LESSON TITLE: BEFORE THE PILGRIMS

GRADE/AUDIENCE:

- Fifth Grade

STATE STANDARDS:

- 1.3 Demonstrate an understanding of significant events and themes in world history
- 1.5 Describe the interaction of humans and the environment
- 2.2 Interpret information from a variety of primary and secondary sources
- 2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues

LESSON OBJECTIVES:

- To introduce the students to the timeline of European exploration and interaction with Native American Indians
- To help students understand that there were European – Native American interactions before the Pilgrims (students usually think this was the first)

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will compare and contrast the different interactions between Native tribes and the European explorers/settlers
- Students will explain the evolution of these relationships over time

COMPELLING / GUIDING QUESTIONS:

- When were the first known interactions between Native Indian tribes and Europeans?
- What were these interactions like? Friendly? Hostile?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Read primary source documents of European Explorers’ accounts of meetings with the native peoples of the American continents
2. Read secondary sources of these encounters
3. Compare the different interactions as being friendly or hostile in nature
4. Compare the outcome of these interactions: i.e. trading, taking some native people back to Europe, communicating, etc.

TIME NEEDED FOR LESSON:

- 2 one hour class blocks
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MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Documents mentioned below
- Audio text for some students to access

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

  http://www.histarch.illinois.edu/plymouth/towndesc.html
- Greenway, Shirley. Exploration of North America. Great Explorers series by Scholastic
- Hynson, Colin. Columbus & The Renaissance Explorers. Great Explorers series by Scholastic

PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

- Students will have to have knowledge of the various European explorers who were exploring the American continents in the 1400’s and 1500’s.
- Students will need an understanding of the prevailing at the time, that the explorers were seeking a westward route to the Indies – hence the naming of the native people as ‘Indians’

SUGGESTED DIFFERENTIATIONS:

- Group or paired reading, have some text on tape to be read to students

CROSS-DISCIPLINARY CONNECTIONS:

- Connect to Language Arts – reading and writing component
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- Connect to Science – navigation, latitude and longitude measurements

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Students will write a journal entry from the point of view of a Native Indian to describe their interaction with the European explorer
- Students will pair up and compare and contrast two different explorers they’ve learned about, focusing on their interaction with the Native tribes
- In groups, students will create a timeline of different explorers, where they landed, and how they interacted with the natives of their location
- Students will then analyze if and how those interactions changed over time from the first known interactions to the later ones