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:**


**Primary or Secondary Resources (Works Cited):**

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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 17th 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