



Name: _____

Date: _____

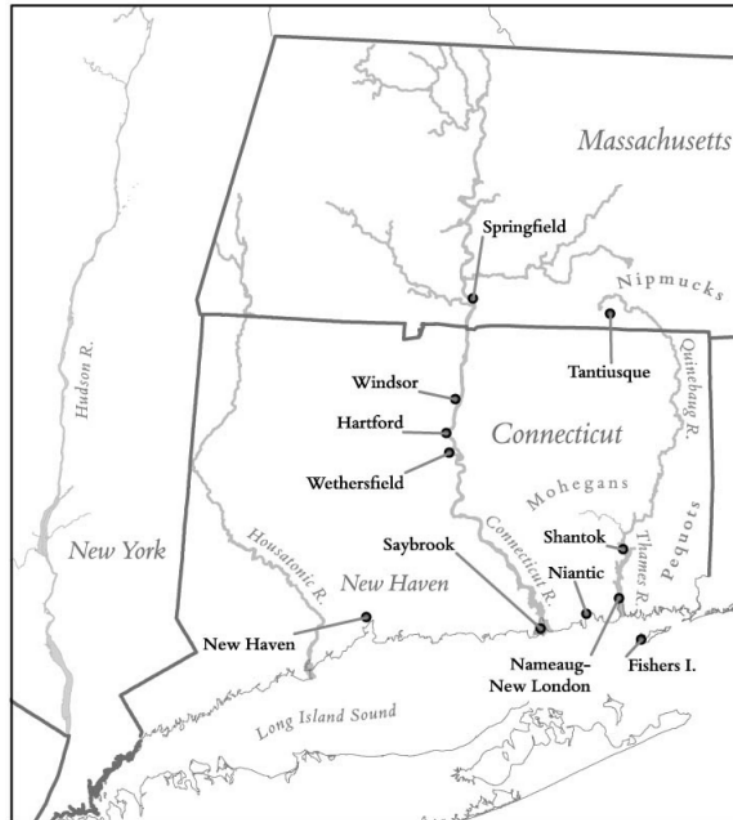
Do Now

Treaty of Hartford Review

Directions: Using your notes from the previous few days, answer each of the following questions in complete sentences.

1. Who fought on each side of the Pequot War?

2. What was the Treaty of Hartford?



Map 1. The New England World of John Winthrop, Jr. Drawn by William F Keegan

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

4. What was one possible cause of the Pequot War?



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Classwork

Close Reading, Day 2: Treaty of Hartford

Focus: Yesterday we unpacked the stipulations of the Treaty of Hartford, a legal document that was created to control the Pequot people without their consent. Today, we'll go a step further by contextualizing the larger impacts of the Treaty of Hartford by considering the consequences on the various peoples living in what is now called New England and engaging with new evidence. Ultimately, this will allow us to identify the purpose of the document and its longer-term consequences.

Going Deeper

Directions: Read and annotate the following secondary source excerpt that discusses the aftermath of the Pequot War and the signing of the Treaty of Hartford. After reading the excerpt, add key evidence from the text to your chart on page 2.

Source: Walter W. Woodward, "Which Man's Land? Conflict and Competition in Pequot Country", 2010.

1 At the end of the Pequot War in 1637, all parties to the victory hungered for the spoils of war. These included not only the former Pequot lands—an extensive region along the Long Island Sound extending up the western bank of the Pequot (now Thames) River watershed to the palisaded Mohegan settlement at Shantok-- but control over the surviving Pequots as well.

2 While Pequot warriors known to have fought against the English were executed (bounties were paid to Indian allies for bringing English authorities Pequot warriors' heads and hands), noncombatants were distributed among the victors as servants or tributaries. Connecticut and Massachusetts leaders took as many as three hundred Pequots as servants into their households, but what these expansion-minded colonies wanted most was access to and control of the former Pequot lands.

3 The Mohegans and Narragansetts, who had allied with the English, were also interested in the former Pequot lands, particularly in the hunting rights to them, but were even more interested in the human spoils. The Narragansetts had suffered from a severe epidemic of smallpox in 1633 and saw absorbing former Pequot members into their tribe as an opportunity to offset some of their recent population decline. For the Mohegan Uncas, who had been a sachem of relatively limited power before the war, subjugating and exacting tribute from the former Pequots was part of an aggressive plan to increase Mohegan authority within the region. Some surviving Pequots, too—despite a declaration by Connecticut in the 1638 Treaty of Hartford that their existence as a tribe should be eradicated in both name and in fact—sought vigorously to retain a hand in their own destiny.

4 An untold number of former Pequot warriors who had avoided capture were quietly welcomed into the villages of their former Indian opponents (in which they often had relatives); other Pequot survivors sought to stay together in remote places under the protection of their own sachems. Michael Leroy Oberg has described the result of this confused mix of postwar agendas and survival strategies: "'Mohegan' and 'Narragansett' villagers were not always what they seemed. Indians who had been Pequots could be Mohegans, Narragansetts, or Niantics while remaining Pequots."

Author's Claim:



Check Your Understanding

Directions: Answer each of the everybody writes questions in complete sentences.

1. What were the “spoils of war” in this conflict, and who “hungered” for them?

2. What happened to the Pequot people after the war ended? What happened to their land?

3. Why were the Mohegans and Narragansetts interested in Pequot lands and people after the war?

4. How did the Pequots demonstrate resistance and resilience in the face of genocide?



Notes from Class Discussion:

A large, empty rectangular box with a black border, intended for students to take notes from a class discussion.



Name: _____

Date: _____

Exit Ticket

Substantiating an Argument with Evidence

Directions: Read the thesis statement below. Then, use one piece of evidence from the original Treaty of Hartford text and one from Woodward’s article to substantiate your argument.

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

Thesis: *The Treaty of Hartford affected the Pequot people by stripping them of their name and land, however, the Pequots survived the genocide directed at them by finding ways to maintain their cultural identity.*

Standard	Criteria	_____ 2 /
Evidence	Utilizes the content of both of the documents to support the thesis. Must be paraphrased and cited, but may include chunked text. Should not be a summary of the documents, but instead, represent specific evidence from each text.	



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



Name: _____

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Homework

Pequot War as Genocide

Directions: Actively read the following excerpts from the United Nations Convention on the Prevention and Punishment of the Crime of Genocide below. Then answer the questions below.

Article I

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article II

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- a) Killing members of the group;
- b) Causing serious bodily or mental harm to members of the group;
- c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- d) Imposing measures intended to prevent births within the group;
- e) Forcibly transferring children of the group to another group.

Article III

The following acts shall be punishable:

- a) Genocide;
- b) Conspiracy to commit genocide;
- c) Direct and public incitement to commit genocide;
- d) Attempt to commit genocide;
- e) Complicity in genocide.

Article IV

Persons committing genocide or any of the other acts enumerated in Article III shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

1. The Pequot War is considered to be an example of genocide. What evidence from the United Nations document above supports this claim?

2. Based on what you learned over the past few days, what are the consequences of genocide for the victims? Consider both short and long-term implications.



3. Study the quote from Mashantucket Pequot Tribal Nation Chairman, Rodney Butler and answer the question that follows.

“The Treaty of Hartford demonstrated that, regardless of how determined an enemy is to destroy us, we will survive. After the Pequot War ended, our ancestors faced insurmountable adversity, such as persecution, slavery, identity theft, and indentured servitude because the intent behind the treaty was to wipe out our existence after a failed attempt of genocide at Mystic Fort. But through extraordinary determination and strength, our ancestors not only survived, but also reclaimed their identity and land. The Mashantucket Pequot Tribal Nation still carries this extraordinary legacy today—a strong and determined people capable of overcoming tremendous adversity and odds, gaining wisdom from those experiences, and thriving once again.”

What does Chairman Butler say about the Treaty of Hartford? Why is it so important to consider this part of the narrative when talking about history?

4. Not all Pequot people died during the Pequot War, but the Treaty of Hartford did prevent survivors from connecting with their identity. What do you believe is the connection between the loss of identity and genocide? Use the United Nations text on the previous page to support your answer.



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: #07		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. 	
Teacher Support		
<ul style="list-style-type: none"> All materials from this cycle of lessons on the Pequot War are inspired by materials from the Mashantucket Pequot Museum and Research Center. Please view the following virtual tour of the Museum here: https://www.youtube.com/watch?v=sRyUmvaDsL0 It is a great idea to book field trip to the Mashantucket Museum and Research Center in order to deepen your students’ understanding of this content. Much additional material, namely the “Witness to a Genocide” program and the film “The Witness” are exclusive to the Museum and will help to immerse students in content that will deepen their understanding of not just Pequot history, but American history. 		



To book a tour at the Mashantucket Pequot Museum and Research Center, contact George Sebastian at

gsebastian@pequotmuseum.org.

