

Dear Colleague,

Thank you for your interest in the one-week NEH Landmarks of American History and Culture Workshop, *Living on the Edge of Empire: Alliance, Conflict and Captivity in Colonial New England*. For over a decade the Deerfield Teachers' Center has delivered high-caliber American history and humanities content to over 900 educators. Our programs delve into topics presented by leading scholars in combination with sessions assisting teachers to integrate historical and cultural understandings into engaging and meaningful K-12 lessons. For a century from 1660 to 1760 the bucolic New England village of Deerfield, Massachusetts, was a crossroads where differing visions and ambitions of diverse Native American nations and European colonial empires interacted peacefully and clashed violently. We are excited to explore with NEH Summer Scholars the historic sites and topics which illuminate the actual and intellectual terrain of the complex early American colonial period and the many cultural groups who comprised it.

### **What, Where and When**

Dates: Sunday, July 7, 2013 to Friday, July 12, 2013 or  
Sunday, July 28, 2013 to Friday, August 2, 2013

Location: Deerfield Teachers' Center, 10 Memorial Street, Deerfield, Massachusetts

**Application Deadline: March 4, 2013**

Notification Deadline: April 1, 2013

Deadline to Accept/Decline: April 5, 2013

### **From the Director**

It is our pleasure to welcome you to the *Living on the Edge of Empire: Alliance, Conflict and Captivity in Colonial New England* Workshop.

At the dawn of the 18<sup>th</sup> century, colonial New England became a battlefield in the violent struggle between Native and European cultures and between the competing empires of France and England. The 1704 raid on Deerfield is a military saga, a collection of family stories, an exploration of the meaning of land ownership, and a confrontation involving different cultures and values. When examined from all sides, it is a multi-cultural glimpse of early American history, rooted in cultural and religious conflicts, trade and kinship ties, and personal and family honor. Growing out of these different perspectives are different interpretations of the facts, different meanings that have been made out of the experience, and different stories that continue to be told.

It is hard to imagine a more evocative location than Deerfield, Massachusetts, and the surrounding region for us to immerse ourselves in the history of the multi-dimensional cultural interaction of the frontier, colonization, and the European imperial struggle for control of North America. The Old Deerfield Village Historic Landmark District and environs is a quintessential Landmark of American History and Culture, providing a wealth of resources for the study of Colonial history. Located in

the heart of the ancestral homelands of the Wôbanaki Pocumtuck, it is the site of the 1704 Raid on Deerfield, contains restored colonial homes, and is home to the Pocumtuck Valley Memorial Association, founded in 1870 to ensure that future generations would remember the 1704 Raid and the region's colonial past.

Presented by the Pocumtuck Valley Memorial Association in collaboration with leading faculty and historic sites, *Living on the Edge of Empire: Alliance, Conflict and Captivity in Colonial America* places the Deerfield Raid of 1704 in the broader context of the history of colonial New England. Workshop scholars will explore global issues while also considering ways in which this history can offer a compelling entry point for teaching the complexities of the early American colonial period and the many cultural groups who comprised it –Native nations, enslaved African Americans, the French and English settlers. *Living on the Edge of Empire* is constructed around a series of essential, thematically-based questions:

- What do this site and event teach us about the complexities of the American colonial period?
- How did Deerfield, a community at the edge of the English empire, become the epicenter of international conflict at the turn of the 18th century?
- What were the histories and experiences of Native nations and peoples in this region?
- How does this colonial history help us to understand the origins of the American Revolution?
- Who "owns" history? How can we identify, understand, and incorporate multiple perspectives of cultural groups and individuals in historical narratives?
- How can educators teach unsettling or "hard history" to children?

*Living on the Edge of Empire* faculty includes leading scholars with extensive experience in working with K-12 educators. PVMA's *Raid on Deerfield: The Many Stories of 1704*, [www.1704.deerfield.history.museum](http://www.1704.deerfield.history.museum), has received widespread acclaim and awards for its approach to conveying multiple perspectives of a contested historical event. The *Living on the Edge of Empire* director and scholars were instrumental in creating these sites: Workshop scholars will benefit from PVMA staff's considerable expertise in colonial history and lifeways in a museum setting as they lead additional sessions, integrate material resources including a variety of primary sources into K-12 instruction, and assist workshop scholar teams in developing their lessons.

