

The Remedial Herstory Project

INQUIRY-BASED LESSON PLAN

STAGING THE INQUIRY

For this inquiry, teachers should consider opening with an intriguing and open ended question, then provide some background on this topic generally in the form of a video, brief lecture, or presentation. Close the introduction by asking students what questions they have, guide them in discussion to the question for the inquiry, highlighted at the top of the next page.

ACTIVITY TASKS

- Pose a broad open ended question. Provide background information.
- Students respond to questions in this packet independently or with a partner.
- Consider doing one of the following to extend the exercise:
 - Facilitate student discussion of the compelling question.
 - Facilitate a 4-corner debate.
 - Facilitate a structured academic controversy.
 - Students assume the characters involved and discuss the compelling question in character.
- Students craft an argument.

C3 FRAMEWORK

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

How important was Weetamoo to the Wampanoag resistance?

Examine the documents below. Then consider the question above.

Document A: Women and the American Story

Weetamoo was born between 1635 and 1640 on the shores of what is today known as Cape Cod. Her father, Corbitant, was the sachem, or leader, of the Pocasset people, one of the tribes of the Wampanoag Confederacy that lived throughout the territory we today call New England. Weetamoo had one younger sister, but no brothers, so she knew from an early age that she would become the sachem of the Pocasset people... Weetamoo grew up in a world that was changing fast. Just before she was born, European diseases brought by the first traders had killed 90 percent of the Wampanoag population. Rival tribes had started to try to take over Wampanoag land. At the same time, the Puritan English settlers were spreading out from their first settlement at Plymouth. When she became sachem [leader], Weetamoo had to figure out how to protect her people from all of these threats.

One of her strategies was to marry men who would make her position stronger. Her first marriage was to the sachem of the Saugus, another tribe of the Wampanoag Confederacy. When he died shortly after their wedding, she married Wamsutta, the son of the Massasoit, the great sachem of the Wampanoag Confederacy. Her sister married Wamsutta's younger brother Metacom. These marriages brought the Pocasset people close to the center of Wampanoag power. At the time of her marriage, the Wampanoag Confederacy was following a policy of peaceful negotiation with the English, and used their English allies to keep aggressive neighboring tribes away.

Wamsutta became the great sachem when Massasoit died in 1661. As the sachem of the Pocasset, and the wife of the great sachem of the Wampanoag, Weetamoo's stature [status] in the community grew. But trouble was brewing. The English colonists of Plymouth kept demanding more and more land from the Wampanoag, and the English government started to view the Wampanoag as enemies rather than allies. In 1662, Wamsutta was brought at gunpoint to Plymouth to answer for the crime of selling land to people other than the Plymouth government. While he was there, he became suddenly ill and died. Weetamoo and Metacom both believed he was poisoned, and they lost faith in the English as allies from that point forward. Metacom became the great sachem of the Wampanoag, and tensions with the English continued to rise.

Weetamoo dissolved her marriage, and committed her warriors to Metacom's cause. Metacom started attacking English settlements in 1675. He was trying to stop the further spread of English people into Wampanoag lands. This was the start of Metacom's War. The English call

Vocabulary

Cape Cod: A peninsula in Massachusetts Bay.

diplomacy: The skill of managing political relationships.

Great Sachem: The leader of the Wampanoag Confederacy.

hides: Animal skins.

Narragansett: A Native American tribe that has lived in present-day Rhode Island since pre-European contact.

Pocasset: One of the original tribes of the Wampanoag Confederacy.

Puritans: A group of English Protestants who left England for the New World to start their own settlements where religion would govern daily life.

sachem: Name for a clan or tribe leader in Native communities in the Northeastern United States.

Saugus: One of the original tribes of the Wampanoag Confederacy.

Wampanoag Confederacy: A group of Native tribes that cooperated for mutual security and support in southeastern Massachusetts.

