Lesson Title: The Pequot War- Post Museum Visit

### Grade/Audience:

• Grades 10 - 12

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.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### 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.

### **CT State Standards:**

2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation

# **Lesson Objectives:**

 Students will use their collection of evidence from their sources at the museum and from the class before to perform a structured academic controversy

Lesson objectives for the Students

• Students will answer the guiding question: Could the Pequot War have been avoided?

# **Compelling/Guiding Questions:**

- Based on how the museum portrays Pequot War, could it have been avoided?
- Why was the massacre at Mistick Fort significant to the future of the Pequots?

# **Description of Learning tasks/Activities:**

Students will be given a Structured Academic Controversy (SAC) packet

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Students will use the sources, images, etc that they have collected over the past few
days, along with their notes in order to record both sides of the argument for the
question "Could the Pequot War have been avoided?"

#### Time needed for the lesson:

• 60 minutes (one class period)

### Materials/Resources/Technology needed:

- Pens/pencils
- Museum packets
- Primary sources from day one of the lesson
- Any other notes the students may have taken

### **Primary or Secondary Sources:**

- 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.
   <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas</a>
- McBride, Kevin, David Naumec, Ashley Bissonnette et al. "Brief History of the Pequot War,"
   Battle of Mistick Fort Site Identification and Documentation Plan Public Technical Report. 2011.
   <a href="http://pequotwar.org/wp-content/uploads/2011/05/MPMRC">http://pequotwar.org/wp-content/uploads/2011/05/MPMRC</a> -NPS-ABPP Public-Technical-Report-of-MISTICK-FORT-BATTLE 2013.pdf
- "The Witness" film (only viewable at the Mashantucket Pequot Museum and Research Center)

# Prior Learning, Connections, Student Needs or Interests, Common Misconceptions:

- Common misconception: all Native Americans were allies
- Prior learning: knowledge of European- Native American relations would be beneficial, but not required

# **Suggested Differentiations:**

 Pick a side of the argument for the students and give some examples of evidence they could use

# **Cross Disciplinary Connections:**

- Psychology
- Sociology
- English

### **Formative Assessment Process:**

- The students will be asked to participate in a debate with one other student by answering the question based on their assigned perspective (yes, it could have been avoided or no, it could not)
  - Students will eventually have to argue both sides
- After the debate, the students will be expected to write three paragraphs answering the question based on the side that they agree with
  - o The students will be finishing this for homework and it is expected to be typed
  - o This will mark as the summative assessment for the lesson