

No sooner had the British defeated the French in 1763 than Pontiac's War, the largest Indian war in colonial American history, erupted. Delawares and Shawnees once again launched raids east of the Susquehanna River. Frontier settlers re-lived the nightmare of the Seven Years' War. It was in this context, in December 1763, that the Paxton men carried out their massacre.

The Paxton murderers arose directly out of a local militia created by the colonial government in response to frontier demands for defense in the summer of 1763. Colonel John Armstrong of Carlisle commanded a unit west of the Susquehanna River and the Rev. John Elder, the "fighting pastor" of Paxton Presbyterian Church, commanded a unit to the east. These two units were supposed to be strictly defensive, but Elder and Armstrong used them to launch raids against the Delawares. When raids failed, the Paxton murderers, led by Lazarus Stewart and Matthew Smith, attacked the Conestoga people instead.

MATERIALS

- Historical Background: "Peaceable Kingdom Lost, Part 2" by Kevin Kenny, Glucksman Professor in Irish Studies, New York University. Digital Paxton.
- Primary Sources
 - *Apology of the Paxton Volunteers*, in *The Paxton Papers*, ed. John Dunbar (The Hague: M. Nijhoff, 1957), pp. 193–194. Some spelling and punctuation have been modernized in the transcript.
 - Benjamin Franklin, *A Narrative of the Late Massacres*, 1764, pp. 12–14 and 25–27.
- Activity Sheets
 - Analyzing an Essay (Lesson 2)-Important phrases only, no critical thinking questions
 - Summary Organizer #1: Excerpts from *Apology of the Paxton Volunteers*

- Summary Organizer #2: Excerpts from Franklin's *Narrative of the Late Massacres*

- Summary Organizer #3: Excerpts from Franklin's *Narrative of the Late Massacres*

- Overhead projector, ELMO projector, or similar device

PROCEDURE

1. During this lesson students will engage with two primary source documents. The first is an excerpt from *The Apology of the Paxton Volunteers* outlining the Paxton murderers' grievances.
2. Hand out Summary Organizer #1. Share read the text with the students as described in Lesson 1.
3. Display Summary Organizer #1 in a format large enough for everyone in class to see. The whole class will be going through the text-analysis process together for the first reading.
4. Explain that the objective is to select Key Words from the text and then use those words to create a summary sentence that demonstrates an understanding of the passage.
5. Guidelines for Selecting the Key Words: Key Words are very important to understanding the text. Without them the selection would not make sense. These words are usually nouns or verbs. Tell the students not to pick "connector" words (are, is, the, and, so, etc.). The number of Key Words depends on the length of the original selection. This selection is 288 words, so you can pick ten to twelve Key Words. The students must know the meaning of the words they select. This will give them practice reasoning out word meanings using context and advancing dictionary skills.