

Native Americans in New England Curricular Project

Title Overcoming Stereotypes and recovering Native Perspective: One Community's Struggle.

Grade Level (9-12):

Subject Area Focus *Social Studies/History,*

Estimated Number of Days to Complete: 3

Submitted by* Timothy Castner

Additional Creators _____

School Nashoba Regional High School

District Nashoba Regional School District

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 three day lesson will allow students to explore the meaning of the word respect and how it applies in the context of a Native American Mascot and the history of Native/English interactions within a local school district. Students will have an opportunity to explore the contested meaning of various symbols, examine primary sources and historiography, as well as read a historical essay on King Philip's War and how it has been remembered in the Nashoba Regional School District. Students will then write letters to the local school committee about whether they would propose changing the mascot of their school district.

Desired Results/Objectives

1. **Essential Questions/Historical Questions:** What factors led to the outbreak of King Philip's War in the Nashoba Regional School District? How has the memory and commemoration of that event changed over time.
2. **Objectives:** By the end of this project students what will students know, understand and be able to do?

Students will know... the factors that led to the outbreak of King Philip's War and the history of interactions between English Settlers and Native Americans within their local communities.

Students will understand... the importance of Respect and what it means to be respected and to respect others.

Students will be able to... analyze primary sources and compare different historians' interpretations of the same event. They will also be able to explain the difference between history and memory.

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

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 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.

AP US History: Key Concept 1.2.II: European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.

AP US History: Historical Thinking Skill 8: Interpretation: Proficient students should be able to analyze diverse historical interpretations and to evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

- 4. Transfer Goal: Students will be able to read and interpret different types of sources and evaluate their validity. In addition students will become more familiar with the need to respect people from different cultural backgrounds.**

Assessment/Evidence

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

Students will be asked to write a letter to the school committee giving their position on whether Nashoba should adopt a new mascot. They will be required to demonstrate an understanding of King Philip's War and the ability to utilize primary and secondary sources in their essay.

Pre-Assessment:

Brainstorming session on how the students understand respect.

Formative Assessment:

Students will write a ticket to leave to judge what they have learned from the first day activities.

Other Assessment Evidence:

Students participation in the group work and whole class discussion will provide additional evidence for the degree to which they are grasping the concepts.

Learning Plan

Lesson Summaries: (add lessons if necessary)

Lesson 1: RESPECT – tell you what it means to me

Lesson 2: Document Splash – Primary Sources and Historiography of King Philip’s War

Lesson 3: Discussing an Essay

Learning Activity Details:

LESSON 1

Materials/Resources Tools: Internet Access/ RESPECT Power Point

Instructional Tips/Strategies/Suggestions:

Historical Question/Essential Question: How do we understand the word respect? How do we demonstrate respect to other groups?

Lesson 1 Details

Lesson Opening: As students are entering the room and as you are taking attendance play the song Respect by Aretha Franklin.

During the Lesson: Have students complete the first four questions of the Think/Pair/Share slide on the RESPECT PowerPoint.

- How would you define the word respect?
- Provide an example of when you felt respected by someone else.
- Provide an example of when you felt disrespected by someone else?
- Have those specific examples changed your definition of respect?

During the Share part the teacher should be recording student comments on the board and the class should attempt to reach a shared definition of Respect.

Hand out the Respect Chart: For each of the images on the PowerPoint have students record their impressions of the image itself, outside information that shapes their interpretation, and their conclusion about whether it is respectful or not. Briefly share the conclusions on each with the whole class. Spend about 3 minutes per image. (Please note: one image appears twice since neither version of it is completely clear.

Lesson Closing: Ticket to Leave: Have students write down which symbol/image they found most and least respectful and why.

LESSON 2

Materials/Resources Tools: Document Packet on King Philip’s War, APPARTS Worksheet (Previously

Introduced), Retrieval Chart for Document Packet

Instructional Tips/Strategies/Suggestions:

Historical Question/Essential Question: How have historical interpretations of King Philip's War changed over time? What factors contribute to those changes?

Lesson 2 Details

Lesson Opening: (Opening Question) Has there been an event in your life where your view or understanding of that event has changed over time? What changed about your view? How do you explain the new perspective?

