

How does each side benefit from a peace treaty?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> 5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763 5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763 5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans 5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements 5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies 5.4.3 Analyze maps from the Age of Exploration to 1763
Claims	<p>In this instructional task, students develop and express claims through discussions and writing which examine the causes and consequences of historical events as they explore the relationships between early colonists and Native Americans.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> How did the different colonies interact with indigenous peoples, one another, and the Atlantic World? (5.3.1-3, 5.8.1, 5.9.1)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Why was it important for the Pilgrims to make peace with the Native Americans?	Based on the location of Plymouth Plantation, why was it important for the Pilgrims to form a peace treaty with the Wampanoag people?	How would breaking the <i>Peace Treaty of Massasoit</i> impact both the Pilgrims and the Wampanoag?	Why were the leaders of the colonies notified of colonists breaking the terms of the peace treaty and how were colonists held accountable?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will examine a timeline to understand the need for peace treaties between Native Americans and early European colonists.	Students will evaluate a map to gain an understanding of the geographic location of Plymouth Plantation in relation to the territory of the Wampanoag.	Students will make predictions about what might result if either the Pilgrims or the Wampanoag were to have broken their agreement.	Students will analyze letters to gain an understanding of the importance of everyone abiding by the terms of the peace treaty.
Featured Source	Featured Source	Featured Source	Featured Source
Source A: Pocahontas Timeline , Stanford History Education Group	Source B: Wampanoag Territory , National Geographic	Source C: The Treaty with Massasoit , Pilgrim Hall Museum	Source D: Letters of William Bradford (Page 7), Mayflowerhistory.com

Summative Performance Task	<p>Citing specific examples from the provided sources, explain how the <i>Peace Treaty with Massasoit</i> impacted the relationship between the Pilgrims and the Wampanoag and how each side benefitted from the agreement.</p>
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Formative Performance Task 1

Supporting Question	Based on the timeline of events related to Pocahontas and John Smith, why was it important to make peace with the Native Americans?
Formative Performance Task	Students examine a timeline to understand the need for peace treaties between Native Americans and early European colonists.
Featured Source	Source A: Pocahontas Timeline , Stanford History Education Group
Content and Claims	This formative performance task requires students describe cooperation and conflict among Native Americans and Europeans (5.3.2)

Featured Source

Source A: [Pocahontas Timeline](#), Stanford History Education Group

Steps

1. Provide access to [Pocahontas Timeline](#) by either distributing copies or displaying it for the class.
2. Have students complete a T-chart by listing three peaceful events from the timeline and three non-peaceful events. A sample t-chart is included below.
3. Once students have completed the T-chart, have students work in collaborative groups to share their responses. Some possible prompting questions include:
 - Were the settlers ever attacked? If so, how many times?
 - Did the settlers ever attack the Native Americans?
 - Were there any peaceful events between Pocahontas and John Smith?

T-Chart

Peaceful Events	Non-Peaceful Events
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Student Look-Fors

1. Student lists should include major events and categorize them as peaceful or not peaceful. A sample completed chart is included below.

Peaceful Events	Non-Peaceful Events
1. Natives welcome the English	1. Natives attack Jamestown
2. Smith is released by the Powhatan	2. John Smith is captured
3. John Rolfe & Pocahontas marry	3. Smith is taken before Chief Powhatan
4. Pocahontas, Rolfe, and son sail to England	4. Pocahontas is captured
5. Pocahontas makes a media splash in England	

Formative Performance Task 2

Supporting Question	Based on the geographic location of Plymouth Plantation, why was it important to form a peace treaty with the Wampanoag people?
Formative Performance Task	Students evaluate a map to gain an understanding of the geographic location of Plymouth Plantation in relation to the territory of the Wampanoag.
Featured Sources	Source B: Wampanoag Territory , National Geographic
Content and Claims	In this formative performance task, students analyze a map and explain the goals and challenges the Europeans faced in establishing settlements based on their geographic location (5.3.3, 5.4.3)

