



Needs and Wants in 17th-century New Hampshire: Cards

Cut cards along the dotted line. Read and discuss each card to determine if it describes a need or want. Then decide if it is for the Abenaki or English group or both. Place cards in correct spots on blank chart.

| | | |
|---|---|--|
| | <p>Fish to process, ship, and sell to Europe</p> | <p>Timber to process, ship, and sell to Boston and European countries with less forest</p> |
| <p>Metal tools to replace those made of bone and stone for farming, hunting, cooking, and sewing</p> | <p>Guns for protection and hunting</p> | <p>Land for agriculture</p> |
| <p>Land for building permanent houses and other community structures</p> | <p>Large range of land for seasonal moves to find food</p> | <p>Access to rivers for transportation and fishing</p> |
| <p>Glass beads and cloth for new clothing decoration and design</p> | <p>Room to raise animals for food and clothing resources</p> | <p>Timber to process and use for fuel and to make wood products for building, transportation, and storage</p> |
| <p>Timber to process into ship masts and sell to Europe</p> | <p>Freedom to practice cultural and religious traditions</p> | <p>Beaver furs to ship and sell to Europe</p> |



Lesson 3.5: Growing Conflict

Name _____

NEEDS in 17th-century New Hampshire

| | Abenaki | Both Groups | English |
|-------|---------|-------------|---------|
| Needs | | | |

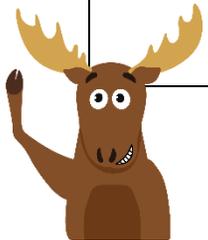


Lesson 3.5: Growing Conflict

Name _____

WANTS in 17th-century New Hampshire

| | Abenaki | Both Groups | English |
|-------|---------|-------------|---------|
| Wants | | | |





Needs and Wants in 17th-century New Hampshire

| | Abenaki | Both Groups | English |
|-------|---|--|--|
| Needs | Large range of land for seasonal moves to find food | Land for agriculture Access to rivers for transportation and fishing. | Timber to process and use for fuel and to make wood products for building, transportation, and storage Room to raise animals for food and clothing resources Land for building permanent houses and other community structures |
| Wants | Metal tools to replace those made of stone and bone for farming, hunting, cooking, and sewing Glass beads and cloth for new clothing decoration and design | Guns for protection and hunting Freedom to practice cultural and religious traditions | Beaver furs to ship and sell to Europe Fish to process, ship, and sell to Europe Timber to process, ship, and sell to Boston and European countries with less forest Timber to process into ship masts and sell to Europe |



Needs and Wants in 17th-century New Hampshire: Competition and Conflict

After completing the chart, discuss how needs and wants may create conflict or competition between the two groups. Consider highlighting or circling the items students identify. Possible sources of conflict and competition include:

- **Land use:** Both the Abenaki and the English needed large amounts of land for housing, farming, and hunting. But their cultural traditions for land use were very different. The English created permanent structures and kept their land for individual use, not for the community. Extended Abenaki families had large ranges of land that they moved around throughout the year to meet their needs for farming, hunting, and fishing.
- **Waterway use:** Both the Abenaki and the English needed access to rivers, streams, lakes and ponds. Not only did these bodies of water provide fish, the rivers in particular were essential for transportation from one place to another during a time when there were few roads.
- **New products:** The English had a variety of metal tools, cloth, beads, and guns that were new to the Abenaki. The Abenaki knew how best to hunt beavers, whose soft waterproof furs were a prized possession back in Europe. The Abenaki were willing to trade or do new kinds of work in exchange for these items. For example, the Abenaki helped hunt beaver in exchange for English goods. Not only did this change how Abenaki completed tasks like farming, hunting, and making clothing, it also changed the rhythm of how the Abenaki did their work. Spending more time hunting for the English left less time for tasks needed for their own communities.
- **Natural resources:** The English knew the natural resources of New Hampshire had the potential to bring them great financial gain far beyond their basic needs. Cutting down forests to process and sell the timber to places like Boston and countries in Europe with diminished forests provided great wealth for English settlers, but diminished hunting and living areas for the Abenaki.
- **Cultural traditions:** The Abenaki and English in New Hampshire had different ways of dressing, preparing food, celebrating, sharing resources, and connecting spiritually. Seeing and learning about practices that were so different from what was familiar was confusing and sometimes frightening. The lack of a shared language also made it difficult to communicate about needs and wants. Some individuals in the groups made the effort to understand the other way of living, but most people did not.



