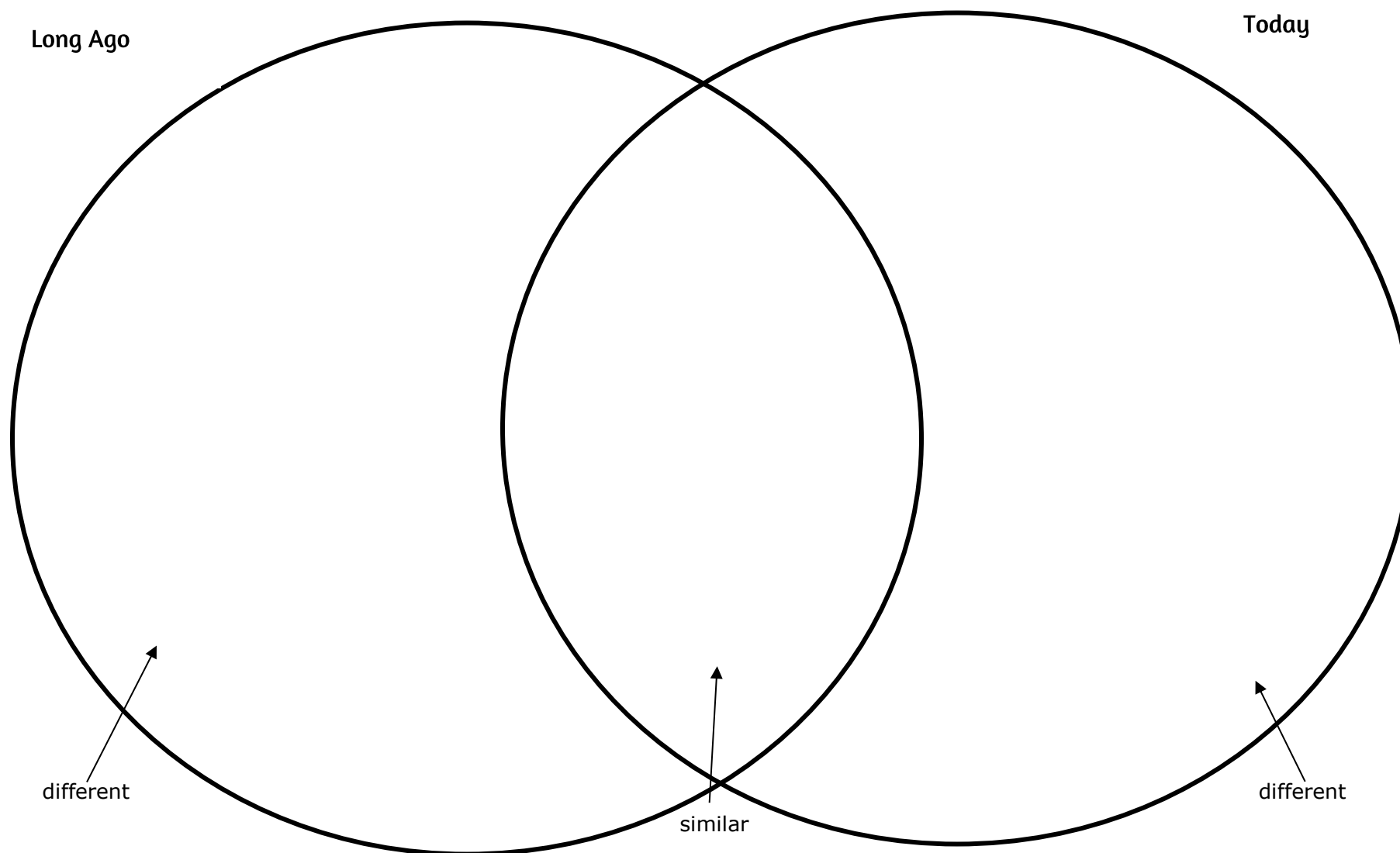




Lesson 3.3: Who Owns the Land?

