

Lesson Topic: An Introduction to the Slavery of Indigenous People in Colonial New England

Objective: To begin to understand the role of slavery in the lives of Indigenous tribes in Colonial New England.

Standards:

Grade 3: Topic 4. The Pilgrims, the Plymouth Colony, and Native Communities [3.T4]

Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans [3.T5]

Grade 4: The Northeast [4.T4a]

Resources: Sugar (or sugarcane real or picture), coffee, map of West Indies, picture of Indian male, picture of enslaved African, picture of Colonists, picture or toy of a ship (as many objects needed to serve groups of 4-6)

Primary Sources: To be used in collection of objects.

<http://1704.deerfield.history.museum/popups/people.do?shortName=Frank>

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

http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Abenaki_couple

Map:

https://www.google.com/search?q=colonial+map+of+west+indies+printable&tbm=isch&source=iu&iactx=1&fir=QfYvlgGT_wmRM%253A%252Cjfk0_HJDV5Sd0M%252C_&vet=1&usg=AI4kQroCAcXt3hMV5SdeqOrjoiAZRj9A&sa=X&ved=2ahUKEwj949Dsm3jAhUFVN8KHZF3CZMQ9QEwAanoECAkQCA#imgrc=bPxzNBIQnYORWM:&vet=1

Alternatively, use Google images to find the 1827 Finley Map of the West Indies or another image of a map of the Caribbean from the 18th or early 19th centuries.

Secondary Sources: These are sources that teachers may choose to use either for background information or to share with the class.

Reinterpreting New England Indians and the Colonial Experience—edited by Colin G. Calloway and Neal Salisbury

Northern Slavery and Its Legacies (Still a New and Unwelcome? Story)—Joanne Pope Melish (pages 116-117)

Activities: Children will gather together in small groups and discuss the items present. Then, they will try to figure out how the items are connected and what the story of the items are (this is scribed by one group member. Groups will then share their thinking with each other. Then we'll have a group discussion about how Indigenous people were enslaved by the Colonists.

Time: 1-2 class periods

Assessment: Students will be assessed on the ability to work as a group, complete the task given and the sharing of ideas during the whole group discussion.

Grades: 3-4

Follow-up: After this activity children will read different excerpts about the Pequot and King Philip's War and look at images depicting wars and enslavement. Then, students choose one picture and write a journal entry about what they see in picture and include their personal reaction to it. They will then share their journal entries with the class.