

LESSON TITLE: TRADITION OF NATIVE CAPTIVITY

GRADE/AUDIENCE:

- Grade 10-12

STATE STANDARDS:

- CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 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:

- Identify Indian stereotypes.
- Describe details of Native culture through colonial eyes.
- Compare narratives of Indian captivity.

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will identify elements of Native culture based on captivity accounts, specifically Mary Rowlandson's.
- Students will establish Indian stereotypes.
- Students will compare narratives of Indian captivity to search for commonalities.

COMPELLING / GUIDING QUESTIONS:

- What elements of Indian culture can be extracted from captivity narratives?
- How do captivity narratives reflect the way Indians were viewed by colonists?

LESSON TITLE: TRADITION OF NATIVE CAPTIVITY

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Display the photo from the Thayer Museum of the capture of Mary Rowlandson and her daughter. Ask students to make an educated guess as to what is happening in this photo. Have students share some ideas with class. Read the photo caption located in materials section. Provide some background on the King Phillips War.
2. Place students in groups of three. Have students assign a reader, recorder for Indian culture and Indian stereotypes/sentiment. For fifteen minutes, have the reader begin the True History of the Captivity of Mary Rowlandson while the recorders take notes for their assigned theme (Indian culture or stereotypes/Indian sentiment). Every fifteen minutes, students should change roles to allow each student an opportunity to take notes and read.
3. For homework or in class on a second day, have students read an excerpt of chapter one from *Unredeemed Captive* by John Demos. Students should compare and contrast the William's account highlighted in *Unredeemed Captive* with that of Rowlandson. Where are they similar? Where are they different? Students may also want to research Indian captivity on the net.
4. To close, have students answer guiding questions. Responses can range from paragraph to short essay depending on student ability. If time remains, have student pair up and swap responses so that their partner can highlight/underline/bracket evidence that answers the guiding questions. As a class, discuss the impact these stories had on colonists and their relationship with Native Americans.

TIME NEEDED FOR LESSON: 1-2 days

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Mary Rowlandson and her daughter being marched away by the Nashaway Indian Tribe during Episode Three, Massacre by the Indians, Lancaster, Massachusetts, 1912, Fourth of July Pageant. <http://dlib.cwmars.org/cgi-bin/showfile.exe?CISOROOT=/lancaster&CISOPTR=29>
- Rowlandson, Mary. *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson*. 1683. <http://www.gutenberg.org/files/851/851-h/851-h.htm>
- Excerpts of chapter one from *Unredeemed Captive* by John Demos

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Rowlandson, Mary. *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson*. 1683. <http://www.gutenberg.org/files/851/851-h/851-h.htm>
- Demos, John. *Unredeemed Captive*
- Thayer Memorial Library, Lancaster, Massachusetts. Image is the 16th photograph in the Lancaster Massachusetts 1912 Fourth of July Pageant, <http://thayermemoriallibrary.org>

LESSON TITLE: TRADITION OF NATIVE CAPTIVITY

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

- Knowledge of Pequot and King Phillips War

SUGGESTED DIFFERENTIATIONS:

- See activity description

CROSS-DISCIPLINARY CONNECTIONS:

- In a creative writing class, students could imagine themselves as captives of Native peoples. Students could write a daily journal or recall what it was like to be held captive. For a different approach, students could choose to write from the perspective of Natives as the perpetrators.
- In a culinary or health class, students could compare the diets of Natives with colonists to determine who had a healthier diet and why.

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Paragraph or essay responses
- Notes on Mary Rowlandson's narrative