



Name: _____

Date: _____

Do Now

TIMELINE OF THE PEQUOT WAR

Directions: Read the timeline¹ below and use it to answer the following questions.



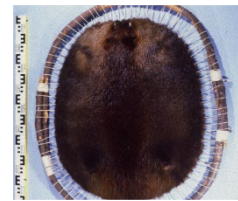
1630-32: Dutch Maintain Exclusive Trade with the Pequot

The Dutch become close trading partners with the Pequot and their tributaries. They maintained an exclusive trading relationship of European goods (cloth, metal tools, and firearms) for wampum and furs.



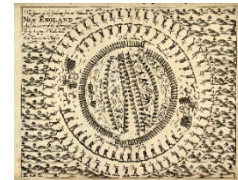
1630: Pequot Expand Throughout Southern New England

The Pequot expand their political and military influence throughout Long Island. Numerous groups such as the Mohegan and Podunk tribes become tributaries of the Pequot.



1634: Conflict with the Dutch & Pequots Seek Diplomatic Solution a Second Time

A Pequot-Dutch conflict occurs, and Pequot ambassadors return to Boston to discuss an alliance, but no formal alliance or treaty is reached.



August/September 1636: Pequot War Begins with the siege and Battle of Saybrook Fort

May 26, 1637: Battle of Mistick Fort.

English forces surround the Pequot fortified village at Mistick. English set fire to the fort. Most Pequots fleeing the fort are killed with the remaining captured. Hundreds of Pequots are killed in the attack.

1. What trend do you notice about the interactions between the Pequot and Europeans over time between 1630 and 1637?

2. Given what you know about Pequot history, why do you think this happened? What are the possible effects of these events?

¹ Timeline provided by the Mashantucket Pequot Museum and Research Center



Name: _____

Date: _____

Classwork

Inquiry Lesson, Day 1: The Pequots in New England

Focus: The arrival of Europeans in what is now called Connecticut had many consequences for the Pequot people. Today, we will deepen our understanding of what those consequences were, both to understand the positive and negative aspects of cultures colliding, and to deepen our understanding of Pequot resistance and resilience.

The Pequot Military

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

In the first six months of the war, the Pequot, with no firearms, won every engagement against the English. Both sides showed a high degree of sophistication, planning, and ingenuity in adjusting to conditions and enemy countermeasures...In fact, on the eve of the war, the Pequot were a highly effective experienced military force [warriors], having honed their combat skills through decades of warfare against their Native American neighbors. Indeed, the English suffered dozens of casualties in the early stages of the war...

Source: McBride, Kevin. "Pequot War". *Encyclopedia Britannica*, 5 Sep. 2022



1. What is your reaction to this description of the Pequot military?

2. How might the English have ultimately won the Pequot War?



Today's Problem

Directions: Read, annotate and rewrite today's inquiry prompt in your own words. Then record outside evidence you already have that may help you answer the question.

Prompt: How did European arrival in New England impact the Pequot people?

Historical Thinking Skill	Background Knowledge

Document Analysis

Directions: Actively read the following 3 documents. Record a significance statement for each one based on the prompt. Then chart your answer to the prompt and record a thesis statement.

Document 1

Source: The Significance of Wampum to 17th Century Indians on New England; Lois Scozzari;
<http://www.hartford-hwp.com/archives/41/037.html>

...In the 1630's, a large migration of English Puritans to Massachusetts Bay presented another complication...[by] creating increased competition, rivalry, and agitation. For the period between 1630 and 1660, **wampum**² was a prized commodity in New England spurred on by the fur trade that compelled the struggle. What followed in the next several decades leading up to King Philip's War (1675-1676) was a complicated series of initiatives from the Bay Colony, whose ultimate goal was to control the region and resources. Ruth Thomas of the Mashantucket Pequot put it simply, "They wanted to cut out the middleman," and so they did, isolating, then devastating first the powerful Pequot, then the dynamic Narragansett, and then appropriating both the land and control of the wampum trade.

Author's Claim: *What argument is the author making?*

Significance: *How does this document answer today's prompt?*

² **Wampum:** White or purple beads and discs fashioned from two shells, placed on string, and made into a variety of jewelry and adornments.



Prompt: How did European arrival in New England impact the Pequot people?

Author's Point of View:

Historical Context:

Document 2

Source: Captain John Underhill, *Newes from America; or, A Late and Experimentall Discoverie of New-England ...* (1638), reprinted in *Collections of the Massachusetts Historical Society*, vol. 6 of the 3rd ser. (Boston: American Stationers' Company, 1837), 25.

Context: In 1637, English troops attacked the Pequot fort at Mystic, where elders, women and children resided.

Mercy they [i.e., the Pequots] did deserve for their valor, could we have had opportunity to have bestowed it. Many were burnt in the fort, both men, women, and children. Others forced out, and came in troops to the Indians, twenty and thirty at a time, which our soldiers received and entertained with the point of the sword. Down fell men, women, and children; those that [e]scaped us, fell into the hands of the Indians that were in the rear of us. It is reported by themselves, that there were about four hundred souls in this fort, and not above five of them escaped out of our hands. ... It may be demanded, Why should you be so furious? (as some have said). Should not Christians have more mercy and compassion? ... [But when human sins are so great] the Scripture declareth women and children must perish with their parents... We had sufficient light from the word of God for our proceedings.

Author's Claim: *What argument is the author making?*

Intended Audience:

Author's Purpose:

Significance: *How does this document answer today's prompt?*



Prompt: How did European arrival in New England impact the Pequot people?

Author's Point of View:

Historical Context:

Document 3

Source: Solomon Stoddard, a Puritan minister, *An Answer to Some Cases of Conscience Respecting the Country* (1722), reprinted in *The Magazine of History* 14, nos. 53–56 (1917): 204–5.

There was some part of the Land that was not purchased, neither was there need that it should—it was vacuum domicilium [empty dwelling]; and so might be possessed by virtue of God's grant to Mankind... The Indians made no use of it, but for Hunting. Men were to subdue the Earth. When Abraham came into the Land of Canaan, he made use of vacant Land as he pleased: so did Isaac and Jacob.

Tho' we gave but a small Price for what we bought, we gave them their demands. We came to their Market and gave them their price, and, indeed, it was worth but little. And had it continued in their hands, it would have been of little value. It is our dwelling on it and our Improvements that have made it to be of worth.

Author's Claim: *What argument is the author making?*

Intended Audience:

Author's Purpose:

Significance: *How does this document answer today's prompt?*



Putting It All Together

Directions: Record notes from today's discussion in the space below.

Prompt: How did European arrival in New England impact the Pequot people?

Charting Space:





Name: _____

Date: _____

Exit Ticket

Thesis Statement

Directions: It's your time to take a stance! Using your notes from today, answer the prompt. Be sure to use precise academic vocabulary and to include two reasons to support your argument.

Prompt: How did European arrival in New England impact the Pequot people?

Standard	Criteria	_____/_____ 2
Thesis Statement	States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question and should include two specific sub-arguments, which 1 point awarded per sub-argument.	



Scene from a Pequot village prior to European contact. Courtesy of the Mashantucket Pequot Museum and Research Center.



Name: _____

Date: _____

Homework

How Are Stereotypes Created?

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

Source: *Teaching American History with Primary Sources*, Dan Eshet, Salem State University, December 2020, pg. 25-29.

1 Thirty years ago, textbooks began the history of the Americas with the arrival of Columbus and the first colonists from Spain, who termed the Indigenous peoples they met *Indios* or *Indians*, believing that they had landed on the shore of the Indian ocean. Thus the first colonial act carried out in the Americas was *linguistic*: the lumping together, under a false name, of peoples who were as diverse as the European colonizing nations themselves. However, the name stuck and is even accepted by most Native groups today.



A painting by Douglas Volk (1905) depicting Father Hennepin in front of St. Anthony Falls, which he had "discovered." It shows Father Hennepin and his French companions preaching to Native Americans. Provided courtesy of the Library of Congress.

