

Native Americans in New England Curricular Project

Title: Recognizing Perspective in Primary Sources

Grade Level: 9-12

Subject Area Focus: History

Estimated Number of Days to Complete:

Submitted by* _____ Carol Huben _____

Additional Creators _____

School _____ Collaborative for Education Service

District _____ Northampton _____

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:

This project provides an introduction to recognizing which perspectives are missing from primary sources; it uses a 1660 land deed as a text. Students are asked to think critically about how the content of the primary source might be different if its author was not a white male land-owning literate English person.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

Which perspectives are missing when we access primary sources?

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

Students will know...

who sold what to whom in this Hadley deed, and how it was paid for

Students will understand...

that primary sources often show only one perspective

that it is possible to inform our understanding about events by accessing multiple primary sources, and by reading more deeply into texts

that it is impossible to know the entire story

Students will be able to...

think critically about which perspectives are missing from a given source

use graphic organizers to break down complicated primary sources

support their claims with proof from the text

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

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Transfer Goal:

bring an understanding of which perspectives are underrepresented into daily life, IE when analyzing literature, current media, political perspectives, etc.

Assessment/Evidence

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

1-paragraph end-of-unit response to the following question: If we evaluated a primary source written from a different perspective, would you expect to see a different distribution of support for a historical question (for example, “were the Nalwotoggs cheated out of their land?”)

Pre-Assessment:

In-class discussion: how do we know what we know? How can we get the full story about something that happened in the past?

Formative Assessment:

Exit tickets, in-class primary source analysis worksheets

Other Assessment Evidence:

Learning Plan

Lesson Summaries: (add lessons if necessary)

Lesson 1: Classroom description activity & discussion

Lesson 2: Close reading of Hadley Deed

Lesson 3: Hadley Deed perspective analysis

Learning Activity Details:

LESSON 1

Materials/Resources Tools:

Instructional Tips/Strategies/Suggestions: See footnotes in “Reflection” section.

Historical Question/Essential Question: How do we know what we know?

Lesson 1 Details

Lesson Opening: Students break into groups (2-4 students), are assigned to write down TRUE, non-opinion descriptions of the classroom. Half of the groups are writing down only NEGATIVE descriptions, the other half only POSITIVE descriptions. Students then come together in two groups (one of the negative descriptions and one of the positive) and write one sentence for each. (IE, Ms. Tanaka’s classroom has mismatched floor tiles, stained ceiling tiles, books with missing covers, a chalkboard that needs cleaning, and the windows don’t open. And: Ms. Tanaka’s classroom has the perfect number of desks for our students, lots of light, many useful maps on the wall, the floors are clean, and everything is well-organized.) These two sentences are then written on the board.

During the Lesson: The class is asked to discuss: which of these sentences is true? The teacher should lead the discussion to recognizing that both are true, and then ask: which one shows the whole story? Students will note that neither does, and that the way to get the whole story is to look at both together. Lead into a discussion about how we know what we know about history: by virtue of not having been there, we will never know every side of the story; what we have to do is recognize which sides we are seeing, and keep an eye out for which we never hear from.

Lesson Closing: Briefly introduce “ABC analysis” (Author, Bias, Context) as a shorthand to use this when reading a primary source. Who is writing the piece? What about their identity or position might influence how they are perceiving the situation? What about the historical context might influence how they are presenting the information in this source?

LESSON 2

Materials/Resources Tools: 1660 Hadley Deed, index cards

Instructional Tips/Strategies/Suggestions: Archaic spelling within the deed- outloud class reading is recommended. In worksheet 1, the questions box is MANDATORY- students must write down at least one question!

Historical Question/Essential Question: What does the deed say? Who are the people involved, and what is being exchanged for what?

Lesson 2 Details

Lesson Opening: Brief background on Hadley deed, Umpanchela, Jon Pynchon (Umpanchela was the Sachem, or leader, of the Native people who lived in what is Hadley today; they are known variously as the Nolwotoggs or Norwottucks. Jon Pynchon was a colonial land speculator). Students do ABC analysis together as a class (Author, Bias, Context).

