

Paul V Major- Lesson planning outline

African Americans in the Making of Early New England

In the organization of creating a single lesson plan for the above workshop, I have found that there are seemingly unlimited ways to begin a learning unit using the resources made available through the coursework, lectures, and breakout sessions we participated in. I can foresee use of many components of these resources we learned, from the organization of documentation in the ascertainment of facts, as well as inferences, about an individual's history in the colony, to the prospect of making "switchel" as a summer thirst quencher. This is in addition to all of the more meaty information regarding the triangular trade network that was the center of the economic stimulus of early New England slavery.

My interest in creating an introductory lesson(s) goes back to the story of immigration to New England and how the early founders of Massachusetts became intertwined in an opportunistic economic whirlwind of high risk and high profit.

I like the story of John Winthrop, including the integration of the explorer-driven concepts of Gospel, Gold, and Glory as a preoccupation in the colonial period of US history. The thinking that was central to Winthrop's objectives in the decision of moving to the New World, from adventure to opportunity, with religious factors, intrigues me greatly as a starting point in the teaching of how slavery became a central part of the economy in early New England.

Who is John Winthrop?

To begin with a set of objectives for the lesson, I want students to:

- 1) To be able to differentiate between the Plymouth, Massachusetts settlement (1620) and the later Massachusetts Bay Colony settlement (1628). Students will read an article explaining the 2 sects/colonists and answer questions.

- 2) To explain the role of John Winthrop in a) the establishment of the Massachusetts Bay Colony and b) the introduction of slavery to the colony

In the explanation of #2, a list of issues comes to mind that need to be examined in regard to John Winthrop's involvement in the creation of the colony. After reading excerpts from *Ten Hills Farm*, by C.S. Manegold, as well as a second (and possibly additional) resource(s) to read, and after looking at maps of the North Atlantic, including the West Indies, students will discuss who John Winthrop was and examine the following issues:

Religious: What was John Winthrop's (and the colony's) religion and what allowed him to believe that slavery was a viable yet acceptable option, according to his beliefs?

Business/Economic: Where did John Winthrop's experience in business play a role in his desire to begin involvement in the slavery trade? Did he see the potential future of moving to the New World as a fulcrum to success?

Adventure: Why did John Winthrop determine that moving to the New World would be advantageous to his life, rather than staying in England and running a business venture from there?

Family: How did John Winthrop see the role of his family in assisting and supporting the decisions he made regarding movement to the New World as well as the business decisions he made?

Trade: What became known as the "triangular trade" route? What products were involved in this trading network? How did John Winthrop have a role in this determination of trade? Mercantile system explained.

Further expansion of the lesson plan: A Unit on the Expansion of Slavery

The use of *Ten Hills Farm* will be used as well as other resources in attempting to answer the above questions. In addition, the choice of John Winthrop as a central character is significant, because it allows a more thorough examination of what happened in the aftermath of the landing at Plymouth Rock, which was essentially the development of the Massachusetts Bay Colony. This is the center of what

really happened in New England's expansion, and the person of John Winthrop is the guiding hand in showing students how business trumped everything else to create a successful colony. In essence, this is a story of the beginnings of capitalism/ mercantilist system.

Furthermore, the introductory lesson on John Winthrop expands beyond Boston and the trading networks that begin with the West Indies, i.e., the triangular trade. It shows how the colony is slowly but surely going to extend in all directions, through Native American deception and displacement, which includes the westward expansion toward Deerfield, MA. It is also the story of the introduction of slavery in the making of New England. Finally, there is the option of an expansion of a learning unit through use of *Ten Hills Farm* to follow the slavery cycle in New England, the West Indies, and to the legacy of Isaac Royall, the farm's owner.

I would like to use the initial lesson using John Winthrop's adventurous acumen as a springboard to introduce many issues of the early colony that were overcome and exploited by entrepreneurial New England. It is a significant example of how this country was built.