



Name: _____

Date: _____

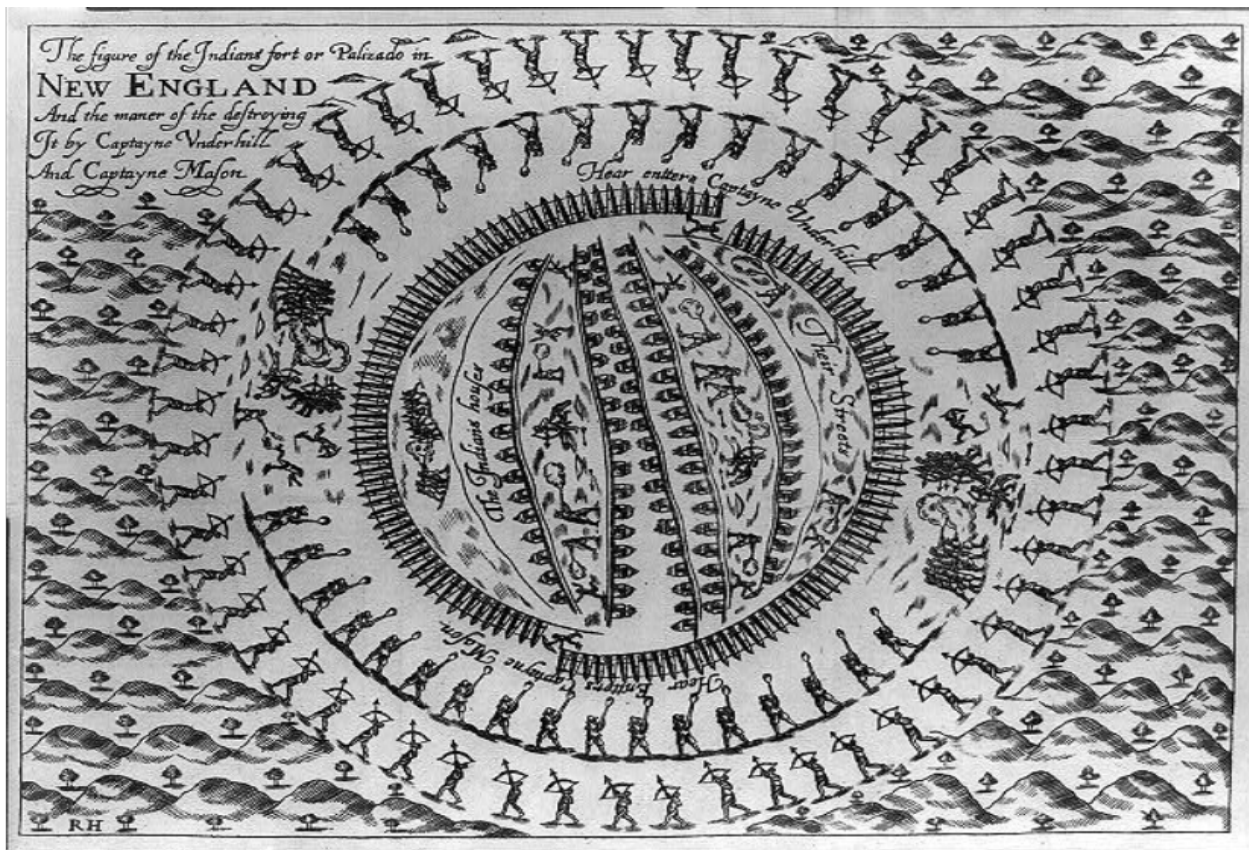
Do Now

The Mystic Massacre

Directions: Analyze the engraving below and answer the questions that follow in complete sentences.

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.