Name _____

Venn diagram: Land Use

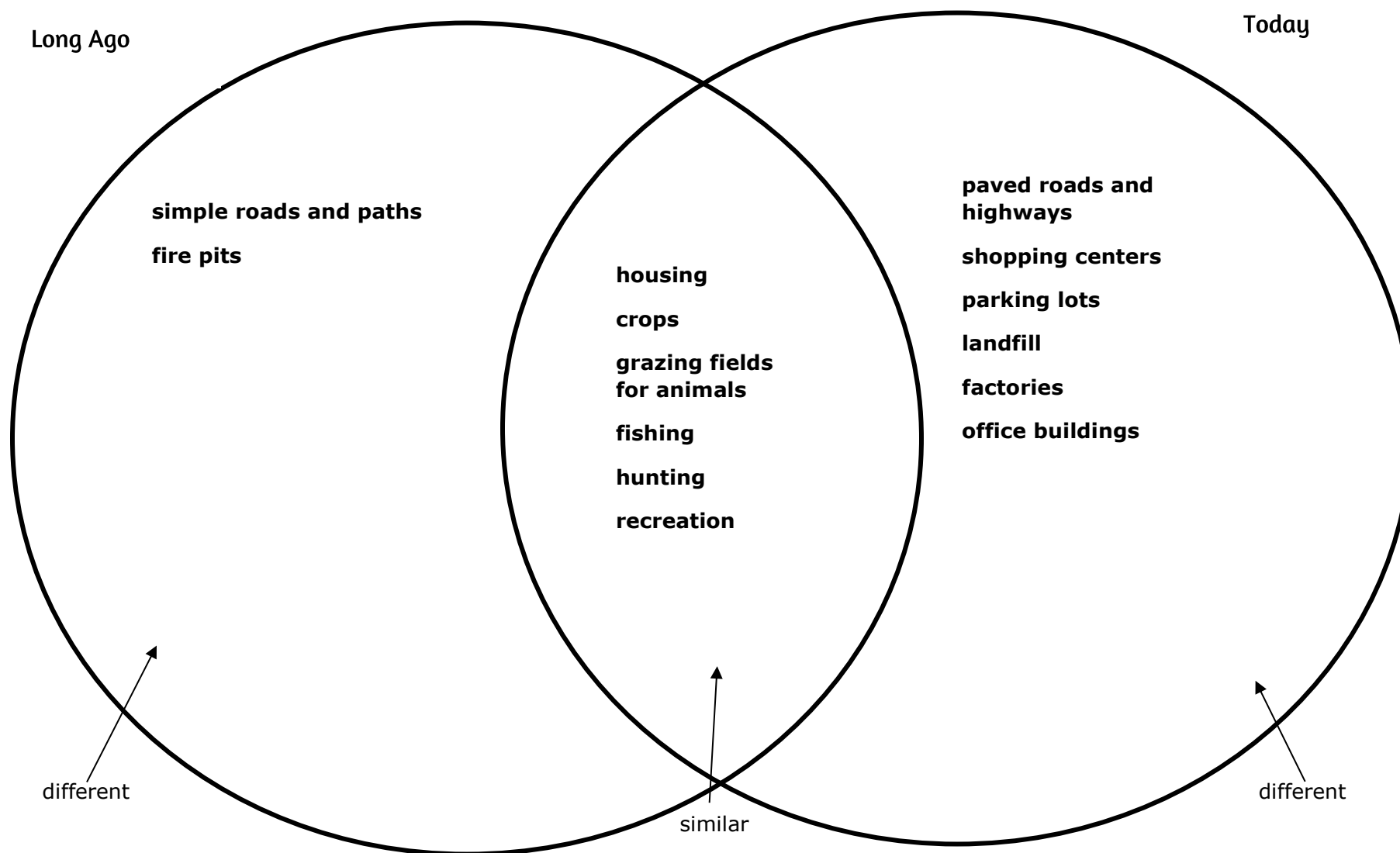




Lesson 3.3: Who Owns the Land?

Name _____ Answer Key: Possible Responses _____

Venn diagram: Land Use





Lesson 3.3: Who Owns the Land?

Name _____

Two Cultures: One Land

Read the chart to learn more about the different perspectives Abenaki people and English colonists had about land use in the 1600s. Their perspectives were informed by their different cultures: the beliefs, practices, and values they learned and shared from generation to generation. Use the information from the chart to answer the questions that follow.

