

Ronny Sanders

How Does a Culture Change as a Result of Dealing and Coping with Conflict?

Will use the history of the early colonial town of Deerfield, Massachusetts to explore the following Essential Question:

How do people in a culture change as a result of conflict that occurs within and out of the culture? Or, how does a culture change as a result of dealing and coping with conflict?

INSTRUCTIONAL STRATEGIES

1. DIRECT INSTRUCTION (for Background Information)

Using information from the *Raid on Deerfield: the Many Stories of 1704* website (www.1704deerfieldhistory.museum), give students a brief overview of the early history of Deerfield, Massachusetts. Make sure the following information is covered: (keep this strategy no longer than 15-20 minutes)

----The Indians who occupied the site before the English moved in and what happened to these Indians

----When and why Deerfield was founded by the English Puritans

----The Deerfield Raid of 1704 (Reasons behind the raid and the process of captive-taking and return)

2. SOCRATIC SEMINAR (development of high order thinking skills to explore the essential question)

****Special note:** The use of the Socratic Seminar as an instructional strategy requires training or advanced knowledge before using the method. The teacher should not use this strategy unless he/she has a solid knowledge base or experience with Socratic Seminar instruction.

Have the students sit in a circle with name tents on their respective desks. Instruct the students to address each other as "Mr." and "Ms." once the seminar begins.

Begin the seminar by:

Show, and then read out loud, the following questions, in order. (Cover up the questions so that they will be uncovered, one at a time.) Allow at least 20 seconds between each question to give the students time to think.

- A. What is meant by the term, "conflict"?
- B. How does the length of the conflict play a role in changing people?
- C. How does the intensity (degree of harshness) of conflict play a role in changing people?
- D. What are the short and long term consequences of dealing with conflict?
- E. Are there any short or long term benefits to a culture in dealing with conflict?
- F. In what ways do people handle conflict?

Primary Sources and Documents to use to explore and discuss the questions relating to the Essential Question

Have the students read the following documents:

- The Chauk Deed,
<http://1704.deerfield.history.museum/popups/artifacts.do?shortName=chaukdeed>

Have the students read selected parts of the deed. Explore how a deed can lead to conflict for both present and future generations.

- Petition for freedom to Massachusetts Governor Thomas Gage.... 25 May, 1774
https://www.masshist.org/database/viewer.php?item_id=549&img_step=1&mode=transcript#page1, “[page1]”- half way through the last paragraph, “Thus are we deprived...” through “How can the child obey their [their] parents in all things” on “[page2]”.

Explore how a specific component of slavery would lead to conflict within a slave family.

- 1890 speech by historian George Sheldon called “The Pocumtuck Confederacy”

The speech was given to the annual meeting of the Connecticut Valley Historical Society on June 16, 1890.

“The principal stronghold of the tribe was on a bluff, about half a mile northeast of the Common in Deerfield, which is still called Fort Hill. On approach of the enemy, the Pocumtucks gathered in this fort, upon which the Mohawks made a furious assault. They were repelled and driven off by the stout defenders. Their retreat was through Plain Swamp and across the North Meadows, towards Pine Hill. Here the Mohawks rallied and a hot engagement followed. The pursuers were broken and in turn driven back to their fort, which, after a bloody struggle, was stormed and taken, and its inmates all slaughtered by the enraged Mohawks.”

Explore the types of conflict that took place as a result of the Pocumtucks being forced off their land and apply this to other situations in history in which people were forced off their lands.

After the students have read the documents and teacher-led discussions have been held with questions A-F listed above, assign the students the task of writing their answer to the **Essential Question** that is listed at the top of this lesson.