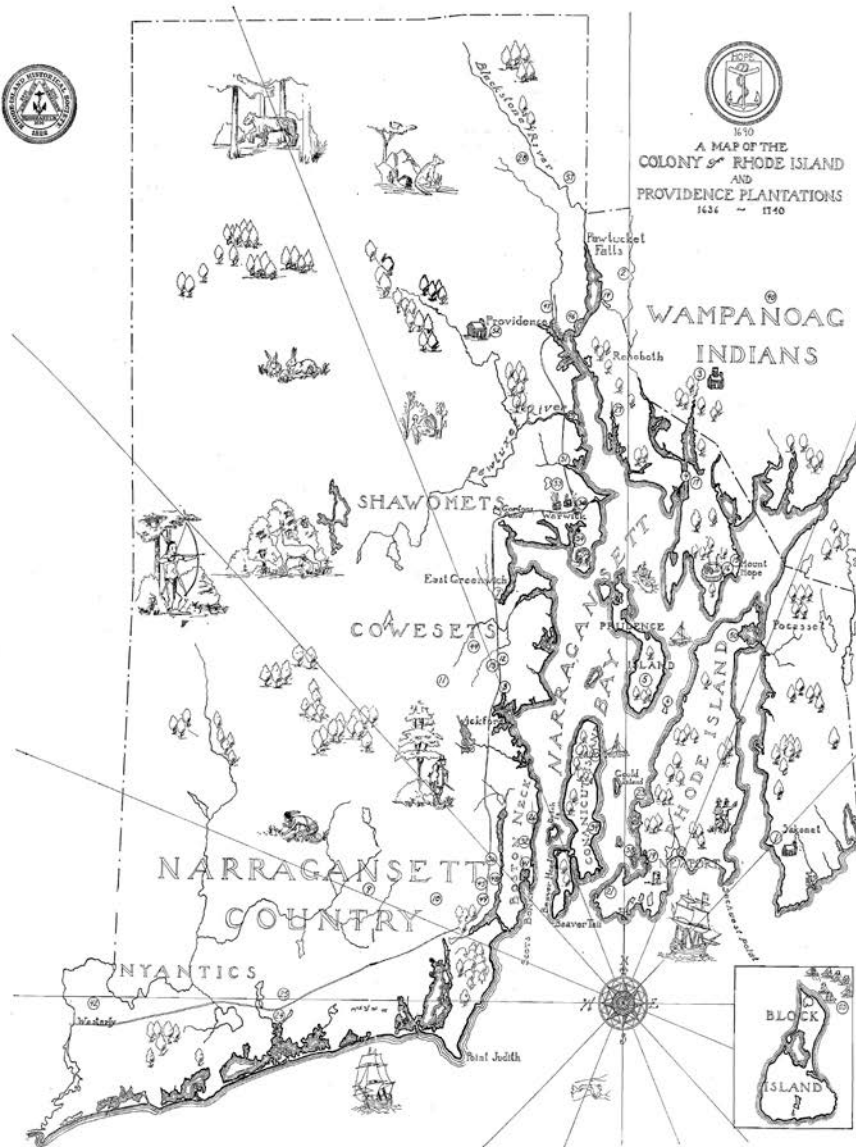


A Key to Understanding: The Narragansett



A Key to Understanding: The Narragansett

Introduction

The Narragansett people were Rhode Island's earliest inhabitants and we know through archeological records of their existence thousands of years ago. In fact, in 1524 explorer Giovanni da Verrazano wrote of his contact with the Narragansett. At that time, the Narragansett territory included most of present day Rhode Island and, the Narragansett were related to most of their neighbors. To the north of the Blackstone River Valley and Pawtucket were the Nipmuck and the Massachusett; in the area southwest of Westerly were the Pequot and the Mohegan; and to the east across Narragansett Bay were the Sakonnet and Wampanoag. The Narragansett also included the sachememdoms of the eastern Niantic, the Pawtuxet, Coweset, and Shawomet.

In 1636, the Narragansett accepted Roger Williams and other English settlers into their territory, which led to the founding of Providence. The continual flow of settlement by the English and others would lead to increased conflict, and by the end of the 17th century the Narragansett lost a great deal of their land and much of their population to war. The Narragansett continued to lose lands and, eventually, their sovereignty in the 18th and 19th century. They regained their tribal status and some land in the 20th century, yet their struggle continues today.

