

Connections: Deerfield, MA and the Fort at No. 4 in Charlestown, NH

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American Studies

Grade 11

Length of lesson: approximately four 90-minute blocks, three for research and preparing the power point presentations and one for presenting them to the class

Essential question:

Why would settlers of the 17th and 18th centuries build forts in their communities?

Objectives: By studying Deerfield, MA, a fortified town, and The Fort at No. 4 in Charlestown, NH students will be able to:

1. examine what motivated people to move to the edge of the frontier in the 17th and 18th centuries.
2. communicate what these settlers expected to find in these frontier areas.
3. explain the difficulties these settlers experienced.
4. predict how the settlers might have dealt with these difficulties.
5. outline how the French in Canada and Native Americans viewed the English settlers.
6. explain why the settlers built forts in their communities.
7. research the construction of the forts.
8. discuss the reasons leading up to the raids on the forts.
9. evaluate the outcomes of these raids.
10. compare and contrast the function of Deerfield, MA as a fortified town and The Fort at No. 4 in Charlestown, NH.

Materials:

1. Computers
2. Copies of the assignment sheet with focus questions and on-line resources
3. Copies of the map of New England forts
4. Copies of the handout "For Settlers Living East of the Connecticut River"
5. Copies of Appendix 3-"Forts in the Line and Related Forts", from *The Line of Forts* by Michael D. Coe
6. Copies of "Map 5. The Deerfield stockade during the assault, February 29, 1704"
7. Copies of the PowerPoint Rubric
8. Copies of the Group Oral Presentation Rubric

Procedure:

Lesson Introduction:

Many settlers moved from the eastern edges of the Massachusetts Bay Colony and the New Hampshire Colony in the 17th and 18th centuries. This movement provided opportunities but also presented difficulties and conflicts for the settlers. The following lesson will focus on the settlements in Deerfield, MA and Charlestown, NH in the 18th century and allow students to explore those opportunities, difficulties and conflicts.

- 1a. Tell students that communities in New England and New York had different types of forts such as, the military fort in Ticonderoga, New York, the fortified

- towns of Charlestown, NH and Deerfield, MA and houses surrounded by a wall, such as Taylor's Fort in Charlestown, MA.
- b. Ask students: Why would settlers of the 17th and 18th centuries build such forts?
 - c. Make three columns on the board (one for military, one for fortified towns, and one for houses surrounded by a wall). Record student responses for each category on the board and discuss the responses as a class.
 - d. Pass out the handout "For Settlers Living East of the Connecticut River" to illustrate the several forts established in this area and discuss them.
2. Divide the class in half. Then within each half, divide students into groups of whatever size is appropriate for your class. Half of the groups will explore this broad question with guiding questions regarding Deerfield, and half of the groups will explore this broader question with guiding questions regarding the Fort at No. 4 in Charlestown, NH.
 3. Pass out the student assignment sheet, Powerpoint Rubric and Group Oral Presentation Rubric
 4. Pass out the map of New England forts and Appendix 3- "Forts in the Line and Related Forts"
 5. Tell students they will be researching the questions on the assignment sheet to gather their information and will be creating a Powerpoint slideshow. Each group of students will collaborate and be resourceful to complete the task. All are required to be part of the oral presentation of the slideshow and answer audience questions regarding it.
 6. Upon completing their research, students will prepare their slideshow presentations.
 7. Each group will present their slideshow.
 8. After the presentations, ask students the following questions:
 - a. What commonalities and differences do you see between the settlers in Charlestown and Deerfield? Write the responses on the board or project them on a screen and discuss them.
 - b. What commonalities and differences do you see between the two forts? Write the responses on the board or project them on a screen and discuss them.

Lesson Extensions:

- * Research aspects of the Abenaki culture in New Hampshire such as art, way of life, oral tradition, spirituality, food, dress, home, etc.
- * Research the John Williams family captivity stories in the "People" section of the *Raid on Deerfield: the Many Stories of 1704* website:
<http://1704.deerfield.history.museum/people/index.do>
- * Research one of the forts listed on the handout "For Settlers Living East of the Connecticut River" and draw comparisons to the Fort at No. 4 in Charlestown, NH and the fortified town of Deerfield, MA

Connections: Deerfield, MA and the Fort at No. 4 in Charlestown, NH Assignment Sheet

Your group will be investigating why settlers of the 17th and 18th centuries built forts in their communities.

Your investigation will focus on either the fortified town of Deerfield, MA or the Fort at No. 4 in Charlestown, NH.

Your group will develop one slideshow presentation to share with the class. You are required to collaborate and all will present a portion of the presentation. You will all be prepared to answer any questions of the class regarding your presentation.

