

NEH Institute: Living on the Edge of Empire

### **Reaching a Place of Understanding, Or Not...**

A series of conflict took place along the frontier between New England and New France in the late 17th and early 18th centuries. These wars were a series of complicated events which leave today's scholars confused. Still, that doesn't undermine the significance of conflict in the development of both the United States and Canada, and it deserves a closer examination of this legacy. This requires student understanding of the historical actors along the frontier, their motivations and objectives.

### **Objectives**

Students will investigate the 17th-18th century frontier in the Northeast as a shared space, containing a multitude of cultures including the French, English, Abenaki, Huron and Iroquois, each having unique objectives and traditions.

Students will accurately construct and defend a political course of action consistent with imperial or tribal interests with regard to intercolonial conflicts in the early 18th century Northeast.

### **Skills**

Reading for information; historical interpretation; geographic interpretation; critical analysis; group discussion; summit-style class debate; consensus building; summarization and individual response and reflection.

### **Standards**

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**CTSS.HIST 8.3** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**CTSS.INQ 6.8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**CTSS.INQ 6-8.15** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**NCHE's Historical Habits of the Mind:** Through this activity, students will develop an understanding of and appreciation for...

- Significance of the past
- What's important and what's not
- Historical empathy
- Shared humanity

- History is unfinished business
- Campaign against mono-causality
- The unintended and unexpected
- Time and place are inseparable
- Evaluating evidence

### **Overview**

Students will analyze various sources for critical information about a nation's objectives and best course of action amid conflict in the Colonial Northeast. They will be divided at the teacher's discretion into 5 different groups, each exploring the background of one of five different groups along the New England frontier: French, English, Abenaki, Huron and Iroquois. Students will investigate the sources provided to familiarize themselves with the general history, culture, practices, politics and trade aspirations of each group. Each nation will, using this knowledge, engage in a diplomatic summit to negotiate the possibility of both war and peace. The individual groups will engage in meaningful dialogue to discuss various issues and reach a decision with regard to their group's best course of action – war, peace, alliance, neutrality etc.

This lesson serves as a culminating formative assessment to solidify understanding of and empathy for political relationships on the New England frontier.

### **Procedure**

-Students are broken into groups.

-Groups receive source materials and group identification sheet.

-Students are given allotted time necessary to review source materials in preparation for the summit. This could vary anywhere from 20 to 120 minutes depending on the number of sources provided. This could also serve as preparation homework.

-The 5 groups will convene to engage in a 5-group summit. Each group will be presented with a proposed scenario which will be introduced 10 minutes before the summit begins. Provided is a sample scenario in which clearly marked borders between New England and New France are being proposed.

-Using the background knowledge collected, groups will negotiate the terms of this proposal to a resolution, compromise, or non-resolution.

-Following the summit, each group will convene to discuss a proper course of action with regard to the other 4 groups. This course of action could include possibilities such as neutrality, war, alliance, sanctions etc.

-Each group will designate a spokesperson to share their conclusions regarding their separate courses of action with a brief explanation of their decisions. Why did they decide to act in such a way towards the other 4 groups?

### **Assessment**

Student research will receive an individual formative assessment grade based upon completion and thoroughness of their group identification sheet.

Students will receive a group formative assessment based upon effective and realistic decision making skills, demonstrating reasoning toward the success of their society.