1. Who created this image and why? What are the clues?



2. What story does the image tell about the Mystic Massacre? How was the Pequot Fort destroyed?

3. Based on the image and context, who might be responsible for the Mystic Massacre?

4. Is there anything interesting or surprising about the image and the story it tells? What questions does it raise?



Name: _____

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Classwork

Close Reading, Day 1: Treaty of Hartford

Focus: The Pequot War, war was fought in 1636–37 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). It was an especially brutal war and the first sustained conflict between Native Americans and Europeans in northeastern North America. The war lasted 11 months and involved thousands of combatants who fought several battles over an area encompassing thousands of square miles. 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. Indeed, the English suffered dozens of casualties in the early stages of the war before they were able to adapt their Old-World military experiences to the battlefields of the New World and win decisive engagements. In the end, the Treaty of Hartford, signed in 1638 by the English, Mohegan and Narragansett tribes, officially ended the Pequot War and forever changed the political and social landscape of southern New England, and it influenced colonial and U.S. policies toward Native Americans for centuries. The massacre of the Pequot at Mystic demonstrated to all observers, in southern New England and elsewhere, the English ability and will to wage total war against their Indian enemies. Who benefitted from this treaty and who ultimately would suffer the immense burden of this destructive war? What did the Treaty of Hartford actually do and how did it impact the Pequot people?

Today's Problem

Directions: Read, annotate and rewrite today's close reading prompt in your own words. Then record the historical thinking skill and outside evidence. Be sure to circle the key word that reveals the Historical Thinking Skill.

Prompt: How did the Treaty of Hartford impact the Pequot people?

Historical Thinking Skill	Background Knowledge



Close Reading

Directions: Begin by sourcing today’s document for Author’s Point of View, Historical Context and Intended Audience. Then closely read the text for the central idea of the congressional action.

Prompt: How did the Treaty of Hartford impact the Pequot people?

Author’s Point of View

Historical Context:

Source: Articles of agreement between the Colony of Connecticut and the Indian sachems, Dated 1638.

Context: The Treaty of Hartford was a treaty between New England, the Mohegan and the Narragansett on September 21, 1638, in Hartford, Connecticut that officially ended the Pequot war. The Treaty would reshape the region of New England and have lasting impacts on the Pequot people, European colonists, and other tribes in the region.

Treaty of Hartford

Articles of Agreement between the English in Connecticut and the Indian Sachems

A covenant and agreement made between the English inhabiting the jurisdiction of the River of Connecticut of the one part and Miantonomo, the Chief Sachem of the Narragansetts, in the behalf of himself and the other chief sachems there, and Poquiam or Uncas, the Chief Sachem of the Indians called the Mohegans, in the behalf of himself and the sachems under him, as followeth at Hartford, the 21st September 1638.

First, there is a peace and familiarity made between the said Miantonomo and the Narragansett Indians and the said Poquiam and Mohegan Indians and all former injuries and wrongs offered each to other remitted and buried and never to be renewed any more from henceforth.

[Second,] it is agreed if there fall out injuries and wrongs for future to be done or committed each to other or their men, they shall not presently revenge it, but they are to appeal to the English, and they are to decide the same, and the determination of the English to stand, and they are each to do as is by the English set down, and if the one or the other refuse to do, it shall be lawful for the English to compel them and to side and take part if they see cause against the obstinate or refusing party.

[Third,] it is agreed and a conclusion of peace and friendship made between the said Miantonomo and the said Narragansetts and the said Poquiam and said Mohegans as long as they carry themselves orderly and give no just cause of offense and that they, nor either of them, do shelter any that may be enemies to the English that shall or formerly have had hand in murdering or killing any English man or woman or consenting thereunto. They, or either of them, shall as soon as they can, either bring the chief sachem of our late enemies, the Pequots, that had the chief hand in killing the English, to the said English or take off their heads. As also for those murderers that are now agreed upon amongst us that are living, they shall, as soon as they can possibly, take off their heads if they be in their custody or else wheresoever they or any of them shall come amongst them or to their wigwams or anywhere if they can by any means come to them.



Fourth, and whereas there be or is reported for to be said Narragansetts and Mohegans, two hundred Pequots living that are men besides squaws and papooses¹, the English do give unto Miantonomo and the Narragansetts to make up the number of eighty with the eleven they have already and to Poquiam his number and that after they, the Pequots, shall be divided as aforesaid, shall no more be called Pequots but Narragansetts and Mohegans, and as their men, or either of them, are to pay for every sannup one fathom of wampum peage, and for every youth half so much, and for every sannup papoose, one hand to be paid at hilling time of corn at Connecticut yearly and shall not suffer them for to live in the country that was formerly theirs but now is the English by conquest.

Neither shall the Narragansetts nor Mohegans possess any part of the Pequot Country without leave from the English, and it is always expected that the English captives are forthwith to be delivered to the English such as belong to Connecticut to the sachems there and such as belong to the Massachusetts.

The said agreements are to be kept inviolably by the parties abovesaid, and, if any make breach of them, the other two may join and make war upon such as shall break the same, unless satisfaction be made being reasonably required.

Governor, John Haynes
Roger Ludlow
Edward Hopkins
The mark of Miantonomo
The mark of Poquiam, alias Uncas

Central Idea:

Intended Audience:

Author's Purpose

¹ Squaws and papooses: Women and children



Name: _____

Date: _____

Exit Ticket

The Treaty of Hartford

Directions: Using your notes from your close reading of the Treaty of Hartford and from the class discussion, answer each of the following questions in complete sentences.

1. What was the Treaty of Hartford?

2. What were two specific stipulations in the Treaty of Hartford?

3. Who signed the Treaty of Hartford? Who did not sign the treaty?



Name: _____

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Homework

Deepening Our Understanding

Directions: Reread the Treaty of Hartford (1638) text from today’s class. Then answer the questions below with as much detail as possible.

1. Which group(s) signed the treaty? Which group(s) did not? Why does this matter?

2. What do the signees agree to? Quote two examples from the treaty.

3. What message did the treaty send to the Pequot people?

4. What message did the treaty send to the other Indigenous peoples of New England?



5. According to Britannica, a treaty is “a binding formal agreement, contract, or other written instrument that establishes obligations between two or more subjects. The Pequot argue that the Treaty of Hartford was not truly a treaty. Why might they make this argument?

6. In 1666, the Pequot reservation was created. A reservation is an area of land reserved for a tribe or tribes. What does this say about the terms of the Treaty of Hartford?

7. Complete the chart below by summarizing the direct impact of the Treaty of Hartford on each group.

	How did the Pequot War and Treaty of Hartford impact this group?	What might be the long-term impacts of the Treaty of Hartford for this group?
The Pequots		
The English Colonists		
The Narragansetts and Mohegans		



