Project Title: The New England Native American and the Salem Trials

Summer Scholar: Amanda Prouty

Essential question(s) for the unit and/or lesson:

• What caused the Salem Witchcraft Trials?
• What was the culture of Salem like at the time of the hysteria?
• Is the fear of “the” Native American (e.g. Abenaki, Wampanoag, Narragansett, etc.) a viable theory?
• What other theories are there?

Learning objectives (skills, content and attitudes) for the lesson:

Students will be able to...

• differentiate between fact and fiction.
• discuss and summarize the Salem Trials coherently and effectively.
• explain the origins of the witchcraft hysteria.
• cite—written, visual and archaeological—evidence to support ideas regarding causes of the Salem Trials.
• effectively research and present on a specific theory regarding the cause of the hysteria.
• describe the culture in which the hysteria manifested.
• track the evolution of theories and resolutions to various historical mysteries.
• generate other, viable solutions.
• utilize a variety of resources.

Overview of lesson:

This lesson is designed to fit into a historiography class, or lesson, context. By presenting the most recent scholarly theory, fear of “the” Native American sparking the Salem Witch Hysteria, students may experience how history and scholarship is ever-changing and research is constant. The lesson also allows for students to research other theories and debate their viability.

In the lesson, students will work with a lecture and PowerPoint, generate notes, research, evaluate websites and other sources, and debate.
Historical background (brief content context for fellow teachers):

The Salem Witchcraft Hysteria of 1692 has spawned countless books, several movies, half a dozen museums, and numerous theories. But, what caused them? In the winter of 1692, Salem Town and Salem Village were dual-community divided by location, wealth, and society. Many of the citizens knew someone killed in King Philip’s War and King William’s War or had taken in refugees. It was, for all intents and purposes, a frontier region. In this environment, the house of Reverend Samuel Parris became ground zero for a strange new illness. His daughter and niece, aged nine and eleven respectively, were suffering from “fits” and catatonic states. The epidemic spread to several other homes and, to many citizens, it was clear that witchcraft was to blame. Within the year, two hundred people would be arrested, close to a thousand accused, and twenty-five would be dead, nineteen from execution. This hysteria was not the first in the American colonies or the last but it was the most widespread and still fascinates scholar and tourist alike. Theories range from persecuting women to persecuting landowners to ergot poisoning to, most recently, fear of “the” Native American. The answer is, most likely, not a simple one.

Primary sources used in the lesson (with citations):

Hill compiled many primary documents, from the writings of Samuel Parris to reflections on *The Crucible*. It is a really strong and thorough resource in its scope and purpose of detailing an encompassing view of New England and Salem, then and now.

This woodcut, though carved in the early 1700s, depicts an event from 1689. Major Waldron is defending his home from three hatchet-wielding Penacook Indians. The carving is dark and not very detailed but the event being portrayed is distinct.

This database is both fully digitized and searchable. It contains maps, depositions, and transcripts, as well as contextual information.

Trask is the Danvers archivist and an expert in the Salem Witch Trials. This compilation of primary documents are specific to March of 1692 but cover the scope of legal, social, and ecclesiastical documents in chronological order.

This particular woodcut is from Cotton Mather’s *Wonders of the Invisible World*, published in 1689. It illustrates a black devil flying with two witches, one male and one female, and it appears as though they are about to recruit another. It is highly stylized with the wilderness on the left and civilization, shown as a building, on the right, with the devil and witches moving toward the wilderness.
Annotated bibliography of secondary sources used in the lesson or for historical context:

ABC-Clio Database. Melrose Middle School Library. Melrose, MA.  
This database provides multiple platforms of information, ranging from medieval to modern to 
American history. It supplies both background information, as well as images, for students and teachers 
alone.

Agnew’s article gives a thorough discussion of the Mine frontier as a porous barrier, exposed to Indian 
raids and colonial fears. She additionally draws in the story of George Burroughs, later hanged in Salem 
as a wizard, as a minister in the wilderness as well as several other incidents of fear regarding witches 
and Indians.

Baker, Charlotte Alice. True Stories of New England Captives Carried to Canada During the Old  
Baker’s book compiles the stories of life on the frontier as well as the trials and tribulations of captives 
during conflicts. The details give more substance to the afflictions of the Salem accusers as their fits 
mirrored the trauma of the captives.

Boyer and Nissenbaum’s work focuses heavily on the social and economic causes and motivations 
behind the Salem Witch Trials. By utilizing maps of accusers and accused as well as other visuals, in 
conjunction with scholarly examination, Salem Possessed is often the amateur historian’s first major 
read regarding the Salem Witch Trials.

Burns’s website is a comprehensive guide to life in seventeenth-century New England, drawing on 
information from archaeology and historians alike. Most articles are written by her but they are both 
“user-friendly” and well-sourced. This is a good starting point for students.

Foulds, Diane E. Death in Salem: The Private Lives Behind the 1692 Witch Hunt. Guilford:  
GPP, 2010.  
Foulds’s book offers a thorough character study of the people involved in the Salem Trials, from 
accusers to accused to judges and beyond. She includes background information and context for the 
trials but her study is primarily about the people and is segmented as such. Her book provides a lot of 
information on the afflicted girls that supports the theory that the Indian wars sparked the Salem Witch 
Trials.

Hill, Frances. A Delusion of Satan: The Full Story of the Salem Witch Trials. New York: Doubleday,  
1995.  
Hill provides background knowledge, as well as more information regarding the social dynamics and the 
lives involved. Hill, in particular, discusses Salem’s “irrational fear” of Native American invaders and 
how seventy soldiers from Salem, and adjacent communities, died on a single battle during the King 
William’s War.
“King Philip’s War, 1675-6.” American Narrative.
This map illustrates key battles, movements, and dates during the King Philip’s War.

“King William’s War, 1689-97.” History at Our House.
This map illustrates key battles, raids, migrations, and dates during the King William’s War.

McWilliams details the description of the devil during the Salem Witch Trials as the “red man” or “black man” but decidedly Indian in characteristics. He also puts the trials in the context of the Indian wars and the culture of fear that permeated the colony.

“Native American Tribes of the North East Coast.” Native American Information.
This map shows tribal locations in the northeast for a visual aid when using names.

Norton’s book is among the first, if not the first, to propose the Indian wars, captivities, and fear of the Native as causes and motivations of the Salem Witch Trials. Her book is thorough and scholarly with good sources. It is a good resource for the instructor regarding putting the theory into context as well as familiarizing one’s self with the more recent scholarship.

“Salem Witch Trials: The World Behind the Hysteria.” Discovery Education.
Discovery Education produced an interactive website for both student and classroom use. It includes a summary of 1692 life in Salem, key people, and a video as well as teacher tips and additional resources.

Stilgoe’s opening chapters focus on the European fear of the wilderness. His scholarship is interesting because it helps to put the life of a European New England settler into context. It also aids in fleshing out the fear of the white settler in early America.

Thomas heavily, and in-depth, discusses how the Puritans viewed race and ethnicity and how they categorized people not of European descent. The article gives a cultural context to Puritan New England.

Yolen’s book is a good resource for students because it reads like a detective story. Students examine theories and evidence in order to glean understanding of the trials. Yolen provides several theories for the trials as well as a list of additional resources for further study.
Native Americans in New England

Final Project Cover Sheet
Due 27 July 2013

Project Title: Learning from Artifacts and What Artifacts Tell Us

Summer Scholar: Amanda Prouty

Essential question(s) for the unit and/or lesson:
• How are social scientists like detectives?
• How can artifacts explain daily life?
• What do the materials used for artifacts explain?
• What can be inferred from artifacts?
• How do inferences compare to the history?
• What information do the artifacts from Deerfield, MA, convey?

Learning objectives (skills, content and attitudes) for the lesson: Students will be able to...
• define “artifact”
• list the aspects of daily life artifacts can explain
• infer characteristics of a culture based on artifacts
• support ideas with evidence
• work in a group
• synthesize ideas
• compare their inferences to facts

Overview of lesson:
This lesson is designed to reinforce ideas about artifacts through exploration. It also investigates how inferences can differ from history and what historical memory can mean. The lesson is short but multi-layered. While manipulatives are ideal, three-dimensional artifacts may not be easy to come by or will rarely be loaned out; this lesson, as a compromise, uses artifact cards, with an image on one side and information on the other.

In the lesson, students will work with artifact cards and analysis sheets, as well as in small groups. They will also work on their writing with a concluding paragraph.

Historical background (brief content context for fellow teachers):

Deerfield, Massachusetts, was attacked on February 29, 1704. While its attack was not unique, the size of the raid was. Between 200 and 250 Wôbanaki, Huron, and Mohawk Indians and close to fifty French troops and French citizens attacked in the pre-dawn hours. Forty-one colonists and six raiders were killed and over one hundred captives were marched toward Canada. This event resonates as a blend of history and historical memory. The website of the Memorial Hall Museum aptly reveals this (http://1704.deerfield.history.museum/home.do).

Not only was Deerfield the site of a massive raid, but it was a frontier town, part of the porous border between European settlements and the wilderness beyond. As such, it was multi-cultural community,
with Caucasians, Africans, and indigenous peoples inhabiting or visiting. With this variety of people came a variety of goods from which inferences may be made.

Primary sources used in the lesson (with citations):

These artifacts are a mix of documents, clothing, architecture, and daily items. While some pieces are from the time of, or pre-dating, the Deerfield raid and stood as silent witnesses, many are from other sources. Though some items come from beyond Deerfield, they still reflect the time period, resources, and cultures of the area.

The maps contained on the site are a mix of original to the time and modern representations. Additionally, some detail the raid itself and others detail movement patterns before and after the 1704 attack.

Annotated bibliography of secondary sources used in the lesson or for historical context:

Baker’s book compiles the stories of life on the frontier as well as the trials and tribulations of captives during conflicts. The book draws heavily on the Deerfield captives and what they endured on their march to Canada.

Calloway thematically explores how the interactions and contacts between Europeans and Native Americans created an entirely new society, blending the cultures together. He discusses positive and negative interactions, from trade to diseases. This book gives a very good, overall, context and can be sectioned off into chapters as opposed to using the entire book.

Written before their collaborative book, Haefeli and Sweeney’s article analyzes the relationships between captors and captives as well as how the Anglo-American settlers viewed anyone who was not.

Haefeli and Sweeney not only investigate narratives, but they also delve into the frontier quality of Deerfield before the raid. They discuss the porous barriers and multi-cultural trade community that was Deerfield on the eve of the raid.

This museum website is detailed, thorough, interactive, and easily navigable. It is a good resource for both students and teachers.