

Teacher Directions

Day 2: Haudenosaunee Resilience and Resistance

Essential Question: When rules or laws are unfair, how can people fight for justice while still working for peace?

Guiding Question: How have the Haudenosaunee protected their sovereign land, people, and culture while working for peace throughout history?



Learning Target: We will explore Haudenosaunee interactions with others, conflict over land, and their resistance.

Teacher Resources:

[Slide Deck](#)
ourlocalhistory.org

Student Handouts:

[Gallery Walk Sources](#)
[Causation](#)

Lesson Overview: Students will be introduced to the history of the Haudenosaunee's complicated relationship with Europeans and the United States of America. Through a brief mystery source activity, a short video, and a gallery walk activity students will explore the challenges the Haudenosaunee faced and consider the strategies they used to protect their sovereignty and work for peace.

The lesson begins with a mystery source focused on Ely S. Parker, Red Jacket, and George Washington that's meant to highlight the complicated feelings the Haudenosaunee people have towards the US and their centuries long efforts at resilience and resistance. Next, Trish Corcoran Onondawaga, Bear Clan will share important context about this history and her people's work for peace in our region. This sets the stage for students to explore a series of gallery walk sources and corresponding maps centered on the following questions:

- What challenges have the Haudenosaunee faced in our community and state?
- How have the Haudenosaunee and their allies responded and resisted?

The lesson ends with an academic circle and intentional closing focused on resilience and working for peace. Note that the grade 4 version of the lesson slides is located in the first part of the deck and the grade 7 slides (not recommended for use with 4th graders) is bookmarked at the second part of the deck.

Learning Experience 1/5: Learning Target & Introduction

Introduction and Grounding Slides

Teacher directions are directly connected to the slides in the slide deck.

Essential Question (Slide 1): Introduce the essential question, “When rules of laws are unfair, how can people fight for justice while still working for peace?”, and invite students to consider it before exploring the lesson. Teachers can introduce students to Red Jacket as one of the Haudenosaunee leaders they will learn about during the inquiry. We will learn about him as a Seneca leader and how he responded when he faced decisions and actions that were unfair. We will learn about him and others who fought for justice while working for peace.

What to Expect: Today’s Lesson (Slide 2): Use this slide to orient students to the lesson and establish a shared purpose. Briefly preview what students will be learning and how they will learn together. Introduce the guiding question and invite students to share their thoughts (options for sharing could include a turn and talk, whole group sharing- aloud and captured on chart paper, whole group discussion, or individually written responses). Let students know they will return to this question at the end of the lesson.

SEL Inclusive Welcome (Slide 3): Inclusive welcome: invite students to turn and talk about which part of the image best represents how they’re feeling today or feeling about the lesson (learn more about similar [synectics based inclusive welcomes here](#)). Consider trying a different inclusive welcome by exploring the excellent options at the [CASEL site](#). The goal of the inclusive welcome is to build community and set the stage for the work ahead.

Pre/Post Self Assessment (Slide 4): The inclusive welcome continues with a chance for students to self assess on a scale from:

(1) Seed “I’m just getting started.” (I know little about the Haudenosaunee and Europeans and am ready to learn more)

(2) Sprout “I’m starting to grow.” (I know some things about the Haudenosaunee and Europeans and can share a few ideas about their interactions)

(3) Flower “I’m growing strong.” (I know quite a bit about the Haudenosaunee and Europeans and can explain some of their interactions using what I’ve learned)

(4) Squash “I’ve grown a lot.” (I know a lot about the Haudenosaunee and Europeans and can explain their interactions using examples and evidence).

To consider where they are on the scale relative to this question: how well would you say you understand the local history of how the Haudenosaunee interacted with Europeans?

Learning Target (Slide 5): Introduce the learning target and give students a moment to make meaning of it before beginning the lesson. Invite students to identify words or ideas that stand out and briefly share what they think they might explore or learn.

- What words or ideas stand out to you? What do they tell us we will be doing as learners?
- Which ideas or phrases in the learning target seem most important, and what do you think they mean in your own words?

As students respond, listen for and clarify key ideas (rich history, relationships, environment, and other people). Invite students to consider what these ideas might tell us about what they will

learn about the Haudenosaunee. Remind students that they will return to the target at the end of the lesson to notice how their thinking



Learning Target: We will explore Haudenosaunee interactions with others, conflict over land, and their resistance.