Stage 2: CLOSE READING

History Instructional Lesson Type

Lesson Plan Background		
Unit: Mashantucket Pequot Tribal Nation		Cycle: #3: Impact of European Colonization on the Pequots
Lesson Number: #06		Lesson Type: Close Reading
<p>Objective: SWBAT...Analyze the impact of the Treaty of Hartford on the Pequot people.</p>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> The Treaty of Hartford was a treaty concluded between New England, the Mohegan and the Narragansett on September 21, 1638, in Hartford, Connecticut. The Pequot War of 1636 and 1637 saw what could be considered an attempted cultural genocide of the Pequot. The victors, English colonists living along the Connecticut River and their Mohegan and Narragansett allies, met to decide on the division of the fruits of victory. As part of the treaty, surviving Pequot prisoners were divided between the tribes, with an unspecified number of captives being kept by the New England colonists; each tribe received 80 captives, with 20 captives being awarded to Ninigret, a sachem of the Eastern Niantic who were allied with the Narragansett. The Pequot lands went to the Connecticut River towns. The other major feature of this treaty was to outlaw the Pequot name. Any survivors would be referred to in the future as Mohegans or Narragansett. No Pequot town or settlement would be allowed. These stipulations aimed to wipe the Pequot culture and history clean. Additionally, the treaty positioned the English as the chief arbiter of the region and opened the door for further English colonization of the region. 	<ul style="list-style-type: none"> Historical Thinking Skill: Argumentation Prompt: How did the Treaty of Hartford impact the Pequot people?
<p>CT Standards: INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions. INQ 3–5.8 Use evidence to develop claims in response to compelling questions. INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>CT Themes: <u>The Struggle for Freedom, Equality, and Social Justice</u></p> <ul style="list-style-type: none"> Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. <p><u>The Role of Connecticut in U.S. History</u></p> <ul style="list-style-type: none"> Explore how Connecticut contributed to various key events in United States history, such as cooperation and conflict between indigenous peoples and Europeans, colonial expansion, the French and Indian War, principles and ideals leading to independence from Great Britain 	<p>CT Content: <u>Indigenous Life in New England</u></p> <ul style="list-style-type: none"> Explore the cultural practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems. Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions. Evaluate the impact of colonization on indigenous people’s ways of life. <p><u>Early Settlements</u></p> <ul style="list-style-type: none"> Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony. Examine how the geographic features of Jamestown affected the early settlement and development of the colony. Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans. 	
<p>Teacher Support</p> <ul style="list-style-type: none"> All materials from this cycle of lessons on the Pequot War are inspired by materials from the Mashantucket Pequot Museum and Research Center. Please view the following virtual tour of the Museum here: https://www.youtube.com/watch?v=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>(15 min/@ min 0)</p>	<p>“First 15”</p>																				
<p>Do Now: The Mystic Massacre (8 min)</p> <ul style="list-style-type: none"> • Teacher will (TW) circulate and monitor student responses using the following “laps”: 																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Lap</th> <th style="width: 45%;">An Exemplar</th> <th style="width: 25%;">Say/Ask:</th> <th style="width: 25%;">Annotate:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Q1: <i>John Underhill, a British Captain. He made it to portray the Mystic Massacre.</i></td> <td> <ul style="list-style-type: none"> • Read the sourceline and context </td> <td> <ul style="list-style-type: none"> • Bracket sourceline and context </td> </tr> <tr> <td style="text-align: center;">2</td> <td>Q2: <i>It demonstrates that the English and their Indigenous allies surrounded Fort Mystic and took power over it. It was destroyed by military force. There are men with weapons surrounding it. There also seems to be smoke in two places, so it seems they burned the fort.</i></td> <td> <ul style="list-style-type: none"> • Review the title of this engraving • What seems to be happening in the image? • What do the figures seem to be holding and/or doing? </td> <td> <ul style="list-style-type: none"> • Source line and figures within the image. </td> </tr> <tr> <td style="text-align: center;">3</td> <td>Q3: <i>The English and their Indigenous allies were responsible for the Mystic Massacre.</i></td> <td> <ul style="list-style-type: none"> • Re-read the source line and context. Also, review the image again. • Who seems to be surrounding the village? </td> <td> <ul style="list-style-type: none"> • Source line , context, Image of English and allies encircling the village </td> </tr> <tr> <td style="text-align: center;">4</td> <td>Q4: <i>The “fort” seems to include little huts. Does this mean that there were people other than soldiers in the fort?</i></td> <td> <ul style="list-style-type: none"> • What are these? (point to huts) </td> <td> <ul style="list-style-type: none"> • Circle huts </td> </tr> </tbody> </table>		Lap	An Exemplar	Say/Ask:	Annotate:	1	Q1: <i>John Underhill, a British Captain. He made it to portray the Mystic Massacre.</i>	<ul style="list-style-type: none"> • Read the sourceline and context 	<ul style="list-style-type: none"> • Bracket sourceline and context 	2	Q2: <i>It demonstrates that the English and their Indigenous allies surrounded Fort Mystic and took power over it. It was destroyed by military force. There are men with weapons surrounding it. There also seems to be smoke in two places, so it seems they burned the fort.</i>	<ul style="list-style-type: none"> • Review the title of this engraving • What seems to be happening in the image? • What do the figures seem to be holding and/or doing? 	<ul style="list-style-type: none"> • Source line and figures within the image. 	3	Q3: <i>The English and their Indigenous allies were responsible for the Mystic Massacre.</i>	<ul style="list-style-type: none"> • Re-read the source line and context. Also, review the image again. • Who seems to be surrounding the village? 	<ul style="list-style-type: none"> • Source line , context, Image of English and allies encircling the village 	4	Q4: <i>The “fort” seems to include little huts. Does this mean that there were people other than soldiers in the fort?</i>	<ul style="list-style-type: none"> • What are these? (point to huts) 	<ul style="list-style-type: none"> • Circle huts
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<p>Do Now Review: (2 min)</p> <ul style="list-style-type: none"> • CW review most missed 1-2 questions. • TW say: <i>“The engraving, as you all concluded, retells one of the most tragic moments of what was the Pequot War. The massacre took place on May 26, 1637 during the Pequot War, when a force from Connecticut Colony under Captain John Mason and their Narragansett and Mohegan allies set fire to the Pequot Fort near the Mystic River. They circled the fort and shot anyone who tried to escape it. The massacre effectively broke the Pequot war effort and after a subsequent battle, the war would be over and the Pequot were defeated by the English and their Narragansett and Mohegan allies. With the fighting over, the English, Narragansett and Mohegan would meet in September of 1638 to sign what came to be known as the Treaty of Hartford. The treaty would lay out specific stipulations, or requirements, of the English and the of the tribes in the region. The Pequot, having been defeated with most of their leadership killed and numbers diminished, had no say in the treaty and did not sign it.”</i> 																					
<p>Today’s Problem: (5 min)</p> <ul style="list-style-type: none"> • TW cc a student to read the focus then TW say: <i>“The Treaty of Hartford would forever change the social, economic and political dynamics of New England with each interested party being significantly impacted, but none more so than the Pequot. For the next two days we will try to determine how this treaty impacted the Pequot and what the larger goals of the treaty may have been. We will accomplish this goal through a close reading of the Treaty itself.”</i> • TW cc a student to read today’s prompt: How did the Treaty of Hartford impact the Pequot people? • TW say: <i>“Take the next 60 seconds to determine the historical thinking skill and outside evidence.”</i> • TW respond to data: <ul style="list-style-type: none"> ○ <i>What is the historical thinking you will have to use today? Argumentation/Causation</i> ○ <i>What word reveals this? Impact suggests cause and effect</i> ○ <i>What do we already know about this topic? Pequot War, Narragansett and Mohegan aligned with the English, competition for control of the fur trade, Mystic Massacre</i> 																					