You will have three days to work on this, and one day to present your findings.

1. Participatory activity:

In your group, you will speculate on the following questions, and you will **each** write down the responses. These will be collected.

- * What motivated people to move to the edge of the frontier in the 17th and 18th centuries?
- * What might they expect to find in these areas?
- * What difficulties might they experience?
- * How might they deal with these difficulties?

2. Upon completing the brainstorming session, each group will share its speculations with the class.

Group Activity:

1. In your group, decide how you will divide up the task of investigating your community and preparing your slideshow. Your presentation should have a minimum of 20 slides. You will also have a slide that documents your sources. You will be graded according to the PowerPoint Grading Rubric and the Group Oral Presentation Rubric.

2. Questions to investigate but not limited to your investigation are:

- * What motivated people to move to the edge of the frontier in the 17th and 18th centuries?
- * What might they expect to find in these areas?
- * What difficulties might they experience?
- * How might they deal with these difficulties?
- * How did the French in Canada and Native Americans view the settlers?
- * Why did the settlers build fortified towns?
- * What led to the raids on these two communities?
- * What was the outcome of these raids?

3. Upon completion of your slideshow, your group will deliver a presentation to the class.

4. When all groups have presented, we will discuss the similarities and differences in the functions of each fort and revisit the lesson's essential question.

Resources for Your Assignment

1. For those of you investigating the **Deerfield community**, here is a way to get you started. Go to the following site: <http://1704.deerfield.history.museum/home.do>

From the “Maps” Section:

The Deerfield/Pocumtuck Area- Deerfield, circa 1700
Colonial Northeast, circa 1620-1725

From the “Artifacts” Section:

Table of Losses
Warning letter from Samuel Partridge

From the “Explanations” Section:

Captivity and Return

From the “People” Section:

Eunice Kanenstenhawi Williams
Eunice Mather Williams
Reverend John Williams
Stephen Williams

Handout: Appendix 3-“Forts in the Line and Related Forts”

Handout: "Map 5. The Deerfield stockade during the assault, February 29, 1704"

2. For those of you investigating the **Charlestown community**, here is a way to get you started. For the history of the fort, go to <http://www.fortat4.org/history.php>

From the “Fort History” Section:

Map: “Boundaries as Claimed in 1754 at the beginning of the French and Indian War”
“A Fort is Constructed”

For the Captivity of Stephen Farnsworth at Fort Number 4 April 19, 1746, use the link:
http://home.earthlink.net/~steveells/fort-number-4/Stephen_horn.html

Handout: “Map of New England Forts”

Handout: Appendix 3- “Forts in the Line and Related Forts”

Appendix 3

Forts in the Line and Related Forts

An asterisk (*) denotes principal forts, usually garrisoned by the Province of Massachusetts. The following are included, from east to west:

1. Northfield
 - Shattuck's Fort (built ca. 1736-37; two houses surrounded by palisade)
 - Deacon Alexander's Fort (built 1744, rebuilt 1753; mount)
 - Mr. Doolittle's Fort (same)
 - Capt. Zechariah Field's Fort (same)
 - Nathaniel Dickinson's Fort (same)
2. Fall Town (= Bernardston)
 - *Burk's Fort (attacked 1747, dismantled after war; 8 houses, surrounded by palisade)
 - Samuel Connable's Fort (fortified house)
 - Lt. Ebenezer Sheldon's Fort (fortified house)
 - Deacon Sheldon's Fort (fortified house, attacked 1746)
3. Colrain
 - *Hugh Morrison's Fort (built after 1739; fortified house)
 - The Rev. McDowell's Fort (fortified house, palisaded and garrisoned in 1755)
 - Fort Lucas (probably blockhouse and palisade)
 - South Fort (also known as Fort Morris; blockhouse and palisade)
4. Heath (founded 1785)
 - *Fort Shirley (built 1744, abandoned 1754; blockhouse, probably with palisade)
5. Rowe (incorporated 1785)
 - *Fort Pelham (built 1744-45, abandoned 1754; single barracks with palisade)

