

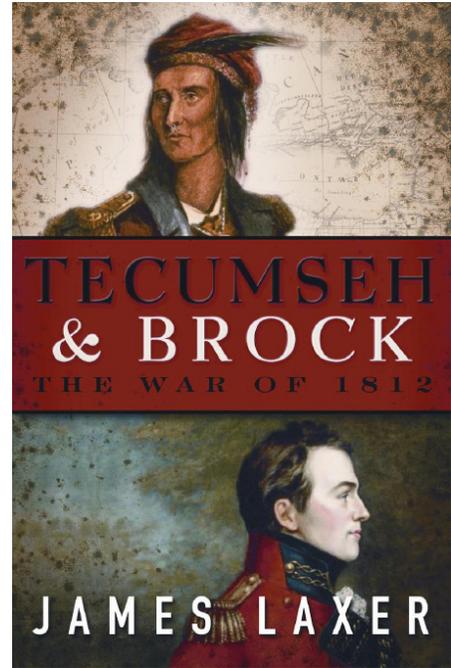
A TEACHERS' GUIDE TO TECUMSEH AND BROCK

Written by James Laxer

ABOUT THE BOOK

This is a non-fiction account that traces the paths of two leaders in the War of 1812, the Shawnee warrior Tecumseh and British Major-General Sir Isaac Brock. The author details the important events in both leaders' lives that led to their unlikely alliance in the early days of the War of 1812. The author offers a compelling view of the major causes that led to the conflict. This book is an authoritative account of the War of 1812 as seen through the lens of two of its major actors: Tecumseh and Brock. The author also provides valuable insight into the relationship between the Indigenous Peoples of North America and British and American governments .

To increase students' oral language and written language skills, have students respond to any of the discussion questions suggested in the Before and During Reading activities as a whole class, in small groups or in partners and then record their responses in a journal, a short answer or other written format.



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NONFICTION
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ABOUT THE AUTHOR

James Laxer (1941–2018) is the award-winning author of more than 25 books, including *Staking Claims to a Continent*, the number-one national bestseller *Tecumseh and Brock: The War of 1812*, *Stalking the Elephant: My Discovery of America* and *The Border: Canada, the U.S., and Dispatches from the 49th Parallel*. He taught political science in the Department of Equity Studies at York University.

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BEFORE READING

These activities may be done as a whole class, in small groups or by individual students.

Map Exploration

Have students explore maps of the areas in question: Upper and Lower Canada and the Eastern United States during the War of 1812. Have them note the comparisons to modern-day cities, provinces and states. Locate the full territory of the Indigenous Peoples of these regions (Six Nations Confederacy, Iroquois, Shawnee, Ojibwa, Mohawk, Lenape, Winnebago, Miami, Delaware, Potawatomi, Mississauga, Haudenosaunee and Wyandot).

Research

Have students research and explore the Louisiana Purchase of 1803. Ask them: How did it impact the war and hostilities between Upper Canada, Lower Canada and the United States?

Ask students to research the structure of the government in Canada at the time of the war. Ask them: What countries held territory in what is now modern-day Canada? What were the conflicts? Why was the United States focused on the British?

Have students explore and research the wampum belt. Ask them: What is its significance? How does it demonstrate the Indigenous Peoples' understanding of treaties? How is that different from how the colonists viewed treaties? Why is this important?

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DURING READING

These activities may be done as a whole class, in small groups or by individual students.

Exploring the War of 1812

Have students explore the reasons why certain Indigenous Peoples allied themselves with the British at the time. Ask students: What were their reasons for supporting the British? How did the events of the French and Indian War affect the alliances formed in the War of 1812?

The British Army and the Native alliances were both strong forces that played significant roles in the War of 1812. Have students research the following: What were the main differences between the British or American military structures and the Native alliance structures? How did this affect the tide of the war and the gains or losses of each?

Ask students to explore the political, economic and socio-cultural factors that led to the War of 1812, then to write an essay detailing each and how they contributed to the progress and outcome.

Have students research the communication methods and technology of the time period, then discuss how they contributed to the progress of the War of 1812. Students can create a visual presentation (PowerPoint, Sway, etc.) that demonstrates each of the methods and events where communication was a significant factor in the war.

Ask students to research the weaponry and military technology of the period, then discuss the following questions: How did this influence the strategic moves of each party? How did this dictate how battles were fought? In what ways did this influence command structures? How did it suit Tecumseh's and Brock's fighting styles and strategies? Have students create a presentation, based on their research and findings, to present to the class or in small groups.

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DURING READING

Visual Mapping

Have students prepare a visual mind map or GIS map of the strategic battles. Ask them to include information on each site about the combatants, leaders, outcome and strategic value to the War of 1812. Have students create a presentation for the class that details why the positions and/or battles were important to the progress and outcome of the war.