Standards

RI K-12 GSEs for Civics & Government and Historical Perspectives/RI History

GSEs for Grades 5-6

HP 1: History is an account of human activities that is interpretive in nature.

HP 1 -2: Interpret history as a series of connected events with multiple cause-effect relationships...

HP 1-1

Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- identifying appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions
- using sources to support the stories of history (*How do we know what we know?*)
- asking and answering historical questions, organizing information, and evaluating information in terms of relevance
- identifying the point of view of a historical source

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2 -1: Connect the past with the present

HP 2 -2: Chronicle events and conditions

HP 2 -3: Show understanding of change over time...

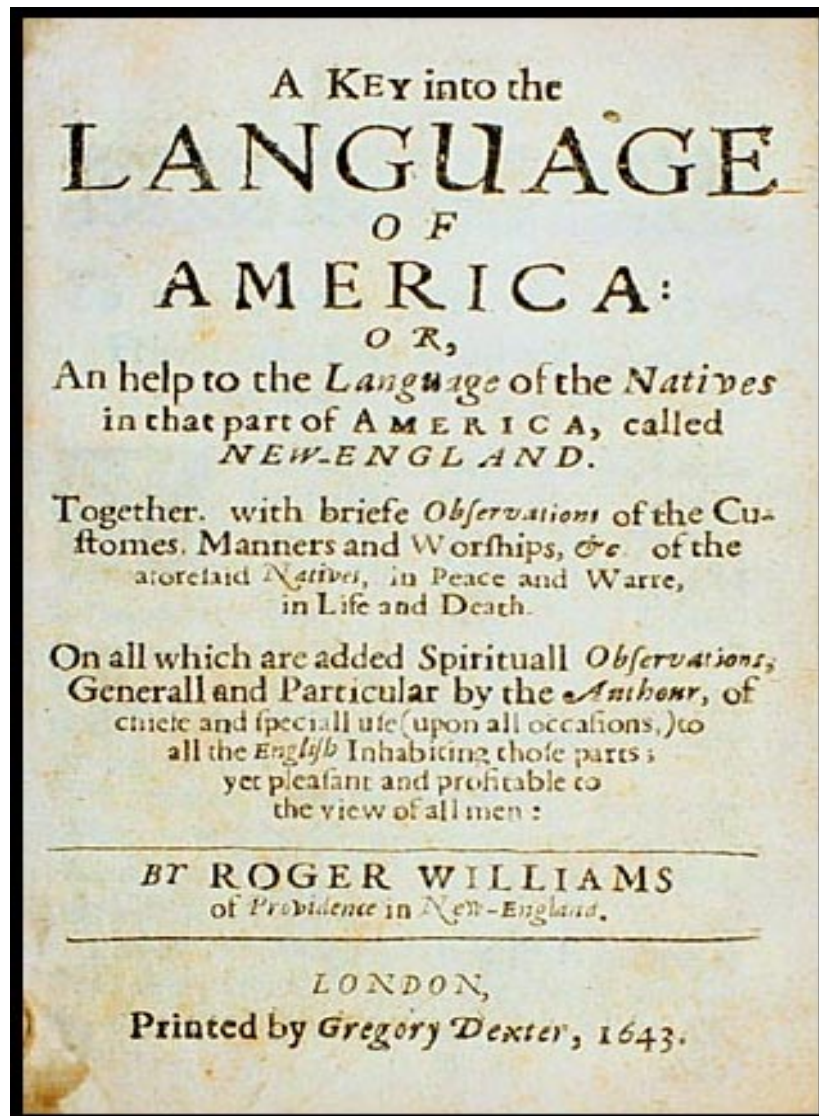
HP 2- 1

Students connect the past with the present by...

