

Lesson Objectives

- Discover that people from different cultures may have different definitions of basic concepts like “property”
- Compare the ways New England Indian tribes and English colonists used the land and defined “property”
- Predict what conflicts might arise between these groups
- Create a live news report on a conflict between a New England Indian tribe and English colonists

Suggested Grade Levels

4-7

Time Frame

Approximately three 45-minute periods

National Standards for History

U.S. History Standards

Era 1 (Beginnings to 1620),
Standard 1D

(See Appendix)

Handouts

- Basic Battleship Rules (1 copy for the teacher)
- Battleship Game Sheet A (1 copy for half of the class)
- Battleship Game Sheet B (1 copy for half of the class)
- Kewenusk’s Village (1 copy for half of the class)
- John Miller’s Town (1 copy for half of the class)
- New England Landscape Map (1 copy per student)
- New England Landscape with Fences (1 overhead)
- News Report Guidelines (1 copy per student)

Supplies

- Blank overhead transparencies

Two Worlds Meeting Across a Fence

Background for Teachers

This lesson investigates how cultural differences between New England Indians and English colonists sometimes created misunderstandings and conflicts. The way each group used the land and defined “property” greatly affected both groups.

Setting the Stage

1. Demonstrate the disagreements that can develop over cultural “rules” when people of two different cultures meet by having students play battleship with different sets of rules. Before you begin teaching this lesson, read the *Basic Battleship Rules* and the rules for *Battleship Game Sheet A* and *Battleship Game Sheet B* yourself. If your students are not familiar with the game, draw two grids on the board and review the *Basic Battleship Rules*. Tell students that the specific rules they should follow in this game are printed on the game sheet they will receive. If students ask questions that relate to the rules on Game A and Game B, simply tell them they should check their rule sheets when they receive them.
2. Divide students into pairs to play. Each pair of students should sit across from each other at their desks or on the floor. They should use a book or other barrier to prevent their opponent from seeing their game sheet. Distribute *Battleship Game Sheets*. Within each pair of students, make sure one student gets Game Sheet A and the other gets Game Sheet B.
3. Emphasize that students should carefully read the rules on their sheet before they begin playing. If students don’t read the rules, the demonstration will not work. As students play, watch for conflicts to develop when students don’t agree on the rules. Don’t offer to resolve the conflicts. Simply tell students they must play by their rules. Have students continue playing until each pair has encountered disagreement about the rules.
4. Debrief the experience as a class. Explain that the rules we live by are our culture. Different cultures have different rules. When people from different cultures meet, sometimes misunderstandings or conflicts arise from their different definitions of the rules.

Lesson Procedure

1. Explain that two cultures met for the first time when English settlers arrived in New England in the 1600s. Native American and English cultures differed in many ways. The ways they used the land and defined “property” had a great impact on both groups.
2. Divide students into teams of two. Give half the teams a copy of *Kewenusk’s Village* and the other half a copy of *John Miller’s Town*.

Give each team a *New England Landscape Map*. Assign students to read about Kewenusk or John Miller. Tell students to pay close attention to the way the people in their story use the land and define “property.”

3. After students read their story, ask each team to look at the *New England Landscape Map* through the eyes of the person in their story. If the students read about Kewenusk, they should imagine this is a map of her village’s territory. If the students read about John Miller, they should imagine the map showing the land around Hipswich. The teams will label and add to the maps to show how the people in their story would use this land. For example, teams can draw in animals, crop fields, wild plants, and buildings. They can label areas as winter camps, hay mowing pastures, etc. For younger students, you may need to model this activity using a transparency of the map on an overhead projector.
4. When teams complete their maps, pair each Kewenusk team with a John Miller team. Assign teams to present their map to their new partners. The teams will use their maps to help their partners understand the ways the people in their story used the land and defined property. After each team presents, the teams will work together to make a list of the similarities and differences between their maps and the points of view they illustrate.
5. Hold a class discussion on the differences and similarities between New England tribes’ and English colonists’ ways of using the land and defining “property.”
6. Make an overhead transparency of one of the Kewenusk New England Landscape Maps produced by your students and an overhead of one of their John Miller New England Landscape Maps. Place the Kewenusk map on the projector. Then place the John Miller map over it. Explain that when English colonists arrived in New England, they came to a place Native Americans had called home for thousands of years. With their different ways of using the land and different views of property, misunderstandings and conflicts sometimes occurred between the two groups. Ask students to brainstorm a list of

possible conflicts or misunderstandings between colonists and tribes. Record students’ ideas on the board.

7. Show the overhead of the *New England Landscape with Fences*. Explain that conflicts between New England tribes and colonists did occur. Often they had to do with fences or lack of fences. The English colonists had a tradition of building fences to protect their crops from animals, but New England tribes did not. Problems arose when colonists’ pigs damaged Native Americans’ crops or Native Americans killed cows they found wandering near their villages. Sometimes the disagreements about fences had larger consequences. Colonists used fences to claim land as their own. They also used the fact that Native Americans did not fence their lands to argue that Native Americans did not own the land they used.

Student Product

1. Divide students into groups of five or six. Distribute a copy of the *News Report Guidelines* to each student and review the instructions as a class. Have each group create a skit about a conflict or misunderstanding between a New England tribe and English colonists using the ideas the class brainstormed as a guide. The skit will be in the form of a television news report. Depending on the time available, students can either prepare their presentations in class or work on them at home for a day or two. Encourage students to make props to use in their presentations.
2. Ask each group to perform its skit in front of the class. If possible, invite another class to join you for the performances.

Lesson Extension

1. Using butcher paper, create two murals of the New England landscape—one based on Kewenusk’s village and one based on John Miller’s town. Submit the murals to your *Between Fences* hosts for inclusion in the local exhibition.

BASIC BATTLESHIP RULES

1. Place the following four ships on your defensive grid by outlining squares (horizontally and/or vertically, but not diagonally) with a colored pen:

1 Battleship	4 squares
1 Cruiser	3 squares
2 Destroyers	2 squares each

2. Players take turns calling out shots (e.g., F4). When a shot is called, the opponent tells the caller whether it is a hit or a miss. If the shot is missed, the caller places an "O" on her offensive grid. If the shot is a hit, the caller places an "X" on her offensive grid, and the opponent places an "X" on his defensive grid.
3. When a ship receives enough hits to sink it, the opponent must say, "Hit, you sunk my Cruiser" (or whatever type of ship has been sunk). The player who sinks all of her opponent's ships first is the winner.

BATTLESHIP GAME SHEET A

A	B	C	D	E	F	
						1
						2
						3
						4
						5
						6
						7

Defensive Grid

A	B	C	D	E	F	
						1
						2
						3
						4
						5
						6
						7

Offensive Grid

Rules

1. You may place your ships on the grid horizontally, vertically, but **not** diagonally. Ships cannot overlap (only one ship can occupy each square).
2. If you make a hit on your opponent's ship, you get to take another turn immediately.
3. If your opponent hits your ship, you must announce what kind of ship has been hit. For example, "Hit on a Battleship."

Reminder

- | | |
|--------------|----------------|
| 1 Battleship | 4 squares |
| 1 Cruiser | 3 squares |
| 2 Destroyers | 2 squares each |

BATTLESHIP GAME SHEET B

A	B	C	D	E	F	
						1
						2
						3
						4
						5
						6
						7

Defensive Grid

A	B	C	D	E	F	
						1
						2
						3
						4
						5
						6
						7

Offensive Grid

Rules

1. You may place your ships on the grid horizontally, vertically, or diagonally. Ships cannot overlap (only one ship can occupy each square).
2. No player may take two turns in a row.
3. If your opponent calls a square that is next to one of your ships, you must say "Near miss."

Reminder

- | | |
|--------------|----------------|
| 1 Battleship | 4 squares |
| 1 Cruiser | 3 squares |
| 2 Destroyers | 2 squares each |

KEWENUSK'S VILLAGE

My name is Kewenusk. I live with my family in a village of about 200 people. Our village is part of a tribe that includes many other villages. My village changes with the seasons of the year. Sometimes we all gather together in one place. Other times, we spread out in small groups. This allows us to make the best use of the different plants and animals that grow in our territory at different times of the year.

Let me tell you what a year in my village is like. Every spring we move our homes to the fields where we plant our crops. I work with my mother and the other women to plant little mounds containing corn, beans, and squash. The men in our village hunt animals that are plentiful in the spring, like the migrating birds that fill the salt marshes. Spring is also a time when many fish return to the streams to spawn. It seems like you can't put your hand in a river without touching a fish!

Once the crops are planted and weeded, they don't need as much attention until harvest time. During the summer, small groups of families make camps along the coast. The women check on the crops from time to time. They also gather seafood, like clams, cut cattails for making mats, and pick delicious berries as they ripen. The men fan out from camp on longer hunting and fishing trips. Sometimes they take canoes out into the sea at night to hunt sturgeon by torchlight or run river rapids in search of salmon or eels.

