

Michael Tougias

From the Mayflower Through King Philip's War Educational Guide, Grades 3-12



About the Performance

Drawing from the research in his book, Michael Tougias discusses the causes, the battles, and the aftermath of America's first war between colonists and Native people, covering the time period between the landing of the Pilgrims in 1620 to King Philip's War in 1675. He illustrates the topic with dramatic photography slides and then discusses the research and writing process behind his two books on the subject, one, a history of the war, and the other, a historical novel.



About the Artist

Michael Tougias, a *New York Times* Bestselling Author, is a lecturer and award-winning author/co-author of 24 books. His book *Fatal Forecast: An Incredible Tale of Disaster and Survival at Sea* was praised by the *Los Angeles Times* as "a breathtaking book – Tougias spins a marvelous and terrifying yarn." He also co-authored the bestseller, *The Finest Hours: The True Story of the Coast Guard's Most Daring Rescue*, now a major motion picture from Walt Disney Pictures. On a lighter note, Tougias chronicled his misadventures at his remote cabin in Vermont in his award-winning book, *There's A Porcupine In My Outhouse: Misadventures of a Mountain Man Wanna-be*. This book won the Independent Publishers Association Award for the "The Best Nature Book of the Year." Tougias uses humor, candor and edge-of-your-seat storytelling to inspire students to make sound decisions and to excel in their writing projects.

Program Learning Goals

1. To become familiarized with storytelling as a way to pass on history.
2. To explore the history and relationship between Pilgrims and Native Americans.
3. To understand the contributions of Native Peoples to early Colonial life.

Essential Questions

1. Why is it important to tell stories about the past and historical events?
2. What happened to the Native American people who were living here when Europeans arrived?
3. What can we learn from the relationship between Pilgrims and Native Americans?

Vocabulary

- **Storytelling:** the art of telling a story about real or imagined events using gestures and words to bring the events and characters of the story to life in the minds of those listening
- **Author:** a person who writes a story, novel, poem, or other written work
- **Fiction:** a story that is created from the imagination
- **Non-fiction:** a piece of writing that consists of facts and information about actual events or topics
- **Colony:** a place where a group of people from another country come to live and force under the control of their home country
- **Wampanoag:** "People of the First Light," a Native American people currently based in southeastern Massachusetts and formerly part of Rhode Island

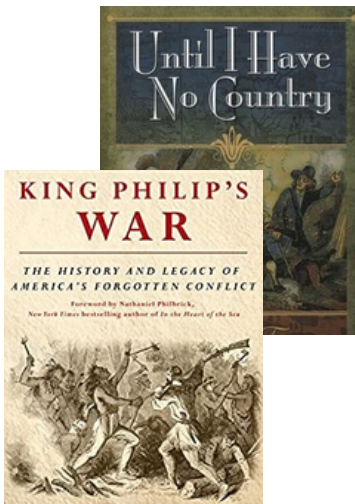
Key Facts and Context for Students

Pilgrims and the Wampanoag

In 1620, English settlers traveling on the Mayflower landed in Wampanoag territory. These settlers, who became known as Pilgrims, established the Plymouth Colony and a relationship with the Wampanoag people. However, tensions eventually led to King Philip's War between the two groups.



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Books About King Philip's War by Michael Tougias

Michael Tougias has written two books about King Philip's War and will discuss both during the program.

King Philip's War: The History and Legacy of America's Forgotten Conflict is a non-fiction history of the war and ***Until I Have No Country*** is a historical novel that brings the war to life through rich characterization and a fast-paced storyline.

Pre-Performance Discussion Questions

- What do you know about the Pilgrims and the Wampanoag? What would you like to know? How could you find out more?
- What do you know about King Philip's War? Who was King Philip? What do you think was the primary conflict?
- What might a story teach us about history that we might not get from a history book?

Pre-Performance Activity: Creative Timeline

Learning Goals:

- To understand the events leading to King Philip's War
- To create a unique way of portraying information

Materials:

Books and vetted websites about King Philip's War, Pilgrims and Plymouth Colony, and the Wampanoag people (see *resources on page 7*), long paper, art supplies



Directions:

1. Discuss the Pilgrims and the Mayflower, the Wampanoag people and ancestral territory, and the Plymouth Colony. What do students already know without any new research?
2. In a large group, create a timeline of several major events between the Mayflower landing and King Philip's War on large, long paper. Hang it in the classroom.
3. Divide the class into small groups and assign each an event from the timeline to research.
4. Have each group present their findings in a creative way, such as a report, illustration, short play or recording.
5. Share each group's project in timeline order to create an innovative and interactive representation of history.
6. Discuss how the presentations brought these historical events to life. What do students remember from each event? What were similarities and differences between these events? How did earlier events affect later events?

Extension:

Have students write questions to ask Michael Tougias about King Philip's War and/or his approach to writing.

Post-Performance Discussion Questions

- What did you learn about King Philip's War, the Pilgrims, and/or the Wampanoag?
- In what ways did you think about history from a new perspective?
- How did Michael Tougias change the way you think about creative writing?

Post-Performance Activity: Historical Creative Writing

Learning Goal:

- To research a historical event and understand its historical significance
- To expand creative writing skills

Materials:

"Story Map" Worksheet (see page 5)



Directions:

1. Discuss the performance and Michael Tougias's approach to presenting a historical event. How did he make history come to life? What were his suggestions for creative writing?
2. Review the events from the Creative Timeline activity (see page 3) and ask students to each pick one event from the timeline.
3. Using the information from the Creative Timeline activity and additional research, answer the following: Who were 2-4 notable people in this event? What did they do? What was the conflict? What was the resolution or conclusion?
4. Fill out the "Story Map" Worksheet using the details from this research.
5. Write a short story about the historical event using the story map as an outline. Include original conversations that could have happened between the important people in the event. Encourage students to use their research and imaginations to create historically accurate details in their stories.
6. Share the stories with the class. Discuss how using a creative writing approach to write about a historical event is different than writing an entirely fictional story.

Extension:

Create a presentation in the style of Michael Tougias's performance to enhance the storytelling. Incorporate photos, art, and/or music to bring the story to life. Share and discuss the presentations with the class.

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Name: _____

Historical Event: _____

STORY MAP

Directions: Draw and/or describe the elements of your historical short story in each box.

Setting:

A large empty rectangular box with a purple border, intended for drawing or describing the setting of the story.

Main Characters:

A large empty rectangular box with a purple border, intended for drawing or describing the main characters of the story.

Plot:

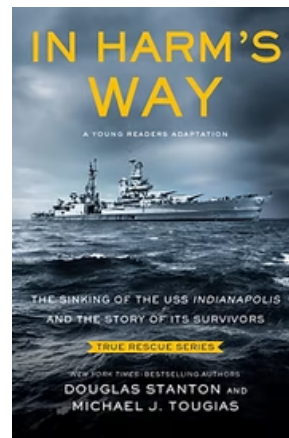
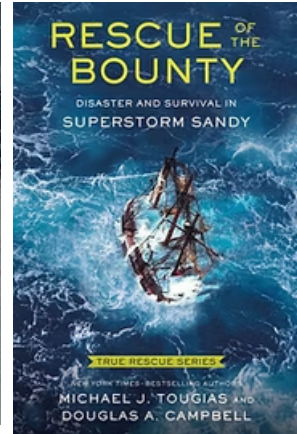
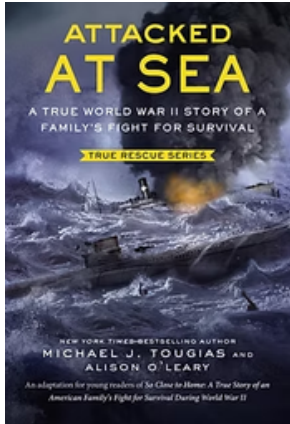
A rectangular box with a purple border, containing a small circle with the number '1' in the bottom-left corner, representing the first step in the plot.A rectangular box with a purple border, containing a small circle with the number '2' in the bottom-left corner, representing the second step in the plot.A rectangular box with a purple border, containing a small circle with the number '3' in the bottom-left corner, representing the third step in the plot.A rectangular box with a purple border, containing a small circle with the number '4' in the bottom-left corner, representing the fourth step in the plot.A rectangular box with a purple border, containing a small circle with the number '5' in the bottom-left corner, representing the fifth step in the plot.A rectangular box with a purple border, containing a small circle with the number '6' in the bottom-left corner, representing the sixth step in the plot.

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Michael Tougias Books for Students



Further Resources

- [Michael Tougias Website](#)
- [Mashpee Wampanoag Tribe](#)
- [Plimoth Patuxet Museums Student Resources](#)
- [National Museum of the American Indian](#)
- Coombs, Linda: *Colonization and the Wampanoag Story*, Crown Books for Young Readers (2023)
- Dunbar-Ortiz, Roxanne with Jean Mendoza and Debbie Reese: *An Indigenous Peoples' History of the United States for Young People*, Beacon Press (2019)
- Greendeer, Danielle, Anthony Perry, and Alexis Bunten: *Keepunumuk: Weeâchumun's Thanksgiving Story*, Charlesbridge Publishing (2022)
- Newell, Chris: *If You Lived During the Plimoth Thanksgiving*, Scholastic Press (2021)
- Sorell, Traci: *We Are Still Here!: Native American Truths Everyone Should Know*, Charlesbridge Publishing (2021)
- Anton Treuer: *Everything You Wanted to Know about Indians But Were Afraid to Ask (Young Readers Edition)*, Levine Querido (2021)



Curricular Connections

Arts Standards: Theatre

Creating

- Generate and conceptualize artistic ideas and work. (T.Cr.01)
- Organize and develop artistic ideas and work. (T.Cr.02)

Responding

- Perceive and analyze artistic work. (T.R.07)
- Interpret intent and meaning in artistic work. (T.R.08)
- Apply criteria to evaluate artistic work. (T.R.09)

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Curricular Connections, continued

Arts Standards: Theatre, continued

Connecting

- Synthesize and relate knowledge and personal experiences to make art. (T.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (T.Co.11)

English Language Arts and Literacy Anchor Standards

Reading

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R.PK-12.2)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.PK-12.4)

Writing

- Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. (W.PK-12.3)

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.PK-12.3)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.PK-12.5)

History and Social Sciences

Grade 3

- Topic 1: Massachusetts cities and towns today and in history (HSS.3.T1)
- Topic 2: The geography and Native Peoples of Massachusetts (HSS.3.T2)
- Topic 3: European explorers' first contacts with Native People in the Northeast (HSS.3.T3)

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Curricular Connections, continued

History and Social Sciences, continued

Grade 3, continued

- Topic 4: The Pilgrims, the Plymouth Colony, and Native Communities (HSS.3.T4)
- Topic 5: The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans (HSS.3.T5)

Grade 4

- Topic 1: North America: geography and map skills (HSS.4.T1)
- Topic 2: Ancient civilizations of North America (HSS.4.T2)
- Topic 3: Early European exploration and conquest (HSS.4.T3)

Grade 8

- Topic 1: The philosophical foundations of the United States political system (HSS.8.T1)
- Topic 2: The development of the United States government (HSS.8.T2)

