

Leadership in Cinema



Wildland Fire Leadership Development Program

WE SHALL REMAIN – EPISODE 1, AFTER THE MAYFLOWER

Submitted by: Pam McDonald E-mail: pmcdonal@blm.gov
Phone: 208-387-5318
Studio: American Experience (PBS) Released: 2009
Directors: Chris Eyre
Genre: Documentary Audience Rating: Not rated
Runtime: 74 minutes

Materials

Leading in the Wildland Fire Service, Art of Influence, Wildland Fire Leadership Values and Principles, notepads, and writing utensils.

Objective

The objective of this lesson is for students to watch We Shall Remain - Episode 1: After the Mayflower and participate in group discussion regarding leadership styles and the importance of alliances and upholding one's values and principles.

Basic Plot

Episode 1: After the Mayflower is the first documentary in a five-part mini-series devoted to Native history and the leaders that shaped American history. Episode 1 focuses on the leadership of two fathers and their sons—Massasoit and Philip and Edward and Josiah Winslow. This film presents the importance of forming, and the difficulty in maintaining, alliances.

Main Characters

Marcos Akiaten Massasoit
Annawon Weeden King Philip
Nicholas Irons Edward Winslow

Facilitation Tips

1. Organize a group of students to participate in the We Shall Remain – Episode 1: After the Mayflower discussion.
2. Have students watch individually or as a group We Shall Remain – Episode 1: After the Mayflower.
3. Conduct a guided discussion (handout and possible comments provided). Have students discuss their findings and how they will apply leadership lessons learned to their role in wildland fire suppression. Facilitate discussion in groups that have difficulty.

References

Facilitators are encouraged to review the links below in order to obtain information that may be helpful during group/classroom discussions and for continued leadership development.

- Cline, Duane A. [The Wampanoag/Pilgrim Treaty](#). 2000.
- Peirce, Ebenezer W., [Indian History, Biography, and Genealogy: Pertaining to the Good Sachem Massasoit](#). North Abington. Zerviah Gould Mitchell, 1878.
- Weeks, Alvin. [Native American Nations](#).

Hyperlinks have been included to facilitate the use of the [Wildland Fire Leadership Development Program website](#). Encourage students of leadership to visit the [website](#)

Leadership Challenge

As part of this lesson, facilitators are encouraged to challenge students to read *The Art of Influence—Persuading Others Begins with You* by Chris Widener. Massasoit had the ability to influence others most of his life. Widener discusses the difference between influence and persuasion along with four golden rules for influencing others.

We Shall Remain - Episode 1: After the Mayflower

Guided Discussion – Possible Answers

1. Relationships are a very important part of wildland fire leadership. In your group, discuss the history of the Wampanoag/Pilgrim Treaty. (What reasons did each side have for entering the treaty? What may have led to the collapse of the treaty?) With whom do wildland fire leaders make alliances? What can you do to maintain positive and productive alliances?
 - The Wampanoag/Pilgrim Treaty
 - “The Wampanoag and the Pilgrims were an unlikely match... but the two peoples were bound by what they shared: an urgent need for allies. The Pilgrims were completely alone in a new world, separated by thousands of miles of ocean from friends and family. The Wampanoag -- badly weakened by rolling epidemics—lived in fear of rival tribes. That they found one another in 1621 looked like a boon to each.” (2:57 – 3:27)
 - Some historical documents mention Squanto’s attempt at undermining Massasoit’s leadership.
 - As time went by and the English population outnumbered that of the Wampanoag’s, Winslow and Massasoit become less influential. “The new leadership in Plymouth had little memory of the time they had needed Massasoit's help.” (49:03 – 49:26)
 - Philip enters a marriage of power—marries the daughter of a chief who had opposed Massasoit’s alliance with the English—thus sending a message of war, not peace. (53:09 – 53:58)
 - Assimilation of the Natives into the English society began to erode tribal loyalty. (55:22 – 55:43)
 - Josiah Winslow has different views than his father and summons Philip to account for himself. (58:59 – 59:16)
 - Examples of alliances include partnerships with other countries, municipal organizations, political leaders, agency administrators, other wildland leaders, and the public.
 - Wildland fire leaders must be true to their values and principles.
 - “...become the type of person that others want to follow.” (The Art of Influence, Chris Widener)
 - Choose to learn and grow as a leader. Be aware of your environment and changes that are happening around and within you.
 - Develop trust with your allies. Be wholly honest and positive.

