

## TEACHING AMERICAN HISTORY PROJECT

### Lesson Title—King Philip’s War: A Primary Source, Exploring Options, and Sachem’s Speech Writing Activity

from Sean Gilligan

Grade: 9-12

Length of class period: 60 minutes

Inquiry (what essential questions are students answering, what problem are they solving, or what decision are they making?)

- What were some of Metacom’s (King Philip’s) complaints against the English?
- From a Native perspective, what were the positive and negative points of each decision making option for King Philip’s War?
- From a Native perspective, what was the best option in terms of King Philip’s War?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will interpret a primary source to determine Metacom’s complaints against the English.
- Students will analyze both the positive and negative points of each decision making option for King Philip’s War.
- Students will write speeches from a Narragansett sachem’s perspective. The speech will defend the writer’s “best option”, examine what is wrong with the other two options, and predict what life will be like for future generations if the “best option” is chosen.

Materials (What primary sources or local resources are the basis for this lesson?)-(please attach)

*Discovering American History, Cobblestone: King Philip’s War (1675-1676)* October 2000 Edition, written by Eric B. Schultz and Michael J. Tougais. (This book is not attached because of copyright laws. This *Cobblestone* edition is used as a textbook for my King Phillip’s War unit. I

strongly recommend that your purchase this educational tool if you wish to teach a unit on King Philip's War).

King Philip's War Primary Source: "Metacom Relates Indian Complaints about the English Settlers, 1675"

King Philip's War (1676) Options

Sachem's Speech Writing Activity

Activities (What will you and your students do during the lesson to promote learning?)

Before this lesson, we have read about King Philip's War from the *Cobblestone* edition about this topic. For initiation, students will be asked to share what they have learned about Native/English relations in New England from 1620 to 1675. Student input is placed on the board. Students should also be asked to identify what they have learned so far about Metacom.

Students are prompted that they will read a primary source excerpt that reveals Metacom's complaints against the English. Students will work in pairs to read the primary source and also write down Metacom's complaints. This document is written in 17<sup>th</sup> century English and the unique spellings could cause some confusion. The teacher should monitor student understanding frequently. After students have had sufficient time (varies depending on class setting) to interpret the primary source, student volunteers will be asked to share what complaints they discovered. The teacher will record these complaints on the board, and students will record these as notes.

For the remainder of the class period, students will read about the three options that were available to a Native person in 1676 New England. These options look at choices to make for King Philip's War. The options include helping King Philip, helping the English, or staying out of the fighting by leaving the area. This activity will go into the next class period. Students working with partners will record what is positive and negative about each of the options. Student discoveries will be shared, recorded on the board, and notes will be taken.

The assessment for this unit is the Sachem's Speech Writing Activity. Students will write a three paragraph speech from the perspective of a Narragansett sachem. Students must convince the people of their village to follow a certain option for King Philip's War. In the speech, the students explain why one option is the best option, what is wrong with the other two options, and predict how following this option will impact their grandchildren's grandchildren.

After the Sachem's Speech Writing Activity, a roundtable discussion should occur about students' option choices. After this closure, it is recommended that the latter part of this *Cobblestone* edition is read and discussed so that students understand what happened in King Philip's War along with the war's aftermath. They will see that in real life, Native peoples of New England chose all three of these options. Each individual's decision was based on which option they thought would lead to personal survival and cultural survival.

### **How will you assess what students learned during this lesson?**

- Primary Source Notes
- Options Notes (Pros and Cons)
- Sachem's Speech Writing Activity

### **Connecticut Framework Performance Standards—**

#### Standard 1- Content Knowledge

1.1 Demonstrate an understanding of significant events and themes in United States history.

High School 9. Assess the significance of the evolving heterogeneity of American society (cultural pluralism, etc.).

High School 12. Evaluate the role and impact significant individuals have had on historical events (Metacom).

#### Standard 2- History/Social Studies Skills

2.2 Interpret information from a variety of primary and secondary sources, including electronic media.

High School 2. Choose valid sources and provide evidence to answer a history/social studies question.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

High School 7. Create written work that analyzes a historical event.