



Name: _____

Date: _____

Do Now

Reading Check

Directions: Answer the following questions based on your understanding of last night’s reading.

1. Which of the following best defines the goal of “settler colonialism”?
 - a. To peacefully settle amongst an existing community in hopes of assimilating.
 - b. To take over all resources in a region, particularly the land.
 - c. To solely interact with a settled population through trade.
 - d. To convert a community to a different religion, but allow them to maintain their lifestyle.

2. Choose one of the following ideas and explain how it is connected to American “settler colonialism”:
 - White supremacy
 - African-American slavery
 - A policy of genocide and land theft

3. Provide an example of “firsting” or “lasting” from the article.

4. **Predict:** In what ways do you think European colonists used the violence of “settler colonialism” when they invaded what is now called New England?



Name: _____

Date: _____

Classwork

Build Knowledge: The European Invasion’s Impact on the Pequot

Focus: When Europeans invaded what is now called North America, they did not encounter a “pristine wilderness” devoid of people. Instead, they came upon a series of thriving societies filled with industrious individuals. Over the next several days, we will identify the ways that European colonization impacted the Pequot people and analyze the ways in which Pequots demonstrated resistance and resilience during one of the most important turning points in American history.

A New Perspective on Disease

Directions: Actively read the excerpt below and answer the question that follows.

Source: “Disease Has Never Been Just Disease for Native Americans,” Jeffrey Ostler, *The Atlantic*, April 29, 2020.¹

1 The spread of COVID-19 is reminiscent of previous disease outbreaks that have ravaged Native American communities. Many of those outbreaks resulted in catastrophic loss of life, far greater than even the worst-case scenarios for COVID-19.

2 Until recently, histories of disease and Native Americans have emphasized “**virgin-soil epidemics.**” According to this theory... when Europeans arrived in the Western Hemisphere, they brought diseases (particularly measles and smallpox) that Indigenous people had never experienced. Because they had no immunity to these diseases, so the theory goes, the resulting epidemics took the lives of 70 percent or more of the Native population throughout the Americas.



Illustration from a book published in 1850 by John Warner and Elizabeth G. Barber

3 New research, however, provides a much more complicated picture of disease in American history. This research shows that virgin-soil epidemics were not as common as previously believed and shifts the focus to how diseases repeatedly attacked Native communities in the decades and centuries *after* Europeans first arrived. Post-contact diseases were crippling not so much because Indigenous people lacked immunity, but because the conditions created by European and U.S. colonialism made Native communities vulnerable. The virgin soil-epidemic hypothesis was valuable in countering earlier theories that attributed Native American population decline to racial inferiority, but its singular emphasis on biological difference implied that population collapses were nothing more than historical accidents. By stressing the importance of social conditions created by human decisions and actions, the new scholarship provides a far more disturbing picture. It also helps us understand the problems facing Native communities today as they battle the novel coronavirus.

How does Ostler’s argument paint a more nuanced view of the impact of European colonization on Indigenous peoples?

¹ Full article here: <https://www.theatlantic.com/ideas/archive/2020/04/disease-has-never-been-just-disease-native-americans/610852/>



Today's Story

Directions: Read the question below and brainstorm what you already know about this topic.

Identify and explain the impacts of European colonization on the Pequot people.

Scope (Dates)	Historical Context: What I already know about this topic
1614-1640	

By the end of today's lecture, we will be able to:

Summarize inter-tribal divisions that led to the Pequot War.

The Myth of the Pristine² Wilderness

Directions: Actively read the text below and answer the questions that follow.

Source: *An Indigenous Peoples' History of the United States (For Young People)*, Roxanne Dunbar-Ortiz, Beacon Press, 2019, pages 48-50.

1 What do you imagine North America looked like when colonizers first came from Europe? Do you picture it as an untouched, green wilderness with a small scattered population of primitive people, or with no people at all? Your mental image has probably been influenced by paintings and movies about that time. That mental image most likely includes depictions of Pilgrims or Puritans in a prayerful pose. Their Christian Bible has a line in it that seemed to shape how they went into that wilderness: "For all the land which thou seest, to thee will I give it, and to thy seed for ever." (Genesis 13:15, King James Version.

2 Those images do not reflect the presence of roads, cities, towns, villages, and trading networks [that were actually in what is now called New England prior to European contact]. Native peoples had created [Tribal communities], farms, monumental earthworks, and networks of roads, and they had devised a wide variety of governments, some as complex as any in the modern world. They had developed sophisticated philosophies of government, traditions of diplomacy, and policies of international relations. They conducted trade along roads that crisscrossed the land masses and waterways of the American continents. Before the arrival of Europeans, North America was indeed a "continent of villages," as some historians have called it, but it was also a continent of nations and alliances among nations.

3 But the **Doctrine of Discovery**, which was ingrained in the mindset of European colonizers, assured Christians that whatever land they saw was theirs to occupy and use. Their god, they believed, had given them dominion over the land and all its resources. In their eyes the land was unoccupied,

² **Pristine:** unspoiled, spotless. In this case, the meaning is that there were no "civilizations" in the Americas when Europeans arrived, that the land was "pristine," unoccupied and undeveloped.



pristine wilderness. This idea is the basis of the origin story of the United States, a story that, like a myth, has been retold for hundreds of years.

4 If North America had actually been an undeveloped wilderness, the European settlers could not have survived. They lacked the financial means, the technology, and the social organizations to maintain colonies so far from Europe. The colonizers’ survival depended both on what they could learn from Indigenous peoples and on what they could take from them. They learned to grow plants Indigenous peoples had domesticated, such as corn, squash and tobacco. They relied on local Indigenous people to help them find necessities such as water and medicinal herbs. The colonizers also stole farmland that was already cultivated. They took control of the deer parks that had been cleared and maintained by Indigenous communities. They traveled on overland and water routes the Indigenous peoples made, and ultimately, they used those routes to move their armies in wars against Indigenous nations and other European nations.



The Mashantucket Pequot Museum and Research Center features a large exhibit featuring what daily life in a pre-contact 15th century Pequot village looked and felt like. It is easy to see how the myth of the “pristine wilderness” should be dispelled when walking among the bustling wigwams.