2 European views of American Indians³ reflected larger social and cultural changes: over time, Indigenous peoples were viewed as "heathen," "noble," "wretched," "uncivilized," and, with the rise of racial theory in the late 1800s, genetically "inferior." Far from reflecting the many ways these groups

³ All of these terms, including "American Indians," are embraced by many Native groups today. One reason why "American Indian" is so important with Indigenous peoples today is that there was an entire body of federal law that was referred to as "Indian Law" that protects the rights Indigenous peoples have left. Any change to this terminology could permit the United States government to strip Indigenous peoples of the rights they have left.



viewed themselves, changes in terminology reflected changes in the cultures of the new arrivals in North America. For example, French priest Louis Hennepin brought harsh preconceptions to his encounter with American Indians in 1683. His report on the event included a crude assessment of these “uncivilized” people:

“The Indians trouble themselves very little with our civilities, on the contrary, they ridicule us when we practice them. When they arrive in a place, they most frequently salute no one... If there is a chair before the fire, they take possession of it, and do not rise for any one. Men and women hide only their private parts... They treat their elders very uncivilly... There [sic] conversation whether among men or women is generally only indecency... They never wash their platters which are of wood or bark, nor their bowls or their spoons... They eat in a snuffling way and puffing like animals... When they eat fat meat, they grease their whole faces with it. They belch continually. Those who have intercourse with the French, scarcely ever wash their shirts, but let them rot on their backs. They seldom cut their nails. They rarely wash meat before putting it in the pot... In fine, they put no restraint on their actions, and follow simply the animals.”

- Louis Hennepin, *A Description of Louisiana by Father Louis Hennepin, Recollect Missionary* (1683)

3 American Indians, in turn, were often dismayed by European habits and behavior. For example, here is the reaction of Gaspesia (Mi’kmaq, whose lands lay in what is today Maine, Massachusetts and Nova Scotia) to European foods, as recorded by Father Christian LeClerq in 1691:

“It is certainly true that our Gaspesians had so little knowledge of bread and wine when the French arrived for the first time in their country, that these barbarians mistook the bread which was given to them for a piece of birch tinder, and became convinced that the French were equally cruel and inhuman, since in their amusements, said the Indians, they drank blood without repugnance. It was thus they designated wine. Therefore they remained some time not only without tasting it, but even without wishing to become in any manner intimate, or to hold intercourse, with a nation they believed to be accustomed to blood and carnage.”

- Father Chrestieu Le Clerq, *New Relation of Gaspesia, with the Customs and Religion of the Gaspesian Indians*(1691)

4 In 1755 French philosopher Jean-Jacques Rousseau offered a more positive—however idealized—view of Native Americans. Thinkers of Europe’s Romantic era projected their cultural frustrations onto Indigenous peoples, imagining that Natives lived a purer and freer existence. Rousseau, an outspoken critic of corruption and injustice in his own society, imagined that peoples without vast cities, carriages, wigs and silverware might never have descended from a golden age into depravity: “So many authors have hastily concluded that man is naturally cruel, and requires a regular system of police to be reclaimed; whereas nothing can be more gentle than he in his primitive state, when placed by nature at an equal distance from the stupidity of brutes, and the pernicious good sense of civilized man.”⁴

⁴ Jean-Jacques Rousseau, *The Social Contract and the First and Second Discourses*, 1755.



5 Radically different cultures collided in North America, and since we tend to define ourselves in terms of our language, our works of art, political arrangements, and differences can create uneasiness or even hostility. European perceptions, and particularly British perceptions, of American Indians shifted as the encounters between the two became more and more violent. When the colonies rebelled against King George III, most Indians sided with Britain. Up to that time, only the crown had taken meaningful steps to halt the settlers' unruly expansion west from the Atlantic shores. The American Revolution drove all parties into either one camp or the other—patriots or loyalists. This led the authors of the Declaration of Independence to vilify American Indians. Famously endorsing an egalitarian view—"We hold these truths to be self-evident, that all men are created equal"—they described America's Indigenous peoples as "merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions."⁵

6 In the decades leading to the War of 1812, and even more so in the 1820s, the lines between white settlers and Native Americans hardened. The new nation cataloged its Native neighbors according to a simple standard: they "were either pro-American or pro-British."⁶ Through violent expansion, settlers provoked the ire of Indians and when these last defended their homes and land, settlers retaliated with force. Unwilling to reflect on the causes of this cycle of violence, the settlers portrayed one side of the struggle as victims—the white side. Using skin color to define difference was a novelty. In Europe, (the "Old World"), where social class, status and nobility distinguished between sections of the population, race had seldom been an issue. Similarly, Americans solidified their view that all Native Americans were one and the same, the enemies of the new nation, despite the spectacular diversity that existed among the various nations and tribes.