NYSED Connections (Slide 6): Share with students that this lesson uses the social studies practice of geographic reasoning (in the yellow table row). Explain that throughout this lesson they will have opportunities to learn about the geography of our region by analyzing maps, describing locations, and making connections between places familiar and possibly unfamiliar to them.

Educators can also use this slide to connect student learning to NYSED learning standards to help families understand why this learning matters. Invite families into considering how this lesson gives students opportunities to learn about Haudenosaunee history, culture, governance, and relationships with the environment while developing important skills and competencies.

Group Norms: Our Community is SAFE, KIND, and FAIR (Slide 7): Remind students of the group norms protocol. Let students know that these group norms will be followed throughout the entirety of the lesson and that the norms can be added to or adapted. Teachers might also choose to select the norms that are best suited for their classes; all norms are not necessarily needed. Introduce students to the following group norms and ask what else they need in order to feel supported, safe, and challenged during our unit. Here are some possible norms and ways to explain them. Invite them to share a kudos for a friend who did a great job with one of them the day before, set a goal for themselves today, or share with the class one they think they all might improve on. This builds community and helps the students own their learning.

Learning Experience 2/5: Mystery Source, Zoom In/Zoom Out

Mystery Source Slides

Mystery Source (Slides 8-13): Share with students that the next four slides each show one quarter (quadrants) of the same image. Each slide will reveal another part of the whole image. Invite students to observe first, then share what they notice, wonder, or can infer from each part of the image. Remind students that there are no right or wrong responses and that they will have opportunities to revise their thinking as more of the image is revealed.

Teaching Tip



When students offer a guess or inference, it is wise not to affirm or correct any student participation. Preserving the mystery is essential as an instructional strategy. If students have trouble at this stage, emphasize that observations and looking carefully at the source is the right work and can be hard work.

The introduction of the Mystery Source quadrants can be viewed away from student desks (at the rug, for example) where there may be less distractions. Furthermore, students can bring sticky notes with them to make notes and observations away from their desks.

Mystery Source Revealed (Slide 14): Reveal the full image on **slide 14**. Ask students to share notices and wonders, but also add the question ‘What can you infer or learn about the Haudenosaunee from the image?’ Invite them to consider when this image was taken and where? What story does this image tell about the person? Encourage them to notice his pride, intelligence, the books, and the wampum. The image at the bottom right appears to represent the ‘[Dust Fan Belt](#)’ that is a reference to the great tree of peace. Students may also notice this person appears to be Haudenosaunee but isn’t dressed in traditional clothing. Additionally teachers might invite students to consider what objects and clothing stand out and what they might tell us about who he is (identity and role). To help students draw inferences teachers might consider connected prompts such as these: *‘What kind of a person do you think this might be? What do you see in the portrait that makes you think so?’*

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George Washington (Slide 15): This slide breaks from a traditional 4 quadrant mystery source to include General George Washington's [letter to Major General John Sullivan](#) (May 31, 1779). Students will have recognized at this point that the man in the image on the previous slides is wearing a medal with George Washington on it. Let them know that here we'll read a short excerpt of Washington's orders in regards to the Haudenosaunee people including our mystery man's people. Here Washington outlined goals for the "total destruction and devastation" of Haudenosaunee settlements, the capture of prisoners, and the ruin of their crops during the American Revolutionary War. It notes that before the war, most of New York State was Haudenosaunee land, and after Washington's orders were carried out in 1779, the few survivors returned to reclaim and rebuild their communities.

Extension: This site about The [Sullivan Clinton](#) campaign does an incredible job laying this entire story out and would work well as an extension activity in a 7th grade class. Here are a few key background details about the campaign if students are interested in learning more:

Sullivan Clinton Campaign:

Goal: A large military expedition (1779) during the American Revolution, ordered by George Washington, to "destroy" the Iroquois Six Nations Confederacy (especially the Seneca, Cayuga, and Onondaga).

Scale: The largest expedition ever against native North Americans at the time, involving over 6,200 soldiers (about 25% of the Continental Army).

Method: Led by Generals John Sullivan and James Clinton, the campaign involved a scorched-earth strategy of clear-cutting and burning long houses and crops.

Impact: Historian Allan Eckert estimated at least 50 towns and nearly 1,200 houses were burned. All this before the worst winter in recorded memory.

Consider making space for student questions and feelings. This mystery source and the added context on slides 13-16 are meant to illustrate the complex relationship and tension between the Haudenosaunee and US government that they'll be exploring next in the gallery walk.

The Medal (Slide 14): This slide poses the question:

- Why do you think these Haudenosaunee men would wear a medal with George Washington on it?

