



Name: _____

Date: _____

Do Now

Argumentation Practice

Directions: Answer the questions below by choosing the best response for each question and then explaining your answer on the lines provided.

1. Imagine that you had to write an essay on the following prompt:

Evaluate the extent to which Native Americans benefitted from European arrival in the Americas.

Which of these would be the strongest thesis statement in response to the prompt?

- a) Native Americans did not benefit from European arrival because smallpox and other diseases brought by Europeans killed off millions of Native Americans and destroyed their societies.
- b) While Native Americans were able to use some European technology like guns for their benefit, ultimately they did not benefit because disease and war killed millions of Native Americans.

2. Why did you make that choice? Explain why either a) or b) is a stronger thesis statement.

3. Now imagine that you had to use evidence to support a claim for the prompt in Question #1:

Evaluate the extent to which Native Americans benefitted from European arrival in the Americas.

Which of these would be the strongest piece of evidence for a thesis in response to the prompt?

- a) This is supported by Bartholomo de las Casas who noted that the Spanish used inhumane and brutal treatment against Native Americans which resulted in the death and destruction (Document 3).
- b) One piece of evidence that can support this states, “In Mexico alone, small pox may have killed off between one quarter and one half of the population in most areas with urban centers hit the hardest of all.”

4. Why did you make that choice? Explain why either a) or b) is a stronger use of evidence.



Name: _____

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Classwork

Inquiry Lesson, Day 2: The Pequots in New England

Focus: Yesterday, we identified various ways that European colonization affected the Pequot people. Today, you will crystalize your thinking by planning for and writing an essay in response to our inquiry prompt. This will enable you to practice your analytical and written expression skills, both of which are crucial to professional historians.

Planning Your Essay

Directions: Use the space below to plan out a three-paragraph essay.

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

Thesis Statement:

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Evidence #1:

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Evidence #2:

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Closing Statement (restates thesis in a new way):

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Name: _____

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Homework

A Terrifyingly Brutal Assault

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

Source: *Mayflower*, Nathaniel Philbrick, Viking Press (2006), pgs. 177-179.

1 It was only a matter of time before Massachusetts Bay’s economic ambitions brought the Puritans into conflict with the region’s other occupants, the Native Americans. In the lower portion of the Connecticut River valley lived the Pequots, a tribe whose economic might more than equaled that of the Puritans. When the captains of several English trading vessels were killed by Indians in the region, Massachusetts Bay seized upon the murders as a pretext for launching an attack on the Pequots... The Pequot War of 1637 was... a terrifyingly brutal assault that redefined the balance of power in the region for decades to come.

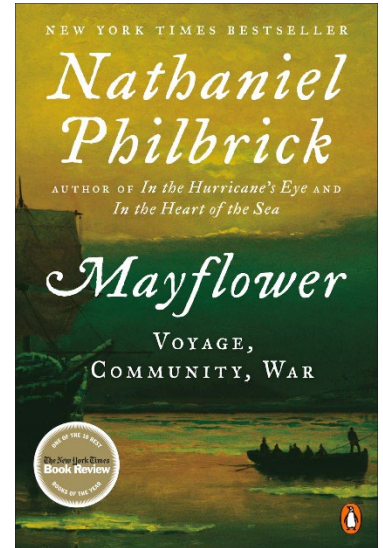
2 ...A local sachem used the conflict between the Indians and English as an opportunity to advance his own tribe. Prior to the Pequot War, Uncas, sachem of the Mohegans, was a minor player in the region, but after pledging his loyalty to the Puritans, he and his people were on their way to overtaking the Pequots as the most powerful tribe in Connecticut.

3 The Narragansetts, on the other hand, were less enthusiastic in their support of the English. The Pequots were their traditional enemies, but they were reluctant to join forces with Uncas and the Mohegans. Only after Roger Williams, the new [English] founder of Providence, had personally interceded on Massachusetts Bay’s behalf did Narragansett sachem Miantonomi agree to assist the Puritans in a strike against the Pequots.

4 Led by several veterans of the Thirty Years’ War in Europe, the Puritans fell upon a Pequot fortress on the Mystic River. After setting the Indians’ wigwams ablaze, the soldiers proceeded to shoot and hack to pieces anyone who attempted to escape the inferno. By the end of the day, approximately four hundred Pequot men, women and children were dead. “It was a fearful sight to see them thus frying in the fire and the streams of blood quenching the same,” Bradford wrote, “and horrible was the stink and scent thereof; but the victory seemed a sweet sacrifice, and they gave the praise thereof to God.”

5 Bradford saw the devastation as the work of the Lord. The Narragansetts, however, saw nothing divine in the slaughter. As Roger Williams observed, Native American warfare was more about the bravery and honor of the combatants than the body count, and usually only a handful of warriors were killed in battle. Prior to the attack on the Pequot fort in Mystic, sachem Miantonomi had attempted to get assurances from Williams that no women and children would be killed. Unfortunately, Williams, who had been cast out of Massachusetts Bay just two years before, had been unable to extract any concessions from the Puritans. As the flames devoured every living thing in the fortified village, the Narragansetts angrily protested the slaughter, claiming “it is too furious, and slays too many men.” With the Pequot War, New England was introduced to the horrors of European-style genocide.

6 Before the massacre, the Pequots had urged the Narragansetts to join them against the Puritans, claiming that the English would soon “overspread their country” and force them off their own lands. In the years ahead, sachem Miantonomi came to realize that the Pequots had been right. By the late 1630s... he saw that there were more Puritans in Massachusetts Bay than Native Americans in all of New England...





1. **What does Philbrick claim was the MAIN motive for Puritan assault of the Pequots?**
 - a. Conversion to Christianity
 - b. Glory for the King of England
 - c. Economic ambitions
 - d. A desire to intermarry and merge cultures

2. **What additional causes for the Pequot War does Philbrick articulate? List them in the box below.**

3. **How did the Puritans justify their actions during the Mystic Massacre? What reasons did they give for committing so much atrocity?**

4. **Summarize the Narragansetts' reaction to the Mystic Massacre.**

5. **Based on this reading, do you think the Pequot War could have been avoided? Explain your reasoning.**



Stage 3: ASSESSMENT

History Instructional Lesson Type

Lesson Plan Background		
Unit: Mashantucket Pequot Tribal Nation		Cycle: #3: Impact of European Colonization on the Pequots
Lesson Number: #03		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.

<p>"First 15"</p> <p>(10 min/@ min 0)</p>	"First 15"																						
	<p>Do Now: Argumentation Practice (5 min)</p> <ul style="list-style-type: none"> Teacher will (TW) circulate and monitor student responses using the following "laps": <table border="1" data-bbox="277 338 1526 821"> <thead> <tr> <th>Lap</th> <th>An Exemplar</th> <th>Say</th> <th>Annotate:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Q1: B</td> <td> <ul style="list-style-type: none"> Read the prompt Use process of elimination to determine which answer is stronger. </td> <td> <ul style="list-style-type: none"> Box "strongest thesis" </td> </tr> <tr> <td>2</td> <td>Q2: I chose b) because it showed evaluation by stating both benefits and harms but arguing that the harms were more significant. This made for a stronger argument that thesis statement a), which only noted the harms.</td> <td> <ul style="list-style-type: none"> What makes [other answer choice] weaker? </td> <td> <ul style="list-style-type: none"> N/A </td> </tr> <tr> <td>3</td> <td>Q3: A</td> <td> <ul style="list-style-type: none"> Read the prompt Use process of elimination to determine which answer is stronger. </td> <td> <ul style="list-style-type: none"> Box "strongest piece of evidence" </td> </tr> <tr> <td>4</td> <td>Q4: I chose a) because it used paraphrased evidence rather than a direct quote, named the specific author, and also cited the document that was used.</td> <td> <ul style="list-style-type: none"> What makes [other answer choice] weaker? In history class, do we use paraphrased or quoted evidence? </td> <td> <ul style="list-style-type: none"> N/A </td> </tr> </tbody> </table> <p>Do Now Review: (2 min)</p> <ul style="list-style-type: none"> TW circulate to determine strengths and gaps. These questions will help you determine areas of focus while students are planning and writing their essays. <ul style="list-style-type: none"> If less than 75% of students chose the correct thesis statement or evidence, pause and call on a student to explain the correct answer. Chart for students – this will help them during independent practice. <p>Essay Launch: (3 min)</p> <ul style="list-style-type: none"> TW cold call (cc) a student to read today's focus, then TW say: "Today you will write a response to the question that we explored in our inquiry lesson yesterday. By the end of class, you should have an introduction with a thesis, a body paragraph, and closing statement. Let's remind ourselves of the prompt" TW cold call (cc) a student to read the prompt at the top of page 2: How did European arrival in New England impact the Pequot people? TW say: "We have several documents and resources that you'll need in order to write a strong essay today. Please organize your desk with the following materials: <ul style="list-style-type: none"> Yesterday's classwork, including annotate documents and charting page Today's packet, including planning page and essay sheets The Build Knowledge lesson's classwork and Foner text reading pre-work to yesterday's class 				Lap	An Exemplar	Say	Annotate:	1	Q1: B	<ul style="list-style-type: none"> Read the prompt Use process of elimination to determine which answer is stronger. 	<ul style="list-style-type: none"> Box "strongest thesis" 	2	Q2: I chose b) because it showed evaluation by stating both benefits and harms but arguing that the harms were more significant. This made for a stronger argument that thesis statement a), which only noted the harms.	<ul style="list-style-type: none"> What makes [other answer choice] weaker? 	<ul style="list-style-type: none"> N/A 	3	Q3: A	<ul style="list-style-type: none"> Read the prompt Use process of elimination to determine which answer is stronger. 	<ul style="list-style-type: none"> Box "strongest piece of evidence" 	4	Q4: I chose a) because it used paraphrased evidence rather than a direct quote, named the specific author, and also cited the document that was used.	<ul style="list-style-type: none"> What makes [other answer choice] weaker? In history class, do we use paraphrased or quoted evidence?
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<p>Planning Page</p> <p>(15 min/@ min 10)</p>	<p style="text-align: center;">Independent Practice Round 1</p> <p>Planning Your Essay:</p> <ul style="list-style-type: none"> Note to Teachers: <i>It's a good idea to separate the planning page from today's classwork packet so that students can keep it to the side as they write their essay.</i> TW say: "Use all of your resources from the past few days to complete the planning page on your handout. Here are a few reminders: <ul style="list-style-type: none"> Make sure your thesis statement makes a clear argument but does not cite specific documents Use evidence from at least 2 documents in your response Paraphrase your evidence – put it in your own words – rather than using direct quotes from the documents Include a closing statement that rephrases your thesis in a different way TW say: "I will circulate around the class to look over your work and give you feedback. You will have a chance to check in with a partner in a few moments to share your progress and potentially use some ideas that they might have to strengthen your plan and your essay." 																						