1. Reread the two larger quotes from the previous page. What can they teach us about encounters between unfamiliar cultures?

2. Do you believe the quote from the perspective of Gaspesia (written by Father Chrestieu Le Clerq) is reliable? Why or why not?

3. How does this reading influence your understanding of today's lesson about the impact of European colonization on the Pequot people? Why?

⁵ The Declaration of Independence: A Transcription, July 4, 1776. Courtesy of the National Archives.

⁶ John P. Bowes, *Land Too Good for Indians: Northern Indian Removal*, 2016, pg. 163.



Stage 2: INQUIRY-BASED

History Instructional Lesson Type

Lesson Plan Background		
Unit: Mashantucket Pequot Tribal Nation		Cycle: #3: Impact of European Colonization on the Pequots
Lesson Number: #02		Lesson Type: Inquiry
<p>Objective: SWBAT...</p> <p>1) Analyze and evaluate the effects of European colonization on the Pequot tribe</p> <p>2) Explain how a source’s point of view, historical situation, purpose, and/or audience might affect its meaning</p>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> The arrival of the English in New England had dramatic effects on the Pequot people. It was devastating in many ways – diseases killed many who lacked natural immunity; trade patterns were disrupted; land was forcibly sold and outright stolen; and war and murder virtually destroyed the Pequot tribe. However, prior to the devastating effects of the war, the Pequot people were also able to use the English settlers to better their trade position. They had their own agency in these interactions and often used their knowledge and skills to fight back against the English and improve their lives. 	<ul style="list-style-type: none"> Historical Thinking Skills: Causation Prompt: How did European arrival in New England impact the Pequot people?
<p>CT Standards:</p> <p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p> <p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>CT Themes:</p> <p><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:</p> <p><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=sRyUmvaDsL0 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 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"

Do Now: Timeline of the Pequot War, Mashantucket Pequot Museum & Research Center (4 min)

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

Lap	An Exemplar	Say	Annotate:
1	Q1: <i>Over time the timeline shows that the interactions between the Pequot and Europeans become increasingly hostile. At first the Pequot seem to develop a trade relationship with the Dutch and attempt to forge an alliance with the English, but are then attacked by English settlers.</i>	<ul style="list-style-type: none"> • What is happening at the beginning of the timeline? • The end? • What changed over time? 	<ul style="list-style-type: none"> • Circle "Dutch" at beginning and "English" at end • Underline "trade" at beginning and "battle" at end
2	Q2: <i>This happened because the English settled in New England looking for land. They wanted to continue expanding westward and take Pequot lands along the way. This resulted in the English using violence.</i>	<ul style="list-style-type: none"> • What motive did the English have? • What was the consequence of their motives? 	<ul style="list-style-type: none"> • N/A

Do Now Review: (2 min)

- If majority of students have similar responses for Q1, take several responses for Q2. If not, determine 1 or 2 students with exemplary responses for Q1 to share out and ensure that all students are able to name the trend shown in the timeline.

The Pequot Military: (6 min)

- **TW cold call (cc)** a student to read the **focus** then **say**: *"As you read last night and were just reminded of in today's Do Now, the arrival of the Europeans had a significant impact on the Indigenous peoples living in Southeastern New England, and that the consequences of the European invasion of the Americas were numerous. Today, we will unpack what happened during the Pequot War, and more broadly how the arrival of Europeans affected the Pequot people. This story is often told like this: the Europeans arrived and wiped out the Indigenous people they met. And as we're already seeing, Europeans did inflict violence and cruelty upon the Pequot people. But the Pequots had agency and were far from passive. In fact, they had strengths that are often not identified in the history books. To ground us in our investigation today, let's get some insight into what some of those often-ignored strengths were."*
- **TW** take volunteers to read the excerpt aloud to the class **(1 min)**
- **SW** take 3 minutes to respond to Q#1&2 **(2 min)**
- **SW T&T** to discuss 2 questions **(2 min)**- No whole-group discussion

Today's Problem: (3 min)

- **TW say**: *"Let's use the knowledge we've built to help us unpack a historical problem."*
- **TW cc** a student to read today's prompt: **How did European arrival in New England impact the Pequot people?**
- **TW say**: *"Take 1 minute to record today's Historical Thinking Skill and to jot down any background knowledge, or historical context, that you have about this part of history. You may use your **Historical Thinking Skills** resource to help you identify the type of thinking you'll need to do today."*
- **TW** respond to data:
 - **What is the historical thinking you will have to use today?** *Causation because of the word "impact." We are investigating how one event (European arrival in New England) affected a group of people (the Pequots)*
 - **What do we already know about this topic?**
 - Jamestown
 - Massachusetts Bay
 - Pilgrims
 - Puritans

"First 15"
(15 min/@
min 0)



- Dutch
- Spanish
- Christianity
- Fur Trade
- Settler Colonialism
- Myth of the Pristine Wilderness
- Virgin Soil Epidemic Theory
- Pequot War
- Hartford Treaty

Monitor

Document Analysis (20 min)

- **TW say:** “You are going to review 3 documents today independently. First read the source line and then the main text. You want to identify details about the perspective of the author, the historical context in which it was written, the purpose of the document, the claim the author is making, and details about how it helps you answer today’s question. I will circulate to review your work, ask you questions and push your thinking.”
- **TW monitor** using the following laps and Break-It-Down questions. Please use the provided time stamps to help students pace themselves:

Doc #1: The Significance of Wampum to 17th Century Indians on New England; Lois Scozzari;
<http://www.hartford-hwp.com/archives/41/037.html> (6 min)

- **Note to Teachers: This is a secondary source, so no sourcing is necessary and students should read for author’s claim and key details to help answer the main inquiry question.**

An Exemplar	Say/Ask:	Annotate:
Topic: <i>Wampum/Trade</i>	<ul style="list-style-type: none"> ○ Re-read the source line and the first sentence 	<ul style="list-style-type: none"> ○ Bracket Sourceline ○ Point to Footnote
AC: <i>English settlers wanted to control trade in the region so they eliminated the Pequot in order to do so</i>	<ul style="list-style-type: none"> ○ Re-read and identify what the author is arguing about the topic 	<ul style="list-style-type: none"> ○ Point to topic note ○ Circle “What argument is the author making?” in AC box
SIG: <i>Trade- English at first traded with Pequot and other tribes, but eventually took control of the trade for their own advantage</i>	<ul style="list-style-type: none"> ○ How does this document help you answer the prompt? ○ Consider the topic then elaborate with details 	<ul style="list-style-type: none"> ○ Point to topic note ○ Circle “How does this document answer today’s prompt?” in SIG box

Doc #2: Captain John Underhill, *Newes from America; or, A Late and Experimentall Discoverie of New-England ...* (1638), reprinted in Collections of the Massachusetts Historical Society, vol. 6 of the 3rd ser. (Boston: American Stationers’ Company, 1837), 25. (7 min)

An Exemplar	Say/Ask:	Annotate:
POV: <i>John Underhill: English, military leader</i>	<ul style="list-style-type: none"> ○ Who is the author? ○ What do you know about them? ○ How might that connect to the prompt? 	<ul style="list-style-type: none"> ○ Sourceline
HC: <i>1638; immediately following massacre at Fort Mystic; part of Pequot War; English settlement and expansion, Puritanism</i>	<ul style="list-style-type: none"> ○ What do you know about the history of this topic? ○ What was happening during this time period? ○ Re-read the provided context ○ Pull out your notes from yesterday and last night 	<ul style="list-style-type: none"> ○ Sourceline, context ○ Point to notes from yesterday’s lesson
Topic: <i>Warfare- Mystic Massacre</i>	<ul style="list-style-type: none"> ○ Re-read the source line and the last sentence 	<ul style="list-style-type: none"> ○ Context, source line, last sentence
AC: <i>English massacre of the Pequot people was justified by God</i>	<ul style="list-style-type: none"> ○ Re-read and identify what the author is arguing about the topic 	<ul style="list-style-type: none"> ○ Bracket final 3 lines
AUD: <i>English</i>	<ul style="list-style-type: none"> ○ To whom is Underhill writing? ○ Consider the title of his document 	<ul style="list-style-type: none"> ○ Sourceline
Purpose: <i>Describe the events of the Mystic Fort Massacre and justify the English brutality</i>	<ul style="list-style-type: none"> ○ Who said what at this time? Why? 	<ul style="list-style-type: none"> ○ Circle AC and AUD
SIG: <i>Genocide- Pequot people were nearly wiped out by the English during the massacre at Fort Mystic in 1637.</i>	<ul style="list-style-type: none"> ○ How does this document help you answer the prompt? ○ Check your academic vocab and shorthand, box your bucket 	<ul style="list-style-type: none"> ○ Point to prompt and underlined text

Monitor
(20 min/
@min 15)



Doc #3: Solomon Stoddard, a Puritan minister, *An Answer to Some Cases of Conscience Respecting the Country* (1722), reprinted in *The Magazine of History* 14, nos. 53–56 (1917): 204–5. (7 min)

An Exemplar	Say/Ask:	Annotate:
POV: <i>Solomon Stoddard: European, religious</i>	<ul style="list-style-type: none"> ○ Who is the author? ○ What do you know about them? ○ How might that connect to the prompt? 	<ul style="list-style-type: none"> ○ Sourceline
HC: <i>English colonization, Pequot people decimated, westward expansion, Puritanism, Myth of the Pristine Wilderness</i>	<ul style="list-style-type: none"> ○ What do you know about the history of this topic? ○ What was happening during this time period? ○ Pull out your notes from yesterday and last night 	<ul style="list-style-type: none"> ○ Sourceline ○ Point to notes from yesterday's lesson
Topic: <i>Land</i>	<ul style="list-style-type: none"> ○ Re-read the source line and the last sentence 	<ul style="list-style-type: none"> ○ Context, source line, first sentence
AC: <i>Europeans have a claim to land and will make better use of it than Indigenous peoples because they don't know how to properly cultivate land</i>	<ul style="list-style-type: none"> ○ Re-read and identify what the author is arguing about the topic 	<ul style="list-style-type: none"> ○ Bracket last sentence
AUD: <i>English</i>	<ul style="list-style-type: none"> ○ To whom is Underhill writing? ○ Consider the title of his document 	<ul style="list-style-type: none"> ○ Sourceline
Purpose: <i>Justify European land claims over Native American groups</i>	<ul style="list-style-type: none"> ○ Who said what at this time? Why? 	<ul style="list-style-type: none"> ○ Circle AC and AUD
SIG: <i>Land- Pequot (and land belonging to other Native American groups) bought or stolen by Europeans</i>	<ul style="list-style-type: none"> ○ How does this document help you answer the prompt? ○ Check your academic vocab and shorthand, box your bucket 	<ul style="list-style-type: none"> ○ Point to prompt and underlined text

Guide Discourse

- **TW chart discourse based on the flow of student conversation**
- **Begin from the prompt:**
- **To what extent did European arrival in New England impact the Pequot people?**
 - **Possible lines of reasoning:**
 - There was significant negative impact for the Pequot people:
 - Trade was altered and disrupted (D1); many were killed or enslaved through murder and warfare (D2); land was lost by sale and by force (D3);
 - Initially, the Pequot people were able to use elements of their knowledge and skill to their benefit:
 - Prior to massacre at Mystic (D2), Pequot people had many successful battles against European settlers (hook activity paragraph);
 - Aspects of Pequot culture continued despite European presence:
 - Inter-tribal trade which prioritized good of cultural value (D1); inter-tribal warfare for resources (D2);
- **Outside Evidence: Review the notes from yesterday's lesson and last night's HW. What outside evidence do we have that could help us support a claim to this prompt?**
 - *Land was a symbol of wealth and status for the English. This may have motivated them to push further, cause conflict, and then justify their actions in taking land.*
 - *Native American groups like the Pequot pitted Europeans against each other for their own benefit.*
 - *Europeans brought new technology, Christianity, legal systems, and disease.*
 - *Over time the English used the tactics and technology of Native American groups like the Pequot in order to survive and then expand.*
 - *Europeans believed they were superior to Indigenous peoples. Hence the "Myth of the Pristine Wilderness," the "virgin soil epidemic theory," and settler colonialism*
- **Let's dig into POV for these documents. What do you notice?**
 - *These are all source representing European perspectives. They are unlikely to have a sympathetic view of the Pequot people or a deep understanding about their culture. In this way they are limiting and give us an incomplete picture of the time.*
 - *In D2 Underhill was one of the military leaders at Mystic. He is reflecting on the battle and seems to be justifying the horrific tactics used against the Pequot people by the English and their Native American allies.*