This is a man who ordered the destruction of their homes and community. It describes a medal showing a Native American sharing a peace pipe with Washington, with a farmer plowing in the background. Allow some productive struggle and even encourage speculation from students. Wrestling with the tension of these images can increase student engagement and push for understanding in the slides that follow.

Ely Parker (Slide 17): Ely Parker (right side figure), grandson of Onondowaga (Seneca) Chief Red Jacket, dedicated his life to protecting Haudenosaunee land and sovereignty from the United States. [Parker](#) was a college graduate and a general in the U.S. Civil War who carried on his grandfather's legacy helping lead his nation's fight to buy back and reclaim the land that was stolen from them. The Tonawanda Seneca Nation (near Darien Lake) remains sovereign today because of this legacy.

"Town Destroyer" (Slide 18): In 1792, George Washington gave a medal to Red Jacket to symbolize peace and ensure the sovereignty (the freedom to govern themselves, protect their land, and be their own nation) of the U.S. and Onondowaga (Seneca) people. Despite this, Red Jacket and the Onondowaga Nation continue to refer to George Washington as the "Town Destroyer" or "Village Destroyer". This medal remains very important to the Onondawaga people today and was recently [returned to them in 2021](#). This slide is meant to invite students to wrestle with conflicting ideas, challenging history, and the still very complicated relationship between the Haudenosaunee and the United States. Highlight for students that despite the destruction of their villages leaders like Red Jacket and his grandson Ely S. Parker made the decision to peacefully work for sovereignty using the courts. The Onondawaga (Seneca) proclaimed Parker as Sachem of the Six Nations and, with his attorney John Martindale, he continued the 20-year battle to preserve the homelands at

Tonawanda for the Seneca by commencing four lawsuits against the Ogden Land Company and their grantees ([learn more](#) here).

Learn More: Our Local History Research and Communications Coordinator, Justin Murphy published a story in the New York Times about how in 2025 Parker was admitted to the New York State Bar, 176 years after he was denied entry because of his race, becoming the first Native American to be admitted to a state bar posthumously, according to legal experts. [Seneca Soldier and Statesman Can Finally Add Lawyer to His Legacy: Ely Samuel Parker, a Native American who served as an aide to Ulysses S. Grant during the Civil War, was kept from practicing law during his lifetime.](#)

Teaching Tip



Students may need help processing this upsetting history of war and removal. Or that the first president of the US ordered the destruction of the Haudenosaunee people. Avoid villainizing or defending Washington's actions. Instead make space for students to recognize and share feelings that come up.

Emphasize that they'll be learning more about how brave Haudenosaunee people like Cornplanter were, as well as their White and Black allies, working to reclaim land and sovereignty in an effort to work for peace between our nations. We'll learn about some of the problems that still exist between the US and Onondawaga people and the ways people in our community are choosing to take informed action. Invite them to consider that all people make mistakes or have done things they are not proud of as well as good things. Red Jacket, Cornplanter, the Haudenosaunee people, and their allies chose not to ignore the harm and unfair actions being taken. A good community is one that's safe, kind, and fair. Telling the truth about our history helps us work towards that goal.

Intentional Reflection Pause (Slide 19): This slide is meant to be a transition into the gallery walk and a chance to learn and reflect with Gusowentah, Trish Corcoran, who is part of the Tonawanda Seneca Nation and the Bear Clan. Before sharing the video, share with students that they will next explore more about the relationship between the Haudenosaunee, New York State, and the U.S. government. Students will consider the challenges and broken promises the Haudenosaunee faced as well as the ways they worked for peace, sovereignty, and care for the land.

In the short video, Trish Corcoran shares what this history of her nation means to her today.

Learning Experience 3/5: Gallery Walk (note the grade 7 gallery walk is aligned with the 7th grade standards)

Gallery Walk Slides

Gallery Walk Directions (Slide 21): Gallery Walk ([watch this short video](#) if you are unfamiliar with gallery walks)

Beforehand print out the gallery walk slides 20-41 and tape each source at the top of the chart paper and the corresponding map on the next slide below it on the chart paper (see image to the right). Texts should be displayed “gallery style,” in a way that allows students to move around the room, with several students clustering around each particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next source. One direction that should be emphasized is that students are supposed to disperse around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text but also increases the likelihood of off-task behavior. Another option would be to make a copy of the gallery walk slides, adjust the sharing settings to ‘editable’ and share it with your students and have them use the comment feature to make virtual comments on the slides.

