

**Using the Deerfield Raid of 1704 to Teach Literature**  
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**IDENTIFY DESIRED RESULTS**

**PREREADING-What overarching understandings are desired? What will students understand as a result of this unit?**

Students will understand the complicated issues surrounding the Deerfield raid and its significance to Native America migration in the Northeast. (Chapters 1-4 of *The Unredeemed Captive, A Family Story from Early America*: John Demos: New York, Vintage Books, 1994.)

**What are the overarching “essential” questions? What essential and unit questions will focus this unit?**

1. List three factors that contributed to the attack on Deerfield.
2. Describe the difference between the English and French attitude toward Native Americans. **How were the French and English perceived by Native Americans in the area?**
3. Using the Native American model, how might this historical event be described?

**DETERMINE ACCEPTABLE EVIDENCE: What evidence will show that students understand...performance tasks, projects**

**STUDENTS WILL:** synthesize details and perspectives from the event into a new product based on the Native American folklore model.

- Use the components of Native American literature and the source provided to explain the epidemics that occurred in the Native American communities after the European settlers arrived. How did the Native American shamans explain the diseases that were killing the people?

Use “Epidemics and Social Disorder” as your source.

<http://1704.deerfield.history.museum/popups/background.do?shortName=expEpidemics> e

- Use the components of Native American literature and the source provided to explain from the Native American perspective the events of the Deerfield attack in 1704.
- Use “Native Land Use and Settlements in the North East Woodlands” by Marge Bruchac  
<http://1704.deerfield.history.museum/popups/background.do?shortName=expNLand>

## PLAN LEARNING EXPERIENCE AND INSTRUCTION

**Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed? Students will need to know, be able to**

- Create and present narratives modeled after Native American folktales that contain a prescribed number of facts from assigned text as well as all the components of Native American literature.

**What teachings and learning experiences will equip students to demonstrate the targeted understandings? In order to assure understanding of the assignment, I will:**

- Provide lessons intended to teach meanings of literary terms: theme, main idea.
- Explain the purpose of folktales in the Native American culture.
- Share three (3) examples of folktales that explain events in the natural world.

After reading historical selections from text, students will create their own folklore tales using the following guidelines:

1. Incorporate the five components of Native American literature:
  - A. Anthropomorphism
  - B. Words have power.
  - C. The value of the metaphor
  - D. Respect for elders
2. Use twenty (20) details from the 1704 raid to develop a folktale about the event.
3. Select one of the following tribes and include five (5) facts specific to the Kanienkehaka, Wendat, or Wobanaki tribes.
4. Incorporate the difference between the Native American relationships with the English and the French.

"The region to which the English immigrated and renamed New England had been carefully stewarded by Native peoples for millennia. English settlers, however, viewed these lands as a vacant wilderness to be possessed and subdued. The seemingly insatiable English desire for new lands where they could farm, raise families, and create an ideal Protestant society, generated conflict between these newcomers and the region's indigenous inhabitants.

"France's growing colonial empire included New France on the North American continent. Until the early 18th century, the vast majority of French immigrants to New France were single men, rather than family groups. French goals included maintaining friendly and profitable trade relations with Native people,

converting them to Roman Catholicism, and restraining English imperial ambitions."

<http://1704.deerfield.history.museum/scenes/groups.do>

**Resources:**

- *Elements of Literature, 6<sup>th</sup> Ed. Native American Literature* (The Sun Still Rises in the Same Sky, The Sky Tree, The Earth Only, *from* The House Made of Dawn, Coyote Finishes His Work)
- Read Chapters 1-4 of *The Unredeemed Captive*.
- <http://1704.deerfield.history.museum/popups/background.do?shortName=expEpidemics>
- <http://1704.deerfield.history.museum/popups/background.do?shortName=expNLand>