

Mapping a New World | NEH Teacher Workshop

Summer 2021

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Tracking Dispossession at Tunxis Sepus Activity Instructions

This activity teaches you how to:

- read & interpret a 17th century document
- locate places from the document in a map
- use multiple original documents to reconstruct patterns of colonization and dispossession, and trace those patterns on maps

Materials - you can access these materials via the hyperlinks below or via the folder that has been shared with you

- * Activity Instructions
- * [Tunxis Timeline](#)
- * 2 USGS topographical maps: 1:24,000 and 1:62,500
[Map 1 at 1:24,000](#)
[Map 2 at 1:62,500](#)
- * [1650 deed](#) and [scholarly transcription](#)
- * 1672 petition and [scholarly transcription](#)
[Side 1](#)
[Side 2](#)
[Side 2 with north up](#)
- * [1673 deed](#)
- * [Resources List](#)

You may choose to download and print all three items in the Handouts and Instructions folder (Instructions, Timeline and Resource List) if you have access to a printer.

You will also need:

A group of 4 people

A way to annotate and measure distances on the maps

On a Mac, you can use Preview to view and mark the maps.

- Download the maps from the Google folder.
- Open them in Preview.
- Under Tools, open the Annotate menu.
- You can use lines/arrows/stars/circles/etc. to mark your maps. You can change the line width and the color of lines and fill in order to differentiate annotations from one document to another.
- Don't save the document after annotating unless/until you are sure you don't want to adjust your markings.

On a PC, you can open in Photos or Paint to view and mark the maps.

- Download the maps from the Google folder.
- Open them in Photos or Paint.
- At the top of the window you will see many options for annotating with lines and shapes.

Google Draw

- You can also upload the image into Google Draw and use Alt + Ctrl and the "+" sign to zoom in and out and draw shapes on the map

Directions:

IMPORTANT! Before beginning, make a copy of these instructions and save them with a name for your group. Use your copy to continue.

1. Read the timeline together, as a group, for events prior to the 1650 land deed. (You might want to take turns reading each event year aloud.) Then, discuss and answer the following question:

What strategies do colonists use to encroach on Tunxis land before 1650?

2. Which places mentioned in the timeline can be located in the maps? Choose two people to mark them (you can mark on either or both of the maps). (This will not include Hartford, which is east of the maps, or Mohawk Country, which is west of the maps.)

3. Now start with the 1650 deed and scholarly transcription. Choose one person to read the marked sections of the document aloud and another person to follow along with the transcription. If you start to burn out, rotate roles in the group. Then discuss and answer these questions:

What is reserved for Tunxis people in this deed?

What is reserved for English people?

4. If any of these locations (from question 3) can be found in the USGS maps, the two others in the group should find and mark them.

5. Move on to the 1672 petition, choose a new person to read aloud from the document, and another to follow along with the scholarly transcription. Then discuss and answer as a group:

What are the concerns of the 1672 petition?

What locations are mentioned in the words and graphics?

6. Let the two people who are listening investigate and mark the locations of these places (from question 5) on the USGS maps. Then discuss and answer as a group:

What strategies are in use for dispossession?

What strategies are in use for resistance to dispossession?

7. Move on to the 1673 deed, and choose a new person to begin reading the marked sections aloud. There is no transcription for this document! Take turns reading and making notes about the way the land is mapped. Then discuss and answer as a group:

What land is reserved for English people by this deed?

What land is reserved for Tunxis people?

8. Pick two new people to find and add these locations to the USGS maps. Then discuss and answer as a group:

How does the map in this deed address the concerns of the map in the 1672 petition?

Which land is precisely mapped, and which land is imprecisely mapped?

What strategies are in use for dispossession?

What strategies are in use for resistance to dispossession?

9. Read over and think about your findings, above, and consider again the timeline events before 1673. Then discuss and answer as a group:

If someone asked you whether land sales up until 1673 at Tunxis / Farmington were legal, what would you say?