

Understanding Land Use during 18th Century America

By Sue Pomasko

ESSENTIAL QUESTION

How did the Natives, English and French alter the landscape in the Northeast?

OBJECTIVES

Students will:

- Understand how the various culture groups in New England transformed the environment to meet their needs
- Create a map of New England in the 18th Century
- Contrast land use of the three empire groups: English, Native, French

NATIONAL GEOGRAPHY STANDARDS

Essential Element IV. HUMAN SYSTEMS

Standard 12. The processes, patterns, and functions of human settlement.

Standard 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Standard 14. How human actions modify the physical environment.

Essential Element II. PLACES AND REGIONS

Standard 6. How culture and experience influence people's perceptions of places and regions.

MATERIALS

- "The People of the Beaver-Tail Hill"
http://1704.deerfield.history.museum/voices/transcripts/wob_creation.html
- "Part II: The Ecological Transformation of Colonial New England", *Changes in the Land*, William Cronon, pp. 19-156
- The first 2 maps in "The Deerfield/Pocumtuck Area"
<http://1704.deerfield.history.museum/maps/landscapes.html>
- Map- "Quebec, the Capital of New France"
http://www.brown.edu/Facilities/John_Carter_Brown_Library/Champlainexhib/ImagesChamplain/Large/1
- Outline for students to gather information on their readings
- Essay and illustration requirement sheet
- Maps of New England 18th century

PROCEDURES

1. Story of Mt. Sugarloaf- instruct students to listen to the oral history, "The People of the Beaver-Tail Hill"
2. Show the following 3 images and ask the question associated with each one. (These images and their questions might be made into a Powerpoint slideshow.)
 - a. First map in "Deerfield/Pocumtuck Area"- "Pocumtuck, circa 1550"
 - How does this picture provide an understanding of Native land use?
 - b. Second map in "Deerfield/Pocumtuck Area"- "Deerfield, circa 1700"

- How does this picture provide an understanding of colonist land use?
- c. Map- "Quebec, the Capital of New France"
- How does this picture provide an understanding of French land use?

3. Break students into 3 groups (Native, English, French) and have them read about land use and settlements of the northeast during the 18th Century (use websites under resources and guided questions worksheet)

Requirements for Group and Individual Presentations

Group Requirements:

1. After being divided into an English, French, or Native group, read the information regarding land use by these 3 empires. Website links are listed at the top of each outline. Use the questions on the outline to guide your reading and gather information about these empires.
2. Create a presentation of 5-7 minutes on how your empire interacted with the land. The information you provide will be recorded by your classmates.

Individual Requirements

After documenting the information regarding all 3 empire groups use this information to write a 5-paragraph essay and draw an illustration or map of your empire choice.

1. Essay requirements:

- a. Introduction paragraph- include an overview of how all 3 groups interacted with the land in 18th century America.
- b. Second paragraph- include specific examples of how one of the empire groups interacted with the environment.
- c. Third paragraph- provide specific examples of how the land was distributed and viewed by your empire group.
- d. Fourth paragraph- should include the struggles your empire group faced while trying to maintain their landscape.
- e. Fifth paragraph- should include your opinion on how the landscape struggle has shaped America today.

2. Map or illustration- include how your empire was designed, its location, and how it was used.

3. Have students report to the class about land use and settlement findings. As groups present have all students take notes on the 3 cultural groups.

4. Have students create a map/illustration and write a summary on the land use and adaptations by the 3 cultures.

RESOURCES

Beaver legend: <http://www.bio.umass.edu/biology/conn.river/nalegend.html>

Raid on Deerfield: the Many Stories of 1704 website, <http://1704.deerfield.history.museum/home.do>

- Voices and Songs
 - Creation and Deeptime Stories- Wôbanakiak: Amiskwôlowôkoiak – the People of the Beaver-tail Hill
- Meet the Five Cultures
 - English Lifeways- England, circa 1600
 - French Lifeways- France, circa 1600
 - Kaneinkehaka Lifeways- Mohawk Valley, circa 1500
 - Wobanaki Lifeways- circa 1600
- Explanations
 - European Land Use and the Transformation of the Northeast
 - French Colonization
 - Native Land Use and Settlements in the Northeast Woodlands
 - Captivity and Return
- Story Menu
 - New Communities- Founding a Permanent Settlement at Deerfield, 1682; Founding Montreal, 1642; Founding New Kanienkehaka Communities, 1666; Founding Schaghticoke and Odanak
- Maps
- Artifacts

<http://1704.deerfield.history.museum/groups/lifeways.do?title=English>

Describe the hardships the English faced during the 17th Century.

Describe the "English Lifeways" illustration.

Describe the common foods eaten by the English.

Describe the clothing used by the English.

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

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

Why were the English determined to establish their village in Deerfield (Pocumtuck)?

According to the English, what was the “traditional” European way of using land?

Contrast the Native/English view on land “ownership”.

How did the Metacom War (King Philip’s War) effect English and Native relations?

<http://1704.deerfield.history.museum/groups/lifeways.do?title=French>

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

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

Describe the French colonists and how they distributed land.

Describe the French community and society during the 17th century.

Describe the European community that emerged in Montreal.

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

<http://1704.deerfield.history.museum/groups/lifeways.do?title=Kanienkehaka>

Describe the relationship between the Native people and the landscape.

Describe how the Algonquian communities used the resources on the landscape.

Describe Iroquoian homeland use and resources.

Describe the forest and clearing practices used by the Kanienkehaka (Mohawk).

Describe how the Wobanaki peoples developed relationships with the landscape and various ecosystems.