- identifying sequential events, people, and societies that have shaped RI today
- comparing and contrasting the development of RI ethnic history to the nation's history (e.g., what historical factors makes RI unique? immigration, settlement patterns, religion, resources, geography)

A Key to Understanding: The Narragansett

The Narragansett people were Rhode Island's earliest inhabitants. They spoke a dialect of the Algonquian language, which did not have a written alphabet. Roger Williams (1604?-1683), an Englishman, was one of the founders of the colony of Rhode Island, which was located within Narragansett land. Williams wanted to create a better system of communication between European settlers and the native peoples. He wrote down the Narragansett language using the English alphabet in his book *Key into the Language of America*, first published in 1643. Williams spent a great deal of time with the Narragansett's and observed their customs and ways of life, in addition to their language. Included in this Narragansett-English dictionary was valuable information about the culture of the Narragansett people, such as information on farming, hunting, fishing. The role of women and children is also included along with a description of living conditions.



A Key to Understanding: The Narragansett

Directions:

In reading newspapers and books from the 17th and 18th Century, you will notice a symbol that looks to us like a lower case "f" was used to identify a long "s" sound where we now simply use a lower case "s". The symbol looks like "**f**".

An upper case "**S**" is "**S**" and upper case is "**F**" is "**F**".

The following list of words is found in the document on the next page. The document is a passage from *A Key into the Language of America* by Roger Williams, which was first published in 1643.

Change the letter **f** to s in each word; be sure to change only the letters in **bold** type. Use the blank space to rewrite the word.

<u>Obfervation</u>	
the f e	
occa f ions	
becau f e	
du f t	
hou f e	
f udden	
fre f h	
f ometimes	
a f under	
unle f f e	
f ome	
for f ake	
f now	
f ixtie	
el f ewhere	
e f pecially	
f takes	
f et	
hou f ehold f tuffe	

Now you are ready to read the passage from *A Key into the Language of America* by Roger Williams.

A Key to Understanding: The Narragansett

Directions:

1. Replace the underlined words with corrected words in your worksheet.
2. Read odd looking words aloud, phonetically. Maybe the sound will help you recognize an oddly-spelled word.
3. Return to the document several times after leaving it for awhile. Sometimes words you could not recognize before will seem simple to read later.

A Key into the Language of America

Obfervation in generall

Which they doe upon thefe occafions: From thick warme vallies, where they winter, they remove a little neerer to their Summer fields; when 'tis warme Spring, then they remove to their fields where they plant Corne.

In middle of Summer, becaufe of the abundance of Fleas, which the duft of the houfe breeds, they will flie and remove on a fudden from one part of their field to a freh place: And fometimes having fields a mile or two, or many miles afunder, when the worke of one field is over, they remove houfe to the other:.....If an enemie approach, they remove into a Thicket, or Swampe, unleffe they have fome Fort to remove unto.

Sometimes they remove to a hunting houfe in the end of the yeere, And forfake it not untill Snow lie thick, and then will travel home, men, women and children, thorow the fnow, thirtie, yea, fiftie or fixtie miles; but their great remove is from their Summer fields to warme and thicke woodie bottomes where they winter: They are quicke; *in halfe* a day, yea, fometimes at few houres warning to be gone and the houfe up elfewhere; efpecially, if they have ftakes readie pitcht for their *Mats*.

I once in travell lodged at a houfe, at which in my returne I hoped to have lodged againe there the next night, but the houfe was gone in that interim, and I was glad to lodge under a tree:

The men make the poles or ftakes, but the women make and fet up, take downe, order, and carry the *Mats* and houfeholdftuffe.

A Key to Understanding: The Narragansett

Document Analysis Questions

Now that you have read the passage *Obfervation in generall* from *A Key into the Language of America*, answer the following questions. Each answer should be at least a two to three complete sentences and must include evidence (examples) from the document. Your answers are not complete unless you use examples.

1. The Narragansett's lived in the warm valleys in the winter and they moved in the spring. Why did they move?
2. In the summer they moved from one field to the other. What caused them to move?
3. If they felt threatened by an enemy they moved to a safe place. What do you think made one place safer than another?
4. The Narragansett lived in portable dwellings (houses). How can a house be portable? What are some "portable houses" in use today?
5. Who did the work (men or women) that was required to move from their winter home to their summer home?



ROGER WILLIAMS SHELTERED BY THE NARRAGANSETTS.

Engraving by A. H. Wray, Not Dated
RIHS Collection (RHi X3 772)

Document # 3

A Key to Understanding: The Narragansett

Image Analysis Worksheet

Study the image for 2 minutes. First look at the picture as a whole and then examine the individual details.

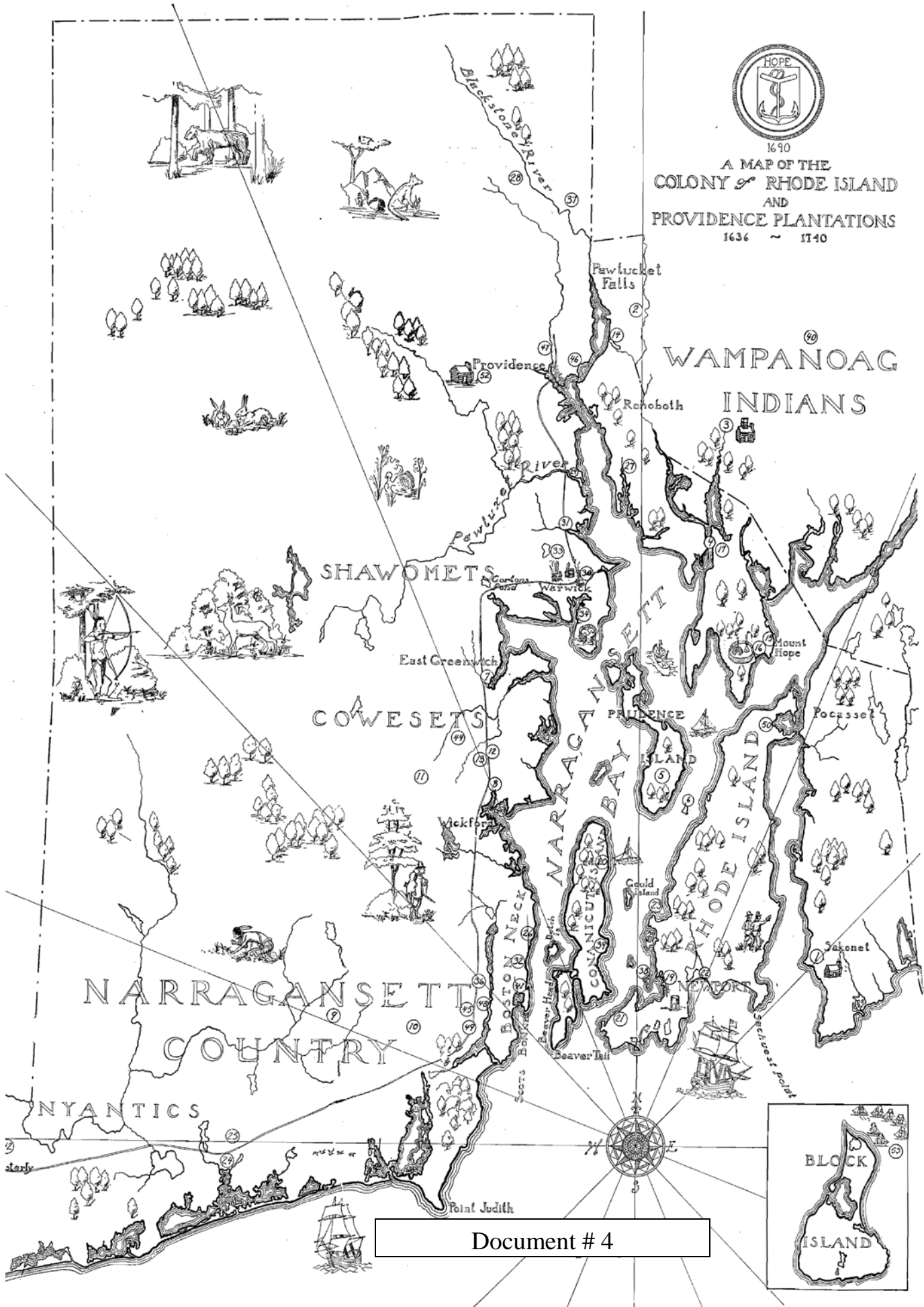
1. Imagine the picture is divided into four equal sections. Use the following grid to examine the four parts of the picture.