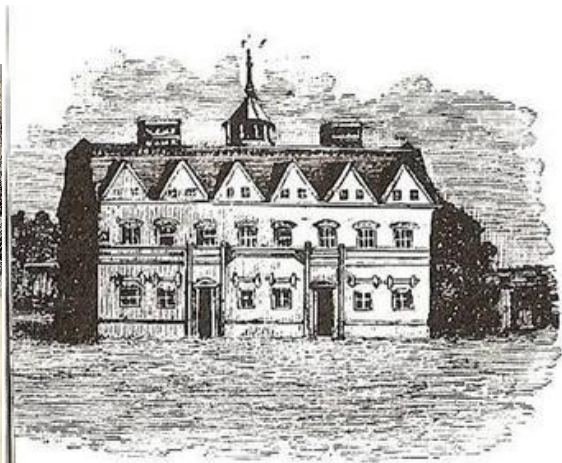
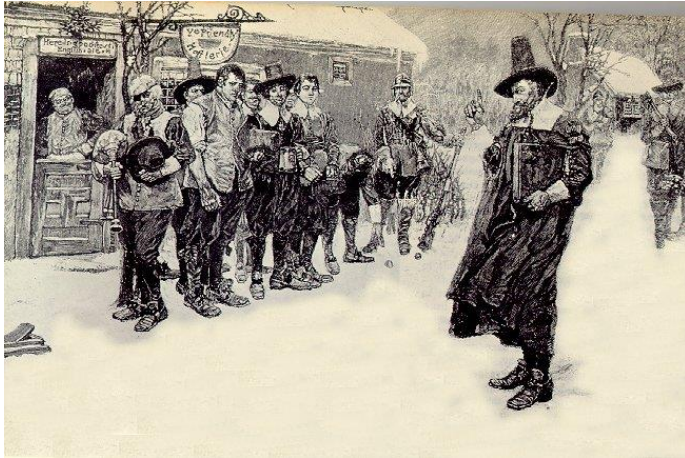
## English Colonial Sources

"Meet the Five Cultures" section of the website: *Raid on Deerfield: The Many Stories of 1704*  
<http://1704.deerfield.history.museum/scenes/groups.do> See "English."

"Puritan Life." *USHistory.org*. Independence Hall Association, n.d. Web. 15 Oct. 2016.  
<http://www.ushistory.org/us/3d.asp>

Wright, Mackenzie. "What Was Family Life Like in Colonial New England?" *Our Everyday Life*. People of Our Daily Life, n.d. Web. 18 Oct. 2016.  
<http://peopleof.oureverydaylife.com/life-like-colonial-new-england-9649.html>

[http://www.youtube.com/channel/UCe3BW9orW90fBu2w\\_5sOmcw](http://www.youtube.com/channel/UCe3BW9orW90fBu2w_5sOmcw). "The Relationship between Puritans and Indians." *YouTube*. YouTube, 18 Sept. 2014. Web. 15 Nov. 2016.



Harvard College





## Map of New England Colonies





## French Colonial Sources

"Meet the Five Cultures" section of the website: *Raid on Deerfield: The Many Stories of 1704*  
<http://1704.deerfield.history.museum/scenes/groups.do> See "French."

"The Church in New France." (n.d.): n. pag. Web. 19 Oct. 2016.

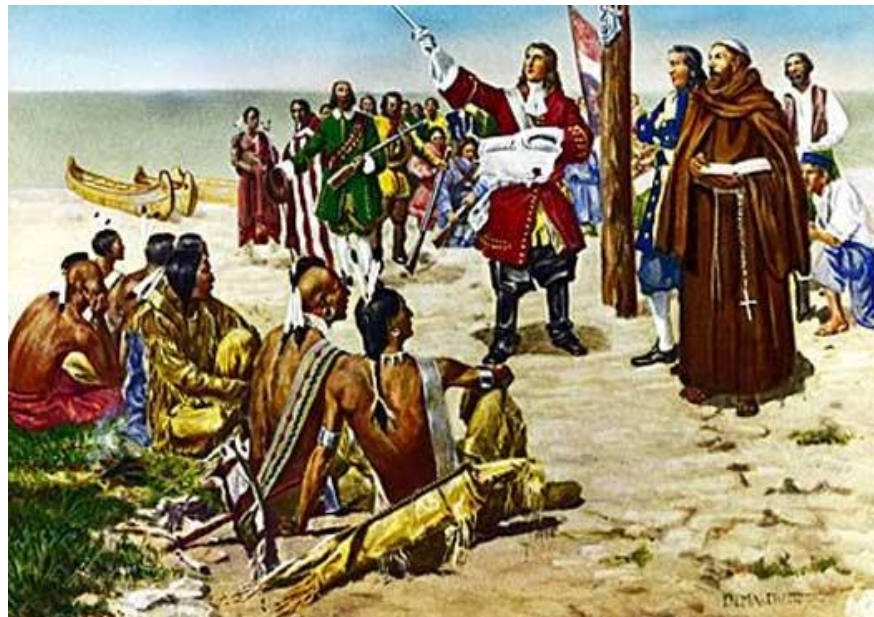
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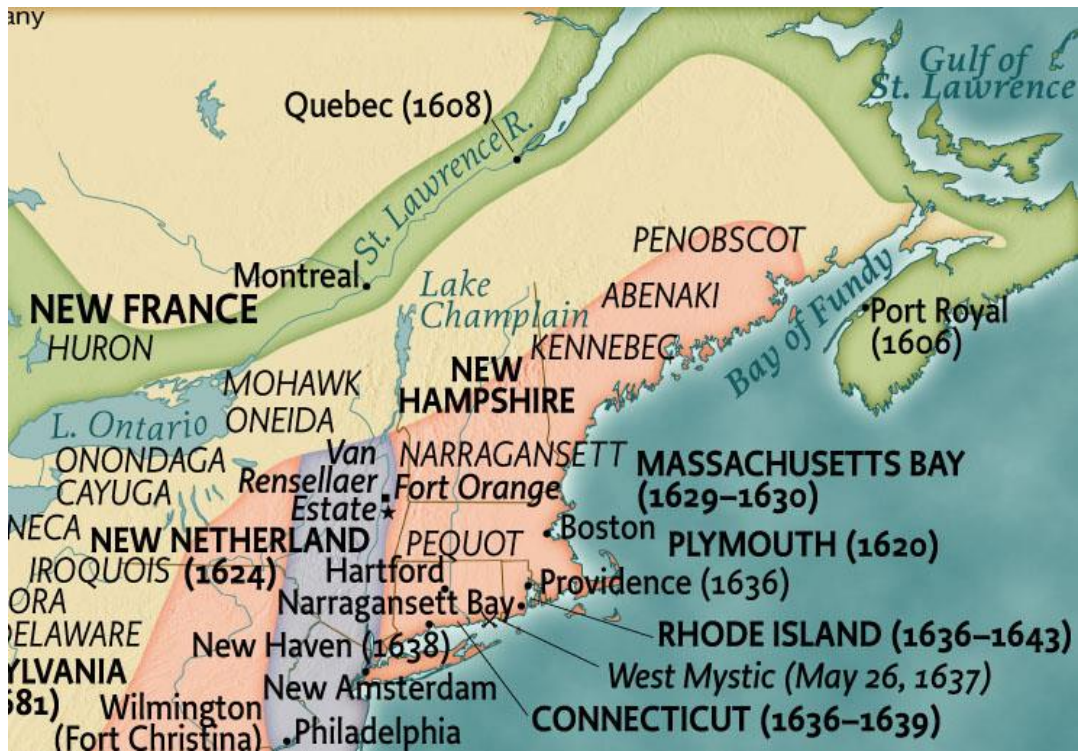
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<http://www.canadahistoryproject.ca/1663/1663-14-daily-life.html>

"The Society of Jesus, the Jesuits." *CBCnews*. CBC/Radio Canada, n.d. Web. 15 Nov. 2016.

<http://www.cbc.ca/history/EPCONTENTSE1EP2CH5PA3LE.html>







## Mohawk (Iroquois) Sources

"Meet the Five Cultures" section of the website: *Raid on Deerfield: The Many Stories of 1704*  
<http://1704.deerfield.history.museum/scenes/groups.do> See "KanienKehaka (Mohawk)."

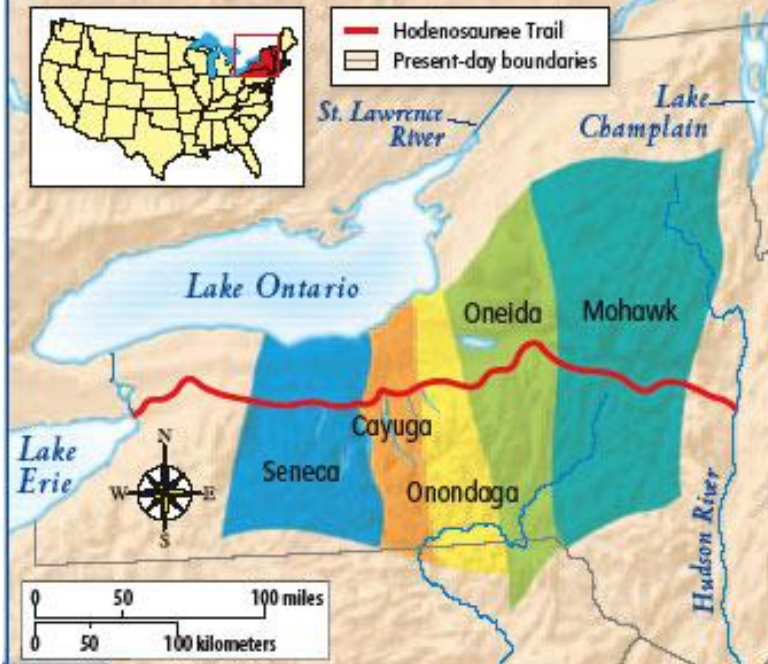
"The History of Kahnawake." *The History of Kahnawake*. N.p., n.d. Web. 15 Oct. 2016.  
<http://www.lily-of-the-mohawks.com/histKahn.htm>.

"Tsi Nitiohtón'ne Oká'ra." *MCK / History*. Mohawk Council of Khanawake, n.d. Web. 21 Oct. 2016  
<http://www.kahnawake.com/community/history.asp>

"The Iroquois and the Fur Trade." *The Iroquois and the Fur Trade* —. Pennsylvania State University College of Liberal Arts, n.d. Web. 21 Oct. 2016.  
<http://elearning.la.psu.edu/anth/146/lesson-5/the-iroquois-and-the-fur-trade>.



# The Iroquois Confederacy, 1500





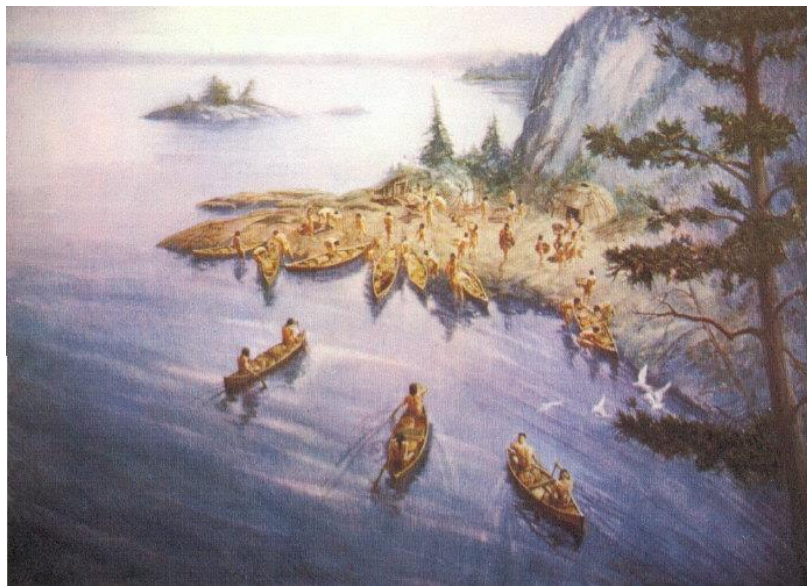
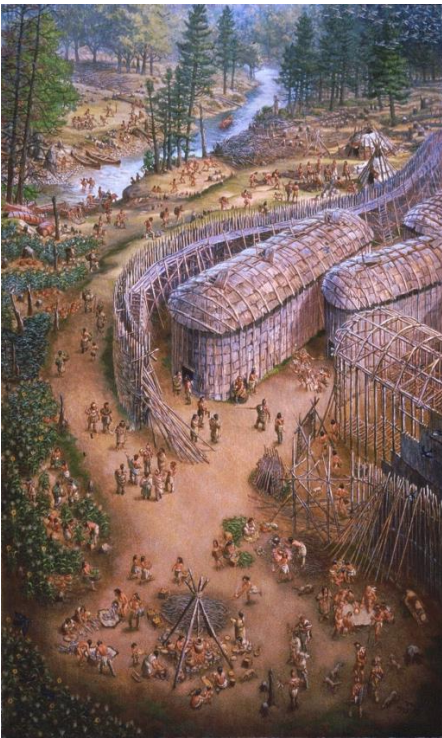
## Huron Sources

"Meet the Five Cultures" section of the website: *Raid on Deerfield: The Many Stories of 1704*  
<http://1704.deerfield.history.museum/scenes/groups.do> See "Wendat."

"History of the Wyandot (Huron) People to 1614." *Wyandot*. N.p., n.d. Web. 15 Oct. 2016.  
[http://www.wyandot.org/wn\\_early.htm](http://www.wyandot.org/wn_early.htm).

"Huron (Wyandot) Tribe." *Warpaths 2 Peacepipes*. N.p., n.d. Web. 15 Oct. 2016.  
<https://www.warpaths2peacepipes.com/indian-tribes/huron-tribe.htm>.

"Huron Indians." *Huron Indians*. Michigan State University Department of Geography, n.d. Web. 15 Oct. 2016.  
<http://geo.msu.edu/extra/geogmich/Hurons.html>.





French Catholic Huron Mission





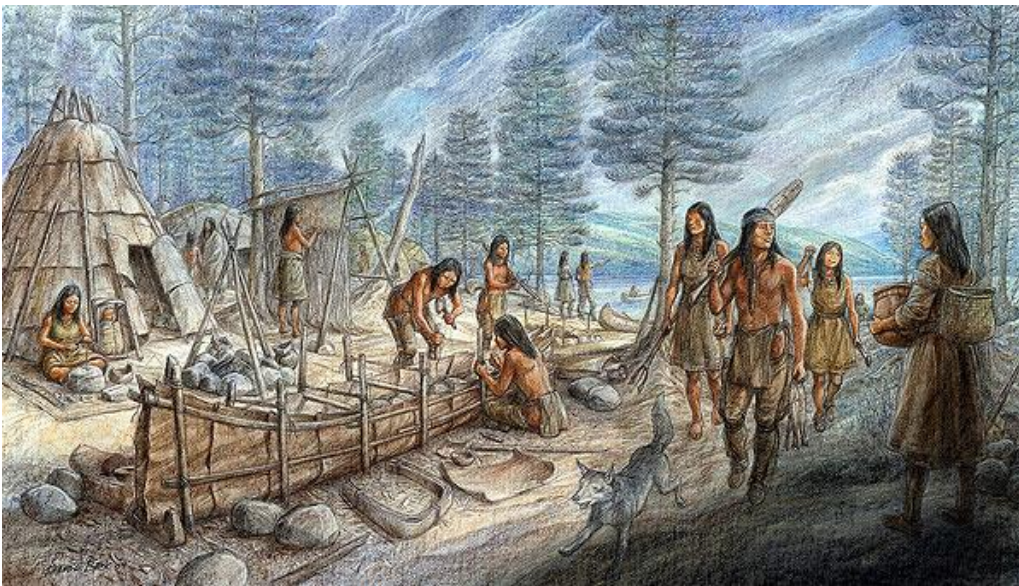
## Abenaki Sources

"Meet the Five Cultures" section of the website: *Raid on Deerfield: The Many Stories of 1704*  
<http://1704.deerfield.history.museum/scenes/groups.do> See "Wobanaki."