- If you'd like professional development on how to teach this content (or on any of the history pedagogical techniques presented in these lessons), please contact Mashantucket Pequot Tribal Nation's Director of Education, Rebecca Lord Gomez, at rgomez@mptn-nsn.org.

"First 15"	"First 15"		
(16 min/@ min 0)	Do Now: The Treaty of Hartford Review (5 min)		
	Lap	An Exemplar	Annotate:
	1	Q1: Who fought on each side of the Pequot War? <i>The English, allied with the Mobegan and Narragansett, fought against the Pequot.</i>	N/A
	2	Q2: What was the Treaty of Hartford. <i>The Treaty of Hartford was a treaty signed by The English, Narragansett and Mobegan that officially ended the war and listed a series of stipulations that would forever shift the power dynamics of New England.</i>	
	3	Q3: 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.</i>	
4	Q4: What was one possible cause of the Pequot War? <i>Growing tensions and competition over control of the fur trade may have contributed to the war as the English and their allies sought to break the Dutch-Pequot dominance of the fur trade.</i>		
Do Now Review: (2 min)			
<ul style="list-style-type: none"> • CW review most missed 1-2 questions. • TW say: "Great, that was a strong review of the key aspects of the Pequot War and the Treaty of Hartford. Today we want to focus on the overall impact of the Treaty of Hartford to determine the extent to which the Treaty of Hartford altered the political, social and economic dynamic of New England. Let's dive in!" 			
Oral Drill: (6 min)			
<ul style="list-style-type: none"> • TW list the following terms on the board ahead of class: Treaty of Hartford, Mystic Massacre, Pequot War, Treaty Stipulations, Cultural Genocide • TW say: "Before we can dig deeper into our understanding of the Pequot War and the Treaty of Hartford, let's review some of the key terms we've discussed over the last several days. I'm going to ask a series of questions, and then I'm going to cold call you. Please do not raise your hand—simply be prepared to try your best to answer the question I ask. If you are not fully sure, say as much as you can and we'll have your classmates help you out." • TW ask the following questions: <ul style="list-style-type: none"> ○ What was the Treaty of Hartford? <i>A legal document coming out of the Pequot War that outlined the cultural and physical genocide of the Pequot people. It also was an attempt to control other Indigenous peoples by the English.</i> ○ What were some of the stipulations of the Treaty of Hartford? <i>1- Narragansett and Mobegan must be at peace, English will mediate intertribal conflicts, Tribes cannot shelter enemies of the English, Pequots enslaved and no longer have access to their name and land.</i> ○ What was the Mystic Massacre? <i>Genocide of the Pequot people that took place at a settlement filled with families in 1637. Resulted in deaths of 1,500 Pequot people. Inflicted by the English, Mobegan and Narragansett.</i> ○ What was the outcome of the Pequot War? How were the Pequot people impacted? <i>Many were killed, and those who were not were enslaved and stripped of the culture.</i> ○ How is the Treaty of Hartford an example of cultural genocide? <i>It attempted to strip the Pequot people of their identity, specifically their name and their land.</i> 			
Today's Problem: (3 min)			



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- **TW cc** a student to read the **focus** then **TW say**: “We started our investigation yesterday by obtaining a literal understanding of the Treaty of Hartford. Today, we’ll zoom out to determine the impacts of the Treaty on several key players, all in service of being able to identify why the document was truly written and its long-term ramifications.”
- **TW say**: “Yesterday, we unpacked our prompt: **How did the Treaty of Hartford impact the Pequot people?**”
- **TW say**: “This same prompt will anchor us today, but let’s broaden our lens by thinking about how the Treaty of Hartford impacted people living in what is now called New England after the Pequot War ended.”

Monitor

Monitor

(16 min/
@min 16)

Going Deeper & Check Your Understanding (13 min)

- **TW say**: “Historians don’t just read a single source and stop there. Instead, they do as much research as they can to uncover new understandings about the past. Yesterday, we read the Treaty of Hartford itself. Today, we’ll deepen our knowledge by considering a secondary source published recently. Actively read the source and when you’re done, answer the questions on page 3 to check your understanding. Take 15 minutes to read carefully and answer thoroughly. Begin!”
- **SW** take 15 minutes to actively read the text and complete Q#1-4 independently. **TW monitor** using the exemplar chart below.

