

Marilyn Grandy
 4th Grade
 The Deerfield Raid of 1704 – A Tale of Two Stories
 (This mini unit is a pre cursor to a Vermont History Unit)

Stage 1 – Desired Results

Established goals: Students will become knowledgeable about the cultures of the Indians and the English Settlers in northern MA and southern VT, and understand that cultural differences caused tension which led to conflict.

Understandings:
 Students will understand that...

 The Indians were in this area long before the Europeans arrived.

 The Indians and English settlers had some very different cultural beliefs that at times led to conflict.

Essential Questions:
 How do people determine where they live?

 How does land ‘ownership’ get determined?

 What happens when two groups of people can’t agree about living together in a specific area?

Students will know:
Content
 · Life in Vermont has both changed and stayed the same over time
 · Events, people, problems and ideas have shaped Vermont **H&SS3-4:8**

Students will be able to...
Content
 connect the past with the present by...
 Describing ways that life in the community and Vermont has both changed and stayed the same over time
 · Examining how events, people, problems and ideas have shaped the community and Vermont I **H&SS3-4:8**

Skills
 show understanding of how humans interpret history by...
 · Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.
 · Differentiating among fact, opinion, and interpretation in various events. **iH&SS3-4:9**

Stage 2 – Assessment Evidence

Performance Tasks:
 Students will write a poem for 2 voices presenting the different sides of the Deerfield Raid of 1704. ([examples of poems for 2 voices](#))

Indicators of Proficiency:
[Rubric example](#)

Other Evidence:
 Informal checks for understanding
 observations and dialogues
 Prompts
 Ticket to leave
 Participation in class discussions

Stage 3 – Learning Plan

Learning Activities:
Day 1 – I can understand that Indian culture in our region began long ago.

 Together as a class, listen to The People of the Beaver-tail Hill, then discuss the meaning. The story can be found here: <http://1704.deerfield.history.museum/voices/stories.do>

 Show beaver photo on this page: [Text version](#)

Teacher provides background geological information. Use: [The Geology and Cultural History of the Beaver Hill Story](#) (teacher background info)

Students draw pictures to represent either the Indian story or the geological information.

Day 2 – I can use a diagram to represent the pre-contact Wobanaki cycle of life.

Divide the class into small groups to view the following picture: [Pre-Contact Wôbanaki](#)

Discuss, “What season do you think this is, and why?”

Do the “Circle of Life” activities from “Circle of Life: the Abenaki Calendar Activities” from Cathie Zusy (*New Hampshire Through Many Eyes: An Activity Book* (Concord: New Hampshire Historical Society, 1995), p.3.) but instead of instructing students to make their own calendars, ask them to draw pictures for their own life along with pictures of the Abenaki year.

Day 3 – I can identify where the English settlers came from, and why.

Divide the class into small groups to view the following picture”: [Founding a Permanent English Settlement at Deerfield, 1682](#)

Discuss – how is this picture different from the one we saw yesterday?

Teacher provides background information for settlers arriving in New England from the above link to be used for student reading.

Social Scientists’ Meeting - How might the Indians, who have lived here for thousands of years, felt?

Ticket to leave – identify yourself as a settler or an Indian, write two words to describe how you feel, and why.

Day 4 – I can identify one area of contention between the Indians and the English settlers.

Divide the class into groups to compare and contrast pictures. Use: [English farm fields](#) and images of Eastern Woodland Native American “Three Sisters” gardens.

Groups share what they noticed. Create a Venn diagram on the Smartboard.

Teacher provides background information regarding English fencing of cattle, pigs etc., and the ill feelings which result.

Ticket to leave – students write two or more differences in Indian and English farm practices.

Day 5 – I can identify a second area of contention between the Indians and the English settlers.

Students try to read the original “Chauk Deed” and then try to read the transcription. The deed and transcription can be found here:

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

Teacher interprets the deed, with emphasis on the fact that Chauk had no right to sign it.

Students write a journal entry – If you were a Pocumtuck Indian, how would you feel upon hearing about the signing of this deed?

Day 6 – I can identify reasons why the Indians attacked Deerfield Village.

Show the class: [The attack of 1704](#). Ask - What is happening?

Social Scientists' Meeting - Why do you think this is happening? What do you think led up to this event?

Ticket to leave – write two reasons why the Indians were angry enough to kill and kidnap English settlers.

Day 7 – I can have some empathy for the kidnapped settlers

Students view - [March to Canada map](#)

They determine how long it took to reach Canada.

Social Scientists' Meeting – What would some of the hardships have been on this trip?

Students write a letter 'home' telling their family of their hardships on the trip.

Day 8 – I can describe the differences in a firsthand and secondhand account.

Teacher chooses excerpts for students to read from *The Boy Captive of Old Deerfield* by Mary P. Wells Smith and from *What Befell Stephen Williams in His Captivity* (<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=whatbefellSW>) by Stephen Williams. Class discussion to complete a Venn Diagram of similarities and differences.

Day 9 – I can have some empathy for the Indians.

Students read about and view [Native Homelands and Movements map](#).

Social Scientists' Meeting – Why did this happen? How would you feel? How could this have been prevented?

Days 10, 11, 12 and 13 – I can write a Poem for Two Voices

Introduce poems for two voices ([examples of poems for 2 voices](#))

Introduce rubric for project [Rubric example](#)

Write poems independently or with a partner

Publish on [VoiceThread](#)

Read Aloud throughout – *The Winter People* by Joseph Bruchac

Common Core Standards

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.