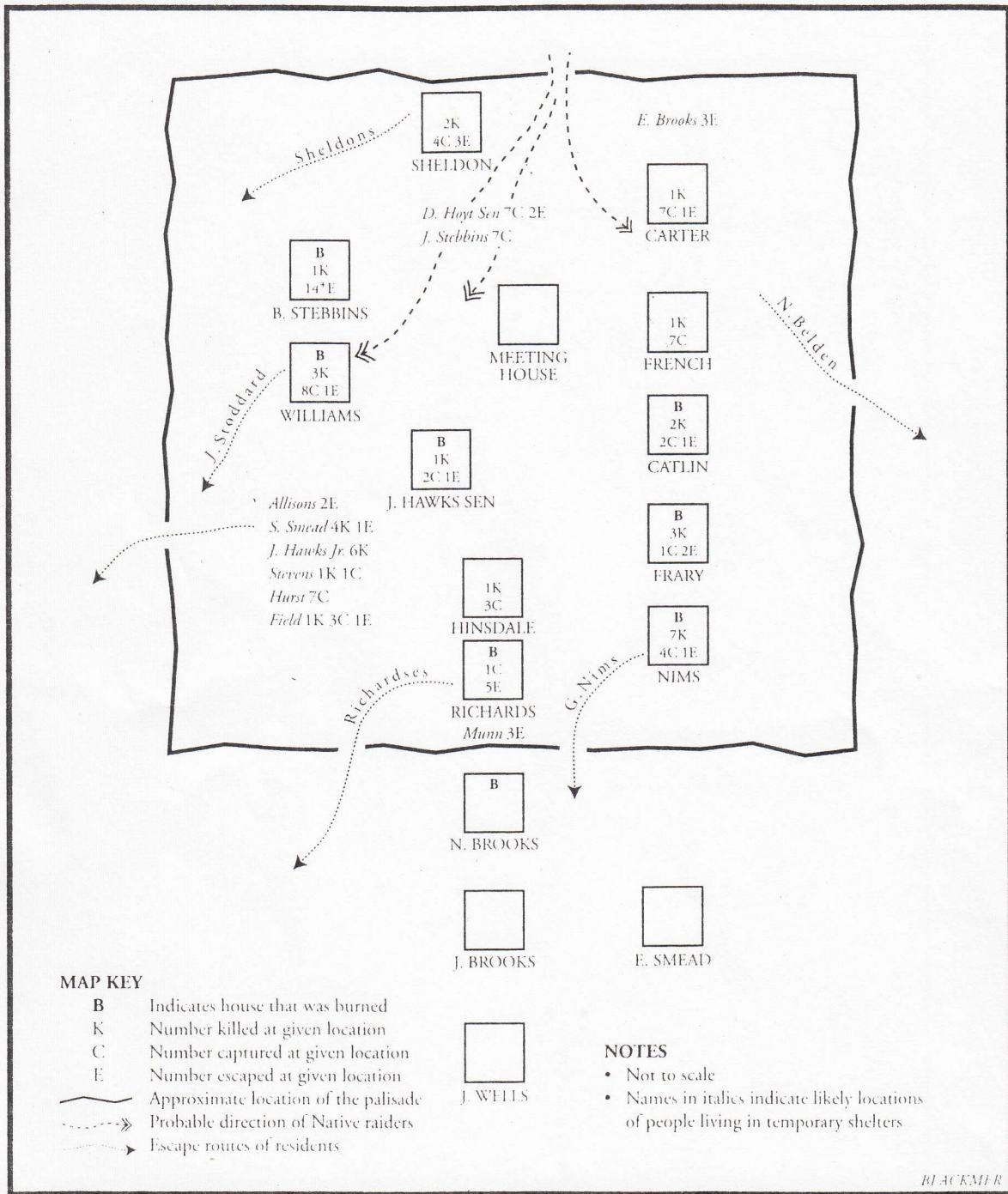
6. East Hoosuck (= North Adams)
*Fort Massachusetts (built 1745, abandoned by 1759; large barracks with palisade)
7. West Hoosuck (= Williamstown)
*West Hoosuck Fort (built 1756; blockhouse and houses, with palisade)

Related forts in Massachusetts include:

1. Deerfield
Five garrisons built in town itself, one in Wapping
2. Charlemont
Taylor's Fort (built 1742 or shortly thereafter; two houses, connected by palisade walls in 1754)
Hawks' Fort (two houses, connected by palisade walls in 1754)
Rice's Fort (built 1742, palisaded house; in 1756, palisade moved to son's house)
3. Huntstown (= Ashfield)
Palisaded fort, built c. 1753
Second fort built 1759
4. Pontoosuck (= Pittsfield)
*Fort Anson (built 1754; fortified barracks, with second-story walk going around it)
Two other forts built 1756

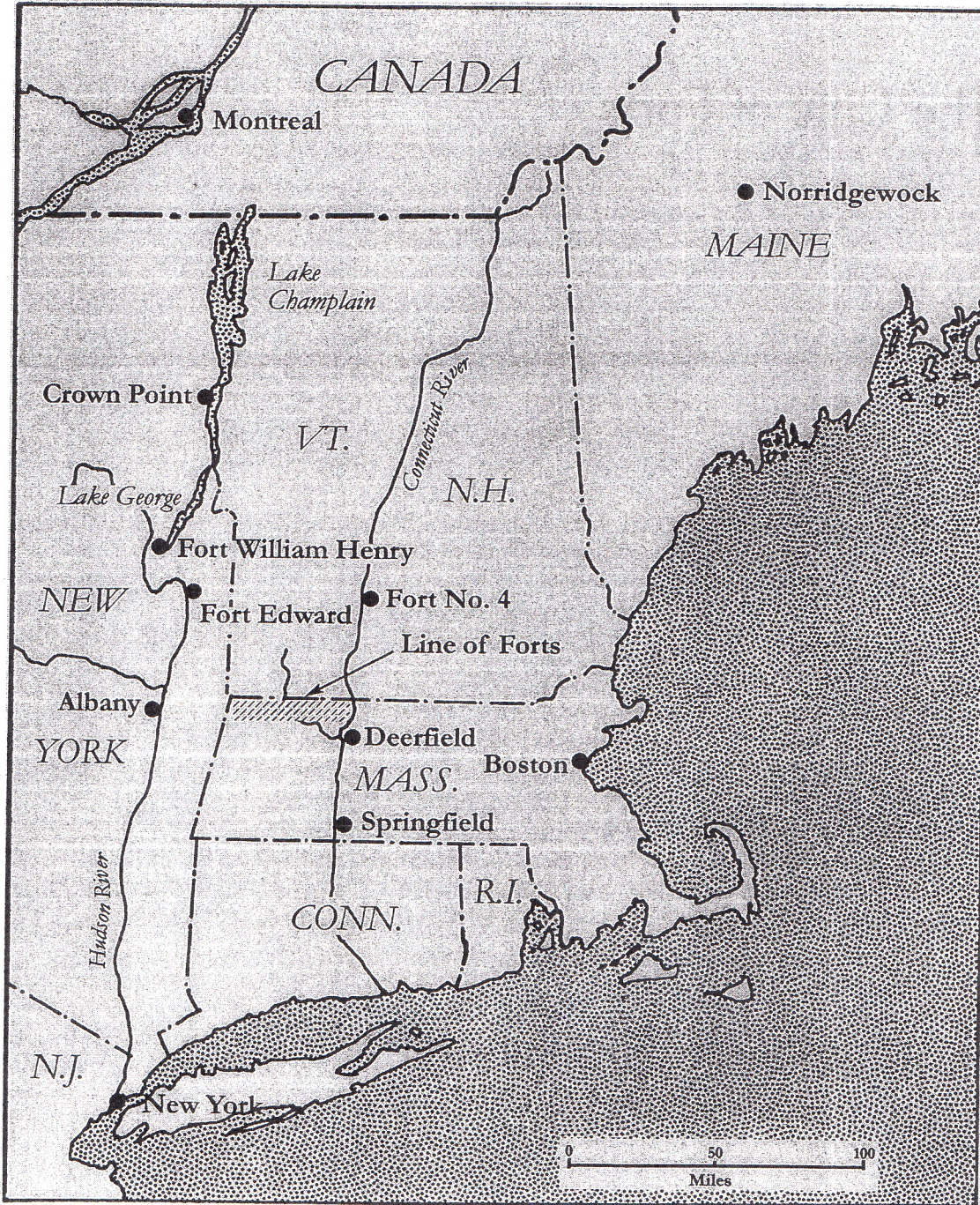
Related forts in upper Connecticut Valley include:

1. Brattleboro (Vermont)
*Fort Dummer (built 1724; houses around parade, connected by palisade)
Sartwell's Fort (blockhouse)
The Rev. Ebenezer Hinsdale's Fort (opposite Bartwell's on other side of river)
Fort Bridgman
2. Charlestown (New Hampshire)
*Fort No. 4 (built 1743; a number of houses around parade, enclosed by walls of horizontally laid timbers; palisade outside)



MAP 5. The Deerfield stockade during the assault, February 29, 1704. Sources: Based on "Fitz John Winthrop's Table of Losses," in Sheldon, *History of Deerfield*, 1:304-305; John Williams to Stephen Williams, Deerfield, March 11, 1728/29, Gratz Collection, Historical Society of Pennsylvania; and McGowan and Miller, *Family and Landscape*.

New England Forts



From: The Line of Forts
Michael D. Coe

**For Settlers Living East of the Connecticut River
Created by the Deerfield Teachers' Center of the Pocumtuck Valley Memorial
Asso., Deerfield, MA**

Brattleboro

Fort Dummer (“Ft. Drummer” on map)- built 1724, had 12 guns, Native Americans came to Ft. Dummer for trade & rum

From *The History of Deerfield, Vol. I*, George Sheldon, pgs. 406 & 407:

“The fort was about 180 feet square, built of hewn yellow pine, laid up log-house fashion, and was a perfect defense against existing enemies....Lean-to houses were built against the walls on the inside.”

From *The History of Deerfield, Vol. I*, George Sheldon, pgs. 404 & 405:

“It was uncertain whether the Five Nations could be relied upon to defend our river towns against incursions from Canada, and a defensive post above Northfield was projected. The General Court voted, December 27th, 1723:-

That it will be of Great Service to all the Western Frontiers, both in this and the Neighboring Government of Conn., to Build a Block House above Northfield...and to post in it forty Able Men, English & Western Indians, to be employed in Scouting at a Good distance up Conn. River, West River, Otter Creek, and sometimes Eastwardly above Great Manadnuck, for the Discovery of the Enemy Coming towards anny of the frontier Towns...”

From *Fortress America*, JE & HW Kaufmann, pgs. 60 & 61:

“It was also not built like a typical stockade, but instead it was made of cut white pine timbers placed horizontally to form rather solid walls with loopholes cut into them. Buildings were placed at each corner and single watchtower with loopholes stood at a corner near one of the two entrances. Fort Dummer was first garrisoned by a bout forty Massachusetts militiamen and a dozen Mohawks.”

Hinsdale

Sartwell’s Fort- built 1737, across from Fort Hinsdale (built in 1743)in Hinsdale, NH

From *Vermont Historical Gazeteer, Vol. V*, Abby Maria Hemenway, 1891:

Its walls were of hewn timber with a hewn plank outside door...It covered an area of almost 38x20 feet and was a story and a half high. At the top of the first story, the timbers projected about three-fourths of their thickness, so that port-holes, over the door and elsewhere, were

conveniently made from which those within were enabled to fire down upon their assailants. The public road ran east of it.

Bridgman's Fort- from *Vermont Historical Gazeteer, Vol. V*, Abby Maria Hemenway, 1891: Bridgman's Fort was of similar construction and was probably built the same year by Orlando Bridgman. It was situated on the east side of the road, one-half mile south of Sartwell's Fort, and with the exception of Fort Dummer was the only place picketed and considered secure in that vicinity. June 24, 1746, a party of 20 Indians burned the fort and killed William Robbins and James Parker while working in a meadow near Bridgman's Fort; wounded Michael Gilson and Patrick Roy and took John Beeman, and Daniel Howe prisoners, but not until the latter had killed one of his captors. It was soon afterward rebuilt and strongly picketed.

Charlestown

Fort #4- built 1743, houses constructed with outside walls of logs, all within palisade, abandoned 1746, soldiers returned 1747 and successfully fought off enemy that same year and then settlers returned

Northfield

Shattuck's Fort- built 1736, 37- 2 houses within a palisade

Deacon Alexander's Fort- built 1744, rebuilt 1753, mount

Doolittle's Fort- built 1744, rebuilt 1753, mount

Capt. Zechariah Field's Fort- built 1744, rebuilt 1753, mount

Nathaniel Dickinson's Fort- built 1744, rebuilt 1753, mount

From *Fortress America*, JE & HW Kaufmann, pg. 60:

“Most of the forts built by settlers were little more than palisaded works with walls 10 to 12 feet high encircling a varying number of homes in a settlement.”

PowerPoint Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete
Research and information	Information indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.	Information shows you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	Information shows you misinterpreted statements, graphics and questions and failed to identify relevant arguments.	Information shows you recorded information from four or less resource, did not find graphics or sounds, and ignored alternative points of view.
Introduction	The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	The introduction is clear and coherent and relates to the topic.	The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.
Content	<p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.</p> <p>Information is accurate, current and comes mainly from credible sources.</p>	<p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from reliable sources.</p>	<p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>Sources used appear unreliable.</p>	<p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>
Text Elements	<p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p>	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.
Layout	The layout is visually pleasing and contributes to the overall message with	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting	The layout is cluttered, confusing, and does not use spacing, headings and

	appropriate use of headings, subheadings and white space.		with large gaps of white space or uses a distracting background.	subheadings to enhance the readability.
Citations	Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using MLA citations throughout the project.	Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.	Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.	No way to check validity of information.
Graphics, Sound and/or Animation	The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content.	The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.
Writing Mechanics	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)

from: morganparkcps.org/ourpages/auto/2014/5/29/61749956/PowerPoin...

Group Oral Presentation Rubric

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.