Abenaki Perspective	English Colonist Perspective
Past: Abenaki have been living on the land for thousands of years.	Past: English colonists come from another country that wants to gain more wealth by buying and using new land.
Community Use: Many families share large homeland areas.	Community Use: Individual people own specific amounts of land for their personal use or use by their own family. That land is owned by a single family until it is sold to another family.
Ownership: The land is a gift of the Creator and does not belong to any person. It must be used carefully so that many generations can use its resources.	Ownership: Land is divided among individuals or families who own it through having paid money for it. They use the land as they wish until they sell it to another person or family.
Borders: Different groups, such as the Pennacook or Squamscott, are aware of the natural boundaries for each other's homelands. But they do not build walls or fences.	Borders: Stone walls and fences are built to show land divisions.
Purpose: Families move around the homeland with the season to use the land in different ways: rivers for fishing in the spring, forest for hunting in the fall and winter, and cleared croplands for farming in the summer.	Purpose: The same person or family uses the land over and over again for the same purposes: permanent housing, plowed fields for growing crops, grazing meadows for raising animals such as cows and sheep.
Future: Villages change locations every ten years to allow soil to rest.	Future: The family stays on that land for as long as they can, possibly generations.



Lesson 3.3: Who Owns the Land?

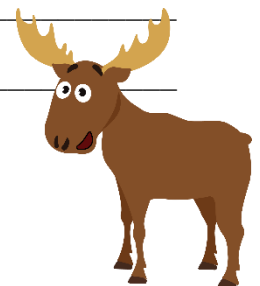
1. What are two big differences in the way Abenaki and English colonists thought about land?

2. What problems or misunderstandings do you think could happen because of those differences?

3. When English colonists started using Abenaki land, they often built structures on existing Abenaki crop land or let their sheep and cows graze on those fields. Why would that be a problem for the Abenaki?

4. Why might English colonists not understand why the Abenaki continued to hunt and fish on land that had been "sold" to the colonists?

5. What other conflicts or misunderstandings could happen because of the two groups' different perspectives?





Two Cultures: One Land

1. What are two big differences in the way Abenaki and English colonists thought about land?

The Abenaki shared land among many families and moved around the land depending on what they needed. English colonists established private ownership and built fences to show that a certain section of land permanently belonged to a certain person or family.

2. What problem or misunderstanding do you think could happen because of those differences?

The Abenaki would probably be upset that the English didn't allow them to continue to use the land. The English would not understand why the Abenaki wanted to use land they had "sold" to the English.

3. When English colonists started using Abenaki land, they often built structures on existing Abenaki farmland or let their sheep and cows graze on those fields. Why would that be a problem for the Abenaki?

The Abenaki spent generations developing land for crops and then moved to allow the soil to rest. They would not have understood why the land wasn't being treated with the same care and respect.

4. Why might English colonists not understand why the Abenaki continued to hunt and fish on land that had been "sold" to the colonists? Why would Abenaki continue to hunt and fish on land that they had "sold" to the English?

When English colonists believed they owned land, they felt that the land was only for their use. It was not to be shared with someone who didn't have the legal right to use it. The Abenaki had been using the land for many generations and thousands of years. They thought the English would understand that and share the land with them as they shared the land with each other.

5. What other conflicts or misunderstandings could happen because of the two groups' different perspectives?

The colonists might think the Abenaki were breaking an agreement, stealing, or trespassing. They might feel afraid because they didn't understand the Abenaki ways or language and then try to discourage the Abenaki by fighting against them. The Abenaki might feel that the English had lied to them or tricked them into an agreement that wasn't fair.

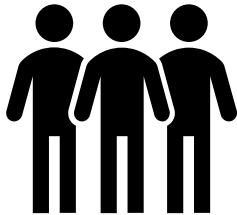
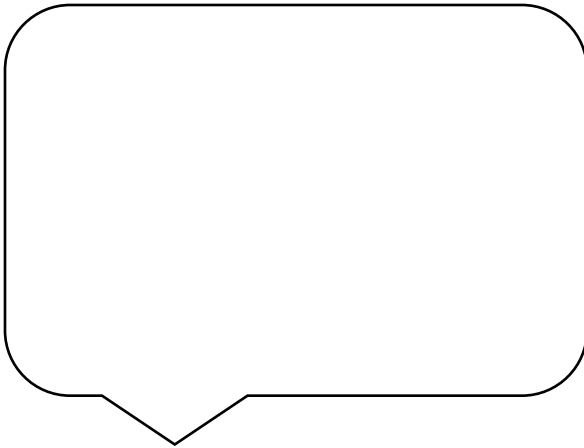


Lesson 3.3: Who Owns the Land?

Name _____

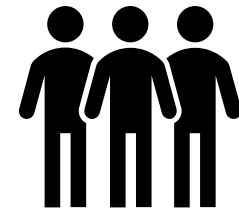
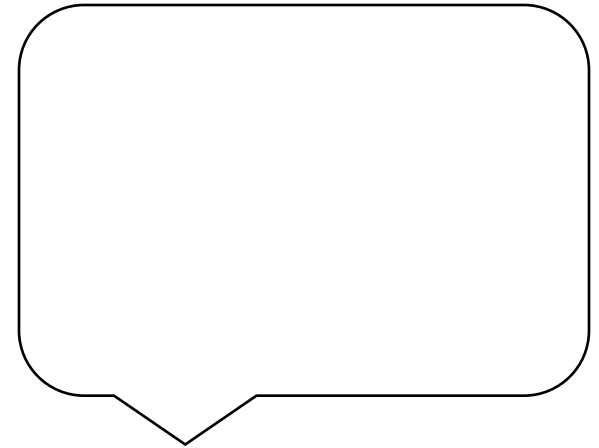
Who “Owns” This Land?

Think about what you know about the different ways Abenaki and English people thought about land. Label the groups and fill in the speech bubbles to create a dialogue in your own words that expresses their different points of view.





N'dakinna / New Hampshire





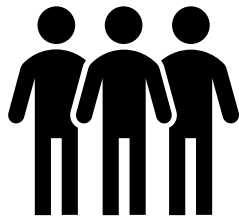
Lesson 3.3: Who Owns the Land?

Name _____ Answer Key: Possible Responses _____

Who “Owns” This Land?

Think about what you know about the different ways Abenaki and English people thought about land. Label the groups and fill in the speech bubbles to create a dialogue in your own words that expresses their different points of view.

This land is a gift we have shared with each other for many years. We can share it with you. We can show you how we use the land and how that changes during the year.

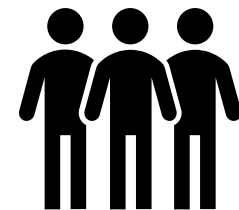


Abenaki



N'dakinna / New Hampshire

We are used to owning land and controlling it. We need this land to make money for England and ourselves. We will set up settlement and use the land the way we do in England.



English

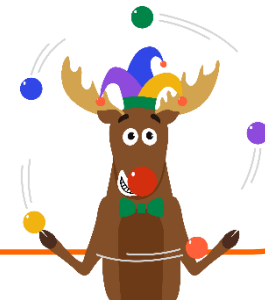


Name: _____

Analyzing Documents: “Wheelwright Deed”

1. Think about the last time you looked at a document. What was it? Why was it important to you?
2. Now look at the primary source document. Write three words that describe your first impression of the document.
3. What type of document is it? How do you know?

Encounter





Lesson 3.3: Who Owns the Land?

Now that you've become familiar with the document, it's time to take a closer look at it.

Investigate

4. What details can you find that tell you more about the document and when it was created? Can you find a title or a date?
5. Describe how the document looks. Is it handwritten or printed? Does it have any official marks or stamps?
6. Try reading the document or a transcript of it. Who is the document for and what is it mostly about? Summarize below.
7. This document was signed by several men. What do you notice about the signatures? What do they tell us about the people who signed the document?



Lesson 3.3: Who Owns the Land?

Once you've learned everything you can from the document, it's time to build on your knowledge.

8. What is so important about a signature? Why did people sign their names on this document?

9. Would you sign this document? If yes, why? If not, what changes would you make before adding your signature?

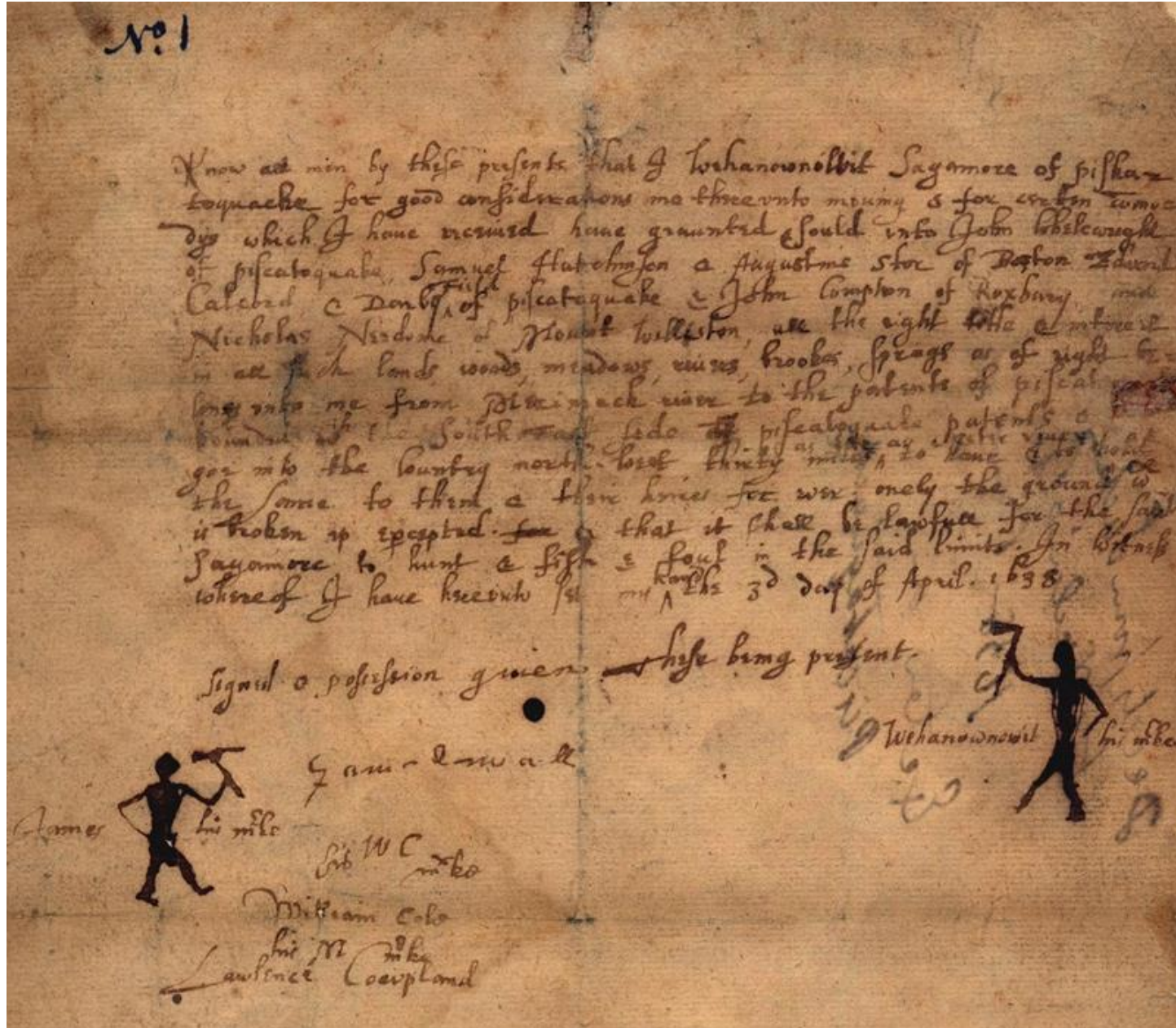
Build



How can you add to the story?

- Do you think you would respond to this document the way the writer intended you to?
- Take the next step: write the next journal entry, answer the letter, or write a newspaper editorial in response to the document.
- Convey the information in a different way: write a speech, draw a picture about what the author is writing, or map the locations the author mentions.

Lesson 3.3: Who Owns the Land?



Wheelwright Deed, 1638

Source: Exeter Historical Society



Wheelwright Deed Transcript (original)

Know all men by these presents that I Wehanownowit Sagamore of piscatoquake for good considerations me thereunto moving and for certain comodys which I have received have graunted and sould unto John Whelewright of piscatoquake, Samuel Hutchinson and Augustine Stor of Boston Edward Calcord and Darby Field of piscatoquake and John Compton of Roxbury and Nicholas Needome of Mount Walliston all the right title and interest in all such lands, woods, meadows, rivers, brookes springs as of right belong unto me from Merimack river to the patents of piscatoquake bounded which the South East side of piscatoquake patents and so to goe into the Country north West thirty miles as far as oyster river to have and to hold the same to them and their heirs forever, onely the ground which is broken up excepted. And that it shall be lawfull for the said Sagamore to hunt and fish and fowl in the said limits. In Witness whereof I have hereunto set my hand the 3rd day of April 1638.

