

Multiple Perspectives on Colonial History

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A- Lesson 1: Introduction to Inquiry

Inquiry Based Learning

Use student initiated inquiry and logic to examine and interpret discoverable evidence and evaluate answers from multiple perspectives thereby building upon their knowledge of colonial American history.

OBJECTIVES

Students will ask their own questions, research valid sources of evidence and examine the answers from multiple perspectives.

Students will identify, explain, and apply the inquiry process within their exploration.

PROCESS

Student Initiated Inquiry

1. Ask and state your question
2. Identify- search and find answers
3. Explain- explain findings
4. Utilize- use new findings to ask more questions
5. Analyze- compare new findings to old understandings
6. Evaluate- judge the meaning of new findings
7. Synthesize- assemble new information with old information

SUPPORT

Use the "Inquiry Worksheet" to guide your research.

B- Lesson 2: Inquiry Example- 1704

Objective

Students will examine an example of a "student initiated inquiry".

Example 1. *What caused the attack on Deerfield in 1704?*

Activator: Analyze the document below

Imagine you came across this map while researching the causes of the 1704 attack on Deerfield. How can it inform your inquiry? Use: "Ottawa Valley and Saguenay Trade, 1600-1620" in "The Role of the Dutch in the Iroquois Wars"

<http://www.lowensteyn.com/iroquois/>

Consider:

- the impact of the Columbian Exchange
- "Guns, Germs, and Steel", Jared Diamond <http://topdocumentaryfilms.com/guns-germs-and-steel/>

Follow-up

Visit, read, and evaluate the following website and decide how it changes or confirms your understanding of colonial American history: <http://www.lowensteyn.com/iroquois/>

Instruction:

A. Use the “Inquiry Worksheet” and complete the first two portions using the example, “What caused the attack on Deerfield in 1704?” After recording the sample inquiry, ask students to recall their previous knowledge by working in pairs and recording their ideas on the worksheet. Once sufficient time has been given, work as a whole class to be sure that everyone has some basic background information regarding the raid itself. (Extend by using the introduction film on the *Raid on Deerfield: The Many Stories of 1704* website: <http://1704.deerfield.history.museum/intro.html>. Record as many “players” as possible in the history before the event of 1704.)

B. Use the “close reading” technique to examine “The People of the Beaver-Tail Hill” story: (<http://1704.deerfield.history.museum/voices/stories.do>). Walk students through the before, during, and after reading steps to fully analyze the source. Then use the Inquiry Worksheet to record how the document clarifies the original inquiry. Be sure to identify the perspective (Algonquian) and consider the question from that perspective.

C. Allow students time to explore other primary sources, maps, and websites to find other perspectives related to the original inquiry. Be sure to include the “Chauk Deed” found here:

<http://1704.deerfield.history.museum/artifacts/transcriptions/chaukdeed.html>.

Ask students to use the “close reading” technique and record their findings on the Inquiry Worksheets. They should be encouraged to share their findings. Ask for alternate interpretations.

D. After sufficient practice, encourage students to consider how they might draw a conclusion about their inquiry based upon the multiple perspectives they researched. Model the process of synthesizing by using the 1704 raid on Deerfield as an example. Provide focused instruction on using textual citations in the process of reasoning.

E. Invite students to formulate their own inquiry and provide time, support, and feedback as they research and gather evidence. Ask them to use a new Inquiry Worksheet as they conduct their research.

Summarizer: Review- Is our question still relevant? What have we learned by our examination of evidence?

Journal Homework

Use this statement to begin a reflection about inquiry:

“When questions hide answers truth remains unseen.”

C- Lesson 3: Close Reading Technique- Maps

When Considering Evidence:	Step 1 Before Reading	Step 2 During Reading	Step 3 After Reading
Student Goal	Preview and Predict	Make Meaning	Connect and Reflect
Strategy	ICVP Strategy 1. Inquiry 2. Context 3. Validity 4. Predict	Annotation 1. Underline 2. Circle 3. Comment 4. Question	Confirm or Challenge

Use the “Maps” section of the website, *Raid on Deerfield: the Many Stories of 1704*

(<http://1704.deerfield.history.museum/maps/index.do>) to access the many maps and illustrations.

AN EXAMPLE OF HOW TO USE SIDE A OF THE INQUIRY WORKSHEET

Your Question:

What caused the 1704 attack on Deerfield?

Your Prior Knowledge:

European settlement in Western MA and expansion impacted conflicts among Native peoples and prompted misunderstandings between Europeans and Native peoples

Your Research Findings

“The People of the Beaver-Tail Hill” <http://1704.deerfield.history.museum/voices/stories.do>- oral tradition

INQUIRY WORKSHEET- SIDE A

Your Question:

Your Prior Knowledge:

Your Research Findings

INQUIRY WORKSHEET- SIDE B

Your Analysis (Multiple Perspectives)

Perspective 1	Perspective 2
Perspective 3	Perspective 4

Your Evaluation

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Your Synthesis

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