



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Do Now

Team: \_\_\_\_\_

## The Pequot War

**Directions:** Read the excerpt below. Then answer the questions that follow.

### Pequot Massacre Begins

1 During the Pequot War, an allied Puritan and Mohegan force under English Captain John Mason attacks a Pequot village in Connecticut, burning or massacring some 500 Native American women, men and children.

2 As the Puritans of Massachusetts Bay spread further into Connecticut, they came into increasing conflict with the Pequots, a tribe centered on [what is now called] the Thames River in southeastern Connecticut. By the spring of 1637, 13 English colonists and traders had been killed by the Pequot, and Massachusetts Bay Governor John Endecott organized a large military force to punish the local tribe. On April 23, 200 Pequot warriors responded defiantly to the colonial mobilization by attacking a Connecticut settlement, killing six men and three women and taking two girls away.

3 On May 26, 1637, two hours before dawn, the Puritans and their Native allies marched on the Pequot village at Mystic, slaughtering all but a handful of its inhabitants. On June 5, Captain Mason attacked another Pequot village, this one near present-day Stonington, and again the Native inhabitants were defeated and massacred. On July 28, a third attack and massacre occurred near present-day Fairfield, and the Pequot War came to an end. Most of the surviving Pequot were sold into slavery as a part of the Treaty of Hartford, though a handful escaped to join other southern New England tribes.

Source: <https://www.history.com>this-day-in-history/pequot-massacres-begin> Accessed 08/01/2023

1. \*\*Based on the summary above and your prior knowledge, who or what was to blame for the start of the Pequot War?

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2. The editors chose the title “The Pequot Massacre Begins” for this summary. Is that an accurate title for the events that took place in New England between the English settlers, their allies and the Pequot? Why or why not?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Classwork

Team: \_\_\_\_\_

## Structured Academic Controversy, Day 1: The Pequot War

**Focus:** We have examined the story of how the European invasion impacted the Pequot, including the devastating Pequot War. Now it is time to step back and reflect on the full story. The Pequot War was bloody and destructive and ended in the massacre of the Pequot people. Could it all have been avoidable? Today, we will analyze evidence to determine the extent to which the Pequot war really was an inevitable conflict and tragedy.

### Our Controversy

**Directions:** Mark up the question below then determine the historical thinking skill and anything you already know about this topic.

**Prompt: Could the Pequot War have been avoided?**

Historical Thinking Skill	Background Knowledge



A still from "The Witness"<sup>1</sup>, a film about the Pequot War.

<sup>1</sup> "The Witness" is a film shown exclusively at the Mashantucket Pequot Museum and Research Center.



### **Our Debate Structure**

**Directions:** Welcome to our Structured Academic Controversy, an opportunity for us to exercise our analytical and debate muscles! Let's review what we'll be doing over the next two days so you can begin your research.

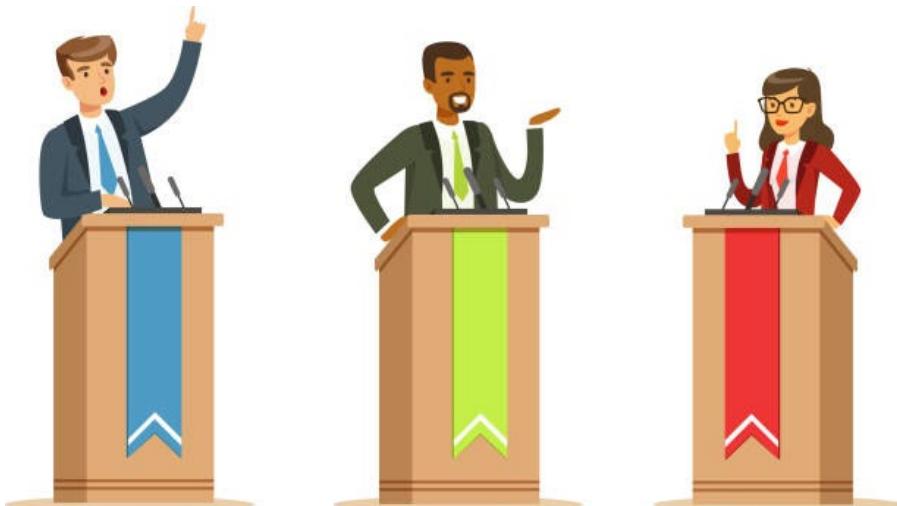
## **Structured Academic Controversy**

During the SAC, you and your group will try to answer the following question:

### **Prompt: Could the Pequot War have been avoided?**

- **Team A will argue:** The Pequot War could have been avoided.
- **Team B will argue:** The Pequot War could NOT have been avoided.

PROCEDURE
<b>Day 1 Procedure</b>
Read Documents 1-6 and <ul style="list-style-type: none"><li>• Determine what evidence supports your claim.</li><li>• Predict what evidence might be used to support your opponent's claim.</li></ul>
<b>Day 2 Procedure</b>
<ul style="list-style-type: none"><li>• Team A presents. BOTH PARTNERS MUST PRESENT!!!</li><li>• Team B writes down Team A's arguments <u>and then repeats them back to Team A.</u></li><li>• Team A must be satisfied that team B fully understands and can repeat their claim.</li></ul>
<ul style="list-style-type: none"><li>• Team B presents. BOTH PARTNERS MUST PRESENT!!!</li><li>• Team A writes down arguments of Team B and then repeats them back to Team B.</li><li>• Team A must be satisfied that team B fully understands and can repeat their claim.</li></ul>





### **Document Analysis**

**Directions:** Read each of the documents below and answer the questions that follow. Remember which side of the argument you were assigned to! This will help you to prepare for your debate tomorrow!

## **Prompt: Could the Pequot War have been avoided?**

### **Document 1**

**Source:** Walter W. Woodward, "Wethersfield's War: Hunger, Rumor, and the Cost of Battles Not Fought," from Creating Connecticut, Critical Moments That Shaped a Great State (Globe Pequot Press, 2020).

1 On April 23, 1637 a force of from 100 to 200 Pequot and Wangunk warriors launched a surprise attack on Wethersfield. Six English men and three women were killed and two young girls – the oldest was 16 – were taken captive, most while out working in their fields. Why choose Wethersfield as the place to start a war? Geography was one reason.

Wethersfield was the southernmost of the three English Connecticut River plantations, which made post-battle withdrawal an easy canoe-paddle for the Pequot and Wangunk warriors. Population, too, was a factor.

Wethersfield was the smallest of the three river settlements, with an estimated population no greater than 200 people, probably significantly less, most of them children. The biggest reason Wethersfield was targeted for attack, though, was that settlement's track record of cultural belligerence when dealing with the native Wangunk tribe, whose land the English had settled on.

2 The Wangunk sachem Sowheage, who lived at Pyquag – the site the English would rename Wethersfield – when the English trader John Oldham and friends first arrived to scout the territory in 1633, initially welcomed and encouraged the English to settle in the region. He reasoned that they would be a useful ally in the Wangunk's competition with the aggressive Pequot tribe, who had long sought domination over all the native bands along the Connecticut... No one knows the details behind what happened, but soon after Oldham and the ten original families took up residence, they forced Sowheage and his people, who were by then seriously weakened by decimating exposure to smallpox the year before – to leave Pyquag –which the English had already named Watertown, which they would soon change to Wethersfield – for one of the other Wangunk villages at Mattabeset (today's Middletown). Driven from his own home by people he had welcomed as friends and allies, Sowheage seethed with resentment.

3 The Wangunk, not about to relinquish their homeland without a fight, reversed course. This time, they allied with their former enemies the Pequots to take on the English. That led to the April 23rd attack on Wethersfield – one terrible morning; six men and three women dead, and two daughters of one of the town's most important men, William Swayne, taken captive and God knows-what-is-happening to them. It was an assault that called for a whole-scale response. That response was Connecticut's May 1st declaration of war...

4 Hunger was (also) a driving force behind the Pequot war. The two-year period leading up to the Pequot War was a time of widespread food scarcity, of “dearth and desperation” in New England. Plain hunger,” one historian recently noted, “lay at the core of the frenzied English stumble into war.”

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

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



## Prompt: Could the Pequot War have been avoided?

**Author's Point of View:**

**Historical Context:**

### Document 2

**Source:** John Mason, "A Brief History of the Pequot War", written around 1670 and published posthumously in 1736.

**Context:** John Mason (c.1600–1672) commanded the Connecticut forces in the expedition that wiped out the Pequot fort and village at Mystic and in two subsequent operations that effectively eliminated the Pequots as a recognizable nation.

1. At that Time there were especially three powerful and warlike Nations of Indians in the South Western Parts of New-England ... the NARRAGANSETTS, PEQUOTS and MOHEGANS...
2. The most terrible of all those Nations were then the PEQUOTS; who with their depending Tribes soon entered on a Resolution to Destroy the English out of the Country. In 1634, they killed Capt. Stone and all his Company, being seven besides Himself, in & near his Bark on Connecticut River. In 1635, they killed Capt. Oldham in his Bark at Block-Island; and at Long-Island they killed two more cast away there. In 1636, and the following Winter and March, they killed six & took seven more at Connecticut River: Those they took alive they tortured to Death in a most barbarous Manner. And on April 23. 1637, they killed nine more and carried two young Women Captive at Weathersfield.
3. They had earnestly solicited the Narragansetts to engage in their Confederacy: very politically representing to them, That if they should help or suffer the English to subdue the Pequots, they would thereby make Way for their own future Ruin; and that they need not come to open Battle with the English; only Fire our Houses, kill our Cattle, lay in Ambush and shoot us as we went about our Business; so we should be quickly forced to leave this Country, and the Indians not exposed to any great Hazard. Those truly political Arguments were upon the Point of prevailing on the Narragansetts: And had These with the Mohegans, to whom the Pequots were nearly related, joined against us; they might then, in the infant State of these Colonies, have easily accomplished their desperate Resolutions.
4. But the Narragansetts being more afraid of the Pequots than of the English ; were willing they should weaken each other, not in the least imagining the English could destroy them; at the same time an Agency from the Massachusetts Colony to the Narragansetts, happily Preserved their staggering Friendship.

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

**Intended Audience:**

**Author's Purpose:**

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



## Prompt: Could the Pequot War have been avoided?

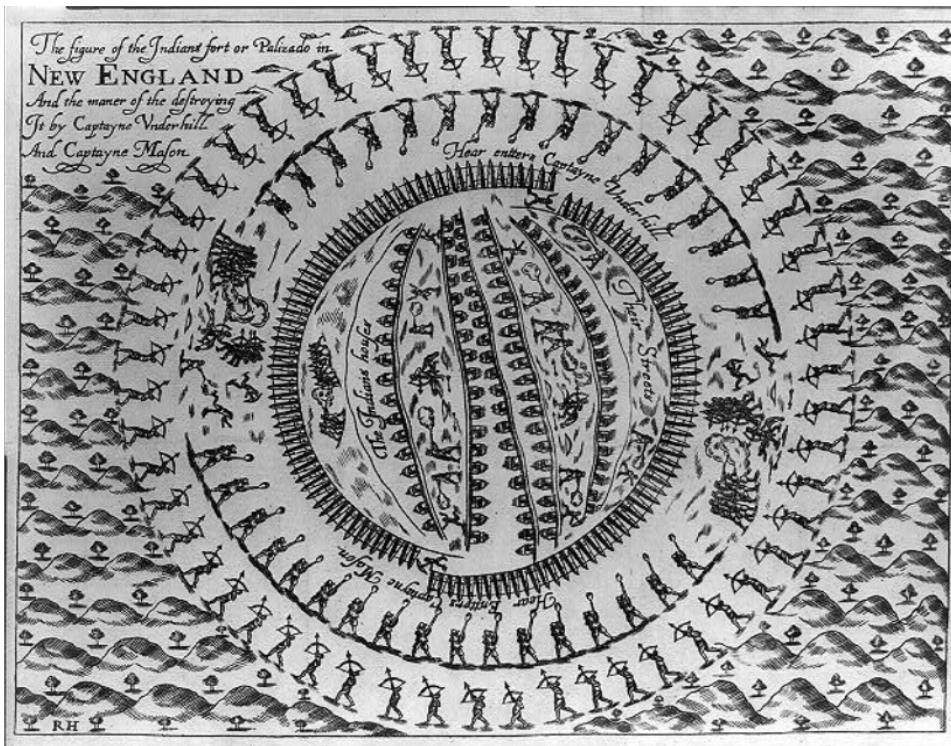
Author's Point of View

Historical Context:

### Document 3

**Source:** The figure of the Indians' fort or palizado in New England and the manner of the destroying it by Captain Underhill and Captain Mason / RH. Connecticut, 1638.

**Context:** The engraving pictured below recounts The Mystic massacre – also known as the Pequot massacre and the Battle of Mystic Fort – which took place on May 26, 1637 during the Pequot War, when a force from Connecticut Colony under Captain John Mason and his allies set fire to the Pequot Fort near the Mystic River. They shot anyone who tried to escape the wooden palisade fortress and killed most of the village. There were between 400 and 700 Pequots killed during the attack; the only Pequot survivors were warriors who were away in a raiding party with their sachem Sassacus.



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

Intended Audience:

Author's Purpose:

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



## Prompt: Could the Pequot War have been avoided?

**Author's Point of View:**

### Document 4

**Source:** Nakai Northup, Manager of Public Programs and Outreach, Mashantucket Pequot Museum and Research Center, recorded on July 2023.

**Directions:** In the space below, record notes on the audio recording of an oral history of the Pequot War. Try to capture key evidence and arguments offered by the speaker.

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

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



## Prompt: Could the Pequot War have been avoided?

**Author's Point of View:**

### Document 5

**Source:** Nakai Northup, Manager of Public Programs and Outreach, Mashantucket Pequot Museum and Research Center, recorded on July 2023.

**Directions:** In the space below, record notes on the audio recording of an oral history of the Pequot War. Try to capture key evidence and arguments offered by the speaker.

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

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



## Prompt: Could the Pequot War have been avoided?

Author's Point of View:

Historical Context:

### Document 6

Source: Uncas's Wampum Collar, c. 1638

**Context:** Wampum collar made of clam and conch shell beads. This collar belonged to Mohegan Sachem Uncas (1598-1683), a "Friend of the English." The two white triangles show the 17th c. division between Mohegan and Pequot villages. This is the only known New England wampum to continuously remain in Native American hands since the 1600s



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

Intended Audience:

Author's Purpose:

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



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homework

## Evaluating Sources

**Directions:** Use your handout from today to fill out the chart below. You will use these notes during tomorrow's discussion.

Documents	Prompt: Could the Pequot War have been avoided?	What evidence does this source show to support its claim?	Did you find this evidence convincing? Why or why not?
<p><b>Doc 1:</b> <i>Walter W. Woodward, “Wethersfield’s War: Hunger, Rumor, and the Cost of Battles Not Fought,”</i></p>	Circle one: Yes or No		
<p><b>Doc 2:</b> <i>John Mason, “A Brief History of the Pequot War”</i></p>	Circle one: Yes or No		
<p><b>Doc 3:</b> <i>The figure of the Indians' fort or palizado in New England and the manner of the destroying it</i></p>	Circle one: Yes or No		



<p><b>Doc 4:</b> <b>Nakai Northup,</b> <b>Oral History Part 1</b></p>	<p>Circle one: Yes or No</p>		
<p><b>Doc 5:</b> <b>Nakai Northup,</b> <b>Oral History Part 2</b></p>	<p>Circle one: Yes or No</p>		
<p><b>Doc 6:</b> <b>Uncas Wampum Collar,</b> <b>c. 1638</b></p>	<p>Circle one: Yes or No</p>		



## Stage 2: STRUCTURED ACADEMIC CONTROVERSY

### History Instructional Lesson Type

Lesson Plan Background		
<b>Unit:</b> Mashantucket Pequot Tribal Nation	<b>Cycle:</b> #3: Impact of European Colonization on the Pequots	
<b>Lesson Number:</b> #04	<b>Lesson Type:</b> Structured Academic Controversy	
<b>Objective:</b> SWBAT... Evaluate the extent to which the Pequot War could have been avoided by analyzing a curated set of secondary and primary source documents	<b>Key Conceptual Understandings:</b> <ul style="list-style-type: none"><li>Pequot War, war fought in 1636–38 by the Pequot people against a coalition of English settlers from the Massachusetts Bay, Connecticut, and Saybrook colonies and their Native American allies (including the Narragansett and Mohegan) that eliminated the Pequot as an impediment to English colonization of southern New England.</li><li>It was an especially brutal war and the first sustained conflict between Native Americans and Europeans in northeastern North America.</li><li>The struggle for control of the fur and wampum trade in the Connecticut River valley was at the root of the Pequot War. Before the arrival of the English in the early 1630s, the Dutch and Pequot controlled all the region's trade, but the situation was precarious because of the resentment held by the subservient Native American tribes for their Pequot overlords.</li><li>When the English entered upon the scene, those other tribes sought alliance with them, shifting the balance of regional power and bringing about conflict as the competition for control of trade heated up anew.</li><li>Although the immediate impetus for the war is often identified as the killing of English traders, those deaths were the culmination of decades-long conflict between Indian peoples that was exacerbated by the presence of the Dutch and the English.</li></ul>	<ul style="list-style-type: none"><li><b>Historical Thinking Skills:</b> Argumentation</li><li><b>Prompt:</b> To what extent could the Pequot War have been avoided?</li></ul>
<b>CT Standards:</b> 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.		
<b>CT Themes:</b> <u>The Struggle for Freedom, Equality, and Social Justice</u> <ul style="list-style-type: none"><li>Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice.</li></ul> <u>The Role of Connecticut in U.S. History</u> <ul style="list-style-type: none"><li>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</li></ul>	<b>CT Content:</b> <u>Indigenous Life in New England</u> <ul style="list-style-type: none"><li>Explore the cultural practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems.</li><li>Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions.</li><li>Evaluate the impact of colonization on indigenous people's ways of life.</li></ul> <u>Early Settlements</u> <ul style="list-style-type: none"><li>Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony.</li><li>Examine how the geographic features of Jamestown affected the early settlement and development of the colony.</li><li>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.</li></ul>	
<b>Teacher Support</b> <ul style="list-style-type: none"><li>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: <a href="https://www.youtube.com/watch?v=sRyUmvaDsL0">https://www.youtube.com/watch?v=sRyUmvaDsL0</a></li><li>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.</li></ul>		



- Mashantucket Pequot Tribal Nation: If you'd like a tour at the Mashantucket Pequot Museum and Research Center, contact George Sebastian at [gsebastian@pequotmuseum.org](mailto: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 [rjgomez@mptn-nsn.org](mailto:rjgomez@mptn-nsn.org).

<b>“First 15”</b>					
<p><b>Do Now: A Bitter Rivalry (6 min)</b></p> <ul style="list-style-type: none"><li>• Teacher will (TW) circulate and monitor student responses to gather data on students' impressions at this point. Answers may vary greatly.</li></ul> <p><b>Do Now Review: (4 min)</b></p> <ul style="list-style-type: none"><li>• SW T&amp;T to debrief answers (1 min)</li><li>• TW call on 2-3 students to share their responses to each question.</li><li>• TW say: “So we know a great deal about the Pequot War from our past few lessons. The devastation of the war, especially for the Pequot people, was staggering and tragic. With devastation of this magnitude, it inevitably raises the question of whether it all could have been avoided. That is what we will be researching and debating over the next two days.”</li></ul> <p><b>Our Controversy: (3 min)</b></p> <ul style="list-style-type: none"><li>• TW cc a student to read the focus then TW say: “We have examined the story of the Pequot War and have read a little bit about impact of the Treaty of Hartford on the Pequot and the region of New England as a whole. Now it is time to step back and reflect on the full story. The Pequot War was bloody and destructive and ended in the massacre—many would argue the genocide—of the Pequot people. Could it all have been avoided? Today, we will analyze evidence to determine the extent to which the Pequot war really was an inevitable conflict and tragedy.”</li><li>• TW cc a student to read today’s prompt: To what extent could the Pequot War have been avoided?</li></ul>	<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="text-align: left;">Historical Thinking Skill</th><th style="text-align: left;">Background Knowledge</th></tr></thead><tbody><tr><td style="padding: 10px;">Argumentation/Contextualization/Corroboration</td><td style="padding: 10px;"><ul style="list-style-type: none"><li>• Fur Trade</li><li>• Pequot/Dutch control of the Fur Trade</li><li>• Smallpox</li><li>• English Arrival</li><li>• Puritans</li><li>• English/Narragansett/Mohegan alliance</li><li>• Mystic Massacre</li><li>• Treaty of Hartford</li></ul></td></tr></tbody></table>	Historical Thinking Skill	Background Knowledge	Argumentation/Contextualization/Corroboration	<ul style="list-style-type: none"><li>• Fur Trade</li><li>• Pequot/Dutch control of the Fur Trade</li><li>• Smallpox</li><li>• English Arrival</li><li>• Puritans</li><li>• English/Narragansett/Mohegan alliance</li><li>• Mystic Massacre</li><li>• Treaty of Hartford</li></ul>
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<p><b>“First 15”</b></p> <p>(17 min/@ min 0)</p>	<ul style="list-style-type: none"><li>• TW say: “Take the next 60 seconds to break down the prompt.”</li><li>• TW respond to data:<ul style="list-style-type: none"><li>○ <b>What is the historical thinking you will have to use today?</b> Argumentation and corroboration Because we will need to find evidence to support our arguments across multiple primary and secondary sources. We will need to be able to read between the lines!</li><li>○ <b>What do we already know about this topic?</b></li></ul></li><li>• TW say: “We already have some interesting ideas in the room. Before we begin our Structured Academic Controversy, let's review what this entails.”</li></ul>				
<p><b>Our Debate Structure: (4 min)</b></p> <ul style="list-style-type: none"><li>• TW cc student to read the SAC overview, another to read Day 1 Procedure and another to read Day 2 Procedure</li><li>• TW say: “Let's ensure we are clear on how we will both prepare and participate in our SAC. Rows 1 and 3- you will argue that the Pequot War could have been avoided. Rows 2 and 4- you will argue that The Pequot War could NOT have been avoided.</li><li>• TW CFU: <i>Raise your hand if you are arguing that the Pequot War could NOT have been avoided.</i></li><li>• TW ask: <i>What questions do you have about our day 1 procedure?</i></li></ul>	<p><b>Monitor</b></p> <p><b>Document Analysis (32 min)</b></p>				



(32 min/  
@min 17)

- TW say:** ‘Before we can begin our debates, we first need to do a little research! Take the next 26 minutes to read documents 1-6 independently. As you read, you’re going to annotate for Four Corners, author’s claim and significance. As you read, keep your assigned side of the argument front of mind and ask yourself: Does this document support my argument or refute it? One note is that some documents may be ‘swing documents,’ meaning that they can be used to argue either side...! I’ll let you know when you should be moving on to the next document! Begin with document 1!’

- TW academically monitor** using the following laps and BiDs. Use the provided time stamps:

**Doc #1: Walter W. Woodward, “Wethersfield’s War: Hunger, Rumor, and the Cost of Battles Not Fought,” from Creating Connecticut, Critical Moments That Shaped a Great State (Globe Pequot Press, 2020). (5 min)**

Lap	An Exemplar	Say/Ask:	Annotate:
1	<b>Topic:</b> The Start of the Pequot War	<ul style="list-style-type: none"> <li>What is the topic of this text?</li> <li>Re-read the sourceline, context, and opening sentences.</li> </ul>	Sourceline, context, opening sentences
2	<b>SC #1:</b> English belligerence and encroachment on indigenous lands led to the attack on Wethersfield and the start of the Pequot War.	<ul style="list-style-type: none"> <li>This line unlocks the author’s claim.</li> <li>Re-read and put it into your own words.</li> </ul>	“The biggest reason Wethersfield was targeted for attack, though, was that settlement’s track record of cultural...”
3	<b>SC#2:</b> Widespread hunger and food scarcity may have also increased tensions and led to the war.	<ul style="list-style-type: none"> <li>This line unlocks the author’s claim.</li> <li>Re-read and put it into your own words.</li> </ul>	“Hunger was (also) a driving force behind the Pequot war.”
4	<b>SIG:</b> English belligerence toward the Native tribes may have caused the war. The war may have been avoidable had the English not provoked the Pequot and other neighboring tribes. Alternatively, the war may have been unavoidable given the role that food scarcity played in increasing tensions between all sides.	<ul style="list-style-type: none"> <li>Answer the prompt. Does or doesn’t? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Point to underlined text</li> </ul>