Signed and possession given. These being present

James Wall.

James, his mark

his W.C. mark

William Cole

His M mark.

Lawrence Cowpland

I, Wehanownowit, sagamore of Piscataqua

Signed on April 3, 1638 by:

James Wall

William Cole

Lawrence Cowpland

Wehanownowit his mark.

Source: *John Wheelwright: His Writings*, by Charles H. Bell, New Hampshire Historical Society



Lesson 3.3: Who Owns the Land?

Wheelwright Deed Transcript (Edited)

Let all who read this document know that I Wehanownowit, Sagamore of the Piscataqua, for good reasons and in exchange for certain accommodations, have granted and sold to John Wheelwright of Piscataqua, Samuel Hutchinson and Augustine Stor of Boston, Edward Calcord and Darby Field of Piscataqua, John Compton of Roxbury, and Nicholas Needome of Mount Walliston all the lands, woods, meadows, rivers, brooks, springs that used to belong to me in the following area: from the Merrimack River to the South East side of Piscataqua, northwest thirty miles as far as Oyster River. They and their heirs shall have control of this land forever, except the land that is already broken for farming. It shall be legal on this land for the Sagamore and his people to hunt and fish. I have signed this before witnesses on April 3, 1638.

Signed and possession given. These witnesses are present:

James Wall

James, his mark

Wehanownowit, his mark

William Cole

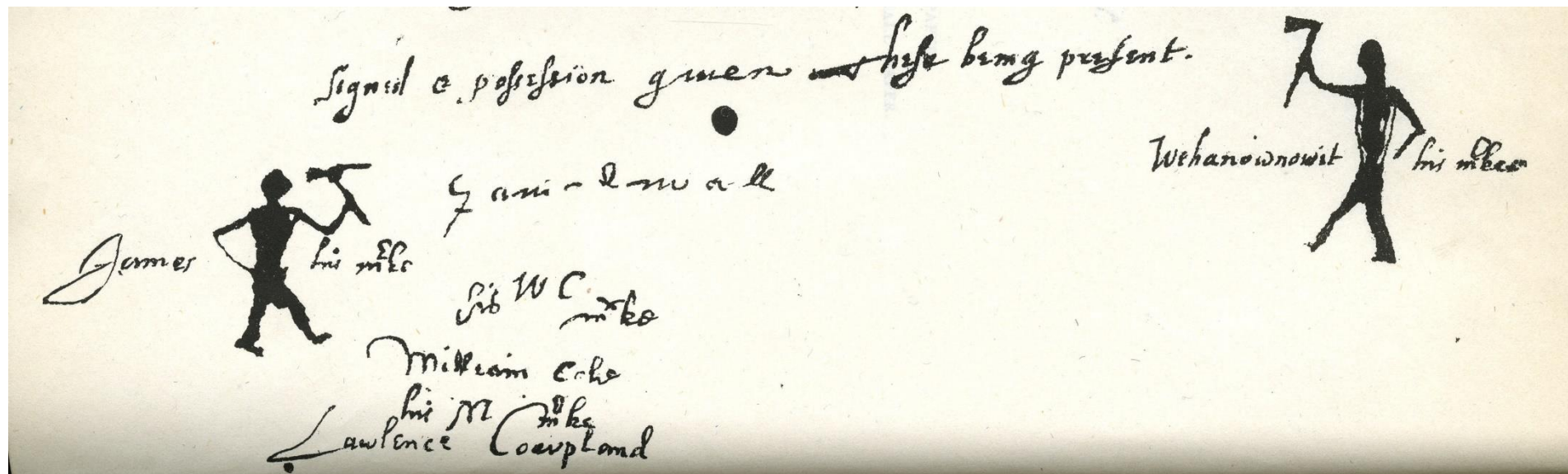
Lawrence Cowpland

Note: This text has been edited to make it easier for you to read.

Source: *John Wheelwright: His Writings*, by Charles H. Bell, New Hampshire Historical Society



Lesson 3.3: Who Owns the Land?



Detail of Wheelwright Deed, 1638
Source: Exeter Historical Society



Name: _____ Answer Key _____

Analyzing Documents: “Wheelwright Deed”

1. Think about the last time you looked at a document. What was it? Why was it important to you?

Answers will vary.