Guide Discourse

**(10 min/
@min 35)**



	<ul style="list-style-type: none"> • What is happening around this time that can help us understand the documents (HC)? <ul style="list-style-type: none"> ○ D3 is over 100 years after English settlement had begun in New England. By this time Europeans had spread west in a significant way and overcome their initial obstacles. What had been a relationship of some mutual benefit in the early 1600s is likely no longer true. The English would see Native Americans as an obstacle to further settlement. ○ It is also clear that there is a shift over time happening. D1 eludes to some mutual benefit in wampum trade and a tenuous agreement to share resources and trade valuable goods. By D3, which is written in the early 18th century, there is a sweeping view of land as a resource to be taken from Native American groups because they don't deserve it. <p>Build the Rigor:</p> <ul style="list-style-type: none"> • To what extent do these documents corroborate each other? <ul style="list-style-type: none"> ○ D2 and D3 have an overlapping purpose. In both cases, the authors justify inhumane or unfair actions against the Pequot people through a mandate from God. It is clear that they view themselves as superior to the Pequot people and feel that they can continue to expand west and settle by any means necessary. ○ D1 and D3 also corroborate in their description of taking lands. In both cases Europeans are taking land and resources from Native American groups like the Pequot. • In late 1634 the Pequot people attempted to seek diplomatic and peaceful solution to the repeated conflicts with English on two separate occasions. Given what you know about the English and their beliefs, why do you think these efforts failed? <ul style="list-style-type: none"> ○ There may have been no peaceful solution that the English would have accepted. Given their feelings about land and their belief in cultural superiority over the Pequot, it is unlikely that they were negotiating in good faith. Even if a settlement was reached, there is a long history of broken promises and treaties by European groups. • What does this tell us about the beliefs and motivations of the Pequot? <ul style="list-style-type: none"> ○ The Pequot by 1634 could see the threat that the English settlers represented to their land and way of life. It shows their agency in trying to further their own preservation and their attempt to use European negotiating tactics. The attempted peace negotiation can suggest that it was likely English aggression that led to the Pequot War and subsequent decimation of the Pequot people. <p>Synthesize:</p> <ul style="list-style-type: none"> • Put it all together – to what extent did European arrival in New England impact the Pequot people? Turn and Talk. While the Pequot were able to temporarily continue their way of life in some ways and showed significant agency in fighting back against Europeans, ultimately the arrival of Europeans was devastating. Land was repeatedly stolen or forcibly purchased; trade was disrupted and resources stolen; warfare and murder nearly wiped out the Pequot people.
<p>Assessment & End (5 min/ @min 45)</p>	<p style="text-align: center;">End of Class</p> <p>Exit Ticket: (3 min)</p> <ul style="list-style-type: none"> • SW take 3 minutes to write a thesis statement in response to today's inquiry prompt. • Potential Exemplar: While the Pequot were able to temporarily continue their way of life in some ways and showed significant agency in fighting back against Europeans, ultimately the arrival of Europeans was devastating. Land was repeatedly stolen or forcibly purchased; trade was disrupted and resources stolen; warfare and murder resulted in the near genocide of the Pequot people.
<p>Homework</p>	<ul style="list-style-type: none"> • Reading: How are Stereotypes created?