**Doc #2: John Mason, “A Brief History of the Pequot War”, written around 1670 and published posthumously in 1736. (6 min)**

Lap	An Exemplar	Say/Ask:	Annotate:
1	<b>HC:</b> Written in 1670, over 30 years after the war and the massacre of the Pequot. Competition over fur trade	<ul style="list-style-type: none"> <li>What was happening during this time?</li> <li>Re-read the context</li> </ul>	Context
2	<b>POV:</b> commanded the Connecticut forces in the expedition that wiped out the Pequot fort and village at Mystic	<ul style="list-style-type: none"> <li>Who is the author?</li> <li>What do we know about him?</li> </ul>	<ul style="list-style-type: none"> <li>Context</li> </ul>
3	<b>AP:</b> Defend his actions and those of the English during the Pequot war	<ul style="list-style-type: none"> <li>What does the author want his audience to think?</li> </ul>	<ul style="list-style-type: none"> <li>Circle AC and AUD</li> </ul>
4	<b>SIG:</b> Perhaps in an effort to protect his own legacy and defend his actions, Mason argues that the Pequot were warlike and aggressive and therefore the English had no choice but to defend themselves. He also names the importance of the Narragansett alliance in the defeat of the Pequot. Could show that the war was inevitable given the competition for control of the fur trade amongst the tribes and the English role in disrupting a fragile balance of power in the region.	<ul style="list-style-type: none"> <li>Answer the prompt. Does or doesn’t? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Point to underlined text</li> </ul>

**Doc #3: The figure of the Indians’ fort or palizado in New England and the manner of the destroying it by Captain Underhill and Captain Mason / RH. Connecticut, 1638. (5 min)**

Lap	An Exemplar	Say/Ask:	Annotate:
1	<b>HC:</b> The engraving pictured below recounts The Mystic massacre – also known as the Pequot massacre and the Battle of Mystic Fort – which took place on May 26, 1637 during the Pequot War	<ul style="list-style-type: none"> <li>What was happening during this time?</li> <li>Re-read the context</li> </ul>	<ul style="list-style-type: none"> <li>Context</li> </ul>
2	<b>SIG:</b> Source demonstrates the role that the Narragansett and Mohegan played in the	<ul style="list-style-type: none"> <li>Answer the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Point to underlined text</li> </ul>



	Mystic massacre and could be used to argue that the war was inevitable given the competition and tension between the Pequot, Narragansett and Mohegan.		
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#### Doc #4: Audio Recording #1 (5 min)

- TW pause students, regardless of where they are, to listen to and take notes on Docs 4 & 5. Please see provided audio clips from Nakai Northup, Manager of Public Programs and Outreach at the Pequot Museum.

Lap	An Exemplar	Say/Ask:	Annotate:
1	<b>POV:</b> Nakai Northup, Manager of Public Programs & Outreach, Mashantucket Pequot Museum and Research Center, Recorded July 2023	<ul style="list-style-type: none"><li>○ Who is the speaker?</li><li>○ What do we know about him?</li></ul>	N/A
2	<b>AC:</b> The English would not have stopped at any cost to gain control of the Fur Trade and land. The clashing views and English persistence made war inevitable. Pequot had no choice but to defend themselves.	<ul style="list-style-type: none"><li>○ What points is Nakai making?</li><li>○ Jot down all sub-arguments</li></ul>	
4	<b>SIG:</b> English thirst for land and fur trade forced the Pequot to retaliate and defend their land and way of life, making war inevitable.	<ul style="list-style-type: none"><li>○ Answer the prompt.</li></ul>	