**Dr. Barbara Mathews**, designed the *Living on the Edge of Empire* workshop in collaboration with our scholars, and will present sessions. Barbara has a Ph.D. in American history from Brown University, has taught at the undergraduate and graduate level and was a member of the team who created the award-winning 1704 website. She has over 13 years experience in designing and delivering nationally-recognized effective American history professional development to K-12 educators for the US Dept of Ed. and NEH. Other sessions will be offered by **Deerfield Teachers' Center** staff comprised of master teachers and historians with education degrees and K-12 teaching experience. **Professor Kevin Sweeney** (Amherst College) is the co-author of *Captors and Captives: The 1704 French and Indian Raid on Deerfield*. He is the foremost authority on interpreting the Raid on Deerfield and the colonial frontier in their global and colonial context. **Professor Margaret Bruchac** (University of Pennsylvania) is a highly qualified scholar in Northeastern Indian histories and offers

the additional perspectives of a Native person. **Professor Joanne Melish** (University of Kentucky) is recognized as a leading authority on slavery and early African American experiences in New England. Acclaimed Professor John Demos (Yale, Emeritus) is the author of the award-winning *The Unredeemed Captive: A Family Story from Early America*, a fascinating study of the experience of captivity based on the experiences of Eunice Williams, a Deerfield captive who made the decision to remain with her Mohawk family despite continuous efforts by her father, the Reverend John Williams, to redeem her. **Historical Archaeologists, Aaron Miller** (U. of Newfoundland) and **Professor Siobhan Hart** (SUNY/Binghamton) lead regional excavations of 18th-century Native and English settlements dating to the era of the French and Indian wars.

We invite you to come to Deerfield, Massachusetts, to explore the rich colonial history of the region through interactions with landscape, objects, images, documents, and living history. Join us as we study together the shared experiences of "living on the edge of empire" and consider the role those experiences played in helping to forge a distinctly American identity and, ultimately, a new nation. We look forward to meeting you!

Barbara Mathews, Project Co-Director

Darlene Marshall, Project Manager

### Thematic Overview

During a memorable three-hour span in the early 1700s, the town of Deerfield, Massachusetts, stood at the center of the struggle to control the North American continent. To travel back in time early on the morning of February 29, 1704 would be to encounter the flicker of flames and smell of smoke and gun powder; the air would be filled with a cacophony of French, English, and Native voices mixed with battle sounds, cries of despair, and cries of triumph. French, English, Indians, Africans, men, women, children, soldiers, ministers, farmers, and traders...all were there on that fateful day. By mid-day over 70 residents and attackers were dead; while 112 men, women, and children were being hurried out of the burning village by their French and Native captors. The 1704 Raid on Deerfield is a doorway to a fascinating and important part of American history. It was an event rooted in religious conflicts, personal and family retribution, alliance and kinship ties. The Raid on Deerfield and the colonial world that produced it, helped to create a distinctive American identity and world view that became a backdrop for the American Revolution.

The Raid on Deerfield in 1704 was an important episode in Queen Anne's War (1702-1713), part of a global contest as England and France vied for control of the Spanish crown and its empire. It was a significant event for British colonists and for Native communities who had long called this region their home. As such, the Raid provides educators a valuable opportunity to explore global issues while also offering a compelling entry point for teaching the complexities of the early American colonial period and the many cultural groups who comprised it –Native nations, enslaved African Americans, the French and English settlers. Economic, political, and religious competition and cooperation played key roles in the colonization of North America. It was an era of shifting alliances as well as conflicts, ranging from trade disputes, to raids and the taking of captives, to whole-scale war and policies of extermination. It was through the experiences of living on the edge of empire that Americans forged a distinct identity that would play an important part in their decision to found

their own unique nation.

**Workshop At a Glance** (Subject to modification)

Architectural and object-driven explorations at the museums of Deerfield and the region will demonstrate ways in which material culture can illuminate the study of colonial history. Walking tours and field excursions throughout the week will assist NEH Summer Scholars in understanding the geographical setting for the events and themes that they are exploring.

Small group sessions will include primary-source-based investigations, first person narratives from a variety of perspectives and artifact analysis. An examination of English and Native lifeways will include: fireplace cooking with period tools and foods; the daily experiences of the men, women, and children living in Deerfield in the early 18<sup>th</sup> c.; and period lifeways of Wôbanaki, Huron, and Mohawk peoples including the context of captive experience.

**Sunday: *An Introduction to "Place"*** An early evening gathering at the summit of Mount Sugarloaf in South Deerfield provides stunning, panoramic views of the broad agricultural landscape of the mid-Connecticut River Valley that people have called home for over 9,000 years. In this landscape colonial peoples lived on the edge of empire. At this place we can imagine small English settlements nestled by the Connecticut River on ancestral Wôbanaki (Abenaki/Pocumtuck) homelands, attracted by what is to this day prized as some of the world's most fertile soil. The view to the west encompasses much of the Pocumtuck homeland where generations planted, fished and gathered, and where they traded with European newcomers--Dutch, English, and French.

**Monday -- *Between Empires: Colonial New England*** An introduction to the multicultural social, political, and economic context that placed Deerfield at the crossroads of international conflict at the turn of the 18th century. Beginning with an over-view of the Raid of 1704 and its tactical elements, Professor Kevin Sweeney (Amherst College) will address the roots of the conflict that involved English, French, Kanienkehaka (Mohawk), Wendat (Huron), and Wôbanaki (including Pocumtuck) people, and how the Raid was part of the War of the Spanish Succession (1701-1714) and an ongoing struggle for domination of North America by England and France. This centuries-old European rivalry helped to fuel parallel wars with the Wôbanaki and alliances with the French among northern Mohawks and Hurons.

**Evening Program: *Voices from the Past: First Person Narratives of Deerfield***

***Captives*** Group dinner followed by first-person narratives of three Deerfield inhabitants taken captive in the 1704 Raid.

**Tuesday – *Alliance and Conflict: Colonial and Native Perspectives*** A pair of morning sessions will explore English, French and Native ways of understanding. The religious world views of English Protestants, in particular the Puritan brand of Protestantism of English settlers in the region, will be compared to that of England's imperial rival and the inhabitants of New France (Canada.). Professor Sweeney will also discuss the role religion played in relations among Native people and their European neighbors, including the Great Peace of 1701 involving 40 Native groups – a key event leading to the 1704 Raid.

Professor Margaret Bruchac, a Wôbanaki and scholar, (University of Pennsylvania) will provide an overview of early Native history, including the important understanding that indigenous peoples were and are separate nations and cultures. This discussion of Native American 18th c.

culture and lifeways will help participants better understand Native perspectives of interaction among Native groups and Europeans. The discussion will include spiritual beliefs, economic and political world views, and gender roles and their impact on events, including those preceding the Deerfield Raid and its aftermath.

**Evening Program: *Accessing, Interpreting and Teaching Colonial History using Film***  
Group dinner followed by screenings of the 1910 silent film *Ononko's Vow* and the 2005 produced narrative, *Captive! The Story of Esther*.

**Wednesday – "Traveling in Contested Territory": Field Excursion** We will travel a mile up the road to the active archaeological dig of the Pocumtuck Fort, occupied by a generation of Pocumtucks in the 17th c. Professor Siobhan Hart (SUNY/Binghamton) and a principal archaeologist at the Fort, will orient NEH Summer Scholars to the site as a unique entry point into Native lifeways during the early contact period and how such sites can enrich teaching of the early colonial period.

We will then travel to The Fort at No. 4, a living history site at a restored English fort in Charlestown, New Hampshire. Fort No. 4 was one of a line of forts constructed to defend English settlements from attack by the French and Native allies in the decades following the Raid on Deerfield. Wendalyn Baker, director of Fort No. 4, will share insights into the frontier experience for civilians living in a fortified community, as well as strategies for using historical sites to teach the colonial period.

The day also features an introduction to the discipline of historical archaeology. Drawing on his work in creating field experiences for educators and K-12 students, archaeologist Aaron Miller will lead hands-on analysis of artifacts from a nearby fort in tandem with documentary evidence. Such artifacts reveal settlers responses to the perceived French and Native threat as they strove to maintain their "Englishness" while struggling to survive on the frontier.

**Thursday-- *Slavery and Captivity in Early New England*** Professor Joanne Melish, (University of Kentucky) will explore categories of unfreedom in the complicated social landscape of early New England. She will discuss early enslavement of Native people in New England as a consequence of 17th c. conflicts with European settlers; the emergence of the Atlantic slave trade and the arrival of enslaved Africans in New England; and resulting North American and global commercial relations and competitions. The lives of Parthena and Frank, slaves known to be living in Deerfield in 1704, bring this topic to life.

**Evening program:** Teachers will gather for a tavern meal of colonial foods, period music, song, and dance. Teachers will learn the integral role of the tavern in colonial communities, through taste, touch, and fun. They will examine period artwork, sing, and dance to live colonial music, and read the rules and regulations governing this important town institution.

**Friday -- *Captivity and Legacies*** Professor John Demos (Yale University) will share his research into the experience of one of the most famous captive stories of the Deerfield Raid. His popular book, *The Unredeemed Captive: A Family Story from Early America* was the first sustained scholarly effort to trace and interpret the captivity of Eunice Williams (1696-1785), the daughter of Deerfield's minister, and its impact on Eunice and her two families (Mohawk and English). Professor Demos will bring the meaning and legacies of this event into the present day. Following Professor Demos, Professor Margaret Bruchac will return to share Native perspectives on themes of captivity and bridging of cultures in the 18th c. and beyond. Eunice and her Native husband made several visits to her English brother, also a former captive, and her 19th century descendants visited their "Deerfield

cousins". These visits were remembered as family history and were shared by Elizabeth Sadoques, a descendant of Eunice, with the PVMA in 1922. Contact between the families and communities has continued to the present day.

### **Are there pre-workshop readings and assignments?**

Pre-workshop readings will introduce participants to the historical themes and issues which will be explored during the workshop. Included will be sections from *Captors and Captives: The 1704 French and Indian Raid on Deerfield*, co-written by workshop presenting scholar Kevin Sweeney, and selections from *The Unredeemed Captive: A Family Story from Early America* written by John Demos, also a presenting scholar. Readings drawn from the award winning [Raid on Deerfield: The Many Stories of 1704](#) website will also be accessible on line.

NEH Summer Scholars will receive required readings prior to the conference. After completing their reading assignment and prior to the workshop, NEH Summer Scholars will be required to submit a theme and the focus upon which they plan to base their NEH Summer Scholar project. The reading list may be accessed online at: <http://edge-empire.deerfield-ma.org>.

### **Is there a required project?**

NEH Summer Scholars will work in teams to create a culminating lesson informed by the themes, resources and techniques they have explored throughout the workshop. Teams will share their lesson with the full group on the final day of the workshop.

### **Tell me about the Pocumtuck Valley Memorial Association and the Deerfield Teachers' Center**

The Pocumtuck Valley Memorial Association (PVMA) was named for the ancestral peoples who first lived in this area. The PVMA opened its Memorial Hall museum in 1880 to gather and preserve the region's history and to memorialize the lives of their ancestors, particularly those involved in the 1704 Raid. Memorial Hall is one of the oldest museums in New England and has an extraordinary collection of historic maps, art, photographs, furnishings, textiles, and Native American artifacts dating from pre-Contact (12,000 BCE) to present, many of which are considered national treasures. A remarkable feature of its collections is the depth of documentation of its art and artifacts and their interrelation with journals, maps, manuscripts, and other archival sources in its Library which link surviving material culture to specific individuals and locations. Such links provide immediate, visceral connections to the people who owned and used them as they lived on the edge of Empire. For example, the Chauk deed establishing the English claim to this territory, but retaining communal Native use, can be examined alongside the early proprietor's map which subdivided the land among private owners. A tin-glazed earthenware plate given to a young woman by her father on her marriage is tangible evidence of settlers' connections to European economy and culture.

The PVMA's Children's Museum, housed in a reproduction of a dwelling that survived the 1704 Raid, is a resource for modeling hands-on-activities. PVMA's history websites are a valuable resource for teachers and students. *American Centuries: The View from New England* [www.americancenturies.mass.edu](http://www.americancenturies.mass.edu), the award-winning education website, includes several thousand artifacts and historic documents in a digital archive designed for use in the K-12 classroom. *Raid on Deerfield: The Many Stories of 1704*, [www.1704.deerfield.history.museum](http://www.1704.deerfield.history.museum), has received widespread

acclaim for its approach to conveying multiple perspectives of a contested historical event. The Deerfield Teachers' Center has experienced staff and offers American history resources (over 2,000 books, CDs, DVDs, periodicals, lessons, and kits) (see p.4-5 for additional academic resources).

### **Who may Apply?**

Full-time and part-time classroom teachers and librarians in public, charter, independent and religiously affiliated schools, as well as home-schooling parents, are eligible to participate. Other K-12 personnel, including administrators, substitute teachers and classroom professionals, are also eligible to participate, subject to available space.

### **Is there a stipend?**

NEH Summer Scholars are awarded a \$1200 taxable stipend to support travel, meals, lodging, etc. at the workshop. **Stipends will be awarded on the final day of the workshop.** NEH Summer Scholars are required to attend all scheduled meetings and to engage fully as professionals in all project activities. Participants who do not complete the full tenure of the project will receive a reduced stipend.

### **What sort of housing is there?**

We are offering teachers the opportunity to stay in an air-conditioned dormitory at the Bement School, a private school ideally located in the Old Deerfield Village Historic Landmark District, literally steps from PVMA and its Teachers' Center. This low-cost lodging option provides double occupancy (twin beds) for \$47 per night, including breakfast. The Bement facility includes a common dorm-style shared bathroom with two toilet stalls, two sinks, and three showers on each floor of ten rooms. There is a common room with a television and an outdoor patio on the ground floor.

PVMA also maintains a current list of local accommodations compiled by the local chamber of commerce including motels, bed & breakfasts, and national chains in a three to five mile radius from Deerfield. Some of these include breakfast. Lunch will be provided daily and there will be three special project dinners for participants. There are many nearby restaurants and coffee shops that provide affordable meals, including national food chains.

Located one hour north of Bradley International Airport in Windsor Locks, CT, the scenic historic village of Deerfield, MA is one of the state's top tourist destinations and is home to many historic museums and houses, educational institutions, cultural centers, state parks, and the Yankee Candle flagship store.

Please visit <http://edge-empire.deerfield-ma.org> for more detailed information.

### **What do participants need to bring with them?**

Umbrella, walking shoes, comfortable clothes, water bottle, sunscreen, lap tops or tablets.

## How do I apply?

### **Application Checklist**

A completed application consists of **three** copies of the following **collated** items (described in further detail below):

- The completed application cover sheet
- A resume or short biography
- An application essay (no longer than one double-spaced page) as outlined below

In addition, applications must include **one** letter of recommendation as described below.

### *Application Cover Sheet*

The application cover sheet must be filled out online at this address:

<https://securegrants.neh.gov/education/participants/>

### *Resume*

Please include a resume or brief biography detailing your educational qualifications and professional experience.

### *Application Essay*

The most important part of the completed application is an essay of **up to one double-spaced page**. This essay should include information about your professional background and interest in the subject of the workshop; your special perspectives, skills, or experiences that would contribute to the workshop; and how the experience would enhance your teaching or school service.

### *Reference Letter*

Please also include a letter of recommendation in support of your application from the principal or department head of your teaching institution, or the head of a home schooling association. It is helpful for referees to read the director's description of the project and your application essay. Please ask your referee to sign across the seal on the back of the envelope containing the letter. Enclose the letter with your application.

## When is my application due?

Your completed application should be postmarked **no later than March 4, 2013**, and should be addressed as follows:

Lynne Manring, NEH Scholar Coordinator  
Deerfield Teachers' Center



10 Memorial Street  
PO Box 428  
Deerfield, MA 01342-0428

NEH Summer Scholars and alternates will be notified by April 1, 2013. The deadline to accept or decline an invitation to participate is April 5, 2013.

**Who should I contact for further information and/or questions?**

Please direct questions and inquiries to Lynne Manring, NEH Scholar Coordinator, Deerfield Teachers' Center. 413-774-2652 x33 [DarleneTAHMarshall@deerfield.history.museum](mailto:DarleneTAHMarshall@deerfield.history.museum).

We look forward to receiving your application!

Best Regards,

Barbara Mathews and Darlene Marshall