

Cathy Chamberlin and Becky Nadeau

The Williams Family

Prior Knowledge:

Students will have been introduced to the five cultures involved in the conflicts that led to the raid on Deerfield in 1704 (Use this website: *Raid on Deerfield: The Many Stories of 1704* <http://1704.deerfield.history.museum/home.do>). This was one example of the continual turmoil between the English, French, and Native people living in the colonial northeast.

Objective:

Students will understand that the Williams' were a key family involved in the 1704 raid on Deerfield and that the fate of each member differed greatly.

Procedure:

- Where possible, a picture of each member of the Williams household will be put on a notecard with a brief snippet of information about them (name and age, family position, their ultimate fate) as well as guiding questions which will help to shape their narratives. You can find information about the Reverend John Williams, Eunice Mather Williams, Eunice Kanenstenhawi Williams, and Stephen here: <http://1704.deerfield.history.museum/people/index.do> and you will find brief information about Esther, Jerusha, Samuel, John Jr. and Warham here: http://1704.deerfield.history.museum/people/short_bios.jsp. More information can be found in the following books:
 - *New England Captives Carried to Canada*, Vol. II, Emma Lewis Coleman, 1925, pgs. 44-64
 - *The History of Deerfield*, Vol. II, George Sheldon, 1896, pgs. 377-380

Students will write one detailed paragraph (can be differentiated for grade and ability level) describing each family member's ordeal as they imagine it. Upon completion, students will put the cards in order from the greatest suffering to the least. They will be prepared to justify their ranking during a class discussion.

- Follow up: Working in small groups, the students will be supplied with the actual facts surrounding each family members' plight following the raid, as well as excerpts from primary sources such as those found in the book *The Unredeemed Captive*, by John Demos. They will then discuss accuracy (or inaccuracy) of their speculated accounts and compare them with one another.

Materials:

- Note cards with pictures and information about each member of the Williams family
- Factual background information & primary source information
- Lined paper & writing implement

Length of Time:

- 1-2 45-minute class periods

Extensions:

- This will be one of many assignments/activities focusing on the early 1700's New England, which will culminate in a school-wide history day centered around this time period.