

LESSON TITLE: ENGAGING STUDENTS IN DISCUSSION ABOUT THE PEQUOT WAR BY USING PRIMARY SOURCES

GRADE/AUDIENCE:

- High School 11-12
- Students

STATE STANDARDS:

History

- 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.
- D2.His.2.9-12-Analyze change and continuity in historical eras.
- D2.His.3.9-12-Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.9.9-12-Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D2. His.12.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Economics

- D2. Eco.1.9-12 Analyze how incentives influence the decisions people make

Geography

- D2. Geo.4.9-12 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

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.11-12.2- 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.

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- 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.

Writing

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

LESSON OBJECTIVES: By combining strategies the teacher can help students make the best use of primary sources in the context of investigations that are being conducted in class. The DBQ or Document Based Question strategy helps students understand and interact with primary sources. In this lesson the questions and interaction with the text will be the focus, not a DBQ essay as an assessment. The second strategy is known as Response Groups where students receive the written and/or pictorial material and create open-ended questions about the material. They then discuss as a group and share ideas before a class discussion.

LESSON OBJECTIVES FOR YOUR STUDENTS: Students will be able to engage and interact with primary sources to foster a class discussion focusing on the Pequot War.

Students will be able to create questions about primary sources and use the source to support answers to their questions.

COMPELLING / GUIDING QUESTIONS:

WHY DID THE PEQUOT WAR BEGIN?

WHAT EMOTIONS AND/OR FEELINGS DID PEOPLE HAVE ABOUT THE PEQUOT WAR?

COULD ANYTHING HAVE PREVENTED THE PEQUOT WAR?

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DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Collect all materials that are needed for the group activity. Any primary source can be used, but there are several out of the Mashantucket Pequot Museum and Research Center that are recommended. These will be listed below in materials and primary sources. The sources can be edited to include only clips of the source or whatever lends itself to the discussion that is desired.
2. Have students create and develop open-ended questions that they wish to explore about the materials. This lends the materials to becoming part of the investigation. Divide the class into groups and have the develop questions as a groups. The questions should be open-ended meaning that there is not one specific answer and the questions can lead to discussion among the group and among the class later. An example that can be used with some of these sources about the Pequot War is “why do you feel that Thomas Minor was in such a hurry to get some advice from Major Mason?”
3. Ask groups to report to the class. After the groups have had time to discuss the questions and write their answers, it is time for the whole class to begin a discussion. Encourage groups to respond to each other’s’ ideas by using strategies such as “We agree/disagree with your idea because... ”or by asking presenters who have not yet spoken to consider an idea already on the table and respond to that before presenting a new idea.
4. Individual Response- To conclude the discussion, have students write individually about the ideas generated throughout the discussion. An individual writing assignment can help the teacher assess the growth of the student and determine if they cooperated in listening and contributing to the discussion.

TIME NEEDED FOR LESSON: 60 minute period

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

Primary sources

Writing Utensil

Scrap Paper

Lined Paper

Access to SmartBoard if want to show visual sources

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PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Selected Primary resources, 1647-1669, regarding the Pequot Indians. Visual and Written-
 - CT State Library: RG001 Connecticut Archives: Indians Series I 1647-1789, Volume I: 10a, 10b, 10d, and 15a
- CT State Library: RG001 Connecticut Archives: Indians Series I 1647-1789, Volume I: 10b- July 8, 1669 & May 21, 1664- letters from Thomas Stanton, Thomas Minor, Major John Mason, Nesome, and Shebitums

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

- Misconception- that the Native Americans were a totally peaceful people before English and Dutch Settlement
- Prior Learning- Early American settlement, Relation between settlers and natives, Historical background of Native American life including culture, food, weaponry, etc...

SUGGESTED DIFFERENTIATIONS:

Model questions with groups that struggle to create their own. Provide question starters or stems.

Provide different groups with differentiated articles or sources. Higher leveled groups might have longer text or something that contains a bit more detail or complexity.

Encourage low-leveled learners to write their questions down in the group and take notes on their group discussion, so that they can contribute to the larger class discussion.

CROSS-DISCIPLINARY CONNECTIONS:

Geography- map out where in New England this war took place

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

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Students will be writing an individual piece about their ideas to the questions raised in the group and class discussions. Students will be assessed on how well they can support their ideas with text or from the discussion.

Self-Assessment- have students fill out a rubric about how well they contributed to the class discussion. They can tally how many times they participate during the actual discussion.