. The Mohicans were eventually driven from their territory west of the Mahicannituck. In the early 1700's, indebtedness, questionable land purchases and cultural conflicts caused them to move farther east near the Housatonic River in what were to become Massachusetts and Connecticut.

The Mohican economic pattern was greatly changed by contact with the Europeans. They stopped making many traditional items because new tools, iron kettles, cloth, guns and colorful glass beads were available at the trading posts. The English, who eventually replaced the Dutch in this area, chose to "civilize" all the Native people in what they called "New England." The vast lands, which the Mohicans had used for gardens, hunting and fishing, began to have boundary lines and fences when shared with non-Indians. Since their lands were declared to belong to European monarchs by "right of discovery," they found that they could not defend their ownership in the courts of the colonists. As more and more Europeans arrived, the Mohicans, like other Native people who had traditionally depended upon themselves and the resources of Mother Earth, found themselves dependent on white people and what they could provide.

From *A BRIEF HISTORY OF THE MOHICAN NATION, STOCKBRIDGE-MUNSEE BAND*
by Dorothy W. Davids, Mohican Elder Stockbridge-Munsee Historical Committee, (2004), pp. 2 - 3





UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
PART 3 STUDENT RESOURCE SHEET #3.1: EFFECTS OF . . . EUROPEANS, p. 2

The coming of the Europeans into the lands of the Mohicans affected them in another catastrophic way. Europeans brought diseases with them: smallpox, measles, diphtheria, scarlet fever. Native people, unfamiliar with these diseases, had not built up an immunity to them, and hundreds of thousands — sometimes whole villages at a time — perished. These diseases greatly decreased the numbers of Mohicans.

European Christians with missionary zeal also entered Native villages for the purpose of converting the people from their traditional spiritual practices to Christianity. Some Native people, noting that the Europeans seemed to be prospering in this new land, felt that perhaps the Europeans' God was more powerful, and agreed to be missionized. In 1734, a missionary named John Sergeant came to live with the Mohicans in their village of Wnahktukuk. He earnestly preached the Christian religion, baptized those who accepted his teaching, and gave them Christian names such as John, Rebekah, Timothy, Mary and Abraham.



In 1738, the Mohicans gave John Sergeant permission to start a mission in the village.

In 1738, the Mohicans gave John Sergeant permission to start a mission in the village. Eventually, the Euro-

pean inhabitants gave this place the name "Stockbridge," after a village in England. It was located on the Housatonic River near a great meadow bounded by the beautiful Berkshire Mountains in western Massachusetts. In this mission village, a church and school were built. The Mohicans, as well as other Native people who relocated there, became known as the "Stockbridge Indians."

Between 1700 and 1800, European countries battled for control of the land called America. The French and Indian Wars were really conflicts between England and France over territories they had taken from the Native people who were recruited to help them fight. The Revolutionary War and the War of 1812 were fought between the American colonists and England. The "Americanized" colonies no longer wanted to be governed by the Mother country. The Stockbridge Mohicans, as well as the Oneida, Tuscarora and other Native warriors, supported the colonists in their revolution. In one battle, the Battle of Van Cortlandt's Woods, a number of Stockbridge Mohicans lost their lives. When the surviving warriors returned home, they discovered that plans had already been made to remove them from Stockbridge.

The lives of the Mohican people were drastically changed by the fur trade, European missionaries, disease and war. All of these worked together to cause a breakdown in their traditional Mohican life and beliefs. Their spiritual ceremonies



The Mohicans, and other Native people became known as Stockbridge Indians while in this Massachusetts missionary village.

were replaced by European customs. Fewer and fewer of the people spoke the Mohican language; thus their thought patterns about the natural world were altered. The ancient arts of basket- and pottery-making continued, but other seasonal occupations were abandoned. In order to survive, the Stockbridge Mohican adopted the trades and behaviors of their non-Indian neighbors: farming, lumbering, worshipping in church, sending their children to schools. But as the eighteenth century neared its last twenty years, their lives were to change even more drastically.

