

ROBERSON MUSEUM AND SCIENCE CENTER

Iroquois Culture Pre-Visit Activity

Grade Level: 6-7

New York State Learning Standards: Arts 1-4; ELA 1, 3, 4; SS 1-3; MS&T 4

Pennsylvania Learning Standards: H 8.1, 8.3; A&H 9.2; S&T 3.4; E&E 4.2, 4.4, 4.8

Objective: This activity will promote an awareness of the power of images and how ideas and thoughts can be expressed visually. Today's youth is surrounded by a variety of images and often do not realize how the media manipulates emotions and thoughts through an image. Students will learn to identify and interpret the artist's intentions, the general perception of the subject, and social and cultural influences on the creation of images for mass media. In particular, students will examine drawings and paintings of historical figures of the Sullivan-Clinton campaign and analyze how they have been depicted in history.

Materials:

- Background information on Sullivan-Clinton, 1 per student (see attached)
 - Images of George Washington, John Sullivan, and Joseph Brant (see attached)
 - Computer with internet access
 - Projector and screen
 - Library books
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- ❖ Aller, Susan Bivin with illustrations by Laurie Harden. **Living with the Senecas: A Story about Mary Jemison**. Brookfield, CT: Millbrook Press, 2007.
 - ❖ Althsheler, Joseph A. **The Shadow of the North: A Story of Old New York and a Lost Campaign**. Charleston: BiblioBazaar, 2006.
 - ❖ Canfield, William W. **At Seneca Castle**. Emmaus, PA: Salem Ridge Press, 2006.
 - ❖ Calloway, Colin G. **The American Revolution in Indian Country: Crisis and Diversity in Native American Communities**. Cambridge: Cambridge University Press, 1995.
 - ❖ Davis, Kenneth C. with illustrations by Rob Shepperson. **Don't Know Much about George Washington**. New York: HarperTrophy, 2002.
 - ❖ Hedstrom-Page, Deborah with illustrations by Sergio Martinez. **From Colonies to Country with George Washington**. Nashville: B&H Publishing Group, 2007.
 - ❖ Marrin, Albert. **George Washington and the Founding of a Nation**. New York: Dutton Juvenile, 2001.

Procedure:

Homework the Night Before:

1. Make copies of the attachment on the Sullivan-Clinton campaign.
2. Have students read this information at home and write a summary.
3. Students should gather images of today's world leaders.
4. Students can copy images from library books, print them from websites or cut them from newspapers and magazines. Each student should have at least one image. Some suggested sources for the images are a local newspaper, New York Times, U.S. News, TIME Magazine, and Newsweek.
5. Each student should write a description of his or her image and answer some of the following questions in the description:
 - How is the person depicted in the picture? As a leader? As an intellectual? What do you see that makes you say that?
 - Is the person centrally located in the picture? Why or why not?
 - What event is being depicted? Or is it a portrait?
 - If the picture comes with a caption, how does it portray the leader?

In Class the Next Day:

1. Discuss the history of the Sullivan-Clinton campaign. Ask students to summarize what they read.
2. The teacher can search for relevant images other than those attached of the main figures of the Sullivan-Clinton campaign, including Generals Washington, Sullivan and Clinton, and Mohawk Chief Joseph Brant (Thayendanegea).
3. Ask students to take out their images of world leaders.
4. Project the first provided image of George Washington (Fig. 1) onto a screen.
5. Ask students to compare their modern day image of a political leader with the one on the screen.
 - What are some differences between your pictures and the one here?
 - For Fig. 1, point out the dramatic lighting in this artist rendering. There seems to be a spotlight on Washington.
 - Read the tagline for this image. How has the History Channel decided to portray Washington?
 - There is a focus on Washington's military career.
 - Why did the artist choose to depict Washington in the midst of battle?
6. Move onto the group of images of Washington (Figs. 2-4). Ask the following questions:
 - Are the figures centrally located in the image?
 - Locating the figure in the center of an image reinforces the idea that that person is important, and that the image is referring to him or her.
 - How does Washington's status and importance in American history factor into how he is often portrayed?
 - Is he often depicted as a serious person?