- **SW** take 10 minutes to complete their Planning Page. As students work, **TW** circulate through the class to give feedback on student plans. Some possible areas of focus:
 - Check to make sure that students have a thesis statement that is arguable, accurate, and has some form of evaluation.
 - Check for evidence quantity – two documents from yesterday’s class cited.
 - Check for evidence quality – make sure it is paraphrased and will help the student substantiate the claim they are making
- After working for 10 minutes individually, allow students to check in with a partner to compare their planning pages (5 min)

Independent Practice Round 2

Writing Your Essay: (20 min)

- **TW say:** *“Now it’s time for you to write! Move your planning page to the side so that you can see it while you write. Here are a few things to keep in mind while you are writing:*
 - *Make sure your thesis statement makes a clear argument but does not cite specific documents*
 - *Use evidence from at least 2 documents in your response*
 - *Paraphrase your evidence – put it in your own words – rather than using direct quotes from the documents*
 - *Include a closing statement that rephrases your thesis in a different way*
- **TW say:** *“I will be circulating throughout the room to check on your pacing and give you feedback as you write. If you have any questions as you work please raise your hand and I will come and check in with you.”*
- **SW** take 20 minutes to complete their 3-paragraph essay. As students work, **TW** circulate through the class to give feedback on student plans. Some possible areas of focus:
 - Check to make sure that students have a thesis statement that is arguable, accurate, and has some form of evaluation.
 - Check for evidence quantity – two documents from yesterday’s class cited.
 - Check for evidence quality – make sure it is paraphrased and will help the student substantiate the claim they are making
 - Pacing – make sure students are not spending too much time on any one element of their essay

3-
Paragraph
Essay

(20 min/@
min 25)

Possible Exemplar Essay:

Prior to 1492, North America was populated by many groups of Native Americans. In New England, the Pequot were one of the most powerful tribes. They had established trade and had many tributary tribes that allowed them to control much of the area. When Europeans arrived to the area though, this brought significant change. 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 because land was repeatedly stolen or forcibly purchased, trade was disrupted and warfare and murder nearly wiped out the Pequot people.

The Pequot people maintained elements of their culture after European arrival, but over time it proved extremely destructive because of murder and warfare. One way that the Pequot maintained their cultural traditions was through wampum trade. Lois Scozzari notes that the Pequot still dominated the trade years after the English arrived in the region before they were cut out of it (Document 1). This shows that initially the Pequot were able to continue their valuable and important wampum trade in the region.

Over time though, the Pequot were overrun by the English and their Native American allies. We see this through the devastating Pequot War in the 1630s. In particular, the Battle of Fort Mystic captures the ferocity of fighting and the consequences for the Pequot. An English captain, John Underhill, described that at the Battle of Fort Mystic many Pequot people were burned alive in the fort and the few who tried to escape were killed or captured (Document 2). As an English captain, he orchestrated this attempt at genocide and was responsible for using war tactics that were foreign and incomprehensible to the Indigenous residents of what is now Southeastern Connecticut. This points to the terrible consequences of the arrival of English settlers in New England. They were able to rally other colonists and Native American tribes to surround and massacre



	<p>the Pequot people. In subsequent battles they continued this onslaught until almost no Pequot people remained.</p> <p>Overall, while the Pequot briefly maintained their powerful wampum trade after European arrival, over time the English used brutal warfare to break up and kill most of the Pequot tribe. Despite this, the Pequot people are still alive and thriving today, pointing to the resilience of Indigenous peoples despite the cruelties of settler colonialism.</p>
Assessment & End (5 min/@ min 45)	End of Class
	<p>Exit Ticket: (3 min)</p> <ul style="list-style-type: none">• SW take 2 minutes to turn and talk sharing the following with their partners:<ul style="list-style-type: none">○ What was your strongest piece of evidence?○ If you had more time, what else would you have written?
Homework	<ul style="list-style-type: none">• Reading: Excerpt from <i>Mayflower</i> by Nathaniel Philbrick, pgs. 178-179