

Unit 3, Lesson 8: First Contacts, First Impressions

Lesson Overview

In this lesson, students will analyze primary and secondary sources (images and documents) to gain insights into how some Europeans viewed Native Americans and how some Native Americans viewed Europeans. The lesson further develops students' understanding of point of view and change over time.

Delaware Standard(s)

- **History Standard 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.
- **History Standard 3a, 4-5 [Interpretation]:** Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

Essential Questions

- How did Native Americans and Europeans view one another following the first contact?

Enduring Understandings

Students will understand that biases formed as a result of living for a long time in the same environment caused Europeans and Native Americans to view one another as “others” who were very different, and to form views of one another that changed over time in negative ways.

Resources

- [Lesson 8 Google Slides](#)
- [Resource 1: Warm-Up](#)
- [Resource 2: European Views of Native Americans](#)
- [Resource 3: Checks for Understanding](#)
- [Resource 4: A Native American Responds to European Attitudes](#)
- [Resource 5: Checks for Understanding](#)

Procedures

1. **Warm-Up:** Distribute copies of [Resource 1: Warm-Up](#). Ask students to look at the image on the paper then work with a partner or in small groups to answer the questions on the page.

About the Image (see [here](#)): “Image 1. This Eurocentric engraving by Theodore de Bry in 1592 formed part of his America Series and showed Christopher Columbus landing on the Caribbean Island of Hispaniola in 1492. De Bry published 25 books based on firsthand observations by explorers but never visited the New World. In this image we can see how

he shows Columbus in a position of power and control. His books became famous and greatly influenced the European perception of the New World, Africa, and Asia.”

The image presented to students on Resource 1 is a partial (scenes of naked individuals removed) colorized version of the de Bry engraving.

2. **Debrief the Warm-Up:** Allow students to share their responses then highlight the following key points:
 - a. The artist of the painting is sharing his beliefs about what the scene looked like when Columbus first set foot in America and met the Indigenous or Native American people.
 - b. Draw attention to the differences in the way the two peoples were dressed and other differences (Europeans had steel swords, sailing ships, symbols of their religion etc.). The key takeaway is the differences. The lingering question is - how might those differences have affected the way the two groups of people thought about each other?
3. **Introduce the Lesson:** Tell students that this lesson aims to help them understand how Europeans thought about Native Americans after meeting them and why they thought that way.
4. **Reading for Understanding:** Distribute copies of [Resource 2: European Views of Native Americans](#). Ask students to read what appears on the page. Highlight the following purpose
 - a. What Europeans thought about Native Americans
 - b. How that thinking changed and why?
 - c. Why Europeans thought this way?
5. **Interim Checks for Understanding:** distribute copies of [Resource 3: Checks for Understanding](#) and have students complete the checks for understanding.
6. **Reading for Point of View:** distribute copies of [Resource 4: A Native American Responds to European Attitudes](#). Ask students to read what appears on the page. Tell them that they have two tasks when they read.
 - a. Task 1: Highlight or underline the sentence that best describes the Native American’s (Mi’Kmaq) point of view.
 - b. Task 2: Highlight or underline three details that are used to support that point of view.
7. **Checks for Understanding and Reflection:** Distribute copies of [Resource 5: Checks for Understanding](#) and have students complete the checks and reflection. Invite students to share and discuss their reflections.