In early fall, we harvest the crops from the fields. We also gather acorns, chestnuts, cranberries, and many other wild plants. I love fall because it is a time for festivals. Many of our neighboring villages join us for huge feasts, dancing, and ceremonies.

In October we store our harvest of corn and beans and begin the fall hunt. The deer and bear are fattest in the late fall. We break into small groups so we can cover a wide hunting territory. After the men kill an animal, the women bring it back to camp to butcher it. We cook some of the meat and smoke some of it for use later in the winter.

When the heavy snows begin to fall in late December, our village gathers in a wooded valley. Here we are protected from the weather and can find plenty of firewood. We eat the foods we harvested, gathered, and hunted in the fall. The men hunt and fish nearby using snowshoes to walk in the deep snow. The late winter can be a hungry time for the village.

In the spring, we return to our fields. They may not be the same fields we used last year, though. When the soil grows tired in one field after eight or ten years, we leave it and start a new one.

The people in our village use the same forests, salt marshes, beaches, and meadows each year. They are in our territory. Other villages have their own territories. The people in our village share the resources in our territory with each other. They belong to the village. No one in the village can tell another member of our village, "This is my salt marsh! You can't hunt here!"

If there is more than enough for us, we might share the resources in our territory with the people of another village. For example, when the alewives are spawning in the streams, there are more fish than any village could catch. We gather with other villages at the best fishing spots to trap the fish.

My people have always lived in this territory and always will. We know how to live here.

Source: The information in this fictional narrative is drawn from *Changes in the Land: Indians, Colonists and the Ecology of New England* by William Cronin (New York: Hill and Wang, 1983).

JOHN MILLER'S TOWN

My name is John Miller. My family sailed from England to settle in the Massachusetts Bay Colony. We live and farm in the town of Hipswich. Let me tell you about our life.

The King of England gave us our farm in a roundabout way. The King claimed all the lands in New England. He granted some of this land to the Massachusetts Bay Colony. The colony granted some land to the town of Hipswich, and the town granted us the land for our house and farm. My family owns these lands now.

We built our wooden home on our house lot in Hipswich. My mother plants a vegetable garden and keeps chickens here. Nearby we have a small barn where our cattle, oxen, pigs, and sheep can spend the winter. We also have fenced lots where we can feed our animals when they are not out grazing in the pastures.

Our planting fields are located on the outskirts of town. My father plows these fields with the oxen each spring and then plants corn. I help him keep the corn weeded and maintain the fences around the fields. A strong fence is all that stands between our tasty corn and the many pigs and cows that graze freely outside town. The pigs are particularly bothersome because they are so good at getting through fences. The laws of Hipswich allow a farmer to kill any pig he finds in his corn.

In the summer, our cattle and sheep graze in a fenced pasture. We let our pigs run in the woods for most of the summer since they are very good at taking care of themselves. To feed our animals during the winter, we must cut and dry hay. We have a large pasture along a stream where the grass grows well. In the late summer, we mow this grass for hay.

In the fall, we harvest, husk, and store our corn for the winter. We also slaughter some of our cattle and pigs that have gotten fat on the summer grass. If we have any animals to spare, we drive them to Boston to sell.

In the winter, our woodlot is the most important part of our farm to me. This is where we cut firewood to keep us warm. We also cut timber for building fences here.

Not all the food we eat comes from our farm. In the summer, my father and I fish and hunt. I also love to pick the juicy wild berries in the forests.

I am glad my family came to Hipswich. Life here hasn't always been easy. Starting a new farm is incredibly hard work, and we were often hungry our first few winters. But in Hipswich, my family can own land that belongs to us and nobody else. In England, we could never hope to own a farm.

Source: The information in this fictional narrative is drawn from *Changes in the Land: Indians, Colonists and the Ecology of New England* by William Cronin (New York: Hill and Wang, 1983).

NEW ENGLAND LANDSCAPE MAP

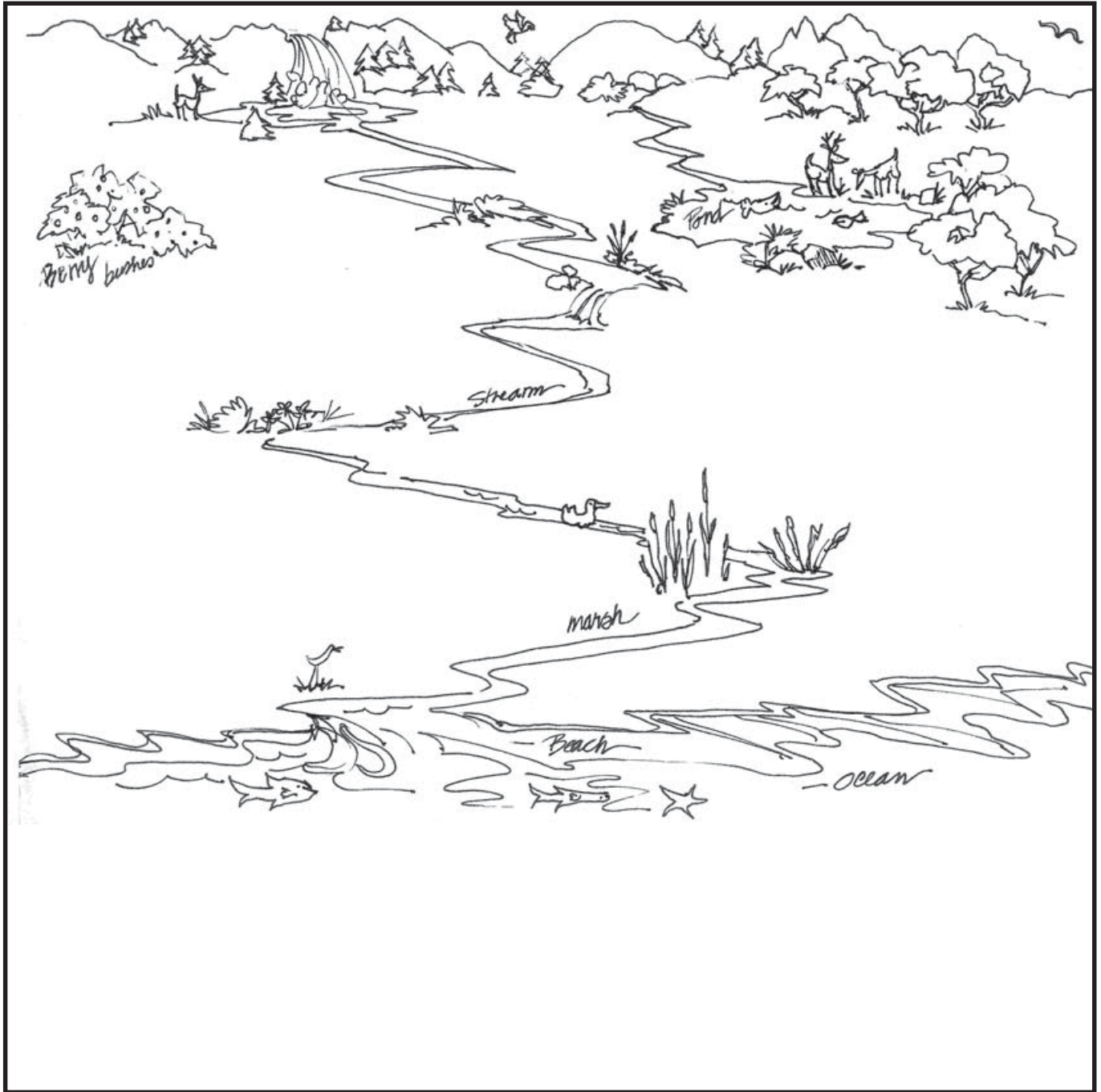
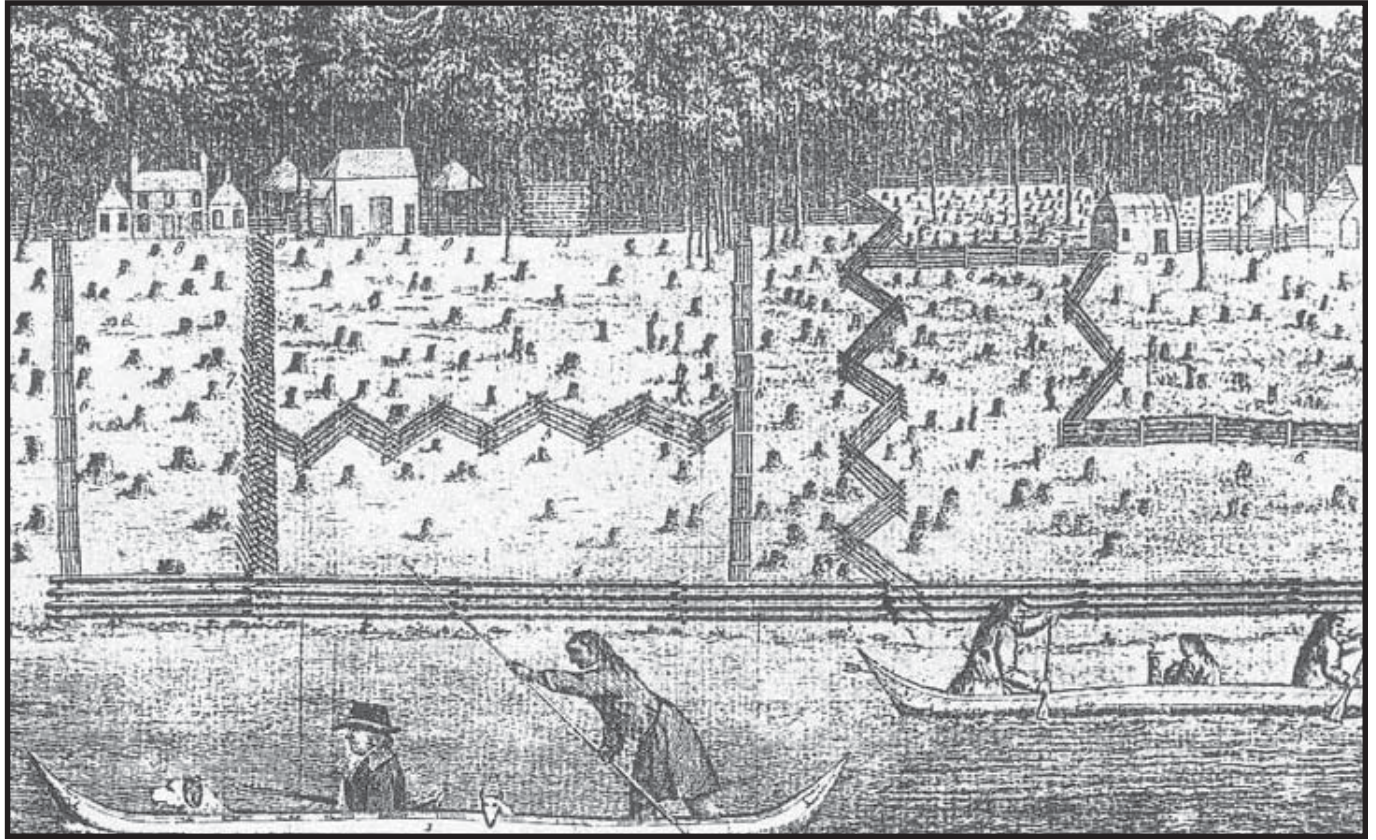


Illustration by Sheri Sohm

NEW ENGLAND LANDSCAPE WITH FENCES



From Patrick Campbell's *Travels in the Interior Inhabited Parts of North America*, 1793
Library Company of Philadelphia

NEWS REPORT GUIDELINES

Please read these guidelines carefully and use them to help you develop a live news report on a misunderstanding or conflict between a New England tribe and English colonists. Your news report should last three to four minutes.

1. Your group will need one person to act as a television news reporter. The rest of the people in your group will play the people involved in the misunderstanding or conflict. The reporter will interview each person for a live news report which you will present to your class. Everybody in your group must take part in the presentation.
2. Use the information you learned reading about Kewenusk and John Miller, your maps, and the ideas your class brainstormed to invent a misunderstanding or conflict between a New England tribe and English colonists that you think might really have happened. Your news report should let each person involved in the conflict tell his/her side of the story.
3. Good news reporters answer the basic journalism questions of “Who, What, When, Where, Why, and How.” Your report should answer these questions, too. Below are examples of questions you may want to answer in your news report.
 - a. Who is involved in this misunderstanding or conflict?
 - b. What started the conflict?
 - c. What has happened during the conflict?
 - d. What is likely to happen next?
 - e. When did this conflict occur? (Time of day? Time of year?)
 - f. Where did the conflict happen? Why here?
 - g. Why did this conflict occur?
 - h. Why did the people involved act the way they did?
 - i. Why is this conflict important or interesting?
 - j. How will this conflict affect the people involved? The communities involved?
 - k. How will the conflict be resolved?
4. Be creative and have fun! Make your news report as informative as you can. Be sure to practice a few times before you perform in front of the class.