	<ul style="list-style-type: none"> TW say: “When we closely read a seminal—or very important—primary source, the first thing we do is source it. Please take the next 3 minutes to source your text for POV, HC and AUD. This will require you to carefully read the source line and the context. Begin!” 																
<p>Monitor Sourcing (4 min/ @min 15)</p>	<p style="text-align: center;">Monitor Sourcing</p> <p>Monitor Sourcing: (4 min)</p> <ul style="list-style-type: none"> SW read the source line and context and complete ONLY the POV, HC and AUD boxes. SW not yet read the text or complete AP. <table border="1" data-bbox="289 472 1511 835"> <thead> <tr> <th>Lap</th> <th>An Exemplar</th> <th>Say/Ask:</th> <th>Annotate:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>POV: English Governor and signed by sachems from the Mohegan and Narragansett tribes</td> <td> <ul style="list-style-type: none"> Teacher should name this for students as a quick knowledge drop </td> <td>Source Line</td> </tr> <tr> <td>2</td> <td>HC: 1638= the end of the brutal Pequot War. Follows the mystic massacre</td> <td> <ul style="list-style-type: none"> When did this take place? Record the year. What’s significant about that year? Read the context and make a note. Consider the context. </td> <td>HC; Cornell Notes, Do Now</td> </tr> <tr> <td>3</td> <td>AUD: Presumably the English, Narragansett, Mohegan, remaining Pequot and perhaps other European powers in the region.</td> <td> <ul style="list-style-type: none"> Who would care about a war treaty? Who would it be most important to? </td> <td>HC</td> </tr> </tbody> </table>	Lap	An Exemplar	Say/Ask:	Annotate:	1	POV: English Governor and signed by sachems from the Mohegan and Narragansett tribes	<ul style="list-style-type: none"> Teacher should name this for students as a quick knowledge drop 	Source Line	2	HC: 1638= the end of the brutal Pequot War. Follows the mystic massacre	<ul style="list-style-type: none"> When did this take place? Record the year. What’s significant about that year? Read the context and make a note. Consider the context. 	HC; Cornell Notes, Do Now	3	AUD: Presumably the English, Narragansett, Mohegan, remaining Pequot and perhaps other European powers in the region.	<ul style="list-style-type: none"> Who would care about a war treaty? Who would it be most important to? 	HC
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<p>Sourcing Discourse (4 min/ @min 19)</p>	<p style="text-align: center;">Sourcing Discourse</p> <p>Launch Discourse with a Response to Data:</p> <ul style="list-style-type: none"> TW say: “Although we all agree on the year and recent events, we didn’t have a good grasp of the significance of the HC.” <p>Prompt for Sourcing:</p> <ul style="list-style-type: none"> From whose POV is this source written? English Governor and signed by sachems from the Mohegan and Narragansett tribes What is the context in which this treaty was signed? What’s happening at this time? 1638= the end of the brutal Pequot War. Follows the mystic massacre- after a year of intense war, animosities might be high. Brutality of the Mystic Massacre severely dwindled the Pequot numbers and damaged any leverage they may have had in negotiating a treaty. Who might be the audience for this type of agreement? Who would care about a war treaty? Who would it be most important to? Presumably the English, Narragansett, Mohegan, remaining Pequot and perhaps other European powers in the region. <p>Set Up Task:</p> <ul style="list-style-type: none"> TW say: “Let’s see what the treaty actually did. Please independently read and analyze the treaty. Then record a central idea note—not a claim since this is a treaty—as well as the purpose. Finally, respond to your first EW question, making an argument and using evidence to support your claim.” TW cc a student to read EW: What were 3 specific stipulations outlined in the Treaty of Hartford? Who seemed to benefit the most from this treaty? TW say: “The definition of ‘stipulation’ is footnoted. It means a condition or requirement that is <u>demand</u>ed as part of an agreement. Go ahead and dig in. You have 12 minutes.” 																
