Who “Owns” History?

**Objective:** Students will be able to identify and understand multiple perspectives in historical narratives.

**Essential questions:**
Tina Lussier- gr. 9, World History: What motives behind the raid on Deerfield were similar to or different from European Imperialism in Africa?

Dot Verheyen-Cudjoe- gr. 12, Global studies: What social/political/economic themes are present today between African nations/China/USA that can be compared to the empires of 1704 as illustrated in the raid on Deerfield?

Nancy Henderson- gr. 12, Humanities: What similarities exist in psychological and emotional capacities of the English of Deerfield in 1704 and the English farmers of Rhodesia in the 1960’s?

✓ **Activator:**
- Illustrations from the *Raid on Deerfield: the Many Stories of 1704* website ([http://1704.deerfield.history.museum/index.html](http://1704.deerfield.history.museum/index.html))
- Visual analysis worksheet
  - Students will work individually.
  - They will infer perspectives of the 3 different groups by identifying the visual clues in the illustrations.

✓ **Formative I:**
- 1704 website- 3 pictures of place: “The Deerfield/Pocumtuck Area” from the “Maps” section ([http://1704.deerfield.history.museum/maps/landscapes.html](http://1704.deerfield.history.museum/maps/landscapes.html))
- Visual analysis worksheet
  - Students will work in small groups.
  - They will infer perspectives of the 3 different groups by identifying the visual clues in the illustrations.

✓ **Formative II:**
  - Click on “Text Transcription”.
- Student notebook
  - Students will be divided into pairs-assigned to work on part 1/2/3, then move into larger group to confer on their analysis and report back to the whole class, taking notes for themselves
  - Discussing importance of legal document to all involved

✓ **Summative**
- DBQ
- **Paper or PC**
  - **Questions?** Students will identify and explain the multiple perspectives of the various groups involved in the Raid on Deerfield using their own knowledge and the given historical narratives.
  - They must use 2-3 nations (British colonists, French colonists, Native peoples) perspectives and 2-3 sources (Activator, Formative I, II). All evidence will be identified with parenthetical annotation.

### Visual Analysis of a Primary/Secondary Source

<table>
<thead>
<tr>
<th>Step 1. OBSERVATION</th>
<th>Notes of observation</th>
<th>Identify point(s) of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study the image for 2 minutes. Form an overall impression and then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.</td>
<td></td>
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<td>Use the chart to the right to list people, objects, and activities in the image.</td>
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</tr>
</tbody>
</table>

### Step 2. INFERENCE

Based on what you have observed above, list 3 things you might infer from this image.

### Step 3. QUESTIONS

What questions does this image raise?
| Where could you find the answers? |   |   |