2. Now look at the primary source document. Write three words that describe your first impression of the document.

Answers will vary.

3. What type of document is it? How do you know?

It looks like an official letter or declaration. There is a block of text with signatures below.

Encounter





Lesson 3.3: Who Owns the Land?

Now that you've become familiar with the document, it's time to take a closer look at it.

4. What details can you find that tell you more about the document and when it was created? Can you find a title or a date?

The first line says "I Wehanownowit Sagamore." A sagamore is a leader of an Abenaki group. Some other names and places are familiar: John Wheelwright, Roxbury, Boston, "Piscatoquahe." A date at the end of the paragraph says "3rd day of April, 1638." This was before New Hampshire was a state. This document involves two different groups of people who were living in the area at the time: Abenaki and English colonists.

5. Describe how the document looks. Is it handwritten or printed? Does it have any official marks or stamps?

The document is handwritten on yellowish-brown paper. The handwriting is hard to read but it looks carefully done. There aren't any official marks but there are some drawings.

6. Try reading the document or a transcript of it. Who is the document for and what is it mostly about? Summarize below.

The document says the local people, the Squamscott, would give a large section of land around the Squamscott River to the English men listed in the text. In return, the English men would respect the hunting and fishing grounds of the Squamscott. The English men needed this deed signed as proof that they could create the settlement called Exeter.

7. This document was signed by several men. What do you notice about the signatures? What do they tell us about the people who signed the document?

Some of the signatures are written with words. Two are done using drawings of human forms. This tells us that two very different groups of people, with different ways of representing themselves, signed this document.



Lesson 3.3: Who Owns the Land?

Once you've learned everything you can from the document, it's time to build on your knowledge.

8. What is so important about a signature? Why did people sign their names on this document?

A signature shows that you understand and agree with a document. The men signed this document to show their agreement. The English wanted proof that they were in control of the land and in their culture a document is that proof.

9. Would you sign this document? If yes, why? If not, what changes would you make before adding your signature?

Answers will vary.

Students may reflect that the document is written in English and in the voice of Wehanownowit, but that English was not his first language. They may wonder how he was made to understand exactly what the deed said and who exactly wrote it. Students may also observe that there is no start or end date to the occupation of the land, no terms of payment, and no suggested way to guarantee that the land will be shared fairly among the local people and the newly arrived colonists. Students may have ideas about how to adjust the deed to accommodate both sets of cultural values.

Build

How can you add to the story?



- Do you think you would respond to this document the way the writer intended you to?
- Take the next step: write the next journal entry, answer the letter, or write a newspaper editorial in response to the document.
- Convey the information in a different way: write a speech, draw a picture about what the author is writing, or map the locations the author mentions.



Lesson 3.3: Who Owns the Land?

Name _____ Reinforcement Educator Reference _____

Two Cultures: One Land

All communities share the same three basic human needs: food, clothing, and shelter. Ideas that connect to those needs are highlighted in different colors: food is green, clothing is blue, shelter is red. Yellow connects to all three needs.

Abenaki Perspective	English Colonist Perspective
Past: Abenaki have been living on the land for thousands of years.	Past: English colonists come from another country that wants to gain more wealth by buying and using new land.
Community Use: Many families share large homeland areas.	Community Use: Individual people own specific amounts of land for their personal use or use by their own family. That land is owned by a single family until it is sold to another family.
Ownership: The land is a gift of the Creator and does not belong to any person. It must be used carefully so that many generations can use its resources.	Ownership: Land is divided among individuals or families who own it. They use the land as they wish until they sell it to another person or family.
Borders: Different groups, such as the Pennacook or Squamscott, are aware of the natural boundaries for each other's homelands. But they do not build walls or fences.	Borders: Stone walls and fences are built to show land divisions.
Purpose: Families move around the homeland with the season to use the land in different ways: rivers for fishing in the spring, forest for hunting in the fall and winter for food and clothing material, and cleared croplands for farming in the summer.	Purpose: The same person or family uses the land over and over again for the same purposes: permanent house, plowed fields for growing crops, grazing meadows for raising animals such as cows and sheep. Crops and animals also provide material for making clothes.
Future: Villages change locations every ten years to allow soil to rest.	Future: The family stays on that land for as long as possible.



Lesson 3.3: Who Owns the Land?

