

A Tale of Two Villages: Examining Social, Economic and Political Life in New England and Iroquois Villages

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Objectives: Students will understand the different social, political and economic features of Iroquois and Puritan villages. They will compare and contrast daily life in these settlements by examining social and political structures as well as economic characteristics.

Time Frame: 1 day (2 days with essay extension)

Essential Questions:

1. What role did women play in Iroquois villages? How does this compare to the role of women in Puritan New England?
2. How was government organized in Iroquois society?
3. What were major economic activities in Iroquois society and how did these activities influence interactions with European colonists?
4. Describe how the typical New England town was organized. What was life like there?
5. Explain how the life of residents of each Massachusetts town was affected by their religion.
6. Explain how the three branches (executive, legislative and judicial) of Massachusetts colonial government were selected in 1700, and how changes in that process affected the colony.

Materials:

1. Excerpt near the end of Chapter 1 of Howard Zinn's *A People's History of the United States*, from "From the Adirondacks..." up to Gary Nash's quote:
<https://www.google.com/#q=a+people's+history+of+the+united+states+by+howard+zinn>
2. Law Number 19 from the Iroquois Constitution, scroll down to #19- concerning women in government: www.fordham.edu/halsall/mod/iroquois.asp
3. "English Colonization" by Kevin Sweeney:
<http://1704.deerfield.history.museum/popups/background.do?shortName=expColonialEnglish>
4. Discussion question handout
5. K-W-L notecards
6. Extension handout, compare and contrast essay with rubric

Standards:

AP Themes: Religion, Politics and Citizenship, Economic Transformations, Culture and Demographic Changes

Texas TEKS: 1a, 2b, 3a, 3c, 10a&b, 11a&b, 12a, 23a, 23c, 23e, 25a, 29a&b, 30a-d

Procedures:

1. Bell Work/Bell Ringer- as students enter the classroom they will begin writing on their KWL notecards and will complete the “Know” and what they want to “Learn” sections. Responses are centered on one of two prompts:
 - a. What do you know about the Iroquois?
 - b. What do you know about the Puritans?
2. Students will be divided into groups to read and explore the primary sources together.
3. Small groups will participate in small group seminars and will examine the essential questions based on their knowledge of the documents.
4. Students will complete a Venn diagram to help compare and contrast the economic, political and social characteristics of the Iroquois and New Englanders.
5. Students will complete the “Learned” section of the K-W-L notecards and turn them in as tickets out the door.
6. Possible Extension: 1 day or homework, AP-style compare and contrast essay

Small Group Seminar Discussion Questions

Economic Questions:

1. What economic activities were the Iroquois engaged in?
2. What type of economic activities were the British engaged in?
3. How did land use between these groups differ? Was one group a better “steward” of the land?
4. How did land ownership differ between the Iroquois and British?

Social Questions:

1. The view and treatment of children differed dramatically between the Iroquois and the British. Explain these differences and also hypothesize why and how these differences came about.
2. Why do you think that women had a more equal role in Iroquois society?
3. What role did religion play in each society?

Political Questions:

1. What role did women play in the government of the Iroquois Confederacy?
2. What group(s) held considerable power and influence in a Puritan town?
3. In your opinion, which society had more democratic principles, the Iroquois or the British?

Extension Activity: Compare and Contrast Essay

Prompt: Compare and contrast life in an Iroquois village with that of life in a Puritan village. Take into account political, economic and social characteristics of each society.

GENERAL RUBRIC FOR DBQ AND FRQ RESPONSES

8-9

- Strong, well developed thesis which clearly addresses the question; deals with the most significant issues and trends relevant to the question and the time period
- Abundant, accurate specifics; may contain insignificant errors
- Covers all areas of the prompt in approximate proportion to their importance (Extremely good papers need not be totally balanced)
- Effective organization and clear language
- DBQ: Sophisticated use of a substantial number of documents; substantial relevant outside information; chronologically coherent

5-7

- Has a valid thesis; deals with relatively significant issues and trends
- Some accurate specific information relevant to the thesis and question
- Analyzes information: uses data to support opinions and conclusions; recognizes historical causation, change, and continuity
- Adequately addresses all areas of prompt; may lack balance
- May contain a few errors, usually not major
- Adequately organized; generally clear language; may contain some minor grammatical errors
- DBQ: Use of some documents and some relevant outside information

2-4

- Thesis may be absent, limited, confused, or poorly developed: may take a very general approach to the topic, failing to focus on the question; position may be vague or unclear
- Superficial or descriptive data which is limited in depth and/or quantity
- Limited understanding of the question; may be largely descriptive and narrative
- Adequately covers most areas of the prompt; may ignore some tasks
- May contain major errors
- Demonstrates weak organization and writing skills which may interfere with comprehension
- DBQ: Misinterprets, briefly cites, or simply quotes documents; little outside information, or information which is accurate or irrelevant

0-1

- Usually has no discernible thesis, contains a thesis that does not address the question, or simply restates the question

- Superficial, inappropriate or erroneous information; or information limited to a small portion of the prompt
- Analysis may be fallacious
- May contain numerous errors, both major and minor
- May cover only portions of the prompt; refers to the topic but does not address the prompt
- Erratic organization; grammatical errors may frequently hinder comprehension
- DBQ: Poor, confused, or no use of documents; inappropriate or no outside information

K-W-L Puritan or Iroquois (circle one)

K- What do you know?	1. 2. 3.
W- What do you want to learn?	1. 2.
L- What did you learn? Be specific.	1.

K-W-L Puritan or Iroquois (circle one)

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