- Can we imagine Washington to be someone other than a General or the first President of the United States?
 - Why was George Washington made into a cartoon character (Fig. 4)?
 - What are some character traits that have been incorporated to distinguish this cartoon character as Washington (Fig. 4)?
7. Next, project an image of General Sullivan (Fig. 5).
 8. Again, have students compare their modern day images with the one on the screen.
 - What are the differences between this image and yours?
 - This is an image of a postage stamp made in his honor. It represents an image of Sullivan that was intended to be circulated and how he is remembered in history.
 - Are the figures centrally located in the image?
 - Point out that this image of Sullivan is based on a portrait of him.
 - Why are there so few details on the stamp?
 - Some sample answers include: stamps are too small to have details; simple images and designs are best for stamps.
 - Why is the stamp an engraved image?
 - Some sample answers include: it was inexpensive to use one color; there were no means to print stamps as we print them today.
 - Why does Sullivan appear alone on the stamp? Why is Clinton not represented? Do you think this was the artist's choice?
 - Sullivan was a higher ranked general.
 9. Show the portraits of Washington and Sullivan (Figs. 6 and 7).
 10. Compare the two paintings. Some points to make about these images include:
 - Both Generals are wearing their uniform.
 - Both are gazing to the left.
 - Both portraits have plain backgrounds. The focus is on the people.
 - Both men are depicted from the torso up.
 - Why do you think these portraits were made?
 - To celebrate their lives and careers.
 - Important people in American history.
 - Where would these portraits have been found? In the homes of their families? In civic buildings?
 11. Project an image of Joseph Brant (Fig. 8).
 12. Have students compare their modern day images with the one on the screen.
 - What are the differences between this image and yours?
 - Is the figure centrally located in the image?
 - Would the Haudenosaunee, or Iroquois, people have celebrated their leaders with a portrait such as this? In other words, were portraits and paintings the means by which the Iroquois recorded people and events?
 - No, the Iroquois used wampum belts.
 - Messages of particular importance were made into strings and sent by a runner among the Six Nations. Wampum belts consist of rows of beads woven together.

Belts were made using the techniques of both hand-held and loom-woven beadwork (<http://www.nativetech.org/wampum/wamphist.htm>, April 24, 2008).

- The weaving of wampum belts is a sort of writing by means of belts of colored beads, in which the various designs of beads denoted different ideas according to an accepted system, which could be read by anyone acquainted with wampum language, irrespective of what the spoken language is. Records and treaties are kept in this manner, and individuals could write letters to one another in this way (<http://www.sidis.net/TSContents.htm>, April 24 2008)
- Wampum is also used for storytelling. Since there was no written language wampum is a very important means of keeping records and passing down stories to the next generation. Wampum is also durable and so could be carried over a long distance (<http://www.newton.dep.anl.gov/natbltn/700-799/nb725.htm>, April 24, 2008).

13. Show the images of Joseph Brant (Figs. 9-11).

- Why is there so little variety in the images of Joseph Brant?
- Why is Joseph Brant depicted on the Canadian dollar coin?
 - Joseph Brant was a Mohawk Chief, and he fought for the British army. In return, Mohawks were given tracts of land in Canada.
- Who is usually depicted on coins? Why?
 - Usually, leaders of the nation are depicted on coins. However, there are also images of people who were integral to the development of the nation but were not political leaders, such as Sacagawea on the U.S. dollar coin and Benjamin Franklin on the fifty dollar bill.

14. Focus on the provided image of Washington with the image of the stamp of Sullivan.

15. Ask students the following questions:

- How is the media portraying these men?
 - The media has chosen to commemorate the military careers of these two men.
 - Washington is portrayed as ready and willing to fight for the country.
 - Sullivan is portrayed as a General proud of his work.
- How has the media influenced how leaders can be portrayed throughout history?
- Why is it easier to find images of George Washington than any of the other men mentioned in this activity?

16. For further discussion, ask:

- Why is there so little variety in the images of leaders in history?
- Who decided that these people should be remembered through these particular images?
- What are some characteristics of the portraits of political or military leaders?
- Did any students bring images of any of today's female world leaders? If so, how do these images compare with those of men in power?
- Are these women depicted as intellectuals?
- Why are women in power usually portrayed or seen as more masculine than women who are not in politics?

Conclusion: People can be convinced to feel certain emotions or believe certain ideas depending on the power of an image. Students will gain an understanding of how the personalities of certain people are influenced by the media.

Developed by: Michelle Cheng
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The Sullivan-Clinton Campaign

In 1779, the Sullivan-Clinton Campaign was launched against the Iroquois Six Nations, who called themselves Haudenosaunee, meaning “People Making a Longhouse.” This was the second largest military operation of the Revolutionary War (1775-1783) and remains the largest ordered against the Native peoples of North America. However, its history is not well-known.

The French, the British, and the American rebels all manipulated alliances with First Nations people as the colonial forces battled for control of North America during the French and Indian War (1754-1763) and the Revolutionary War.

American determination to launch and win this campaign against the Haudenosaunee stemmed from the desire to control as much of the North American continent as possible, to secure westward expansion, and to encourage trade and commerce.

In addition, the massive attacks against the Haudenosaunee during the military campaign had been further provoked by frontier battles throughout 1778 between the First Nations people and the American colonists. The Haudenosaunee Grand Council worked hard to stay out of the Revolutionary War, and many of the First Nations people were neighbors, had blood ties, and trade relations. As pressure to choose sides intensified, the Grand Council decided the Confederacy would remain neutral, while individuals and nations could make their own decisions. The Revolution and the rivalries it produced helped to polarize the Haudenosaunee and strained the alliances of the Iroquois Confederacy.