Lesson 3.5: Growing Conflict

Conflict Cause and Effect: Cards

Prepare a set of cards by cutting along the dotted lines and shuffling. Provide students with prepared set of cards and matching chart.

| | | |
|--|---|--|
| <p>Cause:</p> <p><i>The English introduced the Abenaki to new goods like metal tools, guns, woven cloth, and decorative beads.</i></p> | <p>Effect:</p> <p>The Abenaki traded more with English settlers to get new goods. The new goods changed Abenaki methods and tools for hunting, farming, and making clothing. Trading increased competition among Abenaki groups and helped spread new diseases.</p> | <p>Cause:</p> <p><i>In 1676 Richard Waldron, an English leader, was ordered to capture indigenous people coming from Massachusetts. He invited all indigenous people in the area to a day of celebration. He then captured all of the non-Abenaki native people and sold them into slavery.</i></p> |
| <p>Cause:</p> <p><i>The population of English settlers in New Hampshire increased throughout the 17th century.</i></p> | <p>Effect:</p> <p>As more English people came to live in New Hampshire, the amount of space and resources available to the Abenaki decreased.</p> | <p>Cause:</p> <p><i>Abenaki were forced off their lands in New England by the English. They found new homes in Canada. The French settlers in Canada, who were enemies of the English, treated the Abenaki and other indigenous people with more respect than the English did.</i></p> |
| <p>Cause:</p> <p><i>A deadly conflict called King Philip's War ended in 1676. It was between the English and Wampanoag people who lived south of New Hampshire in areas of Massachusetts and Connecticut. The Wampanoag people were almost completely defeated.</i></p> | <p>Effect:</p> <p>Wampanoag people who survived fled north to New Hampshire to live among the Abenaki. Their experiences made them less interested in living peacefully alongside the English settlers in New Hampshire.</p> | <p>Cause:</p> <p><i>Passaconaway and his son Wonalancet were respected leaders of the Abenaki. They encouraged living in peace with English settlers through the 1600s. In the 1670s, Wonalancet's son Kancamagus became the leader.</i></p> |



Lesson 3.5: Growing Conflict

Effect:

The Abenaki felt betrayed by Waldron's actions. Their feelings of trust and friendship toward the local English settlers decreased.

Effect:

Abenaki who lived in Canada became more loyal to the French. They helped the French attack English settlements, including the Oyster River settlement at Dover in 1694.

Effect:

Kancamagus saw the Abenaki always pushed off their lands by English settlers. He became more hostile and less peaceful towards English settlers.



Name _____

Conflict Cause and Effect: Matching

Read the information on the set of Cause and Effect cards. Each card describes one part of a conflict between Abenaki and English people in 17th-century New Hampshire. Match each Cause card to its Effect card and place them in the chart below. Then, examine the conflict in your own words.

| Cause | Effect | Examine the Conflict: What needs and wants do you see here? How did they create a conflict? |
|--------------|---------------|---|
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Lesson 3.5: Growing Conflict

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| <p>Cause:</p> <p><i>The population of English settlers in New Hampshire increased throughout the 17th century.</i></p> | <p>Effect:</p> <p>As more English people came to live in New Hampshire, the amount of space and resources available to the Abenaki decreased.</p> | <p><i>New Hampshire had a limited amount of space and natural resources to meet basic needs. English people used the resources differently than the Abenaki and decreased the amount available for indigenous people.</i></p> |



Lesson 3.5: Growing Conflict

| | | |
|--|--|--|
| <p>Cause:</p> <p><i>A deadly conflict called King Philip's War ended in 1676. It was between the English and Wampanoag people who lived south of New Hampshire in areas of Massachusetts and Connecticut. The Wampanoag people were almost completely defeated.</i></p> | <p>Effect:</p> <p>Wampanoag people who survived fled north to New Hampshire to live among the Abenaki. Their experiences made them less interested in living peacefully alongside the English settlers in New Hampshire.</p> | <p><i>The Wampanoag needed a safe place to live after King Philip's War, which is why they moved to New Hampshire. Their different experiences with the English conflicted with the generally peaceful approach the Abenaki had to living with settlers.</i></p> |
| <p>Cause:</p> <p><i>In 1676 Richard Waldron, an English leader, was ordered to capture indigenous people coming from Massachusetts. He invited all indigenous people in the area to a day of celebration. He then captured all of the non-Abenaki native people and sold them into slavery.</i></p> | <p>Effect:</p> <p>The Abenaki felt betrayed by Waldron's actions. Their feelings of trust and friendship toward the local English settlers decreased.</p> | <p><i>Waldron's deceptive actions conflicted with the trust and friendship with Abenaki had extended to the English settlers. Even though they were not captured and sold into slavery, the Abenaki no longer felt safe.</i></p> |
| <p>Cause:</p> <p><i>Abenaki were forced off their lands in New England by the English. They found new homes in Canada. The French settlers in Canada, who were enemies of the English, treated the Abenaki and other indigenous people with more respect than the English did.</i></p> | <p>Effect:</p> <p>Abenaki who lived in Canada became more loyal to the French. They helped the French attack English settlements, including the Oyster River settlement at Dover in 1694.</p> | <p><i>The French in Canada provided the Abenaki with space and freedom to meet their needs and wants. This made the Abenaki willing to support the French, even when it meant fighting against the English.</i></p> |



Lesson 3.5: Growing Conflict

Cause:

Passaconaway and his son Wonalancet were respected leaders of the Abenaki. They encouraged living in peace with English settlers through the 1600s. In the 1670s, Wonalancet's son Kancamagus became the leader.

Effect:

Kancamagus saw the Abenaki always pushed off their lands by English settlers. He became more hostile and less peaceful towards English settlers.

Students should observe that the Abenaki needed leadership to guide them through the changes taking place in their communities. A change in leadership meant a change in guidance. Kancamagus's approach to interacting with the English was less inclined toward acceptance.

Meet Passaconaway, 17th-century Leader of the Abenaki

Name: Papisseconewa (meaning “child of the bear”), known to the English as Passaconaway

Role: Leader (sachem) of the Penacook and the head of a powerful confederacy of Abenaki that extended across New Hampshire eastward to coastal Maine and south into Massachusetts.

Important years: His birthdate is not known but English records mention him as early as 1623. By 1669 his son Wonalancet had succeeded him as the leader.

His approach: Although he and his people had been constantly mistreated and deceived by the English, Passaconaway was known for his peaceful approach to dealing with the English. He believed peace would create better results for his people in the future. By 1660 Passaconaway was elderly and decided to pass on his leadership role to his son, Wonalancet.



Passaconaway

Source: Engraving by B.W. Thayer Company in C. E. Potter's *History of Manchester*, 1856. New Hampshire Historical Society



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3. Dramatize: Choose a viewpoint to express and imagine what person from this viewpoint would be to think. Would they think the claim is true? False? Uncertain? Why? Go around in a circle and speak dramatically from the viewpoint using these prompts:

- My viewpoint is...

- I think this claim is true/false/uncertain because...

- What would convince me to change my mind is...



4. Stand back: Consider all the viewpoints shared about the claim. What is your own perspective? What new ideas or questions do you have?



True for Who? Passaconaway's Farewell Speech

The Claim: In his 1677 book *Narrative of the Troubles with Indians in New-England*, the English writer William Hubbard described a speech made by Passaconaway. He spoke to his people in 1660 when he passed his leadership role to his son, Wonalancet. According to Hubbard, Passaconaway told his people:

“Take heed how you quarrel with the English for though you may do them much harm, you will all surely be destroyed, and rooted off the Earth if you do. Therefore I advise you never to challenge the English, nor make War with them.”

1. **Discuss:** Who said this? When? In what kind of situation? What were the people's interests and goals who said it and heard it? What was at stake?

Students should note that Passaconaway was supposed to have shared these words as he was giving up power near the end of his life. He may have said these things in the hope that his people would continue to act as he had guided them, especially his son who would be the next leader.

At the time Hubbard's book was published, there was increased tension and conflict in New Hampshire between Abenaki and English people. English people may have hoped that this is what Passaconaway would tell his people so that their settlements could continue to grow without trouble.

Students may observe that the quote was published 17 years after the speech was made and that it was published by an English person, not an Abenaki person. We do not know how Hubbard learned about the speech: he may have just heard about it from another English person and not have listened to it himself.

2. **Brainstorm:** Make a list of all the different points of view you could look at this claim from.

Viewpoints may include: Passaconaway, William Hubbard, Wonalancet, an Abenaki who agrees with Passaconaway, an Abenaki person who disagrees, a recent English settler who is concerned about living among the Abenaki, or an English person who has been in New Hampshire for a long time.



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- What would convince me to change my mind is...

Answers will vary.

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Answers will vary.