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Unit Lesson Plans for Grades 5 and 6

Title of Unit

A Prezi-tation- Tracing a Captive's Journey: Using Primary and Secondary Resources to Connect Local History with National and Global History through the 1746 Captivity Journal of Reverend John Norton: Redeemed Captive of Fort Massachusetts

Central Question

How do we use primary resources to find the complex connections between a local historical experience and the national and global historical events involving the French, English and Native communities during the 18th century?

Objective

Using primary and secondary resources fifth and sixth graders will first read the journal, *The Redeemed Captive*, by John Norton. It can be found here:

http://archive.org/stream/cihm_11372#page/n7/mode/2up

This journal will be read along with other relevant primary sources on captivity stories from 18th century western Massachusetts. The "People" section of the *Raid on Deerfield: the Many Stories of 1704* website (<http://1704.deerfield.history.museum/people/index.do>) is a good resource to use. Then research, design, and create a Prezi presentation that will be an interactive map/timeline- linking Norton's route from Fort Massachusetts in present-day North Adams, Massachusetts, to Quebec, Canada, and then upon his release from captivity to Boston- with global historical events and places along the journey highlighted with graphics and text.

Using an 18th century map of the region as a background, similar to "The March to Canada" interactive map on the *Raid on Deerfield* website (<http://1704.deerfield.history.museum/maps/march.html>), students will trace Norton's captivity journey creating hyperlinks to relevant historical documents, artifacts, early maps and other forms of primary and secondary sources, to better understand the 18th century history of this region. The audience for this presentation will be the school's third graders- who can use this Prezi website for a WebQuest as part of their unit on learning about local history. (What's a Prezi? It is a US software company producing a cloud-based presentation software and storytelling tool for presenting ideas on a virtual canvas.)

Activities- estimating about two weeks- 45 minutes class time for ten days to complete, plus two 45-minute computer classes

- Lesson 1- 45 minutes during computer class- Prior to creating this interactive Prezi, 54th and 6th graders will do a teacher-created WebQuest based on the website on a young girl named Laura Jernegan, who, from the age of 6 to 10, kept a journal of her adventures on a whaling ship out of Edgartown, Massachusetts- <http://www.girlonawhaleship.org/> - just to understand the format of a journal, the use of primary resources to tell the history of an event, and how an interactive website should work.

- Lesson 2- Mini-lesson- 30 minutes to write and share- Quickwrite- Show students the 1629 seal for the Massachusetts Bay Colony. It can be found here:
http://www.gutenberg.org/files/20925/20925-h/images/141Pic_600e.jpg
 After explaining how the symbol was used, students will answer the following writing prompt-
 “Look closely at this primary source from early colonial Massachusetts. What do you notice and what do you think this symbol means or represents?
 At the end of this unit students will revisit this symbol, reread their writing and add to their understanding.
- Lessons 3 and 4- 45 minutes each- Group readings of the Maestro Picture books- *The New Americans: Colonial Times: 1620-1689* (The American Story Series) and *Struggle for a Continent: The French and Indian Wars: 1689-1763* (The American Story Series). Through these books we will begin to create a timeline of events of this period on our bulletin board. Students will be encouraged to add to this timeline whenever they find important information, along with proper resources citing. Students will be required to find one primary source on each event they post on the bulletin board.
- Lessons 5 and 6- 45 minutes each- Students will read the short version of Reverend John Norton’s journal, probably through a guided reading process- with discussions and connections to national historical events from the same time period.
- Lessons 7, 8 and 9- two 45-minute classes and one 45-minute computer class
 Using the resources students have collected, they will design and build a Prezi. Each student will be given one location to research from the journal of Rev. Norton. They will be expected to include one quote from the journal that mentions that place, person, event, etc.; then include their own narrative on the place along with a primary source. Once each student has completed their assignment they will work together to combine their research into one interactive Prezi.
 Some suggested sites and people along the route to investigate are:

 - Fort Shirley in Heath, MA
 - Fort Pelham in Rowe, MA
 - Fort Massachusetts in North Adams, MA
 - Deerfield, MA
 - Captain Rice
 - The Williams family and their connections between Deerfield and Fort Massachusetts
 - The Line of Forts
 - Sergeant John Hawks
 - Francois Pierre de Rigaud de Vaudreuil
 - Francois-Pierre Daneau de Muy
 - Pays d’en Haut
 - Albany- Fort Orange
 - Crown Point- Ft. St. Frederic

- Hoosac River
- Hudson River
- Lake George
- Lake Champlain
- Chambly River
- King George's War
- Louisbourg
- Montreal
- Quebec
- Lorette
- St. Lawrence River
- The Wobanaki people
- Mohawks
- The Huron people
- Iroquois Confederacy
- Boston
- War of Austrian Succession
- Three Rivers
- New France
- New Amsterdam
- King Louis XVI
- French and Indian Wars
- Queen Anne's War
- King Philip's War

While reading Norton's journal student should naturally come up with questions about places, events, and meaning on their own that they may add to this list.

