

Native Americans in New England Curricular Project

Title(255 characters or fewer): Remembering King Philip’s War

Grade Level (9-12):

Subject Area Focus *Math, Science, Social Studies/History, English Language Arts, Performing/Studio Arts, World Languages, Health/Wellness, Other*; List all that apply; if Other, please make sure your description mentions it: **Social Studies/History**

Estimated Number of Days to Complete: 1

Submitted by* Tim Beirne

Additional Creators _____

School The Stony Brook School

District N/A

State New York

Date Submitted 8/10/15

*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.)

In the aftermath of King Philip’s War the Puritans of New England immediately set out to write the history of this traumatic conflict. While the initial tenor of these histories adopted the message of the jeremiad, calling the English to reform their ways or suffer further judgment, over time the ways in which the war was remembered changed significantly. Following the undulations of New England history, New Englanders continued to repurpose this narrative according to their needs. What began as a story of barbarous savages over time became an epic tragedy of native extinction leading right up to the present day when the Indigenous still struggle to be recognized.

In this lesson students will learn to distinguish between the categories of history and memory by examining the way that King Philip’s War has been remembered over time. More specifically, they will analyze five images and explain how these primary sources reveal change over time.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

1. What is the difference between history and memory?
2. Is the act of remembering necessarily an ethnocentric endeavor?

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

Students will know...

Students will know the history of King Philip's War and how it has been remembered.

Students will understand...

Students will understand the relationship between history and memory in the case of King Philip's War.

Students will be able to...

Students will be able to utilize historical thinking tools paying particular attention to continuity and change over time.

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

N/A

4. Transfer Goal:

N/A

Assessment/Evidence

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

Have students use their thesis statements to write an essay that asks them to analyze the ways in which King Philip's War has been remembered. How is the memory of the war related contemporary issues? What is the relationship between art and memory? Is the act of remembering necessarily an ethnocentric endeavor?

Pre-Assessment:

Students will activate prior knowledge by recalling the events of King Philip’s War.

Formative Assessment:

Students will draft a thesis statement that makes an historical argument about the ways in which King Philip’s War has been remembered.

Other Assessment Evidence

Learning Plan

Lesson Summaries: (add lessons if necessary)

Lesson 1:

Learning Activity Details:

LESSON 1

Materials/Resources Tools:

- History and Memory Worksheet
- Image Analysis Worksheet

Instructional Tips/Strategies/Suggestions:

Historical Question/Essential Question:

1. What is the difference between history and memory?
2. Is the act of remembering necessarily an ethnocentric endeavor?

Lesson 1 Details

Lesson Opening:

1. Have a few students take turns reading aloud the opening quotation from the History and Memory Worksheet found in Horton et. al. Slavery and Public History.
2. Encourage students to discuss the difference between these two ideas as they are explained in the handout and have them fill in the Venn diagram by coming up with examples from each category and a few that might be considered both.
3. When students have completed the handout have them discuss what they have written down.

During the Lesson:

1. Provide a brief synopsis of King Philip's War to help students recall information they read the night before.
2. Drawing on their discussion of memory, introduce the Image Analysis Worksheet to the students and explain that they will be analyzing the way King Philip's War has been remembered over time. A list of the images provided includes
 - The title page of Increase Mather's *A Brief History of the Warr with the Indians in New-England* (1676)
 - The Frontispiece of *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1770)
 - "Last of the Wampanoags" by G.I. Brown (c. 1850)
 - A photograph of the Great Swamp Monument (1906)
 - A screenshot of the MWRA update on the Deer Island Memorial (2002)
3. Have students examine each image and answer the corresponding questions provided in the handout

Lesson Closing:

Discuss student responses with the class and conclude the lesson by having students draft a thesis statement that makes an historical argument about the ways in which King Philip's War has been remembered.

Materials and Sources Used

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

Project Staff, "A Brief History of Metacom's War." *Raid on Deerfield: The Many Stories of 1704*. Last modified May 2006.

[http://1704.deerfield.history.museum/popups/background.do?shortName=expMetacoms War](http://1704.deerfield.history.museum/popups/background.do?shortName=expMetacomsWar).

Rowlandson, Mary White, and Neal Salisbury. *The sovereignty and goodness of God: together with the faithfulness of his promises displayed : being a narrative of the captivity and restoration of Mrs. Mary Rowlandson and related documents*. Boston: Bedford Books, 1997.

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

Horton, James Oliver, and Lois E. Horton. 2006. *Slavery and public history: the tough stuff of American memory*. New York: New Press.

Lepore, Jill. *The name of war: King Philip's War and the origins of American identity*. New York: Knopf, 1998.

“Storytelling Through Film Curriculum: Great Swamp.” Tomaquag Museum. Accessed July 17, 2013. <http://www.tomaquagmuseum.com/documents/Great-Swamp-Worksheets.pdf>

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

Reflection

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

1. Have students view the PBS documentary episode “We Shall Remain: After the Mayflower”

(http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_trailer)

and analyze the ways in which public history relates to national memory

2. Have students create an image that they feel would be an appropriate way to remember the war.