



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Living on the Edge of Empire: Alliance, Conflict, and Captivity in Colonial New England

Institution: Pocumtuck Valley Memorial Association

Project Director: Lynne Manring

Grant Program: Landmarks of American History and Culture Workshops

INTRODUCTION The Pocumtuck Valley Memorial Association and its teachers' center, a nationally recognized professional development provider, seek \$179,553 to fund *Living on the Edge of Empire: Alliance, Conflict and Captivity in Colonial New England* Landmark Workshop for K-12 teachers. Building upon our Workshop's success in 2013, we propose to offer it again July 10 – 15 and July 24 – 29, 2016. The Workshop takes place in the Old Deerfield Village Historic Landmark District and provides a full range of resources – landscape, architecture, artifacts, documents, and oral histories – which illuminate competing perspectives of the colonial period. Led by the same 2013 team of pre-eminent scholars and veteran professional development providers, the Workshop will offer K-12 educators tools to engage students in learning about colonial America, including the multi-cultural interaction of the frontier, colonization, and the European imperial struggle for control of North America which ultimately set the stage for the American Revolution. In 2013, 168 applications were received for 80 spaces. In 2016, we intend to make a great program even better, with use of a newly available Native archaeological site, as well as increasing other historic place-based experiences and hands-on interactivity, to deepen teacher learning. Teacher evaluations in 2013 were extremely positive: *“The level of scholarship was fantastic and the variety of topics gave us a very all-encompassing view ... I ... was motivated to go back to the classroom with new knowledge and enthusiasm.”* (Eval # 16969) *“One of the best NEH programs I’ve attended... It was incredibly well thought out, effectively presented, and enlightening”* (#17490).

1) INTELLECTUAL RATIONALE The 1704 French and Indian Raid on Deerfield is a window into a fascinating and pivotal period of American history. For a century from 1660 to 1760, the bucolic New England village of Deerfield, Massachusetts, was a crossroads where differing visions and ambitions of diverse Native American Nations and European colonial empires both interacted peacefully and clashed violently. During a memorable three-hour span in the early 1700s, the town stood at the center of the struggle to control the continent. To travel back in time early in the morning of February 29, 1704, the day of the Raid, would be to encounter the flicker of flames and

smell of smoke and gunpowder; the air would be filled with a cacophony of French, English, and Native voices mixed with battle sounds. French, English, Indians, Africans, men, women, children, soldiers, ministers, farmers, and traders...all were there on that fateful day. By mid-day over 70 residents and attackers were dead while 112 men, women, and children were being hurried out of the burning village by their French and Native captors. The Raid was rooted in religious conflicts, personal and family retribution, strategic alliances, and kinship ties. For example, the English attack at nearby Peskeompskut, killing 300 Native people in Metacom's (King Philip's) War resulted in lingering hostility by Native nations. The Raid and the colonial world that produced it helped to create an American identity and world view that became a backdrop for the American Revolution.

a) Importance of the Subject – The 1704 Raid was an important episode in Queen Anne's War (1702-1713), part of a global contest as England and France vied for control of the Spanish crown and its empire. It was a significant event for British colonists and for Native communities who had long called this region their home. The Raid provides educators a valuable opportunity to explore global issues while *offering a compelling entry point for teaching the complexities of the early American colonial period and the many cultural groups who comprised it* –Native nations, enslaved Africans, the French and English settlers. Economic, political, and religious competition and cooperation played key roles in the colonization of North America. It was an era of shifting alliances as well as conflicts, ranging from trade disputes, to raids and the taking of captives, to full-scale war with the destruction of communities and entire peoples. By “living on the edge” of empire Americans forged a distinct identity that would play an important role in their decision to found their own unique nation.

This history did not fade away with the ending of the French and Indian Wars in 1763; it provides an opportunity to understand *continued Native presence, ongoing conflict and reconciliation, and how history is remembered*. There has been on-going contact between Deerfield and the Kanienkehaka (Mohawk) community at Kahnawake, near Montreal, Canada, including several highly visible and

documented visits by the Native descendants of one of Deerfield's most famous “unredeemed” captives, Eunice (Kanenstehawi) Williams, who chose to remain with her Native captors.

Over the years, the Raid of 1704 took on symbolic importance making it central to understanding the struggle for North America. Into the 20th century, Deerfield captivity narratives justified the special status of English descendants by highlighting their ancestors’ sacrifices settling this land. This interpretation also demonstrated how the “frontier” had been “subdued” in the east as the American west was being “civilized” during the 1800s. The Raid also became a seminal event in the history of the Wôbanaki (Western Abenaki/Pocumtuck) and Kanienkehaka (Mohawk), who likewise preserve stories, artifacts, and records of the attack, with different interpretations. Less well-known is the presence in Deerfield of enslaved Africans who were part of the web of interaction between Europeans and the Native nations. The different ‘memories’ help us understand how cultural perspectives influence “history” and provide an opportunity to teach from multiple perspectives. Two teachers reported: “*The workshop...made me more aware of the many points of view – French, British and Native American*” (#17007) and “*provide[ed] a sense of place, historical accuracy and perspective...*”

b) Significance of the Landmark and its Resources – The Old Deerfield Village Historic Landmark District is a richly layered site of American history and culture, providing a wealth of resources for the study of colonial history. Located in the heart of the ancestral homelands of the Wôbanaki Pocumtuck, it is the site of the 1704 Raid, contains restored colonial houses, and is home to the Pocumtuck Valley Memorial Association, founded in 1870 to ensure that future generations would remember the 1704 Raid and the region’s colonial past. “*There could not have been a better place to feel immersed into Colonial Era history than Old Deerfield, MA. Not only the museum’s collections, the buildings and the street, but the costumed presenters and musicians as well as the field trips were just superb.*” (#18118) “*Walking through the town and seeing house sites and places where fighting took place, etc. looking at artifacts and journals from Deerfield residents, captives, Indians, helps us have a clearer view to share with our students.*”(#17872)

This landscape with its built environment is an above-ground archaeological site providing evidence of the passage of different peoples and centuries. Reading these visible layers of history in the village and nearby sites provide compelling connections to the Workshop content and introduce teachers to “reading” a landscape as an historical source. Staff and scholar-led walks will connect teachers with themes as they traverse this once contested landscape and are immersed in a historically evocative setting. Fertile fields cultivated by the Pocumtuck from time immemorial are bounded by the Deerfield River to the west and the Pocumtuck Ridge to the east, prominent in Native oral tradition. Nearby, at the great falls of the Connecticut River at its confluence with the Deerfield River, is Peskeompskut, the site of a pivotal event in Metacom’s War.

The landscape and its history intimately connect us with the conflicting beliefs over land that drove disputes between indigenous peoples and European colonists. The 5,000 acres of the land grant of the General Court of the Massachusetts Bay Colony to English proprietors was superimposed on Pocumtuck homelands. The landscape still bears the recognizable imprint of the 17th century English common field system delineated in a partial map from 1671. An incline in the village center underscores the strategic location of this English fortified settlement situated upon a pre-existing Pocumtuck village. Within the Landmark are colonial houses and exhibits providing a window into the daily lives of English settlers and enslaved Africans. At the edge of the village is the settlers’ burying ground, purported to have been a Pocumtuck burying ground, with symbolically rich 18th century gravestones, suggestions of unmarked graves of less prominent citizens and slaves, and a 19th century monument to the mass grave of the English who died in the 1704 Raid. To the east, the site of a Pocumtuck fort introduces themes of alliances, trade, and conflict among Native peoples and Europeans. The steep ravine of the nearby Peskeompskut fishing grounds is evocative of a brutal attack in Metacom's War, where hundreds of Native people attempted to flee advancing English militia, with many falling to their death in the falls. Throughout these earlier strata of history are early

20th century monuments that add a layer of memorializing to the already complex historical landscape.

The **Pocumtuck Valley Memorial Association (PVMA)**, named for Native people who first lived in this area, **provides a wealth of resources** to the Landmarks experience. PVMA's Memorial Hall Museum and Library opened in 1880 to memorialize the lives of Native and early English residents, particularly those involved in the 1704 Raid. *Memorial Hall* is one of the oldest museums in New England and has an extraordinary collection of historic maps, art photographs, furnishings, textiles, and Native American artifacts dating from pre-Contact (12,000 BCE) to the present, many of which are considered national treasures. A remarkable feature of its collections is the depth of documentation of its artifacts and their interrelation with maps, journals, and manuscripts in its *Memorial Library* which link material culture to individuals and locations. Such links provide direct connections to actual people who lived on the edge of empire. For example, the Chauk deed (1667) establishing the English claim to this territory but retaining communal Native use can be examined alongside the early proprietor's map which subdivided the land among private owners. "The Bars Fight" poem by the slave Lucy Terry about the last attack on Deerfield by Native people in 1746, provides a rare African perspective. These collections are made widely accessible on two nationally recognized **websites** with over 12.3 million hits and 343,314 unique visitors annually: [American Centuries](#), an education website, with several thousand artifacts and documents for use in K-12 classrooms; and [Raid on Deerfield: The Many Stories of 1704](#) which has received awards for conveying multiple perspectives of a contested historical event. Additional key PVMA resources include: 1) the "Old Indian House", a reproduction of a dwelling from the 1704 Raid, now a *children's museum* that models hands-on-activities; 2) *The Deerfield Teachers' Center* with experienced staff; and 3) *Academic staff*- Librarian David Bosse and Curator Suzanne Flynt are available for consultation.

c) **Core Workshop Topics** include: the many Native nations and their alliances and conflicts; the European conflicts and their impact on North America including the Colonial Wars; the role of

religious and political struggles; historical archaeology and life in English, French, and Native settlements; colonial enslavement of Africans and Native Americans; captivity narratives and legacies; and strategies for a balanced approach to teaching history.

d) Impact – Teachers in 2013 reported significant impact. They acquired knowledge of a period of American history that played a critical role in defining the American identity. This Workshop directly supports K-12 content, from Native lifeways and colonial America to African American history. *“This workshop will affect my teaching of geography, history, tolerance, religion, international relations and countless other topics”* (#17942). The Workshop provides teachers with engaging and effective instructional approaches which address multiple learning styles. Teachers learn strategies for teaching difficult subject matter and from multiple viewpoints: *“This course will enable me to teach ... my students so they can discover and see different points of view on Colonial history”*(#17700). Teachers gain skills in the use of historic sites, archival materials, architecture, and landscape: *“I hope to completely revise the way I teach early American history by using the site as a way to look at pre-contact life, patterns of colonization and early New England life”* (#17100). Impact is broadened as teachers share with colleagues; for example, a 2013 participant presented to the Georgia State Social Studies Conference.