A mind map is a visual used to organize important information from a text or concept and is linked by the relationships between the content.

A GIS map is a tool that uses geographic information to manage and analyze data.

<http://bit.ly/2XhmfU7>

In addition, there are several turning points in the war presented in the text. Have students create a visual mind map or GIS map of those turning points and present it to the class.

Newspaper Activity

Ask students to create a newspaper from during the time of the War of 1812. Have them include appropriate news stories of battles, political events and decision making, biographies of prominent figures and an editorial section.

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DURING READING

Treaty of Ghent

In the Treaty of Ghent, the British insisted that the “Indians” be granted specific territory and that definitive boundaries be drawn. Instead, the treaty granted the Indigenous Peoples the lands they were on prior to the war. Discuss with students how this impacted the future of the Indigenous Peoples to keep their own territory or move freely about it. How was this and how is it still played out in the treaty disputes of today? Have students create a presentation to share findings and modern comparisons with the class. Ask them to write a paper detailing the realities of treaties and how they have been used to take lands and resources from Indigenous Peoples.

Have students research the Treaty of Ghent and the numbered and named treaties between the Crown in Canada and the sovereign nations of Indigenous Peoples in Canada. Students can create visual art or a photo collage of images that demonstrate the realities and intentions of the treaties both historically and today.

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DURING READING

Text Discussion

In chapter 2, how did Tecumseh come to reside with the Chickamauga Cherokee in Tennessee? How did this influence his willingness to fight alongside the British? What prompted his return to the Ohio region?

Have students research and explore the political construct of imperialism. Ask them: What belief systems is this political construct based on? Discuss the political, economic, social and cultural forces that drove imperialism. Imperialist nations took lands and resources from other countries and peoples. Discuss: What justification did they use to do this? How did the notions of imperialism feed into the War of 1812? Students can present their findings in a presentation to the class or in small groups. Findings from this exploration can also be conducted in the form of a debate.

In chapter 6, Tecumseh's brother Lalawethika ("The Prophet") advocates for a return to traditional ways of life for his people. Ask students: How does this compare to modern-day issues for Indigenous Peoples in Canada and the United States? Have students research and create a presentation on how Indigenous peoples in Canada, the United States and/or their local community are advocating for their sovereign rights, the ability to pursue traditional living and the restoration of culture. Students can also create an art collage or photo essay representing traditional beliefs, art and culture.

In chapter 9, Tecumseh is quoted as saying that "their father beyond the great salt lake had at last consented to let his warriors come to the assistance of his red children ..." Ask students: Why does Tecumseh refer to himself and his people as "red children"? Have students research where that concept/thinking comes from and how it is still perpetuated today. Students can host a discussion forum about the patronizing context of colonialism, create a visual presentation or create an art or photo collage that demonstrates how this idea is manifested throughout history and in the present day.

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EXTENSION ACTIVITIES

Ask students to examine the findings of the Truth and Reconciliation Commission of Canada, current treaty disputes in the courts and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Ask them: In what ways was the War of 1812 a contributing factor to these modern-day issues? How might the crises Indigenous Peoples experience today have been different had the outcome and the Treaty of Ghent been different? Have students host a roundtable discussion on how these factors and issues are interrelated.

The beliefs held about and approaches to Indigenous Peoples by the British and American forces differed. Discuss with students: How were they different and how did this lead to the different treatment of and outcomes for Indigenous Peoples in each country?

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ADDITIONAL RESOURCES

Web Resources

The War of 1812 documentary: Doc Zone, season 7, episode 4, "The War of 1812: Been There, Won That." Aired October 4, 2012, on CBC.

<http://www.cbc.ca/doczone/episodes/the-war-of-1812-been-there-won-that>

The War of 1812 timeline: "War of 1812 Timeline of Major Events." PBS, accessed October 30, 2018.

<http://www.pbs.org/wned/war-of-1812/timeline>

Important figures in the War of 1812: "The War of 1812: Important Figures." Archives of Ontario (Ontario Ministry of Government and Consumer Services), accessed October 30, 2018.

<http://bit.ly/2vc24eu>

Storyboard of major characters in the War of 1812: richard-cleggett, "Major Figures in the War of 1812." Storyboard That, updated August 31, 2018.

<http://bit.ly/2Xo0GkV>

Major battles of the War of 1812: "Major Battles of the War of 1812." WorldAtlas, accessed October 30, 2018. <https://www.worldatlas.com/articles/major-battles-of-the-war-of-1812.html>

Treaty of Ghent: "Treaty of Ghent." History.com (A&E Television Networks), published November 9, 2009; updated August 21, 2018. <https://www.history.com/topics/treaty-of-ghent>

UNDRIP: United Nations. "United Nations Declaration on the Rights of Indigenous Peoples." New York City: United Nations, March 2008.

https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf