

# Connecticut Indian Mariners Project Lesson Plans

Mystic Seaport and the Mashantucket Pequot Museum

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## The Untold Story of Three Connecticut Indian Mariners

*This unit was developed by Laura Krenicki using research by Dr. Jason Mancini of the Mashantucket Pequot Museum and materials compiled by Krystal Kornegay Rose and Jason Hine of Mystic Seaport. Unit edited by Krystal Rose.*

**Introduction and Background Resources:** The purpose of this inquiry-based unit is to teach students how to interpret sources such as story chapters and maps to provide the historical background for three Connecticut Indian mariners, Peter George, Amos Washington George, and Edward Uncas. The project allows students to make global connections to the stories of the mariners. This series of lessons is intended for grades 3-5, but may be modified for other grades or levels. The links to the digital collections may be used in a flipped classroom or serve as resources for students. For background information or lesson plans about whaling, please see the following links on the Mystic Seaport for Educators website (bullets below are hyperlinks that will lead you to the website):

- [Whaling Resource Set](#)
- [INTRO to Year of the Morgan Lesson Plans \(PDF\)](#)
- [Year of the Morgan Lesson Plan 1-The History of Whaling \(PDF\)](#)
- [Year of the Morgan Lesson Plan 2- The Products of Whaling \(PDF\)](#)
- [Year of the Morgan Lesson Plan 3- Role-Playing Simulation \(PDF\)](#)
- [Year of the Morgan Lesson Plan 4 - Geographic Connections to Whaling and the Expansion of America \(PDF\)](#)
- [Year of the Morgan Lesson Plan 5 - The Why of Whaling, Global Implications and Connections \(PDF\)](#)

**Lesson Preparation:** This is an inquiry lesson that may be conducted solely in the classroom or used in a flipped environment – allowing students to preview the website in advance, make notes on the sources, research, and come to school prepared to share in the collaborative learning. These lessons contain elements that may be done as a whole class, in small groups, and/or individual work. It is also easily formatted to serve for enrichment or after-school programs, and may be modified to make elements age- or ability-appropriate.

**Technology:** Every attempt has been made to digitize all parts of this unit, including the source documents (artifacts, photographs, maps, etc.) to meet Common Core standards for technology. **The unit intends to utilize the Mystic Seaport Education Resource Set focused on Connecticut Indian Whalers (see page 5).** Student research using online technology and may be modified depending on access to computers, time or student ability.

**Geographic Connections:** These lessons connect to National Geographic’s and the National Council for Social Studies’ standards for Geographic Education. It reflects the world in spacial terms, looks at places and regions, physical and human systems, environment and society, and demonstrates the use of geography to interpret the past. To view the standards: [http://education.nationalgeographic.com/education/standards/national-geography-standards/?ar\\_a=1](http://education.nationalgeographic.com/education/standards/national-geography-standards/?ar_a=1)

Desired Results
<p><b>Common Core Standards:</b> The following Common Core Standards are from the English/Language Arts Informational Text strands for grades 3-5. This unit supports the latest version of the Connecticut Social Studies Frameworks (2014).</p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"><li>• (grade 3) CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li><li>• (grade 4) CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</li><li>• (grade 5) <a href="#">CCSS.ELA-Literacy.RI.5.3</a> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li></ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"><li>• (grade 4) CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li><li>• (grade 5) <a href="#">CCSS.ELA-Literacy.RI.5.6</a> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li></ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"><li>• (grade 3) CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li><li>• (grade 3) CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li><li>• (grade 4) CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li><li>• (grade 4) CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li><li>• (grade 5) <a href="#">CCSS.ELA-Literacy.RI.5.7</a> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a</li></ul>

problem efficiently.

- (grade 5) [CCSS.ELA-Literacy.RI.5.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Understanding/Goal:**

Students will understand that native Connecticut Indians had a rich maritime tradition and history, and that we can learn their stories through primary source documents.

**Essential Question:**

- What is the legacy of Connecticut Indian mariners?

**Student Objectives:**

Students will be able to:

- Interpret the story of three Indian mariners and complete a storyboard graphic organizer
- Interpret maps and images of whaling voyages and generate a summary map
- Compare or contrast at least two of the stories of the mariners.

**Assessment Evidence**

**Performance Tasks:**

- Investigate and evaluate primary sources online
- Complete a graphic organizer of a storyboard
- Generate a summary map using geographic tools

**Other Evidence:**

- Close-readings of digital sources using graphic organizer
- Individual timelines and collaborative timelines
- Venn diagram (individual, small or whole group)
- Individual and group-based research
- Speaking, discussion and listening skills
- Exit slips
- (Optional) Plotting additional sea voyages

**Resources**

Mystic Seaport Connecticut Indian Mariners Project (also see page 5):

[http://educators.mysticseaport.org/sets/ct\\_indian\\_mariners/](http://educators.mysticseaport.org/sets/ct_indian_mariners/)

Connecticut Indian Mariners Project Blog by Dr. Jason Mancini:

<http://indianmarinersproject.com/>

National Geographic Mapmaker Kits:

[http://education.nationalgeographic.com/education/programs/nat-geo-mapmaker-kits/?ar\\_a=1](http://education.nationalgeographic.com/education/programs/nat-geo-mapmaker-kits/?ar_a=1) Teachers may download printable world maps in single-sheet, tabletop sets, or large-scale wall-sized maps.

Library of Congress: A Maritime Perspective on American Expansion:

<http://www.loc.gov/teachers/classroommaterials/connections/westward/history4.html>

Archive of Ship Manifests through the Customs Office in New London, Connecticut:

<http://research.archives.gov/description/646279> (for more information see

<http://research.archives.gov/organization/1182927>)

**The list of resources continues in the following individual lessons and student handouts.**

# Connecticut Indian Mariners Project Resources



## Story Maps

*Follow the lives of Indian Mariners as they travel the globe during their maritime careers.*

- Peter George: [http://educators.mysticseaport.org/maps/peter\\_george/](http://educators.mysticseaport.org/maps/peter_george/)
- Amos Washington George: [http://educators.mysticseaport.org/maps/amos\\_george/](http://educators.mysticseaport.org/maps/amos_george/)
- Edward Uncas: [http://educators.mysticseaport.org/maps/edward\\_uncas/](http://educators.mysticseaport.org/maps/edward_uncas/)
- *Special Bonus Map!* Mohegan Whalers Travel the World: [http://educators.mysticseaport.org/maps/mohegan\\_whalers/](http://educators.mysticseaport.org/maps/mohegan_whalers/)

## Voyage Maps

*Maps based on logbooks or journals of the voyages that Indian Mariners sailed on.*

- *North America* // 1839-1841 Voyage: [http://educators.mysticseaport.org/maps/bark\\_north\\_america\\_map/](http://educators.mysticseaport.org/maps/bark_north_america_map/)
- *Electra-Nile* // 1862–1863 Voyage: <http://educators.mysticseaport.org/maps/electra/>
- *Connecticut* // 1830-1831 Voyage <http://educators.mysticseaport.org/maps/connecticut/>

## Compare Voyages

*Compare the voyages for journeys currently mapped out on our site.*

<http://educators.mysticseaport.org/maps/compare/compare/>

## Learn More

*Resources for teachers to learn more about the subject.*

- Lecture with Dr. Jason Mancini: [http://educators.mysticseaport.org/scholars/lectures/ct\\_indian\\_mariners/](http://educators.mysticseaport.org/scholars/lectures/ct_indian_mariners/)
- Interview with Dr. Jason Mancini by Laura Krenicki: <http://educators.mysticseaport.org/scholars/interviews/mancini/>

**Find all of the project resources in the CT Indian Mariners Resource Set:**

[http://educators.mysticseaport.org/sets/ct\\_indian\\_mariners/](http://educators.mysticseaport.org/sets/ct_indian_mariners/)



## Introduction to three CT Indian Mariners

### Question Related to Theme:

- What do we know about Peter George, Amos Washington George and/or Edward Uncas?

### Materials Needed:

- Access to the CT Indian Mariners Project on Mystic Seaport's education page (see page 5)
- Large poster board or wall space with the **essential question** posted above. Ask: **“What do we know about these three CT Indian mariners?”**
- Graphic Organizers (one per group)
- Colored sticky notes (for wall-sized timeline) & masking or painters tape
- writing utensils

### Activity:

- **Initiation:** Ask: ‘How do we learn about people from the past?’ Call on 5 – 6 students to share verbal answers and have a student keep the list of sources on the board or easel. Remind students that not everyone in the 19<sup>th</sup> century kept journals or much correspondence, so we have to learn about people from the records left.
- Explain to student that they will be “history detectives” to learn about three Indian mariners. These three men were from Connecticut, but until recently, not much was known how many Native men were part of the whaling industry.
- **Interpreting Public Records to tell Personal Stories:** Explain that the class is going to investigate three Connecticut Indian mariners through public records. Little is known about the three men outside of these records, so they have to develop a personal story based on those records.
- Pair the students and hand out a worksheet to each pair. Explain that they will be reading story chapters about a particular Connecticut Indian mariner (their inquiry subject), and they should work with a partner to complete the graphic organizer.
  - What does this record tell you about the Connecticut Indian mariner (summarize)?
  - How old was the Connecticut Indian mariner in this part of the story?
  - Were any family members mentioned? What are some things that are going on in this person's life?
- *[Note: This lesson may need to take place over several days. The pacing of the lesson depends on the focus of the students and the access to technology. You may wish to assign only one or two story chapters for this first day.]* After the pair groups have worked for 15-20 minutes, regroup the children for class discussion. Call on a few pairs to tell the class what interesting information they found. Use the graphic organizer to guide the initial class discussion and then use the following Guiding Questions to determine understanding.

### Guiding Questions to the Story Chapters:

- Are there any connections you are starting to see between the three mariners? (*relationships & interactions*)
- What information did you find about overseers on the reservations or about Indians leaving the reservations? Have students find specific evidence. (*informational text*)
- Why do you think these men decided to go into whaling? (*inference*)
- Assign three colors of sticky notes – one per mariner. Create a wall-sized timeline (using masking or painters tape as the basis of the line) and have students put the year, the chapter title and summary neatly on each note (since the class is divided into groups, you may wish to have students write one or two sticky notes so that there aren't duplicates). Have students arrange the sticky notes along the wall in an overlapping timeline. This visual reminder will assist later when students look at the whaling routes of the earlier voyages and the later voyages. Remember to make a KEY (which colors are assigned to the mariners).
- *Closure: Although the entire story may not be covered in the first day, be sure to have this closure discussion after every day of the investigation.* After the discussion and timeline activity, ask students to consider to the guiding question **“What do we (still need to) know about Peter George, Amos Washington George and/or Edward Uncas?”** If students are still in pairs, have one be the secretary and write the group questions on the bottom of the graphic organizer. These questions will continue as part of the investigation on subsequent days.
- ***NOTE: Repeat this lesson until the story chapters are completed for each group. Although the stories are placed on maps as visual representations, the mapping activity continues in the following lesson. Please also note that you can print out the story chapters by selecting “Printable Version of the Story” located under the list of chapters for each Story Map.***
- **Extension:** Some of the story chapters contain images of artifacts or documents. How do these images help to tell the story? For further discussion, ask students to go home and sit on their beds while looking at the room around them. How do the artifacts in their bedroom tell their personal stories? Ask the students to tell about one of their personal artifacts and how it connects to their personal story.

Names \_\_\_\_\_ Date \_\_\_\_\_

## Connecticut Indian Mariner Story Chapters

You are history detectives and are going to search story chapters to find clues about the past. Remember, as a detective, you have to support your ideas with facts and details (evidence).

Name of Mariner (inquiry subject): \_\_\_\_\_

<i>Chapter Title &amp; Date</i>	<i>Summarize the Chapter</i>	<i>How old is the mariner in this chapter?</i>	<i>What's going on in his life? Are any friends or family mentioned?</i>


**What questions do you have?** \_\_\_\_\_

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## Mapping the Voyages

### Questions Related to Theme:

- What can we learn about the past through maps?

### Materials Needed:

- Access to the Story Maps and Voyage Maps on the Mystic Seaport Education page showing three of the voyages of the CT Indian mariners. (See page 5)
- World map (a foam core map or one on a bulletin board is useful so that thumbtacks will attach). National Geographic has printable maps called Mapmaker Kits that may be downloaded as single-sheet, tabletop size (perfect for small groups), and the large-scale wall-sized map. If you decide to use the large-scale map, allow a full class period to assemble this with the students. However, the time spent preparing this particular map is well worth the effort and the students may write directly on it. [http://education.nationalgeographic.com/education/programs/nat-geo-mapmaker-kits/?ar\\_a=1](http://education.nationalgeographic.com/education/programs/nat-geo-mapmaker-kits/?ar_a=1)
- Colored pins/thumbtacks & colored yarn or string (to match the sticky note colors in the previous lesson)
- Sticky Notes or colored dots with numbers
- Writing utensils & index cards

### Activity:

*Note: if using the National Geographic Mapmaker Kit of the world, allow a full class period to have students assemble the map. It is well-worth the time as students learn geographic skills and context clues.*

- *Initiation:* As students come into the classroom, ask them to think about life at sea. “What would it feel like to live on a whaling ship? Have you ever been on a ship before?” Call on a few students to share verbal answers. Remind students about the essential question discussion they started yesterday and that they are going to learn more about whaling and the CT Indian mariners through the mapping element on the Mystic Seaport Education website.
- **NOTE:** *For more information about a mariner’s life at sea, please review the other educational resources on the Mystic Seaport Education website. There are lessons specific to whaling and a mariner’s life at sea, which may provide some foundation for your students.*
- Students are going to revisit the CT Indian Mariners Project and use the mapping feature on the site. It may be useful to model how to use the maps if students have limited mapping skills or need assistance in spatial understanding. If you don’t want to model one of the maps the students will use, you may wish to model the *Charles W. Morgan* map.
- **NOTE:** *The upper left corner of each map has some visual tools that may be helpful.*
- Instead of paired groups, have students work in larger groups by their inquiry subject – there should be three larger groups with each group representing a different mariner.
- Although there are several story chapters, have student groups find five events about their mariner that are geographically diverse (not all in Connecticut, but in places spread across the world).
  - Give each group five colored thumbtacks and one large piece of colored string/yarn (probably two yards, depending on the size of your map). **NOTE:** *Students may need some additional clear-colored tacks to follow the sea. Otherwise, students will end up having lines crossing land.*

*If you use a National Geographic Mapmaker Kit, you may wish to forgo the string/yarn and have students draw their lines directly on the map using mini sticky-notes to plot the five elements. Keep in mind that taping the map together will prevent the ink from sticking on the tape lines.*

- Have students discuss which five story chapters would best represent the life of their inquiry subject (the mariner). Once the five are decided, students should look on the website to find the chapter numbers as they match up with the map.
  - Students should number the pins with sticky notes by the MAP number and not create their own number sequence. This will allow the information on the classroom map to reflect the information on the online map.
  - Once the pins are added in the correct geographical locations on the classroom map, students should use the string/yarn to connect the five pins together, being sure not to cross land, unless it is part of the story chapter.
- **Compare/Contrast:** The three routes will have some similarities and some differences. Ask students to examine the three story “lines” and make observations. *Create a Venn diagram on the board to compare two story lines and/or one to compare all three.*
    - Compare two of the story lines and to find similarities and differences.
    - What were some similarities in the three story lines? Differences?
    - How long were some of the mariners away from home? Did they all return home? Is there any evidence to support your conclusions?

Allow students to add information into the Venn diagrams to see themes that stand out. This may be done as an individual, small group or whole group task.

- **A Story Within a Story – Voyage Maps:** For each Indian Mariner, you can zoom in on one actual whaling **Voyage Map** from his story. (Peter George – *North America*; Amos Washington George – *Electra/Nile*; Edward Uncas – *Connecticut*). The three whaling routes will have some similarities and some differences. Ask students to examine the three voyages individually and make observations. Using the **Compare Voyages feature** (<http://educators.mysticseaport.org/maps/compare/compare/1/>), **along with the Voyage Maps feature**, have students answer the following questions:
  - Compare the voyages of Peter, Amos and Edward to find similarities and differences.
  - What were some similarities in the three voyage lines? Differences?
  - How long was each mariner away from home on this particular voyage?
  - Did a particular voyage have any exciting or unusual events? (*Electra-Nile*)
- **Exit Slip:** Write a letter home as though you were one of the mariners. What would you say about your voyage? Teacher should model by asking students what to include, and then writing prompts/thing they should to cover on the board:
  - Addressee (name of the person the letter is going to) – *to make this easier on the teacher, the student should put their name and address as the addressee. What would the mariner tell you?*
  - The date (the historical date, not the actual date!)

- What’s going on (this may be subjective “*I haven’t seen land in three months but we captured 2 whales.*” or “*Our ship was surrounded by ice and we had to be rescued.*”, etc. but should be accurate with details from the story chapters).
  - Describe the weather, if applicable, and the number of whales caught or seen
  - Ask questions about those at home (friends, family, etc.)
  - Salutation
  - Illustrations of things seen on the voyage
  - Brainstorm any other items of interest with the students.
- To inspire students, you may wish to project images of whale ships, scenes of the village at Mystic Seaport, the *Charles W. Morgan*, and/or play sea chantey music.
    - Images of whaling: <http://educators.mysticseaport.org/sets/whaling/>
    - Two audio performances of sea chanties from the voyage of North America (*Nancy Fanana* and *Up She Rises*) can be found under the Related Resources Sidebar for the North America Map: [http://educators.mysticseaport.org/maps/bark\\_north\\_america\\_map/](http://educators.mysticseaport.org/maps/bark_north_america_map/)
    - Example of a letter home from a Whaling Voyage (from a woman’s perspective): [http://educators.mysticseaport.org/documents/millie\\_jenkins/](http://educators.mysticseaport.org/documents/millie_jenkins/)
  - *If necessary, you may wish students to complete these letters for homework to turn in the next day.*
- **Closure: Ask:** How did the maps help us learn more about the three CT Indian mariners? What else do you want to know about the men?

## For further investigation:

- **Conduct further research one of the ship voyages the mariners sailed on.** Plot out all of the ports-of-call on a large world map (perhaps using the National Geographic Mapmaker Kit). What might students infer about the cultural interactions that may take place in these locations?
- **Create a play about the stories of the mariners.** Cast all of your classmates as characters in the play. Who would play which parts? Where would you start the play (both geographically and historically)?
- **Create a digital storybook about the stories of the mariners** (there are online tools such as Story Jumper that will guide you and help you to publish the story <http://www.storyjumper.com/>)
- **Create an artistic project** – a painting, drawing, a song (sea chantey or even a rap song!), a puppet show, a music video, or even a film.
- **Design a monument** – look around your community and find the monuments. What and/or who do they represent? What would a monument to a mariner look like? Why? What would a monument to a Connecticut Indian look like? Why? Design a monument for one or all three of the CT Indian mariners. What would it represent? What images would be in it? (*Note: If you cannot locate a local monument, use an image of Mount Rushmore or even the painting of George Washington crossing the Delaware as points of reference*)



**Monument Inspiration:** Whaler's Monument (Monumento ao Baleeiro) from São Roque do Pico, Portugal (Azores).  
Photo by Krystal Rose, 2012.

- **Design a whaleship** – research whaleship design and figure out how to make a model of one. What materials would you use? How would you make it seaworthy (waterproof)? How would you design the sails and the rigging?
  - Charles W. Morgan Resource Set: <http://educators.mysticseaport.org/sets/morgan/>
  - Gallery with Ship's Plans towards bottom of page:  
<http://library.mysticseaport.org/ere/oselect.cfm?keyword=Charles%20w.%20morgan&gallery>

*\*Illustrations in lesson plans from a journal kept on board the ship North America. Gen MSS Vol 151, Beinecke Rare Book and Manuscript Library. Yale University.*