

## Native Americans in New England Curricular Project

**Title (255 characters or fewer): Native American Monuments and American Memory**

**Grade Level (9-12):**

**Subject Area Focus** *Social Studies/History, English Language Arts*

List all that apply; if Other, please make sure your description mentions it: **Social Science/History; ELA**

**Estimated Number of Days to Complete: 4-5**

Submitted by\* Elaine Montuori \_\_\_\_\_

Additional Creators \_\_\_\_\_

School Springfield Central HS

District \_\_\_\_\_ SPS \_\_\_\_\_

State MA

Date Submitted \_\_\_\_\_

\*This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program Native Americans in New England.

**Curricular Project Summary:** (Please write a brief overview summary of the curricular project in 150 words or less.)

Students will use primary and secondary sources to explore the questions: What role do monuments have in our understanding of historical events? How do monuments reflect the history of the Native Americans and colonists? How can a statue serve as a memorial of all the people involved?

This lesson looks at Springfield, Massachusetts, an English settlement along the Connecticut River that was almost destroyed and abandoned after an attack by Native Americans on October 5, 1675. According to legend, a friendly Native American, Toto, warned the residents of the attack and thereby saved most of them. A statue was commissioned in his honor with a plaque that summarized the events. Today, his statue still stands in a remote location but the plaque has been removed. Students will research the relationship between the colonists and Native Americans before and after the attack, and the context in which the statue was erected.

## Desired Results/Objectives

### 1. **Essential Questions/Historical Questions:**

Why do people create historical markers?

Why do historical events have different interpretations?

What can be learned from the use/disuse of historical monuments by a community?

### 2. **Objectives: By the end of this project students what will students know, understand and be able to do?**

#### **Students will know...**

How to interpret primary and secondary source material.

The role of context in understanding an historical time period.

#### **Students will understand...**

The role of historians in the interpretation of historical events.

The influence that legends and folklore have on the creation of history.

The impact of historical monuments on collective memory.

**Students will be able to...**

Read a primary and secondary source to discern evidence used in historical interpretation.

Use resources on the web to research information.

Analyze the purpose of historical markers.

Explain the function of historical markers in a community

**3. Curriculum Standards (National, State, Local):**

MA Frameworks

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)

10. Distinguish historical fact from opinion. (H, E, C)

Common Core

**Grades 9–10 students:**

*Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **4. Transfer Goal:**

Students will look critically of historical monuments, historical analysis of events, and legends to decipher the outward and sometimes hidden messages behind their placement, interpretation, and use.

## Assessment/Evidence

### **Performance Task or Assessment used to gauge student learning: (Please describe)**

Students will interpret historical monuments by learning about the events that lead to their creation.

### **Pre-Assessment:**

Students will be given the prompt: Describe interactions between Native Americans and English colonists concerning their culture, religion, land use, economic system, political system, social roles, etc. from 1620-1675.

Students will already have been presented with an overview of the First People, the initial stages of contact, the Pequot War,

and its results. This question will activate prior knowledge and provide a starting point for this less

**Summative Assessment:**

Students will analyze historical monuments as a method to create an historical narrative that critically examines a monument erected in honor of an individual involved in King Philips War. As a culminating activity, students will need to create a marker for the statue that reflects events preceding King Philips War, the reasons for the War, the impact King Philips War on Springfield, and the role of both Native Americans and Colonists during these events.

**Other Assessment Evidence:**

Group and individual work responding to the primary and secondary source documents.  
Participate in discussion forums to articulate viewpoints and clarify material after which they will write a response.

## Learning Plan

**Lesson Summaries:**

- Lesson 1: Describe the relationship between Native Americans and English colonists.
- Lesson 2: Evaluate the historical information from secondary sources about the events in Springfield during King Philips War.
- Lesson 3: Summarize the role of Toto during the events on October 4, 1675.
- Lesson 4: Analyze the use of monuments to remember this and other historical events.
- Lesson 5: Assess the changing historical narrative, allowing history become inclusive as it considers all the peoples involved.

## **Learning Activity Details:**

### **LESSON 1 – Trade Creates Alliances and Problems**

Instructional Tips/Strategies/Suggestions: Students need to be familiar with the events leading up to King Philip’s War: Pilgrims, Puritans and the Great Migration, Pequot War, Relations with Native Americans  
Historical Question/Essential Question: Why do historical events have different interpretations?

#### **Lesson 1 Details**

Lesson Opening:

During the Lesson: Students will access the *Deerfield:1704* website to look at “Trade in Springfield”  
<http://1704.deerfield.history.museum/scenes/trade.do?title=Springfield>

Students will refer to the webpage to access the links that show the contrasting perspectives of the English and Wôbanaki. Students will read the overview tabs and answer the corresponding questions. (Student Document A) Next students will consider the English perspective and the Wôbanaki to examine the conflicting viewpoints and issues facing these two groups.

Lesson Closing: Read the document

<http://ourpluralhistory.stcc.edu/firstpeoples/King%20Philips%20War.html>

Scan for vocabulary in preparation for classwork the next session.

### **LESSON 2 – What was King Philips War?**

Instructional Tips/Strategies/Suggestions: Read the document once in class to assist students with comprehension and vocabulary. For homework or in groups Students will answer questions in “The 6 C’s of Source Reading”  
Historical Question/Essential Question: What impact did King Philips War have on Springfield?

## **Lesson 2 Details**

### Lesson Opening:

Show students 2 videos that explain the causes and reasons for King Philip's War.

<https://www.youtube.com/watch?v=jxVvD-0Jwjs>

<https://www.youtube.com/watch?v=UxE-o63v-A>

Students will monitor the films for evidence

Write on board:

Why was Metacom (King Philip) upset with the English?

Why were the English upset with the Native Americans?

Describe how the ideas in these films connect with the previous day's work on Deerfield.

What was the result of the King Philip's War?

### During the Lesson:

Encourage students to approach all source material critically. Don't accept any source as the only one that offers the absolute truth.

History is like a puzzle – it has to be questioned and put together from many small pieces.

### Lesson Closing:

Secondary source reading from "Our Plural History"

<http://ourpluralhistory.stcc.edu/firstpeoples/King%20Philips%20War.html>

Answer the questions in the 6 C's in preparation for the next lesson.

[http://www.humanities.uci.edu/history/ucihp/wh/6cs\\_Primary\\_Source.pdf](http://www.humanities.uci.edu/history/ucihp/wh/6cs_Primary_Source.pdf)

## **LESSON 3 Who is Toto?**

### Instructional Tips/Strategies/Suggestions:

Students will read from a variety of primary and secondary sources to increase understanding of the events. Different authors wrote different text regarding the legend of the Native American Toto.

Historical Question/Essential Question:

Why do historical accounts have different interpretations?

What are the important details from the articles?

What information is missing?

### **Lesson 3 Details**

Lesson Opening:

Students will be placed in pairs and asked to “Think Pair Share” about the reading assignment: King Philip’s War

During the Lesson: “Think Pair Share” worksheet

Class discussion regarding the article, clarification and questions.

Students will then read accounts from different sources describing Toto’s role on October 4, 1675.

Lesson Closing:

Students will answer the questions.

What do source materials tell about Toto?

Why is it important to have a figure like Toto in the stories that recount the events on October 4 & 5, 1675 Springfield?

Why did the story of Toto endure?

Students will also be asked to write down any questions that they feel relate to these documents to share with the class.

### **LESSON 4 Tell the legend or the history?**

Instructional Tips/Strategies/Suggestions:

Students are moving away from specific examples and questions to broader issues that consider historical and individual interpretation.

Be prepared

for discussion.

Historical Question/Essential Question:

What can be learned from the use/disuse of historical monuments by a community?

## **Lesson 4 Details**

### Lesson Opening:

Discuss the answer to the questions given for homework concerning the writings about Toto.

Show students a picture of the statue of Toto.

### During the Lesson:

Show the short video: <http://www.smithsonianmag.com/videos/category/video-contest/the-story-of-the-wall-street-bull/?no-ist>

This video is a six minute presentation regarding the story of the statue of “The Wall Street Bull”

### Lesson Closing:

Ask students to consider:

What is the intended purpose of this statue?

Have people used or considered the statue in a way different from the way it was intended by its creator or the people who commissioned it?

Why do we put up statues?

## **LESSON 5 What do monuments tell us about the people who create them?**

### Instructional Tips/Strategies/Suggestions:

Students are moving away from specific examples and questions to broader issues that consider historical and individual interpretation.

Be prepared  
for discussion.

### Historical Question/Essential Question:

What can be learned from the use/disuse of historical monuments by a community?

What happens when the accepted historical narrative changes?

## **Lesson 5 Details**

### Lesson Opening:

Show students the picture of the statue of Toto. Ask the students if they know where the statue is or if any of them has seen it.

Big Question: Why has the statue of Toto disappeared from the history of Springfield?

Show students pictures of a statue of Samuel Chapin, an individual from Springfield's colonial period.

Ask students if they know where the statue is located. Discuss the location of each statue as a way to interpret the statue's importance and meaning.

Ask students what understanding or meaning they get from these two statues.

Compare and contrast using "Read Write Think"

### During the Lesson:

Students will share their observations from the "Read Write Think" exercise with the class.

Students will then be asked to consider the following questions: What role do monuments have in our understanding of historical events?

How can monuments reflect the history of the Native Americans and colonists?

How can the statue of Toto serve as a memorial of all the people involved? What information should be included?

### Lesson Closing:

Students will create a marker for the statue of Toto that reflects events preceding King Philip's War, the reasons for the War, the impact

King Philip's War on Springfield, and the role of both Native Americans and Colonists during and after these events.

## Materials and Sources Used

What primary source(s) is/are being used (full citation)? Please annotate each source.

Photographs of statues taken by author

What secondary sources are being used (full citation)? Please annotate each source

"Attack on Springfield." *Wikipedia*. Wikimedia Foundation, n.d. Web. 19 July 2015.

<[https://en.wikipedia.org/wiki/Attack\\_on\\_Springfield](https://en.wikipedia.org/wiki/Attack_on_Springfield)>.

Burt, Henry M. *The First Century of the History of Springfield; the Official Records from 1636 to 1736, with an Historical Review and Biographical Mention of the Founders*. Springfield, MA: Henry Burt, 1898. 129-34.

Green, Mason Arnold. *Springfield, 1636-1886: History of Town and City : Including an Account of the Quarter-millennial Celebration at Springfield, Mass., May 25 and 26, 1886*. Springfield, Ma: C.A. Nichols, 1888. Cover, 13, 147+.

Henry, Stiles R., MD. "Indian History." *The History of Ancient Windsor, Connecticut: Including East Windsor, South Windsor, and Ellington, Prior to 1768, the Date of Their Separation from the Old Town; and Windsor, Bloomfield and Windsor Locks, to the Present Time. Also the Genealogies and Genealogical Notes of Those Families Which Settled Within the Limits of Ancient Windsor, Connecticut, Prior to 1800*. NYC: CB Norton, 1859. 90-91.

Hoyt, Epaphras. "Continuation of Philips's War." *Antiquarian Researches: Comprising a History of the Indian Wars in the Country Bordering Connecticut River and Parts Adjacent, and Other Interesting Events, from the First Landing of the Pilgrims, to the Conquest of Canada by the English, in 1760 : With Notices of Indian Depredations in the Neighboring Country : And of the First Planting and Progress of Settlements in New England, New York and Canada*. Greenfield, MA: Ansel Phelps, 1824. 110-12.

"Springfield, MA - Our Plural History." *Springfield, MA - Our Plural History*. STCC, 2009. Web. 19 July 2015.

<<http://ourpluralhistory.stcc.edu/firstpeoples/King%20Philips%20War.html>>.

White, Henry, Rev. "Ambuscades, Assaults, Massacres, and the Depredations of the Indians." *Indian Battles: With Incidents in the Early History of New*

*England*. NYC: DW Evans &, 1859.

What other curricular materials do you plan to use to support the curricular project?

<http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf>

[http://www.humanities.uci.edu/history/ucihp/wh/6cs\\_Primary\\_Source.pdf](http://www.humanities.uci.edu/history/ucihp/wh/6cs_Primary_Source.pdf)

## Reflection

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

This project is a reflection on Springfield, Ma but other educators may want to use monuments as well as primary and secondary sources in their area to explore how a community uses monuments and memories to create an historical narrative.