

Place and Point of View for Colonial New England

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US History 1

NC US History Standards: 1 and 3

AH1.H.1.1 Use Chronological thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end).
2. Interpret data presented in time lines and create time lines.

AH1.H.1.2

Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage.
2. Differentiate between historical facts and historical interpretations.
3. Analyze data in historical maps.
4. Analyze visual, literary and musical sources.

AH1.H.1.3 Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past.
2. Consider multiple perspectives of various peoples in the past.
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

AH1.H.1.4 Use Historical Research to:

1. Formulate historical questions.
2. Obtain historical data from a variety of sources.
3. Support interpretations with historical evidence.
4. Construct analytical essays using historical evidence to support arguments.

AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

AH1.H.3.1 Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).

AH1.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).

AH1.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, Native American Indians, Irish, Chinese, etc.).

Topic: Place and Point of View for Colonial New England

Using a variety of primary source documents and artifacts, students will research daily life from multiple perspectives. Students will research one point of view (possible POV are woman, man, Native American, slave, French) and complete a presentation on the life and how they interacted with other groups. Students will then answer and respond to the question posed in the online classroom.

Students will pick their POV group and conduct research on that group and construct a digital presentation, such as Spicynide or Prezi, and will give a two-minute oral presentation to the class.

Digital presentations will be clearly labeled and will present the group, their role in society, describe artifacts that they used and how they interacted with other groups. (Grading rubrics for presentation are posted in classroom)

Oral presentations will be on topic and briefly describe the group's role in society and what one thing the student found the most interesting. (Grading rubrics for presentations are posted in classroom)

Students will use the *Raid on Deerfield: the Many Stories of 1704* website- see specifically marked pages. These pages will be hyperlinked on the student handout posted to the teacher website. If time permits they will search other texts digitally for more information.

Background for groups:

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

Background for individuals:

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

Articles:

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

Artifacts:

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

Prior to the activity, as a whole class, discuss one of the primary source documents so that students can get a better understanding of the language of the time. The 1705 John Sheldon letter is one that would work best:

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=1705letter>

Question posted on the online classroom discussion board:

What does it mean when the event is called a “massacre” or what does it mean when it is called a “raid”? How does the name impact response and how history describes the event?

Final: Students will understand that there are multiple perspectives in history and that there is no one correct way of explaining things.