LESSON TITLE: THE PEQUOT WAR

GRADE/AUDIENCE:

10th Grade Modern World History

STATE STANDARDS:

CCSS.ELA – LITERACY.RH.9-10.1., 2., 3.

LESSON OBJECTIVES:

Expose students to the details of the Pequot War.

LESSON OBJECTIVES FOR YOUR STUDENTS:

Understand the significance of the Pequot War.
Understand the complexity of the issues that caused that war, and the inherent difficulty of resolving them.

COMPELLING / GUIDING QUESTIONS:

Who was involved in the Pequot War?
Why is that war important?
What, if any, steps could have been taken to avoid the war?
What was the war’s aftermath?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Discuss and notate what you currently know about the Pequot War.
2. Read the provided accounts of the war.
3. Notate the main points, then compare notes within small groups.
4. Compare notes between groups.

TIME NEEDED FOR LESSON:

40 minutes

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

Internet access, connection to projector, screen, copies of printout from History of the Pequot War and John Mason’s account.
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PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Prince, Thomas ed. John Mason, *A Brief History of the Pequot War* (Boston, S. Kneeland and T. Green, 1736), pages 26-31. [http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas)

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

See step 1. of Tasks.

SUGGESTED DIFFERENTIATIONS:

After each main section of reading, have small groups of students compare their notes and add any points that they may have missed.

CROSS-DISCIPLINARY CONNECTIONS:

English: Differences in spelling.

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

Homework: Read the *Treaty of Hartford* and notate its main points.
Quiz/Test: Explain the details and significance of the Pequot War.