

## LESSON TITLE: PICTURE THIS!

### GRADE/AUDIENCE:

- Fifth Grade

### STATE STANDARDS:

- 1.3 Demonstrate an understanding of significant events and themes in world history
- 1.4 Demonstrate an understanding of geographical space and place
- 1.5 Describe the interaction of humans and the environment
- 1.12 Understand the interdependence of local, national, and global economies
- 1.13 Understand the characteristics of and interactions among culture, social systems and institutions
- 2.1 Access and gather information from a variety of primary and secondary sources
- 2.2 Interpret information from a variety of primary and secondary sources
- 2.5 Create relevant social studies materials such as maps, charts, or displays (Venn diagram)
- 3.1 Use evidence to identify, analyze, and evaluate historical interpretations

### LESSON OBJECTIVES:

- To teach students that trading between the Native Americans and the Europeans benefited both sides – the lives of the Indians in this area were impacted positively by this trading
- To help students understand the reasons for trade between the two parties

### LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will understand the impact that the European settlers had on the Pequot culture and lifestyle during the 1600's – specifically due to the trade relationship
- Students will compare the reasons that the Indians and Europeans traded with one another

### COMPELLING / GUIDING QUESTIONS:

- Why did the two parties begin to trade with one another?
- How did trading with the Europeans help the Native American lifestyle?

### DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Students will look at pictures of native peoples to observe differences in their dress, jewelry, tools, weapons, etc.
2. Students will decide how the lives of the native Indians changed from early pictures to later ones

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3. Students will read about the trading that took place between the Pequot tribes of southern New England and the Dutch and English settlers
4. Students will create before and after pictures – explaining the changes between the lifestyles of the Indians before trading and after
5. Students will create a T-chart or Venn Diagram comparing the trades from the perspectives of the settlers vs. the tribes – i.e. what was traded for what and why?

### TIME NEEDED FOR LESSON:

Day 1 – Observations of the pictures – list differences, read about trading

Day 2 – 4 Finish reading, create before and after pictures, create comparison chart

### MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Pictures (a small assortment attached)
- Primary source documents referring to early trades
  - journals of John Mason or Adrian Block

### PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Journal accounts of Adrian Block
- Mason, John and Paul Royster, ed. *A Brief History of the Pequot War*. Electronic Texts in American Studies. University at University of Nebraska-Lincoln, 2007.  
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas>

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

- Students will have already learned that European explorers had begun trading minimally with the native people of the New Land – now as settlers their trades were going to change from being a need to ‘make peace’ to actually fulfilling a need for both parties

### SUGGESTED DIFFERENTIATIONS:

- Read aloud the primary source documents, have text on tape
- Pair students for reading

### CROSS-DISCIPLINARY CONNECTIONS:

- Language Arts – reading component

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- Math – Come up with a valuation for this money/barter system – i.e. wampum

### FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Before and After pictures will be assessed for accuracy as well as neatness
- Comparison charts – of the reasons for trade (both sides)