

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):

- Verrazzano, Giovanni. *Letter to King Francis I of France*. July 8, 1524. 1524 July 8. National Humanities Center.
<http://nationalhumanitiescenter.org/pds/amerbegin/contact/text4/verrazzano.pdf>The Voyages
- Verrazzano, Giovanni , and Lawrence C. Wroth, ed. *The Voyages of Giovanni da Verrazzano 1524-1528*. New Haven, CT: Yale University Press, 1970.
- Scott, Patricia and James Deetz. *Plymouth Town Early Descriptions, 1620-1628*. Historical & Public Engagement, University of Illinois. 2000.
<http://www.histarch.illinois.edu/plymouth/towndesc.html>
- Mashantucket Pequot Museum & Research Center. *17th Century Sumer Scholars Teacher Workshop Workbook*. Mashantucket, CT: MPMRC, 2014.
- Kelly, Miles. *100 facts Explorers*. Miles Kelly Publishing, 2013.
- Greenway, Shirley. *Exploration of North America*. Great Explorers series by Scholastic
- Hynson, Colin. *Columbus & The Renaissance Explorers*. Great Explorers series by Scholastic
- Waters, Kate. *Tapenum's Day: a Wampanoag Indian Boy in Pilgrim Times*. Scholastic, 1996.

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