

## Ethical Dilemma of the Deerfield Raid

Lesson by Shannon Baldino

**Overview:** Students will be introduced to events leading up to the Deerfield raid of 1704. They will look at primary and secondary documents in the hopes of coming to a conclusion about whether or not the Native peoples could be justified for assisting the French in the raid.

### **Standards**

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### **Materials**

*European Land use and the Transformation of the Northeast*, by Kevin Sweeney

<http://1704.deerfield.history.museum/popups/background.do?shortName=expLand>

*A Brief History of Metacom's War*

<http://1704.deerfield.history.museum/popups/background.do?shortName=expMetacomsWar>

Spoken narrative: Amiskwôlowôkoiak – the People of the Beaver-tail Hill

<http://1704.deerfield.history.museum/voices/stories.do>

Spoken narrative: Story of Creation

<http://1704.deerfield.history.museum/voices/stories.do>

Map: The Raid on Deerfield

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

Map: The Northeast showing Native Homelands and Movements

<http://1704.deerfield.history.museum/maps/movements.html>

Image: Sheldon House Door

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

Excerpts from *The Redeemed Captive Returning to Zion*, by John Williams

[http://1704.deerfield.history.museum/popups/artifacts.do?shortName=redeemed\\_captive](http://1704.deerfield.history.museum/popups/artifacts.do?shortName=redeemed_captive)

## **Procedure**

### **Day 1**

1. Students will begin to answer the following journal question: What is ethics? What kinds of issues are ethical? Discuss as a class.
2. Divide the class into groups and give each group a section of *European Land use and the Transformation of the Northeast* to read and summarize. In order, each group will present their summary while other students take notes using the organizer provided.
3. At the end, each student must provide a complete summary of the essay.

### **Day 2**

1. Students will begin the following journal assignment: Explain the important points from yesterday's essay. Discuss as a class.
2. Divide the class into groups and give each group a section of *A Brief History of Metacom's War* to read and summarize. In order, each group will present their summary while other students take notes using the organizer provided.
3. At the end, each student must provide a complete summary of the essay.

### **Day 3**

1. Students will begin the following journal assignment: Explain both points of view involved in the colonization of New England: English and Native American.
2. Students will listen to "The People of the Beaver-Tail Hill" and the "Story of Creation" and take notes. When finished, they will summarize the stories.
3. Students will have the following questions to answer for homework: What would these Native Americans relay about the history of their people through these stories? What is the significance behind the contents of these tales?

### **Day 4**

1. Students will begin by sharing their answers to the questions from the homework.
2. Students will then look at the map: "The Northeast showing Native Homelands and Movements". Based on what they see, students will infer how the Native peoples must have felt to be pushed out of their homelands. Share thoughts as a class.

3. Students will then look at the image of the “Indian House Door” while the teacher summarizes the events of the 1704 raid on Deerfield, Massachusetts. Students will write about how they believe the English might have felt during the evening of the raid. Share thoughts as a class.

4. In groups, students will discuss the ethical dilemmas involved with the raid: i.e., whether the Native peoples were justified in taking back their land, whether the raid was cruel, etc. Share thoughts as a class.

5. For homework students will decide whether or not the Native Americans could be justified for the raid on Deerfield.

### **Assessment**

#### **Day 5**

Students will decide whether to write an argumentative paper arguing for or against Native American justification, or create a narrative from the perspective of one of the groups involved in the raid and present their narrative in the form of oral story-telling. Students will research on their own and must include three other sources besides the texts that they have already seen in class.

Name:

Date:

### Note-Taking Organizer

Use the spaces below to gather your notes and keep them organized.