5 The European colonizers lacked the skills they needed to survive in this “pristine wilderness,” but they had the skills, the technology, and the motivation for conquering other people, which is what they set about to do. As historian Francis Jennings writes,

They did not settle a virgin land. They invaded and displaced a resident population.
This is so simple a fact that it seems self-evident.

1. What is the myth of the “pristine wilderness”?

2. What evidence does Dunbar-Ortiz provide to debunk this myth?

3. What impact do you believe this European mindset had on Pequot people?



Lecture

Directions: Capture notes from your teacher's lecture in the graphic organizer below.

Cycle #3: European Invasion of the Pequot

Topic: Uncas vs. Sassacus

Today's Date: _____



A graphic organizer for note-taking, consisting of a vertical red double-line margin on the left and a series of horizontal black lines for writing.



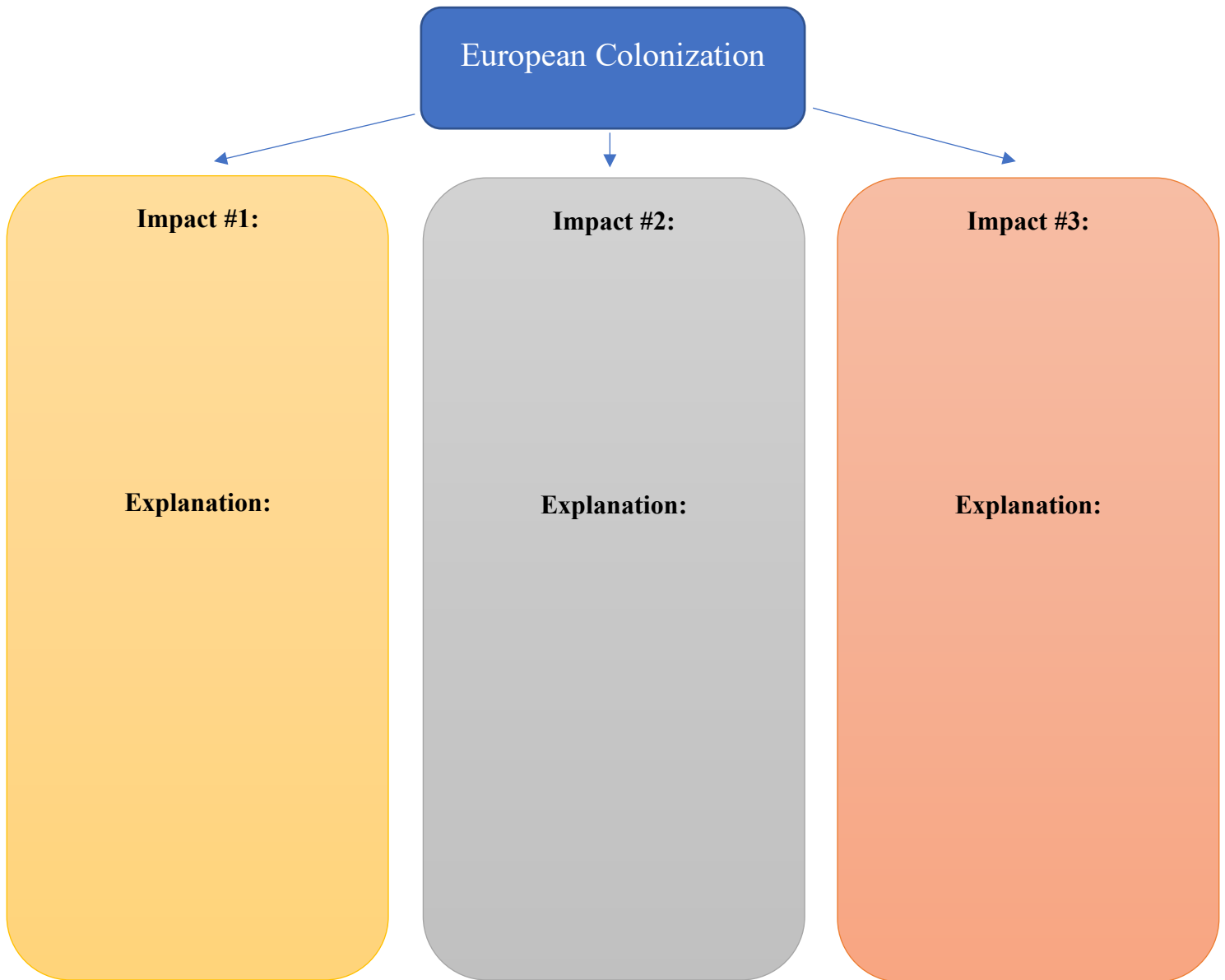
Name: _____

Date: _____

Exit Ticket

The Impact of European Colonization on the Pequot

Directions: Fill in the graphic organizer below to organize your learning today. Please note that we have discussed more than 3 effects of European colonization on the Pequot people, but you are only required to choose 3 to identify and explain.



Stretch It: What are additional effects of European colonization on the Pequot? List them below.



Name: _____

Date: _____

Homework

Build Your Knowledge: The European Invasion's Impact on the Pequot

Directions: Actively read the following secondary source to build your knowledge on this topic.

Source: *Give Me Liberty!*, Vol. 1, Eric Foner, excerpts from pgs. 42-44, 55-57, 76-77, 80.

Settling New Netherland

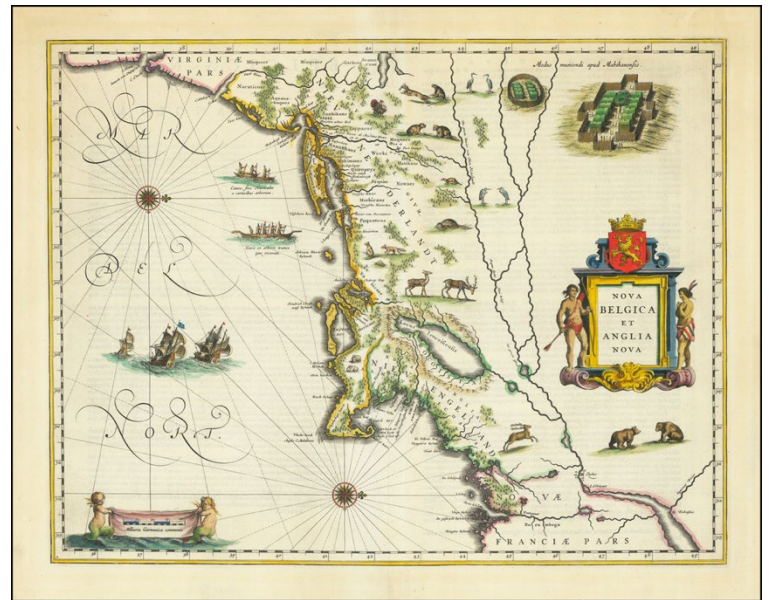
1 The Dutch came to North America to trade, not to conquer. They were less interested in settling the land than in exacting profits from it. Mindful [of Spanish cruelty towards Indigenous peoples], the Dutch determined to treat the native inhabitants more humanely. Having won their own independence from Spain after the longest and bloodiest war of sixteenth-century Europe, many Dutch identified with American Indians as fellow victims of Spanish oppression.

