

## Living on the Edge of Empire Lesson Plan Template

**Title:** What's in a Deed? How Differing Views of Land Use Impacted Native American and English Colonists' Relationships

**Grade Level** (e.g. K-2, 3-5, 6-8, 9-12): **9-12**

**Subject Area Focus:** **Social Studies/History/Government**

**Estimated Number of Classroom Days to Complete:** **2-3**

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District Frontier Regional School District

State Massachusetts

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### Curricular Project Summary:

## Desired Results/Objectives

### 1. Essential Questions/Historical Question(s):

What are key similarities and differences between Native American/English property transfer deeds and English/English property transfer deeds?

Why are there differences between these deeds?

How could these differences affect the relationship between colonists and Native Americans?

### 2. Objectives: By the end of this project what will students know, understand, and be able to do?

**Students will know...** what a property transfer deed looks like and what kinds of information these deeds contain. They will also know that the

deeds between Native Americans and English colonists were substantially different from those between English colonists.

**Students will understand...** that relationships between Native Americans and English colonists were affected by the underlying assumptions conveyed in the property transfers.

**Students will be able to...** identify at least 2 underlying assumptions Native Americans and English colonists had about each other. Students will also be able to effectively analyze a primary source document given essential questions, and to use a secondary source to support their analysis.

### **3. Curriculum Standards (National, State, Local):**

American Government

USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).

### **Common Core State Standards**

Reading Standards for Literacy in History/Social Studies 6–12

1. Cite specific textual evidence to support analysis of primary and secondary

## **Assessment/Evidence**

### **Performance Tasks & Other Evidence of Performance: (Pre-Assessment, Formative Assessment, & Summative Assessment)**

Formative Assessments:

1. Teacher will monitor group work during class time.

2. Review of group created T-charts.
3. Teacher will note participation through use of a simple check-list to keep track of which students are participating in both small group and whole class discussions.

#### Summative Assessment:

Students will write an informative/explanatory response of at least 2 paragraphs detailing how these different views of land use held by both English colonists and Native Americans along with the property transfer deeds impacted the relationship between Native Americans and English colonists. Students will use evidence of these different views from at least two of the primary source documents. Students will also support their evidence with the secondary source reading.

## Learning Plan

### Learning Activities:

- Students will be given copies of chapter 4 from William Cronon's book cited below, either as a homework assignment or to begin reading in class and finish as homework. They will be asked to find examples from the chapter illustrating how both Native Americans and English colonists viewed land use.
- They will compile their findings into a T-chart in class the next day, working in small groups. Groups will share out in class to create a class master T-Chart.
- Discussion about any similarities and differences found in the reading.
- Students will be divided into 3 groups and each group will be given one of three Native American deeds to read (original copy with transcription), that transfer land to English colonists. Groups will examine the documents to decide what the Native Americans thought they were deeding and what the English colonists thought they were getting. How does each side's understanding of the transfer reflect their views of land use?
- Class discussion will ensue to share out information from each of the deeds to note similarities and differences between each deed.
- Teacher will then hand out the two property transfer deeds (original copy with transcription) between two English colonists. What is transferred? What does

each side get from the transfer? How do these differ from Native American/ English colonist deeds? This reading and review of these documents will occur as part of a whole class discussion, with the teacher acting as scribe as well as facilitator.

## Materials and Sources Used

### What primary source(s) is/are used?

All deeds are accessed through [www.americancenturies.mass.edu](http://www.americancenturies.mass.edu) website.

Deed of Pacomtuck land granted by Chauk to Dedham residents 2/24/1667

Accession no.: L98.012

Deed of Pacomtuck land granted by Ahimunquat to Dedham residents 7/22/1667

Accession no.: L98.013

Deed of Pacomtuck land granted by Mashalisk to John Pynchon 8/26/1672

Accession no.: L98.014

Eliezer Hawks land contract 8/3/1699

Accession no.: L99.072

Land transfer, John Williams to John Sheldon 3/24/1712

Accession no.: L99.078

### What secondary sources are used (full citation)?

Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England (Chapter 4)*. New York: Hill and Wang, 2003.

### What other curricular materials do you plan to use to support this project?

Monk, Linda R. *The Words We Live By: Your Annotated Guide to the Constitution*. New York: Hyperion, 2003.

## Reflection

**What suggestions do you have for other teachers who might use this lesson?**

- Visit your local registry of deeds for examples of property transfers from your area.
- Research historical archives for examples of property transfers similar to the Native American/English colonist examples.
- As an extension activity, use Linda Monk's *The Words We Live By* to review the taking of property aspect of Amendment V (p.171) and explore how this amendment might have affected the deeds if it were in effect in the 1600s and early 1700s- or would it have affected them at all?