

An Examination of English and Native Relations in New England during the Late 17th and Early 18th Centuries

James Costello, Alvirne High School

Objective: By analyzing several documents students will understand that relations between English settlers and Native Americans ebbed and flowed between cooperation and conflict.

Grade Level: High School

Materials required¹: 1) Transcript of Deed from Chauk to John Pynchon, 1666 (available at <http://1704.deerfield.history.museum/artifacts/transcriptions/chaukdeed.html>)

2) Excerpt from "The Abenakis and the Anglo-French Borderlands" by Colin G. Calloway, pp. 19-20, in Peter Benes, ed., *New England/New France 1600-1850. The Dublin Seminar for New England Folklife, Annual Proceedings, 1989.*, Boston: Boston University Press, 1992.

3) Biographical sketch of Eunice Kanenstenhawi Williams (available at <http://1704.deerfield.history.museum/popups/people.do?shortName=EuniceKWilliams>)

4) Conference of Captain Phineas Stevens with the St. Francis [Abenaki] Indians (available at http://www.nedoba.org/ne-do-ba/doc_1752.html)

Procedure:

Step 1: Divide the class into four groups and assign one document to each group for homework.² Each member of the group should analyze the document individually. If possible, the analysis should follow a procedure that is common to all students and with which they are familiar. A good procedure is available at <http://sheg.stanford.edu>

Explain to students that the focus question for the assignment is: Was conflict between English settlers in New England and Native Americans inevitable?

Step 2: Students will convene in their groups and compare their analyses of the documents. Each group then will summarize the document on a sheet of newsprint or poster paper. Each sheet of newsprint/poster paper should be placed on a separate desk in different areas of the classroom.

¹ For larger classes additional documents can be added. Two suggestions are documents relating to King Philip's War (available at <http://sheg.stanford.edu/king-philips-war>) and a timeline of Anglo-French conflicts in North America (available at <http://genealogyfirst.ca/first-nations/timeline/timeline-2>)

² For classes employing block scheduling, Step 1 can be completed in class.

Students then will begin a “silent conversation”. They will circulate among the four summaries and add written comments to the newsprint/poster paper explaining how the document impacts their understanding of the focus question. Students are given five minutes to circulate among the documents and must comment on each one. Comments should be directed to the way in which they believe the document addresses the focus question. Comments can and should be responsive to both the document and to previous comments made by classmates.

After the comment period, students then circulate for another five minutes to read all of the comments made on the documents. They should make individual notes in their notebooks, etc., about each of the documents.

Students then return to their seats and the teacher leads a class discussion on the focus question with specific reference to the documents.

Step 3 (optional): Provide copies of all four documents to each student and have each write an essay responding to the focus question.