

LESSON TITLE: BATTLE OF MISTICK FORT, TURNING POINT IN THE PEQUOT WAR, AND NATIVE COLONIAL HISTORY

GRADE/AUDIENCE:

- Grade 10-12
- U.S. History, Local or Connecticut History, Native American Course

STATE STANDARDS:

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LESSON OBJECTIVES:

- Build an understanding of the Pequot War and its implications for European Colonists and Native populations.
- Identify the relationship between archeologist and historian.
- Analyze primary sources dealing with the attack on Mistick Fort in order to differentiate between valid/invalid sources and identify bias.

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will evaluate the integrity of primary sources noting corroboration or discrepancies.
- Students will be able to articulate the interaction between archeologist and historian
- Students will identify bias
- Students will understand the Pequot War and its significance

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COMPELLING / GUIDING QUESTIONS:

1. Why is the Battle of Mistick Fort a turning point in the Pequot War and in the history of the colonies?
2. Describe the role historians and archeologists play in uncovering the past?
3. What makes for a valid source?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Begin by having students view Captain John Underhill's woodcut of the Battle of Mistick Fort. Students can use the photograph analysis worksheet (link is in materials) to explore the map.
2. Provide students with pages 27-33 of Mason's account (source 2) of the attack on Mistick Fort and pages 166-170 of the *History of New England* from 1628-51 (source 3). Considering the woodcut, Mason's account and the *History of New England*, have students underline any texts that seem to corroborate details about the attack on Mistick Fort. Students should also be looking for discrepancies between the three sources. Students can bracket text that seems to contradict details about the battle. Anywhere students can find blatant examples of bias in each source, have them place a B in the margin with a brief description of why it is bias. Share work as a class.
3. Pass out the *Connecticut Explored* article (source 4) and read as a class. Before answering guiding questions, allow students to self-assess their own corroboration of facts about the Battle of Mistick Fort. Did they correctly identify details about the battle? What was missing? Students can then answer guiding question 1-2 after reading the article.
4. Close with a class discussion of guiding question 3. Before students leave class, collect an exit slip answering guiding question 3.

TIME NEEDED FOR LESSON: 1-2 Days

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Photo analysis worksheet <http://www.archives.gov/education/lessons/worksheets/photo.html>

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Captain John Underhill's woodcut (source 1) depicting a birds-eye view of the Battle of Mistick Fort. Underhill, John. News From America. Electronic Texts in American Studies. University of Nebraska-Lincoln, 2007.
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1037&context=etas>

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- Mason, John and Paul Royster, ed. *A Brief History of the Pequot War*. Electronic Texts in American Studies. University at University of Nebraska-Lincoln, 2007.
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas> (source 2)
- Johnson, Edward. *Wonder- Working History of New England. From the English Planting Year 1628-52*.
http://archive.org/stream/johnsonswonderwo00john/johnsonswonderwo00john_djvu.txt
- Kevin McBride and Laurie Lamarre's *Connecticut Explored "Exploring and Uncovering the Pequot War"* (source 4)

PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

- Students should have knowledge of early English colonization of New England

SUGGESTED DIFFERENTIATIONS:

- This lesson will challenge most upper level high school students. Eliminating sources 2 & 3 would allow a greater number of students to participate in this activity.
- Sources 2 & 3 could also be abridge and/or translated by the teacher or student groups as part of the activity.
- Teachers could reverse the order of the lesson, starting first with the source 4 before attempting to read/analyze sources 1 through 3

CROSS-DISCIPLINARY CONNECTIONS:

- English classes could look at language, words, and translations of source 2 and 3.
- A criminal justice class could look at the facts surrounding the attack on Mistick Fort and create a case against the English for committing a war crime.

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Photo analysis worksheet
- Students work on corroboration, discrepancy, and bias.
- Self assessment on corroborating facts about the Battle of Mistick Fort
- Answers to guiding questions