2) The Workshop **CONTENT AND DESIGN** are organized around thematic questions:

- What does this site and event teach us about the complexities of the American colonial period?
- How does one read this particular or any site as a multilayered, historical landscape?
- How did Deerfield, a community at the edge of the English and French empires, become the epicenter of international conflict at the turn of the 18th century?
- What was the nature of slavery in early colonial New England and its role at the edge of empire?
- What were the histories and experiences of Native nations and peoples in this region?
- How does this colonial history help us to understand the origins of the American Revolution?
- Who “owns” history? How can we identify, understand, and incorporate multiple perspectives?
- How can educators teach difficult or “hard history” to children?

Teachers’ evaluations in 2013 indicated the effectiveness of this design. Comments included: *“All activities and discussions were organized to perfection, a mix of lecture, break-out sessions, and observations were utilized to add interest and vary the teaching... The discussions were in-depth and valuable to understanding the*

concepts” (#16981). “This is perhaps the most impressive seminar I have ever attended. The passion of those in charge together with their expertise, tact, people skills and organization and planning that went towards the whole academic experience was wonderful. Field trips happened at perfect intervals, readings were appropriate and meaningful, presenters were top notch.” (#17942) In 2016, we will offer the effective 2013 core workshop content and design, building on our strengths with improvements based on participant feedback and new opportunities. Participants found the site evocative and instructive. To enhance the impact of place-based learning, we are adding site-based activities as well as an optional Saturday for individual exploration. Likewise, participants found carefully crafted small group interactive activities useful for digging deeper into themes and engaging in dialogue with scholars and staff; thus these have been expanded. We are adding exploration of the recently accessible Native archaeological site of Peskeompskut. We are also making logistical improvements (e.g. meals and fewer evening programs) based on close review of NEH and in-house evaluations. A detailed analysis of evaluations and enhancements is appended.

Structure – Two one-week Workshops will be offered: July 10 - 15 and July 24 - 29, 2016. Each day includes a highly distinguished scholar, central questions, readings, small group sessions, material resources, site visits, and classroom integration strategies. Our lead scholar, Dr. Kevin Sweeney, the pre-eminent expert on this topic, will moderate discussions, providing intellectual continuity in addition to his presentations. Teachers work in small groups supported by Project Director Lynne Manring, to create lessons that integrate themes and resources. Our lead scholar and director are skilled in working with teachers on provocative material while maintaining civil discourse. The 2013 Workshop was entirely civil. Daily evaluations are reviewed for ongoing improvements. Analysis of evaluations following both week-long sessions identifies areas for further improvement.

DAILY WORKSHOP DESCRIPTION (See pages 28 – 51 for reading list and detailed schedule.)

Sunday – An Introduction to “Place” Teachers gather at the Deerfield Teachers’ Center between 3 – 5:15 p.m. where they will get acquainted over light refreshments. A *Meet the Town* walking tour is

offered at 4:00 p.m. At 5:15 p.m. teachers, with staff and lead scholar, travel to Mount Sugarloaf in the Pocumtuck Range, where they enjoy a meal under the summit pavilion. Mount Sugarloaf provides stunning panoramic views of the broad agricultural landscape of the Connecticut River Valley that people have called home for over 9,000 years (photo in appendix). Experiencing the landscape where colonial peoples lived on the edge of empire helps teachers to situate themselves geographically and chronologically. They can imagine generations of Wôbanaki (Pocumtuck) people planting on some of the world's most fertile soil, fishing, gathering, and trading with European newcomers, and trace the outline of the earliest English homes and farm fields nestled along the river.

Mount Sugarloaf, or Wequamps, is the central image of "Amiskwôlowôkoiak", the Pocumtuck story of "the people of the beaver-tail hill". Modeling experiential, place-based learning, we explore this "Deeptime story" as an example of Native use of metaphor to describe how ancient geological events reshaped the landscape, forming mountains, rivers, lakes, islands, and rocky outcroppings. We discuss how Native oral narratives about the landscape formed part of a larger body of knowledge that guided them in daily activities. Teachers are able examine the 17th century report of the proprietors, which describes their justification for claiming the land. This introduces Native versus European perspectives of the land and the impact they had on the interaction of the cultures.

Reading: William Cronon's, *Changes in the Land: Indians, Colonists and the Ecology of New England*

Monday – *Between Empires: Colonial New England* – Dr. Kevin Sweeney, Amherst College

Central Questions: What were the roots of the violent encounter of English, French, and Native people at Deerfield in 1704? What was the role of Metacom's War? In what ways was the Raid a microcosm of early colonial conflict, accommodation, and assimilation among individuals and nations? What can surviving material tell us about English assumptions about the "wilderness"?

Lead Scholar Kevin Sweeney, co-author of *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, the acclaimed definitive work on the colonial frontier of New England, discusses the

multicultural social, political, religious, and economic context that placed Deerfield at the crossroads of international conflict. He addresses Metacom's War and the roots of the 1704 conflict involving English, French, Kanienkehaka (Mohawk), Wendat (Huron), and Wôbanaki (Western Abenaki/Pocumtuck). He explains how the 1704 Raid was part of the War of Spanish Succession (1701-1714), part of an ongoing struggle for domination of North America by England and France. Dr. Sweeney discusses how this centuries-old European rivalry fueled parallel wars with the Wôbanaki and alliances with the French among northern Mohawks and Hurons. He explores the religious world views of English Calvinist Protestants compared with French Catholics in Canada. This leads to examination of the role varied belief systems played in relations among Native peoples and Europeans, including the Great Peace of 1701- a key event in Canada leading to the 1704 raid.

Following Dr. Sweeney, teachers rotate through three concurrent small group activities which build upon the lecture's content. (1) Dr. Sweeney will lead an exploration on foot of the village's historical landscape and built environment as a multi-layered "above-ground archaeological site", deconstructing the landscape, and differentiating layers of historical meaning. (2) Tim Neumann, Executive Director, PVMA, will lead a close study of architectural fragments, featuring evocative objects surviving the 1704 Raid: the hatchet-scarred Sheldon house door exhibited in Memorial Hall. Teachers examine the construction of this nail-studded, reinforced door from the perspectives of those who stood on either side. (3) At PVMA's Children's Museum, staff with expertise in colonial history, lifeways and classroom integration, provide a tactile backdrop for the week by introducing, in a hands-on manner, everyday life of European and Native inhabitants in New England. Included is an examination of primary sources that reveal the hardships of living on the edge of empire. Activities include a comparison between daily life in New England and in French Canada.

At 3:00 pm, teachers convene at the Flynt Center museum where Philip Zea, President of Historic Deerfield, Inc. (a neighboring museum) presents on material culture of the English in

Deerfield in 1704. He guides them in the skills of ‘reading’ artifacts and approaches for interpreting museum houses to accurately imagine life in a settlement on the edge of the English empire.

The day ends with a session on lesson development. Project staff offer guidance on the lessons teachers will be developing; introduce them to primary and secondary sources; and offer advice on incorporating the Common Core. Discussion includes the challenges of teaching “hard history” of a violent event and how younger learners may be introduced to age-appropriate themes.

Readings: *Captors and Captives* by Sweeney and Haefeli; Selected scholar essays from the *Many Stories of 1704* website;” and “Furnishing the Frontier” a guide to the Flynt Center exhibit.

Tuesday – Alliance and Conflict: Native Perspectives – Dr. Margaret Bruchac, UPenn

Central Questions: What were the histories and experiences of Native nations in this region prior to European settlement? How did each respond to contact with the French, English, and Dutch? What was the impact of Metacom’s War? What circumstances led to the Great Peace of 1701 and how did this affect each group’s decision to participate in the raid on Deerfield in 1704?

Dr. Bruchac, a Wôbanaki and scholar, provides an overview of early Native history, underscoring that indigenous peoples were and are separate nations and cultures. Professor Bruchac’s lively discussion of Native American 18th century culture and lifeways helps participants comprehend Native perspectives of their interaction among Native groups and Europeans. Insights from her own heritage and family stories, combined with her linguistic and scholarly expertise, provide a unique opportunity for teachers to gain a more nuanced understanding of Native peoples during this era, as an alternative to the common homogenizing, and ahistorical stereotypes. Discussion includes the impact of Metacom’s (King Phillip’s) War, spiritual beliefs, political world views, and gender roles.

Following this presentation, teachers attend three, hour-long concurrent small group sessions: (1) Dr. Bruchac leads a walk through the Pocumtuck homeland. This tour of Deerfield’s village, farm fields, and river connects teachers visually and viscerally to the topography and eco-system, the oral

history of the Pocumtuck people rooted in the landscape, and the chaos of colonial conflict; (2) Teachers experience a first-person narrative: “Nuthatch Speaks: A Matter of Perspective,” about a Pocumtuck woman displaced from her homeland. PVMA's curator, who created the award-winning exhibit *Introducing a Native American Perspective* in partnership with Native peoples, leads an exploration of the artifacts and interpretation in the exhibit; and (3) Teachers closely examine the 17th Century deed conveying Pocumtuck land to establish present-day Deerfield, including discussion of European exclusive land ownership versus Native land stewardship.

At 2:45 p.m., teachers have two hours to pursue structured *Landmark site-based activities* or *lesson development*. Dr. Sweeney will offer an on-site exploration of the burying ground, examining layers of history, including gravestone iconography and burial rituals. Teachers may explore the Flynt Center, historic houses (with tours on Workshop themes), and PVMA's Museum or Library where the curator and librarian are available for consultation. On Thursday these options are repeated.

At 5:00 p.m. teachers reconvene to further develop lessons. Lynne Manring, Project Director, introduces teaching resources, including those found on the *American Centuries* and *Many Stories of 1704* websites that can be readily accessed in the classroom and are relevant to Workshop themes.

Participants enjoy a group dinner followed by “Voices from the Past: First Person Narratives of Deerfield Captives” focusing on two women and a man taken captive in the 1704 Raid who lived in French and Native families. Discussion follows about the challenges and opportunities of first-person interpretations in the classroom for developing historical thinking skills.

Readings: Colin Calloway's *The Abenakis and the Anglo-French Borderlands*; Margaret M. Bruchac's “Earthshapers and Placemakers: Algonkian Indian Stories and the Landscape”; Claire Smith and H. Martin Wobst's “Indigenous Archaeologies: Decolonizing Theory and Practice”; and excerpts from the 1704 website.

Wednesday – *Traveling in Contested Territory* – Dr. Aaron Miller, Mt. Holyoke College; Dr. Kevin McBride, Research Director, Mashantucket Pequot Museum & Research Center

Central Questions: How does historical archaeology advance understanding of a place and people? How can it help us teach about the lives of people from many Native nations who lived in the region on lands contested by Europeans? How can it help us interpret what it meant to be a colonist living in the northwestern-most outpost of the English empire?

Dr. Aaron Miller, archaeologist at Taylor's Fort site, a nearby colonial-era fortified settlement, introduces the discipline of historical archaeology. Drawing on his work in creating field experiences for educators and K-12 students, Miller leads a hands-on analysis of artifacts from Taylor's Fort in tandem with documentary evidence. Such artifacts reveal settlers' responses to the perceived French and Native threat as they strove to maintain their "Englishness" even as they struggled to survive.

Teachers, staff, and the lead scholar then travel by bus four miles to the Peskeompskut archaeological site which, for generations was a gathering place where Native people fished at a large falls on the Connecticut River. In 1676, during Metacom's War, the Natives suffered devastation in a pre-dawn attack by the English militia from Deerfield on Peskeompskut, with 300 Native elders, women, and children killed. This brutal attack was one of several that left a legacy of hostility among Native peoples, setting the stage for the Raid of 1704. Dr. Kevin McBride, Site Archaeologist, assisted by the site's project director, provides an overview of the project - a collaboration of six Native nations, recently funded by the National Park Service. Traversing the rugged landscape of the ancient Native encampment along a deep ravine on the trail believed to be the original Native pathway, Dr. McBride, staff, and Native American members of Nolumbeka (an organization which owns the site) share what the location reveals about the lives of Native people at this time.

The group then travels by bus one hour north to the reconstructed Fort at No. 4 in New Hampshire. Built in part by survivors of the Raid of 1704, it was one of a line of forts constructed to defend English settlements from attack by the French and their Native allies in the decades following the Raid as the outer edge of empire shifted north. The director of the Fort at No. 4 provides

introductory context on the frontier experience of civilians living in a fortified community.

Readings: Selections from *The Line of Forts: Historical Archaeology on the Colonial Frontier of Massachusetts* by Dr. Michael Coe; Lisa Brooks' *The Common Pot: The Recovery of Native Space in the Northeast*, Chapter 1; Edmund Carpenter, “17th Century Club”; 1704 website selections.

Thursday – Slavery and Captivity in Early New England – Dr. Joanne Melish, U. Kentucky

Central questions: What was the nature of slavery in early colonial New England? In what ways did it relate to treatment of Native men, women, and children taken prisoner in colonial conflicts? How was colonial New England an active part of the transatlantic world, including the African slave trade? What evidence survives of African American presence in rural colonial New England? What effect did the servitude of Africans and Indians in the same households, sometimes alongside white bondservants, have on the development of ideas about race and class in early New England?

Professor Melish, author of the groundbreaking *Disowning Slavery: Gradual Emancipation and “Race” in New England 1780 - 1860*, discusses categories of “unfreedom” in the complicated social landscape of early New England. She explains early enslavement of Native people in New England as a consequence of 17th century conflicts with European settlers; the emergence of the Atlantic slave trade; the arrival of enslaved Africans in New England; and the resulting North American and global commercial relations and competitions.

Three small group sessions allow participants to dig deeply into archival evidence and connect themes to landscape and people: (1) Dr. Melish leads an exploration of primary and secondary sources relating to enslavement of Native Americans and Africans; (2) “Even Ministers Owned Slaves” presented in the “Puritan Plain Style” setting of Deerfield’s Brick Meetinghouse (church) examines via primary sources Calvinist protestant religious justification for slave ownership as well as owner obligations to educate and care for slaves. Parthena and Frank, slaves of Rev. John Williams, were at the Raid in 1704 and are a fascinating case study of these issues. *The Bars Fight*, a poem by

Deerfield's Lucy Terry (the first documented African American poet), offers the rare perspective of a slave who experienced a raid in 1746 of the same period. Owned by a deacon, she also provides a window into the religious life of slaves at the time; and (3) "*A Web of Community*" shares materials in Deerfield providing rare documentation of African Americans in rural colonial New England and evidence of economic and social ties to the wider community. On the town common participants will see where the paths of free and enslaved African Americans crossed daily with Europeans, worshipping in the same meetinghouse, shopping in the same stores, and often cared for by the same physician. Following these sessions, teachers have time for Landmark site explorations as well as time for consultation with staff on lesson completion (see page 11 for details).

Evening: Teachers gather in the restored colonial Hall Tavern for an evening of period music, song, and dance. They learn the integral role of the tavern in colonial communities through taste, touch, and fun. They examine period artwork, tavern regulations, learn to dance popular 18th century dances to live colonial music, and enjoy colonial-era refreshments.

Readings: "Slavery in a New England Town" in PVMA's Guide to Deerfield African American Sites; and Joanne Melish's essay "Slavery and the Slave Trade in Colonial New England".

Friday – Captivity and Legacies:

Dr. John Demos, Yale University & Dr. Margaret Bruchac, University of Pennsylvania

Central Questions: What were the short and long-term legacies of the 1704 Raid? How can we understand the captives, their narratives, and legacies? How did the experience of living on the edge of empire contribute to the development of a distinctive American identity? How would this identity lead them to found their own unique nation and brand of representative government? Who owns history? How can teachers incorporate multiple points of view?

Professor Demos shares his research on one of Deerfield's most famous captives. His popular book, *The Unredeemed Captive: A Family Story from Early America*, was the first sustained scholarly effort to trace and interpret the captivity of Eunice Williams (1696-1785), the daughter of

Deerfield's minister, and its impact, not only on Eunice and her two families (Mohawk and English), but also the meaning and legacies of this event into the present day. Dr. Bruchac follows, sharing Native perspectives on themes of captivity and the bridging of cultures in the 18th century and beyond. Eunice and her Native husband made several visits to her English brother, and her 19th century descendants visited their "Deerfield cousins". These visits were remembered as family history and were shared by Elizabeth Sadoques, a Wôbanaki descendant of Eunice, with the PVMA in 1922. Contact between the families and communities has continued to the present day.

Over lunch we view the film *Captive! The Story of Esther*, which navigates multi-cultural perspectives of legacies including that of French Canadians as it tells the story of an English child captured in a Native raid in Maine in 1703, carried to French Canada where she lived with a Native family for a number of years, then in the home of a wealthy French Canadian family before becoming a nun. She later became the first non-French mother superior in Quebec. Produced by a descendant of the captive depicted, it was filmed at PVMA's "Old Indian House" and features interviews with Dr. Sweeney, Dr. Demos, and Lynne Manning. In addition to legacy themes, we will consider the opportunities and pitfalls of using film to engage students in historical content.

Teachers then participate in a lively roundtable discussion moderated by Dr. Sweeney, with Dr. Demos, Dr. Bruchac, and Mr. Neumann. We bring the 1704's legacies up to the present with the PVMA-led international collaboration (including Eunice's Kahnawake community) to tell the story of the 1704 Raid. This resulted in an award-winning website acclaimed as a model for conveying history from multiple perspectives. Teachers consider the legacies of the alliances and conflicts of the colonial period and how they have continued to affect relations between European-Americans and Native peoples through the American Revolution and beyond. We also discuss how the colonists' experience of living between empires – forced to rely on their own resources and developing a sense of local autonomy – set the stage for their decision to pursue independence.

The day ends with: “What’s Next?” The process for submitting final lessons is reviewed. Teachers share drafts of their lessons and the resources and new insights that inspired them.

Readings: Dr. Demos’ *The Unredeemed Captive*; and Dr. Bruchac’s “Revisiting Pocumtuck History in Deerfield.” 1704 website selections from *Communities Remember*.

TEACHERS’ PROJECTS – Each day (except the field day) includes structured time to develop teacher projects, including opportunities for individual consultation as well as for small group work based on grade levels or subject area. Lynne Manring, Project Director, with over 16 years’ experience in supporting teacher lesson creation (including the 2013 Workshop), supervises lesson creation. Lessons address Workshop themes and integrate Landmark resources. Ms. Manring and Teachers’ Center staff advise in identifying primary and secondary resources and integration strategies for multiple learning styles. Lesson formats are flexible to accommodate different grade levels and teaching styles. Teachers present draft lessons on the final day and may take two weeks to finalize the lessons, with the Project Director available to support them. This model was effective in 2013, with teachers eager to translate Workshop content into engaging classroom lessons. All of teachers completed in-depth, well written, professional and creative lessons, bringing this scholarship to their students.

The 2016 teacher lessons will be available on the *Living on the Edge of Empire* Workshop website. Prominent inclusion of the lessons on PVMA’s [American Centuries](#) and [The Many Stories of 1704](#) websites (heavily used by teachers around the country, with over 12.3 million hits and 343,314 unique visitors annually) will provide **broad and long-term dissemination** of workshop content to K-12 teachers. These websites are linked from other education websites such as Mystic Seaport for Educators and are on NEH’s EDSITEment, *The Best of Humanities on the Web*.

3) FACULTY AND STAFF In 2013 teachers highly praised our faculty who are returning in 2016: “Visiting faculty were awesome... the best part!! (#17459) The visiting faculty was excellent – very knowledgeable and approachable” (#17162). “Professor Sweeney’s presentations about the raids and the mourning wars, the French

and English colonies were eye opening. He presented his material in ways we could access for our students” (#17872).

Dr. Kevin Sweeney (Amherst College) the co-author of *Captors and Captives*, and the foremost authority on interpreting the Raid on Deerfield and the colonial frontier in their global and colonial contexts, assumes the role of **Lead Scholar** and bears primary responsibility for intellectual content. He has extensive experience in teacher professional development, works closely with all staff in planning small group sessions, and is present throughout the Workshop. He delivers the keynote, facilitates small group break-outs, moderates scholar discussions, leads the closing roundtable, and provides intellectual continuity and integration. **Other top scholars** who have extensive experience with K-12 educators present flagship lectures each day. **Dr. Margaret Bruchac** (University of Pennsylvania) is a highly qualified Northeastern Indian scholar with an additional perspective as a Native person. **Dr. Joanne Melish** (University of Kentucky) is a leading authority on slavery and the early African American experience in New England. **Dr. John Demos** (Yale University, Emeritus) wrote the award-winning *The Unredeemed Captive*. **Dr. Aaron Miller** (Mt. Holyoke College) led archaeological excavations locally and in Canada. **Dr. Kevin McBride** (Research Director, Pequot Museum) has worked on battlefield projects focusing on Metacom’s War.

Project staff – Lynne Manring, Project Director, was well received by participants as Co-Director in 2013: *“Manring did an awesome job of running this workshop” (#17007) “I cannot believe the amount of energy Lynne and Beth [Workshop Coordinator] dedicated to the events of this week. I appreciate their professionalism, their dedication and their unwavering efforts!” (#17877). “Directors were incredibly enthusiastic, knowledgeable, and talented: their excitement was infectious and made me want to learn more” (#17011).* Ms. Manring manages all aspects of the Workshop, presenting break-outs, and leading lesson creation. She specializes in colonial and Native histories and has worked for PVMA for 25 years. She has directed our teachers’ center, living history, curriculum development and school programs as well as led teacher professional development, including nine Teaching American History programs. She held

central responsibility in many NEH programs, including Schools for the New Millennium and *The Many Stories of 1704* website. She directed the commemoration and educational programs for the 300th anniversary of the 1704 raid. As in 2013, **Beth Gilgun is the Workshop Coordinator**. She is a published historian, experienced teacher trainer, and has proven administrative skills in managing projects involving many teachers. She is an expert on 18th century clothing and material culture and has presented at numerous national historical symposia. She coordinates recruitment, registration, accommodations, meals, and communication among participants. She also presents sessions, assists with teacher lessons, and issues Professional Development Points (CEUs). The project coordinator along with the web designer post teachers lessons on the *1704*, *American Centuries*, and *Edge of Empire* websites. **Kitty Lowenthal**, Teachers' Center Staff, has classroom teaching experience and was a historical interpreter at Old Sturbridge Village for 22 years. She leads break-outs and assists in developing lessons. **Tim Neumann, Executive Director of PVMA**, provides administrative leadership and oversight, presents break-out sessions, attends lectures, monitors civil discourse, and is on-site 24/7 for emergencies. He holds a degree in history and an M.Ed from Harvard University. He has extensive experience leading large NEH and other teacher professional development projects.

4) AUDIENCE There was strong and broad interest in the 2013 Workshop, resulting in an ideal mix of participants. We successfully recruited teachers from a mix of regions and grade levels. We received 168 applications (for 80 spots) from 31 states and all regions of the country. Over 60% of applicants were from outside of Massachusetts; 36% of participants were K-6 teachers, 26% taught grades 7-8, and 38% were from high schools. 82.5% of the applicants were public school teachers and 17.5 % were from private/religious/charter schools. With impact and quality the foremost criteria, we selected participants that reflected the diversity of the pool of applicants. The predominant subjects taught by participants were in the areas of American and world history; other subjects included philosophy, Native American studies, literature, psychology, religion, and anthropology. This mix was

ideal, fostering examination of intellectual content through multiple lenses and the sharing of ideas for spiraling upward through the grade levels. In 2016 we will recruit a similar mix of participants. Selection committee members include Lead Scholar, Project Director, a 2013 Workshop teacher, and PVMA Executive Director Tim Neumann.

5) PUBLICITY & PROJECT WEBSITE **Publicity and Recruitment** We will build on the expertise developed for the 2013 Workshop to expand outreach to publicize the Workshop and recruit participants nationally and regionally. We will garner the assistance of our very enthusiastic 2013 participants to recommend the Workshop to colleagues as well as identify additional venues for posting information. A recruitment banner (“*Teachers! Come Study this Summer in Old Deerfield!*”) will be placed on the home page of *American Centuries*, and *Many Stories of 1704* websites. We will send 2,000 flyers to regional teachers and informational packets to New England district administrators. Email information will be sent to our Teachers’ Center database and to curriculum directors, principals, and superintendents from the four-state region (MA, CT, NH, VT). Information will be distributed through PVMA’s many public programs and at its museums.

Additionally, listings will be sent to: **1)** all state humanities councils; **2)** state Listservs of social studies teachers; **3)** National and State Native Educational Associations; **4)** the National Council for Public History Listserv; H-Net online; Teaching Tolerance web-site; **5)** the state councils for social studies, as well as regional councils; **6)** principals and superintendents lists; and **7)** Listservs, including New England history and American studies at H-Net; teacher travel, social studies at teachers.net; Atlantic History, Professional Development Chatboard, and Forum for Independent Educators.

PROJECT WEBSITE – The 2013 *Living on the Edge of Empire* project website was effective in informing potential participants about the workshop and is the template for the 2016 website (see screen shot on page 100). The website design is visually engaging while providing workshop details including daily schedules, faculty (personalized with photographs and short bios), reading

assignments, and site visits. The homepage opens with a colorful introduction to the 1704 Raid on Deerfield and a link to the in-depth *Many Stories of 1704* site. A menu of “practical” information and application PDFs are prominently available. For 2016 we will enhance participants’ preparation for the project with additional features such as an introductory webinar on core content from our *1704* website and a virtual visit showing the museum, village, and facilities. Development of these new features will be guided by Dr. David Eve, Computer Science Professor and veteran distance learning provider. Added teacher quotes about experiences in 2013 will attract applicants while their lessons will illustrate how the content can enrich their teaching. The *Living on the Edge of Empire* website will be linked from PVMA’s museum, Teachers’ Center, *1704 Raid*, and *American Centuries* websites.

6) PROFESSIONAL DEVELOPMENT – PVMA's Teachers’ Center is authorized by the Massachusetts Dept. of Elementary and Secondary Education to award **professional development points** (CEUs). Participants receive a continuing education certificate upon Workshop completion.

7) INSTITUTIONAL CONTEXT – Bradley International Airport is an hour’s drive away for easy access. Teachers may stay in an air-conditioned dormitory at Deerfield Academy, a private school located steps away from PVMA. This low-cost lodging provides single occupancy rooms with Wi-Fi, comfortable group study areas, laundry, kitchenette, and free parking for \$50 per night. Other lodging options include motels and bed & breakfasts in a 3 - 5 mile radius, ranging from \$60 to \$110 per night. Breakfasts and dinners will be provided by Deerfield Academy food service, with lunches and break refreshments provided by local caterers. **Academic & Technology Resources:** The Teachers’ Center has tech support, printers, and computers, and offers history books, CDs, DVDs, periodicals, lessons, reproduction items, and kits. (See page 5 for additional resources.) Meeting and gathering rooms are equipped with Wi-Fi and projectors. The Teachers’ Center was recognized with a *National Leadership Award* from the American Association of State and Local History and an *Outstanding School Partner Award* from the Massachusetts Association of School Committees.

Day-by-Day Program of Study
Living on the Edge of Empire: Alliance, Conflict, and Captivity in Colonial New England
Two Week-long Workshops
Sunday, July 10 to Friday, July 15, 2016 (optional: Saturday, July 16)
& Sunday, July 24 to Friday, July 29, 2016 (optional: Saturday, July 30)

Central Questions to be visited, revisited, and explored throughout the week—

What do this site and events teach us about the complexities of the American colonial period?

How does one read this particular (or any) site as a multilayered, historical landscape?

How did Deerfield, Massachusetts, a community at the edge of the English empire, become the epicenter of international conflict at the turn of the 18th century?

What was the nature of slavery in early colonial New England and its role at the edge of empire?

What were the histories and experiences of Native nations and peoples in this region?

How does this colonial history help us to understand the origins of the American Revolution?

Who owns history? How can we identify and incorporate understanding multiple perspectives of cultural groups and individuals in historical narratives?

How can educators teach difficult or hard history to children?

Lead Scholar: Kevin Sweeney, Amherst College, co-author of *Captors and Captives: the 1704 French and Indian Raid on Deerfield*, and *Captive Histories: English, French, and Native Narratives of the 1704 Deerfield Raid*

Project Director: Lynne Manring, Director, Deerfield Teachers' Center of the Pocumtuck Valley Memorial Association

PVMA Workshop Facilities

Throughout the workshop teachers will be using several spaces on the PVMA campus:
(See also map of village in appendix)

Memorial Hall Museum exhibit spaces and its meeting space, the Music Room;
Deerfield Teachers' Center conference rooms and Blue & White Hall;
The Memorial Libraries;
Indian House Memorial Children's Museum.

Sunday- an Introduction to Place

Lynne Manring and staff will be on site at noon; staff cell phone numbers will be provided to participants for assistance as needed. (On-site lodging will be offered, see p. 20 of the project narrative)

3:00-5:15 p.m. **Welcome and refreshments**, Blue & White Hall, Deerfield Teachers' Center

Arriving participants will have the opportunity to meet project staff and each other while enjoying light refreshments. An optional staff-led "Meet the Town" walking tour will be offered.

5:15-5:30 p.m. **Trip to Mt. Sugarloaf**, participants will be transported by vans and staff vehicles.

5:30-7:00 p.m. **Informal evening meal & discussion on the summit of Mt. Sugarloaf**, the open-air pavilion; Kevin Sweeney, Timothy Neumann, PVMA Director, Lynne Manring, Beth Gilgun, Project Coordinator, and Kitty Lowenthal, Museum Educator.

Experiential interaction with the landscape, where colonial peoples lived on the edge of empire, will help teachers to situate themselves geographically and chronologically. At this elevation (1,000 feet), participants can identify physical features while imaginatively populating the landscape as it appeared at the turn of the 18th century. Looking down the valley one can envision small English settlements nestled by the river on the ancestral Wobanaki (Abenaki) homelands, supported by some of the most fertile soil in the world. The view to the east includes the land where generations of Pocumtuck people planted, fished and gathered, and where they processed metal and other trade goods acquired from Dutch, English, and French newcomers. Examining a 17th century report of the proprietors (which describes their justification for claiming the land) introduces Native versus European perspectives of the land and the impact they had on the interaction of the cultures.

Mount Sugarloaf or "Wequamps" is the central image of the Pocumtuck story of the Amiskwolowokoiak- the "People of the Beaver-tail Hill". Taking advantage of this opportunity to model experiential site-based learning, we will explore this "deephime" story as an example of the ways in which Native stories in this genre describe in metaphorical terms how ancient geological events reshaped the landscape, forming mountains, rivers, lakes, islands, and rocky outcroppings. We will also discuss how Native oral narratives were part of a larger body of knowledge that enabled Native people to efficiently hunt, fish, gather and plant, make climate predictions, and situate homesites in the best locations (Bruchac 2005).

Readings:

Cronon, William. *Changes in the Land: Indians, Colonists and the Ecology of Early New England*. Chapters 4-6. This interdisciplinary study illuminates how human agency by Native peoples and English settlers transformed the landscape.

Monday- Between Empires: Colonial New England

Central Questions for the day:

What were the roots of the violent encounter involving English, French, and Native people at Deerfield in February of 1704?

In what ways was this event a microcosm of early colonial conflict, accommodation, and assimilation among nations, cultures, and individuals?

What can surviving material culture (objects and architecture) tell us about English assumptions about the “howling wilderness” they were determined to subdue?

What was the role of Metacom’s (King Philip’s) War?

What role did religion play in France and England's struggle for domination of North America?

How did religious conflicts affect English and French relations with Native peoples in this contested region?

8:30-10:00 a.m. The Struggle for Northeastern North America, Lead Scholar
Kevin Sweeney, Professor of American Studies and History, Amherst
College; Music Room, Memorial Hall Museum

Professor Sweeney, co-author of *Captors and Captives: the 1704 French and Indian Raid on Deerfield*, will introduce the multicultural social, political, and economic context that placed Deerfield at the crossroads of international conflict. He addresses Metacom’s (King Philip’s) War and the roots of the conflict that involved hundreds of English, French, Kanienkehaka (Mohawk), Wendat (Huron), and Wobanaki people and will explain how the raid was part of an ongoing struggle for domination of North America. Professor Sweeney will discuss how the colonizing projects of the French and English produced not only an imperial conflict, but led to alliances and wars that entangled Native peoples such as the Wobanaki, the Mohawks, and the Hurons. He will devote particular attention to the roles played by the English Protestants and French Catholics and the varied belief systems of Native peoples.

10:00-10:15 a.m. Question & answer period

10:15-10:30 a.m. Break

Breakout sessions Participants will divide into smaller groups to rotate through a series of three interactive concurrent sessions designed to reinforce and build upon the morning's content.

10:30 a.m.-12:15 p.m. Breakout Sessions

10:30 a.m.-12:15 p.m., RED and BLUE Groups: Indian House Children's Museum- Lynne Manring, Kitty Lowenthal, Beth Gilgun

Guided by museum educators with extensive experience in teaching colonial history and lifeways, as well as curriculum and lesson development, teachers will explore activities that introduce aspects of everyday life among European and Eastern Woodland peoples. Offered at the Indian House Children's Museum, a reproduction of the original 1699 Ensign John Sheldon House, these activities are designed to set the stage and provide jumping-off places for discussion and implementation of institute themes. Participants will explore in a hands-on manner: English and French foodways, clothing, home comforts, education, and Eastern Woodland Native-style clothing, housing, food, upbringing, and the effects of contact with Europeans.

10:30-11:15; YELLOW Group: An Above-ground Archaeological Walking Tour- Professor Kevin Sweeney
As participants explore the village's landscape and built environment, Professor Sweeney will discuss documentation of its many layers of history, stretching from the arrival of the English in 1670 to the early 20th century memorialization of the "Deerfield Massacre".

GREEN Group: Memorial Hall Museum- The Old Indian House Door- Timothy C. Neumann

The most evocative object to survive the 1704 raid is the hatchet-scarred door, which withstood the assault of the raiding party on the Ensign John Sheldon House. The iconic nature of this relic exemplifies the Landmarks commitment to connecting teachers in a tangible way to site-based primary sources. In Memorial Hall Museum, which opened in 1880 as a monument to the 1704 raid, Timothy Neumann will explore with teachers this oldest surviving exterior door in New England (dating from the 1690's). Its construction will be examined and participants will consider the meaning that the hatchet-scarred door conveys about the raid. Its nail-studded, reinforced construction offers compelling and fascinating insights into a violent confrontation from the perspectives of those who stood on each side of what was already referred to by the mid-18th century as the "Old Indian House Door".

11:30-12:15 -- YELLOW and GREEN groups switch after 45 minutes

12:15-1:00 p.m. Lunch, Blue & White Hall, Deerfield Teachers' Center

1:15-3:00 p.m. Afternoon Breakout Sessions

GREEN and YELLOW Groups: Indian House Children's Museum

1:15-2:00 p.m.

RED Group: Memorial Hall Museum

BLUE Group: *An Above-ground Archaeological Walking Tour*

2:15-3:00 -- After 45 minutes, RED and BLUE groups switch

RED Group: *An Above-ground Archaeological Walking Tour*

BLUE Group: *Memorial Hall Museum*

3:00-4:00 p.m. **The Material World of Deerfield in 1704**, Phillip Zea, President, Historic Deerfield, Inc.; Bartels Conference Room of the Flynt Center

At the nearby Flynt Center of Early American Life, Phil Zea will offer a presentation on the material culture of Deerfield residents in the early colonial period. Participants will have the opportunity to further investigate the Flynt Center during time scheduled for Landmark site exploration Tuesday, Thursday, and the optional extra day on Saturday.

4:15-5:45 p.m. **Getting Started: Lesson Development and Institute Resources**, Lynne Manring; Blue & White Hall, Deerfield Teachers' Center

Participants will receive additional information about the lessons to be developed. They will report about topics that interest them and will have the opportunity to work individually or in teams. Project staff will introduce them to primary and secondary sources relevant to Workshop themes and offer advice on incorporating the Common Core techniques. Time will be allotted for browsing off-line resources and/or beginning work on lessons.

6:00 p.m. **Dinner**

Readings:

Haefeli, Evan and Kevin Sweeney. *Captors and Captives: the 1704 French and Indian Raid on Deerfield*, p. 1-124 Native, French, and English perspectives on the 1704 Raid on Deerfield are discussed and the raid is placed in its social, political, and economic colonial context.

From the "Explanations" section of the *Raid on Deerfield: the Many Stories of 1704* website- [English Colonization](#), [A Brief History of Metacom's War](#), [English Puritanism](#), [French Catholicism](#), [French Colonization](#) and [European Land Use and the Transformation of the Northeast](#). These essays were written for the *Raid on Deerfield* website by Lead Scholar Kevin Sweeney and PVMA staff.

Furnishing the Frontier, illustrated guide to the exhibit at the Historic Deerfield, Inc. Flynt Center of Early American Life.

Note: Transportation between venues will be available for those who prefer not to walk.

Tuesday- Alliance and Conflict: Perspectives

Central Questions for the day:

What Native groups/nations were present in this region (modern-day western New England and Canada) prior to European settlement? How did each respond to contact with the French, English, and Dutch? What was the impact of Metacom's War?

What circumstances led to the Great Peace of 1701 and how did this affect each group's decision to participate in the raid on Deerfield in 1704?

8:30-10:00 a.m. **Early Native History and Peoples**, Margaret Bruchac,
Assistant Professor, Department of Anthropology, University of
Pennsylvania; Blue & White Hall

Professor Bruchac (Abenaki) will provide an overview of early Wobanaki history, emphasizing cultural practices, territorial relationships, and political alliances, including Metacom's War, that marked the Indigenous peoples of the Northeast as separate but related nations and cultures. Discussion of 17th century Indigenous lifeways in the Connecticut River Valley will help participants better understand local Native perspectives that shaped their interactions with Europeans. This session will provide teachers with insights that will be useful in constructing more accurate and nuanced understandings, as alternatives to inaccurate stereotypes of Indians. Discussion will include Wobanaki perspectives on oral traditions, sustainable lifeways, territorial conflicts, family and kinship, and shifts in regional survival strategies in the decades before and after 1704.

10:00-10:15 a.m. **Question and answer period**

10:15-10:30 a.m. **Break**

10:30-11:30 a.m. **Breakout Session 1**

Teachers will divide into three groups to rotate through concurrent sessions.

RED Group: Rm. 14, Deerfield Teachers Center-*Working with Primary Sources and Native American History*, Beth Gilgun

Participants will work closely with a surviving 17th century deed in which ownership of the Pocumtuck territory (which became the present-day town of Deerfield, Massachusetts) was transferred to English proprietors in Dedham. We will examine and consider the contradictory language of this deed to see how it exposed fundamental differences between notions of exclusive land ownership held by Europeans and Native American beliefs about land stewardship and usage.

YELLOW Group: Memorial Hall Museum-Nuthatch Speaks: A Matter of Perspective, Kitty Lowenthal
Hear the story of the changes in the world of Connecticut River Valley Indians after the arrival of English settlers, told from the perspective of a 17th century Pocumtuck woman who chose to leave her homeland to live with Native peoples in Canada. PVMA's curator, who created the award-winning Memorial Hall museum exhibit *Introducing a Native American Perspective* in partnership with Native peoples, will lead an exploration of artifacts from that early period in the Native American Room.

GREEN Group: A Walk Through the Pocumtuck Homeland, Professor Margaret Bruchac
Professor Bruchac's walking tour of Deerfield's central village, farm fields, and river offers teachers glimpses into the local topography and ecosystem, the deep history of the Pocumtuck people, the chaos of colonial conflict, and the resonance of this history in the present day.

11:30 a.m.-12:15 p.m. Lunch, Blue & White Hall, Deerfield Teachers' Center

12:15-1:15 p.m. Breakout Session 2

RED Group: Memorial Hall Museum-Nuthatch Speaks: A Matter of Perspective

YELLOW Group: A Walk Through the Pocumtuck Homeland

GREEN Group: Rm. 14, Deerfield Teachers Center-Primary Sources

1:30-2:30 p.m. Breakout Session 3

RED Group: A Walk Through the Pocumtuck Homeland

YELLOW Group: Rm. 14, Deerfield Teachers Center- Primary Sources

GREEN Group: Memorial Hall Museum-Nuthatch Speaks: A Matter of Perspective

2:45-5:00 p.m. Explore the town, develop lessons

Participants may choose how to spend this time. At 3:00 pm and again at 4:00 pm, Lead Scholar, Professor Sweeney will offer an on-site exploration of the burying ground, examining layers of history including gravestone iconography, burial rituals, and memorials. Memorial Hall Museum and Library, and Historic Deerfield's houses and Flynt Center remain open until 4:30. Guided tours related to workshop themes are offered at the Frary, Wells-Thorn, and Ashley houses. The Sheldon and Stebbins houses will be open on a self-guided basis. Participants might also opt to spend this time consulting with the PVMA curator or librarian, networking, or developing lessons. These offerings will be available again on Thursday.

5:00-5:45 p.m. Lesson Development; Lynne Manring, Room 11, Teachers' Center

We will briefly examine a small selection of helpful features on the *American Centuries* and *Raid on Deerfield* websites specific to the day's topic and then teachers will have time to work on their lessons. Lynne will be available for questions, guidance, and resource recommendations.

6:00-8:00 **Dinner & Voices from the Past: First Person Narratives of Deerfield Captives**, Lynne Manning, Barbara Mathews, and Mark Charles
Blue & White Hall.

Participants will enjoy a group dinner followed by first-person narratives of three Deerfield residents taken captive in the 1704 raid- Eunice Williams, a woman who married into the Kahnawake Mohawk community; Mehuman Hinsdale, a man thrice captured; and Abigail Nims, a woman who married a fellow captive and became a missionary amongst the French in Canada. Discussion following the narratives will include the research process and sources that inform the creation of these living history programs, and the challenges and opportunities of first-person presentations in the classroom for developing historical thinking skills.

Readings:

Calloway, Colin G., “The Abenakis and the Anglo-French Borderlands”, *New England/New France 1600-1850*. The broad range of relationships Abenakis maintained with both English and French people that often countered wider Anglo-French imperial tensions is discussed.

Bruchac, Margaret M., “Earthshapers and Placemakers: Algonkian Indian Stories and the Landscape”

Smith, Claire, and H. Martin Wobst, an excerpt from “Indigenous Archaeologies: Decolonizing Theory and Practice”

From the Explanations section of the *Raid on Deerfield: the Many Stories of 1704* website- [Epidemics and Social Disorder](#), [Native Diaspora and New Communities](#), [Native Land use and Settlement in the Northeastern Woodlands](#), and [Schaghticoke and Points North: Wobanaki Resistance and Persistence](#). These essays were written for the *Raid on Deerfield* website by Lead Scholar Kevin Sweeney and Margaret Bruchac.

Wednesday- Traveling in Contested Territory: Field Excursion

Central Questions for the day:

How does historical archaeology advance our understanding of a place and people?

How can it help us better understand, interpret, and teach what it meant to be a Pocumtuck living in contested Native lands?

How does archaeological evidence inform other types of archival evidence and vice versa?

How does one read an archaeological site as a multilayered, historical landscape?

How can archaeological evidence help us to interpret and teach what it meant to live in an outpost in the northwestern corner of the British Empire?

8:30-9:15 a.m. **An Introduction to Historical Archaeology**, Dr. Aaron Miller, Site Archaeologist for Taylors Fort, Charlemont, and Assistant Curator, Mount Holyoke College Art Museum,, Holyoke, MA.
Blue & White Hall

Dr. Miller will discuss the disciplinary perspectives of historical archaeology.

9:15-10:15 a.m. **Artifact Analysis**, Dr. Aaron Miller; Blue & White Hall

Drawing on his work in creating field experiences for educators and K-12 students, Dr. Miller will lead a hands-on analysis of artifacts from Taylors Fort (Charlemont, MA) in tandem with documentary evidence. Such artifacts reveal how settlers strove to maintain their "Englishness" as they responded to perceived French and Native threats and struggled to survive on the frontier.

10:15-10:30 a.m. **Break**

10:30 – 5:30 pm **Field Excursion to the Peskeompskut archaeological site** in Turners Falls, MA, and the Fort at No. 4, Charlestown, NH; Lead Scholar Kevin Sweeney, Kevin McBride, David Brule, Aaron Miller, Lynne Manring, and Beth Gilgun.

10:30-10:45 a.m. **Travel to Peskeompskut archaeological site & refreshment break.**

For generations Peskeompskut was a gathering place where Native people fished at a large falls on the Connecticut River. In 1676, during Metacom's War, the Natives suffered devastation in a pre-dawn attack on Peskeompskut; with 300 elders, women, and children killed.

10:45 – 11:45 – Peskeompskut Archaeological site presentation, Dr. Kevin McBride, Peskeompskut Site Research Director, Mashantucket Pequot Museum & Research Center, and David Brule, Site Project Director.

Dr. McBride will discuss the National Park Service battlefield program at the site (a collaboration of six Native nations, funded by the NPS American Battlefield Protection program) which is applying a special approach. He will give a site overview, discuss what they hope to find, and explain the site's significance to Native peoples and its cultural and historical importance.

11:45-12:45 – Peskeompskut Archaeological site tour In small groups, teachers will tour this site, Traversing the rugged landscape of the ancient Native encampment along a deep ravine on the trail believed to be the original Native pathway; teachers will see highlights of the site and what it reveals about life of Native people in this time. The visit is in two parts:

- 1) A site visit/walk along the Connecticut riverbank (using the current paved bikepath adjacent to Unity Park in Turners Falls) that will help participants gain a sense of the lay of the land where the events of May 1676 took place. From the Turners Falls side of the river they will have a panoramic view of the massacre site. Following the bikepath down the river, the group will view the falls at Peskeompskut where hundreds of tribal people perished at the height of the massacre. We will then continue downstream for a view of the hill of Wissatinnewag, situated across the river. This geographical/topographical overview is essential to understanding the battle and associated events. A GIS mapping overlay will be viewable on a tablet, and will add several other dimensions to the visit. This will be a short walk, less than a mile, to take in the sweep of the scene where the events occurred.
- 2) The group will then cross over the falls to the Gill/Greenfield bank of the river, to enter the Nolumbeka Project property of Wissatinnewag, where representatives of the Board of Directors, Joe Graveline (Abenaki descent), Howard Clark (Cherokee descent), and David Brule (Nehantic/Narragansett descent) will serve as guides. Both Mr. Graveline and Mr. Brule were born and raised within a mile of this site, and have a deep understanding of both the spirituality of this place as well as the tragedy of events here. They will be able to provide Native American perspective to both the lengthy period of Native habitation on site, as well as tribal perspective on the clash of cultures in this landscape. These visits will provide opportunities for a deeper understanding of the connection between Peskeompskut and Deerfield, between the definitive battle of King Philip's War fought here in 1676 and its connection to the Deerfield Raid of 1704.

1:30 – 2:30 pm – Travel to Fort at No. 4, Charlestown, NH. Box lunches on the bus.

2:30 – 4:30 Fort at No. 4 Similar to Deerfield, the Fort at No. 4 was a fortified community in a contested region at the edge of empire, but 30 years after the 1704 raid. A number of its proprietors were survivors of the Deerfield raid who chose not to settle at the fort although several of Deerfield's later residents did move there. Fort Director Wendalyn Baker will lead an introductory tour focusing on the frontier experience of civilians living in a fortified community in the mid-1700's. Teachers will have time to explore with the lead scholar, project director, project coordinator, or on their own and speak with costumed historical interpreters.

4:30-5:30 p.m. **Return trip to Deerfield**

After 5:30 **Free Evening**, Area restaurants provide affordable quality meals. Participants are also free to visit nearby Amherst, Northampton, or Greenfield with lively arts scenes.

Readings:

Coe, Michael. *The Line of Forts: Historical Archaeology on the Colonial Frontier of Massachusetts*. Introduction, Chapters 6-8. 1704 website selections on Peskeompskut.

Brooks, Lisa. *The Common Pot: The Recovery of Native Space in the Northeast*. Chapter 1

Carpenter, Edmund. *Two Essays: Chief and Greed*, Chapter on "17th Century Club"

Thursday- Slavery and Captivity in Early New England

Central Questions for the day:

What was the nature of slavery and its role at the edge of empire in early colonial New England?

In what ways did it relate to treatment of Native men, women, and children taken prisoner in colonial conflicts (Pequot War, Metacom's/King Philip's War)?

How was colonial New England an active part of the transatlantic world, including the African slave trade?

What kinds of evidence survive of African American presence and experience in rural colonial New England?

What effect did the servitude of Africans and Indians in the same households, sometimes alongside white bondservants, have on the development of ideas about race and class in early New England?

8:30-10:15 a.m. **Slavery and Captivity in Early New England**, Joanne Pope Melish, University of Kentucky; Blue & White Hall

Professor Melish, author of the groundbreaking study, *Disowning Slavery: Gradual Emancipation and Race in New England 1780-1860*, will discuss the multiple categories of unfreedom in the complicated social landscape of early New England. She will discuss the early enslavement of Native people in New England as a consequence of 17th century conflicts with European settlers; the emergence of the Atlantic slave trade and the arrival of enslaved Africans in New England; and the North American and global commercial relations and competitions these developments fostered.

10:15-10:30 a.m. **Question and answer period**

10:30-10:45 a.m. **Break**

10:45-11:45 a.m. **Breakout Session 1**

Participants will divide into three groups to rotate through concurrent sessions designed to reinforce and build upon the morning's content.

GREEN Group: Deerfield Teachers' Center, Scholar Breakout- Professor Melish

Participants will explore primary and secondary sources related to the enslavement of Native American and African peoples.

YELLOW Group: Brick Church, Even Ministers Owned Slaves- Timothy Neumann

John Williams, Deerfield's beloved minister in 1704, owned slaves: Parthena (killed in the Raid) and Frank (killed on the retreat to Canada). Participants will receive an overview of religious thoughts and beliefs among early 18th century English Protestants and then will examine how a minister, or anyone at the time, might justify owning slaves. Participants will also learn about the religious life of Lucy Terry who was a slave in the Wells' household in the mid-18th century and also a church member.

RED Group: The Deerfield Common, *A Web of Community: Slavery in Deerfield- Beth Gilgun* We will examine archival material from Deerfield which provides rare documentation of rural colonial enslaved African Americans in New England. On the common (weather permitting) we will explore fundamental economic and social relationships among the free and enslaved residents of Deerfield as they crossed paths on a daily basis, worshipping in the same meetinghouse, shopping in the same stores, and often cared for by the same physician.

12:00-12:45 p.m. **Lunch,** Blue & White Hall, Deerfield Teachers' Center

12:45-1:45 p.m. **Breakout Session 2**

GREEN Group: Brick Church, *Even Ministers Owned Slaves*

YELLOW Group: The Deerfield Common, *A Web of Community*

RED Group: Deerfield Teachers' Center, *Scholar Breakout*

2:00-3:00 p.m. **Breakout Session 3**

GREEN Group: The Deerfield Common, *A Web of Community*

YELLOW Group: Deerfield Teachers' Center, *Scholar Breakout*

RED Group: Brick Church, *Even Ministers Owned Slaves*

Note: Transportation between venues will be available for those who prefer not to walk.

3:15-5:45 p.m. **Explore the town, develop lessons** Participants may choose how to spend this time. At 4:00 pm and 5:00 pm, Lead Scholar, Professor Sweeney will offer an on-site exploration of the burying ground, discovering layers of history including gravestone iconography, burial rituals, and memorials. Memorial Hall Museum and Library, Historic Deerfield's houses, and the Flynt Center remain open until 4:30. Guided tours related to workshop themes are offered at the Frary, Wells-Thorn, and Ashley houses. The Sheldon and Stebbins houses will be open on a self-guided basis. Participants might also opt to spend this time consulting with the PVMA Curator or Librarian, networking, or developing lessons.

6:00-6:45 p.m. **Dinner**

6:45-8:45 p.m. **The Colonial Tavern,** Lynne Manring, Beth Gilgun and members of *The Merry Company*, the restored Hall Tavern

This program takes place in Historic Deerfield's beautifully restored Hall Tavern. Through the examination of period artwork and regulations governing taverns, participants will discover the integral role that a tavern held in a colonial New England town. They will then travel back in time to experience a typical evening in an 18th century tavern that will include listening to popular songs and dancing to live music.

Readings:

The essay, "Slavery in a New England Town", in *Map & Guide of Deerfield African American Sites*, Pocumtuck Valley Memorial Association, 2013.

From the People section of the *Raid on Deerfield: the Many Stories of 1704* website – Frank and Parthena's biographies and background information.

From the Explanations section of the *Raid on Deerfield: the Many Stories of 1704* website- Slavery and the Slave Trade in Colonial New England. This essay and the descriptions of actual enslaved African Americans were written for the *Raid on Deerfield* website by Dr. Joanne Melish.

Friday- Captivity and Legacies

Central Questions for the day:

What were the short and long-term legacies of the 1704 raid?

How can we understand the captives, their narratives, and their legacies?

How did the experience of living on the edge of empire contribute to the development of a distinctive American identity?

How would this identity lead them to found their own unique nation and brand of representative government?

Who owns history?

How can teachers and students construct historical understandings that incorporate multiple perspectives?

8:30-9:30 a.m. **Captivity and Legacies**, John Demos, Yale University, Samuel Knight Professor Emeritus History; Blue & White Hall

Professor Demos will share his research into one of the most famous captive stories of the Deerfield raid. His book, *The Unredeemed Captive: a Family Story from Early America*, was the first sustained scholarly effort to trace and interpret the captivity of Eunice Williams, the daughter of Deerfield's minister, and its impact, not only on Eunice and her two families (Mohawk and English) but also the meaning and legacies of this event into the present day.

9:30-9:45 a.m. **Question and answer period**

9:45-10:00 a.m. **Break**

10:00-11:00 a.m. **Captivity and Legacies**, Margaret Bruchac; Blue & White Hall

Professor Bruchac will return to share Native perspectives on captivity, kinship, and the bridging of cultures in the 18th century and beyond. Some captives lost contact with their former relations; others maintained connections that continue to the present day. In the mid-1700s Deerfield's Eunice Williams (adopted into the Kahnawake Mohawk community) and her Native husband made several visits to her English brother, also a former captive. During the mid-1800s, her Native descendants continued to visit their Deerfield cousins. In 1922, Elizabeth Sadoques, a Wobanaki descendant of Eunice, spoke at the Annual Meeting of the Pocumtuck Valley Memorial Association, beginning contact that has been continued by her granddaughters. In 2000, PVMA initiated an international

collaboration involving more than 60 scholars and advisors, including Kanienkehaka (Mohawk), Wendat (Huron), and Wobanakiak (Abenaki) people, who came together to share insights on the legacies of the 1704 raid. That effort resulted in the award-winning website, *Raid on Deerfield: The Many Stories of 1704*, acclaimed as a model for how to convey history from multiple perspectives.

11:00-11:15 a.m. Question and answer period

11:15-11:30 a.m. Break

11:30 a.m.-12:30 p.m. Lunch and a viewing of the film, "Captive! The Story of Esther Wheelwright"; Lynne Manring and Beth Gilgun; Blue & White Hall

Over lunch we will view the film *Captive! The Story of Esther Wheelwright*, which navigates multi-cultural perspectives of legacies, as it tells the story of Esther Wheelwright, an English child captured in a Native raid in Maine in 1703 and carried to French Canada where she lived with a Native family for a number of years, then in the home of a wealthy French Canadian family before becoming a nun. She then became the first non-French mother superior in Quebec. It was produced by a descendant of the captive depicted. Filmed at PVMA's replica of the Ensign John Sheldon House (today known as the Indian House Children's Museum), this film features interviews with lead scholar Kevin Sweeney, Friday's presenting scholar John Demos, and Project Director Lynne Manring, among others. In addition to legacy themes, we will consider the opportunities and pitfalls of using film to engage students in historical content.

12:30 p.m.-1:30 p.m. Captivity and Legacies, Roundtable Discussion, Lead Scholar, Kevin Sweeney, Margaret Bruchac, John Demos, Tim Neumann; Blue & White Hall

This is a lively discussion with extensive teacher participation. We bring 1704's legacies up to the present with the PVMA-led international collaboration (including Eunice's Kahnawake community) to commemorate the 300th anniversary of the 1704 Raid. This resulted in an award-winning website acclaimed as a model for conveying history from many viewpoints. Teachers and scholars will consider the legacies of the alliances and conflicts that defined the colonial period and how they have continued to affect relations between people of European descent and Native peoples through the American Revolution and beyond. Discussion will also include how the colonists' experience of living between empires- being forced to rely on their own resources and developing a sense of local autonomy- set the stage for their decision in the 1770s to pursue independence.

1:30 p.m.-2:30 p.m. What's Next? Lynne Manring, Beth Gilgun

Teachers will report about the lessons they are creating and the resources and new insights that inspired them. The process for submitting final lessons and receiving CEUs will be reviewed.

Readings:

Demos, John. *The Unredeemed Captive: a Family Story from Early America*.

This book tells the compelling story of Eunice Williams as a micro-history of English, French, and Native conflict and reconciliation.

Bruchac, Margaret. "Revisiting Pocumtuck History in Deerfield: George Sheldon's Vanishing Indian Act"

This reading offers evidence of the Pocumtuck people's presence in 17th, 18th, and 19th c. Deerfield and points to the historical erasures that have obscured our understanding of the indigenous history and how this legacy has persisted into the 21st century.

Saturday – Optional Opportunities for Exploring the Landmark Site

Participants might opt to stay an extra day (Saturday) in the same lodging for further exploration of the area on their own.

They will each receive a complimentary ticket that will allow them to visit the historic houses owned by Historic Deerfield, Inc., on the main street of Old Deerfield.

Free access will also be given to teachers for Saturday at Memorial Hall Museum with optional guided tours by Tim Neumann.

Reading List for *Living on the Edge of Empire*
All books/readings are sent to teachers in advance of the workshop,
beginning in April of 2016.

Secondary Sources

Brooks, Lisa. *The Common Pot: The Recovery of Native Space in the Northeast*, (Minneapolis, MN: University of Minnesota Press, 2008).

The Common Pot will provide context for the explorations at Peskeompskut and The Fort at No. 4 during the Field Excursion in the middle of the week.

Bruchac, Marge. **“Revisiting Pocumtuck History in Deerfield: George Sheldon’s Vanishing Indian Act.”** *Historical Journal of Massachusetts* 39(1/2) (June 2011): 30-77. 75th Commemorative Issue.

This article offers evidence of the Native descendants of Pocumtuck Indians in 17th, 18th, and 19th century Deerfield, and points to the historical erasures that have obscured our understanding of the region’s indigenous history. Through it participants will consider how the legacy of colonial period events and their memory continued to affect relations between Americans and Native peoples into the 21st century.

Calloway, Colin G. **“The Abenakis and the Anglo-French Borderlands,”** *New England/New France 1600-1850*, Peter Benes, ed. (Boston, MA: Boston University, 1992): 18-27.

Workshop participants will read this essay in preparation for Kevin Sweeney’s presentation on the world views of Native, English, and French peoples living on the Edge of Empire. Here Calloway discusses the wide range of relationships Abenakis maintained with both English and French people that often countered wider Anglo French imperial tensions.

Carpenter, Edmund. **“17th Century Club,”** *Two Essays: Chief and Greed*, (North Andover, MA: Persimmon Press, 2005).

17th Century Club will provide context for the exploration at Peskeompskut during the Field Excursion in the middle of the week.

Coe, Michael. *The Line of Forts: Historical Archaeology on the Colonial Frontier of Massachusetts*, (Lebanon, NH: University Press of New England, 2006).

The Line of Forts will provide context for the hands on explorations during the Field Excursion in the middle of the week.

Cronon, William. *Changes in the Land: Indians, Colonists and the Ecology of Early New England*, (Rev. ed., New York: Hill and Wang, 2003).

This interdisciplinary study illuminates how human agency by Native peoples and English settlers transformed the landscape.

Demos, John. *The Unredeemed Captive: A Family Story from Early America* (New York: Alfred A. Knopf, 1994).

John Demos' *The Unredeemed Captive* tells the compelling story of Eunice Williams as a window to English, French, and Native conflict and reconciliation.

Haefeli, Evan and Sweeney, Kevin. *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, (Amherst and Boston: University of Massachusetts Press, 2003).

Through *Captors and Captives*, workshop participants will be introduced to multiple Native, French, and English perspectives on the social, political, and economic context for the February 29, 1704, French and Indian Raid on Deerfield, Massachusetts.

Historic Deerfield, Inc. **"Furnishing the Frontier: The Material World of the Connecticut River Valley, 1680-1720"** illustrated guide to the Historic Deerfield, Inc. exhibit, 2012.

Material culture provides an exciting entry point into the world views and daily experiences of people living in the past. This guide will prepare participants for an exploration of the Flynt Center of Early American Life and Culture with Phil Zea, President of Historic Deerfield, Inc.

*McGowan, Susan and Miller, Amelia F. *Family & Landscape: Deerfield Homelots from 1671*, (Pocumtuck Valley Memorial Association, Deerfield, 1996).

The definitive guide to tracing the settlement and development of the original homelots in Deerfield, MA from 1671 to the present. The book traces land ownership over time using photos and physical descriptions and includes an extensive historical and genealogical index.

Pocumtuck Valley Memorial Association, [Raid on Deerfield: The Many Stories of 1704](http://1704.deerfield.history.museum) website, <http://1704.deerfield.history.museum> funded by the National Endowment for the Humanities, 2004.

This website is the product of an international collaboration that involved 60 people, including Kanienkehaka (Mohawk), Wendat (Huron) and Wôbanaki (Abenaki) advisors and scholars. Having worked closely with artifacts and scholar essays ("Explanations") on this website before and during the workshop, the [Raid on Deerfield: The Many Stories of 1704](http://1704.deerfield.history.museum) website will provide participants immediate and sustained access to an array of workshop primary and secondary sources (including lessons such as ["We Both Want to Use this Land"](#)) once they return to their classrooms.

Pocumtuck Valley Memorial Association, **African American Historic Sites of Deerfield, Massachusetts Map & Guide**, 2011.

The essay "Slavery in a New England Town" explains how slavery was integral to life in rural New England communities such as Deerfield, Massachusetts in the 17th and 18th centuries. Participants will read this in preparation for the walking tour of the African American sites in Deerfield's Village Historic District.

* Teachers will receive this book upon arrival in Deerfield; while not required reading, this valuable resource will serve as a reference guide for teachers to Old Deerfield Village Landmark sites during and after their visit.

Optional Readings for Teachers of Gr. K-5

MONDAY- Colonial New England

The Boy Captive of Old Deerfield, Mary P. Wells Smith, 1904, 128-136.

Excerpts from *What Befell Stephen Williams in his Captivity*, Stephen Williams, 1706, 3 & 4.

Focusing question- compare excerpts from the novel to what Stephen actually wrote about the incident described in each. What needs to be considered when using *The Boy Captive of Old Deerfield* with today's students?

TUESDAY- Colonial & Native Perspectives

The Courage of Sarah Noble, Alice Dalgliesh, 1954, 25-32, 39-42.

Excerpts from *Echohawk*, Lynda Durrant, 1996

Focusing question- as you read the excerpts from these two novels keep in mind who wrote them and when. What messages do you think they wanted to give to their young readers?

WEDNESDAY- archeology & Ft. 4

Calico Captive, Elizabeth George Speare, 1957, Foreword & Chapter 7.

Excerpts from *A Narrative of the Captivity of Mrs. Johnson*, 1796, 45-intro from *North Country Captives* only, 72-74, 134 & 135 from Narrative book.

Focusing questions- describe English attitudes toward the French according to the 1796 narrative and then do the same for the novel, written in 1957. How will you convey these views to your students? How might the book and the narrative each be products of their time?

THURSDAY- slavery in New England

Amos Fortune: Free Man, Elizabeth Yates, 1950, 34-44.

Focusing questions- describe white attitudes toward the Africans in their world, according to this book written in 1950. How will you convey these views to your students? How might this book be a product of its time?

FRIDAY- Captivity & Legacies

Indian Captive: The Story of Mary Jemison, Lois Lenski, 1941, 59-61 & Chapter XVI "Born of a Long Ripening".

Excerpts from *The Life of Mary Jemison: The White Woman of Genesee*, James Seaver, 1824.

Focusing question- compare Mary's description of and response to her adoption ceremony in her 1877 narrative and the novel, written in 1941. Why are there differences in her response between novel and narrative? Between them, compare Mary's reasons for her decision to stay with the

Seneca. Why are there differences? What will you convey to your students about using these primary and secondary sources?

Representative Primary Sources online at <http://1704.deerfield.history.museum>

“Chauk Deed”, February 24, 1667, Collection of the Pocumtuck Valley Memorial Association.

This is the deed between a sachem of the Pocumtucks called Chauk, or Chaque, and a group of men from Dedham, Massachusetts men represented by John Pynchon for the land that would become the town of Deerfield Massachusetts. Workshop participants will closely examine the language of this document and consider how differences in interpretation immediately led to land usage conflicts between the English settlers and the Pocumtuck peoples.

Partial Map of the Deerfield Street and North Meadows, Deerfield, Massachusetts, 1680-1700, Collection of the Pocumtuck Valley Memorial Association.

Walking over the site of the original stockade that formed a defensive perimeter of the town’s center with an early proprietor’s map of the original house lots and Meetinghouse, participants will gain an experiential geographic orientation of the raid, thereby enriching their understanding of this international event and the multicultural perspectives of those involved.

Sheldon House Door, Deerfield, Massachusetts, 1699, Collection of the Pocumtuck Valley Memorial Association.

Executive Director Timothy Neumann will consider the Ensign John Sheldon House Door, located in PVMA’s museum, Memorial Hall, with workshop participants. This compelling cultural artifact offers a unique opportunity to study colonial conflict through the remains of a now-lost building.

Reading list by Workshop day

Sunday, July 10th, and Sunday, July 24th

Cronon, *Changes in the Land: Indians, Colonists and the Ecology of Early New England*.

Monday, July 11th and Monday, July 25th

Haefeli, Evan and Kevin Sweeney. *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, 1-124.

Scholar Essays “Explanations” from the [Raid on Deerfield: The Many Stories of 1704](#) website “[English Colonization](#),” “[European Land Use and the Transformation of the Northeast](#),”

“Furnishing the Frontier” illustrated guide to the Historic Deerfield, Inc. exhibit.

Tuesday, July 12th and Tuesday, July 26th

Lisa Brooks. *The Common Pot: The Recovery of Native Space in the Northeast*, 1-50.

Colin G. Calloway. “The Abenakis and the Anglo-French Borderlands,” *New England/New France 1600-1850*, 18-27.

Edmund Carpenter. “17th Century Club” *Two Essays: Chief and Greed*, 78-82.

Scholar Essays “Explanations” from the [Raid on Deerfield: The Many Stories of 1704](#) website “[English Puritanism](#),” “[Epidemics and Social Disorder](#),” “[French Catholicism](#),” “[French Colonization](#),” “[Native Diaspora and New Communities](#),” “[Native Land Use and Settlement in the Northeastern Woodlands](#),” “[Schaghticoke and Points North: Wobanaki Resistance and Persistence](#).”

Wednesday, July 13th and Wednesday, July 27th

Michael Coe, *The Line of Forts: Historical Archaeology on the Colonial Frontier of Massachusetts*, introduction, chapters 6, 7, 8.

Thursday, July 14th and Thursday, July 28th

The essay, “Slavery in a New England Town,” in *African American Historic Sites of Deerfield, Massachusetts Map & Guide*, Pocumtuck Valley Memorial Association, 2011.

Scholar Essays “Explanations” from the [Raid on Deerfield: The Many Stories of 1704](#) website “[Slavery and the Slave Trade in Colonial New England](#).”

Friday, July 15th and Friday, July 29th

Demos, John. *The Unredeemed Captive: A Family Story from Early America*.

Bruchac, Marge. “Revisiting Pocumtuck History in Deerfield: George Sheldon’s Vanishing Indian Act.”