Gallery Walk Sources (Slides 22-49): Quickly introduce students to the primary sources they will be viewing and review the gallery walk protocol (slide 18). Encourage them to respond to their peer’s questions on the gallery posters.

Learning Experience 4/6: Academic Circle

Academic Circle Slides

Academic Circle Protocol (Slide 50): Invite students to sit in a circle to debrief the gallery walk. Use this slide to establish the purpose and structure of the Academic Circle.

Remind them of the group norms, the circle protocol, and circle agreements. Read the guiding question, How have the Haudenosaunee protected their land, and culture while working for peace? And have them consider these two questions to help them respond to the guiding question. This is also a time students may raise questions they have.

- What challenges have the Haudenosaunee faced in our community and state?
- How have people responded and resisted?

Note: Circle conversations have been used by the Haudenosaunee for centuries with the talking piece or talking feather passed to right due to how plants grow in this part of the world. This is also connected to traditional Haudenosaunee dance movements. Only the person with the talking feather is allowed to share.

Learning Experience 5/6: Causation Skills Practice

Explicit Instruction ‘I Do’: (Slides 51-56): These slides are designed to model the social studies practice of causation and are directly tied to the CRQ extension learning experience focused on [causation](#). They’re intended for the teacher to think aloud and model the thinking and reasoning behind the decisions they’re making (metacognition).

CAUSE and EFFECT
To Show a Cause and Effect Relationship
As a result Consequently Therefore For this reason Because Since This led to

Explicit Instruction ‘We Do’ (Slides 57): Here two new sources from the gallery walk that show causation are offered, but this time instead of the teacher just modeling there is a scaffolded language for the class and teacher to walk through together.

Explicit Instruction ‘You Do’ (Slide 58): There are a few options here. You could invite students to return to the gallery walk and choose two sources that they can demonstrate show causation. Invite them to make a claim and support it with evidence using language from the word bank. Or they could do the CRQ or SEQ activities that are linked.



Learning Experience 6/6: Intentional Close

Intentional Close Slides

First Indigenous People’s Day (Slide 59): According to [CASEL an intentional close](#) activity is meant to bring closure to a learning experience and build a bridge to participants’ next step in an intentional way. To reflect on the impact of the experience and how it felt. Here students are reminded that Rochester Mayor Malik Evans and members of the Seneca Nation, including Trish Corcoran, planted a White Pine Tree of Peace near Washington Grove in Cobbs Hill Park. The tree planting was a highlight of Rochester’s first annual Indigenous Peoples’ Day events on October 10, 2022 and symbolizes a shared commitment to peace and building safe, kind, and fair communities.

Great Tree of Peace (Slide 60): Remind students of Trish’s words about the peacemaker. When remembering the history of her people (including the stories in the gallery walk) Trish encourages people to remember it is possible to work together, to survive, and work for a better

world. Teachers read the text on the slide aloud, inviting students to attend closely to both the words and the image of the oil painting, “Great Tree of Peace”, by Oren Lyons (1971). After reading, provide some quiet reflection time, then invite students to respond to the prompt, “What are you noticing, wondering, or still thinking about after hearing these words and looking at the image? Allow the conversation to remain open-ended. There is no need to resolve or summarize every idea. The goal is to give students space to reflect and carry their thinking forward.

SEL Check-In (Slide 61): we see Trish’s matrilineal line, including her great great grandmother who lived through much of the history on day 2 and never stopped working for peace and to care for the land. Ask students to share with a neighbor a response **to one of the questions** on the slide.

- How are you feeling about the Onondowaga (Seneca) People’s story of resilience and peace? How can we work to carry on the Peacemakers message of peace today?
- Who did you learn about today that inspires you to keep going even when things feel overwhelming?

This photo of the matrilineal line of Gusowentah, Trish Corcoran, goes back to the early 1800s and demonstrates the strength of her ancestors who taught her to be of good mind and to be a good ancestor herself. **What kind of ancestor will you be?**

Civic Action Opportunities:

- Some students may ask how they can be a good ancestor and ally to the Haudenosaunee today. Simone Gonyea (Onondaga Snipe) and Gusowentah, Trish Corcoran (Onondawaga Tonawanda, Bear Clan), who both helped write these lessons recommend students learn more about the Tonawanda Nation’s fight against STAMP by [visiting their site](#) or reading *Gusowentah, Trish Corcoran* letter to the editor of the [Rochester Beacon here](#).. There are ways students can write letters, petitions, or use their voice to speak out if this is an issue they decide is important to them.
- [NYSED’s Civic Readiness Initiative](#) offers some helpful tips for teachers supporting student-led civic action projects. Also, consider checking out Our Local History’s rubric for elementary and middle school civic action projects [here](#) [Civic Readiness Rubric \(4th Grade\)](#) or reach out to the Our Local History team for support by emailing [Shane](#) or [Syd](#).

Pre/post Self Assessment (Slides 62-63): Review the learning target, reminding students of the focus of the lesson. Invite students to return to their pre/post self-assessment image from the beginning of the lesson. Ask them to consider: After today’s learning, where are you on the continuum from a squash seed to a fully grown squash in your understanding of the local history of Haudenosaunee interactions with Europeans?

Teachers can choose how students share their responses (i.e., a show of fingers, turn-and-talk, or small-group discussion based on students’ responses).



NYSED Alignment

NYS Social Studies and ELA Frameworks

7.1 NATIVE AMERICANS* : The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO)

- Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development.
- Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.

- Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.
- Students will investigate other Native American societies found in their locality and their interactions with European groups.
- Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

7.6c Westward expansion provided opportunities for some groups while harming others.

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.

Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.

NYS Social Studies Practices

S.S. Practices: Geographic reasoning, Gather, Use, and Interpret Evidence

NYS Culturally Responsive Framework

Reflect, honor, value, and center various identity perspectives as assets in policies and practices
Practice mutual respect for qualities and experiences that are different from one's own

Portrait of a Graduate Competencies

Academically Prepared, Creative Innovator, **Critical Thinker**, **Effective Communicator**, **Global Citizen**, Reflective and Future Focused

Further Teaching Tips to Consider:

Social-Emotional Learning



This lesson may be the first time students are introduced to this topic. Big feelings often surface for teachers and students. Teachers must consider how their own identities and the way those identities influence how they see the world will impact the posture they take coming to this topic. At the beginning of the lesson it is key to model strategies for recognizing emotions that surface and letting students know these emotions are ok and normal to have. During the lesson it is very important to monitor students closely by paying attention to their verbal and physical cues that reveal how they are feeling. Be sure to tell students they can ask to take a break or walk outside of the classroom if they are feeling overwhelmed.

[1A.2a.](#) Describe a range of emotions and the situations that cause them

[2A.2a.](#) Identify verbal, physical, and situational cues that indicate how others may feel.

[2B.2b.](#) Demonstrate how to interact positively with those who are different from oneself.

You can find more ways to integrate SEL into your classroom in our [SEL Toolkit!](#)

Vocabulary



Students may benefit from an Anchor Chart that introduces the vocabulary for the case study. Consider picture books, flash cards and other scaffolds that best meet the needs of your learners. Here is a list of terms, concepts, and ideas for all case studies.

Culturally Responsive Instruction



The [NYS CRSE](#) asks educators to “Identify and critically examine both historical and contemporary power structures. Engage students in youth participatory action research that empowers youth to be agents of positive change in their community.” The gallery walk activity is meant to help students recognize they are part of a legacy in our region of people who have worked for positive change. Students will analyze the diverse civic action models—such as voting, lobbying, protesting, and volunteering—and connect these methods to their own talents and interests, recognizing that all significant change requires collective action. The activity concludes by empowering students to identify current challenges in their world and select effective historical strategies that they can apply today to become active agents of positive change in their community.

[Culturally Responsive-Sustaining Education Framework](#)

Reflect, honor, value, and center various identity perspectives as assets in policies and practices

Further Resources to Consider:

For teachers and those interested in diving deeper into the story of resistance and resilience and the history of the Haudenosaunee (Iroquois) and New York State, consider these articles and scholarly works [here](#).

Acknowledgments

Our Local History Staff
Syd Bell, Co-Director Shane Wiegand, Co-Director Jeanette Adams-Price, Senior Consultant Greg Ahlquist, Senior Advisor Justin Murphy, Research and Communications Coordinator Tay Porter-Jourdain, Consultant
Consultants
Simone Gonyea, Onondaga Snipe She previously served the Onondaga Nation Community as the first Onondaga woman administrator of the Onondaga Nation School. Trish Corcoran Onondawaga Tonawanda, Bear Clan She teaches Indigenous and Environmental studies at the Harley School, where she nurtures a love for the land and community service. She is also a member of the Rochester Indigenous Peoples Day Committee and a Friends of Ganondagan Board member.