

LESSON TITLE: THE ARCHAEOLOGICAL DIG: IN SEARCH OF THE PEQUOT WAR

GRADE/AUDIENCE:

- Grade 11
- United States History

STATE STANDARDS:

Library Science

- IFC Skill: Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view and reliability. (IFC Library Science Assessment 11) Social Studies/History
- HIST 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.
- HIST 11/12 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LESSON OBJECTIVES:

- To learn from artifacts: What artifacts can tell us about history?
- To learn how the Scientist becomes the historian
- To learn about various careers related to and including archaeology
- To learn more about the Pequot Tribe and the Pequot War through artifacts and primary writings of the time

LESSON OBJECTIVES FOR YOUR STUDENTS:

Students will be able to:

- Define the terms “artifact” and “archaeology”
- Learn about the Mashantucket Pequot Tribe and the Pequot War
- Identify the area of the United States that were commonly settled by the tribe
- Identify the various career fields that support such study into the past
- List the various aspects of daily life that artifacts can explain

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- Research using the school library support ideas with evidence (compare inferences to facts)
- Work in groups (Share and Pair)
- Generate ideas, synthesize questions and critically develop understanding concepts, topics and issues.
- Analyze the relationship between primary and secondary resources.

COMPELLING / GUIDING QUESTIONS:

- How does one research artifacts to uncover relevant, credible information about the past?
- How does this compare to one using the internet to dig and search for clues about the past?
- What is the value of archaeology? What does the study of artifacts teach us about a culture that we couldn't learn in other ways?
- What types of tools do archaeologists use? What kinds of records should the team consult before starting to dig?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. **Aim: What do artifacts tell us about the Pequot Tribe and Pequot War in comparison to that of the readings?**
2. **Do Now: What artifacts? What types items would be considered artifacts and why? Have students brainstorm your response in pen or pencil**
3. **Students will individually do the readings-carefully highlighting details and taking notes.**
4. **Come back together as a group, review ideas and new understandings, and explain the activity**
5. **We have been discussing primary sources and artifacts. (Ask for definitions of each)**
6. **Each group will get a set of four artifact cards and each group member will get an artifact analysis sheet.**
7. **The artifact analysis sheet will be placed into your notebook.**
8. **The cards have an image and just a little bit of information**
9. **You also have a yardstick and ruler to extra visuals.**
10. **With your group, you will discuss what you see, what you can infer (ask for definition) about the culture, and fill out your sheet**
11. **Hand out all materials**
12. **Review the analysis sheet and remind the students that, perhaps, not every square will be filled in**
13. **Begin the activity and circle the room, asking questions and checking in**

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14. Come back together and ask each group to generate a few sentences (in each individual notebook) describing the culture
15. Have each group report back
16. Ask what questions they have discovered-
17. Reveal the Pequot PowerPoint, Show the Film “Mystic Voices: The Story of the Pequot War” and walk students through questions and answers.
18. Have the students conclude by generating a some sort of response to what they have learned about how close to (or how far from) facts their inferences about the artifacts were in comparison to the readings and other supportive resources such as well as the film and the PowerPoint.

TIME NEEDED FOR LESSON: 2 Days (90 minute periods)

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Notebooks
- Yard Sticks/Rulers
- Scale
- Smartboard
- Pequot Film: The Witness
- Pequot War Historical Timeline Sheet
- Prezi about the Pequot Tribe
<http://prezi.com/f-r76jmqfcer/pequot-native-american-tribe/>
- Living Artifacts (arrowheads, musket balls/ casings etc.)
- Pictures from the Archaeological Dig at Mistick Fort
<http://pequotwar.org/2012/02/what-is-this-artifact-learn-about-forensic-archaeology/>
- Primary and Secondary documents to read about the Pequot
- Battlefields of the Pequot War
<http://pequotwar.org/about/sites/>
- Artifact Analysis Worksheet
www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf
- Artifact Cards for labeling of Living Artifacts and Pictures of Artifacts
- <http://www.mashantucket.com/tribalhistory.aspx>

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PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Film: The Witness (only viewable at the Mashantucket Pequot Museum & Research Center)
- 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

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

- Understanding of early English and Dutch involvement in New England via trade.
- Understanding of Pequot history.
- Events and actions leading up to, during and conclusion of Pequot. (Timeline)
- Understanding of tribe's role today.

SUGGESTED DIFFERENTIATIONS:

- Tiering the lesson allows students to begin at their current level and progress at their own speed.

CROSS-DISCIPLINARY CONNECTIONS:

- Science
- American History/Geography
- Library Science
- Art

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Classwork /Class Participation
- Artifact Analysis Worksheet
- Group Work Activity