

## LESSON TITLE: PART THEREOF GAINED BY CONQUEST

### GRADE/AUDIENCE:

- Grade 10-12
- U.S. History, Connecticut, Native American or local history course

### STATE STANDARDS:

- Key Ideas and Details  
CCSS.ELA-LITERACY.RH.11-12.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Craft and Structure  
CCSS.ELA-LITERACY.RH.11-12.5  
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Integration of Knowledge and Ideas  
CCSS.ELA-LITERACY.RH.11-12.8  
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### LESSON OBJECTIVES:

- Understand the influence the Pequot War had in granting Connecticut's Charter.
- Comprehend the importance of the Charter of Connecticut.

### LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will become familiar with the Charter of Connecticut and its importance.
- Students will understand the influence the Pequot War had in establishing Connecticut.

### COMPELLING / GUIDING QUESTIONS:

- What part did the Pequot War have in granting Connecticut's Charter?
- What did the Charter of Connecticut establish, grant, and define?

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- How is the Charter of Connecticut structured and describe its language?

### DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Introduce Charter of Connecticut with the first paragraph in source 1 and click on image of charter to display in class. As the image is up, ask students to make some inference about the charter. Close with this question: what might a charter do or be used for?
2. Have students read the charter (Source 2) in pairs or groups of three. The document is difficult to read making small groups a better option. Students should be looking to answer the guiding questions. It might be a good idea to ask some simple exploratory questions like date, names mentioned, etc. to begin. These questions, along with the guiding questions should be recorded on a worksheet individually. Student groups should share their findings with the class as a whole.
3. Finish reading source 1 and move to source 4.
4. Close with source 3 and discuss the possible implications of “conquest” in the relationship between Natives and Colonist, and inevitably the future.

### TIME NEEDED FOR LESSON:

1 day

### MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- “The Charter of 1662,” *Connecticut History.org*. <http://connecticuthistory.org/the-charter-of-1662/> (Original picture)
- “Charter of Connecticut – 1662,” *Yale Avalon Project*. [http://avalon.law.yale.edu/17th\\_century/ct03.asp](http://avalon.law.yale.edu/17th_century/ct03.asp) (Transcription)
- Mashantucket Pequot Museum and Research Center. *17<sup>th</sup> Century Summer Scholars Teacher Workshop*. Mashantucket, CT: MPMRC, 2014.
- Woodward, Walter. “From the State Historian: The Map that Wasn’t a Map,” *Connecticut History.org*. <http://connecticuthistory.org/from-the-state-historian-the-map-that-wasnt-a-map/>

### PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- “The Charter of 1662,” *Connecticut History.org*. <http://connecticuthistory.org/the-charter-of-1662/> (Original picture)
- “Charter of Connecticut – 1662,” *Yale Avalon Project*. [http://avalon.law.yale.edu/17th\\_century/ct03.asp](http://avalon.law.yale.edu/17th_century/ct03.asp) (Transcription)

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

- Students will have working knowledge of the Pequot War

### **SUGGESTED DIFFERENTIATIONS:**

- Gifted and talented students may try to interpret the charter individually instead of in groups.
- Instead of providing the whole charter, important parts of the charter, with translation could be provided to students.

### **CROSS-DISCIPLINARY CONNECTIONS:**

- In an English class, students could add a section to the charter acknowledging Native populations and how to deal effectively and fairly with them.
- In a geography class, students could look at the map of Connecticut based upon the charter's direction. Compare that with a map of the U.S.
- In a math class, student could graph the numbers of the English, Dutch, Pequots, and other native populations as percentages of the total population in Southern New England. This would afford a great opportunity to see the impact of numbers on 17<sup>th</sup> century history.

### **FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):**

- Informal assessment in the form of class discussions and monitoring of group work
- Collect worksheet with guiding questions
- Students will reinforce understanding through multiple readings as well as assess their own responses based on these and fill in missing details
- Unit test using guiding questions