

cobblestone

MEET THE HAUDENOSAUNEE

In this issue, students discover Native American influences on the development of American political values.

CONVERSATION QUESTION

How did the Haudenosaunee influence American democracy?

TEACHING OBJECTIVES

- Students will learn about Native American history and culture.
- Students will identify core democratic principles that guide government, society, and communities.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will explain probable causes and effects of events and developments.
- Students will conduct research.
- Students will use details from a text to write historical fiction.
- Students will create a timeline.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

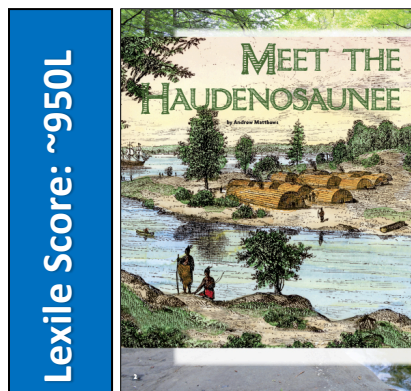
- **Meet the Haudenosaunee**
Expository Nonfiction, ~950L
- **Friends and Enemies in Times of War**
Expository Nonfiction, ~950L
- **A Democratic Influence**
Expository Nonfiction, ~1050L

Cobblestone® Teacher Guide: November/December 2019

Meet the Haudenosaunee

pp. 2–7, Expository Nonfiction

Explore how each of the six northeastern nations of the Haudenosaunee Confederacy participated in their alliance.



RESOURCES

- Democratic Principles

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Native American history and culture.
- Students will identify core democratic principles that guide government, society, and communities.
- Students will conduct research.

KEY VOCABULARY

- **nations (p. 3)** large bodies of people united by a common history, culture, or language, inhabiting a particular territory
- **confederacy (p. 3)** a group of people, countries, or organizations that are joined together in some activity or effort
- **alliance (p. 3)** a union between people, groups, or countries formed for mutual benefit

ENGAGE

Conversation Question: How did the Haudenosaunee influence American democracy?

Explain to students that democracy is a form of government whereby each citizen or member of society has a voice in how that society is governed. Ask students to think about the ideas and principles that underlie American government today and form hypotheses about how Native Americans might have influenced those ideas and principles.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. The Haudenosaunee _____ was originally an _____ of five _____.
2. By forming an _____, the _____ making up the Haudenosaunee strengthened their ability to negotiate and enforce treaties.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What Native American nations formed the Haudenosaunee alliance?
2. What factors contributed to those nations making an alliance?
3. How does each nation participate in the governance of the Haudenosaunee alliance?

CONCEPT/SKILL FOCUS: Identify Principles

INSTRUCT: Explain that the article mentions specific ways that each nation making up the Haudenosaunee Confederacy participates in the governance of that alliance. Next, explain that these methods of participation reflect democratic principles. Define democratic principles for students as “values that allow members of a society to have an influence over their own government.”

ASSESS: Have students identify how members of each nation participated in the governance of the Haudenosaunee Confederacy. Tell them to record answers in the *Democratic Principles* organizer. Finally, invite students to explain how the alliance was structured in a way that allowed ordinary members of society to influence their government.

EXTEND

Social Studies Have small groups of students use both print and digital sources to research one example of a confederacy throughout history. Tell groups to identify key characteristics of the confederacy, using the 5 W’s + How, and present their findings to the class.

Name _____

Democratic Principles

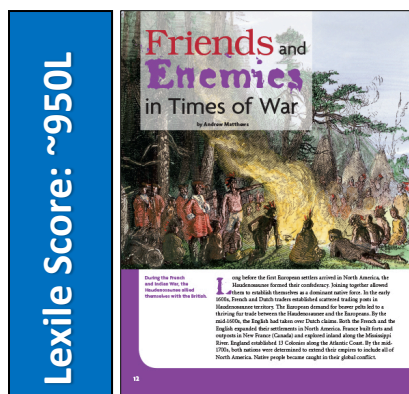
One democratic principle that lies at the core of the Haudenosaunee Confederacy is republicanism, which is a representative form of government. In the chart below, record details of how each of the six nations that made up the confederacy chose their representatives.

Nation	Details about how representatives were elected to the Grand Council <ul style="list-style-type: none">• How many?• How were they chosen?• Did they have to have any special characteristics?

Friends and Enemies in Times of War

pp. 12–15, Expository Nonfiction

Explore how the conflicts between European nations in North America forced the Haudenosaunee to make alliances, oftentimes reluctantly.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Native American history and culture.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- **allies (p. 13)** two or more states or political units that formally cooperate with one another
- **treaty (p. 14)** a formally concluded agreement between two or more states or political units
- **representative (p. 15)** a person chosen or appointed to act or speak for others in a group

ENGAGE

Conversation Question: How did the Haudenosaunee influence American democracy?

Tell students that the lands that now make up the eastern half of the United States were fought over by different European countries for hundreds of years. Explain that caught in the middle of that fight were Native American groups, each of whom had to decide whether they were to remain neutral or join with one of the European nations warring on their lands. Before reading the article, ask students to identify and explain what they would choose to do if they were the leader of a Native American nation.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did the Haudenosaunee first ally with the British?
2. Why did some Haudenosaunee choose to ally with the British in the Revolutionary War?
3. How did the end of the Revolutionary War impact the Haudenosaunee?

CONCEPT/SKILL FOCUS: Identify Examples

INSTRUCT: Explain that many of the events and developments involving the British, Americans, and Native Americans are examples of historical change. Continue by pointing out that some other events and developments involving these groups are examples of historical continuity, or times when something remains constant.

ASSESS: Have students work in pairs to find two examples of historical continuity and two examples of historical change in the article. Check students' work to ensure they understand both concepts.

EXTEND

English Language Arts Ask students to use details from the text to write a realistic short story based on the experience of a Grand Council member of the Haudenosaunee as they decided whether to remain neutral or enter the Revolutionary War on the side of the British or Americans. Tell students to use details in the article to help them make their stories accurate and believable.

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A Democratic Influence

pp. 16–21, Expository Nonfiction

Learn about instances when the Founding Fathers relied on the wisdom of the Haudenosaunee.



Lexile Score: ~1050L

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Native American history and culture.
- Students will explain probable causes and effects of events and developments.
- Students will create a timeline.

KEY VOCABULARY

- **colony (p. 17)** an area that is controlled by or belongs to a country and is usually far away from it
- **union (p. 18)** the action or fact of joining or being joined, especially in a political manner
- **Articles of Confederation (p. 21)** an agreement among the American colonies that created a weak, central government, to unify them

ENGAGE

Conversation Question: How did the Haudenosaunee influence American democracy?

Ask students to share what they know about the U.S. Constitution. What principles (i.e., important values and beliefs) are reflected in the way our government works? Then tell them that American colonists who eventually joined to create the Constitution learned about important democratic principles from their experiences with the Haudenosaunee. Ask students to hypothesize what the Americans learned about democracy from the Haudenosaunee.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions with students. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article. Remind students to check their predictions and look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. At the 1744 treaty council in Pennsylvania, what reasons did Canassatego give colonists to support his argument they should unify?
2. Why do you think Benjamin Franklin's Albany Plan of Union failed to receive the support of the individual colonies?
3. Compare the democratic principles contained in the Great Law of Peace with those contained in the U.S. Constitution.

CONCEPT/SKILL FOCUS: Classify Events

INSTRUCT: Explain to students that events and developments in history typically have more than one cause and more than one effect. Point out the Revolutionary War as an example of a development that had multiple causes (British oppression, desire to settle westward lands, etc.) and effects (ending of treaties between British and Native Americans, westward settlement, etc.).

ASSESS: Have students work in pairs to find one event or development in the article and identify at least two of its causes and two of its effects. Then have students share their findings with the rest of the class.

EXTEND

Social Studies Remind students that the article provides several important dates related to the development of a government that unified the American colonies. Have students make an annotated timeline with at least seven key entries relating to this topic.