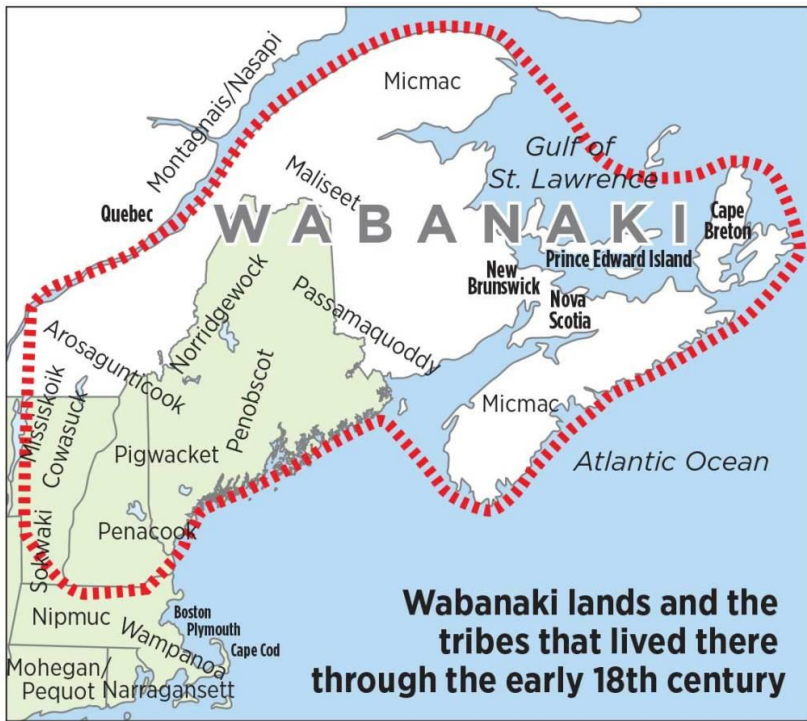
"Abenaki and Pennacook." *Native Americans of New Hampshire*. History of American Women, n.d. Web. 15 Oct. 2016.  
<http://www.womenhistoryblog.com/2008/06/native-americans-of-new-hampshire.html>

"People of the Dawn." *NHPTV Knowledge Network*. New Hampshire Public Television, n.d. Web. 18 Oct. 2016.  
<http://www.nhptv.org/kn/itv/ournh/ournhtg2.htm>. See "Background Information."

"Abenaki History." *Abenaki*. N.p., 21 July 1997. Web. 18 Oct. 2016.  
<http://www.tolatsga.org/aben.html>.







STAFF GRAPHIC | MICHAEL FISHER



Research Notes for the \_\_\_\_\_ Nation.

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Location. Where does your nation reside?

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Allies:

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Enemies:

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Trading Partners:

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Trade Resources:

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Food Sources:

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Family Life:

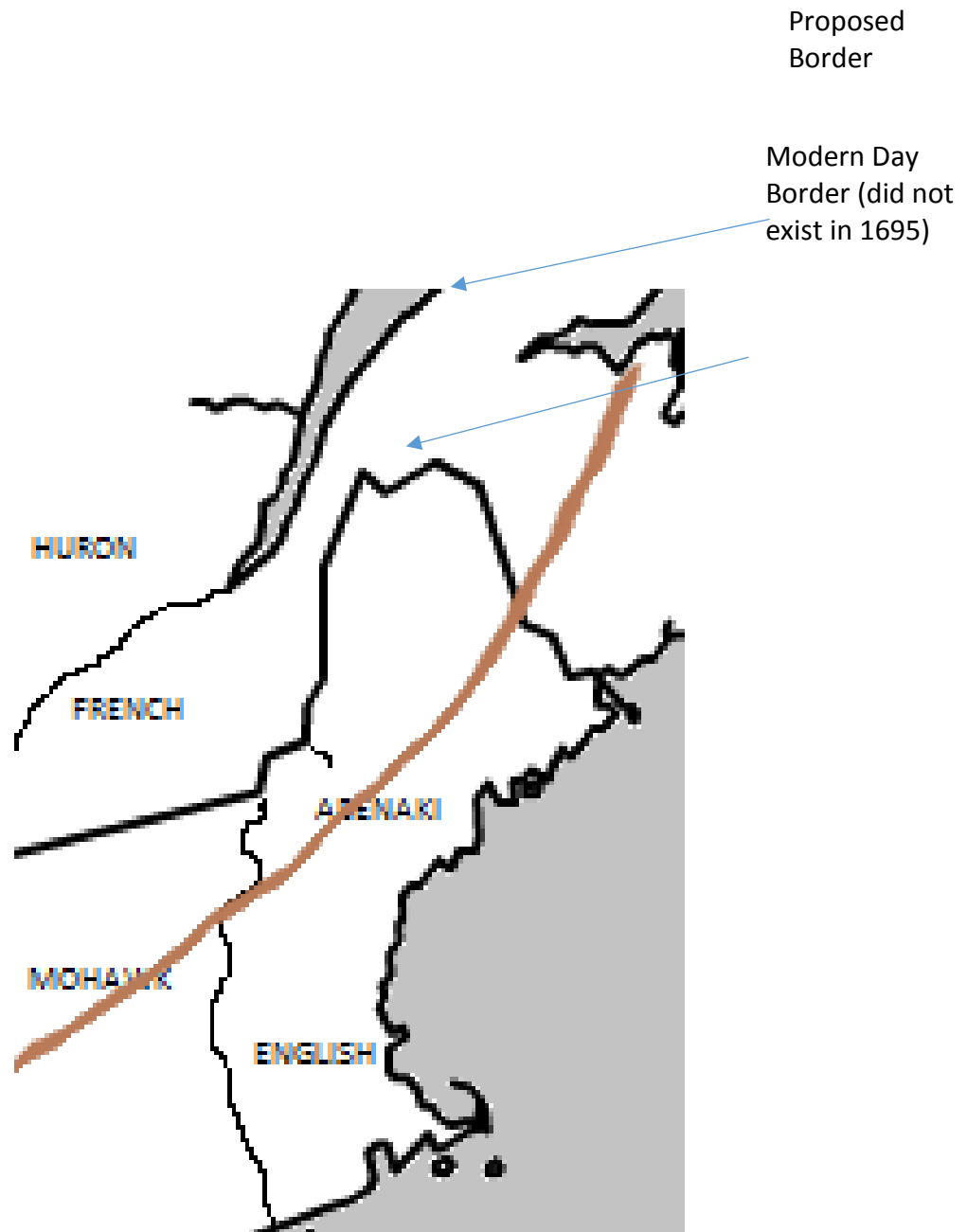
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Religious Affiliations:

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## LIVING ON THE EDGE OF EMPIRE: FRONTIER SUMMIT ACTIVITY, 1695

Life on the frontier can be difficult, and confusing. It isn't clear whose territory one is in, who is in charge, and who is to enforce the law. While the frontier is a valuable area for trading, this confusion also results in years of conflict, confusion, land grabbing and even open warfare. To clear the air, the Colonists of New England are proposing a peaceful resolution with their French neighbors to the North...



A border proposal! Right down the middle, dividing up New England from New France. This would allow the French to continue their trading, hunting and religious missionary activities, and the English to expand their farmland and trading influence further into Native territory.



Your group is in attendance at a conference in which the proposal was made. Using your nation's history and background information, negotiate the terms of this border proposal. Is it unacceptable for you and your nation? Does it get in the way of your way of life, or does it make things easier? Does it keep you from your trading partners, or does it allow access to new ones? Will Native people be allowed to cross the border freely? Should they? What about settlers? Should they be allowed to cross this border? What impacts would this border have on YOUR group's way of life?

Following the conference, your group will discuss the terms. How will you respond to each of the other groups based on this proposal? Will you cut all ties? Will you form trading friendships? Is it worth going to war over?

### The Colonial Border Proposal Conference of 1695

**Our Nation (circle one):** England    France    Abenaki    Mohawk    Huron

**WE SUPPORT/OPPOSE THE BORDER PROPOSAL BECAUSE...**

According to how things went at the conference, how will my nation respond to each of the following nations?

We will \_\_\_\_\_

the \_\_\_\_\_ nation, because....

We will \_\_\_\_\_

the \_\_\_\_\_ nation, because....

We will \_\_\_\_\_

the \_\_\_\_\_ nation, because....

We will \_\_\_\_\_

the \_\_\_\_\_ nation, because....