Lap	An Exemplar	Say/Ask:	Annotate:
1	<p>Key Evidence Annotated:</p> <ul style="list-style-type: none"> • Par 1: “not only Pequot lands... but control over surviving Pequots as well” • Par 2: “Pequot warriors... were executed... noncombatants were distributed among the victors as servants” • Par 3: “Mohegans and Narragansetts... were even more interested in the human spoils. The Narragansetts... saw absorbing former Pequot members into their tribe as an opportunity to offset some of their recent population decline... an aggressive plan to increase Mohegan authority...” • Par 4: “Mohegan’ and ‘Narragansett’ villagers were not always what they seemed... remaining Pequots.” 	<ul style="list-style-type: none"> • Underline evidence that adds to your understanding of the Treaty of Hartford. • What is new here? • Consider [name line]. What does this evidence add to your understanding? 	<ul style="list-style-type: none"> • Bracket any of the key lines students miss
2	<p>Author’s Claim: All groups involved in the Pequot War advocated for themselves, including the Pequot. The English truly wanted Pequot land, so they attempted to eradicate the Pequot people by committing genocide, not only physically, but culturally. The Mohegan and Narragansett also wanted Pequot land, but also were interested in absorbing Pequot people into their population for different reasons. The Pequot were able to survive by living among other tribes, even though they could not go by the “Pequot” name.</p>	<ul style="list-style-type: none"> • Jot down your sub-claims • Put them all together • The author says something really interesting in paragraphs 3&4 about Pequot identity. Unpack the argument. 	<ul style="list-style-type: none"> • Bracket paragraphs 3&4 • Point to key evidence
3	<p>Q#2: <i>The Pequot warriors were executed and the Pequots who didn’t fight (were noncombatants) were enslaved by the victors—the Narragansetts, the Mohegans and the English. As many as 300 Pequots were enslaved, and their land was seized.</i></p>	<ul style="list-style-type: none"> • Who was executed? Who was enslaved? Why? • What happened to their land? 	<ul style="list-style-type: none"> • Bracket paragraph 2
4	<p>Q#4: <i>The Pequots maintained their identity by either being “quietly welcomed” into the villages of former Indian opponents because many were their relatives, or by remaining free and together in remote, hidden places. They may have been living amongst other Indigenous peoples in some cases, but they remained Pequot culturally.</i></p>	<ul style="list-style-type: none"> • Where did the Pequots live? • How is what you read here different than what you read yesterday? 	<ul style="list-style-type: none"> • Bracket paragraph 4.

Discourse

Discourse

Launch Discourse:

- **SW T&T (1 min):** How did the Treaty of Hartford impact the Pequot people?



(12 min/
@min 32)

Zoom In/Out Questions:

- **Zoom In:** What were the “spoils of war” in this conflict, and who “hungered” for them? *They were Pequot bodies and Pequot land, and all of the victors (the Mohegan, Narragansett and English) “hungered” for them.*
- **Zoom In:** You just told me that Pequot bodies and land were the “spoils of war.” What happened to Pequot people? What happened to their land? *The Pequot warriors were executed and the Pequots who didn’t fight (were noncombatants) were enslaved by the victors—the Narragansetts, the Mohegans and the English. As many as 300 Pequots were enslaved, and their land was seized.*
- **Zoom In:** Yesterday, we discussed that one of the stipulations of the Treaty of Hartford was that the Mohegan and Narragansett were given enslaved Pequots, but that they could not obtain their land, as that was reserved for the English. Why does Woodward say the Narragansetts and Mohegans wanted Pequot people? *Narragansetts- to build up their numbers after the smallpox epidemic, Mohegans- to build up Mohegan power and authority in the region.*
- **Zoom In:** Woodward says that despite this, the Pequot people “sought vigorously to retain a hand in their own destiny.” How did they do this? *They either lived among other Tribes and continued to “be Pequot,” or they created their own remote communities, away from the English.*
- **Zoom Out:** How do you think they could “remain Pequot” while living among other Tribes? What evidence do you have that the other Tribes would even allow this? Reread paragraph 3.
- **Zoom Out:** Would the Narragansett and Mohegan be breaking the Treaty of Hartford by allowing the Pequots to “remain Pequot”? Why might they do this anyways? *Perhaps they would be breaking the treaty, but the treaty is not truly a treaty... it is so one-sided that it is not beneficial to anyone but the English.*

Going Deeper:

- Yesterday, we named that the goal of the Treaty of Hartford—in fact, any treaty—was to create peace. Thumbs up if you agree that the Treaty of Hartford does this. Thumbs down if you disagree.
 - TW call on 2 students to support each side, starting with agree
- **Play Devil’s Advocate:** One could argue that the treaty does indeed bring about peace, as it ends the war and punishes the group that lost—the Pequot. Agree or disagree?
 - **Agree:** *The Pequot lost their name, land, language, and so much more. That resulted in peace because there was no more fighting.*
 - **Disagree:** *The war may have ended, but subjecting a group of people to slavery and stripping them of their culture is not a mark of peace.*
- Let’s go back to the original text from yesterday. What other evidence do we have to support the idea that the Treaty of Hartford was actually NOT intended to create peace in the region?
 - Second stipulation: *In the case of conflict between Indigenous tribes, they must go to the English to mediate. This isn’t peaceful- it’s empowering one group over the other.*
 - **Break It Down Question:** Consider the second stipulation. It names that if the Mohegan and Narragansett come into conflict with one another, they should have the English help them to mediate, or resolve, the issue. Why might this be good evidence to support that the English did NOT seek peace?
 - Third stipulation: *The Narragansetts and Mohegan are friends of the English ONLY if they act in a way the English approve of. They are not allowed to shelter the Pequot or other enemies of the English. In fact, they are instructed to behead these enemies*
 - **Break It Down Question:** Consider the third stipulation. What does this say about the Mohegan and Narragansett relationship with the English?
 - Fourth stipulation: *The Narragansett and Mohegan are not permitted to own Pequot land, and the two tribes are not permitted to ever hold the English captive, essentially barring them from ever taking military action against the English, even though they were allies and the English had no reason to believe these tribes would do so.*
 - **Break It Down Question:** Consider the fourth stipulation. The Mohegan and Narragansett helped the English with the war. Why can’t they have any Pequot



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	<p style="text-align: center;">land, and why would the English feel the need to name that they cannot take English people captive?</p> <ul style="list-style-type: none"> • A treaty is a formal, legal agreement between parties. Are all relevant parties included in this treaty? Why does this matter? <i>No, the Pequot were not included in the treaty. This inevitably means that the treaty cannot be peaceful, as a key group is left out of the agreement.</i> • How does Woodward’s argument help us to better understand the resistance and resilience of the Indigenous people in this story? <i>First, it demonstrates the motives of the Mobegan and Narragansett people, who were arguably victims of the Treaty of Hartford due to their clearly unequal footing in dictating the outcomes of the war. Secondly, it points to the fact that despite being stripped of so much of their culture, and despite the mass murders resulting from the war, the Pequot people survived.</i> • <u>Drop the Knowledge:</u> In 1666, the Pequot obtained a reservation, a set aside piece of land upon which they could reside. It was much smaller than the lands they called home prior to the Pequot War, but it was established nonetheless. What does this tell us about the Treaty of Hartford? <i>The English’s ability to completely dominate Connecticut did not last very long. Just 28 years after naming that the Pequot people could not exist, they started the long battle to win back their cultural identity, beginning with their land.</i> • SW T&T: How did the Treaty of Hartford impact the Pequot people? <i>Despite the English attempt to murder the Pequots and strip them of their culture, the Pequot people survived. About 1,500 lives were lost in the Pequot War, and the massacre at Fort Mystic horrified Indigenous people in the region of what is now called Southeastern Connecticut because of the brutal tactics the English used.</i>
<p>End of Class (5 min/ @min 45)</p>	<p style="text-align: center;">End of Class</p> <p><u>Exit Ticket: (5 min)</u></p> <ul style="list-style-type: none"> • TW say: <i>“Great historians not only know how to make a great argument, but how to substantiate it well with evidence. To close, let’s practice this skill. Read the prompt and provided thesis, then find 1 piece of evidence from the Treaty of Hartford and 1 piece of evidence from Woodward’s article to support your argument.”</i> • SW take 4 min to complete the Exit Ticket • An Exemplar: <i>The Treaty of Hartford dictated that the Pequots “should no more be called Pequots” and “shall be divided” among the English, Narragansett and Mobegans as enslaved people (Doc 1). However, Pequot people “were quietly welcomed into the villages of their former Indian opponents” or “sought to stay together in remote places under the protection of their own sachems” (Doc 2).</i> • TW say: <i>“The Pequot War is the first example of genocide in American history, and is therefore often deemed an important turning point in our nation’s history. Tonight, you’ll read about what constitutes genocide and reflect on why the Pequot War is an example of it. You’ll also focus on how despite the English intent to eradicate the Pequot people, they survived.”</i>
<p>Homework</p>	<ul style="list-style-type: none"> • Pequot War as Genocide