2 From the beginning, Dutch authorities recognized Indian sovereignty over the land and forbade settlement in any area until it had been purchased. But they also required tribes to make payments to colonial authorities. Near the coast, where most newcomers settled, New Netherland was hardly free of conflict with the Indians. [Wars broke out, namely one in the 1640s] that resulted in the death of 1,000 Indians and more than 200 colonists.

Borderlands and Empire in Early America

3 [The result was the creation of borderlands, “meeting places] of peoples where geographical and cultural borders are not clearly defined.” Numerous such places came into existence during the era of European conquest and settlement... Boundaries between empires and between colonists and native peoples, shifted constantly, overlapping claims to authority abounded, and hybrid cultures developed. As Europeans consolidated their control in some areas, the power of native peoples weakened. But at the edges of empire, power was always unstable, and overlapping cultural interactions at the local level defied any single pattern. European conquest was not a simple story of expanding domination over either empty space or powerless peoples, but one of a continual struggle to establish authority. The Spanish, French and Dutch empires fought each other for dominance in various parts of the continent, and Indians often wielded both economic and political power, pitting European empires against each other. Despite laws restricting commerce between empires, traders challenged boundaries, traversing lands claimed by both Europeans and Indians. People of European and Indian descent married and exchanged cultural attributes.

4 Thus, before the planting of English colonies in North America, other European nations had established various kinds of settlements in the New World.³ Despite their differences, the Spanish, French and



Detail from *Nova Belgica et Anglia Nova* by Willem Janszoon Blaeu, ca. 1635. Based on the 1614 explorations of Adrian Block, a fur trader working for the Dutch who sailed from the north shore of Long Island to explore the southern coast of New England. Oriented with the west at the top, it is the first map to depict details of the interior of New England. It is also decorated with Native American motifs, including Native Americans and their villages and canoes, as well as bears, beavers, turkeys, and other fauna.

³ **New World:** This term is outdated, as it implies that North American only became important after Europeans arrived. It also implies that Europe and other parts of the “Old World” not only existed first, but were more “civilized” because of their allegedly longer history.



Dutch empires shared certain features. All brought Christianity, new forms of technology and learning, new legal systems and family relations, and new forms of economic enterprise and wealth creation. They also brought savage warfare and widespread disease. These empires were aware of one another's existence. They studied and borrowed from one another, each lauding itself as superior to the others.

5 From the outset, dreams of freedom—for Indians, for settlers, for the entire world through the spread of Christianity—inspired and justified colonization. It would be no different when, at the beginning of the seventeenth century, England entered the struggle for empire in North America.

Englishmen, Land and Indians

6 Access to land played many roles in seventeenth-century America. Land, English settlers believed, was the basis of liberty. Owning land gave men control over their own labor and, in most colonies, the right to vote. [But] land in North America, of course, was already occupied. And the arrival of English settlers presented the native inhabitants of eastern North America with the greatest crisis in their history. Unlike the Spanish, English colonists did not call themselves “conquerors” (conquistadores). They wanted land, not dominion over the existing population... The English were chiefly interested in displacing the Indians and settling on their land, not intermarrying with them, organizing their labor, or making them subjects of the crown... The English exchanged goods with the native population, and Indians often traveled through colonial settlements. Fur traders of settlement sometimes married Indian women, partly as a way of gaining access to native societies and the kin networks essential to economic relationships. Most English settlers, however, remained obstinately separate from their Indian neighbors.

7 Despite their insistence that Indians had no real claim to the land since they did not cultivate or improve it, most colonial authorities in practice recognized Indians' title based on occupancy. They acquired land by purchase, often in treaties forced upon Indians after they had suffered military defeat. To keep some peace, some colonial governments tried to prevent the private seizure or purchase of Indian lands, or they declared certain areas off-limits to settlers. But these measures were rarely enforced and ultimately proved ineffective. New settlers and freed servants sought land for themselves, and those who established families in America needed land for their children.

8 The seventeenth century was marked by recurrent warfare between colonists and Indians. These conflicts generated a strong feeling of superiority among the colonists and left them intent on maintaining the real and imagined boundaries separating the two peoples. In the initial stages of settlement, English colonists often established towns on sites Indians had cleared, planted crops, and adopted Indian technology such as showshoes and canoes, which were valuable for travel in the American wilderness. But over time, the English displaced the original inhabitants more thoroughly than any other European empire.

The Transformation of Indian Life

9 The coming of English settlers profoundly affected Indian societies. Like the other colonial empires, the English used native people as guides, trading partners and allies in wars and for other purposes. Many eastern Indians initially welcomed the newcomers, or at least their goods, which they appreciated for their practical advantages. Items like woven cloth, metal kettles, iron axes, fishhooks, hoes, and guns were quickly integrated into Indian life. Indians also displayed a great desire for goods like colorful glass beads and copper ornaments that could be incorporated into their religious ceremonies.



The only known contemporary portrait of a New England Indian, this 1681 painting by an unknown artist was long thought to represent Ninigret II, a leader of the Narragansetts of Rhode Island. It has been more recently identified as Robin Cassacinamon, an influential Pequot leader. Apart from the wampum beads around his neck, everything he wears is of English manufacture.



