LESSON TITLE: WAMPUM OR WAR

GRADE/AUDIENCE:

• Fifth Grade

STATE STANDARDS:

- 1.1 Demonstrate an understanding of significant events and themes in U.S. history
- 1.2 Describe the importance of significant events in local and CT history and their connections to U.S. history
- 1.5 Describe the interaction of humans and the environment
- 1.10 Explain how limited resources influence economic decisions
- 1.12 Understand the interdependence of local, national, and global economies
- 2.2 Interpret information from a variety of primary and secondary sources
- 2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues
- 2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation
- 3.1 Use evidence to identify, analyze, and evaluate historical interpretations
- 3.2 Analyze and evaluate human action in historical contexts from alternative points of view
- Speaking & listening ELA Standard

LESSON OBJECTIVES:

- To show students the causes of the Pequot War
- To teach students that the war was not just about taking over land, it was about inequities in trade

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will analyze primary source documents of the Pequot War in order to judge the reasons for the outbreak of war
- Students will explain why some tribal groups did not side with others, but actually sided with the Europeans

COMPELLING / GUIDING QUESTIONS:

- Who started the Pequot War?
- What were the reasons for the Europeans and the tribes to fight?
- Were all Europeans and Native people involved?
- Did all Native people side with the Pequots?



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DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

- 1. Read primary source documents of the events leading up to the war
- 2. Create a time line of events between the settlers and the tribes
- 3. Students will debate the two sides of the war
- 4. Debates could also be role played with some students acting as Europeans and others acting as Native Americans from different tribes

TIME NEEDED FOR LESSON:

Day 1 – Read documents

Day 2 & 3 – Create time line

Day 4 & 5 – have debates regarding the perspectives of both sides of the war

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

• Documents

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- 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. <u>http://pequotwar.org/wp-content/uploads/2011/05/MPMRC_-NPS-ABPP_Public-Technical-Report-of-MISTICK-FORT-BATTLE_2013.pdf</u>
- Vincent, Philip and Paul Royster, ed. A *True Relation of the Late Battell fought in New England, between the English and Salvages*. Electronic Texts in American Studies. University of Nebraska-Lincoln, 2007. <u>http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1035&context=etas</u>

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

- Students will have learned about the settlements and early relations with the Native Americans
- Most students know that the Europeans 'took the land away from' the Indians, so there may be come misconception about the origins of the war

SUGGESTED DIFFERENTIATIONS:

• Paired reading, text on audio



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- Heterogeneous groupings for debates
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CROSS-DISCIPLINARY CONNECTIONS:

• Language Arts: reading, speaking, and listening

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Time lines
- Debates

