LESSON TITLE: PEQUOT LIFE

GRADE/AUDIENCE:

6th grade History

STATE STANDARDS:

CCSS.ELA - LITERACY.RH.6-8.1., 2.

LESSON OBJECTIVES:

Help students gain an appreciation for the 17th century lifestyle of Southeastern Connecticut's Indigenous people.

LESSON OBJECTIVES FOR YOUR STUDENTS:

Understand what daily life was like in a 17th century Pequot village.

COMPELLING / GUIDING QUESTIONS:

What did young members of the Pequot tribe do during the day? How did young people contribute to the tribe's well-being?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

- 1. Say what you think young Pequots did during a typical day.
- 2. Write those thoughts down.
- 3. Read the provided information in a small group; write down the main ideas.
- 4. Report to the class what was the same/different in steps 1. and 3.

TIME NEEDED FOR LESSON:

40 minutes

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Handouts/copies of pages from Mashantucket Pequot History and Culture ebook:
 "Dugout Canoes," "Making a Meal," "Building a Wigwam," "Making Arrows," "Hunting Small Game."
- Paper, Pens/Pencils

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

 Mashantucket Pequot History and Culture ebook, http://www.pequotmuseum.org/eBook.aspx

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

See step 1. of Tasks.



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SUGGESTED DIFFERENTIATIONS:

One student in each small group writes/takes notes, one reads aloud, others make points to be written.

CROSS-DISCIPLINARY CONNECTIONS:

6th grade science course *Earth and Environment*: Study of the local flora and fauna.

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

Incorporate questions about 17th century Pequot daily life in a quiz and/or test. Homework: Have each student write a comparison of Pequot life with their own life, noting similarities and differences.

