

Vicky Mahoney

## **Stephen Williams's Relationship with Native Americans**

### **Unit Central Questions**

How are primary and secondary sources used when evaluating an individual in history?

**Grades:** 5<sup>th</sup> grade

**Lesson Length:** 2 lessons/45 minutes for each lesson

### **Intended Learning Outcomes**

After completing this lesson students will understand that historians use several sources to understand the relationship between the colonists and the Native Indians.

Students will write conclusions about Stephen Williams's relationship with the Native Indians using a primary and a secondary source.

### **Key Content Ideas Taught in the Lesson and Teacher Background:**

CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

According to the Library of Congress primary sources provide a window into the past. Primary sources are produced by people who lived during that period. Students can relate in a personal way to events of the past and promote a deeper understanding of history.

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: pottery, furniture, clothing, buildings

What is a secondary source?

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- PUBLICATIONS: textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

### **In Preparation for Teaching:**

Stephen Williams background: he was 10 years old when he was captured in the Deerfield raid of 1704. He was the third son of the Reverend John Williams of Deerfield, Massachusetts.

### **Materials:**

1. *Raid on Deerfield: the Many Stories of 1704* website:  
<http://1704.deerfield.history.museum/home.do>
2. Image of Stephen Williams's account, "What Befell Stephen Williams in his Captivity"  
<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=whatbefellSW>
3. Excerpt from *The Boy Captive of Old Deerfield*, Mary P. Wells Smith, 1904, pgs. 128-136
4. Excerpt from "What Befell Stephen Williams in his Captivity", Stephen Williams, 1706, pgs. 3 & 4  
<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=whatbefellSW>
5. Library of Congress Teacher's Guide to Analyzing Primary Sources  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)

### **Activities:**

Day 1:

1. Show the image of "What Befell Stephen Williams in his Captivity" and ask questions about the artifact.

What do you notice first?

Where do you think this came from?

Why do you think somebody made this?

Why do you think this item is important?

2. Have students read the excerpt from this account.

What was your first reaction when reading the document?

What did you learn about Stephen Williams from this document?

How can historians use this document to understand the relationship between the colonists and the Native Indians?

After reading the document students will write a summary of the account.

Day 2:

Students will read the excerpt from *The Boy Captive of Old Deerfield*.

Compare and contrast both documents.

What information have you learned about Stephen Williams?

What other resources do you think the author used to write the text?

How does this document give you a better understanding of Stephen Williams?

Discuss the document with the students.

How did Stephen survive the trek?

What Indian customs did Stephen learn?

Why do you think Mummumcott let Stephen live?

Students will write a short essay about Stephen Williams's relationship with the Native Indians using the primary and secondary sources.

**Assessment**

Did the students apply information from both sources when analyzing the relationship between Stephen and the Native Indians?