

## **LESSON TITLE: CONTROLLING THE WAMPUM TRADE: EXAMINING LONG TERM CAUSES OF THE PEQUOT WAR**

### **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 how the struggle for control of the wampum trade in 17th century New England can be viewed as the long-term cause of the Pequot War.

### **LESSON OBJECTIVES FOR YOUR STUDENTS:**

- To analyze several secondary sources from multiple perspectives on the wampum trade-Pequot, Dutch and English.
- To use the RAFT writing technique to demonstrate understanding of how control of the wampum trade among the Pequot, Dutch and English can be seen as a long-term cause of the Pequot war

### **COMPELLING / GUIDING QUESTIONS:**

- **HOW DID THE PEQUOT, DUTCH AND ENGLISH VIEW WAMPUM AND THE WAMPUM TRADE?**
- **HOW DID TENSIONS OVER CONTROL OF THE WAMPUM TRADE LEAD TO WAR?**

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### DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. The teacher will lead the students in a facilitated discussion of the two paintings below of pequot warriors. (The painting on the left is entitled "Pequot Warrior" by John Mason; right is Pequot



Sachem "Sassacus" on display at the Mashantucket Pequot Museum and Research Center). The students should be encouraged to describe the ornaments worn by these Pequot warriors with particular attention drawn to the necklaces and earrings. Encourage the students to guess what they are made out of and after some discussion provide the students with the term wampum.

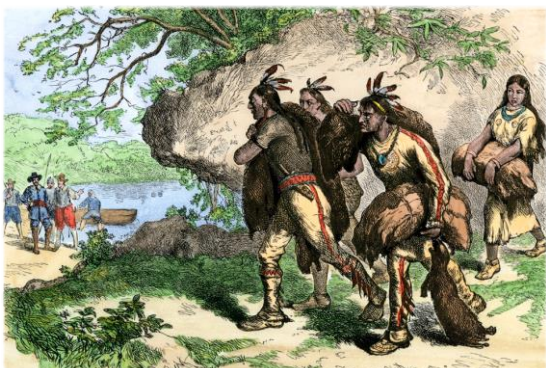
2. Inform the students that as part of our study of 17th century New England we will be analyzing multiple perspectives-Pequot, Dutch and English on the meaning of wampum and the wampum trade. Explain that today they will be examining several secondary sources and completing a RAFT writing activity that will reveal one of the three perspectives examined.

3. Divide the students up into groups of four and have them examine the 10 documents provided on the wampum trade. Perhaps the teacher might want to assign one-two groups to analyze the Pequot viewpoint on wampum and the trade, one-two groups to examine the Dutch and one-two groups to examine the English viewpoint on wampum and the trade.

4. Students will next use the RAFT writing technique to consider the wampum trade from multiple perspectives (Pequot, Dutch, and English) and the role wampum played as a long-term cause of the Pequot War. Students will take on the ROLE of either a Pequot warrior; a Dutch trader or English trader. AUDIENCE for the Pequot-before their tribal council; for the Dutch-the Dutch West India



Company; English-Governor John Winthrop of the Massachusetts Bay Colony; FORMAT for the Pequot will be a recorded speech; for the Dutch



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and English a letter. **TOPIC:** The importance of wampum and why we engage in the wampum trade. (RAFT Rubric attached).

5. **Students will share RAFT writing assignments with classmates. One or two assignments should be shared with the class that reveal each of the perspectives presented in the texts.**
6. **Closure: Draw the students back to the two compelling/guiding questions for the lesson: a. HOW DID THE PEQUOT, DUTCH AND ENGLISH VIEW WAMPUM AND THE WAMPUM TRADE? B. HOW DID TENSIONS OVER CONTROL OF THE WAMPUM TRADE LEAD TO WAR? LEAD A CLASS DISCUSSION ON WHAT THE CLASS LEARNED IN REGARD TWO THESE TWO QUESTIONS.**

**TIME NEEDED FOR LESSON:**

**2 Days**

**MATERIALS, RESOURCES, TECHNOLOGY NEEDED:**

- Documents # 1-11
- Paper, pens, or computer

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

- **This lesson would fit into a wider unit on 17th Century New England**

**SUGGESTED DIFFERENTIATIONS:**

- **The various documents may need to be scaffolded for all students to gain access to them. Defining vocabulary, providing guided questions and limiting the number of texts may be necessary.**

**CROSS-DISCIPLINARY CONNECTIONS:**

- ELA
- Art

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

- RAFT Rubric