

## Lesson Title: John Archiquette—Oneida of Wisconsin

The following are a series of activity suggestions rather than a step by step lesson plan. Spend as little or as much time on these activities as you need or want:

1. Before you begin the lesson discuss the Oneida Nation of Wisconsin
2. Locate on a map of Wisconsin where the reservation is near Green Bay
3. You might have students research the Oneida Nation before you begin the lesson and then discuss what they found. The Oneida have a website at [oneidanation.org](http://oneidanation.org). Encyclopedias and books from the library media center can also be used (see suggestions below).
4. Remind students that the diary has been translated from the Oneida language. Ask students what effect this might have had on the diary and how it reads? (Some of the language may be awkward or difficult to understand.)
5. Following are a series of questions you can put in a handout and have students try to answer from the diary and/or research:
  - a. What can we learn about John Archiquette and the Oneida Indians from these diary entries?
  - b. On page 6 why do you suppose he notes when the first Bible was printed in North America? Were the Oneida Christians? How do you know?
  - c. On page 13, March 7, why did they write to Washington, D.C.? What does Archiquette mean by "have our land allotted"? (See Dictionary of Wisconsin History at <http://www.wisconsinhistory.org/dictionary/index.asp>). Even though the reference precedes the official allotment law, allotment had long been the policy of the US since the government had begun removing Indians from their lands. See also June 19, page 15 for further reference to allotment.
  - d. What types of transactions (buying, selling, borrowing, loaning) took place among the Oneida? Why?
  - e. On page 17, January 9, Archiquette wrote that the tribe decided to make laws like the "white man's". Why do you suppose they decided this?
  - f. At the bottom of page 17, Archiquette mentions a lawsuit against the New York Tribune and the settlement. Students can research this to find out more about it. Students should be able to do this through the public library.
  - g. When was this diary written? At the time events were happening or after the fact? What evidence is there that it was written after the fact? (He mentions when he paid people back for loans they made him.)
  - h. On October 7, page 22, the author notes the great Fire in Chicago and also a big fire in Peshtigo. Have students research both events. Interestingly, the fire did not take place until October 8, another piece of evidence that this was written after the fact.
  - i. Archiquette makes interesting statements about leasing land to a "white man" on page 24, April 11. What does he think of the arrangement? What evidence is there that he does not approve?
6. On page 20, Archiquette writes about a law being passed forbidding white men from selling liquor to Indians. Why do you suppose that was? You can have students research Native Americans and alcoholism. One article about this is: "Historical and Cultural

Roots of Drinking Problems among American Indians," in American Journal of Public Health, March 2000, John W. Frank, et al. You can find this online through EbscoHost or Proquest or another subscription database. Books on the subject include: Mancall, P.C. Deadly Medicine: Indians and Alcohol in Early America, Ithaca, NY: Cornell University Press, 1995 and Unrau, William E. White Man's Wicked Water: The Alcohol Trade and Prohibition in Indian Country, 1802-1892. Lawrence: University Press of Kansas, 1996.