

Analyzing a Data Chart

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Level: 5th Grade

Time: 2 class periods

Essential Questions: What happened to the captives of the 1704 Deerfield raid and what made their fates so complex?

Learning Objectives:

Students will understand how to read and use a chart to record essential facts about what happened to the captives of the Deerfield raid and how to make inferences about, or question the captives' fortunes as well.

Students will be able to use a secondary source description of what happened to one (or more) of the captives, in conjunction with a primary source from the time period, to teach their classmates about the fates of one (or more) particular captive.

Students will be able to grasp the main idea of an 18th century primary source.

Students will practice their oral presentation skills by clearly and accurately explaining to their classmates what happened to one or more of the captives of Deerfield.

Learning Activities:

Students will have a background in the events leading up to the raid through use of the website: *Raid on Deerfield: The Many Stories of 1704* (<http://1704.deerfield.history.museum/index.html>). The introduction (<http://1704.deerfield.history.museum/intro.html>) will be of great importance, as will showing and explaining the scenes "March to Canada", "Attack", and "Captivity".

Day One: Each student will receive a copy of Appendix F (pg. 290) from the book *Captors and Captives*, co-authored by Kevin Sweeney and Evan Haefeli, and the worksheet, "**Analyzing a Chart**". Whole class discussion will ensue, covering topics ranging from what the main idea of the chart is, what the categories represent, and the meanings of the key vocabulary words (such as "converts" or "naturalized"). The teacher will explain how to read the chart, which is to follow vertically down each column and to be sure the numbers add up to the "total taken" from each category.

Next, students will begin to record key facts about what happened to the captives on their worksheet on one side, and inferences or questions that should arise from the discussion on the other. For example, students may note that more men than women died on the march and discuss why. They may also observe that more women than men married while in Canada and once again question why that was the case. After the class has practiced reading the chart, recorded important facts and made conclusions on

their worksheets, five students will be picked at random to get their “exit slip” from the lesson, which is to state one more fact that we did not previously record on the worksheet accurately.

Day Two: Today, students will break into five small groups and each group will receive a primary source document, along with its modern-day analysis, and the worksheet “**What Happened to the Captives at Deerfield**”. As novice readers of primary sources, the fifth graders will investigate the main concept of the primary source and try to connect it to the previous day’s discussion of the chart.

The following primary source documents may be used:

“Stephen Williams’ account” (short excerpts and the analysis only)

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=whatbefellSW>

“1705 Letter to John Sheldon” and analysis

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=1705letter>

“1706 Letter to John Sheldon” and analysis

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=1706letter>

“David Hoyt’s Estate Settlement” and analysis

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=estatesettlement>

“David Hoyt’s Inventory” and analysis

<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Inventory>

After reading the primary source and accompanying explanation, students will answer the questions on the worksheet in their small groups. They will then practice for a brief oral presentation where they will teach the class what they have learned and in turn, will gain new knowledge from groups’ presentations. Students will understand that these primary sources deliver but a brief glance into the fates of a few of the captives and that much research would need to be undertaken to figure out the lives of more captives in greater depth.

Extensions:

Extensions may be used if there is sufficient time, student interest, or for enrichment. Some possible ideas are:

1. Create a “Glogster” poster using one or more of the categories with links to more detailed information, photos, primary sources, etc.
2. Create a pie chart to visually represent one of the chart’s categories.

3. Read the narrative of Eunice Williams and explain to the class what category her story fits into and what makes her story different from any of the other examples used.

<http://1704.deerfield.history.museum/popups/people.do?shortName=EuniceKWilliams>

Assessment

Assessment will occur in several ways. Students will be assessed through informal observation over the two days of the lesson activity, and the accuracy of their presentations will be noted as well. In addition, a brief quiz using a similar chart will be employed to determine if students are able to interpret the information from a new chart accurately and critically. The chart used on the quiz will also be pulled from *Captors and Captives*, this time using Appendix G entitled **Fates of the New England Captives Taken between 1703 and 1712** (pg. 291).

Sources Used

Haefeli, Evan and Sweeney, Kevin. *Captors and Captives: The 1704 French and Indian Raid on Deerfield*. Amherst and Boston: U. Mass. Press, 2003.

Raid on Deerfield: The Many Stories of 1704. <http://1704.deerfield.history.museum/home.do>

The French and Indian Raid on Deerfield, Massachusetts, February 29, 1704. Deerfield: Historic Deerfield Inc., 2008.

Name _____

Analyzing a Chart: "Fates of the 1704 Deerfield Captives"

<u>Facts We Learned</u>	<u>Inferences We Made/Questions</u>

Name _____

What Happened to the Captives of Deerfield?

1. Title of primary/secondary source(s) used:

2. Which category from the chart does this source address? (*There may be more than one!)

3. What information have you learned about what happened to one or more people from the captivity roster?

4. What more can we learn about this captive's life from reading the primary source?

5. Does this source answer any of the questions we brainstormed as a class? If so, which one and how does it help to answer the question?

6. What other kinds of sources might we use to learn more about the fates of the captives?

***Great work! Now please show your group work to me and then prepare to present #1-4 to the class. Be sure you are dividing up your speaking parts equally.

Finally, double-check the information you have discovered by using the table: “**List of the 1704 Deerfield Captives**” (Appendix D on pp. 283-285 in *Captors and Captives*, by Evan Haefeli and Kevin Sweeney). Highlight the discovery you have made.