10 As Indians became integrated into the Atlantic economy, subtle changes took place in Indian life. European metal goods changed their farming, hunting and cooking practices. Men devoted more time to hunting beaver for fur trading. Older skills deteriorated as the use of European products expanded, and alcohol became increasingly common and disruptive. Indians learned to bargain effectively and to supply items that Europeans desired. Later observers would describe this trade as one in which Indians exchanged valuable commodities like furs and animal skins for worthless European trinkets. In fact, both Europeans and Indians gave up goods they had in abundance in exchange for items in short supply in their own society. But as the colonists achieved military superiority over the Indians, the profits of trade mostly flowed to colonial and European merchants. Growing connections with Europeans stimulated warfare among Indian tribes, and the overhunting of beaver and deer forced some groups to encroach on territory claimed by others. And newcomers from Europe brought epidemics that decimated Indian populations.

Changes in the Land

11 Traders, religious missionaries, and colonial authorities all sought to reshape Indian society and culture. But as settlers spread over the land, they threatened Indians' way of life more completely than any company of soldiers or group of bureaucrats. As settlers fenced in more and more land and introduced new crops and livestock, the natural environment changed in ways that undermined traditional Indian agriculture and hunting. Pigs and cattle roamed freely, trampling Indian cornfields and gardens. The need for wood to build and heat homes and export to England depleted forests on which Indians relied for hunting. The rapid expansion of the fur trade diminished the population of beaver and other animals.

Puritans and Indians

9 The native population of New England numbered perhaps 100,000 when the Puritans arrived. But because of recent epidemics, the migrants encountered fewer Indians near the coast than in other parts of eastern North America. In areas of European settlement, colonists quickly outnumbered the native population... To New England's leaders, the Indians represented both savagery and temptation. In Puritan eyes, they resembled Catholics, with their false gods and deceptive rituals. They enjoyed freedom, but the wrong kind—what John Winthrop condemned as undisciplined “natural liberty” rather than the “moral liberty” of the [allegedly] civilized Christian. Always concerned that sinful persons might prefer a life of ease to hard work, Puritans feared that Indian society might prove attractive to colonists who lacked the proper moral fiber.

10 In 1642, the Connecticut General Court set a penalty of three years at hard labor for any colonist who abandoned “godly society” to live with the Indians. To counteract the attraction of Indian life, the leaders of New England also encouraged the publication of **captivity narratives** by those captured by Indians. The most popular was *The Sovereignty and Goodness of God* by Mary Rowlandson, who had emigrated with her parents as a child in 1639 and was seized along with a group of other settlers and held for three months until ransomed during an Indian war in the 1670s. Rowlandson acknowledged that she had been well treated and suffered “not the least abuse or unchastity,” but her book's overriding theme was her determination to return to Christian society.

11 Puritans announced that they intended to bring Christian faith to the Indians, but they did nothing in the first two decades of settlement to accomplish this. They generally saw Indians as an obstacle to be pushed aside.

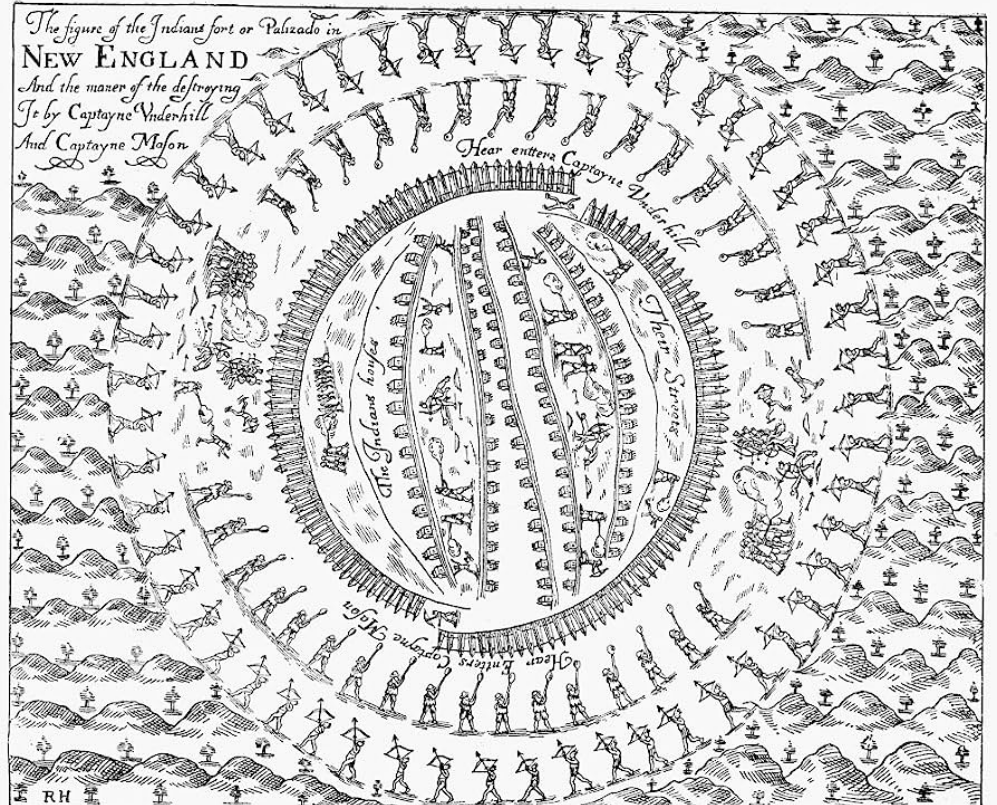
The Pequot War

12 Indians in New England lacked a paramount chief... Coastal Indian tribes, their numbers severely reduced by disease, initially sought to forge alliances with the newcomers to enhance their own position against inland rivals. But as the white population expanded and new towns proliferated, conflict with the region's Indians became unavoidable. The turning point came in 1637 when a fur trader was killed by Pequots—a powerful tribe who controlled southern New England's fur trade and exacted tribute from other Indians. A force of Connecticut and Massachusetts soldiers, augmented by Narragansett [and Mohegan] allies,



surrounded the main Pequot fortified village at Mystic and set it ablaze, killing those who tried to escape. Over 500 men, women and children lost their lives in the massacre. By the end of the **Pequot War** a few months later, most of the Pequots had been exterminated or sold into Caribbean slavery. The treaty... [called the **Treaty of Hartford**] decreed that their name would be wiped from the historical record.

13 The destruction of one of the region's most powerful Indian groups not only opened the Connecticut River valley to rapid white settlement but also persuaded other Indians that the newcomers possessed a power that could not be resisted. The colonists' ferocity shocked their Indian allies, who considered European military practices barbaric. A few Puritans agreed. "It was a fearful sight to see them frying in the fire," the Pilgrim leader William Bradford wrote of the raid on Mystic. But to most Puritans, including Bradford, the defeat of the "barbarous nation" by "the sword of the Lord" offered further proof that they were on a sacred mission and that Indians were unworthy of sharing New England with the visible saints of the church. [Yet this was not the end of the story, as Indigenous peoples continued to demonstrate resilience and resistance, and further conflicts between the British and Southern New England tribes occurred as native peoples exercised their agency to fight for their traditional ways of life.]



An engraving from John Underhill's *News from America*, published in London in 1638, shows the destruction of the Pequot village on the Mystic River in 1637. The colonial forces, firing guns, are aided by Indian allies with bows and arrows.

1. Summarize the story of European colonization and its impact on the Pequot people. Be sure to highlight any new ideas you learned about in this reading.



2. According to Foner, “borderlands” can best be described as...

- a. Coastal areas that border the ocean.
- b. Unclearly defined places where multiple cultures intersect.
- c. Clearly marked lines between bordering nations.
- d. Lands solely occupied by colonizers.

**3. Why do you believe borderlands are an important part of the story of colonization?
Consider the value that various cultures place on land.**

4. One major difference between the Dutch and British approach to colonization was...

- a. The Dutch recognized Indigenous sovereignty over their land, while the British wished to displace them and settle on their land.
- b. The British recognized Indigenous sovereignty over their land, while the Dutch wished to displace them and settle on their land.
- c. The Dutch wished to remain completely separate from their Indigenous neighbors, while the British desired to intermarry and create close kin networks with them.
- d. Neither the Dutch nor the British interacted in any way with Indigenous peoples upon their invasion of what is now called New England.

5. True or false (circle one): The biggest threat to the Indigenous environment was aggressive war tactics implemented by British soldiers.

6. Explain your reasoning for your answer to question #5.

7. All of the following were consequences of the Pequot War EXCEPT...

- a. Indigenous allies of the British were shocked and fearful of barbaric European military practices.
- b. The Treaty of Hartford attempted to wipe the Pequots from the historical record.
- c. The Pequots were all exterminated or sold into slavery, ending the history of the tribe.
- d. Although peace was stored in the short term, the British continued to encounter Indigenous resistance and rebellion.



Stage 1: BUILD KNOWLEDGE

History Instructional Lesson Type

Lesson Plan Background		
Unit: Mashantucket Pequot Tribal Nation		Cycle: #3: Impact of European Colonization on the Pequots
Lesson Number: #01		Lesson Type: Build Knowledge
<p>Objective: SWBAT... Identify and explain the impacts of European colonization on the Pequot people.</p>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> The narrative of Europeans “discovering” the Americas is misleading, as there were already thriving communities of peoples prior to European contact. The “myth of the pristine wilderness” is one of the United States’ oldest myths and is damaging to Indigenous peoples’ culture and history. When Europeans arrived in the Americas, their main three motives were “Gold, Gold and Glory.” Each nationality had slightly different goals, and hence, different types of interactions with Indigenous peoples. This cycle’s story largely centers on the actions of the English with some context about the Dutch. Major impacts of English and Dutch colonization of Southern New England, where the Pequot lived and continue to reside today, included disease, war, trade, conflicts over land and debates over Christianity. Ultimately, the arrival of Europeans led to one of the most important turning points in United States history—the Pequot War. The peak of the war was the Mystic Massacre, which resulted in the extermination of over 500 Pequot men, women and children. The Pequot War is considered to be an instance of attempted genocide of the Pequot people. After the Pequot War, the 1638 Treaty of Hartford decreed that the Pequot name and language could no longer be used, the Pequot people would be subjected to slavery, among other steps intended to eradicate Pequot culture and history from the record. 	<ul style="list-style-type: none"> Historical Thinking Skills: Contextualization Prompt: Identify and explain the impacts of European colonization on the Pequot people.
<p>CT Standards: INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions. INQ 3–5.8 Use evidence to develop claims in response to compelling questions. INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>CT Themes: <u>The Struggle for Freedom, Equality, and Social Justice</u></p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. <p><u>The Role of Connecticut in U.S. History</u></p> <ul style="list-style-type: none"> Explore how Connecticut contributed to various key events in United States history, such as cooperation and conflict between indigenous peoples and Europeans, colonial expansion, the French and Indian War, principles and ideals leading to independence from Great Britain 	<p>CT Content: <u>Indigenous Life in New England</u></p> <ul style="list-style-type: none"> Explore the cultural practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems. Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions. Evaluate the impact of colonization on indigenous people’s ways of life. <p><u>Early Settlements</u></p> <ul style="list-style-type: none"> Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony. Examine how the geographic features of Jamestown affected the early settlement and development of the colony. Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans. 	
<p>Teacher Support</p> <ul style="list-style-type: none"> All materials from this cycle of lessons on the Pequot War are inspired by materials from the Mashantucket Pequot Museum and Research Center. Please view the following virtual tour of the Museum here: https://www.youtube.com/watch?v=sRyUmvaDsLQ It is a great idea to book field trip to the Mashantucket Museum and Research Center in order to deepen your students’ understanding of this content. Much additional material, namely the “Witness to a Genocide” program and 		



Mashantucket Pequot Tribal Nation

The film “The Witness” are exclusive to the Museum and will help to immerse students in content that will deepen their understanding of not just Pequot history, but American history.

- To book a tour at the Mashantucket Pequot Museum and Research Center, contact George Sebastian at gsebastian@pequotmuseum.org.
- If you’d like professional development on how to teach this content (or on any of the history pedagogical techniques presented in these lessons), please contact Mashantucket Pequot Tribal Nation’s Director of Education, Rebecca Lord Gomez, at rgomez@mptn-nsn.org.

“First 15”

(14 min/@ min 0)

“First 15”

- **Note to Teachers:** *It is imperative that the foundations of American Exceptionalism, namely Winthrop’s “City Upon A Hill” speech, is previewed prior to teaching these lessons. We recommend teaching about this prior to beginning this cycle of lessons in your class.*

Do Now: Reading Check (5 min)

- **Teacher will (TW)** circulate and monitor student responses using the following “laps”:

Lap	An Exemplar	Say	Annotate:
1	Q1: B	<ul style="list-style-type: none"> • Use process of elimination by crossing out parts of answer choices that are incorrect • Go back and reread paragraph 4 of your reading from last night 	<ul style="list-style-type: none"> • Circle “settler colonialism” • Check off when a student successfully uses process of elimination (POE)
2	Q2: Answers will vary. Here is one possible example: <i>White supremacy is connected to “settler colonialism” because it promotes the idea that European-American “civilization” is superior to those of Indigenous and enslaved Black Americans. It essentially infers that “white” lives are more valuable than those of darker-skinned people.</i>	<ul style="list-style-type: none"> • Define the phrase that you chose • How does it connect to “settler colonialism”? • Go back and reread paragraph 5 of your reading from last night 	<ul style="list-style-type: none"> • Bracket the 3 bullets • Point to the pre-reading and star paragraph 5
3	Q3: Answers will vary. Here is one possible example: <i>One example of “firsting” is when a school is described as “the first” on in a community. These are generally European-American, and it indicates that Indigenous (or other) schools before that one don’t count. An example of “lasting” is claiming that an Indigenous person or group of people is the “last,” for example, “The Last of the Mobicans,” a book and movie.</i>	<ul style="list-style-type: none"> • Give one example of each: “firsting” and “lasting” • Go back and reread paragraph 6 of your reading from last night • Elaborate a bit more. Give a specific example. 	<ul style="list-style-type: none"> • Circle “firsting” and “lasting” in the question stem • Star paragraph 6 • Check if student elaborates, write “add” if more detail is needed

Do Now Review: (0 min)

- **No review.** TW collect Do Nows and grade.

A New Perspective on Disease (9 min)

- **TW cold call (cc)** a student to read the **focus** then **say:** *“Raise your hand if you’ve heard the story of the “Discovery of America” (scan to gather data). The story often goes that Europeans came over on their boats and conquered a beautiful, pristine wilderness. They used their superior technology and culture to bring culture to what was a rugged and untamed land with some uncivilized and save people living on it and used their advanced religion and economic systems to turn the Americas into a land with so much potential. This narrative is not only false, but extremely damaging to many Americans, namely the Indigenous peoples who were stewards of this land far before Europeans invaded. Over the next several days, we will investigate how European colonization directly impacted the Pequot people who resided in what is now called Southeastern Connecticut, and how those Pequot people managed to resist and show resilience despite the odds. We’ll begin our investigation by building some background knowledge today. To launch us, we’ll study one of the impacts of European colonization that many of us have learned about previously:*



	<p><i>the impact of European diseases on Indigenous peoples. As you read, please consider how the author, Ostler, provides a more nuanced perspective on how disease impacted Indigenous peoples. Take 5 minutes to actively read the text and respond to the question on page 2. Be ready to discuss.”</i></p> <ul style="list-style-type: none"> ● Students will (SW) take 5 minutes to read the text and answer the question. TW circulate and monitor student responses using the following “laps”: <table border="1" data-bbox="300 294 1510 829"> <thead> <tr> <th>Lap</th> <th>An Exemplar</th> <th>Say</th> <th>Annotate:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> <p>Annotations:</p> <ul style="list-style-type: none"> ● “virgin-soil epidemics” circled and definition underlined ● Underline of sentence 2 in paragraph 3 (“<i>This research shows that...</i>”) ● Underline “its singular emphasis on biological difference...” in paragraph 3 </td> <td> <ul style="list-style-type: none"> ● What is a “virgin-soil epidemic”? Annotate the term and definition ● What does paragraph 3 name about new research? ● What is the impact of that research? </td> <td> <ul style="list-style-type: none"> ● Point to the lines indicated in the “an exemplar” column </td> </tr> <tr> <td>2</td> <td> <p>Q: <i>Ostler argues that the “virgin soil epidemic” theory makes the genocide resulting from the arrival of European diseases in the Americas “nothing more than historical accidents.” It removes the fault of Europeans for creating conditions that made Native communities vulnerable. It implies that Europeans did not take intentional actions to eradicate Indigenous populations, that the genocide that occurred after their arrival was by mistake.</i></p> </td> <td> <ul style="list-style-type: none"> ● What is Ostler’s argument about the “virgin soil epidemic”? ● Why does he think it paints an incomplete story? </td> <td> <ul style="list-style-type: none"> ● Bracket paragraphs 2 & 3 ● Point to the lines indicated in lap 1 </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● After 5 minutes, SW Turn and Talk (T&T) for 30 seconds. TW listen in and pre-call 2 students who “have it.” ● TW ask: <i>How does Ostler’s argument paint a more nuanced view of the impact of European colonization on Indigenous peoples?</i> And call on the 2 students that were pre-called. 	Lap	An Exemplar	Say	Annotate:	1	<p>Annotations:</p> <ul style="list-style-type: none"> ● “virgin-soil epidemics” circled and definition underlined ● Underline of sentence 2 in paragraph 3 (“<i>This research shows that...</i>”) ● Underline “its singular emphasis on biological difference...” in paragraph 3 	<ul style="list-style-type: none"> ● What is a “virgin-soil epidemic”? Annotate the term and definition ● What does paragraph 3 name about new research? ● What is the impact of that research? 	<ul style="list-style-type: none"> ● Point to the lines indicated in the “an exemplar” column 	2	<p>Q: <i>Ostler argues that the “virgin soil epidemic” theory makes the genocide resulting from the arrival of European diseases in the Americas “nothing more than historical accidents.” It removes the fault of Europeans for creating conditions that made Native communities vulnerable. It implies that Europeans did not take intentional actions to eradicate Indigenous populations, that the genocide that occurred after their arrival was by mistake.</i></p>	<ul style="list-style-type: none"> ● What is Ostler’s argument about the “virgin soil epidemic”? ● Why does he think it paints an incomplete story? 	<ul style="list-style-type: none"> ● Bracket paragraphs 2 & 3 ● Point to the lines indicated in lap 1
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<p>Breaking Down the Prompt</p> <p>(3 min/ @min 14)</p>	<p style="text-align: center;">Breaking Down the Prompt</p> <p>Today’s Story (3 min)</p> <ul style="list-style-type: none"> ● TW say: <i>“We cannot analyze complex historical questions without first building knowledge. Last night you did some pre-reading about settler colonialism, and we just added to our understanding of European colonization by upgrading our knowledge about the impact of the diseases Europeans brought with them on the Indigenous peoples living here in what is now called Connecticut. What we’ve learned thus far will add to our understanding of today’s objective, which will then enable us to dig deeply into analysis on this content. Let’s anchor ourselves in the learning objective for today by unpacking our Build Knowledge prompt.”</i> ● TW cc a student to read today’s prompt: Identify and explain the impacts of European colonization on the Pequot people. ● TW say: <i>“Whenever we build knowledge, we want to identify the scope, or dates, of the content we are exploring. Over the next several days, the period we are learning about is going to be 1614-1640. Then we need to active our prior knowledge by jotting down what we already know about this topic. This is called “historical context” in history class. Please take the next minute to jot down everything you have already learned about European colonization and the Pequot people. Be sure to include what you just read, both last night and today!”</i> <ul style="list-style-type: none"> ○ SW record what they already know about this story (1 min) ○ TW circulate and pre-call 2 students to share historical context. (1 min) ● CW share based on teacher pre-calls, and then TW establish the lecture goal by saying: <i>“One of the key ways we build knowledge in history is through lectures. In today’s lecture, we will summarize inter-tribal divisions that led to the Pequot War.”</i> 												
<p>Reading</p> <p>(12 min/ @min 17)</p>	<p style="text-align: center;">Reading</p> <p>The Myth of the Pristine Wilderness (12 min)</p> <ul style="list-style-type: none"> ● TW say: <i>“I’ve already mentioned the concept of “the myth of the pristine wilderness,” so let’s unpack how this concept relates to the impact of European colonization on the Pequot people. Take the next 8 minutes to read the text on pages 3-4 of your worksheet and answer questions #1-3 with a classmate. Be prepared to share!”</i> ● SW take 8 minutes to read the text and answer the question. TW circulate and monitor student responses using the following “laps”: 												