<p>Objects:</p> <p>Activities:</p> <p>People:</p>	<p>Objects:</p> <p>Activities:</p> <p>People:</p>
<p>Objects:</p> <p>Activities:</p> <p>People:</p>	<p>Objects:</p> <p>Activities:</p> <p>People:</p>

2. What is the most important historical information this image provides? Why is it important? Be sure to cite specific evidence from the image. Your answer should be 1-2 paragraphs in length.



1690
A MAP OF THE
COLONY OF RHODE ISLAND
AND
PROVIDENCE PLANTATIONS
1636 ~ 1740



This map was drawn by Eugene E. Witherell under the direction of Howard M. Chapin, Librarian of the Rhode Island Historical Society, in the pictorial style of 17th century maps, and is merely a visualized suggestion of the many interesting phases of early colonial history.

Copyright 1925 by Society of Colonial Dames in Rhode Island

KEY TO THE MAP

1. The house where Betty Alden, daughter of John and Priscilla and wife of William Pabodie of Little Compton, lived.
2. In 1644 the Rev. Samuel Newman settled here and called the place *Rehoboth*, for he said, "The Lord hath made room for us." The houses formed a large semi-circle, called the "Ring of the Town." The Rev. Mr. Newman wrote a concordance of the Bible.
3. The John Miles garrison house was a fort in King Philip's war. The Rev. Mr. Miles came from Swansea in Wales, hence the name Swansea, Mass.
4. Sowams, the name given to this vicinity by the Indians. The headquarters of the Wampanoag Indians during the reign of Massasoit.
5. Sophy Manor. Prudence Island was erected into a manorial estate in 1672 by the Duke of York, who later became King James II, and was granted to John Paine.
6. Dyer's Island. Granted by the early settlers to William Dyer, who was husband of Mary Dyer, the Quaker martyr who was hanged on Boston Common.
7. Elizabeth Spring, named in honor of Elizabeth, wife of Governor John Winthrop the younger.
8. Cocumscussoc. Richard Smith's block house and Indian trading post. Beside the house is a grave containing the bodies of forty colonial soldiers from the Great Swamp Fight, December 19, 1675.
9. The Great Swamp Fight took place in December, 1675, and the power of the Narragansett tribe was shattered.
10. Kingston, formerly called Little Rest.
11. Queen's Fort, built by the Narragansett Indian Queen Maganus, also called Quaiapen, widow of the sachem Mexanno.
12. Roger Williams' trading post.
13. The Devil's Foot Rock, so called because of a curious depression attributed by the credulous to the Devil's foot.
14. Roger Williams and his companions first settled here and later removed to what is now Providence.
15. King Philip's Spring. Headquarters of the Wampanoag Indians during the reign of Philip, alias Metacomb.
16. King Philip was killed in a swamp on the side of Mount Hope.
17. Massasoit's Spring.
18. Weetamoo, chief sachem or Queen of the Pocasset or Tiverton Indians, widow of Alexander, sachem of the Wampanoags, and wife of Quanopen, sachem of the Narragansetts, led her own soldiers and was shot while swimming across the Taunton River.
19. Governor Benedict Arnold's Old Stone Mill. He was great-grandfather of Benedict Arnold, the traitor.
20. Cajacet, the home of the buccaneer, Captain Thomas Paine. The famous pirate, Captain Kidd, visited Paine here in 1699.
21. Hammersmith, the home of Governor William Brenton. Brenton's Reef, Brenton's Cove, Brenton's Point and Brenton's Neck are near by.
22. Nicholas Easton was one of the early settlers and owned land in this vicinity, hence the names Easton's Beach, Easton's Pond, Easton's Point, etc.
23. Coddington's Point. Governor William Coddington was one of the early settlers and founder of Newport.
24. Indian fort, probably built by the sachem Ninigret.
25. Royal Narragansett Indian burial ground.
26. Willetts, named in honor of the Willett family, who owned land here in the Seventeenth Century. Now called Saunderstown.
27. The home of Thomas Willett, who became the first English Mayor of New York.
28. Dexter's Lime Rock. Gregory Dexter was a master printer at London and printed one of John Milton's books and also Roger Williams' "Key" or dictionary of the Indian language.
29. William Arnold's house. Arnold and his followers removed from Providence to Pawtuxet.
30. Samuel Gorton and his followers bought land at Shawomet and settled there. They changed the name to Warwick in honor of Robert, Earl of Warwick, who befriended them. Warwick was burned by the Indians in King Philip's War.
31. John Greene bought the land on Occupessuatuxet Cove and built near what is now called Spring Green.
32. Home of the ill-fated romantic Hannah Robinson.
33. The place where the Indians chipped flint and made arrow-heads, knives and other implements. Sometimes called the Indians' workshop. Pieces of worked flint and quartz can be found here.
34. Pomham's Fort. Pomham was sachem of the Shawomet Indians and his headquarters were at Warwick Neck. Massachusetts allied herself with him and built this fort in order to threaten the settlers at Warwick.
35. Narragansett Island, which was pointed out by the Indians when Roger Williams asked the origin of the name.
36. Coojoot, the black-lead mine. The Indians used black-lead to blacken their faces.
37. Study Hill, the home of William Blackstone, the first permanent white settler within the confines of what is now Rhode Island.
38. Fort Anne, named in honor of the Queen. The name was later changed to Fort George, when George I succeeded Anne.
39. Jamestown, named in honor of King James II.
40. Anawan Rock, where the chieftain Anawan was captured in King Philip's War.
41. The home of William Gardiner, whose daughter Hannah married Rev. James MacSparran.
42. Misquamicut was included by Massachusetts in the town of Southerton, which she claimed by right of conquest in the Pequot War. The district east of the Pawcatuck River was settled by Rhode Islanders and called Westerly. The name was changed to Haversham during the Andros administration.
43. Island at Wickford, where the Indian Queen Quaiapen is said to have spent her summers.
44. Frenchtown, in the southwestern part of the town of East Greenwich, was settled by French Huguenot refugees, who fled from France upon the Revocation of the Edict of Nantes and brought a new element of culture to the developing colonies in America.
45. Grave of Esther Powell, daughter of Gabriel Bernon, the most influential of the French Huguenots who came to Rhode Island. He lived at Newport, Wickford and Providence and was influential in founding three Episcopal churches.
46. What Cheer Rock, where Roger Williams met and talked with the Indians.
47. Roger Williams' Spring is between North Main and Canal Streets. Providence was founded and built up around this spring, which served as its first water supply.
48. Pettaquamscutt Rock, also called Treaty Rock. Here the sale of Aquidneck and the deeds of Providence and Aquidneck were negotiated between the Indians and the settlers.
49. Jireh Bull garrison house, which was burned by the Indians in King Philip's War. Fifteen of the settlers lost their lives in this fire.
50. Portsmouth was settled by Anne Hutchinson, John Clark, William Coddington and others, and was at first called Pocasset. The settlers agreed to "submit our persons, lives and estates unto our Lord Jesus Christ, the King of Kings and Lord of Lords, and to all those perfect and most absolute laws of His given us in His holy word of truth, to be guided and judged thereby."
51. Coasters Harbor Island, where the Newport settlers stopped over night on their way from Portsmouth to settle Newport. Now the Naval Training Station.
52. The Arthur Fenner garrison house at Providence, which was used as a fort during King Philip's War, when the Indians burned Providence.
53. The first American naval battle took place off Block Island in 1690, when the veteran buccaneer Thomas Paine with two sloops drove off the fleet of five vessels under the French privateersman, Captain Picard. Block Island was named after the Dutch explorer, Adrian Block.

