

**Cultural Identity and Exchange:
Native, French and English Peoples in Colonial America
By John Peterson**

Central Historical Question:

How do specific practices and material culture patterns define a culture?

Secondary Historical Question:

How do changes in specific practices and material culture indicate the nature of contact and exchange between cultures?

Materials:

Teacher's choice of source for background information on the French and Indian Wars

Outline map of modern-day New England

Source lists for 5 topic areas: religion, domestic architecture (homes), foodways, clothing, and land use

Newsprint sheets or roll and markers

Open graphic organizer for notes

COW (Computer on Wheels)

Assessment Components:

Formative: presentations, notes

Summative: essay

Grade Level:

11th grade

Time Necessary:

2 blocks (75 minutes each) for instruction, plus time for final assessment (essay)

Plan of Instruction:

DAY 1-

1. Preliminary Background Preparation:

Students come to class having read background article or text materials. (Will vary depending on specific class.)

2. Introduce Lesson: brief discussion of what sort of differences exist between cultural groups today.

- Identify several viable cultural groups
- Brainstorm list of what general attributes (language, value systems, clothing, religion, etc.) might differ from one cultural group to another
- Distribute map of area including modern-day New England, New York, and southern Quebec. Project same map on screen. Indicate general area claimed/inhabited by Natives, French and English ca. 1680-1750. Students shade and label corresponding areas on their maps. Students identify area contested by these three cultures and speculate on nature of that contest.

3. The Lesson:

"We are going to look at the Natives, French and English around the early 1700s in five different ways: religion, domestic architecture (homes), foodways, clothing, and land use. We will break up into five teams and each will

be responsible for looking at one of these five topics for all three groups of people. I will provide the teams with print as well as online sources for their groups and topics. Teams will prepare a bulleted poster on newsprint for each of the three groups in their topic area and present to the class. Pay special attention to any evidence of groups adopting practices from other groups. Students who are not presenting will take notes on a sheet provided by the teacher.”

Students prepare presentations for following day.

DAY 2-

Students finalize last details for presentations in groups. Groups present to class. Students not presenting take notes on graphic organizer.

Assessment Points:

1. Collaborative and Cooperative Learning (schoolwide rubric)- how well students work in groups; instructor observes and assists them working in their groups
2. Communication: Speaking and Listening (schoolwide rubric)- how well students convey information orally and how well they take in, record and process that information; instructor observes presentations and monitors note-taking by students
3. Writing: (schoolwide rubric)- students will write a well-constructed and well supported essay that addresses the following question:
Discuss the features of at least four defining cultural traits of the French, Native Americans and English in what would become New England, upstate New York and Atlantic Canada ca. 1680- 1760. In what ways did these traits create tension between these groups and which of these traits did these groups have in common or adopt from each other?

**Cultural Identity and Exchange:
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Sources for RELIGION**

NATIVE

(traditional) Native American Legend of the Giant Beaver

<http://www.bio.umass.edu/biology/conn.river/nalegend.html>

“Origins” section of “Kanienkehaka Lifeways”: <http://1704.deerfield.history.museum/groups/lifeways.do?title=Kanienkehaka>

“Ancient Oral Traditions” section of “Wobanaki Lifeways”: <http://1704.deerfield.history.museum/groups/lifeways.do?title=Wobanakiak>

“Origins” section of “Wendat Lifeways” <http://1704.deerfield.history.museum/groups/lifeways.do?title=Wendat>

(post-contact)

Father Jogues <http://cather.unl.edu/community.tours.martyrs.html>

Crucifix <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Crucifix>

Image of praying Indians: <http://public.gettysburg.edu/~tshannon/hist106web/Indian%20Converts/index.htm>

FRENCH

“French Catholicism”: <http://1704.deerfield.history.museum/popups/background.do?shortName=expCatholicism>

Crucifix <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Crucifix>

ENGLISH

“English Puritanism”:

<http://1704.deerfield.history.museum/popups/background.do?shortName=expPuritanism>

Pewter Flagon (for communion wine): <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=pewterflagon>

**Cultural Identity and Exchange:
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Sources for DOMESTIC ARCHITECTURE**

NATIVE

Abenaki village <http://rayswigwam.tripod.com/0e490630.jpg>, <http://www.salemdeeds.com/nativeamericandeeds/images/shattuckfarm.jpg>
Plan of Odanak http://www.cbc.ca/allinaweekend/assets_c/2013/08/Plan%20du%20fort%20des%20Ab%C3%A9nakis%201704-thumb-300x372-319433.jpg
View of Kahnawake <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Kahnawake>
Village of Secota <http://www.chickahominytribe.org/images/secota.jpg>
Drawing of Phebe and Eliza Moheage's wigwam <http://yipp.commons.yale.edu/2013/06/22/inside-a-connecticut-indian-wigwam/>
Wigwam <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=wigwam>

FRENCH

"Lake Champlain Voyages of discovery", scroll down to "The Life of a French Settler", pp. 33 & 34
http://historicsites.vermont.gov/sites/historicsites/files/Documents/directory/vermont_history/LakeChamplainVoyagesBook.pdf
Cap-Tourmente Farm, 1626 http://www.mcq.org/place-royale/en/MCQ/archives_collections/agrandissements_600x600/FBack_ctourmente.jpg
LeMoyne House http://www.civilization.ca/virtual-museum-of-new-france/files/2012/04/New_France_4_2_2_LeBer-LeMoyne-House-Lachine.jpg
habitant house http://cache.boston.com/resize/bonzai-fba/Globe_Photo/2011/05/20/1305897997_7020/539w.jpg

ENGLISH

"Drawing by Dudley Woodbridge" http://1704.deerfield.history.museum/popups/artifacts.do?shortName=wspringfield_meetinghse
"First Period (Post-medieval English) 1600-1700" <http://www.historicnewengland.org/preservation/your-older-or-historic-home/architectural-style-guide#first-period-post-medieval>
"Old Indian House": <http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=2027>
Rebecca Nurse Homestead; <http://0.tqn.com/d/architecture/1/0/l/k/RebeccaNurseHomestead.jpg>

**Cultural Identity and Exchange:
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Sources for FOODWAYS**

NATIVE

Ceramic Vessel http://1704.deerfield.history.museum/popups/artifacts.do?shortName=ceramic_vessel

Copper Kettle <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=copperkettle>

“Chapter 1, the Indians, Corn, Beans, and Squash”, *Heritage Cook Book*, Better Homes and Gardens, 1975

“Chapter 1, First Nations and Early Settlers (1200-1674)”, *The American History Cookbook*, Mark Zanger, 2003

“Wendat Subsistence and the Work of Men and Women” in “Wendat Lifeways”: <http://1704.deerfield.history.museum/groups/lifeways.do?title=Wendat>

“Ancient Resources in Ndakinna” in “Wobanaki Lifeways”: <http://1704.deerfield.history.museum/groups/lifeways.do?title=Wobanakiak>

FRENCH

“Foodways” section of “French Lifeways”: <http://1704.deerfield.history.museum/groups/lifeways.do?title=French>

“Chapter 8, Dining with the French Canadians”, *Heritage Cook Book*, Better Homes and Gardens, 1975

French Cooking in Early America, Patricia B. Mitchell, 1991

Copper Kettle <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=copperkettle>

“The Habitant’s Diet” <http://www.mcq.org/code/en/documents/the-habitant-diet-10.html>

ENGLISH

“Foodways” section of “English Lifeways”: <http://1704.deerfield.history.museum/groups/lifeways.do?title=English>

“Chapter 2, Early Colonial Dishes (1524-1674), “Chapter 3, The Twenty-One Colonies (1710s-1790s), *The American History Cookbook*, Mark Zanger, 2003

Iron kettle <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=ironkettle>

Copper Kettle <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=copperkettle>

Chapter 7, pgs. 127-130, 2nd paragraph on pg. 138 through 1st paragraph on pg. 139, *Changes in the Land*, William Cronon, 1983

**Cultural Identity and Exchange:
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Sources for CLOTHING**

NATIVE

Dress Up <http://www.americancenturies.mass.edu/activities/dressup/index.html>

Virtual Jamestown: Index of White Watercolors and De Bry Engravings http://www.virtualjamestown.org/images/white_debry_html/jamestown.html

A Briefe and True Report of the New Found Land of Virginia, Thomas Harriot, 1587 (Dover facsimile)

A New World: England's First View of America, Kim Sloane, 2007

Image by Claude Chauchetere <http://tekakwitha.info/images/1685-drawings-chauchetiere01.jpg>

Wobanakiak Woman and Man: http://1704.deerfield.history.museum/popups/artifacts.do?shortName=Abenaki_couple

Wendat Woman and Man:

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

"July 14th. 1703. Prices of Goods" http://www.americancenturies.mass.edu/classroom/curriculum_5th/lesson1/resources/1703_broadside.html

Arosen's Gifts <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=gifts>

Deerskin Moccasins <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=moccasins2>

Wendat Snowshoes <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=snowshoes>

Moccasins <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=moccasins>

FRENCH

Habitant clothing http://www.mcq.org/place-royale/en/MCQ/archives_collections/agrandissements_600x600/vmtl_BM7-S2-SS1_Canadiens.jpg

Canadian Habitant in Winter http://upload.wikimedia.org/wikipedia/commons/0/0b/FAH_Canadian.jpg

Historical Images of Canadiens http://colonialbaker.net/milice_pictures.html

Capot <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=capot>

John Sheldon's snowshoes <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=JSsnowshoes>

habitant sabot <http://2.bp.blogspot.com/-TogMz3f0Nrg/UOezhJDJiEI/AAAAAAAAAKbA/kDILthTsTb4/s640/Sabot%231.jpg>

Moccasins <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=moccasins>

ENGLISH

Dress Up <http://www.americancenturies.mass.edu/activities/dressup/index.html>

English Shoe <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=shoe>

Moccasins <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=moccasins>

Sarah Coleman's Shoe: <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=englishshoes>

Pocket <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=pocket>

Woman's cloak <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=cape>

Native, French and English Peoples in Colonial America
Sources for LAND USE

NATIVE

“Native Land Use and Settlements in the Northeastern Woodlands”: <http://1704.deerfield.history.museum/popups/background.do?shortName=expNLand>
Village of Secota <http://www.chickahominytribe.org/images/secota.jpg>
“Native American History of Corn”: <http://www.nativetech.org/cornhusk/cornhusk.html>

FRENCH

Habitant cottage <http://www.uppercanadahistory.ca/finna/que3p3a.jpg>
Quebec farm <http://padraigan.com/farleys/images/farm.jpg>
“The Web of Village Life”, pp. 52-58 in *The American People*, Jeffrey Nash, et. al., 1994
“European Land Use and the Transformation of the Northeast”:
<http://1704.deerfield.history.museum/popups/background.do?shortName=expLand>
“Land Distribution” section of “French Colonization”:
<http://1704.deerfield.history.museum/popups/background.do?shortName=expColonialFrench>

ENGLISH

“Partial map of the Deerfield Street and North Meadows”: <http://1704.deerfield.history.museum/popups/artifacts.do?shortName=1671survey>
“The Web of Village Life”, pp. 52-58 in *The American People*, Jeffrey Nash, et. al., 1994
“European Land Use and the Transformation of the Northeast”:
<http://1704.deerfield.history.museum/popups/background.do?shortName=expLand>

	RELIGION	DOMESTIC ARCHITECTURE	FOODWAYS	CLOTHING	LAND USE
NATIVE	TRADITIONAL <hr/> POST CONTACT			TRADITIONAL <hr/> POST CONTACT	
FRENCH					
ENGLISH					