- Lesson 10- 45 minutes- Using the Prezi, students will design a WebQuest for the third graders, complete with pertinent questions on the journey as well as broader questions on the history of the French/English and Native conflicts.
- Lesson 11- computer class- 45 minutes- Upon completion of this project, students will then revisit the *Raid on Deerfield* website and spend extensive time using this site to further their understanding of captivity stories and the complex relationships between the Native and European peoples in this region.
- Lesson 12- 45 minutes- Students will be shown the Massachusetts Bay Colony seal again and will be asked to write a new essay based on the same question from the beginning of this unit- only this time they will use what they have learned to inform their writing. Follow with a discussion.

- After completion of this project, all third, fifth and sixth graders will then be introduced to other captivity stories as read-alouds, and then, for students in the region, follow up with a visit to the Fort Massachusetts Room at the North Adams History Museum, and then a day at the Indian House Children’s Museum and/or Memorial Hall Museum in Old Deerfield, Massachusetts.

Assessments

Assessment for 5th and 6th graders will include:

- Research journals
- The Prezi they cooperatively design and create
- Their ability to condense information into an understandable timeline
- Two opinion writing pieces on comparing and contrasting the Native and the colonist perspectives on the time period- one administered before and one after the project. The primary source- the seal of the Massachusetts Bay Colony, 1629, will be used as a visual to prompt these essays.
- Their ability to design a WebQuest for their website Prezi that is accessible by the third graders

Assessment for 3rd graders will be:

- A WebQuest using the Prezi as a research tool

Materials

For Fifth and Sixth Graders

- *Struggle for a Continent: The French and Indian Wars: 1689-1763* (American Story Series), Betsy & Giulio Maestro
- *The New Americans: Colonial Times: 1620-1689* (The American Story Series), Betsy & Giulio Maestro-

Introduction to topic- fifth graders will read aloud and explore books with small of third graders

Reading

The Redeemed Captive, by John Norton, http://archive.org/stream/cihm_11372#page/n7/mode/2up

Read-aloud by Teacher

Teachers will use these historical fictions to help students put this history into context and to model how to question what they read and then how to research to find answers to their questions in order to make meaning of what they are reading.

Third Graders

The Courage of Sarah Noble, Alice Dalgleish

Fifth and Sixth Graders

Indian Captive: The Story of Mary Jemison, Lois Lenski

Maps

Students can go here: <http://1704.deerfield.history.museum/maps/index.do> to choose maps to help create their Prezis. Students will also gather primary sources from online sources and those presented at the local historical society and library.

Research

- “Contest for Empire, 1754-1763”, Meg Chorlian, *Cobblestone Magazine*, Sept. 2005, pgs. 4-11
- *A Particular History of the Five Years French and Indian War in New England...*, Samuel Gardner Drake, William Shirley, https://archive.org/details/cihm_06408
- http://www.americaslibrary.gov/jb/colonial/jb_colonial_deerfld_1.html
- <http://www.loc.gov/rr/program/bib/frenchindian/>
- <http://www.earlyamerica.com/review/spring97/newspapers.html>
- <http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar1.htm>

Teacher Resources

- <http://voices.yahoo.com/indian-captivity-colonial-america-5781076.html>
- <http://www.crossmyt.com/hc/gen/deerfield.html>
- <http://1704.deerfield.history.museum/>
- <http://archive.org/stream/truestoriesofnew00bake#page/n17/mode/2up>

Extensions

Field trips- North Adams History and Science Museum, Fort Massachusetts, Fort Shirley, The Indian House Children’s Museum and Memorial Hall Museum in Old Deerfield. A follow-up visit to Fort at Number 4 in Charlestown, NH, would give students real hands-on experience with the material culture of this time period.

Massachusetts History Standards

Grade 3

Massachusetts and its Cities and Towns: Geography and History

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts’ history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

History and Geography

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century.

New England and Massachusetts

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.

Cities and Towns of Massachusetts

3.8 On a map of Massachusetts, locate the class's hometown or city and its local geographic features and landmarks.

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.

Grade 5

United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

History and Geography

1. Identify different ways of dating historical narratives (17th century, seventeenth century 1600s, colonial period).
2. Interpret timelines of events studied.
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.
4. Use maps and globes to identify absolute locations (latitude and longitude).
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change.

7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world.

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.

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 (e.g., the Pequot and King Philip's Wars in New England.)

The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.

Common Core

Grade 3

- [CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [CCSS.ELA-Literacy.RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [CCSS.ELA-Literacy.RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- [CCSS.ELA-Literacy.RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- [CCSS.ELA-Literacy.RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- [CCSS.ELA-Literacy.RI.3.6](#) Distinguish their own point of view from that of the author of a text.
- [CCSS.ELA-Literacy.RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- [CCSS.ELA-Literacy.RI.3.8](#) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- [CCSS.ELA-Literacy.RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.
- [CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade 5

- [CCSS.ELA-Literacy.RI.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [CCSS.ELA-Literacy.RI.5.2](#) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [CCSS.ELA-Literacy.RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [CCSS.ELA-Literacy.RI.5.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- [CCSS.ELA-Literacy.RI.5.5](#) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- [CCSS.ELA-Literacy.RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- [CCSS.ELA-Literacy.RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- [CCSS.ELA-Literacy.RI.5.8](#) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- [CCSS.ELA-Literacy.RI.5.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- [CCSS.ELA-Literacy.RI.5.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.