



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

PART 6 MOVING AND MOVING — AND MOVING AGAIN

TIME ONE CLASS PERIOD

- OBJECTIVES**
1. Students will realize that it took approximately 200 years for the Stockbridge Mohicans to find a home that they could believe they would never have to move from again.
 2. Students will review the routes of the Stockbridge Mohicans' removals
 3. Students will continue their outlines in their notebooks to cover the period of the removals westward of the Stockbridge Mohicans.
 4. Students will learn when and why the Stockbridge Mohicans began to be known as the Stockbridge-Munsee.
 5. Students will learn about several people and events that stand out in Stockbridge Mohican history.

MATERIALS Teacher Reference: *A BRIEF HISTORY OF THE MOHICAN NATION, STOCKBRIDGE-MUNSEE BAND* by Dorothy W. Davids, Mohican Elder (Stockbridge-Munsee Historical Committee, 2004)
Student Resource Sheet #2.2: The Many Trails of the Muh-he-con-ne-ok (review)
Student Resource Sheet #3.1: Effects of the coming of the Europeans (review)
Activity #6.U: Moving Yet Again
Student Social Studies/History notebooks for continuing outlines

- PROCEDURE**
1. Be sure you have read your copy of the *BRIEF HISTORY*, page 3, "Removals Westward," through page 4 to "Reservation" before this class meets. There may be too much in this section of the *BRIEF HISTORY* for your students to read and/or digest so be aware that what they need to know is mainly why the Stockbridge Mohicans left where they were and where they went and then put those points in their outlines. The sub-topics under the major heading will help you keep the necessary information to a minimum so the students can see the history as it developed. This history could be considered similar to the removals of Native peoples all over the country, although the details would differ to a greater or lesser degree in each case.
 2. **INTRODUCTION** This entire class period will be devoted to the topic of the removals of the Stockbridge Mohican people. It was a disastrous time for an entire population of Native people not only to move again and again but never to be sure that they would be able to call any particular place home again. Ask students to imagine what it must be like to have to take only what belongings you could put on your back or perhaps in a wagon and take off without knowing where you were going, how to get there, how long it would take and so on.





During this period of American history, many thousands of Native people — women, men, children, Elders — were forced by soldiers to travel — sometimes walk — hundreds or more miles to places unknown to them before. Often these places had very different soil, landscape, trees, animals, materials to make shelters from or plants to provide the food and medicines to which they were accustomed. As a result, many people died, particularly the Elders who were the storytellers, historians and medicine healers, and the children who were the future of the people. It was an extremely sad and disruptive time for Native Americans.

See if any students know of such things happening now in their own time — wars, genocide, massacres and so on — in order to make the effects of the wars and invasions of Native lands relevant to their lives. You might mention a few also and briefly describe the situations in those places.

3. Have students refer to Student Resource Sheet #2.2 and print the heading **THE MANY TRAILS OF THE STOCKBRIDGE MOHICANS** on a new page of their notebooks. You can then continue with sub-topics, beginning with one we have already read about but may have forgotten: **Leaving their Homes along the Mahicannituck**. For information about why this happened, review Student Resource Sheet #3.1, p. 1, bottom of column 1 with students, or simply remind them of the reasons why the Muh-he-con-ne-ok had to leave their villages of many hundreds, perhaps thousands, of years before.
4. Before continuing with the outline, you may want to use Activity 6.U: Moving Yet Again. Or you can use it at the end of their study of the various removals of the Mohican People (see page at the end of this Procedure).
5. Continue with the outline, using the following sub-headings for the information you wish to have the children remember. They could also follow the routes on the map on Student Resource Sheet #2.2. Note that some people went by land, while others went by steamboat on the Great Lakes. Actually, the Stockbridge received some payment for leaving New York to go to Wisconsin, as receipts found by the Historical Committee have shown. Note also that several names of people or historical events are mentioned and should be included under that particular sub-heading for students to be able to identify:

Had to Leave Stockbridge in Massachusetts

- Non-Natives gain titles (probably illegal) to Native land in Stockbridge; soon outnumber Stockbridge people there.
(Remember the experience of Stockbridge warriors who had already lost their homes in Stockbridge?)
- Oneida Invitation
- Church, school, sawmill built here in "New Stockbridge"
- Joseph Quinney, leader





Had to Leave New Stockbridge in New York

- New York forced out many Native people
- Invitation from Delaware People in Indiana
- John Metoxen, leader westward to Indiana

(If students ask about the dot in western Ohio, it refers to the village of Picqua, now a city, where the Stockbridge people wintered on their way to Indiana. This is not mentioned in the *BRIEF HISTORY*.)

Had to Move on to Wisconsin

- Delaware already forced to sell land to U.S. Government
- Stockbridge moved on to Wisconsin; brought English language
- Lived near Green Bay, created settlement at Statesburg (Kaukauna)
- Built a church and school
- Electa Quinney, first woman public school teacher in Wisconsin

Had to Leave Statesburg (Kaukauna)

- Had to move south to east side of Lake Winnebago
- Several Munsee families joined the Stockbridge people
- Eventually called the Stockbridge-Munsee People

Had to Leave Stockbridge, Wisconsin near Lake Winnebago

- President Jackson's Indian Removal Act of 1832
- Treaty of 1856; moved to Red Springs and Bartelme (Bar'tl may) in Wisconsin

Home at Last in Townships of Red Springs and Bartelme

- Lumber companies destroyed forests; left barren lands
- Stockbridge-Munsee people very poor; sold land allotments and precious family heirlooms for cash during Great Depression
- Indian Reorganization Act (1934) made possible a new constitution and government
- Stockbridge-Munsee Community survived and is still living in these two townships today.





ACTIVITY #6.U
MOVING YET AGAIN

UNIT THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS

PART 6 MOVING AND MOVING — AND MOVING AGAIN

Focus To help students imagine the Mohican People's moves and the effects of these moves on the Mohican People

Materials One boundary Marker (a rope or a piece of masking tape on the ground)

Circle of chairs

Index cards

Legos®

Paper and pencil

Level Grades 4 and 5

Framing

As we might know, one of the big parts of the story of the Mohican People is that they had to move from their original homes in the northeast part of the United States and ended up in Wisconsin. This activity will help us imagine some of the things they had to deal with during these moves.

Suggested Procedure

1. Prepare 5 index cards marked "moving" (see Facilitation Notes below). These will be read in order.
2. Prepare 9 index cards marked "challenge" (see Facilitation Notes below). These will be read at random during the activity, so you can mix them up.
3. Prepare a set (one for every student) of index cards marked "Keys to the Future." Put a mark on three of them. These will be used for one of the challenges, if it is chosen.
4. Clear the desks or tables away. Set up the boundary marker on one side of the room. On the other end of the room, create a circle of chairs (or create a second boundary line and have students sit in a circle on the floor when they get there).
5. Tell the students that they are standing at their homelands. They have been told that they have to move. At the other end is where they will eventually end up.
6. To get to the other side, they will take steps forward or backward depending on the challenges they face along the way. A "step" is taking one foot and placing the heel directly in front of the toe of the other foot.





UNIT
PART 6

THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
ACTIVITY #6.U: MOVING YET AGAIN, p. 2

7. Start by reading the first "Moving Card A." The students will move according to what the card says.
8. Then choose a challenge card at random from the pile and follow the directions on that.
9. Alternate between "moving" and "challenge" cards (not all challenge cards will be used).
10. Continue until you have done the final moving card and all the students are sitting in a circle on the other side.

Facilitation Notes

There are a lot of parts to this activity, but it is designed to help students connect with the realities of the people whose history they are studying. After being forced by circumstances to give up their original homelands along the Mahicannituk and in Massachusetts, the Mohican People moved at least five more times over a span of 70-80 years. They faced a myriad of challenges along the way.

