

LESSON TITLE: A HANDS ON HISTORY DISCUSSION OF THE PEQUOT WAR ACCORDING TO MAJOR JOHN MASON

GRADE/AUDIENCE:

- Grade 11-12
- High School Students

STATE STANDARDS:

History

- CCSS D2.His.1.9-12- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- CCSS D2. His.5.9-12- Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- CCSS D2. His.11- Analyze multiple and complex causes and effects of events in the past.
- CCSS.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.WH.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.

Reading

- CCSS.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.RH.11-12.- 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.
- CCSS.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.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.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.

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Writing

- CCSS.WH.9.11-12-Draw evidence from informational texts to support analysis, reflection, and research.

LESSON OBJECTIVES:

- The objective of this type of activity is to make students comfortable with reading about, analyzing, and discussing intelligently historical issues/problems through the prism of primary sources which are the major investigation tools of a historian.

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will be able to actively read a primary source in order to underline or highlight key passages that reflect major points in the documents.
- Students will be able to participate in an intellectual discussion about a topic and use primary sources to back up their points of view, support their ideas, and use evidence to contribute to a discussion.

COMPELLING / GUIDING QUESTIONS:

- What caused the Pequot War?
- How can the perspective of the author of a source affect how history is shaped?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. **Students will receive a primary source entitled “A Brief History of the Pequot War” by Major John Mason. For homework they need to “actively read” the document which means they highlight and underline key passages that reflect the major points presented in the document. They should also write comments, thoughts, and questions in the margins so as to have an “intellectual conversation” with the text.**
2. **As students come in to class the next day they will be assigned to the inner circle or outer circle. Students should form these circles with the inner circle students sitting in a circle inside**

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of a larger circle formed by the outer circle students. Every student should be given a discussion sheet and should have their documents with them.

3. **Inner-Circle Responsibilities-** All students will engage in the actual discussion directly. The activity should be 98% student-led. The teacher should pose the first question and the students will then address the question engaging in a conversation amongst themselves. Students should - ask each other questions, post alternative points of view, support ideas or points with examples and evidence, make connections, identify patterns or bias, be aware of the date of the document, make predictions or hypotheses, ask why this document is important.
4. **Outer-Circle Responsibilities-** All students in this circle will initially be quiet and listen to the discussion as well as fill out the discussion sheet (especially with things that they feel should have been included in the inner-circle discussion). After 15-17 minutes, the teacher should stop the discussion and ask the outer-circle if they have any comments or questions (about 5 minutes).
5. **After the inner-circle answers the outer-circle's questions, the two groups should change positions. The discussion will continue with a new question posed by the teacher. The two groups proceed in the same manner as they did for round one. After round two, the teacher will collect the discussion sheets and document packet from all students.**

TIME NEEDED FOR LESSON: 45-60 minute class period

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- "A Brief History of The Pequot War: Especially of the memorable Taking of their Fort at Mistick in Connecticut in 1637" by Major John Mason
- A copy of the discussion sheet:
http://www.historyteacher.net/AHAP/H-O-H_DiscussionSheet.pdf
- Highlighters, pens, pencils

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Mason, J., & Prince, T. (1736). *A brief history of the Pequot War especially of the memorable taking of their fort at Mistick in Connecticut in 1637*. Boston: Printed & sold by. S. Kneeland & T. Green in Queen-Street.

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- 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>

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

- Contact Period
- Native American History
- The Pequot War

SUGGESTED DIFFERENTIATIONS:

- Provide vocabulary word definitions
- Provide graphic organizer to organize main points, ideas, bias, connections
- Model discussion questions, connections, comments, how to present an argument, actively read, etc...
- Enrichment- have students find other primary sources regarding the causes of the Pequot War or the attack on "Mistick."

CROSS-DISCIPLINARY CONNECTIONS:

- ELA or English- identifying arguments, main ideas, vocabulary. Making connections to the text, world, and self. Using textual evidence to support ideas.
- Art- Have students illustrate the history of the war and attack on Mystic as described by Mason.

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- After the reading and discussion have students develop and outline a claim regarding how the Pequot War started.
- Use an argumentative writing rubric to assess. Students can self-assess first and then compare with teacher assessment.