	Lap	An Exemplar	Say	Annotate:			
	1	Annotations: <ul style="list-style-type: none"> Par. 2: Any underlines dispelling the myth, namely the key idea that “<i>Before the arrival of Europeans, North America was indeed a ‘continent of villages.’</i>” Par 3: Circle “Doctrine of Discovery” and impact of it: “<i>assured Christians that whatever land they saw was theirs to occupy and use.</i>” Par 4: First line and “They relied on local Indigenous people” Par 5: Quote 	<ul style="list-style-type: none"> Only underline the key ideas. What details are most important to include in a summary of the author’s claim? 	<ul style="list-style-type: none"> Star key points student has missed (see “an exemplar” column) 			
	2	Q1: <i>The myth of the “pristine” wilderness that the Americas were “untouched, green wilderness” with very few people cultivating the land.</i>	<ul style="list-style-type: none"> What is Ostler’s argument about the “virgin soil epidemic”? Why does he think it paints an incomplete story? 	<ul style="list-style-type: none"> Bracket paragraphs 2 & 3 Point to the lines indicated in lap 1 			
	3	Q3: <i>Because the Europeans felt that the Pequots didn’t cultivate the land, they believed they were “inferior,” even “uncivilized.” This myth is part of settler colonialism, and hence rooted in white supremacy. It empowered European colonizers to disregard Indigenous peoples, leading to the genocidal actions they ultimately took against the Pequots.</i>	<ul style="list-style-type: none"> How did the Europeans feel about the Pequot people? What did their feelings and actions result in for the Pequots? 	<ul style="list-style-type: none"> Circle “impact” in question stem Draw arrow from “European” to “Pequot” in question stem 			
Lecture	<ul style="list-style-type: none"> After 10 minutes, class will (CW) discuss. TW ask: <ul style="list-style-type: none"> What is the myth of the “pristine wilderness”? See Lap 2 above What impact did it have on the Pequots? See Lap 3 above 						
	<p style="text-align: center;">Lecture</p> <p>Lecture (16 min)</p> <ul style="list-style-type: none"> TW say: “One way we Build Knowledge in history class is through lectures. Up to this point in today’s class, we have discussed how the Europeans, especially the English, impacted the Pequot. We’re going to shift gears in this lecture to dig into a part of this story that is absolutely crucial: how the arrival of the Europeans resulted in divisions between Indigenous peoples in what is now called Connecticut. As you listen to the lecture, take notes on page 5 of your worksheet.” Note to Teachers: You have two choices for delivery. You may either play the video of Rebecca Gomez, Director of Education for the Mashantucket Pequot Tribal Nation, delivering the lecture OR you may deliver the lecture yourself. TW deliver lecture (via video or live) with strong vocab inflection and scanning for student note-taking (12 min) <table border="1" data-bbox="298 1409 1511 1915"> <tbody> <tr> <td data-bbox="298 1409 472 1587"> Slide 1 Heading (1 min) </td> <td data-bbox="480 1409 1511 1587"> <ul style="list-style-type: none"> Our story is going to center on Sassacus & Uncas, two Indigenous men living in what is now Southeastern Connecticut in the early 1600s. Remember to take strong notes as you listen. It’s a good idea to box key terms and use short-hand so that you don’t have to worry about complete sentences. </td> </tr> <tr> <td data-bbox="298 1587 472 1915"> Slide 2 A. The Pequots and the Mohegans (4 min) </td> <td data-bbox="480 1587 1511 1915"> <ul style="list-style-type: none"> (click) At the time of European contact, there were many Indigenous people residing in what is now called New England. Up until the 1620s, they went by the name Pequot, but as we will learn, they divided into multiple Tribes when the English arrived. In the region of what is now called Southeastern Connecticut, two of the Tribes were and still are called the Mohegans and the Pequots. (click) These two Tribes, along with many other Indigenous residents of Northeastern North America, interacted with European colonizers. In this particular region, they primarily traded with first the Dutch, then the English. After the split of the Tribes in the 1620s, the leaders of the Mohegan and Pequot Tribes were very powerful, and they recognized that a balance of power between the two communities was beneficial. Despite this, there was a history of intense power struggles. That is why the sachems, leaders of the Tribes, created alliances in many ways: to attempt to settle those power struggles and create peace. To set the scene, let’s introduce ourselves to the key leaders in this story. </td> </tr> </tbody> </table>				Slide 1 Heading (1 min)	<ul style="list-style-type: none"> Our story is going to center on Sassacus & Uncas, two Indigenous men living in what is now Southeastern Connecticut in the early 1600s. Remember to take strong notes as you listen. It’s a good idea to box key terms and use short-hand so that you don’t have to worry about complete sentences. 	Slide 2 A. The Pequots and the Mohegans (4 min)
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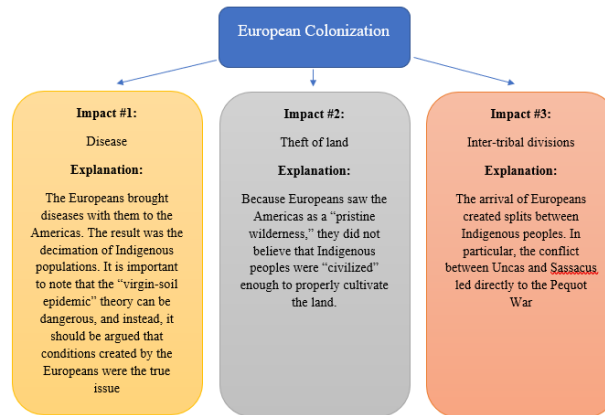
