



## Lesson 3.5 “Growing Conflict”

### Unit 3: Settling New Hampshire

#### Lesson Objectives

- Students will define and evaluate the concepts of needs and wants.
- Students will determine how imbalance and overlap of needs and wants lead to competition and conflict between Abenaki and English people in 17th-century New Hampshire.
- Students will examine the relationship between cause and effect in the context of events that occurred in 17th-century New Hampshire.
- Students will analyze an historic claim about Abenaki leader Passaconaway and evaluate it from multiple perspectives.

#### Lesson Competencies

- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 8)
- I can investigate and describe basic economic principles and explore how they impact communities. (Moose SS)
- I can analyze how historical change affects how people live. (Moose SS)
- I can explain that historical perspectives vary based upon the time period in which the person lived and that those perspectives shaped the historical sources they created. (Moose SS)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How has New Hampshire been shaped by many voices?

#### Focus Questions

How were the Abenaki impacted by the arrival of the Europeans?  
What was life like in early English settlements?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

Classroom map for printing or projection  
Set of Needs and Wants cards  
Needs and Wants chart enlarged or projected  
Class set of prepared “Conflict Cause and Effect: Cards”  
Class set of “Conflict Cause and Effect: Matching” (double-sided)  
Glue and scissors  
“Meet Passaconaway” for printing or projection  
“True for Who: Passaconaway’s Farewell” for printing or projection



## Educator Introduction & Rationale

The arrival of English settlers in substantial numbers dramatically changed the traditional ways of the Abenaki, as they were pushed off their land to make way for English settlement. The Abenaki quickly became trading partners of the English, offering beaver pelts in exchange for metal goods like tools, cookware, and weapons, especially guns. As elsewhere in Britain's North American colonies, the English showed little respect for indigenous people's culture or traditions. As the 17th century progressed, the Abenaki found themselves increasingly marginalized and isolated from this new society the English were establishing in New Hampshire.

For much of the 17th century, the Abenaki were guided by the revered sachem Passaconaway. He was the leader of the Penacook, an Abenaki tribe living in the Merrimack Valley, but he also headed the most powerful Indian confederacy in what is today northern New England. When the English began arriving in New Hampshire in the 1620s, Passaconaway urged the Abenaki to accept them and live in peace. However, tensions between the English and the Abenaki rose in the 1670s for a number of reasons. The growth of the English population, the arrival of Wampanoag refugees from southern New England, change in leadership among the Abenaki, and competition between the French and the British for control of the colonies meant that the people living in the area were competing more directly for resources with evolving perspectives influencing both sides. Even after most Abenaki had left New Hampshire, conflict persisted and resulted in raids on English settlements. Reference the Educator Overview for more information.

This lesson is the fifth in Unit 3: Settling New Hampshire. Achievement of the learning objectives in lesson 3.2 "Who Owns the Land?" and lesson 3.3 "Early Industries" is recommended before engaging with the activities in this lesson, so that students have enough background information regarding the difference in perspectives between English settlers and Abenaki people about land and resource use. Please note, lesson vocabulary and definitions are at the end of the document. You may wish to preview these with your students.

In this lesson, students begin by articulating the difference between needs and wants by exploring needs and wants in a classroom. Students then discuss and sort the needs and wants of the different groups living in New Hampshire during the 17th century. Next, a close reading activity challenges students to interpret and match cause and effect statements about conflicts between Abenaki and English settlers in New Hampshire. Students then build on that challenge and extend their thinking about the needs and wants at the heart of each of these conflicts independently. The lesson concludes with reflection about the leadership of Passaconaway, a highly revered 17th-century sachem of the Abenaki.

Two reinforcement activities are recommended for students who will benefit from more exploration of how an imbalance of needs and wants leads to conflict. Two extension activities are suggested for students who are ready to think more about the chronology of the growing conflict and specific conflict that took place in New Hampshire. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

## Learning Activity

### Activation

**Wants and needs today.** Define the terms need and want. A need is something a person must have for survival. A want would make life better but is not essential for survival. Ask students to think of examples of needs and wants (e.g., a person needs shoes; a person may want the coolest sneakers but even though they would look great and make the person happy, those particular sneakers aren't necessary for survival.) Challenge students by presenting this question: If another grade had to share our classroom, how would you divide the classroom so that each group had their own spaces? Would all the needs and wants be met? How? If not, why?

**Teaching tip:** This activity was first presented in lesson 1.6 "Shaping New Hampshire" when students studied boundaries and resources. If your students completed this task, return to the map they created of the room for this activity. If your class did not complete that activity, see the Educator Guide for lesson 1.6 if you have questions on the procedure.

### Direct Instruction

**Wants and needs in 17th-century New Hampshire.** Prepare for this whole group sorting activity by cutting out the set of wants and needs cards. Project or display the blank chart. Remind students that though the Abenaki and English people who lived in New Hampshire during the 17th century had very different cultures, they had needs and wants that were similar. However, those similarities led to competition for resources and space. And competition often leads to conflict.

Work through the cards as a whole group and sort them into the appropriate spots on the chart. Then discuss which needs and wants seem similar and could lead to competition or conflict. Note that this activity particularly assumes pre-knowledge from lessons 3.2 and 3.3. A completed chart is provided for educator reference.

