

## **Lesson Title: The Pequot War**

Grade/Audience:

- Grades 10 – 12

State Standards:

Common Core:

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.

CT State Standards:

3.1 Use evidence to identify, analyze and evaluate historical interpretations

### **Lesson Objectives:**

- Students will be able to analyze the cause and effects of the Pequot War
- Students will gain literacy skills by evaluating the perspectives of 17<sup>th</sup> Century primary narratives
- Students will examine the differing Native-European alliances from the sources given before visiting the museum
- Students will connect the effect of the war on the Pequots to future struggles of the Pequots

### **Lesson objectives for the Students:**

- Students will analyze the justification of the Pequot War from the perspectives of the Pequots, English, Dutch, and other Native Americans

Compelling/Guiding Questions

- Could the Pequot War have been avoided?
- How does this war connect to relations between other Native tribes and Europeans?

### Description of Learning tasks/Activities:

- Teacher will briefly give the students direct instruction of the background of the Pequot War, including the prelude and key events in the form of a power point, guided notes, or any other preferred form of direct instruction. Topics to cover:
  - Increased Dutch and English migration into Connecticut Valley, Pequot territory.
  - Pequot efforts to oust Dutch and kill Indians (probably Narragansetts or a subject tribe) trading at the House of Hope, a Dutch trading post.
    - Dutch retaliate, killing Pequot sachem Tatobam
    - Captain John Stone killed by western Niantics, a tributary tribe of the Pequots. Circumstances of the attack unclear
    - Pequots send messenger bearing gifts and promises of tribute to Roger Ludlow, deputy governor of Massachusetts Bay Colony
    - Massachusetts Bay-Pequot treaty
    - Captains John Endecott, John Underhill, and William Turner sent to Block Island with 90 men to apprehend killers of Stone and Oldham and to seek reparations or plunder.
    - Endecott sails troops to Fort Saybrook to punish Pequots
    - Pequots attack Fort Saybrook. Siege continues intermittently for months
    - Attack on settlers working in field near Wethersfield, in retribution for confiscation of land belonging to Sowheag, a sachem. Seven to nine settlers are killed and two girls are taken captive
    - Attack on Mistick Fort
- The students will then be given excerpts of Mason's narrative of the battle at Mistick, the Mashantucket Pequot Museum's analysis of the war, and images of different depictions of the Pequot war
  - The students will be split up into groups to analyze these sources in a stations activity
  - After the stations are completed the students will share their findings and record others thoughts, ideas, etc
    - This activity will be collected as a grade- the teacher will return them before the field trip in order to review the material with the students
- Homework- the students must come in with three questions they want to be answered when they go to the museum, based on the material covered in class

Time needed for the lesson: 90 minutes (1-2 class periods)

### Materials/Resources/Technology needed:

- Primary sources: Mason narrative, images
- Secondary sources: Pequot Museum account
- Highlighters
- Stations worksheet
- Computer/projector. Smart Board
- Classroom setup: into three groups

### 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.  
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas>
- 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.  
[http://pequotwar.org/wp-content/uploads/2011/05/MPMRC\\_-NPS-ABPP\\_Public-Technical-Report-of-MISTICK-FORT-BATTLE\\_2013.pdf](http://pequotwar.org/wp-content/uploads/2011/05/MPMRC_-NPS-ABPP_Public-Technical-Report-of-MISTICK-FORT-BATTLE_2013.pdf)

### 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

- Guiding questions to supplement the readings
- Suggested observations
- Scaffolded lecture notes

### Cross Disciplinary Connections

- Psychology
- Sociology
- English

## Formative Assessment Process

- Homework assignment will serve as formative assessment
  - or the lesson