



Name: _____

Date: _____

Classwork

Structured Academic Controversy, Day 2: The Pequot War

Focus: One of the most important parts of being a historian is finding evidence to support arguments and then using that evidence to help you debate. Today, you are going to use the evidence you gathered from the 6 sources about the causes and inevitability of the Pequot War to engage in a sophisticated structured academic controversy with your peers.

I am assigned the argument: The Pequot War **could/ could NOT (circle one)** have been avoided.

Today's Debate Procedure:

6 minutes	<ul style="list-style-type: none"> • Team A presents. BOTH PARTNERS MUST PRESENT!!! • Team B writes down Team A's arguments <u>and then repeats them back to Team A.</u> • Team A must be satisfied that team B fully comprehends and can articulate the argument
6 minutes	<ul style="list-style-type: none"> • Team B presents. BOTH PARTNERS MUST PRESENT!!! • Team A writes down arguments of Team B and then repeats them back to Team B. • Team A must be satisfied that team B fully comprehends and can articulate the argument
6 minutes	<ul style="list-style-type: none"> • Class discusses whole-group

Scripting Your Argument

Directions Using the sentence starters, script out the case you will lay out to your opponents in today's structured academic controversy. Write in complete sentences.

Layout your argument

Say: My partner and I believe the Pequot War **could/ could NOT (circle one)** have been avoided because.... _____

Present your evidence

Say: To begin, in **(name source)** _____ the author argues that...

Furthermore, this is corroborated in **(name source)** _____ where the author claims... _____



Organizing the Evidence

Directions: Capture the main points and evidence from your peers as they argue the opposite side of your position.

Our opponents are arguing that the Pequot War **could/ could NOT (circle one)** have been avoided because...

Argument:	
Evidence: Paraphrases with citations	Analysis: How this evidence proves their argument



Whole-Class Discourse

Directions: Based on the work with your seat partner and 4-person group, engage in a whole class discussion that debates:

Could the Pequot War have been avoided?

The Pequot War could have been avoided.	The Pequot War could <u>NOT</u> have been avoided.



Name: _____

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Homework

Which Would You Choose?

Directions: Consider the scenario below and answer the questions that follow.

The Treaty of Hartford was devastating for the Pequot people. As a result of it, the Pequots were told they would lose their name, the land

1. **Reflect: If you were able to only keep one of the following, which would you choose? Why?: Name, land, freedom.**

2. **What is the consequence of giving up the two that you didn't choose? Reflect on each below.**

Choice 1:	Choice 2:
Consequences of giving it up	Consequences of giving it up

3. **The Pequot people are alive and well today. Why is this important to know when studying history?**



Stage 2: STRUCTURED ACADEMIC CONTROVERSY

History Instructional Lesson Type

Lesson Plan Background

Unit: Mashantucket Pequot Tribal Nation

Cycle: #3: Impact of European Colonization on the Pequots

Lesson Number: #05

Lesson Type: Structured Academic Controversy

Objective:

SWBAT...
Evaluate the extent to which to Pequot War could have been avoided by analyzing a curated set of secondary and primary source documents

Key Conceptual Understandings:

- 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.
- It was an especially brutal war and the first sustained conflict between Native Americans and Europeans in northeastern North America.
- 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.
- 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.
- 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.

- **Historical Thinking Skills:**
Argumentation
- **Prompt:** To what extent could the Pequot War have been avoided?

CT Standards:

INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.
INQ 3–5.8 Use evidence to develop claims in response to compelling questions.
INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.

CT Themes:

The Struggle for Freedom, Equality, and Social Justice

- Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice.

The Role of Connecticut in U.S. History

- 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

CT Content:

Indigenous Life in New England

- 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.

Early Settlements

- 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.

Teacher Support

- 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.



Would 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: Take a Stance (5 min)

- Note to Teachers:** *Ensure you pass back last night’s HW so students can use it today!*
- Teacher will (TW)** circulate and monitor student responses using the following “laps”:

Lap	An Exemplar	Say/Ask:	Annotate:
1	Writing: <i>Answers will vary, but just make sure students are on-task and thorough</i>	<ul style="list-style-type: none"> What do you think? What’s your evidence? Explain your thinking 	<ul style="list-style-type: none"> Bracket question

Do Now Review: (3 min)

- SW T&T (1 min):** *Based on everything you’ve read, could the Pequot War have been avoided? Why or why not?*
- Poll the room:** 1 for Yes, 2 for No, 3 for somewhere in between
- TW say:** *“We have a lot of different ideas around the room, and today, you’re going to get to share those ideas with your peers. But first, let’s review our key terms about the Pequot War with a little Oral Drill.”*

Review SAC Procedure: (3 min)

- TW cc** a student to read the **focus** then **TW say:** *“Yesterday, we read 6 sources and started to determine whether or not they corroborate our assigned arguments. Today, we’ll have the opportunity to use those sources to help us engage in debate. By the end of class today, you’ll determine if you agree with your assigned argument, or if you think the truth lies somewhere else.”*
- TW poll the room:** *“Raise your hand if you were assigned the Pequot War could have been avoided. Good. Raise your hand if you were assigned that the Pequot War could NOT have been avoided. Good. Circle the correct argument on your page under your focus.”*
- TW cc students** to read debate procedure on top of page 2.
- TW say:** *“Before we can debate, we first need to organize our thinking based on the arguments we were assigned.”*

