2013 Lesson TAHP Lori Kahl

Extended Common Core Social Studies Lesson Plan Template

**Lesson Title:** What Impact did European Explorers have on the Native American Culture?

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**Appropriate for Grade Level(s):** 5th



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**US History Standard(s)/Applicable CCSS(s):** H 1.5.1., H1.5.2, H1.5.3, H 1.5.4, H 1.5.7, RI 5.1, RI 5.2, RI5.3, RI 5.6, RI 5.8, RI 5.9

**Engagement Strategy**: text annotating, Socratic Seminar Discussion

**Student Readings (list):** CliffsNotes.com. *European Contact*. 6 Feb 2013

< http://www.cliffsnotes.com/study\_guide/topicArticleId-25073,articleId-25001.html>. , “ Earliest American Explorers: Adventure and Survival” by John W. Kincheloe III

**Total Time Needed:** 2 90-minute periods

**Lesson Outline:**

|  |  |  |
| --- | --- | --- |
| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 3 minutes | Teacher goes over lesson’s purpose/objectives and outcomes | Students observe and ask questions |
| 5 minutes | Review steps for annotating text, kids take out their sample and follow along as teacher reviews | Following along with annotated sample and ask questions |
| 10 minutes | Teacher hands out first passage “European Contact”, models annotating through the first five paragraphs on overhead | Follow along with teacher’s annotating |
| 15 mins | Teacher breaks students up into pairs to complete the last 6 paragraphs | In pairs they will take turns reading and annotating, discussing and sharing their thoughts |
| 20 mins | Class comes back together and teacher elicits ideas and examples from students’ annotation and finishes the last 6 paragraphs on the overhead | Sharing their annotations and discussing unknown words and how connections were made |
| 5 minutes | Asks students to make any notes on their passages to help them better understand what is being said by the author | Taking notes |
| 10-15 mins | Show “Socratic Seminar Demonstration” from You Tube—(Grapevine-Colleyville) stopping to discuss and clarify and answer questions | Watching video and taking notes |
| 10 minutes | Close of the lesson for the day—ask summary questions about the day and what content they learned and what strategies they learned—talking to partners or tables—teachers writes down ideas and comments on the board and asks if the lessons’ objectives have been met | Sharing-- think/pair/share popcorn answers |
| 3 minutes | Hands out 2nd passage to be done independently | Reviewing passage |
| 7 minutes | Beginning of second class—go over expectations, hand out self-evaluation and peer evaluation sheets, and discuss the inner circle (pilot) and outer circle (wingmen) roles | Asking questions, listening to directions, taking notes for better understanding of procedure |
| 5 minutes | Room arrangement—inner circle 10 students— | Students move into classroom arrangement for |
|  | outer circle will have 2 wingmen for each pilot in the inner circle that will sit behind them | Socratic seminar |
|  | Teacher will pose a question: How did the Native Americans live prior to European Contact | Pilot and wingmen have 1 minute to discuss ideas |
| 4 minutes | Teacher brings group back together and asks question again and waits for discussion to begin (if no one volunteers, teacher will ask a student directly) | Students begin discussion…wingmen are writing down thoughts on sticky notes and passing to the pilot as ideas arise. Wingmen are also using tally marks for their peer observation |
| 2 minutes | When time is up, direct the pilots to complete the self- assessment and wingmen to complete their peer evaluation | Take 2 minutes to complete evaluations |
| 2 minutes | Direct students to change pilots and wingmen and give another question to start process over. There are 4 questions or topics for discussion in all. | Students change and repeat above process 2 more times |

**Description of Lesson Assessment:** assessment is their peer evaluations as well as self- evaluations. On the back of the selfevaluation rubric, students will answer the EQ of “What impact did European Explorers have on Native American culture?” in a short essay with a claim, evidence and reasoning.

**How will students reflect on the process and their learning?** Reading the peer evaluations and self-evaluations will be their reflection as well as understanding and being able to answer the EQ. Socratic Seminar will continue to be part of the learning strategy in this classroom. The ability to develop strong discussion techniques and locating and communicating important information from texts will be on-going. Justifying and supporting their claims with specific examples from the text is also evidence that they are able to complete that skill.

Socratic seminar

SELF-EVALUATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

YOUR PARTICIPATION LEADS TO THE GROUP’S DEEPER UNDERSTANDING OF THE THEMES AND IDEAS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| GIVES EVIDENCE  AND MAKES  INFERENCES | LOCATES FACTUAL  EVIDENCE WITH  PAGE NUMBER | LOCATES EVIDENCE  IN SUPPORT OF AN  IDEA UNDER  DISCUSSION AND  STATES  PUBLICATION/PAGE  NUMBER | USES EVIDENCE IN  THE TEXT TO  EXPAND ON,  ANALYZE OR  CRITIQUE AN IDEA | USES EVIDENCE IN  THE TEXT TO  CREATE A NEW  IDEA OR DRAW  CONNECTIONS  AMONG IDEAS |
| ASKS QUESTIONS  WHICH LEAD TO  REACH DISCUSSION  AND DEEPER  GROUP  UNDERSTANDING | ASKS QUESTION  RELATED TO THE  CURRENT  DISCUSSION | ASKS QUESTIONS  THAT EVOKE  DEEPER RESPONSES  FROM OTHERS | ASKS QUESTIONS  THAT CONNECT  IDEAS IN THE  CURRENT  DISCUSSION TO  PREVIOUS  COMMENTS | ASKS QUESTIONS  THAT RELATE THE  CURRENT  DISCUSSION TO  BIGGER THEMES  OR IDEAS |
| ACTS IN WAYS  WHICH  CONTRIBUTE TO  BUILDING A GROUP  THAT IS  COLLABORATIVELY  SEARCHING FOR  MEANING | LISTENS TO  OTHERS | ASKS QUESTIONS TO  CLARIFY WHAT  SOMEONE HAS SAID | BUILDS ON  ANOTHERS  PERSON’S IEDA | CONNECTS THE  IDEAS OF SERVAL  STUDENTS |
|  |  |  |  |  |

**Peer Observation: Inner/Outer Discussion Circle**

Directions: Each time your partner does one of the following, put a tally mark in the box.

Your name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Speaks in Discussion: |
| Looks at Person Who is Speaking: |
| Refers to the Text While Speaking: |
| Asks a Question: |
| Engages in a Side Conversation: |
| **After Discussion:** |
| What is the most interesting thing your partner said?      What would you have like to have said? |

European Contact

For the native peoples of North America, contact with Europeans was less dramatic than that experienced by the Aztec and Inca empires upon the arrival of the Spanish conquistadors. Nonetheless, Spanish explorers attempting to penetrate into what would become the United States left three major legacies for the tribes: disease, horses and other domesticated animals, and metal tools and firearms.

Disease. The most serious threat the native peoples faced was not the superior arms of the Europeans but the diseases they brought with them to the New World. With the possible exception of syphilis, the Western Hemisphere was effectively free of infectious disease prior to European contact. The indigenous population, with no reservoir of natural immunity or built-up resistance, succumbed quickly to diphtheria, mumps, measles, and smallpox. Smallpox, the main killer, spread rapidly beyond the initial European carriers. Tribes that met and traded over long distances infected one another and carried the disease back to their villages. There is evidence that smallpox had already surfaced in Peru sometime before the arrival of Francisco Pizarro in 1532.

Estimates of the depopulation of the native peoples of North America as a result of disease run as high as ninety percent in many regions, and, in some instances, even the knowledge of the existence of certain tribes was obliterated. Infection carried by Spanish explorers traveling along the Gulf Coast annihilated the tribes of the lower Mississippi River so that their cultural presence, visible in the form of their burial mounds, was largely unrecognized until the twentieth century. The devastating impact of disease was not limited to just the years of initial contact. In 1804, Meriwether Lewis and William Clark, leaders of the Corps of Discovery, were given hospitality by the Mandans during their winter stay at Fort Mandan on the Missouri River. The tribe, which numbered about 2000, dwindled to 150 after an epidemic of smallpox brought by fur traders in 1837.

Horses and other domesticated animals. Although disease proved a curse to the native peoples, the introduction of European livestock improved the quality of life for many tribes. The best known and most dramatic change came with the horse, but other domesticated animals were important as well. Cattle, sheep, goats, and hogs were raised for food, and their hides were used for clothing, blankets, and shelter coverings.

The arrival of the horse in North America, which probably occurred with the 1540 expedition of Francisco Vásquez de Coronado into the Southwest, transformed Plains Indian culture. By the end of the sixteenth century, horses were being traded, stolen, or left to stray, and their numbers multiplied. The Sioux, Cheyenne, and Kiowa soon found the horse indispensable, and its use spread to other tribes. A simple tied arrangement of poles made from young trees enabled horses to pull large loads. The poles doubled as a tipi framework and enabled the dwellings of these nomadic peoples to be larger and more comfortable. Mounted on horseback, the Indians became dramatically more efficient hunters of bison. Within a generation, the Plains Indians made the horse an integral part of their culture. Frontiersmen crossing the Mississippi and encountering Indians on horseback in the eighteenth century had no idea that the horse culture was less than two hundred years old.

The introduction of a variety of domesticated animals came with a price tag apparent to neither the native peoples nor the Europeans for some time. European settlers fed livestock with European grains. These grains, including wheat, oats, rye, and a wide range of other grasses, took to North American soil in much the same way that crab-grass and weeds attack a carefully tended lawn. Slowly, the landscape of North America changed as native grasses gave way to foreign varieties. Not until late in the twentieth century would the environmental changes be fully noticed or even start to be assessed.

Metal tools and firearms. Technologically, native peoples were in the Stone Age. As finely wrought and useful as their basketry, pottery, and obsidian blades may have been, Native Americans lacked the knowledge to make metal tools. The knives, needles, fishhooks, hatchets, and pots offered by the Europeans were immediately recognized as more efficient than their stone, bone, or clay implements.

Early firearms—muskets and pistols—did not present a clear advantage for the Europeans over the Indians. The guns were not especially accurate over more than a short distance, took time to reload, and were difficult to repair; Native Americans initially found their own bows and arrows still quite effective against them. Even the Puritans recognized the limitations of their firearms when they passed a law in 1645 calling for militia training in pikes and bows and arrows as well as muskets.

The balance of firepower changed though by the late eighteenth century as muskets evolved into rifles with much greater accuracy. By the end of the Civil War, repeating rifles and six-shot revolvers put the bow and arrow at a severe disadvantage. Native Americans did not reject the rifle, and many learned to pour lead into molds for bullets. Improvements in weapons technology, however, left them dependent on whites for firearms and ammunition as well as most metal goods. The Native Americans could not replicate the complex mechanisms of a Winchester or Colt, and cartridges requiring a molded bullet, shell casing, and gunpowder were beyond their ability to duplicate. By the end of the nineteenth century, Euro-American technology had overwhelmed the Native Americans.

The great biological exchange. European contact did not affect only the native peoples; there was a genuine, if perhaps unequal, exchange. Many new crop and food plants, such as maize, beans, potatoes, peanuts, pumpkins, and avocados, were first introduced to Europe from the Western Hemisphere. Maize, or Indian corn, was perhaps the most important of them. Capable of growing in almost any climate or soil, it soon became a staple around the world.

The old view that Columbus “discovered” America has been replaced by the idea that he “encountered”

America. The rephrasing recognizes that there were already millions of people in the Western Hemisphere in 1492 with their distinct and developed cultures who merit being acknowledged as the first Americans. There is no doubt that contact with Europeans was devastating to the native population both then and later. While the conquest was certainly inevitable, oversimplification should be avoided. It did not take place all at once in all places. Confrontation was sudden and subjugation immediate in some locales, while in others the native peoples remained unaware of the Europeans' presence for centuries. California Indians knew almost nothing of the Europeans until 1769, and the Shawnee still looked to a British alliance to keep American settlers south of the Ohio River as late as 1812.

Earliest American Explorers: Adventure and Survival

By John W. Kincheloe III\* From *Tar Heel Junior Historian* 47 (fall 2007).

European explorers came to the “New World” of North America in the 1500s. Before that time, the continent was an unknown place to them. These adventurers saw it as an entirely new land, with animals and plants to discover. They also met new people in this exciting New World—people with fascinating lifeways that the Europeans had never seen and languages they had never heard. This New World for Europeans was *actually* a very old world for the various people they met in North America. Today we call those people American Indians.

Archaeologists tell us that American Indians may have been on the North American continent for fifty thousand years. They were the first Americans, and they were great explorers, too. They didn’t come to this continent all at once. It is thought that these ancient adventurers arrived at different times, over several thousands of years. They journeyed from Asia on foot or by boat. Their explorations took them through icy landscapes and along the coastlines. Eventually these earliest American explorers spread out over the entire continent.

Over time, their lives changed as they adapted to different environments. American Indians were creative. They found ways to live in deserts, in forests, along the oceans, and on the grassy prairies. Native peoples were great hunters and productive farmers. They built towns and traded over large distances with other tribes. These were the people the European explorers met when their ships landed in America.

As the English, French, and Spanish explorers came to North America, they brought tremendous changes to American Indian tribes. Europeans carried a hidden enemy to the Indians: new diseases. Native peoples of America had no immunity to the diseases that European explorers and colonists brought with them. Diseases such as smallpox, influenza, measles, and even chicken pox proved deadly to American Indians. Europeans were used to these diseases, but Indian people had no resistance to them. Sometimes the illnesses spread through direct contact with colonists. Other times, they were transmitted as Indians traded with one an-other. The result of this contact with European germs was horrible. Sometimes whole villages perished in a short time.

As early as 1585, English explorer Thomas Harriot observed how European visits to the small villages of coastal North Carolina Indians killed the Natives. He wrote:

Within a few days after our departure from every such [Indian] town, the people began to die very fast, and many in short space; in some towns about twenty, in some forty, in some sixty, & in one six score [6 x 20 = 120], which in truth was very many in respect of their numbers…The disease was also so strange that they neither knew what it was nor how to cure it.

The introduction of European diseases to American Indians was an accident that no one expected. Neither the colonists nor the Indians had a good understanding of why this affected the Native people so badly.

The great impact of disease on the Native population of America is an important part of the story of European exploration. Experts believe that as much as 90 percent of the American Indian population may have died from illnesses introduced to America by Europeans. This means that only one in ten Natives survived this hidden enemy. Their descendants are the 2.5 million Indians who live in the United States today.

New trade goods represented another big change that European explorers and colonists brought to American Indians. Soon after meeting their European visitors, Indians became very interested in things that the colonists could provide. In a short time, the Indians began using these new materials and products in their everyday lives. Native hunters were eager to trade prepared deer hides and other pelts for lengths of colored cloth. Metal tools such as axes, hoes, and knives became valuable new resources. Soon American Indian men put aside their bows and arrows for European firearms, powder, and lead shot. Trade items like metal pots often were cut up and remade into new tools or weapons. The desire to get European goods changed ancient trading patterns. The tradition of simple hunting for food began to become less important than getting animal hides to trade. Soon American Indians depended on European items for daily needs. Colonial traders also brought rum, and this drink caused many problems for some tribes. New trade goods brought from across the Atlantic Ocean changed American Indian lives forever.

A third big change connected to this new trade was slavery. Europeans needed workers to help build houses and clear fields. They soon realized that they could offer trade goods like tools and weapons to certain American Indian tribes that would bring them other Indians captured in tribal wars. These captured Indians were bought and sold as slaves. You might think that Africans brought to America were the only enslaved people. It is surprising to learn that before 1700 in the Carolinas, one-fourth of all enslaved people were American Indian men, women, and children. Before 1700 the port city of Charleston shipped out many Native slaves to work in the Caribbean or to be sold in northern cities like Boston. Slavery led to warfare among tribes and to much hardship. Many tribes had to move to escape the slave trade, which destroyed some tribes completely. In time, the practice of enslaving Native peoples ended. However, it had greatly affected American Indians of the South and the Southwest.

Many big changes happened to the first Americans soon after Europeans met them. But Indian people survived diseases, huge shifts in their cultures, and even the destructive slave trade. North Carolina recognizes eight proud and enduring tribes today: the

Eastern Band of Cherokee, Lumbee, Haliwa-Saponi, Sappony, Occaneechi Band of the Saponi Nation, Waccamaw-Siouan, Meherrin, and Coharie. More than 110,000 American Indians live in the state. They are now greatly outnumbered by the descendants of the European colonists, but their strong presence honors their distant ancestors—those earliest of American explorers.

**How have the cultures of Early North Americans changed from contact with European Explorers?**

Native Americans prior to European contact:

How did they get food?

What did they wear?

What did they hunt?

How did they live? (what was their culture like)

NATIVE AMERICANS AFTER THE FIRST CONTACT WITH EUROPEANS

How did they get food?

What did they wear?

What did they have after the Europeans had first contact with them that they didn’t have before?

How did their culture change? (you need to know what their specific culture was)

\*\*Use the information gathered above as notes for your Socratic Seminar. You will also make a claim regarding the essential question, and back up you claim with evidence. Be sure to tell me why the evidence you chose, backs up you claim. (reasoning)\*\*\*

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MODEL ESSAY

What impact did European Explorers have on the Native American Culture?

The impact that the European Explorers had on the Native American culture was life-changing for the earliest Americans. Before there were Europeans invading the Americas, the Natives farmed, built towns, traded over long distances and were not threatened by outside diseases. When the Europeans came to North America, they brought something with them that devastated the Native Americans: new diseases. These diseases “such as smallpox, influenza, measles, and even chicken pox proved deadly to American Indians.” (Kincheloe, 2007) Because the Native Americans were not used to these diseases, they had no resistance to them, therefore many died which made a tremendous impact on the Native American culture.

Although disease was a negative impact, Europeans did introduced horses and other domesticated animals that had a positive effect on the Native American culture. According to the article from Cliffnotes.com horses were used to pull large loads, help the Indians become more efficient hunters of bison and a more effective way of transportation. Since they were able to transport their belongings more efficiently and hunt with greater productivity, their quality of life was better, if they lived through the disease.

In conclusion, it is evident that European’s first contact with Native American had both a negative and positive life-changing impact on Early American Indians.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_

Claim - Evidence - Reasoning Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Claim | **Content specific language** is used to state the claim accurately | Claim is stated accurately | Claim does not make appropriate connections to the task | Claim is stated incorrectly |
| Evidence | Evidence provided from text and discussion **contributes to overall understanding** | Evidence from text and discussion is provided to support claim | Evidence is provided to support claim | Evidence is unclear or does not support the claim. |
| Reasoning | Reasoning supports and **extends** the claim | Reasoning is included to support the claim | Reasoning partially supports the claim | Reasoning does not support the claim |

Lesson Reflection:

I enjoyed doing this lesson with my students because of the enthusiasm the students had for a Socratic seminar. We had conducted 2 prior seminars before this one which my students were still learning how to do it. This particular seminar was filmed so I could use it as a comparison to the seminars I will be conducting (or kids will be conducting) at the end of the year.

I thought the wingman/pilot technique went very well with the large amount of kids I have. This kept them engaged and feeling like they were an important part of the conversation even though they weren’t in the pilot seat. I think I could’ve given them more time to talk to each other—more debriefing—before the actual discussion. It was very apparent those children who were not ready with their notes and questions. They were evaluated by their peers and didn’t receive positive feedback. This kind of peer-evaluation has worked very well to motivate some students who don’t typically do their assigned work. I was pleased with the knowledge of content that the students expressed. Their discussions went off track at times, which I then redirected by asking question again.

The C-E-R papers that were written after the seminar as part of their writing were, at best, OK. The concept of the reasoning piece was proving to be a difficult task. I have acquired, from my peers and cadre members, some different graphic organizers and ideas to use to try and explain that particular concept better and in different ways.

I like the Socratic Seminar discussion technique for deeper understanding of a subject, and for overall student engagement. Although I believe this form of discussion is not necessarily a debate model, I like how it evokes discussion and support of claims.