

## Neolin and Pontiac's Rebellion

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This lesson will focus on the Neolin Prophetic Vision. Students should be familiar with the roles and effects of Native Peoples with the Seven Years' War. This lesson can be used to introduce events that preceded the Paxton Boy's massacres and help students understand the context of the massacres. This lesson can be followed by a more extensive lesson on Pontiac's Rebellion and the use of *Ghost River: The Fall and Rise of the Conestoga* and *Digital Paxton*.

### Lesson Objectives:

- Students will be able to explain the Purpose, Point of View, Context and Audience of a visual and written document.
- Students will be able to form an argument on the success of Neolin's message.
- Students will be able to explain Neolin's message.

**Grade Level:** 9-12 AP US History

### Standards: AP US History Key Concept Outline:

- **2.1 III B:** Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British and Spanish colonies allied with and armed American Indian groups, who frequently sought alliance with Europeans against other American Indian groups.
- **3.1 I C:** After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal land.
- **3.3 I A:** Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliance with American Indians contributed to tensions between the U.S. and Britain.

**Historical Background:** Bryan Rindfleisch, "Pontiac's Rebellion."

### Materials:

1. Henry Davenport Northrop, "Visit of Pontiac and the Indians to Major Gladwin" (1901)
2. Robert Navarre, "An Account of Neolin's Prophetic Vision" (1763)
3. Document Analysis Handout

**Procedure:**

1. Hand out or project the image of "Visit of Pontiac and the Indians to Major Gladwin." Have students take a minute to look at the image write down what they see in it. Suggest they break it down into quadrants and look at all parts of the image. Push the students to write down more than 10 things.
2. Have students share what they see in the image with a partner and then get some responses from the class.
3. Then divide the class into groups of 3-4 assign each group one aspect of extended analysis of; Purpose, Audience, Context and Point of View. Give the group a couple minutes to discuss and formulate a response to their assigned extended analysis. Including why. Students should be given the date of the image ca.1760.
4. Hand out the Neolin document. Based on time can use the long or shorten version. Have them read it and complete the graphic organizer important phrases portion.
5. Have students compare their important phrases portion with their group.
6. Then get a class response of a few.
7. Have students then complete the second part critical thinking questions together.
8. Have different groups share responses to different questions.
9. Once students have completed get a quick sharing on questions with different groups sharing responses from different questions.
10. Based on students responses discuss Pontiac's Rebellion or have a teacher lead lecture.

**Assessment:** Have students write a thesis statement responding to the FRQ question: To what extent was Neolin successful in achieving his vision? This can be turned in as an exit slip.

**Extensions:**

- Outline or write a full FRQ.
- Discuss different possible answers to this question.
- Come back to this question in the lead up to the War of 1812 and compare and contrast Neolin and Tenskwatawa.