### Guided Practice

**Cause and effect.** Define the concept of cause and effect. Consider sharing an example from daily life (e.g., sleeping through the alarm causes a person to miss the bus) and reinforce the relationship between the terms: one action, the cause, leads to another, the effect. Provide each student with a set of prepared cause and effect cards and a blank chart. (Cause cards are marked with a C and Effect cards are marked with an E.) Explain to students that they will read short descriptions of actual events involving Abenaki and English people in New Hampshire in the 17th century. Their challenge is to pair each Cause with its Effect and place them in the correct columns on the chart. Check student work to ensure correct pairs have been created before the student pastes the cards in place and moves to Independent Practice. A completed chart is provided for educator reference.

**Teaching tip:** If six pairs of Cause and Effect cards are too many for students, consider splitting up the pairs and the class in half so that students analyze only three pairs. When students have matched their pairs, review all Causes and Effects together.

**Teaching tip:** This is a good place to pause if dividing the lesson across two sessions.

### Independent Practice

**Identifying conflict.** Ask students to choose two cause and effect pairs from their charts. After they re-read the pairs, they should respond to the question in the third column on the chart. Each pair has a different question that asks students to think about the needs and wants that were in conflict that contributed to the event.

### Reflection

**True for who?** Project Zero at the Harvard University Graduate School of Education has developed a series of thinking routines that help students consider different perspectives and values. The routine called "True for Who?" has been adapted for this lesson to help students consider a claim published by the English writer William Hubbard in 1677 about the farewell address of Passaconaway, a respected and long-serving leader of the Abenaki in New Hampshire. Project or display "Meet Passaconaway" first and share the biographical material provided. Then, project or distribute the "True for Who?" page and work as a whole group or in small groups to complete the activities. Review and discuss as best for your class.



## Reinforcement

1. **Needs and wants categories.** Provide students with a prepared set of Needs and Wants cards. Ask them to read the cards and sort them into categories. Provide students with categories (e.g., needs fall into food, clothing, shelter, while wants could be categorized as making money or making work easier) or allow students to generate their own. What do they observe about the categories? Which seem to have the most needs and wants? Why might that be?
2. **Needs and wants seesaw.** Provide students with a prepared set of Needs and Wants cards, a thin rectangular strip of paper and a small paper triangle. Ask students to arrange the paper pieces into the shape of a seesaw, with the rectangle resting on the triangle. They should label one end of the seesaw "Abenaki" and one end "English." Then, ask them to sort the needs and wants among the groups. Who has more needs? Who has more wants? Discuss why that might be a problem.

## Extension

1. **Reporting both sides.** In 1694, Abenaki from Maine attacked an English settlement at Oyster River near Dover, New Hampshire. The Abenaki had been instructed by their French allies in Canada to completely destroy the settlement and leave no survivors. The impact of the attack slowed down English settlement in the area for at least a decade. With students, visit the Timeline of New Hampshire History at [www.nhhistory.org/Timeline](http://www.nhhistory.org/Timeline) and examine the entry about this significant conflict. Ask students to write a news report about the incident that incorporates perspectives from both sides.
2. **Timeline of events.** Ask students to use the Cause and Effect cards to create a timeline of the growing conflict between Abenaki and English people in New Hampshire. Some of the cards provide specific dates, while others will require more research. Make observations about the events and the change over time.

## Supporting Materials

### New Hampshire Historical Society Resources

Passaconaway, engraving by B.W. Thayer Company in C. E. Potter's  
*History of Manchester*, 1856

### Other Resources

Project Zero's Thinking Routine Toolbox is an excellent resource for all  
teachers. Adapted in this lesson was "True for Who?" found at  
[pz.harvard.edu/resources/true-for-who](https://pz.harvard.edu/resources/true-for-who).

We highly recommend looking through all the thinking routines  
available at [pz.harvard.edu/thinking-routines](https://pz.harvard.edu/thinking-routines).



## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that the Abenaki inhabited the area that became known as New Hampshire for thousands of years before European settlement. They will understand that the Abenaki interacted with the environment and used its resources to meet their needs. (3-5.T1.2)
- ✓ Students will understand that European exploration led to the colonization of the region that became New Hampshire. They will understand that, beginning in the early 1600s, colonial New Hampshire was home to people from different areas of the world. (3-5.T2.1)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1)
- ✓ Effective Historical Thinking (3-5.S3.1, 3-5.S3.2)
- ✓ Understanding Economics and Economic Systems (3-5.S5.1)

### New Hampshire Social Studies Frameworks:

- ✓ Economics: Basic Economic Concepts (SS:EC:4:2.1)
- ✓ Geography: Environment and Society (SS:GE:4:5.4)
- ✓ US / NH History: Contacts, Exchanges & International Relations (SS:HI:4:2.1)

### NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 9: Globalization

### C3 Frameworks:

- ✓ Exchange and Markets (D2.Eco.3.3-5)
- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.4.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.8.3-5)
- ✓ Perspectives (D2.His.4.3-5, D2.His.5.3-5, D2.His.6.3-5)
- ✓ Historical Sources and Evidence (D2.His.11.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.3)
- ✓ Craft and Structure in Informational Text (RI.4.5)
- ✓ Text Types and Purposes in Writing (W.4.2d)
- ✓ Research to Build and Present Knowledge (W.4.9)

## Lesson Vocabulary

<b>Abenaki</b>	(noun) Name used to refer to the indigenous people of the land now called New Hampshire
<b>indigenous people</b>	(noun) The first people who lived in an area before people from other cultures arrived
<b>natural resources</b>	(noun) Something found in nature that is used by people, such as animals, plants, or fossil fuels
<b>perspective</b>	(noun) The point of view expressed through writing, speech, photographs, and other sources of information
<b>sachem</b>	(noun) Respected elder in a tribe who guides decision making
<b>settlement</b>	(noun) A place where people establish a community