During the Lesson: Students will already be familiar with the APPARTS format for understanding and interpreting primary sources. <http://www.gcisd-k12.org/cms/lib4/TX01000829/Centricity/Domain/61/APPARTS.pdf> Hand out the document packet and the retrieval chart. Have students read through the documents in small groups and fill out the chart for the first three of the documents. Explain that they are each primary sources. As students are doing this work the teacher will be circulating around the room answering questions and encouraging work completion. After fifteen minutes, have the groups report out and share their conclusions. Then ask the students to follow the same procedure with the last three sources. Explain that each of those are secondary sources. As students are doing this work the teacher will be circulating around the room answering questions and encouraging work completion. After another fifteen minutes have the groups report out on the last three sources. The teacher should be affirming and challenging their interpretations as necessary.

Lesson Closing: Have students speculate on why the interpretations of the event were different in 1879 than 1953. Have them speculate on how historians might view those same events today.

LESSON 3

Materials/Resources Tools: King Philip's Shadow Essay – will be read for homework prior to the third day in class.

Instructional Tips/Strategies/Suggestions:

Historical Question/Essential Question: How do historians use primary and secondary sources to construct meaning about the past? How does the memory of historical events conflict and differ from the history of those events?

Lesson 3 Details

Lesson Opening: Students will be given five minutes to review the essay, *King Philip's Ghost*, during that time they will be asked to select two places where the author uses primary or secondary sources. They will also be asked to explain how the author interprets or analyzes those two sources.

During the Lesson:

Asking for volunteers, the teacher will call upon students to share the sources they selected and how they are being analyzed. Students will be asked whether they agree with that interpretation or not, and what other interpretations are possible for the sources. This discussion will last about 10 minutes.

Students will then use a Think/Pair/Share format to identify the section of the essay that they most agreed with and disagree with. This will be used to elicit a broader discussion of the main arguments of the essay.

Lesson Closing: Students will then be asked to consider why the material in the essay is important today. They will be assigned to write for homework a one page letter to the school committee arguing whether we should change our mascot or not. They will be required to reference at least one primary and one secondary source in their letter.

Materials and Sources Used

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

John Easton Excerpt from “*A Relacion of the Indyan Warre*”

Cited in Salisbury, Neal ed., *The Sovereignty and Goodness of God by Mary Rowlandson with Related Documents*. (Boston: Bedford, St. Martins, 1997) 117-18.

This document describes a conversation between Metacom and John Easton. It is useful as it suggests Metacom’s perspective at the Beginning of King Philip’s War.

Miantonomi, Narragansett sachem to the Montauk 1643 American Social History Productions, *GMU History Matters: The US History Survey Course on the Web*. <http://historymatters.gmu.edu/d/6227> <Last Accessed July 20, 2015>

This is an important, but problematic document that provides a Narragansett perspective on land loss and one possible response by natives.

Neal Salisbury ed., *The Sovereignty and Goodness of God by Mary Rowlandson with Related Documents*. (Boston: Bedford, St. Martins., 1997

This excerpt from Mary Rowlandson’s account of her captivity among Native Americans during King Philip’s War.

Rev. F. L. Weis, “Historical Sketch of the Town of Lancaster.” *Clinton Item* 69, no. 282 (June 23, 1953).

Rev. Weis provides one account from the 1950s recounting the history of Lancaster. It can fruitfully be analyzed to discover the biases and blind spots of that time period.

Philip Philbin, “Address on the Town of Lancaster.” *Clinton Item* 69, no. 284 (June 25, 1953).

Congressman Philbin’s address during the tercentenary of the Town of Lancaster demonstrates the belligerent and optimistic patriotism of the early Cold War era.

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

Marvin, Abijah, *The History of Town of Lancaster: From the First Settlement to the Present Time*. (Lancaster, MA: Published by the Town, 1879).

This is a full late 19th century history of Lancaster, Massachusetts it gives a sense of how local historians remembered King Philip's War during that time period.

David Jaffee, *People of the Wachusett: Greater New England in History & Memory, 1630-1860*. (Ithaca: Cornell University Press, 1999).

Jaffee's monograph provides an updated history of the settlement of Lancaster and how it provided a model for "serial town development" in the region. His discussion of Native/English interactions is also very strong.

Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity*. (New York: Alfred A. Knopf, 1998)

Lepore's work provides a strong summary of the history of King Philip's War with a helpful section of how it was written about by historians and remembered into the nineteenth century. Some high school age readers may find the writing level and analysis difficult to follow.

DeLucia, Christine, "The Memory Frontier: Uncommon Pursuits of Past and Place in the Northeast after King Philip's War." *The Journal of American History* 98, no 4. (2012) : 975-994

DeLucia has written a very useful article on the memory of King Philip's War. This is written at a high level and would be very challenging for high school students.

Castner, Timothy, *King Philip's Ghost: Race War and Remembrance in the Nashoba Regional School District*. Unpublished Manuscript.

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?