<p>Monitor EW (12 min/ @min 23)</p>	<p style="text-align: center;">Monitor EW #1</p> <ul style="list-style-type: none"> Sample Exemplar Annotations: <table border="1" data-bbox="289 1661 1511 1841"> <thead> <tr> <th>Lap</th> <th>An Exemplar</th> <th></th> <th>Annotate:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Key Underlined Evidence: First, there is a peace and familiarity made between the said Miantonomo and the Narragansett Indians and the said Poquiam and Mohegan Indians...</td> <td> <ul style="list-style-type: none"> Go back and re-read. We read to answer the questions – what are we looking for evidence of? </td> <td> <ul style="list-style-type: none"> Draw an arrow to paragraphs missing underlined E. </td> </tr> </tbody> </table>	Lap	An Exemplar		Annotate:	1	Key Underlined Evidence: First, there is a peace and familiarity made between the said Miantonomo and the Narragansett Indians and the said Poquiam and Mohegan Indians...	<ul style="list-style-type: none"> Go back and re-read. We read to answer the questions – what are we looking for evidence of? 	<ul style="list-style-type: none"> Draw an arrow to paragraphs missing underlined E. 								
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	<p>[Second,]... they are to appeal to the English... it shall be lawful for the English to compel them...</p>		
2	<p>CI: As part of the treaty, surviving Pequot prisoners were divided between the tribes, with an unspecified number of captives being kept by the New England colonists; each tribe received 80 captives, with 20 captives being awarded to Ninigret, a sachem of the Eastern Niantic who were allied with the Narragansett. The Pequot lands went to the Connecticut River towns. The other major feature of this treaty was to outlaw the Pequot name. Any survivors would be referred to in the future as Mohegans or Narragansett. No Pequot town or settlement would be allowed.</p>	<ul style="list-style-type: none"> • So what is the main point? What changes or requirements did the treaty make? 	<ul style="list-style-type: none"> • Par 2: “First, there is a peace and familiarity” • Par 3: “they are to appeal to the English” • Par 5: “two hundred Pequots living that are men besides squaws and papooses, the English do give unto Miantonomo and the Narragansetts...”
3	<p>AP: Punish the Pequot through enslavement and genocide, secure English dominance in the region</p>	<ul style="list-style-type: none"> • Who seemed to benefit the most from this treaty? 	<ul style="list-style-type: none"> • HC
<ul style="list-style-type: none"> • Everybody Writes #1 Exemplar: What were 3 specific stipulations outlined in the Treaty of Hartford? Who seemed to benefit the most from this treaty? <i>As part of the treaty, surviving Pequot prisoners were divided between the tribes, with an unspecified number of captives being kept by the New England colonists; each tribe received 80 captives, with 20 captives being awarded to Ninigret, a sachem of the Eastern Niantic who were allied with the Narragansett. The Pequot lands went to the Connecticut River towns. The other major feature of this treaty was to outlaw the Pequot name. Any survivors would be referred to in the future as Mohegans or Narragansett. No Pequot town or settlement would be allowed.</i> 			
<p>Discourse (11 min/ @min 35)</p>	<p style="text-align: center;">Discourse</p> <p>Gather Evidence: (5 min)</p> <ul style="list-style-type: none"> • SW T&T (1 min): What were the stipulations outlined in the Treaty of Hartford? <ul style="list-style-type: none"> ○ TW listen in and pre-call students who “have it” to share out: <ul style="list-style-type: none"> ▪ 1: The Narragansett and Mohegan are to be at peace moving forward ▪ 2: If the two Tribes fall into conflict, the English will mediate them ▪ 3: The Narragansett and Mohegan will not shelter any enemies of the English, namely the Pequot. If Pequot are among them, they should be surrendered to the British or decapitated ▪ 4: The Pequots will be divided up and no longer called Pequots, and they will be enslaved among the Mohegans and Narragansetts. Their land will no longer be theirs, but belongs to the English. ▪ 5: The land is solely owned by the English, not the Narragansetts, nor the Mohegans. The English have ultimate authority. <p>Zoom In & Zoom Out Questions: (5 min)</p> <ul style="list-style-type: none"> • Note to Teachers: <i>Select the stipulations that your students most struggled with. You will not have time to dig into all of them!</i> • Stipulation 1: <ul style="list-style-type: none"> ○ Zoom In: In the first stipulation, the treaty names that between the Mohegan and Narragansetts, “all former injuries and wrongs offered each to other remitted and buried and never to be renewed anymore from henceforth.” What does this mean? <i>The two Tribes will forget their past conflicts and never have issues between each other again.</i> ○ Zoom Out: Why might this stipulation be included in the treaty? Who does it benefit? <i>It benefits the Tribes because it creates the goal of getting along, but it also benefits the English because they won’t have to navigate more conflicts between Tribes</i> 		