Map of N'dakinna and New England States





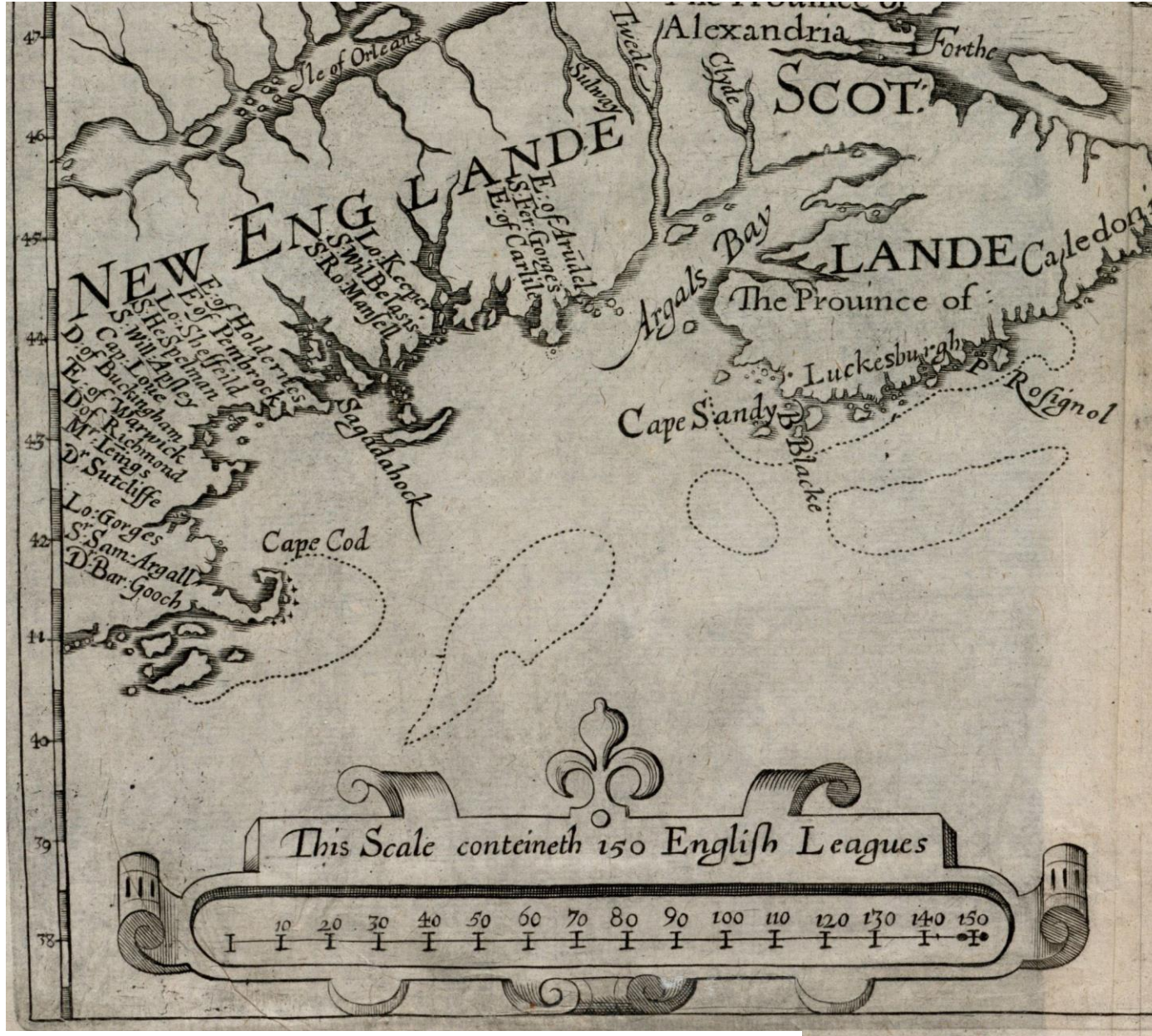
Lesson 3.3: Who Owns the Land?



New France, New England, New Scotland and New Foundland, 1625
Courtesy of the Norman B. Leventhal Map and Education Center at
the Boston Public Library



Lesson 3.3: Who Owns the Land?



New England Seacoast, 1625

Courtesy of the Norman B. Leventhal Map and Education Center at
the Boston Public Library