

**Objectives:** Students will be able to compare the perspectives of English colonists and Pocumtuck Indians living in Deerfield in the late-seventeenth and early-eighteenth centuries. They will draw conclusions based on their observations of pictures and artifacts.

**Overview:** This lesson will be related to a larger project spanning 2-3 work periods and will relate to an interdisciplinary Social Studies/Reading unit on personal identity, community, and immigration in the United States. Today's lesson will involve observing and analyzing artifacts and pictures. Subsequent lessons will repeat this process while focusing on maps and short texts, such as the Beaver deep time story (<http://1704.deerfield.history.museum/voices/stories.do>) and translated deeds of sale.

**Activities/Pacing:**

Mini-lesson (20 min.):

- Briefly discuss objectives for today's work
- Provide brief background information on the history of two groups living in Deerfield
  - Native Americans lived in the town we call Deerfield for more than 10,000 years!
  - They were called the Pocumtuck, and they named themselves for the place they lived
  - In 1667 the English bought the Poctumtuck land from Chauk, an Indian man who was from a different tribe in what is now Connecticut.
  - In 1669 the first English colonist, Samuel Hinsdale, arrived at Pocumtuck to live.
  - In 1673 Deerfield became a town.
- Show "Pocumtuck c.1550":  
<http://1704.deerfield.history.museum/maps/landscapes.html>
- Explain that this is what the landscape looked like when the Pocumtuck lived there, and when the English colonists arrived.
- Ask students to make observations (What do they notice about this image?). Pose questions like:
  - What can you say about how the Pocumtuck might have lived on this land?
  - What do you think English colonists thought when they saw this place?
- Record ideas on charts with headings for observations, ideas about Pocumtucks, and ideas about English colonists
- Show second landscape of Deerfield ca. 1700 located on the same page as the 1550 image.
- Repeat process with similar questions, while students work in partnerships or small groups to brainstorm observations and ideas
- Reconvene after 5-7 minutes and add to second chart

Workshop (20 min.):

- Explain that students will work in partnerships or small groups to observe and analyze other pictures and artifacts that relate to the Pocumtuck and English colonists
- Students will discuss their observations and analyses and record them on charts like the ones we filled out together in the mini-lesson.
- Send partnerships or small groups of students to charts with one of the following images posted on them throughout room (assign based on knowledge of students' understanding)
- Wobanakiak Woman and Man:  
[http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Abenaki\\_couple](http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Abenaki_couple)
- Reverend John Williams's portrait:  
[http://1704.deerfield.history.museum/popups/artifacts.do?shortName=johnwms\\_portrait](http://1704.deerfield.history.museum/popups/artifacts.do?shortName=johnwms_portrait)
- Reverend Stephen Williams's portrait:  
[http://1704.deerfield.history.museum/popups/artifacts.do?shortName=stephen\\_portrait](http://1704.deerfield.history.museum/popups/artifacts.do?shortName=stephen_portrait)
- Birch bark Mukak (Pocumtuck):  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=5271>
- Elm burl bowl (Pocumtuck):  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=5236>
- Lidded Hanging Pot (English):  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=5665>
- First Church of Deerfield pewter flagon (English):  
<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=5958>
- Wobanaki village illustration:  
<http://1704.deerfield.history.museum/groups/lifeways.do?title=Wobanakiak>
- Dixon Harvesters (English land use):  
<http://1704.deerfield.history.museum/groups/lifeways.do?title=English>
- Each image will be mounted on chart paper with headings that list:
  - We notice...
  - This makes us think...about the Pocumtuck...
  - This makes us think...about English colonists...
- Students discuss then record their observations and ideas about the image while following agreed-upon rules for collaboration and discussion (i.e. all ideas get recorded; allow one another equal air-time)
- If groups finish very quickly, rotate and instruct groups to add to what is already written on the chart they move to next

Closing/Reflection (10-12 min.)

- Partnerships/small groups briefly report back their ideas while the class views each image on the overhead
- Solicit big ideas based on small group work
- Explain that tomorrow we will continue this work by looking at maps and documents

Next steps:

- This will eventually become an activity in which students rotate between four centers: Image Analysis, Maps, Documents, and Places (they can have jazzier names for kid-appeal)
- They will have opportunities in these centers to think and re-think about these ideas while looking at the same and new images, artifacts, maps, and texts.