

Conceptions of Land

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Objectives:

Skills: Students will be able to read, analyze, and discuss primary source documents including quotes, maps, and treaties.

Content: Students will be able to explain different conceptions about land.

Criteria for Success/Assessment:

Students will write a paragraph that incorporates perspectives of both Native and European ideas about land. Their paragraph will include specific reference to the resources provided.

Materials:

A) Deed and Treaty Information

- Ahimunquat deed
<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=ahimunquatdeed>
- Chauk deed
<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=chaukdeed>
- Mashalisk deed
<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=mashaliskdeed>
- Table of Land Treaties Worksheet

B) Maps of the Connecticut River Valley and Northern New England

- A-Settlement Patterns in the Connecticut River Valley- showing Native and English place names
<http://1704.deerfield.history.museum/maps/crv.html>
- B-The Northeast Showing Native Homelands and Movements
<http://1704.deerfield.history.museum/maps/movements.html>
- C-Settlement Patterns in the Connecticut River Valley- showing English settlement
<http://1704.deerfield.history.museum/maps/crv.html>
- D-Settlement Patterns in the Connecticut River Valley- showing settlement today
<http://1704.deerfield.history.museum/maps/crv.html>

C) Quotes

- “Abenaki Conference with Phineas Stevens”, #3,4,5,10
http://www.nedoba.org/ne-do-ba/doc_1752.html
- Excerpt from *The Sign of the Beaver*, Elizabeth George Speare, pgs. 116-117(from “My people hunters” through “Does deer own land?”)
- Excerpt from *Changes in the Land*, William Cronon, pgs. 56 & 57 (last 2 sentences on pg. 56 through end of quote at top of page 57; paraphrase for easier understanding by students)

- Excerpts from *Changes in the Land*, William Cronon, pgs. 55 & 56 (Francis Higginson quote in the middle of pg. 55 and the 2 sentences that follow it, paragraph #2 on pg. 56, and the last full sentence on pg. 80 to the end of pg. 81; paraphrase for easier understanding by students)

Standards Addressed:

Grade 5 Learning Standard 5.6: Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.

Activities:

Teacher will explain that students will be working collaboratively at three different stations. Students will get into small groups, and guided by focusing questions, will analyze a variety of primary and secondary source materials.

Example Chart of Land Transactions/Deals between Natives and Europeans

Land	Europeans	Date	Native Tribe/Individual & Thoughts	Terms of Purchase
Central MA along the CT River near Springfield	William Pynchon, fur trader	July 15, 1636	Agawam village They conferred on Pynchon a right of ownership identical to their own; not to possess the land as a tradeable commodity, but to use it as an ecological cornucopia.	18 coats 18 hatchets 18 hoes 18 knives
Ipswich, MA	John Winthrop	1637	Maskonomett English understanding: the land was purchased Native understanding: the land was shared	
Northampton, MA	John Pynchon	1653	Nanotuck	100 fathoms of wampum (one fathom=6 feet)

Directions: Based on the “Example Chart of Land Transactions/Deals between Natives and Europeans”, look at the deeds with your classmates and fill in the following chart.

Land	Europeans	Date	Native Tribe/Individual and Thoughts	Terms of Purchase

Map Questions

Directions: As you look at the four maps with your classmates, what do you notice?

Focusing Questions

Do land forms effect where people settle? How and why? (See Map A)

Where did the Natives move and why? (See Map B)

Look at the dates. Is there a pattern in the English settlement years? If so, what could be the reason(s) for this pattern? (See Map C)

What is different on the map from today and how might it have impacted the use of the land? (See Map D)

Questions about the Quotes

Directions: After reading through the four quotes, discuss them with your classmates and record both Native and European ideas about land.

European

Native

Final Assessment

Directions: Write one paragraph (or more) that incorporates perspectives of both Native and European ideas about land. Include specific reference to the resources provided.

Checklist

My paragraph includes the following:

Topic sentence	
General statement	
Supporting details (evidence from the documents)	
Transitions	
Proper spelling and grammar	
Conclusion	