- **Zoom Out:** In the Pequot War, the Narragansetts and Mohegans were on the same side. Why is this stipulation necessary? *The English want to prevent more conflicts from taking away what they believed was their land to control.*
- **Stipulation 2:**
 - **Zoom In:** What does the treaty name happens if the Narragansetts and Mohegans have a conflict? Talk to me in text. *“They shall not presently revenge it, but they are to appeal to the English, and they are to decide the same, and the determine of the English to stand, and they are each to do as is by the English set down.”*
 - **Zoom Out:** Why might this stipulation be included in this treaty? Who does it benefit? *It gives the power to the English. They get to control what happens if other signing parties come into conflict.*
 - **Zoom Out:** In the Pequot War, the Narragansetts and Mohegans were on the same side. Why is this stipulation necessary? *The English want to prevent more conflicts from taking away what they believed was their land to control.*
- **Stipulation 3:**
 - **Zoom In:** What does this stipulation direct the Narragansetts and Mohegans to do? *Surrender any enemies—namely Pequots—to the English or “take off their heads.”*
 - **Break it Down:** What is meant by “take off their heads”? *Decapitate them- kill them by cutting of their heads.*
 - **Zoom Out:** Why might this stipulation be included in this treaty? Who does it benefit? *It benefits the English primarily because they are directing the Narragansetts and Mohegans to give them power and/or to murder additional Pequots.*
 - **Zoom Out:** In the Pequot War, the Narragansetts and Mohegans were on the same side as the English. Why is this stipulation necessary? *The English want ultimate control. They clearly don’t trust the two Tribes who helped them win the Pequot War, so they want to be clear about the genocide they desire to inflict upon the Pequot.*
- **Stipulation 4:**
 - **Zoom In:** In this stipulation, the English “give until” the Narragansett and Mohegan sachems Pequots. What does this mean? *They are enslaving the Pequots and giving them to the other Tribes*
 - **Zoom Out:** The Treaty also says that they “shall no more be called Pequots but Narragansetts and Mohegans.” What is the consequence of stripping the Pequot people of their name? Why do names matter? *Names matter tremendously because they are a key identity marker. If the Pequots can no longer be Pequots, but instead must be called the name of the Tribes who helped to commit genocide against them, they are being forced to lose a huge part of who they are. This is called “cultural genocide”: survivors are not physically dead, but they are compelled to see their culture extinguished.*
 - **Zoom Out:** Consider what we learned about Sassacus and Uncas and the conflict between the Mohegans and Pequots. How does this make the “cultural genocide” of the Pequots even more heartbreaking? *The fact that another Tribe that was actually once part of the Pequot Tribe is participating in this genocide is heartwrenching.*
 - **Zoom Out:** Stipulations 1-3 show a distrust of the Mohegan and Narragansetts by the English. Why would the English trust these two Tribes to enforce the cultural genocide outlined in this Treaty? *Answers will vary*

