

English Colonies: The Western Frontier

Holt McDougal *United States History*, Chapter 3

CCPS Curriculum Week 4

Lesson created by Laura Burke

Title of Lesson Plan:

“Historical Evidence in the Material World: The 1704 Raid on Deerfield, Massachusetts”

Unit Learning Goal: Students will know how the experiences of the colonists shaped America’s political and social ideals and be able to describe the English colonies.

Lesson Learning Goal: Students will investigate how an artifact can be examined to learn about people, places, and events from colonial New England.

Number of Class Periods: 2

Grade Level: 8

NGSSS Standard/Benchmark:

SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.

SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.

SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

Historical Background:

“The colonists in the tiny frontier settlement of Deerfield, Massachusetts in 1704 were aware of surrounding danger. The French and British were fighting Queen Anne's War for control of the continent. Deerfield, under British rule, was in danger of attack by the French. As a precaution, the town folk stayed within the town's palisade, a tall wooden fence enclosing the area. But they did not expect an attack in the middle of winter. On February 29, 1704, between 200 and 300 French soldiers and their Native American allies surprised and raided Deerfield. The results for the townspeople were disastrous.” http://www.americaslibrary.gov/jb/colonial/jb_colonial_deerfld_1.html

Materials:

History Mystery: Powerpoint slide presentation

Graphic organizer

Primary Document: Stephen William's Account, 1706

Procedures: This lesson follows the “Great Awakening and Enlightenment” segment of Chapter 3, Section 4 of the textbook.

Day One

1. Prior to beginning the “French and Indian War” section, tell students that they will need to solve a mystery about an artifact that will unlock the events that next occur in the chapter.

Teacher note: the artifact is a door from a house in Deerfield, Massachusetts. It bears the hatchet marks of the Indian raiders who ransacked and burned the village in 1704 (with the help of the French), taking 100 residents captive. These captives were marched to Canada, where they were either traded to the French or subsumed within Indian settlements. The raid further exacerbated tensions between the English, the French, and the Native American population – ultimately leading to the French and Indian War.

2. Since this is a mystery, you do not want to provide additional information. Distribute the graphic organizer. Assign the Powerpoint slide presentation for independent work or complete as a whole group.
3. At the conclusion of class, do not reveal the artifact.

Day Two

1. Warm-Up: Find two people with whom to share your prediction about what the artifact is and why it's significant.
2. Whole-group check in: What could it be and why?
3. Distribute the Stephen Williams account (see end of this lesson plan). Students read once, silently (circling words they don't know), and answer the first read question. **Teacher note:** The y's in this original document typically stand for "th." For instance, "ym" means "them" and "yy" means "they". You might want to make that clear to students before they start reading.
4. Teacher reads the second time, modeling prosody. Ask students what became clearer on the second read. Would they revise the answer to the first read question?
5. Working together, students will develop a list of 5 key words from the text that are needed to summarize this account (5 minutes only)
6. Come to a class consensus on 5 words for summarization.
7. Students should prepare individual summaries for this text, and decide together ... what is the artifact? Why is it significant? Why is it valuable in the present day? Provide additional information from Deerfield Powerpoint Teacher version.

Account of Stephen Williams, 1706

On the last of February 1703/4 the French and indians came & surprized our fort & took it, and after they had broken into our house & took us prisoners, they Barbariously murdered a Brother & Sister of mine, as they did several of our neighbours. They rifled our house & then marched away with us that were captives, and set our house & barn afire, as they did ye greatest part of ye town. when ye greatest part of ye Enemy were gone out of town there come some English from ye next town yt drove those indians yt remained in ye town away, but they were quickly driven back again by the rest of ye Army, 9 of ym were slain as they retreated. then they marched a little further stoped for they had several wounded men that hindered them. there they tould us yt if the English persued ym they would kill us, but if otherwyse they would not. but they quickly proved ymselves Lyars for before they departed from yt place yy barbariously murdered a child of about two years old. there my master took away my English shoes and gave me indian ones in ye room of ym wch I think were better to travail in. then we marched 5 or 6 miles further were we took up our Lodging. Then one English man run back to Deerf: which provoked ym much: they told us if any more ran away they would burn ye rest. there they slew our negro man. they next morning we travailed about 2 or 3 miles they murdered my ever honored Mother who having gone over smal river which water runing very swift flung her down She being wet was not able to travail any further. We travailed 8or 9 mile further & Lodged yt night.