You may wish to have the students hold hands when they are moving to help keep them together. You may wish to have a way to get groups into pairs (for the "losing one's language" activity) and small groups (for the "building with Legos®" activity) to facilitate the transitions. Many teachers have Popsicle sticks with people's names to get into pairs by pulling two names at a time. You can also have students number off before you start the moving activity for the small groups. Then you simply ask them to get together in their number groups for the building with Legos® part.

Moving Cards:

- A. People you don't know have taken possession of your land, so you have to move from Massachusetts. The Oneida in New York invite you to stay with them. **Move 2 steps forward**
- B. New York forces out many Native People. The Delaware in Indiana invite you to stay with them. **Move 3 steps forward.**
- C. The Delaware are made to sell their land to the U.S. government. You have to move on to Wisconsin, near Green Bay, to a place called Statesburg (now Kaukauna). **Move 3 steps forward**
- D. You are required to move because the Fox River, where you live, is seen as valuable. You move to the east shore of Lake Winnebago and call it Stockbridge, Wisconsin. **Take 2 steps forward**
- E. In 1856 you negotiate a treaty that gets you to your new home in Bartelme and Red Springs, Wisconsin. **Move as many steps forward as necessary to get there**

Challenge Cards:

- You are losing your language. People are now speaking English instead of the Mohican language. *Turn to a partner and decide which of you will tell a childhood story. Tell that story. Then the other person tells a childhood story but may not speak. They may make sounds and motions only.* **Take 1 step back**
- Intruders (called "settlers") take your land, which forces you to leave. **Take 1 step back**
- You have to decide how to get to the new place: foot, wagon, or steamship. **Take 2 hops backwards**





UNIT
PART 6

THE MOHICAN PEOPLE, THEIR LIVES AND THEIR LANDS
ACTIVITY #6.U: MOVING YET AGAIN, p. 3.

- Constant construction — Every time you move you build what is important: schools, churches, maybe a sawmill or a livery stable. And with every move you have to leave what you have built.
(Get into smaller groups of 4 or 5. Give each group a handful of Legos®. You have 2 minutes to build something together before you have to move on.) Leave it where you built it and take 1 step back (Please remind students to be careful of the Lego® creations.)
- Lumber companies destroy the forest before you move there. **Take 1 step back**
- You now live in a place that is very different than what you are used to.
(Give students a piece of paper and pencil. Have them write their names first with their dominant hand, then with their non-dominant hand. How did that feel?) Take 1 step back
- You lose relatives and friends during the moves — either they died or went somewhere else.
(Hand out keys to the future cards, one to each student. Three of them will have a mark on them. These students are to leave the activity and stand with the teacher for the rest of the activity.) Take 2 steps back
- You have to deal with the United States Government. They tell you what to do and don't give you choices. **Take 1 step back**
- Your group can't continue because winter has set in. You must stay until the weather gets warmer. **Take 1 step back**

SAMPLE PROCESSING QUESTIONS (Some of these are repetitions of the processing questions for the "Moving, Moving, Moving Activity" in Part 1.)

- What happened when you were told to move? How did it feel? Was it difficult? Did you feel frustration; confusion, irritation, joy, happiness, anger? What caused you to feel this way? (This is a very important question, as the responses may indicate the level of awareness and empathy the students are developing for the experiences the Mohican people lived through.)
- What changes did the Mohican People experience in these many moves? Which ones were sad, unhealthy, confusing for them? Which ones might have given them a little hope?
- Can you think of a time when you had to move or give up something that was important?
- What did you notice about your classmates and how they did this? Did they react the same way as you or in different ways?
- Did you notice anyone refusing to move? Why do you suppose they did this? Could this be a kind of resistance to doing what they were told to do? What emotions would lead to this kind of behavior? Might this have happened to some Mohican People during their history?

Finally, remind students that these experiences of the Mohicans' ancestors influence their feelings today about the federal government and its attempts to colonize and control them. This is why sovereignty, treaty rights and fair dealings with federal, state, county and town governments are insisted upon by the Mohican People and their leaders today.

