

The 1704 Raid on Deerfield and Captivity

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Context:

This lesson is based on the 1704 French and Native raid on the English colonists at Deerfield located in Massachusetts. Domestically, this raid was one of many in this region since the 1600s. Internationally, it is a battle in the competition for New World domination between the French and British empires, which has been going since the 1600s.

Overview:

In this lesson, students will engage in several activities- art analysis, readings, skits, artistic expression, puzzle- to learn about both the Deerfield raid in particular and the general concept of captivity involving Europeans in the 1600s and 1700s in particular.

Essential Question:

How could raids, such as the one in 1704 in Deerfield, have been avoided and satisfied each of the parties involved (Natives, French and English)?

Procedure:

Materials	Actions	Skill (method)	Standard	Min.
A- Deerfield door image: http://1704.deerfield.history.museum/popups/artifacts.do?shortName=door	Students will answer these questions based on the image displayed: -Identify this image. -How is it different? -When did this take place? -How did this happen? -What is the purpose of a door? -Did this door serve its purpose?		CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	10
B- Background material (below)	Individually, students will learn about life on the American frontier by studying the background material	Close read (Common core)	CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	Home-work
C- Worksheet (below)	Individually, students will construct a character, either a kidnapper or captive for a Native and French raid on an English settlement in America, by completing C-Worksheet.	Application (Bloom's); strategy (DoK3)		Home-work

	Students will be divided into 3 groups. Group 1 will create a brief skit depicting a frontier raid. Group 2 will create a brief skit depicting a captive life and return at an Abenaki camp. Group 3 will create a brief skit depicting captive life and return negotiation with the French in New France.	Synthesis (Bloom's); strategy (DoK3)	CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	30
Boxes (house exterior), fireplace (drawing), pallets, utensils (for cooking, sewing, farming), Bible, hornbook, pretend weapons, tent (wigwam)	As a class, students will create a setting which depicts a 17 th /18 th C. American frontier residence, Native camp, and French territory.			15
Apron, blanket, moccasins, feathers, beads, cross, hats, jackets, shirts, vests, pouches, cane	Students will make themselves look like their character.	Application (Bloom's)		5
	Group 1 will perform their skit. Groups 2 and 3 will be the audience.	Recall (Bloom's DoK)		7
	After the performance, Groups 2 and 3 will attempt to identify each character in terms of age, role, religion, ethnicity, captive or captor. Groups 2 and 3 will discuss decisions that Group 1 made about the fate of each of the English characters. A discussion will take place.	Evaluating (Bloom's); Extended thinking (DoK3)	CCSS.ELA-Literacy.RH6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	10
	Group 2 will perform their skit. Groups 1 and 3 will be the audience.	Recall (Bloom's DoK)		7
	After the performance, Groups 1 and 3 will attempt to identify each character in terms of age, role, religion, ethnicity, captive or captor. Groups 1 and 3 will discuss the decisions that Group 2 made about the fate of each captive. A discussion will take place.	Evaluating (Bloom's); Extended thinking (DoK3)	CCSS.ELA-Literacy.RH6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	10
	Group 3 will perform their skit. Groups 1 and 2 will be the audience.	Recall (Bloom's DoK)		7
	After the performance, Groups 1 and 2 will attempt to identify each character in terms of age, role, religion, ethnicity, captive or captor. Groups 1 and 2 will discuss the decisions that Group 3 made about the fate of each captive. A discussion will take place.	Evaluating (Bloom's); Extended thinking (DoK3)	CCSS.ELA-Literacy.RH6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	10

	Individually, students will create a memorial for their character; it could be a poem, rap, song, poster, article, etc. The memorials will be displayed.	Creating (Bloom's); Extended thinking (DoK)	CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Home-work
Journals Essential question- What could have been done to satisfy the English, the French and the Natives in New England and New France without having to resort to kidnapping and violence?	Students will view the memorials. They will answer the essential question in their journals.	Creating (Bloom's); Extended thinking (DoK)	CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	30
Crossword puzzle Use an online source to create a crossword puzzle with terms relevant to this lesson	Students may complete the crossword puzzle.	Recall (Bloom's DoK)		

B- Background

Opener		http://1704.deerfield.history.museum/popups/artifacts.do?shortName=door
Place	New England & New France Deerfield	http://1704.deerfield.history.museum/maps/march.html
Players		http://1704.deerfield.history.museum/scenes/groups.do
Action		http://1704.deerfield.history.museum/popups/background.do?shortName=expCaptive
Review		http://1704.deerfield.history.museum/game/index.jsp

C- Worksheet

	Qualities	Costume
Gender		
Ethnicity		
Language		
Religion		
Residence		
Name		
Age		
Activities		
Body type		
Physical abilities		
Kidnapper or captive?		
Primary source		