

## A Peace Convention

Beth Adel  
Hilltown Cooperative Charter School  
Grade 7 and 8 Humanities

Guiding questions: What makes a community strong? What values do our communities hold? Is it possible for different groups with different values to live in peace? Which cultural groups have lived on this land?

**Day one:** introduce guiding questions, have students write preliminary answers and discuss their answers.

Overview of timeline of northeast starting with ice age

Prepare for fieldwork tomorrow

**Day two:** in the field: introduction to the conflict: what happened on February 29, 1704?

For classes in or near Deerfield, MA: Start in the meadow looking at the “great beaver” (the “Pocumtuck Ridge”), tell the story, “The People of the Beaver-Tail Hill”. It can be found here:  
[http://1704.deerfield.history.museum/voices/transcripts/wob\\_creation.html](http://1704.deerfield.history.museum/voices/transcripts/wob_creation.html)

Classes from outside of the region can view the “great beaver” here:  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=2291>

Go to the top of Mt. Sugarloaf (the beaver’s head) and view the area from the Native peoples’ and colonists’ perspectives. Why would people value this land? How did they use it?

Classes from outside of the region can see the view here:  
<http://pics4.city-data.com/cpicc/cfiles29721.jpg>  
<http://pikespeakpats.webs.com/nullDSC08733.JPG>  
[http://upload.wikimedia.org/wikipedia/commons/c/c0/Pioneer\\_Valley\\_South\\_From\\_Mt.\\_Sugarloaf.jpg](http://upload.wikimedia.org/wikipedia/commons/c/c0/Pioneer_Valley_South_From_Mt._Sugarloaf.jpg)  
[https://fbexternal-a.akamaihd.net/safe\\_image.php?d=AQCPG7izLVfOVN5h&w=720&h=539&url=http%3A%2F%2Fupload.wikimedia.org%2Fwikipedia%2Fcommons%2Fthumb%2Fd%2Fd4%2FMTSugarloafNorthSouth.JPG%2F720px-MtSugarloafNorthSouth.JPG](https://fbexternal-a.akamaihd.net/safe_image.php?d=AQCPG7izLVfOVN5h&w=720&h=539&url=http%3A%2F%2Fupload.wikimedia.org%2Fwikipedia%2Fcommons%2Fthumb%2Fd%2Fd4%2FMTSugarloafNorthSouth.JPG%2F720px-MtSugarloafNorthSouth.JPG)

Go to the memorial of the 1704 raid and review the sequence of the raid. Ask: Who was involved? Why were they there?

Classes from outside of the region can find this information here:

<http://1704.deerfield.history.museum/intro.html>

**Day three:** Introduce role play: on August 28, 1735, a conference was held between Massachusetts Governor Jonathan Belcher, other English diplomats, and members of the Agawam, Nonotuck, Pocumtuck, and Woronoco people originally from the Connecticut River Valley. There were also 44 Housatonic Mahicans, 19 St. Francis Abenakis, 17 Hudson River Mahicans, and 8 Kahnawake Mohawks from Canada. Captain Joseph Kellogg served as a translator, using language he had learned when he was captured by Indians and the French in 1704. Next week, we will hold a convention. Each student will portray a representative who lives in the northeast to discuss whether we can live in peace. Teacher- Assign a character to each student. To prepare, students need to understand the background of all characters.

Show maps of colonial New England, Northeast Woodland Indian homelands, and New France from here:

<http://1704.deerfield.history.museum/maps/index.do>

What can we learn from these maps? (Deerfield was a crossroads of many different cultures.) Identify the five main groups involved in the 1704 raid, their lands, and areas of intersection.

Homework: read about each character and choose the top 3 choices of who you would like to portray in the role play. (Use characters from here: <http://1704.deerfield.history.museum/people/index.do>) Make sure each of the 5 cultures is present.

**Day four:** lifeways: What values do these communities hold?

Read about the lifeways of the 5 cultures, found here:

<http://1704.deerfield.history.museum/scenes/groups.do>

Create a grid contrasting what values each group held regarding religion, land, and family.

Finish for homework

**Day five:** Intersections

Read about your character and identify what is most important to you, possible allies, and possible negotiating points to convince others to give you what you want. What are you not willing to give up? What are you willing to give up?

**Day six:** Strategies

Meet with other members of your group and compare notes, make a strategy for negotiating, prepare for the conference

Review the rubric [generated by the teacher] for the role play

Homework: complete preparatory notes. Each student should prepare several points with factual evidence from the readings

**Day seven:** the conference

Homework: write a reflection on the conference

**Day eight:** reflection and debrief

Share reflections, discuss

Examine and transliterate the Chauk deed to see what people were willing to give up. Discuss possible miscommunication. The Chauk deed can be found here:

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=chaukdeed>

**Day nine:** prepare for the test.

**Day ten:** test [generated by the teacher]