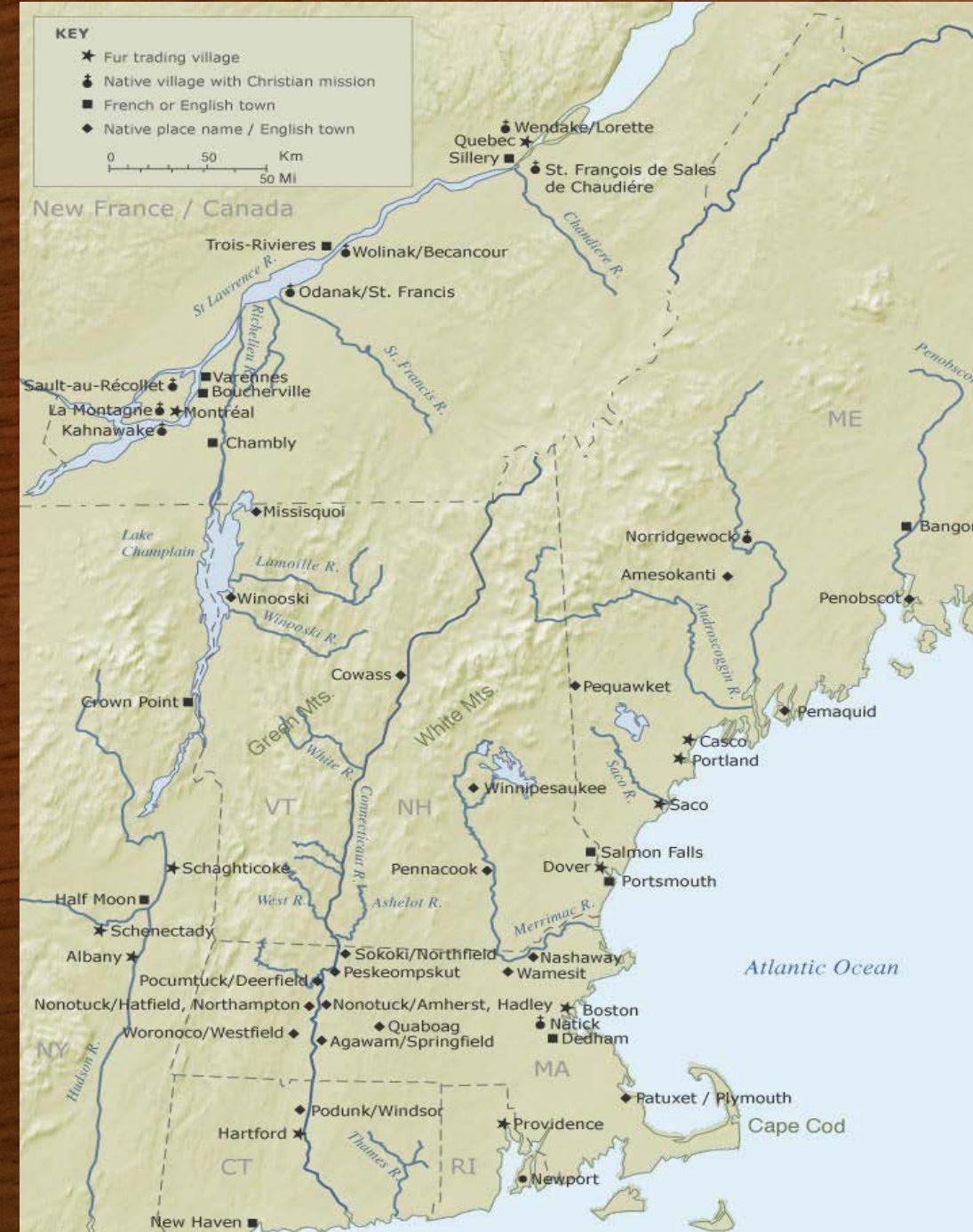
Colonial Artifact

An Inquiry Based History Mystery
Chapter 3: The English Colonies



Artifact

1. List three to five physical characteristics of this artifact.
2. Comment on anything you think is significant about this artifact.
3. Develop a list of three possible explanations for the story behind this artifact.



Document A: Map

Circa 1660-1725

1. Who was living in this area?
2. Who was living in present-day Canada?
3. What does a diamond represent? What is notable about these places?
4. Which of your explanations is most strongly supported by this map? Explain.

Document B: Petition Excerpt

Deerf. October 21, 1703

May it please your Excellency:

As I am bound in duty I would thankfully acknowledge your care and concernment for our safety in the seasonable provision to get the fortification made up, & in the care to have a supply of souldiers with us, so **I am emboldened to lay before your Excellency our distressed state & condition, knowing your forwardness to commiserate & encourage frontiers**, that you may stir up your Council & the Assembly to an encouraging of them...

we have been driven from our houses & home lots into the fort, (there are but 10 house lots in the fort). Some a mile some 2 miles, whereby we have suffered much loss, we have in the alarms several times been wholly taken off from any business, the whole town kept in, our children of 12 or 13 years and under we have been afraid to improve in the field for fear of the enemy... We have been crowded together into houses to the preventing of indoor affairs being carried on to any advantage...

1. What does the author mean when he says he is thankful for “your care and concernment for our safety in the seasonable provision to get the fortification made up”?
2. What problems does the author describe in this petition?
3. What does the bold-faced line reveal about the author’s purpose?
4. Expand and/or revise your explanation of the artifact based on this document.

Document C: Map

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

1. What do the brown arrows tell you?
2. What do the green arrows indicate?
3. What do the colored dots tell you?
4. Expand and/or revise your explanation of the artifact based on this document.

Draw a Conclusion

Using evidence from the artifact and each of the three documents, develop a 5-7 sentence scenario that would most plausibly explain the story of the artifact.

Reflection

The Smithsonian Museum suggests that there are five ways to think about artifacts in history:

- * Artifacts tell their own stories. This is the story of...
- * Artifacts connect people. This connects....
- * Artifacts mean many things. This means...
- * Artifacts capture moments. This captures the moment of...
- * Artifacts reflect changes. This reflects the change of...

Choose 3 of these sentence starters to explain why this historic artifact is valuable to modern day America.

Name: _____

Date: _____

Period: _____

Colonial Artifact:

An Inquiry-Based History Mystery

Artifact

1. a. _____
b. _____
c. _____
d. _____
e. _____
2. _____

3. a. _____

b. _____

c. _____

Document A: Map

1.

2.

3.

4.

Document B: Petition

1.

2.

3.

4.

Document C: Map

1.

2.

3.

4.

Draw a Conclusion

Stephen Williams' Account, 1706

First Read Question: What happened to Stephen Williams?

Key Words: List 5 key words (nouns or verbs only) that could be used to summarize Stephen Williams' account:

Summary: Write a summary of this text, using the 5 key words we agreed on in class.

Draw and label the artifact: