

## Lesson 9: European Settlement and Native Americans

### Big Ideas of the Lesson

- European settlement had many negative consequences for Native Americans. These included the loss of land, the loss of hunting areas, and disease.
- Positive consequences included new technology and trade.
- Over time, conflicts between English settlers and Native Americans increased. This was due to differing points of view as well as the settlers taking more and more land.
- English settlers and Native Americans had different perspectives about many things including land and religion.

### Lesson Abstract:

In this lesson, students build on what they have been learning about English settlement by analyzing interactions between Native Americans and English colonists. They begin by locating examples of cooperation and conflict between American Indians and Europeans using their textbook. Then, they focus on the increasing conflicts between American Indians and English settlers. Cultural differences, in particular differing views of the land, are stressed. Finally, students examine conflicting accounts of events from the perspective of Native Americans and colonists to determine the viewpoints of the authors.

### Content Expectations

- 5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
- 5 – U1.4.3: Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

### Common Core State Standards:

- RI.5.3:* Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.6:* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- SL.5.1:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas, and expressing their own clearly.

## Key Concepts

cause and effect  
colonization  
conflict and cooperation  
cultural differences  
settlement

## Instructional Resources

### Equipment/Manipulative

Chart paper  
Color Markers for highlighting – two different colors for each student  
Overhead projector or document camera/projector

### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 50-83.

### Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 9)*. Teacher-made material. Oakland Schools, 2012.

## Lesson Sequence

1. Write the word "Freedom" on an overhead transparency or board. Remind students that this is a very important core democratic value. Write the following questions on the board:
  - How did the desire for freedom affect English settlement in the colonies?
  - What kinds of freedom were people looking for?
2. Tell students to write a brief response to each question in their social studies journal. Give students adequate time to write and then have them share ideas with a partner. Next, hold a brief discussion on student answers to the questions. Note that possible answers include:
  - The desire for freedom was a major factor in English settlement.
  - People were looking for different kinds of freedom: the freedom to own land, religious freedom, freedom from poverty, etc.
3. Using Word Card #32, ask students if they are familiar with the term 'contradiction' and discuss their responses. Explain that this term refers to two ideas or actions that are in conflict. Offer the following example: Your mother tells you every meal that you have to eat vegetables because they are good for you. However, you notice that your mother never eats the vegetables on her plate. Explain that there were often contradictions between what colonists believed and what they did. Remind students that the Puritans were strong believers in religious freedom and came to New England seeking it. Ask students: How did the Puritans treat people with differing views on religion in Massachusetts Bay Colony? Discuss student responses and guide them to the idea that the Puritans were very intolerant of differing religious views. Remind them of people like Roger Williams and Anne Hutchinson and then explain that this is an example of a contradiction.

4. Place students in small groups and ask them to list examples of contradictions between what English settlers believed and how they treated Native Americans. Encourage students to look back at what they wrote regarding freedom in their journals during Step 1. Give groups time to work and then have them share their ideas. Possible answers include:
  - Many settlers wanted the freedom to own their own land. They believed owning land was important. However, they took over Native American lands and pushed them further and further west.
  - Many settlers believed in religious freedom and the right to worship as they pleased. However, the English wanted Native Americans to convert to Christianity because they thought Native American religions were wrong.
  - Many settlers believed that people should be free to make their own choices and live their own life. However, they often denied Native Americans freedom.
5. Explain that interactions between Native Americans and European settlers were often a mix of cooperation and conflict. Place students in pairs and give each pair a copy of the “Conflict and Cooperation” chart, located in the *Supplemental Materials (Unit 3, Lesson 9)*. Have students use their textbooks to find examples of each in the material they have already covered. This should include up through the founding and growth of the Plymouth Colony. If you are using the textbook cited in the student resources the appropriate page numbers are listed. Note that a Sample Completed Chart has also been included in the *Supplemental Materials, (Unit 3, Lesson 9)*.
6. Discuss the examples of cooperation and conflict students have located. Make sure to guide students in understanding differences in the interactions between American Indians and different Europeans, in particular differences between the English and the French. Use the following information to help students understand this important idea:
  - In general, the French got along much better with American Indians than the English. This was partly due to the fact that the French were mainly interested in the fur trade not taking over large areas of land for farming like the English.
  - The French tended to be much more willing to learn American Indian languages and customs. French traders also often married American Indian women.
  - The English tended to view American Indians as being inferior to them.
7. Tell students to think about what they discovered in their textbook review in addition to other things they have learned in this unit and then answer this question in their social studies journal: What were some of the benefits or positive consequences of European settlement to Native Americans? Give students time to write and then have them share their ideas. Guide them to the idea that the two main benefits were trade and new technology.
8. Ask students to list some of the costs or negative consequences of European settlement for Native Americans in their journals. Give them time to write and then discuss responses. Possible answers include: many deaths caused by European diseases, being pushed off land, enslaved by Europeans, disruptions in traditional Native American alliances, and trading patterns, and loss of hunting grounds.

9. Ask students the following questions: Did the benefits of European settlement outweigh the costs for Native Americans? Why or Why not? Post two signs on either side of the classroom using poster board and markers. One sign should read, “Benefits of European settlement outweighed the costs to Native Americans.” The other sign should read, “Costs to Native Americans outweighed the benefits of European settlement.” Have students think about which statement more accurately reflects their beliefs of European settlement and Native Americans. Encourage students to move to the side of the room with the statement to which they most agree. Engage students in a classroom discussion and encourage students to support their position with reasoning.
10. Explain to students that as time went on, conflicts between Native Americans and English settlers increased. There were fewer times of cooperation and greater negative consequences for Native Americans. Give each student a copy of the “Conflict Increases” text selection, located in *Supplemental Materials (Unit 3, Lesson 9)*. Explain that students should read the text carefully and highlight causes of conflict in one color and effects of conflict in another color.
11. Give students adequate time to read and highlight the text selection. Then, give each student a copy of the “Cause and Effect” graphic organizer located in the *Supplemental Materials (Unit 3, Lesson 9)*. Explain that students should use their highlighted text to help them complete the graphic organizer. Note that a sample-completed organizer has also been included in the *Supplemental Materials (Unit 3, Lesson 9)*.
12. Use the following questions to discuss the text selection and cause and effect organizers:
  - Why do you think the colonists felt they had the right to take Native American land?
  - Were there any peaceful ways in which these conflicts could have been solved? Why or why not?
  - Why did most of these conflicts end in the Native Americans being defeated?
13. Explain that conflicts over land were often related to differences in the way Native Americans and Europeans viewed land. Display “Different Perspectives About Land” comparison chart, located in the *Supplemental Materials (Unit 3, Lesson 9)*. Using Word Cards #33 and #34, discuss the information on the chart and how the different perspectives may have led to conflict.
14. Make copies and distribute to students the handouts, “Perspective #1” and “Perspective #2,” located in the *Supplemental Materials (Unit 3, Lesson 9)*. Have students read each perspective individually and consider the perspective from which each was written. Have students use a highlighter to mark evidence in the text of the perspective of the writer. Encourage students to re-read each passage before they begin highlighting.
15. Divide students into groups of two or three students each. Have students discuss both text selections, sharing their evidence for the perspective of each author. After a few minutes conduct a class discussion about the perspectives of the authors. Guide students to support their conclusions about the authors using evidence from the text and what they have learned about the relationship between Native Americans and European settlers.

**Assessment**

As an assessment, have students write a dialogue describing a meeting between an American Indian and a colonist and illustrating their differing perspectives.