		<ul style="list-style-type: none"> • (click) In the 1620s, the principal sachem of the Mohegan Tribe was Owaneco, and the principal sachem of the Pequot Tribe was Tatobem. • (click) Of course, Owaneco and Tatobem had other members of their Tribes who supported them. In today's story, we'll focus on a Mohegan man named Uncas, the son of Owaneco, and a Pequot man named Sassacus, the son of Tatobem.
	<p>Slide 3</p> <p>B. Pequot Authority</p> <p>(4 min)</p>	<ul style="list-style-type: none"> • (click) Our story begins in 1626, after the split of the Pequot people into two Tribes, the Mohegan and the Pequot. At this time, Mohegan sachem Owaneco arranges for his son Uncas to marry Pequot sachem Tatobem's daughter. Remember, we said that the alliances between the two Tribes was based on a balance of power because of the splitting and following divisions, so this was an important political move happening in the context of the intrusion of outsiders from Europe. It makes sense that the two sachems wanted peace, and intermarrying was a key way to facilitate that peace. • (click) Unfortunately, shortly after the marriage took place, Uncas's father and chief sachem of the Mohegan, Owaneco, dies. (click) With the death of the Mohegan sachem and Uncas's marriage into the Pequot family, that balance of power tipped to the Pequots. • Ask: What would you do if you were Uncas? <i>Take a few hands</i> • TW pause video to debrief • Uncas mourned the death of his father, but he was unwilling to challenge the power of Tatobem. He did contest the Pequot authority over the Mohegan, but didn't make major moves to try to take power into his own hands. • (click) That is, until Tatobem died. In 1633, Tatobem was captured and killed by the Dutch. Uncas saw this as his moment to try to end that Pequot authority over the Mohegan, but (click) Sassacus was determined to be the successor of Tatobem, not Uncas, because Sassacus was Tatobem's natural-born son and Uncas's marriage into the family did not give him the right to leadership. (click) This enraged Uncas. After all, he had married into the family of the Pequot sachem and thought that he had just as much of a right to the sachem role as Sassacus.
	<p>Slide 4</p> <p>C. The Rebellion</p> <p>(5 min)</p>	<ul style="list-style-type: none"> • (click) Although he had been unwilling to rebel against Tatobem, Uncas was less shy about doing so against Sassacus. (click) In 1634, with the support of a Tribe called the Narragansetts who lived in what is now called Rhode Island, he rebelled against the new Pequot sachem, but was quickly defeated. (click) Upon his defeat, he chose to leave his adopted Pequot family and went into exile among the Narragansetts, whom he was more aligned with in regards to how to deal with the British. He had humiliated himself before Sassacus, but was not prepared to give up his quest for power. He attempted rebellion again, but his failed challenges resulted in Uncas having little land and few followers. Uncas needed another plan. • (click) In the 1630s, a slew of English colonists had started to arrive in the region. Though few in number, they had better weapons and much courage. Uncas saw an opportunity. In 1635, he established a partnership with the Puritans in the hopes of obtaining his ultimate goal of become Grand Sachem. • (click) To do this, he became a trust ally of Captain John Mason, whom we will learn more about in the coming days. (click) He also sent word to British colonist Jonathan Brewster that Sassacus was planning to attack the colonists on the Connecticut River. Impressed with his willingness to betray his Pequot family, Uncas was deemed "a friend of" and "faithful" to the colonists.
	<p>Slide 5</p> <p>D. The Pequot War (1636-1638)</p> <p>(5 min)</p>	<ul style="list-style-type: none"> • (click) Uncas's partnership with the British continued into the conflict called the Pequot War of 1636-1638 (click) He allied with the New England colonists against the Pequots in attack after attack, including the key attack near Saybrook and the infamous massacre at Mystic. • (click) The culmination of these attacks was the murder and enslavement of over 1,500 Pequot, including innocent women and children. It was genocide, but as we will see, it was unsuccessful, as the Pequot people are thriving today.
	<p>Slide 6</p> <p>(1 min)</p>	<ul style="list-style-type: none"> • SW T&T (1 min): Summarize inter-tribal divisions that led to the Pequot War.
	<ul style="list-style-type: none"> • TW facilitate retell by calling on 4-5 students to summarize the lecture story (3 min). • TW say: <i>"The story does not end here. Tonight, you will read a more comprehensive summary of the impacts of European colonization on the Pequot people. In this reading, you'll learn more about the Pequot War itself, as well as the most immediate consequences of the war on the Pequots. This information is crucial to our understanding of our next several lessons—and United States history in general. But to stamp what we've learned thus far, please take the next 5 minutes to fill out the graphic organizer on your exit ticket, page 6. You'll choose 3 of the impacts of European Colonization that we've discussed and give an explanation as to how they directly affected the Pequots."</i> 	
<p>End of Class</p>		



M
**Assessment
 & End
 (5 min/
 @min 45)**

Exit Ticket: (4 min)

- SW fill in the graphic organizer
- An Exemplar:



Homework

- **Reading:** The European Invasion's Impact on the Pequot
 - **Multiple Choice Key:** 2. B, 4. A, 5. False, 7. C