The Continental Congress had acquired the sum of \$912,743 for a war against the Haudenosaunee in their homeland. With permission from the Congress, General George Washington commissioned Major General John Sullivan and Brigadier General James Clinton to lead an army of 6,200 troops to destroy Haudenosaunee villages, crops and fighting ability. Colonel John Butler led the British forces, which found allies in First Nations people led by Mohawk Joseph Brant.

General Washington made the following orders:

The Expedition you are appointed to command is to be directed against the hostile tribes of the Six Nations of Indians, with their associates and adherents. The immediate objects are the total destruction and devastation of their settlements, and the capture of as many prisoners of every age and sex as possible. It will be essential to ruin their crops now in the ground and prevent their planting more.

I would recommend, that some post in the center of the Indian Country, should be occupied with all expedition, with a sufficient quantity of provisions whence parties should be detached to lay waste all the settlements around, with instructions to do it in the most effectual manner, that the country may not be merely overrun, but destroyed.

Orders of George Washington
to General John Sullivan
At Head-Quarters
May 31, 1779

(www.sullivanclinton.com, April 24, 2008)

American troops were ordered to destroy all crops they came across, namely corn, beans, and squash, known as the Three Sisters to the Haudenosaunee. These crops are intertwined with their folklore, having been the physical and spiritual sustainers of life for generations of the Haudenosaunee people. In particular, corn was important because it was a source of food, but it also provided materials for making many common objects. Women braided the corn husks for rope and twine and coiled them into containers and mats. Corn silk was used as hair for cornhusk dolls.

In April 1779, Colonel Goose Van Schaick led troops to first devastate Onondaga Castle, the location of the Haudenosaunee central Council Fire and the Onondaga Nation's capital, effectively upsetting the political associations of First Nations people.

The lands in what is now upstate New York and northern Pennsylvania held the sites of Haudenosaunee villages that were raided and burned by the American troops. First Nations settlements along the Susquehanna and Chemung Rivers were the targets for the army, who had followed these waterways.

The Haudenosaunee engaged in this war in order to save their homelands filled with ancestral, spiritual and cultural history. These people were part of the Six Nations Confederacy, and they would lose the governing body that maintained peace and ensured prosperity. The Haudenosaunee faced the dispossession of their native villages, where they had developed intricate relationships with the land through agriculture and spirituality.

In August 1779, Sullivan moved up the Susquehanna to Tioga, Pennsylvania, from where a scouting party joined Clinton's troops at the Nanticoke village of Chugnut (Choconut) in the Town of Vestal. The Anglo-Indian alliance under John Butler and Joseph Brant prepared an ambush at Newtown, where the Chemung River passed a steep mountain on the edge of the Seneca homelands (near present day Elmira, New York). But with greater numbers and cannon power, Sullivan's army defeated the raid roughly 800 English and Indian soldiers after a brief but intense encounter. In the Battle of Newtown, Sullivan and Clinton used artillery against the Indians for the first time.

After victory at Newtown, Sullivan and Clinton's vast army continued its path of destruction north, systematically destroying crops and villages on both shores of Seneca and Cayuga Lakes. Word of the troops' movements quickly reached the villages in Sullivan's path, with most of the inhabitants fleeing their ancestral homelands.

By 1842, the Six Nations held claim to only 87,000 acres (.034% of their original territory before colonization). The Haudenosaunee lost approximately half of its population by 1797. Without

the support of the British, the Haudenosaunee, including those who sided with the colonies, had little leverage in negotiating with the United States or New York governments.

Despite losing most of their original domain, they struggled hard to sustain their lifeways and traditions, while negotiating treaties establishing diplomatic relations with the new American nation. The United States agreed to recognize the Haudenosaunee as sovereign, rather than conquered, nations, entitled to control over their remaining lands and decisions regarding their people through the 1794 Treaty of Canandaigua, New York, also known as the Pickering Treaty. The Haudenosaunee agreed to halt further hostilities and Americans agreed not to infringe on their sovereignty.

To reaffirm their commitment to the treaty, the United States government to this day sends bolts of “treaty cloth” to the Confederacy “seat” at Onondaga, from where they are distributed to each Nation every fall.



Fig. 1 The History Channel’s tagline for this television special was: “Before he was America’s first President, he was American’s first action hero.”



Fig. 2 *George Washington at Princeton*
By Charles Willson Peale, 1779



Fig. 3 *President George Washington*
By Gilbert Stuart



Fig. 4



Fig. 5 - A stamp commemorating the 150th anniversary of the Sullivan-Clinton campaign.



Fig. 6



Fig. 7



Fig. 8 1776 painting by George Romney.



Fig. 9



Fig. 10



Fig. 11