2. Ethical dilemmas affect every leader. What ethical dilemmas were presented in the film? If appropriate, discuss ethical dilemmas you have experienced as a wildland fire leader.

- Answers will vary, but may include:
 - Massasoit forms an alliance with the English as a means of survival.
 - Philip wants to honor his father's treaty with the Pilgrims but feels pressure from his warriors to fight.

3. Describe each of the following leaders—Massasoit, Edward Winslow, Philip, and Josiah Winslow. Utilize film clips to support your description.

- Massasoit is a conservative, peaceful leader. He had opportunities to tip the balance of power to Indian control, but determines that he needs the English to survive against other tribes.
 - “Massasoit is a classic sort of village chief or super village chief in the Algonquian world. He is a man of great respect among his people. He doesn't have the coercive power that a European sovereign or a monarch would have. He is a person who leads by example, and people have faith in his leadership and his experience.” (20:12 – 20:38)
 - The English look to Massasoit at the brokering connection with other Native groups. (38:05 – 38:23)
- Edward Winslow was delegated (“young man with little to lose” (23:32 – 23:40) a leadership role; therefore, he has no real source of power and was probably not thought of as a leader by the Pilgrim community. However, as the “hostage” and go-between, he presents himself as coming from King James to add credibility to his position.
- Philip (Massasoit's second son) is a leader caught between the vow of peace that his father had fostered and incredible pressures from his warriors to fight.
 - “Philip was not eager to make a fight with the English; a war would shred his father's historic alliance. And put his entire tribe in peril.” (1:00:52-1:01:27)
- “Josiah Winslow has no curiosity whatsoever about these people with whom he's grown up. He's known them all his life. He considers them an obstacle. He considers them untrustworthy. He wants nothing more than to find a means of provoking a war that could lead to their extermination.” (58:59-58:50)

4. Sometimes leaders have to “fight” to maintain power and ensure the safety of their subordinates. Give examples of clips from the video where Native leaders could have made a different decision that could have potentially changed the course of history.

- Massasoit sends warriors to keep an eye on the strangers. (17:00 – 17:28)
- Other leaders want to eliminate the Pilgrims, Massasoit counsels patience. (18:52 – 20:12)

- Massasoit thinks he can control the Pilgrims and make them allies. (21:24 – 22:08)
 - Massasoit counsels his sachems to keep up relations with Plymouth after a brutal preemptive attack by Miles Standish. (24:20 – 24:47)
 - Massasoit sells Indian land due to a weak bargaining position. (43:22 – 44:15)
 - Massasoit attempts to solidify his friendship with Massachusetts after the destruction of the Pequot. (47:21 – 47:47)
 - History may have been different had the Mohawk not annihilated the Wampanoag. (1:06:46 – 1:08:03)
5. Discuss the following statement and how it relates to the culture within the wildland fire service. “It was a community of communities and they had inter-meshed and had their own agendas, their own political problems, their own warfare, and their own trade. There was a rich sort of political interaction in this region” (8:58 – 9:12) Discuss the effects that group bias has had on the wildland fire service.
- Answers will vary. The wildland fire service is no different with its interagency struggles. As the narrator states, “Sometimes everyone gets along and sometimes they don’t.” Facilitators should ensure that respectful and productive discussions are maintained.
 - Pay parity (portal-to-portal pay versus hourly)
 - Federal resource versus contractor
 - Supremacy (“Nobody can put out fire as good as we can.”)
 - Clothing (uniform, crew shirts, PPE)
 - Crew status (Type I, Type II)
6. In order to survive, “Wampanoag people here got the idea that somehow if we are to survive at all, we’ve got to at least say that we’re assimilated; we’ve got to say that we’re Christian. Whatever that means, or we’re going to be wiped out completely.” (50:48 – 51:05) This required that traditions be abandoned. Give an example in the wildland fire community where a change may have resulted or may result in a threat to one’s culture or identity.
- Answers will vary. Facilitators should ensure that respectful and productive discussions are maintained. The use of names should be avoided.
 - Merger of all wildland fire agencies into one agency
 - Creation of the smokejumper program
 - Use of the a 747 to drop fire retardant
 - Terminology changes (air tankers given the term tanker instead of an engine)
 - Riding on top of a fire vehicles