Stamp It: (1 min)

- Who signed the Treaty of Hartford? *The Narragansetts, the Mohegans, and the English*
- Who did not sign it? *The Pequots*
- SW T&T (30 sec): Do you think all parties had an equal say on the outcome of the Pequot War? Why or why not?

Assessment & End

End of Class

Exit Ticket: (4 min)



<p>(4 min/ @min 46)</p>	<ul style="list-style-type: none">• <i>“Please flip to page 7. Tomorrow we will dig deeply into the various impacts of the Treaty of Hartford, but for now, let’s lock in the key components of the treaty itself by completing the exit ticket.”</i><ol style="list-style-type: none">1. What was the Treaty of Hartford? <i>The Treaty of Hartford was a treaty concluded between New England, the Mobegan and the Narragansett on September 21, 1638, in Hartford, Connecticut that officially ended the Pequot War.</i>2. What were two specific stipulations in the Treaty of Hartford? <i>As part of the treaty, surviving Pequot prisoners were divided between the tribes, with an unspecified number of captives being kept by the New England colonists; each tribe received 80 captives, with 20 captives being awarded to Ninigret, a sachem of the Eastern Niantic who were allied with the Narragansett. The Pequot lands went to the Connecticut River towns. The other major feature of this treaty was to outlaw the Pequot name. Any survivors would be referred to in the future as Mobegans or Narragansett. No Pequot town or settlement would be allowed. (Only two of these stipulations need to be included)</i>3. Who signed the Treaty of Hartford? Who did not sign the treaty? <i>The treaty was signed by the English representatives and sachems from the Narragansett and Mobegan tribes. No Pequot interests were included in the Treaty.</i>
<p>Homework</p>	<ul style="list-style-type: none">• Deepening Our Understanding