

## Unit 5, Lesson 15: Native American Land Over Time

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### Lesson Overview

In this lesson, students will analyze maps showing areas controlled by Native Americans and Europeans and create a timeline of English colonization to draw conclusions about changes (gradual and continued loss of Native American lands), causes, and effects.

### Delaware Standard(s)

- **History Standard One 4-5a [Chronology]:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.
- **History Standard Two 4-5b [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

### Big Ideas

- **Cause, effect, change over time**

### Essential Questions

- How did control of the land that became the United States change over time?

### Enduring Understandings

Students will understand that starting with the establishment of the first English colony in America, Native Americans continued to lose control over lands that became the United States through most of American history.

### Resources

- [Google Slides](#)
- [Resource 1: Map Showing Areas Where Native Americans Lived before Columbus and Europeans Arrived](#)
- [Resource 2: Create a Timeline Showing the Settlement of English Colonies by Date](#)
- [Resource 3: Map Showing Indigenous Lands Taken Over by England 1607-1732](#)
- [Resource 4: Maps Showing Changes in Native American Lands Over Time](#)
- [Resources 5: Checks for Understanding](#)

## Procedures

**Preparation for an Activity in this Lesson:** Print copies of Resource 4 so that there are enough copies for pairs or small groups of students (best if they are pairs). Cut Resource 4 into individual maps and put them in an envelope NOT stacked in chronological order. Prepare enough of the resourced envelopes so that pairs or small groups of students can be given an envelope with all of the maps on Resource 4.

1. **Introduce the Lesson:** Tell students that they are going to create a timeline and analyze maps to show how and why control over the lands that became our country have changed over time.
2. **Provide Context for the Lesson:** Distribute or project [Resource 1: Map Showing Areas Where Native Americans Lived before Columbus and Europeans Arrived](#). Explain to students that all of the land that is now the United States was once inhabited exclusively by Native Americans. Introduce the term *Indigenous People* at this point: a term used to describe all of the people who lived in the Americas before Columbus arrived and mistakenly referred to them as “Indians,” believing he was in the Indies.
3. **Create a Timeline of Colonization:** Distribute copies of [Resource 2](#). Tell students that, beginning in 1607, the map of the area that became known as America and the United States began to change. Have students complete Columns 1 and 2 by putting the dates of the settling of the 13 colonies in chronological order with the date of the first colony settled in the first blank row (Virginia is already shown on the chart to give students an idea of what they should do). The chart should be completed by listing the dates of settlement from top to bottom in chronological order.  
Be sure to highlight the year in which Europeans first settled in what became Delaware.
4. **Using Maps to Show Change Over Time:** Project or distribute a copy of [Resource 3](#) showing the location of England’s 13 original colonies. Have the students work with a partner to do the following:
  - a. See where each colony is located.
  - b. Compare where the colony (Resource 3) to where different indigenous groups lived before the arrival of Europeans (Resource 1).
  - c. Fill in the third column of Resource 2 that identifies which indigenous group lost lands as a result of European colonization. Model what students should do by referring to the row that is filled in with Virginia's information.
5. **Think-Pair-Share:** Have students think about the two questions that appear at the bottom of Resource 2. Have them pair up with a partner to discuss their answers, then ask a few volunteers to share their responses.
  - a. Using information from the chart above, what changed over time? [[Indigenous groups lost control of their lands](#)]
  - b. Using information from the chart above, why did it change over time? [[European colonization - people from England seized/acquired it from them](#)]

**Preparation for the next activity** which will have students work with [Resource 4](#). Print copies of Resource 4 so that there are enough copies for pairs or small groups of students (best if there are pairs). Cut the maps into individual maps and put them in an envelope NOT stacked in chronological order. Prepare enough of the resourced envelopes so that pairs or small groups of students can be given an envelope with all of the maps.

6. **Analyzing Trends and Changes Over Time:** Introduce the activity. Tell students that you are now going to give them an opportunity to see what has happened to lands owned by Indigenous groups after the last of the original 13 English colonies (Georgia) was settled in 1732. Distribute the envelopes containing randomly stacked copies of the maps in [Resource 4](#). Have students arrange the maps in chronological order then answer the key questions for this lesson and History standards 1a and 2b
  - c. Using information from the maps, what changed over time? [[Indigenous groups lost control of nearly all of their lands that are located on what is the United States](#)]
  - d. Using information from the maps, why might it have changed over time? [Europeans and Euro Americans in power have continued to seize or acquire it from the Indigenous People](#)]

**Debrief:** revisit the essential question for this lesson - How did control of the land that became the United States change over time?

**Additional Resources:** Interactive Maps Showing Losses of Native Lands

- between 1776 and present [here](#) or <https://www.youtube.com/watch?v=pJxrTzfG2bo>
- between 1810 and the present [here](#) or [http://www.slate.com/blogs/the\\_vault/2014/06/17/interactive\\_map\\_loss\\_of\\_indian\\_land.html](http://www.slate.com/blogs/the_vault/2014/06/17/interactive_map_loss_of_indian_land.html)