<b>Section/Topic</b>	<b>Important Points</b>	<b>Summary/Interpretation</b>

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## Narrative Rubric

Establishment of Narrative Focus & Organization		Development: Language & Elaboration			
Score	Narrative Focus	Organization	Elaboration of Narrative	Language & Vocabulary	Conventions
4	The narrative, real or imagined, is clearly focused and maintained throughout: *effectively establishes a setting, narrator and/or characters, and point of view	The narrative, real or imagined, has an effective plot helping create unity and completeness: *effective, consistent use of a variety of transitional strategies *logical sequence of events from beginning to end *effective opening and closure for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: *effective use of a variety of narrative techniques that advance the story or illustrate the experience	The narrative, real or imagined, clearly and effectively expresses experiences or events: *effective use of sensory, concrete, and figurative language clearly advance the purpose *uses an appositive, metaphor, simile, and infinitive appropriately	The narrative, real or imagined, demonstrates a strong command of conventions: *few, if any, errors in usage and sentence formation *effective and consistent use of punctuation, capitalization, and spelling
3	The narrative, real or imagined, is adequately focused and generally maintained throughout: *adequately establishes a setting, narrator and/or characters, and point of view	The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: *adequate use of a variety of transitional strategies *adequate sequence of events from beginning to end *adequate opening and closure for audience and purpose	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description: *adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	The narrative, real or imagined, adequately expresses experiences or events: *adequate use of sensory, concrete, and figurative language generally advance the purpose *uses some appositives, metaphors, similes, or infinitives appropriately	The narrative, real or imagined, demonstrates an adequate command of conventions: *some errors in usage and sentence formation but no systematic pattern of errors is displayed *adequate use of punctuation, capitalization, and spelling
2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: *inconsistently establishes a setting, narrator and/or characters, and point of view	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: *inconsistent use of basic transitional strategies with little variety *uneven sequence of events from beginning to end *opening and closure, if present, are weak *weak connection among ideas	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: *narrative techniques, if present, are uneven and inconsistent	The narrative, real or imagined, unevenly expresses experiences or events: *partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, demonstrates a partial command of conventions: *frequent errors in usage may obscure meaning *inconsistent use of punctuation, capitalization, and spelling
1	The narrative, real or imagined, may be maintained but may provide little or no focus: *may be brief *may have a major drift *focus may be confusing or ambiguous	The narrative, real or imagined, has little or no discernible plot: *few or no transitional strategies are evident *frequent extraneous ideas may intrude	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description: *use of narrative techniques is minimal, absent, in error, or irrelevant	The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing: * uses limited language *may have little sense of purpose	The narrative, real or imagined, demonstrates a lack of command of conventions: *errors are frequent and severe and meaning is often obscured
0			A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target.)		

NAME \_\_\_\_\_

Grade \_\_\_\_\_

Comments:

## Argument Rubric

### Statement of Purpose/Focus & Organization

### Development: Language & Elaboration of Evidence

Score	Statement of purpose/focus	Organization	Elaboration of Evidence	Language & Vocabulary	Conventions
4	The response is fully sustained and consistently and purposefully focused: *claim is clearly stated, focused and strongly maintained *alternate or opposing claims are clearly addressed *claim is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: *effective, consistent use of a variety of transitional strategies *logical progression of ideas from beginning to end *effective introduction and conclusion for audience and purpose *strong connections among ideas, with some syntactic variety	The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: *use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete *effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: *use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: *few, if any, errors are present in usage and sentence formation *effective and consistent use of punctuation, capitalization, and spelling
3	The response is adequately sustained and generally focused: *claim is clear and for the most part maintained, though some loosely related material may be present *context provided for the claim is adequate	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: *adequate use of transitional strategies with some variety *adequate progression of ideas from beginning to end *adequate introduction and conclusion *adequate, if slightly inconsistent, connection among ideas	The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: *some evidence from sources is integrated, though citations may be general or imprecise *adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language: *use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: *some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed *adequate use of punctuation, capitalization, and spelling
2	The response is somewhat sustained and may have a minor drift in focus: *may be clearly focused on the claim but is insufficiently sustained *claim on the issue may be somewhat unclear and unfocused	The response has an inconsistent organizational structure, and flaws are evident: *inconsistent use of basic transitional strategies with little variety *uneven progression of ideas from beginning to end *conclusion and introduction, if present, are weak *weak connection among ideas	The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: *evidence from sources is weakly integrated, and citations, if present, are uneven *weak or uneven use of elaborative techniques	The response expresses ideas unevenly, using simplistic language: *use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	The response demonstrates a partial command of conventions: *frequent errors in usage may obscure meaning *inconsistent use of punctuation, capitalization, and spelling
1	The response may be related to the purpose but may offer little relevant detail: *may be very brief *may have a major drift *claim may be confusing or ambiguous	The response has little or no discernible organizational structure: *few or no transitional strategies are evident *frequent extraneous ideas may intrude	The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details: *use of evidence from sources is minimal, absent, in error, or irrelevant	The response expression of ideas is vague, lacks clarity, or is confusing: *uses limited language or domain-specific vocabulary *may have little sense of audience and purpose	The response demonstrates a lack of command of conventions: *errors are frequent and severe and meaning is often obscure
0			A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).		

Score: \_\_\_\_\_

Comment: