

Pequot War Leads To Native American Slavery In New England Colonies

STANDARDS: Students read a wide variety of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

FOCUS/CONCEPT: The student will read text and primary sources that examine the implementation of Native American Slavery in New England. The student in the unit will study the widespread implementation of Native American Slavery in New England and other areas of the United States in its history and gain an understanding of the injustice perpetuated upon the native peoples of America and the implications of the injustices as it pertains to American and International Life today.

MEASURABLE OUTCOME: The student will identify and analyze the aspects of the Pequot War that led to enslavement of the Pequot Tribe. The students will be able to orally or in writing sum up the reasons for enslaving the Pequots. The students will discuss and list reasons why Native American Tribes would often enslave each other and how the tribes would all eventually suffer. The students will be able to describe orally or in writing the meaning of the term slavery.

PRIMARY SOURCE: A Brief History of the Pequot War. John Mason, World Input. 1736 M3996

2. Connecticut State Archives New London County, County Court Files Native Americans Box 1, Folder 10
3. Manumission Document for Peter, an Indian, and [Venter], a Negro Man, Signed by Caleb Greene, Merchant December 15,[1774] Providence, Rhode Island
4. Reinterpreting New England Indians and the Colonial Experience Edited by Colin G. Calloway & Neal Salisbury Boston THE COLONIAL SOCIETY OF MASSACHUSETTS 2003 Distributed by the University of Virginia Press pg. 106-137.
5. American History Textbook and chapter of American Indian Wars and slavery.

OVERVIEW: The students in groups will utilize a graphic organizer and outline the events in the primary document and in the History Textbook and present the differences and similarities to the class. The students will discuss the differences in tone, the telling of the stories, and what they think is the truth. The students for assessment will rewrite the story using the information available and identify what they feel is the truth utilizing the primary sources that are made available to them and group research.

LESSON IMPLEMENTATION:

OPENING: The students will be given a general presentation by the instructor on the information they are going to read. They will be given a list of vocabulary and geographic terms(or map) that will be utilized in the presentation of the lesson. There will be a discussion of the term slavery and whether it is applicable in today's world so that students may have an understanding of the concept.

The history assignment and the primary source will be read as a group. The students will be assigned to groups of three or four depending on size of class with grouping dependent on reading and writing abilities. The second day the students will take the primary document and the textbook reading along with chart paper and markers and complete group work. The instructor will move from group to group assisting those that may need extra help. The students will present the third class period and look at similarities and contrasts that they have identified. They may use drawings to explain the information instead of a chart or graphic organizer. They may ask pertinent questions of each other after each presentation.

ASSESSMENT: The students will rewrite the article in the textbook involving the Pequots, war, and eventual slavery utilizing information obtained from their classmates, primary sources, and the textbook. They will be asked to identify what may happen to Native American Tribes in the future such as the 1800s and 1900s, and to speculate on why the government would want to enslave tribes or ship them out of their nation to another foreign country for enslavement..

RESOURCES: Primary documents, Reading from American History Textbook or general reading from Language Art Textbook, Map of New England during the 1600s Connecticut State Archives, New London County, County Court Files, Native Americans Box 1, Folder 10
Manumission Document for Peter, an Indian, and [Venter], a Negro Man, Signed by Caleb Green, Merchant December 15,[1774] Providence, Rhode Island
Reinterpreting New England Indians and the Colonial Experience. Edited by Colin G. Calloway and Neal Salisbury Boston The Colonial Society of Massachusetts 2003
Distributed by the University of Virginia Press. Pg. " The Changing Nature of Indian Slavery in New England, 1670- 1720. pg. 106-137.

OTHER: This may be utilized either in Language Arts or American History. Tribes from states other than New England treatment may be compared to each other with similarities and contrasts explored.

Chart Paper, markers and rulers will also be needed for the presentation project along with adequate space for each group. Conference with librarian will also be needed if students are asked to do research.

This may be part of a longer unit or used simply to teach the reading of primary documents . Time will be at least three class periods of 45 minutes.

Curriculum created by Bernadette Ward