

## LESSON TITLE: THE ATTACK AT MISTICK FORT: CAUSES AND CONSEQUENCES

### GRADE/AUDIENCE:

- 8th Grade/U.S. History

### STATE STANDARDS:

- HIST 8-2.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 8-4.9 Explain multiple causes and effects of events and developments in the past.
- ECO 8-1.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- D3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.2.6.8: Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

### LESSON OBJECTIVES:

- **To examine the economic and cultural tensions that led to the Pequot War and the attack at Mistick Fort.**
- **To examine the short and long term consequences of the May 26, 1637 attack at Mistick Fort.**

### LESSON OBJECTIVES FOR YOUR STUDENTS:

- **To examine the economic and cultural tensions that led to the Pequot War and the attack at Mistick Fort.**
- **To examine the short and long term consequences of the May 26, 1637 attack at Mistick Fort.**

### COMPELLING / GUIDING QUESTIONS:

- **WHAT WERE THE CAUSES AND EFFECTS OF THE PEQUOT WAR?**

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### DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Prior to this lesson's activities, the teacher should provide some background on New England/Connecticut in the 1630s. An introduction on the Dutch and later Puritans arrival in New England, along with some background on the Pequot people would provide good background for this lesson on the causes and effects of the Pequot War.
2. Inform the students that today we will be examining the causes and effects of Pequot War. Have the students break into groups of four to examine the primary sources (Documents # 1-3) and answer the guiding questions that follow. Review student answers to the guiding questions and conduct a further discussion around the following questions:
  - **Based on prior knowledge, why did the Puritans travel to the New World?**
  - **Based on these documents, how might the Puritans' religion shape their actions in the New World?**
  - **Based on these documents, how do you think the Puritans reacted to the Native Americans they encountered?**
3. Explain to the students that next they will be watching a documentary entitled, "The Massacre at Mystic" part of the series entitled "10 Days That Unexpectedly Changed America" by the History Channel. Explain that they should be actively viewing by completing the study guide while watching the documentary.
4. Assessment: Conduct a post film discussion, reviewing the critical viewing guide and focusing on the causes and effects of the Pequot war. Have the students refer back to the primary source documents and have the students completed a written assignment on the following question: Do you think the Puritans upheld Winthrop's vision in their dealings with the Pequots? Explain using information from the text and the documentary.

### TIME NEEDED FOR LESSON:

**2 Days**

### MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Documentary: "Massacre at Mystic: Ten Days that Unexpectedly Changed America"
- Documents # 1-3 and Critical Viewing Guide

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### PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Winthrop, John. *The City Upon a Hill*.
- Cotton, John. *Divine Right to Occupy The Land*.  
<http://www.davidglensmith.com/wcjc/2327/PDFs/cotton-divineright.pdf>
- Massachusetts Bay Colony. "The Charter of Massachusetts Bay:1629," *The Avalon Project*. Yale University, 2008. [http://avalon.law.yale.edu/17th\\_century/mass03.asp](http://avalon.law.yale.edu/17th_century/mass03.asp)
- "Massacre ay Mystic: Ten days That Unexpectedly Changed America" by the History Channel
- Mashantucket Pequot Museum and Research Center. *The MPMRC-History and Culture Ebook*.  
[http://www.pequotmuseum.org/uploadedFiles/Content/Research\\_Resources/mpmrc\\_history\\_and\\_culture\\_ebook.pdf](http://www.pequotmuseum.org/uploadedFiles/Content/Research_Resources/mpmrc_history_and_culture_ebook.pdf)

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

- Dutch Exploration and Trade in New England
- "The Great" Puritan Migration

### SUGGESTED DIFFERENTIATIONS:

- Primary Sources have defined vocabulary and guiding questions
- Group analysis of primary sources
- Primary sources may be read aloud
- Documentary may be viewed on tablet by individual students and stopped as needed.

### CROSS-DISCIPLINARY CONNECTIONS:

- ELA

### FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Guiding Questions
- Viewing Guide

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- **Written Prompt:** Do you think the Puritans upheld Winthrop's vision in their dealings with the Pequots?