Preparing Arguments

Scripting Your Argument: (10 min)

- TW Say:** *“You’ve already done the hard work of reading the documents for author’s claim. On page 2 of your packet, you’ll find a script and sentence starters you may use to develop and lay out your argument. You have six minutes to work on this with your partner. Let’s walk through what information to put where.”*
- TW explain** what to fill in (2 min):
 - First, you’ll circle could/ could not based on which argument you were assigned.*
 - Then, you’ll give the reason or reasons why you are making this argument. These reasons should be based on what you read yesterday.*
 - In the “present your evidence” section at the bottom of page 3, you’ll record the document numbers that have the evidence that support your argument. For example, if I’m arguing that the Pequot War could have been avoided and I believe that documents 1&2 provide evidence in support of this argument, I’d write that here and here (point to “name source”).*
 - Finally, you will include one piece of PARAPHRASED evidence from each of the documents you chose to support your argument. So, for example, remember I said documents 1&2 support my argument the Pequot War could have been avoided? Well, I need one piece of evidence from document 1 here (point) and one piece of evidence from document 2 here (point).*
 - Use last night’s HW to help you. I’ll be around to check your awesome work! You have 8 minutes. Begin!”*
- (You Do—6 min) SW** complete the activity. **TW academically monitor** using the following laps:

Lap	An Exemplar	Say/Ask:	Annotate:
1	Circling could/could Not	<ul style="list-style-type: none"> Which side of the argument were you assigned? 	<ul style="list-style-type: none"> Bracket question

“First 15”
(11 min/@ min 0)

Arguments
(10 min/ @ min 11)



2	Arguments	<ul style="list-style-type: none"> Why do you think the Pequot War could have been avoided? Why do you think the Pequot War could NOT have been avoided? 	<ul style="list-style-type: none"> Direct students back to sources for evidence
4	Paraphrased Evidence: <i>See exemplar evidence from discourse section below.</i>	<ul style="list-style-type: none"> Go back and check your annotations Select the strongest piece of evidence Put it in your own words 	<ul style="list-style-type: none"> N/A

Structured Academic Controversy

Organizing the Evidence (16 min)

- TW say:** “Now that you’ve had time to prepare your arguments, we’re now ready to start our Structured Academic Controversy.”

Transition: (3 min)

- TW say:** “Rows 1 and 3, on my cue, you will stand and gently turn your desk so that they face your controversy partners in rows 2 and 4. 30 seconds to transition. Go.”
- When groups are in position, TW say:** “Eyes back here in 3, 2, and 1. Rows 1 and 3 turn your bodies so you can see me.”
- TW say:** “Team A- rows 1/3, when I say go you will have 6 minutes to begin presenting your argument. Use the script that you prepared. Make sure both partners speak.” You should spend no more than the first 3 minutes laying your argument, evidence, and analysis using the script on page 3 of your CW packet.”
- TW say:** “Team B- you are not to interrupt while team A presents. You must write down their argument and take note of any questions you have to better understand it. You can jot down notes about their argument at the top of page 3 (point). You’ll jot down the evidence they provide here (point) and how the evidence proves the argument on the right, here (point).”
- TW say:** “When team A finishes- you must first paraphrase their argument so that team A is clear you understand it, and then you may ask any questions you need to regarding holes in the argument or where you are not clear.”
- TW say:** “Team A, you can begin your argument! Team B, take notes!”

Round 1: Team A Presents (6 min)

- SW** complete page 3 of the worksheet for 6 minutes. **TW monitor** using the following laps:

Lap	An Exemplar	Say/Ask:	Annotate:
1	On task: Ensure partnerships are on task.	<ul style="list-style-type: none"> Team A, you should be reading from page 2. Team B, your pencil is to paper on page 3. 	N/A
2	Arguments: Listen in for student arguments and scan for student notetaking.	<ul style="list-style-type: none"> Read your script from page 2. Excited to hear your team’s argument! 	
3	Re-Stating Arguments: Listen in for Team B restating arguments.	<ul style="list-style-type: none"> Read your notes from page 3. Summarize your notes. 	
4	Questions: Listen in for Team B asking questions.	<ul style="list-style-type: none"> What questions do you have remaining? What part of their argument do you want to hear more about? 	