#### Doc #5: Audio Recording #2 (5 min)

Lap	An Exemplar	Say/Ask:	Annotate:
1	<b>POV:</b> Nakai Northup, Manager of Public Programs & Outreach, Mashantucket Pequot Museum and Research Center, Recorded July 2023	<ul style="list-style-type: none"><li>○ Who is the speaker?</li><li>○ What do we know about him?</li></ul>	N/A
2	<b>AC:</b> The English could have avoided war by turning to diplomacy or if the Pequot didn't attack Wetherfield, which was the catalyst for war, perhaps war could have been avoided.	<ul style="list-style-type: none"><li>○ What points is Nakai making?</li><li>○ Jot down all sub-arguments</li></ul>	
3	<b>SIG:</b> Could have avoided war through diplomacy (could corroborate ideas from source 1)	<ul style="list-style-type: none"><li>○ Answer the prompt.</li></ul>	

#### Doc #6: Uncas Wampum Collar, c. 1638 (5 min)

Lap	An Exemplar	Say/Ask:	Annotate:
1	<b>POV:</b> Created by Mohegan and belonged to Mohegan Sachem Uncas, friend of the English.	<ul style="list-style-type: none"><li>○ Who created this artifact?</li><li>○ What do we know about him?</li></ul>	Context
2	<b>HC:</b> Wampum collar made of clam and conch shell beads. This collar belonged to Mohegan Sachem Uncas (1598-1683), a "Friend of the English." The two white triangles show the 17th c. division between Mohegan and Pequot villages. This is the only known New England wampum to continuously remain in Native American hands since the 1600s.	<ul style="list-style-type: none"><li>○ What was happening during this time?</li><li>○ Re-read the context</li></ul>	<ul style="list-style-type: none"><li>○ Context</li></ul>
4	<b>SIG:</b> Could be used to show that war was inevitable because of preexisting tension and animosity between the Mohegan and Pequot that the English exploited.	<ul style="list-style-type: none"><li>○ Answer the prompt.</li></ul>	<ul style="list-style-type: none"><li>○ Point to underlined text</li></ul>

Assessment & End (1 min/ @min 49)	End of Class		
	<b>HW &amp; End Procedures: (2 min)</b>		
	<ul style="list-style-type: none"><li>• <b>TW say:</b> "Really nice job with your reading today! Tonight, you'll reflect on what you read and fill out a graphic organizer helping you to organize your research. Be meticulous in your work here, as you'll use it tomorrow to help you in our debate!"</li></ul>		
HW	<ul style="list-style-type: none"><li>• <b>Evaluating Sources</b><ul style="list-style-type: none"><li>○ An Exemplar:</li></ul></li></ul>		
	Documents	Could the Pequot War have been avoided?	What evidence does this source show to support its claim? (Answers will vary)
	Doc 1	Yes AND No	English belligerence toward the Native tribes may have caused the war. The war may have been avoidable had the English not provoked the Pequot and other neighboring tribes. Alternatively, the war may have been unavoidable given the role that food scarcity played in increasing tensions between all sides.
	Doc 2	No	Perhaps in an effort to protect his own legacy and defend his actions, Mason argues that the Pequot were warlike and aggressive and therefore the English had no choice but to defend



		themselves. He also names the importance of the Narragansett alliance in the defeat of the Pequot. Could show that the war was inevitable given the competition for control of the fur trade amongst the tribes and the English role in disrupting a fragile balance of power in the region.
<b>Doc 3</b>	Yes	Source demonstrates the role that the Narragansett and Mohegan played in the Mystic massacre and could be used to argue that the war was inevitable given the competition and tension between the Pequot, Narragansett and Mohegan.
<b>Doc 4</b>	Yes	English thirst for land and fur trade forced the Pequot to retaliate and defend their land and way of life, making war inevitable.
<b>Doc 5</b>	No	Could have avoided war through diplomacy (could corroborate ideas from source 1)
<b>Doc 6</b>	Yes	Could be used to show that war was inevitable because of preexisting tension and animosity between the Mohegan and Pequot that the English exploited.