During the Lesson: Read deed out loud as a class. Students will then work in pairs using worksheet 1 to organize their thoughts and make sure they understand the content of the deed (IE, what is being sold in exchange for what). Questions box is mandatory- they must write at least one question!

Lesson Closing: Exit ticket (each student gets an index card: written on the board is the question “what perspectives are present in the Hadley deed? Who don’t we hear from?” 1-2 sentences.)

LESSON 3

Materials/Resources Tools: 1660 Hadley deed.

Instructional Tips/Strategies/Suggestions:

Historical Question/Essential Question: Were the Nolwotoggs cheated out of their land by Jon Pynchon?

Lesson 3 Details

Lesson Opening: Students briefly review their graphic organizers from the day before. Students who wish to can share questions they had with the class. Teacher then goes over exit ticket responses; if students have not included certain perspectives, the teacher can introduce them. These should include: Native men, English and Native women, English and Native people who did not own land, enslaved Africans, children, non-literate whites, etc. These perspectives are written on the board.

During the Lesson: Students work in pairs on worksheet 2 (question: “were the Nolwotoggs cheated out of their land by Jon Pynchon?” Two columns, one for yes evidence and one for no.) Teacher should ensure that students are using evidence from the text in each column. (Questions box is still mandatory!) After students have worked in pairs, class will come together and write example evidence from both sides on a chart in the front of the room.

Lesson Closing: Students are asked to provide a written response to the following question: if we had a primary document from one of the other perspectives (teacher references the board, with notes from the lesson opening, including Native, women, non-landholding, etc perspectives), would you expect to see the distribution of proof for/ against change in any way? Why or why not? 5-sentence response.

Lesson Notes: This lesson can be supplemented by using an additional source, John Pynchon's account book, cited in the materials section. This source contains the specifics of what Umpanchela purchased from Jon Pynchon, which resulted in his debt; this includes fines for "being drunk," etc. It also shows that the lands and usufruct rights specifically retained in the 1660 Hadley Deed are soon lost as well.

Materials and Sources Used

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

Hadley Deed, 1660. Harry Andrew Wright, *Indian Deeds of Hampden County* (1905), pp. 37-38.

Text of 1660 deed of purchase of land in what is now Hadley/ Williamsburg, MA, from Umpanchela, Sachem of the Nolwotoggs, by John Pynchon, English land speculator. Will need scaffolding to access; contains archaic spelling and language. Use worksheets included with lesson.

John Pynchon's Account Book. Carl Bridenbaugh and Juliette Tomlinson, eds., *The Pynchon Paper, Vol. 2: Selections from the Account Books of John Pynchon, 1651-1697*. Boston: The Colonial Society of Massachusetts, 1985, pp. 283-288.

Account book of Pynchon; contains entries detailing monetary transactions between Pynchon and Umpanchela during the time period relevant to the Hadley Deed. An excellent primary source.

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

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

Worksheets; see attached.

Reflection

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

Notes for teachers using this curriculum:

This curriculum project is written as a piece of a larger unit, but it DOES NOT STAND ALONE. This unit's design is predicated on the class having already had certain information and classroom policies covered. In brief, the following need to have been addressed:

-common stereotypes and misconceptions about Native peoples (IE that they don't exist anymore, that people who wear t-shirts or listen to the Beatles aren't "real" Indians, that "Indian" is a monolithic culture, etc.)

-parameters need to have been set around how students can engage with the material (IE overtly racist words or actions, such as doing a "tomahawk chop," making "Indian noises," etc. are NOT OK)

-class norms need to also be constructed around how to deal with *covert* racism, including microaggressions (for example, students who are not Native trying to define what is and is not authentically "Indian," students saying that Native people are all dead; students speaking about Native peoples as though they are childlike innocents; etc.) If there is no system in place to address these covert, often *unintentional* forms of racism, students will not only be having these harmful messages reinforced, but students who are members of the cultures in question will likely be alienated from the classroom environment and the material.