

Not a Fate Worse than Death: Examining Captivity Stories

Grades: 11-12
AP U.S. History

Common Core State Standards:

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other as a whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-constructed event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective

“Much has been written about Indian captive taking and the process of acculturating captives into Indian society, and a couple of examples will do to illustrate that Indian captivity in the borderland was not always the fate worse than death portrayed by Puritan chroniclers and New England historians. The Indian raiders who attacked Deerfield in 1704 brought with them a sack of mail from captives in the north and hung it from a tree branch where it would be found and distributed to anxious relatives in the settlements. While some captives fell under the tomahawks of Indian warriors anxious to escape pursuit, others enjoyed considerate treatment as their introduction to a new life” (Colin G. Calloway. “The Abenakis and the Anglo-French Borderlands,” *New England/New France 1600-1850*, 24-25).

In this lesson students will use the stories of Eunice K. Williams and Mary Jemison to assess the validity of Professor’s Calloway’s claim **“that Indian captivity was not always the fate worse than death.”**

Students will use three graphic organizers on document analysis to highlight their understanding of the captivity stories. Students will also determine what value the narratives of white captives have as historical sources in studying our nation’s past.

Introduction

On February 29, 1704 the village of Deerfield, MA was raided by a force of French and Native Americans from Canada during the War of the Spanish Succession. Similar raids had and would occur against other settlements along the borderland during the eighteenth century. While the 1704 assault was neither the first nor the last raid on Deerfield, it was significant because of the number of inhabitants captured or killed. The most famous of these captives was Eunice K. Williams, daughter of the Rev. John Williams, the town’s minister. Eunice would be adopted by the Mohawk nation and live the remainder of her days as a Native American refusing to return home to her white family in Deerfield.

Captured by the Shawnees from Adams County, PA in 1758, Mary Jemison would remain with her adoptive Seneca nation until her death in 1833. During her years with the Native Americans, Mary would marry twice and bear eight children who produced thirty-nine grandchildren and fourteen great-grandchildren. In Chapters 2 and 3 of her narrative printed in 1824, Mary recounts her capture and her adoption into the Seneca nation.

Materials

Primary Document:

A Narrative of the Life of Mrs. Mary Jemison Chapters 2 and 3.
womenshistory.about.com/library/etext/bl_nlmjo4.htm

Websites-Eunice K. Williams:

<http://www.1704.deerfield.history.museum/popups/people.do?shortName=EuniceKWilliams>
<http://www.1704.deerfield.history.museum/popups/people.do?shortName=EuniceKWilliams#Captivity>

Graphic Organizers:

Document Analysis and Learning

Document Analysis-Making Connections

Document Analysis-Detecting Differences

Procedure (Instruction and Assessment)

Focus Questions

After reading Eunice K. Williams's and Mary Jemison's stories, do you consider white captivity by Native Americans a "fate worse than death?"

Why do you think Eunice and Mary chose to remain with their adoptive families?

If captured, adopted, and given the option, would you return to your family or remain with your adoptive captors?

What is the value of using captives' stories as a historical resource?

1. Distribute copies of the Focus Questions.
2. Have students Logon to the 1704 website.
3. The teacher "share reads" with the students beginning by reading Eunice K. Williams's story aloud. Students will join in after the first few paragraphs.
4. With the teacher, students will select keywords and/or unknown words from the document.
5. Students will work in pairs to define those words.
6. Students will Logon to *The Narrative of Mrs. Mary Jemison*-Chapters 2 and 3.
7. Repeat Steps 3-5.
8. Distribute the three Graphic Organizers.
9. Working in pairs, students will answer the graphic organizers.
10. Students will form small groups(4-6) to discuss their responses to the organizers.
11. The class will engage in a discussion of their results.
12. As a class, students will discuss the Focus Questions.

13. Short-term assignment- students will write their own captivity narrative incorporating their responses to the Focus Questions.

14. Long-term assignment- Students will research another Native American captive and write a short paper (3-5 pages) on the captive's story.

Examples:

Hannah Hurst
Susannah Willard Johnson
Cynthia Ann Parker
Esther Wheelwright
Rev. John Williams
Stephen Williams

Additional Fields

Recommended sites:

American Centuries: History and Art from New England. www.americancenturies.mass.edu

A Glimpse of Mary Jemison. www.letchworthparkhistory.com/jem.html

Pieces of the Past. www.letchworthparkhistory.com/doc.html#jemison

Raid on Deerfield: The Many Stories of 1704. <http://www.1704.deerfield.history.museum/home.do>

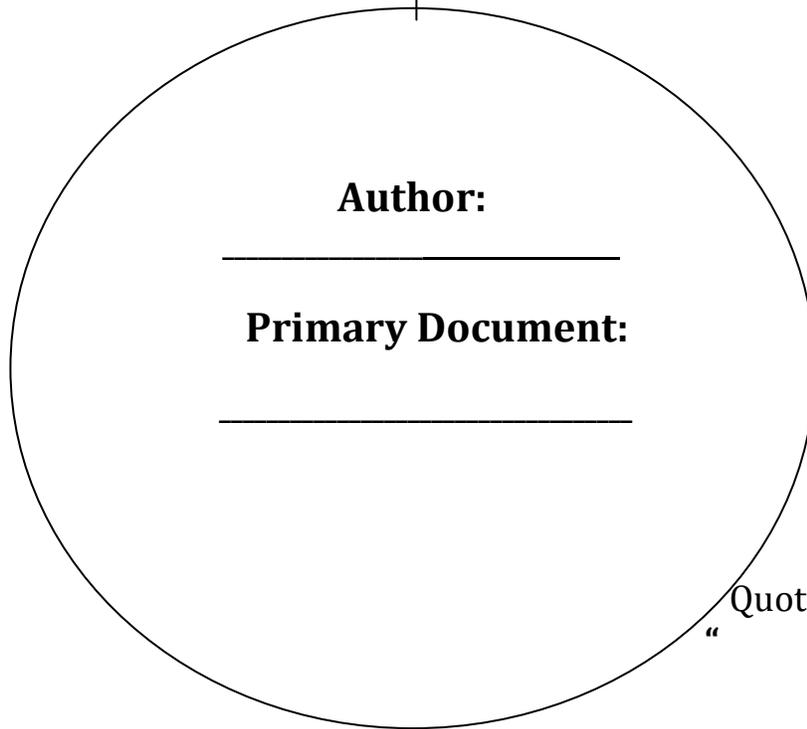
Name- _____ Date- _____ Class- _____

Document Analysis & Learning- Fill in the name of the author and the document you are studying in the middle of the graphic organizer. Surround your author and document name with specific information you learned on the left of the graphic organizer and matching quotes on the right.

This document taught me...
information...

Document based

Quote-
“ ”



Quote-
“ ”

Quote-
“ ”

Name- _____ Date- _____ Class- _____

Making Connections – Document to Document

Primary Document Comparison– Using the graphic organizer below cite the connections and relationships between two documents we have analyzed.

Document I		Document II	
Name- _____	_____	Name- _____	_____
Author- _____	_____	Author- _____	_____
Date- _____	_____	Date- _____	_____
Quote- “ _____	_____ ”	Quote- “ _____	_____ ”
Meaning- _____	_____	Meaning- _____	_____
Connection- _____	_____	Connection- _____	_____
Quote- “ _____	_____ ”	Quote- “ _____	_____ ”
Meaning- _____	_____	Meaning- _____	_____
Connection- _____	_____	Connection- _____	_____

Other Connections

