

Northwest History Consortium

European Impact on Native Americans

Elizabeth Zylstra

5th Grade

National Standard

Era 1 - Three Worlds Meet: Beginnings to 1620

Standard 2: How Early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Washington State Fifth Grade Standard

1.2 Understands events, trends, individuals, and movements shaping the United States, world, and Washington State history

US1.2.1 Describe and compare patterns of life over time in the following historical periods:

- “Indian” cultures (prehistory to 1492)
- Worlds Meet: Western Europe, West Africa, the Americas
- Settlement and Colonization (1607-1776)
- Revolution and Constitution (1754-1789)
- U.S. Expansion (1776-1850)

SCENARIO

You have just traveled by ship from Europe and have arrived in America in the early 1600s. You are very interested in learning more about the Native Americans who live in this new country, so you wish to explore eastern America from north to south to learn more about these people. You will document everything you learn in a journal, including the names of these people, the area in which they live, their types of shelter, and what identifies them as a culture. Your journal will include written descriptions, as well as drawings of Native American shelters, wildlife in the area, and how the Native Americans live and interact with one another.

As you travel across the country, you realize that your presence and the interaction of other white people in the area are causing conflicts with the Native Americans. How is having Europeans come to this country having a negative impact on the Native Americans? Is there a positive impact? What are some ways you could help Europeans and Native Americans live together more peacefully?

Questions That Students May Consider:

1. How are the different Native American groups different from one another?
2. How is the white man negatively impacting the Native Americans?
3. Are there positive ways in which the Europeans are impacting the Native Americans?
4. Is there anything I could do to help Native Americans and white men live together more peacefully? What?
5. How was European settlement and colonization in the New World influenced by the people who first lived there?
6. How was Native American culture in the New World influenced by Europeans?

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RESOURCES

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ASSESSMENT

1. Thirty to forty-five minute quick-write before and after the scenario.

What were some of the Native America groups that lived in eastern United States in the early 1600s? Describe how these cultures differed from each other. Also, describe how Europeans influenced these Native American cultures—in negative and positive ways.

2. Team collaboration score (see attached rubric)

3. Group presentation (see attached checklist)

Collaboration Rubric

Room 304

Your Name: _____

Group # _____

(On the back evaluate your teammates using this rubric.)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contributes					
Shares Ideas	Does not relay any ideas or information to teammates	Relays very few ideas or little information	Shares some ideas and basic information	Shares many ideas and a great deal of information	
Is Punctual	Late turning in all unit components	Hands in most unit components late	Hands in most unit components on time	Hands in all unit components on time	
Takes Responsibility					
Fulfills Team Role's Duties	Does not perform any duties of assigned team role	Performs very few duties	Performs nearly all duties	Performs all duties of assigned team role	

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Shares Equally	Always relies on others to do the work	Rarely does the assigned work--often needs reminding	Usually does the assigned work--rarely needs reminding	Always does the assigned work without having to be reminded	
Values Others' Viewpoints					
Listens to Other Teammates	Is always talking--never allows anyone else to speak	Usually doing most of the talking--rarely allows others to speak	Listens, but sometimes talks too much	Listens and speaks a fair amount	
Cooperates with Teammates	Usually argues with partner(s)	Sometimes argues with partner(s)	Rarely argues with partner(s)	Never argues with partner(s)	
Makes Fair Decisions	Usually wants to have things their way	Rarely considers options and alternatives	Usually considers options and alternatives	Always helps team to reach a fair decision	
				Total	

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Problem-Based Learning Presentation Checklist

Teacher Name: _____

Student Name: _____ Reviewer Name: _____

Date: _____

Project: Problem Based Learning

CATEGORY	RESPONSIBILITIES
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Delivery (for each member of the group)

- My voice varied in pitch. It was not monotone.
- I used notes sparingly. I did not read from them unless presenting a quote.
- I maintained eye-contact most of the time.
- I spoke to the entire audience, not just one or two people.
- My pronunciation was clear and easy to understand.
- My rate of speech was neither too fast nor too slow.
- My volume was neither too loud nor too soft.
- I had an equal share (as compared to my team members) in the delivery of this presentation.

Organization (as a group)

- The presentation organized ideas in a meaningful way.
- The introduction included a statement of the main points.
- Necessary background information was included.
- The body of the presentation contained support for the main points.
- Ideas flowed logically from one point to the next.
- The presentation had a strong conclusion.
- The conclusion summarized what our group thought about the topic.

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Presentation Aids (as a group)

- Presentation aids were used during the presentation.
- Presentation aids were relevant to the topic.
- Presentation aids enhanced the speech or helped people remember the main points.
- Presentation aids enhanced the speech or helped people remember the main points.
- Visual aids were easy to read or see.
- Handouts and/or visual aids contained no spelling or grammar errors.

Resources (as a group)

- Our group used credible library resources.
- We used credible Internet resources.
- We cited our resources using the prescribed format.
- We gave credit to the resources in our presentation..
- A bibliography was available for the audience members.
- We put things in our own words.

Content (as a group)

- We used strong attention-getting devices.
- We used words that the audience could understand.
- We used facts and logical appeals where appropriate.
- We used opinions or emotional appeals where appropriate.
- We used supportive details.
- We stayed focused; we did not stray off the topic.
- We were well-informed on our topic..
- We were able to answer questions from the audience.

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REFERENCES/CITATIONS

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