In 1672 Roger Williams, then an old man, paddled to Newport in a canoe to dispute with George Fox, the Quaker, over religious questions.

The anchor was adopted as the seal of the colony in 1647.

A Key to Understanding: The Narragansett

Map Analysis Worksheet #1

1. Title of Map_____
2. Date Created_____
3. Date Depicted_____
4. Creator of the Map_____
5. Place Shown on Map_____
6. How many years separate the date the map was created and the date the map depicts?
7. What is the style of the map? (Hint: the answer is in the key)
8. List three things on this map that you think are important and explain the significance of each:
 - a. _____

 - b. _____

 - c. _____

9. There are several groups of native people on this map. Find them on the map and write their names on this chart. (Hint: the first letter of each is listed on the chart.)

N
N
C
S
S
W

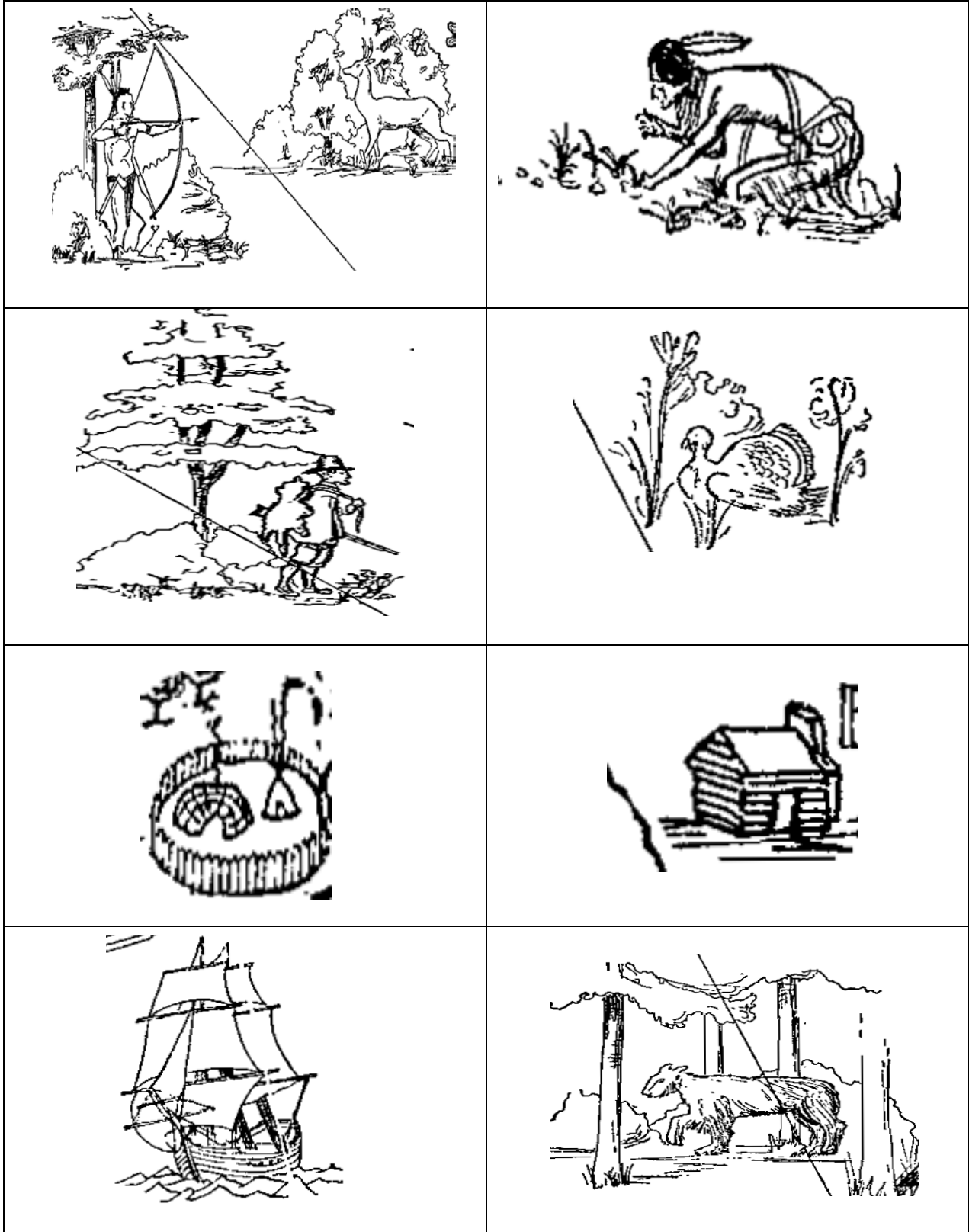
Grades 5-6

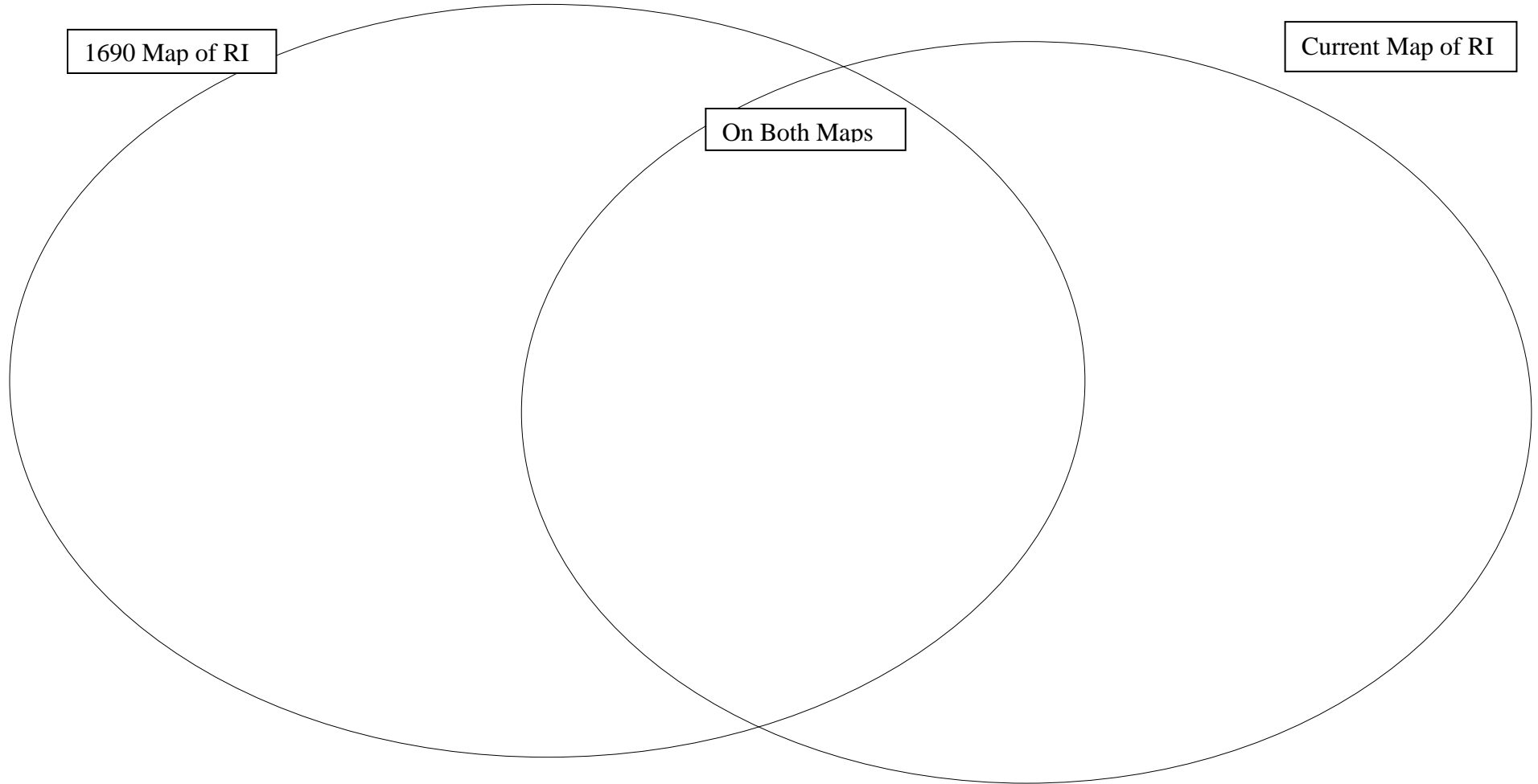
A Key to Understanding: The Narragansett

Map Analysis Worksheet #2

Directions:

The following illustrations are taken from the map. Write a descriptive caption for each picture.





A Key to Understanding: The Narragansett

Map Analysis Worksheet #3

Directions: Compare the 1690 map of Rhode Island with a present day map of the state. Record the information and characteristics that the two maps have in common and the information unique to each map.

Grades 5-6

A Key to Understanding: The Narragansett

DBQ Question

You are writing a feature article for the *London Journal* about the Narragansett people. Most of the people who will be reading this article have never visited America and do not know anything about the indigenous people. You will also have to illustrate your story, remember cameras did not exist in the 17th century.

- Use examples from the documents from this unit.
- For fun you could use some of the 17th century words.
- The article should be two to three paragraphs in length.
- Don't forget the illustrations.