

Who “Owns” History?

Objective: Students will be able to identify and understand multiple perspectives in historical narratives.

Essential questions:

Tina Lussier- gr. 9, World History: What motives behind the raid on Deerfield were similar to or different from European Imperialism in Africa?

Dot Verheyen-Cudjoe- gr. 12, Global studies: What social/political/economic themes are present today between African nations/China/USA that can be compared to the empires of 1704 as illustrated in the raid on Deerfield?

Nancy Henderson- gr. 12, Humanities: What similarities exist in psychological and emotional capacities of the English of Deerfield in 1704 and the English farmers of Rhodesia in the 1960's?

✓ **Activator:**

- Illustrations from the *Raid on Deerfield: the Many Stories of 1704* website (<http://1704.deerfield.history.museum/index.html>)
- Visual analysis worksheet
 - Students will work individually.
 - They will infer perspectives of the 3 different groups by identifying the visual clues in the illustrations.

✓ **Formative I:**

- 1704 website- 3 pictures of place: “The Deerfield/Pocumtuck Area” from the “Maps” section (<http://1704.deerfield.history.museum/maps/landscapes.html>)
- Visual analysis worksheet
 - Students will work in small groups.
 - They will infer perspectives of the 3 different groups by identifying the visual clues in the illustrations.

✓ **Formative II:**

- 1704 website Chauk Deed: (<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=chaukdeed>)
Click on “Text Transcription”.
- Student notebook
 - Students will be divided into pairs-assigned to work on part 1/2/3, then move into larger group to confer on their analysis and report back to the whole class, taking notes for themselves
 - Discussing importance of legal document to all involved

✓ **Summative**

- DBQ

- Paper or PC
 - Questions? Students will identify and explain the multiple perspectives of the various groups involved in the Raid on Deerfield using their own knowledge and the given historical narratives.
 - They must use 2-3 nations (British colonists, French colonists, Native peoples) perspectives and 2-3 sources (Activator, Formative I, II). All evidence will be identified with parenthetical annotation.

Visual Analysis of a Primary/Secondary Source

Step 1. OBSERVATION	Notes of observation	Identify point(s) of view
<p>Study the image for 2 minutes. Form an overall impression and then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.</p>		
<p>Use the chart to the right to list people, objects, and activities in the image.</p>		
<p>Step 2. INFERENCE</p>		
<p>Based on what you have observed above, list 3 things you might infer from this image.</p>		
<p>Step 3. QUESTIONS</p>		
<p>What questions does this image raise?</p>		

Where could you find the answers?		