

Unit 5, Lesson 16: Native Speeches on European Colonization

Lesson Overview

In this lesson students will read and analyze the speeches of three Native Americans and a document written by one Englishman in which they express their points of view about English colonizers. The lesson aims to develop students' abilities to recognize and draw conclusions about points of view while supporting those conclusions with evidence from texts. It also strives to help students understand Native American perspectives on English colonization.

Delaware Standard(s)

- **History Standard Two 4-5a [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.
- **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.
- **History Standard Four 4-5a [Content]:** Students will develop an understanding of selected themes in United States history, including... important people in American history.

Big Ideas

- **Evidence, point of view**

Essential Questions

- How might people instill confidence in conclusions?
- What was a shared Native American point of view about the colonization of America by the English?

Enduring Understandings

Students will understand that a shared point of view held by Native Americans was that the English took advantage of the kindness they were shown and also took their lands. Primary sources instill confidence in such conclusions.

Resources

- [Google Slides](#)
- [Resource 1: Maps of Land Controlled by Native Americans Over Time](#)
- [Resource 2: Source Cards](#)
- [Resource 3: Native American Speeches \(1609-1676\)](#)
- [Resource 4: Checks for Understanding](#)
- [Resource 5: Another Point of View About the English](#)

Procedures

1. Introduce the Lesson: Tell students that this lesson is designed to help them develop the habit of using information and identifying sources that support conclusions. The Warm-Up will be very similar to the checks for understanding and will be based on the same sources that students use during the instruction phase of the lesson.

2. Warm-Up: Project a copy of [Resource 1](#). Distribute copies of Source Cards found on [Resource 2](#) to each student so each student has a Source 1, Source 2, and Source 3 card.

Present each of the following statements to the students and ask them to hold up whichever card(s) identify the source that supports the conclusion. Consider the following scaffolds:

- A. Modeling with Conclusion 1 [scaffold 1]
- B. Have students discuss with a partner and respond for Conclusion 2 [scaffold 2]
- C. Respond independently with Conclusion 3 [scaffold faded]

Conclusion 1: Native Americans controlled more land than the English.

Conclusion 2: Native Americans controlled less than half of the land in the United States (acknowledging that Alaska and Hawaii are not shown on Map 3).

Conclusion 3: Native Americans lost most of the land that they once owned in the east.

Review each statement and conclusions drawn by students regarding which Source (map) supports the conclusion that you presented to them.

3. Dramatic Reading: Invite three volunteers to read the speeches by Native American leaders in [Resource 3](#). Tell each of the volunteers to identify themselves by the Source number that they are reading (e.g., Source 1) and the name of the Native American who made the statement and the year in which the statement was made.

Present each of the following statements to the students and ask them to hold up whichever card(s) identify the source or sources (i.e., Source 1 - Powhatan; Source 2 - that support(s) the conclusion. Highlight that a “Conclusion” might be supported by more than one source so they can hold up more than one card.

Conclusion 1: Native Americans met the English without weapons.

Conclusion 2: Native Americans were punished for breaking laws that were not their own.

Conclusion 3: Native Americans plotted to attack the English.

NOTE: The speeches on Resource 3 are modified from primary sources for 4th grade students.

4. Check for Understanding: distribute copies of [Resource 4](#) and have students complete the checks independently. Note that there are two pages with different checks for understanding.

5. Think-Pair-Share: Analyzing a Document for Point of View: Do not tell students this yet but [Resource 5](#) contains a document that shares one Englishman's point of view about the views, policies, and practices of Englishmen who colonized America. Distribute copies of [Resource 5](#) and invite students to read Source 4 then answer the questions at the bottom of the page independently. Then, turn to a partner and discuss answers before sharing with the rest of the class.

6- Debrief: revisit the Essential Questions for this lesson.

- How might people instill confidence in conclusions?
- What was a shared Native American point of view about the colonization of America by the English?
- Based on the sources that you analyzed in this lesson, was that point of view justified? Explain why or why not.