An Exemplar Team A presentation:

- My partner and I believe that the Pequot War could have been avoided because the English and Pequot could have each sought more diplomatic solutions for the growing tensions.
- To begin, in Walter W. Woodward’s “Wethersfield’s War: Hunger, Rumor, and the Cost of Battles Not Fought,” the author claims that the English had a long history of cultural belligerence towards the Wangunk that culminated when the Wangunk Sachem and his people were forced off of their land by the English (Doc 1). The Wangunk would side with their former enemy, the Pequot, in a coordinated attack on Wetherfield. Furthermore, this is corroborated in Nakai Northup’s oral history, where he argued that the English and Pequot could have both pursued more diplomatic solutions to avoid open warfare. (Doc 4). [Document 2 could also be used to corroborate the argument]
- When timer goes off, **TW say:** “Team A, your time is up. Team B, you now have 6 min to present your case. Take 30 seconds to prepare your materials and team A turn to page 3 in today’s CW packet. You will capture notes as you listen.”

Round 2: Team B Presents (6 min)

- SW** complete page 3 of the worksheet for 6 minutes. **TW monitor** using the following laps:

Lap	An Exemplar	Say/Ask:	Annotate:
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Structured Academic Controversy (17 min/ @min 21)



1	On task: Ensure partnerships are on task.	<ul style="list-style-type: none"> Team B, you should be reading from page 2. Team A, your pencil is to paper on page 3. 	<ul style="list-style-type: none"> N/A
2	Arguments: Listen in for student arguments and scan for student notetaking.	<ul style="list-style-type: none"> Read your script from page 2. Excited to hear your team's argument! 	
3	Re-Stating Arguments: Listen in for Team B restating arguments.	<ul style="list-style-type: none"> Read your notes from page 3. Summarize your notes. 	
4	Questions: Listen in for Team B asking questions.	<ul style="list-style-type: none"> What questions do you have remaining? What part of their argument do you want to hear more about? 	

An Exemplar Team B presentation:

- My partner and I believe that the Pequot War could NOT have been avoided because competition for control of the fur trade and the vast cultural divide between the Pequot and English made war inevitable.
- To begin, in John Mason's "A Brief History of the Pequot War" he argued that the Pequot sought to form an alliance with the Narragansett, but failed to do so due to previously existing animosity, fear and competition over control of the Dutch fur trade. (Doc 2) This is corroborated by the engraving of the Mystic Massacre from 1638 which shows the coalition of Mohegan, Narragansett and English soldiers that attacked and destroyed the Pequot village in 1637. (Doc 3)
- SW** return their desks back to facing front in preparation for whole-group discourse (1 min)

Whole-Class Discourse

Whole-Class Discourse: (8 min)

- TW say:** "So let's organize our thinking together. Most of us have already determined on our own what evidence shows that the Pequot War could or could not have been avoided, and many of us have found the evidence that supports each argument. I'm going to flip to page 4 of my worksheet and begin by labeling what the arguments are. I'll do that by writing "A" next to each of the arguments at the top." (TW write "A" next to the arguments at top). We do this to build a habit of identifying which parts of our writing paragraphs everything in our graphic organizers connects to!"
- TW ask** the following questions to guide discourse:
 - So what do WE think? Could the Pequot War have been avoided?**
 - TW Poll the room: 1- War could have been avoided, 2- War could NOT have been avoided.**
 - Why? What evidence supports your argument? How does the sourcing impact the evidence?**
 - What outside evidence do we have to corroborate or complicate each side? See charting exemplar.**
 - TW** cc several students to respond. Save 3s for last. **TW chart w/o writing evidence.**
 - Now that we've spent time picking sides, is there anyone who thinks that these 2 sides are not actually opposing, and that perhaps they could find some common ground? If so, raise your hand. Talk to us about your thinking! TW take 1-2 hands.**
- An Exemplar Graphic Organizer:**

The Pequot War could have been avoided	The Pequot War could NOT have been avoided.
A: Diplomacy could have been an alternative N/E: Doc 1 ZO1: SC – English belligerence and encroachment ZO2: SC- Widespread hunger and food scarcity N/E: Doc 4 ZO1: SC – The English would not have stopped at any cost to gain control of the Fur Trade ZO2: Oral History/Pequot perspective	A: Fur trade, cultural divides, smallpox and food scarcity created a powder keg that made war unavoidable. N/E: Doc 2 ZO1: POV – commanded the Connecticut forces in the expedition that wiped out the Pequot fort and village at Mystic ZO2: Written in 1670, over 30 years after the war and the massacre of the Pequot. Competition over fur trade N/E: Doc 3 ZO1: HC – English perspective remembering the massacre ZO2: 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

Whole-Class Discourse (8 min/@min 38)



- **TW say:** *“Really strong discussion in class today. In your exit ticket, you will complete a final reflection based off our work together today.”*

End of Class	
Assessment & End (4 min/ @min 46)	Exit Ticket: (4 min) <ul style="list-style-type: none">• SW complete exit ticket on page 5.<ul style="list-style-type: none">○ Answer Key (answers will vary, but below are some examples of how students can respond): Q#1:<ul style="list-style-type: none">○ War resulted in the mass killing, and enslavement of most Pequot. Survivors were incorporated into the Narraganset and Mohegan tribes and the name “Pequot” wasn’t even permitted.○ The result of the war amounted to a cultural genocide.Q#2:<ul style="list-style-type: none">○ Answers will vary.
Homework	<ul style="list-style-type: none">• What Would You Choose?