- Round versus square parachutes
- Green versus white vehicles
- Uniform versus no uniform

Quotes and themes that may promote discussion

- There are strong personal relationships—certainly going on among the leading political figures on each side and, for all we know, among other individuals as well. (4:31 – 4:43)
- Looking back Massasoit would on one level have felt he was true to himself, but on another level he must have regretted what he'd done. He must have thought—what if we had taken a different course of action in dealing with these people? (6:05 – 6:28)
- The connection of people to place and the impact of geography on events and relationships. (*We Shall Remain Teacher's Guide*)
- Differing Native/European concepts of land use and ownership. (*We Shall Remain Teacher's Guide*)

DUTY

Be proficient in your job, both technically & as a leader.

- Take charge when in charge.
- Adhere to professional standard operating procedures.
- Develop a plan to accomplish given objectives.

Make sound & timely decisions.

- Maintain situation awareness in order to anticipate needed actions.
- Develop contingencies & consider consequences.
- Improvise within the commander's intent to handle a rapidly changing environment.

Ensure that tasks are understood, supervised, accomplished.

- Issue clear instructions.
- Observe & assess actions in progress without micro-managing.
- Use positive feedback to modify duties, tasks & assignments when appropriate.

Develop your subordinates for the future.

- Clearly state expectations.
- Delegate tasks that you are not required to do personally.
- Consider individual skill levels & developmental needs when assigning tasks.

Know your subordinates and look out for their well-being.

- Put the safety of your subordinates above all other objectives.
- Take care of your subordinate's needs.
- Resolve conflicts between individuals on the team.

Keep your subordinates informed.

- Provide accurate & timely briefings.
- Give the reason (intent) for assignments & tasks.
- Make yourself available to answer questions at appropriate times.

Build the team.

- Conduct frequent debriefings with the team to identify lessons learned.
- Recognize accomplishments & reward them appropriately.
- Apply disciplinary measures equally.

Employ your subordinates in accordance with their capabilities.

- Observe human behavior as well as fire behavior.
- Provide early warning to subordinates of tasks they will be responsible for.
- Consider team experience, fatigue & physical limitations when accepting assignments.

Know yourself and seek improvement.

- Know the strengths/weaknesses in your character & skill level.
- Ask questions of peers & supervisors.
- Actively listen to feedback from subordinates.

Seek responsibility and accept responsibility for your actions.

- Accept full responsibility for & correct poor team performance.
- Credit subordinates for good performance.
- Keep your superiors informed of your actions.

Set the example.

- Share the hazards & hardships with your subordinates.
- Don't show discouragement when facing setbacks.
- Choose the difficult right over the easy wrong.

RESPECT

INTEGRITY

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3. Describe each of the following leaders—Massasoit, Edward Winslow, Philip, and Josiah Winslow. Utilize film clips to support your description.
4. Sometimes leaders have to “fight” to maintain power and ensure the safety of their subordinates. Give examples of clips from the video where Native leaders could have made a different decision that could have potentially changed the course of history.
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