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An Introduction to the 1704 Raid on Deerfield through Two Lenses: the English Settlers and the Pocumtucks

Objectives: After completing this lesson, students will understand that the Pocumtucks and the English settlers had some characteristics and needs in common, and that they also saw their worlds and needs in different ways.

Context: This is a lesson for 3rd graders that will be their first focused exposure to the 1704 raid, focusing more on what happened between the local Natives and English settlers long before the raid. They will already have spent time learning about the Nonotucks and the Wampanoags, and the arrival of the English in Plymouth, MA, and then in Northampton, MA, in 1654. They will have explored everyday life for local Native peoples and for colonial people. The following lesson will extend over a couple of days, or maybe be a focus for half a day.

Historical Thinking Benchmarks addressed:

- An understanding of historical debate and controversy
- An understanding of bias and points of view
- Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time

ELA Common Core Standards addressed:

- Literacy/Reading Information 3.7: Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate an understanding of the text.
- Spoken Language 3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Spoken Language 3.2: Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Lesson Overview: By way of introduction, explore relevant sections of the *Raid on Deerfield: the Many Stories of 1704* website (<http://1704.deerfield.history.museum/index.html>) to give the students more background about English and Wobanaki/Pocumtuck lifeways as well as the story of the Pocumtucks being pushed out of Deerfield as the English settled there. Students will try to imagine themselves as members of those groups, and share their perspectives with one another. End with a cultural sharing from each group.

Procedure:

1. Brief brainstorm on what background knowledge children might have about the Natives and English settlers in Deerfield, and what they wonder about the topic.

2. On the *Raid on Deerfield* website, begin by looking at the images and reading some of the text in sections on “Lifeways” of the English and the Wobanakis/Pocumtucks.
(<http://1704.deerfield.history.museum/scenes/groups.do>) What do they notice for each group? What’s similar? What’s different?
3. Next, look at “Founding New Communities”
(<http://1704.deerfield.history.museum/scenes/scenemenu.do?title=Founding>), specifically focusing on the founding of Deerfield, and how the Pocumtucks were pushed out. What did the English settlers want? What did the Pocumtucks want?
4. Children will divide into 2 groups with chart paper and art paper. One group will imagine themselves as the new settlers of Deerfield and the other group as Pocumtuck people who’ve had to leave their Pocumtuck homeland. Each group will talk about what they need and want for their own lives and their communities. They will write their ideas on the chart paper and draw responses as well, with captions.
5. The two groups will come together to share their ideas. Notice what is the same and different for the groups. Ask children to try to stay in the character of their group.
6. Finally, using the “Voices and Songs” section on the website
(<http://1704.deerfield.history.museum/voices/index.do>), invite the English to share one of their songs/psalms, and then invite the Pocumtucks to share (using the recording on the website) their “deep time story” about “The People of the Beaver-Tail Hill”
(<http://1704.deerfield.history.museum/voices/stories.do>) with the beautiful photograph of the Pocumtuck Range on the Smartboard.
7. End with children reflecting on what they have learned by writing in their social studies journals.