Featured Sources

Source B: [Wampanoag Territory](#), National Geographic

Steps

1. Provide students with a copy of the map titled *Territory of the Wampanoag* and the following questions.
 - A. In what present day state is the Territory of the Wampanoag?
 - B. If war broke out between the Pilgrims and the Wampanoag, about how many miles would the Pilgrims on Plimoth (Plymouth) Plantation have to travel to escape the Wampanoag territory to the North?
 - C. What is the name of the nearest city outside of the Wampanoag territory? How many miles away is it located?
 - D. What is the nearest Wampanoag village to Plimoth Plantation? How many miles away is it located?
 - E. What ocean did the Pilgrims have to cross to travel from Europe to North America?
 - F. Based on the geographic location of Plimoth Plantation, why do you think was it important to form a peace treaty with the Wampanoag people?
2. Have students analyze and evaluate the map by answering the questions independently.
3. Upon completion of the questions, allow students to work collaboratively to share their responses to the questions.
4. Conduct a class discussion about the student responses to question a above. Sample prompting questions include:
 - What effect does being surrounded by the Wampanoag tribe have on the Pilgrims?
 - Why was the peace treaty such an important factor in the survival of their colony?

Student Look-Fors

1. Student responses should include but are not limited to the following:
 - A. Massachusetts
 - B. About 15 miles
 - C. Boston, about 30 miles
 - D. Patuxet, less than 5 miles

- E. Atlantic Ocean
- F. Since Plimoth Plantation was completely surrounded by the Wampanoag, it was very important to maintain peaceful relations. Plimoth was such a small colony in the beginning, and it would have been easy for the Wampanoag to take over their colony or drive them out.

Formative Performance Task 3

Supporting Question	How would breaking the <i>Peace Treaty of Massasoit</i> impact (or effect) both the Pilgrims and the Wampanoag?
Formative Performance Task	Students make predictions about what might result if either the Pilgrims or the Wampanoag were to have broken their agreement.
Featured Source	Source C: The Treaty with Massasoit , Pilgrim Hall Museum
Content and Claims	In this formative performance task, students describe cooperation and conflict among Native Americans and Europeans and explain and give examples of how Native Americans and Europeans adapted to living in the New England colonies by creating the peace treaty (5.3.2, 5.3.6)

Featured Source

Source B: [The Treaty with Massasoit](#), Pilgrim Hall Museum

Steps

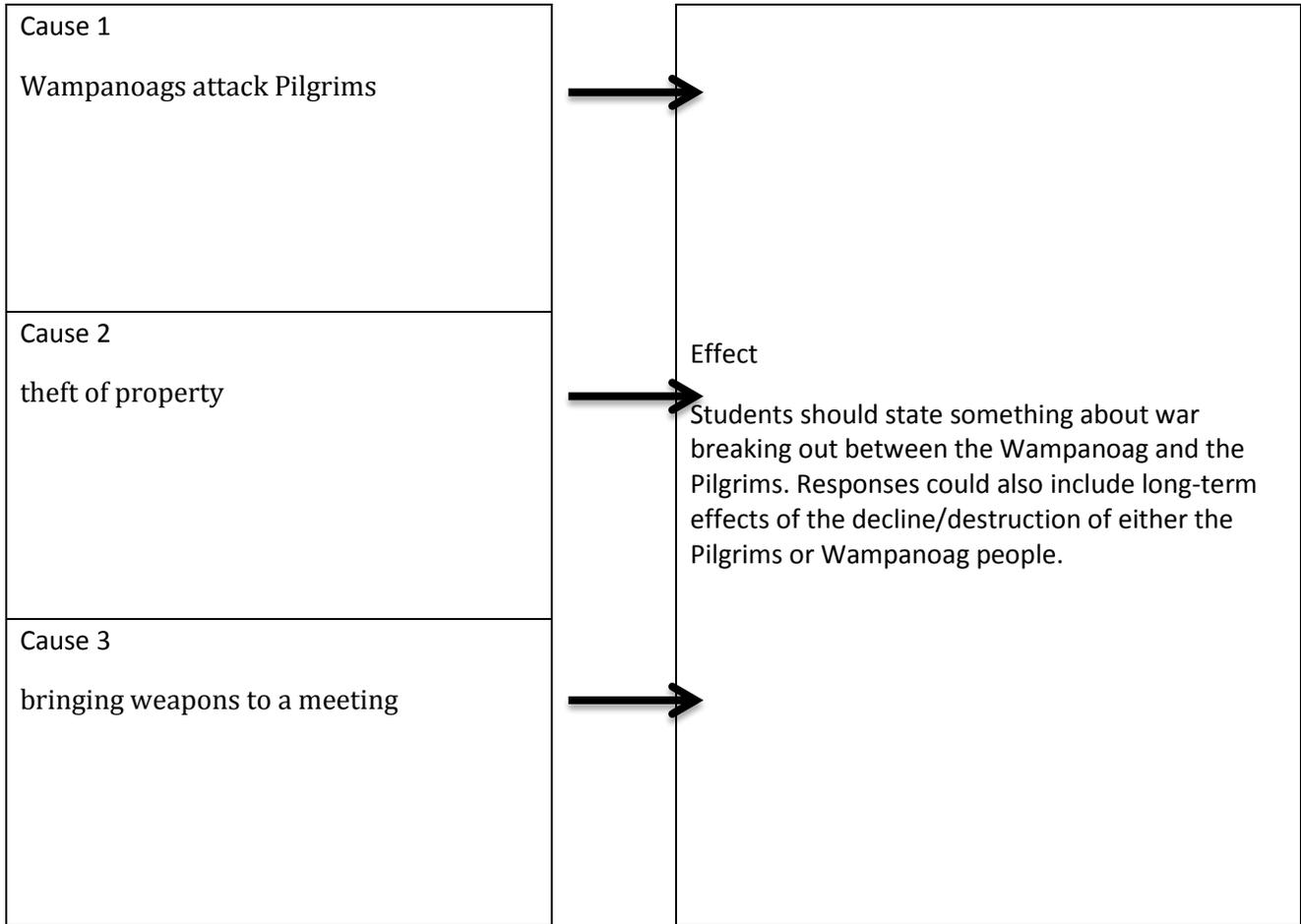
1. Provide students with a copy of the text version of [The Treaty with Massasoit](#).
2. Have students work with a partner to complete a cause and effect graphic organizer (a sample of this type of graphic organizer is shown below) according to the following instructions:
 - In the box titled "Effect," make a prediction about what might have resulted if either the Pilgrims or the Wampanoag were to have broken the agreement known as the *Peace Treaty with Massasoit*.
 - In the boxes titled "Cause," list 3 things from the treaty that if not followed by either the Pilgrims or the Wampanoag could lead to a negative consequence. Identify the negative consequence under Effect.

Cause and Effect Graphic Organizer

Cause 1		Effect
Cause 2		
Cause 3		

Student Look-Fors

1. Student responses should indicate an understanding of the causes that led to war between the Wampanoag and the Pilgrims. A sample completed chart is included below.



Formative Performance Task 4

Supporting Question	Why did the leaders of the colonies need to be notified of colonists breaking the terms of the peace treaty? How were the colonists held personally accountable?
Formative Performance Task	Students analyze letters to gain an understanding of the importance of everyone abiding by the terms of the Peace Treaty.
Featured Source	Source D: Letters of William Bradford (Page 7), Mayflowerhistory.com
Content and Claims	This formative performance task requires students to compare and contrast different points of view of key individuals in early colonial American history as it relates to conflict and cooperation among the colonists and the Native Americans (5.1.3, 5.3.2)

Featured Source

Source C: [Letters of William Bradford](#) (Page 7), Mayflowerhistory.com

Steps

1. Provide students with a copy of the letter written by William Bradford to Governor John Winthrop and a letter template.
2. Read aloud the letter written by William Bradford to Governor John Winthrop about a complaint by Indians who were betrayed by an English colonist to provide the students with a full understanding of the content of the letter.
3. Using a letter template, have students write a response to William Bradford from the point of view of the governor that includes the following two pieces of information. A sample letter template is included below.
 - What Mr. Offley should do to ensure that peace remains between the Pilgrims and the Wampanoag
 - What actions should be taken against Mr. Offley if he refuses to abide by the terms of the peace treaty
4. Conduct a class discussion about what might happen if the Governor did not get involved in this or similar situations. Some possible questions to guide discussion include:
 - What would be a fair consequence for Mr. Offley's actions?
 - What do you think the Native Americans would expect/accept as a solution to this conflict?

Letter Template

Dear William,

Thank you for letting me know about the situation between Mr. Offley and the Indians of Yarmouth. To ensure that peace remain between the Pilgrims and the Indians of Yarmouth, you should let Mr. Offley know

Sincerley yours,
John Wintrop
Deputy Governor of Massachusetts

Student Look-Fors

1. Student responses should indicate an understanding of the laws established for the colony by the Mayflower Compact. A sample completed letter is included below.

Dear William,

Thank you for letting me know about the situation between Mr. Offley and the Indians of Yarmouth. To ensure that peace remain between the Pilgrims and the Indians of Yarmouth, you should let Mr. Offley know that he has to pay what he owes. He has to give them the cloth and a small pair of pants. Mr. Offley must be fair when he deals with the Indians in the future. The Mayflower Compact says that he can be put in prison or kicked out of the colony if he does not follow the rules of the agreement.

Sincerley yours,
John Wintrop
Deputy Governor of Massachusetts

Summative Performance Task

Compelling Question	How does each side benefit from a peace treaty?
Summative Performance Task	Citing specific examples from the provided sources, explain how the <i>Peace Treaty with Massasoit</i> impacted the relationship between the Pilgrims and the Wampanoag and how each side benefitted from the agreement.

Teacher Overview

In this summative performance task, students will be asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how the peace treaty impacted both the Pilgrims and the Wampanoag and the consequences of either party breaking the terms of that treaty; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their arguments. Having students rehearse their arguments and supporting details orally should help them succeed on the task.

Arguments in social studies are made up of claims supported by evidence, and the sophistication of the claims students develop may be an indicator of the depth of their understanding.

Student Prompt

Citing specific examples from the provided sources, explain how the *Peace Treaty with Massasoit* impacted the relationship between the Pilgrims and the Wampanoag and how each side benefitted from the agreement.

Student Look-Fors

1. Scoring Notes
 - a. Students responses should make reference to and provide detailed information on:
 - Students should note before the treaty, Pilgrims could be attacked and/or captured by the Native Americans that inhabited the same land the colonies were built upon.
 - Students should note the possibility of peace as demonstrated by the release of John Smith and later the marriage of John Rolfe and Pocahontas. Students may also state the opportunity provided to Native Americans to travel to and learn about England and the English culture. (Source A)
 - Students should note this treaty was the primary reason for the peaceful coexistence of the Pilgrims and the Wampanoag.
 - Students should state that since Plymouth Plantation was established in the middle of the Wampanoag territory, peace was an essential part of their existence. The treaty provided each party protection from neighboring tribes and/or European settlers. Students should infer that

- this protection allowed the colony to grow and thrive and without the treaty the colony may not have survived. (Source B)
- a. Students should also note the terms of the agreement as benefits of both the Pilgrims and the Wampanoag. In the response, students should state some combination of the following: (Source C)
 - Neither side will injure or hurt the other.
 - Punishment will occur if hurt is caused.
 - Neither side will steal or be stolen from.
 - Both sides will fight together if war breaks out.
 - Both sides will spread the word of this peaceful agreement.
 - All weapons will be left behind during meetings.
 - b. Students should infer that both the Indians and the Pilgrims could trust that the terms of the treaty would be enforced by the Governor. Both sides understood there were consequences to the actions of breaking the terms which was the reason for the letter. Students may also indicate the complaint made by the Indian to William Bradford shows the mutual trust and cooperation between the two parties. (Source D)
 - c. Students' written responses should follow the English language arts standards for written expression at grade 4.
2. A strong response:
- a. References documents appropriately
 - Initially, there was conflict between the colonists and the Native Americans; however, through cooperation, strong relationships were formed which led to marriage and building families. (Source A)
 - Since Plymouth Plantation was surrounded by Wampanoag Indians, a peace treaty was essential to the success of the colony. (Source B)
 - A peace treaty was necessary to overcome the conflict and build cooperation between the Pilgrims and the Wampanoag. (Source C)
 - Colonists were to be held accountable by the major European powers if they chose to break the terms of the peace treaty. (Source D)
 - b. Applies the provided evidence as well as additional information about how Native Americans were impacted by colonists
 - Basic knowledge of the Native Americans of the Eastern Woodland region and the New England territory such as:
 - types of weaponry to show that the Native Americans had a method of defense if necessary
 - natural resources to show that the land was worth fighting for