

Why Settle Here?

Comparing Concepts of Land Use in Colonial New England

GRADE 3

Unit Author: Karin Nelson

Established Goals (Massachusetts Standards):

HISTORY AND GEOGRAPHY 2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.

3.2 Identify the Wampanoag and their leaders at the time the Pilgrims arrived, and describe their way of life.

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom. Describe Pilgrim and Puritan challenges in settling in America.

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of at least three indigenous peoples in different areas of the country.

R.1.3.3 Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.

R.1. 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W. 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Essential Questions

How have humans altered the landscape to meet their needs?

How do different ideas about land ownership bring about conflict?

Understandings: (Students will understand that...)

Humans alter the natural world in order to meet their needs of food, shelter, and water.

Native Americans had lived in New England for more than 10,000 years and had established communities throughout the area.

North America was not an untouched wilderness when the colonists from England came to establish new communities on this continent.

Students will know:

Native Americans and British colonists had different methods for manipulating their environments to meet their basic needs.

Native Americans and British colonists had different concepts of land ownership.

Students will be able to:

Identify that European colonists and Native tribes had different views about how to use the resources of New England.

The way in which the landscape was changed by the colonist was different than the landscape changes brought about by the different tribes living in New England.

Lesson Plan

Activity One:

Students will compare images of Pocumtuck and Wampanoag villages with images of the Deerfield farming community. They will describe the differences between Native Americans' use of the land and colonists' use of the land.

1. Explain that the class will be looking at different images of the earliest settlements in Massachusetts. Students will be looking at images of both Pocumtuck and Wampanoag landscapes that show what their land might have looked like before the Pilgrims and Puritans came to New England. Students will also examine images of the early European settlement of Deerfield, located where the Pocumtuck people originally lived, and discuss the differences between the landscapes.
2. Introduce the first image of Pocumtuck and ask students to describe what they notice about this image. Record their observations on chart paper. Explain that students will break into small groups to look at the remaining images. They will describe how they see the land being used and identify the particular resources being used in each image. One student in each group will be a note taker and will write down the group's ideas. Students will meet back in the whole group to discuss their observations.

Image One: Depiction of Pocumtuck, 1550

<http://1704.deerfield.history.museum/maps/landscapes.html>

Image Two: Wampanoag Village

http://images.gseonline.us/?attachment_id=1918

Image Three: Founding a Permanent English Settlement at Deerfield, 1682

<http://1704.deerfield.history.museum/scenes/nsscenes/founding.do?title=foundDeerfield>

Image Four: Deerfield, circa 1700

<http://1704.deerfield.history.museum/maps/landscapes.html>

3. Whole Group Share: Using a T chart the teacher will record student observations about the difference between the Pocumtuck and Wampanoag landscapes and the Deerfield landscapes.

Guiding Questions:

How are the images different and the same?

What can you say about how the Pocumtuck and Wampanoag might have lived on this land?

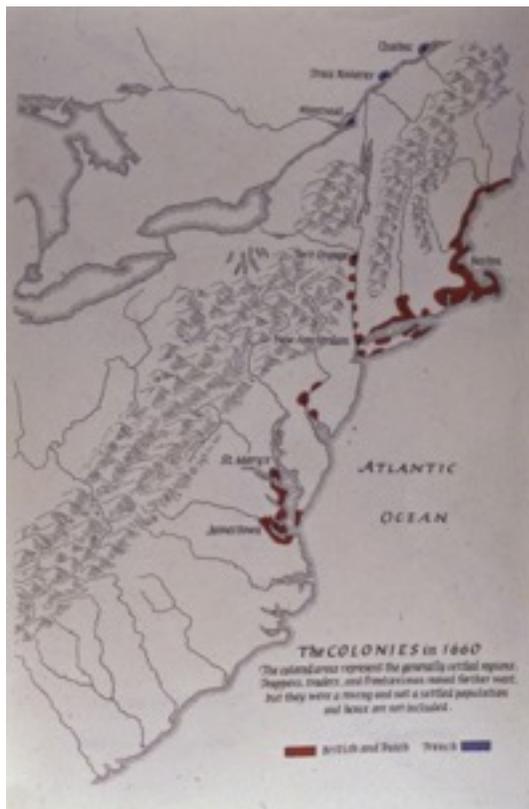
What do you think English colonists thought when they saw this place?

Activity Two:

Using maps of the New England area students will identify the regions that show the greatest settlement by British and French colonists and identify the resources that make those areas desirable for settlement.

1. Introduce the maps from Kevin Sweeny, author of *Captors and Captives*. (See attachment for file_containing maps to project on screen).

Review the color codes for both French and English settlements. Have student hypothesize why the colonists located the settlements in those particular areas. Record ideas on chart paper.



Guiding Questions:

Why are the British settlements along the coast of New England?

Why do you see some red dots heading north in a line (up the Hudson River)?

Why is there little settlement in the land away from the coast?

Map Source: <http://drbenjaminchurchjr.blogspot.com/2011/10/natives-of-new-england-1675.htm>

Activity Three:

Using quotes from primary sources students will compare the differences between an English colonial leader's and a Narragansett sachem's views about the land and its resources.

1. Project the following quote up on the screen. Have students fill in handout- what I noticed; what I wonder about; what I think this means.

Adapted from John Winthrop's Reasons for the Plantation in New England, 1628

“.... As for the Natives in New England, they enclose no Land, neither have any settled habitation, nor any tame cattle to improve the Land by, and so have no other but a natural right to those Countries. So as if we leave them sufficient for their use, we may lawfully take the rest, there being more then enough for them and for us.”

Guiding Questions

Is this a good justification for the colonists to settle in New England?

Do the Wampanoag and Pocumtuck people really not use their land?

Do you have to purchase land in order to own it? Do the Wampanoag and Pocumtuck people own the land?

Is there really enough land for everyone?

What if there isn't enough land and resources?

“...our fathers had plenty of deer and skins, our plains were full of deer, as also our woods, and of turkies, and our coves full of fish and fowl. But these English having gotten our land, they with scythes cut down the grass and with axes fell the trees; their cows and horses eat the grass, and their hogs spoil our clam banks, and we shall all be starved.
“

From Narragansett sachem Miantonomi speech to Montauks in 1642 describing the problems that the English created for his tribe. He proposes the different tribes work together to retake New England
In Cronon, William. *Changes in the Land*, pp. 162.

Assessment:

Writing Assignment

If you were a member of the Wampanoag, Pocumtuck, or other tribe living in New England in the 1600's what would you think about colonists settling on your land? Would you want to sell your land to the colonists? Why or why not?