Cooperation and Conflict Between Americans and Settlers

California HSS Standard 5.3

GRADE: 5

TIMING: 5 or more sessions

Project Overview:
Cooperation and Conflict Scrapbook: Students will create a scrapbook to collect examples of cooperation and conflict among American Indian nations and between American Indian groups and settlers.

<table>
<thead>
<tr>
<th>CALIFORNIA CONTENT STANDARDS</th>
<th>PRIOR KNOWLEDGE</th>
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<tbody>
<tr>
<td>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</td>
<td>Students should have an understanding of California settlement and the effect on native tribes of California.</td>
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<table>
<thead>
<tr>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL UNIT GUIDING QUESTIONS</th>
</tr>
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<tbody>
<tr>
<td>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</td>
<td>How did European nations and American Indians compete or defend their lands in North America?</td>
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<tr>
<td>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</td>
<td>How did Colonists and American Indians cooperate?</td>
</tr>
<tr>
<td>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</td>
<td>What major conflicts did European colonists and American Indians have?</td>
</tr>
<tr>
<td>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</td>
<td>How were American Indians forced off their lands?</td>
</tr>
</tbody>
</table>
5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

What conflicts occurred among American Indians?

ELA Common Core Standards - Writing Strategies

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.W.5.1</th>
<th>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.5.1a</td>
<td>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.1b</td>
<td>Provide logically ordered reasons that are supported by facts and details.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.1c</td>
<td>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.1d</td>
<td>Provide a concluding statement or section related to the opinion presented.</td>
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</tbody>
</table>

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<tr>
<th>CCSS.ELA-Literacy.W.5.7</th>
<th>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.5.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.9a</td>
<td>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.5.9b</td>
<td>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</td>
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English Language Learner (ELL) Strategies: SIOP Skills Addressed

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping options</th>
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<tbody>
<tr>
<td>X Adaptation of Content</td>
<td>X Modeling</td>
<td>X Whole class</td>
</tr>
<tr>
<td>__Links to Background</td>
<td>X Links to Past Learning</td>
<td>__ Strategies incorporated</td>
</tr>
<tr>
<td>X Guided practice</td>
<td>X Small groups</td>
<td>X Independent practice</td>
</tr>
<tr>
<td>__Partners</td>
<td>X Comprehensible input</td>
<td>X Independent</td>
</tr>
</tbody>
</table>
### Integration of Process

<table>
<thead>
<tr>
<th>Integration of Process</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Reading</td>
<td>X Hands-on</td>
<td>X Individual</td>
</tr>
<tr>
<td>X Writing</td>
<td>X Meaningful</td>
<td>__ Group</td>
</tr>
<tr>
<td>X Speaking</td>
<td>X Linked to objectives</td>
<td>__Written</td>
</tr>
<tr>
<td>X Listening</td>
<td>X Promotes engagement</td>
<td>__Oral</td>
</tr>
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### Engaging Scenario:

Suppose you found a place with valuable things. What if other people wanted those same things? What if somebody else already lived there? This is what happened when Europeans and American Indians began to compete for land and resources in North America.

OR

Suppose you've lived in a place for a long time and someone tries to take that place and your things away? What would you do?

Imagine what happened when Europeans and American Indians began to compete for or defend land and resources in North America.

### Historical Background Knowledge:

Students will have already learned about “First American” native groups from the desert southwest, pacific northwest, great plains, and eastern woodlands, as well as first contact with European groups during the Age of Exploration. In addition, students will have explored the Scholastic Thanksgiving website (http://www.scholastic.com/scholastic_thanksgiving/), taken a virtual voyage on the Mayflower and learned about the Wampanoag and pilgrim first contact.

### Task Summary:

**Activity 1:**
- Present engaging questions. Allow for students to respond (pairs, small group discussion, share out)
- Vocabulary - Have students use a graphic organizer to write down vocabulary, a “kid friendly” definition or sentence, and a sketch that relates to the word. Limit the vocabulary to words that relate to each aspect of the lesson presented in a session.
Share examples of artifacts and ask students to describe, guess, or comment on the artifacts. Have them use Web Rangers - Arctic Artifacts or the Colonial Williamsburg Dirt Detectives site to explore how archaeologists use artifacts to tell about events from the past.

Activity 2:

- Explain scrapbook project - Explain that students will be finding artifacts, reading documents, and exploring visual aids (i.e., maps). These findings will lead them to choosing artifacts, writing a speech, and creating their own visual image to be put into a scrapbook about cooperation and conflict between American Indians and European settlers in North America. Give each student an empty scrapbook. Each page contains the instructions for the content of that page.

- Scrapbook Cover – Explain that the cover should include a title, their name, and two illustrations: an event that shows cooperation and an event that represents conflict. Textbook lessons may be taught to provide background information and support materials.

(Available Language Arts activity: Have students describe their home or room with as many verbs and as few nouns as possible, as native people may have done.)

Activity 3:

- Artifacts
  - Look at various artifacts. Allow time for table group discussion using the following guiding questions:
    1. What is the purpose of the item? Who might have owned it?
    2. What evidence is there to support the idea that it may have been used for cooperation between groups?
    3. What evidence is there to support the idea that it may have been used in conflict?
    4. What questions need to be answered before we can understand the interaction between people and the artifact?

Note take responses to groups thinking. Explain that students will collect primary and secondary sources of 10 or more artifacts relating to the theme of "cooperation and conflict". They will identify the sources, tell whether it represents cooperation or conflict, and explain their thinking. They will glue their "evidence" into their scrapbook. They may use website resources to find artifacts. Introduce specific sites (i.e., Deerfield Raid and Virtual Jamestown).

Activity 4:

- Speech: American Indian Viewpoint –
  - Before reading Chief Tecumseh’s speech, examine other events (i.e., King Philip’s War, the Deerfield Raid, Pequot War, Sansom Occum, etc.)
  - Introduce background information about Tecumseh’s speech. Tell students that this speech was delivered to Indian territory governor William Henry Harrison at Vincennes, Indiana territory in 1810. Read together and have them consider his point of view and concerns. What was his opinion of land ownership?

Break into smaller groups to read Chief Joseph and King Philip’s Speech. Answer the following questions as a group:

  1. Who is giving this speech and why?
  2. What evidence is there to support the idea that the Indians were cheated?
  3. What evidence is there to support the idea that Indians understood what was going on?

Have students write their own short speech (2-3 paragraphs) giving the point of view of an American Indian from one of the groups from this unit. Glue the speech into the scrapbook.
Art: Early Settler Viewpoint -
  ○ Before examining John Gast's painting "American Progress", present information, chronologically, about various events representing the settler perspective (i.e., Jamestown and Mayflower settlement, disagreements over land claims, Pequot War, personal narrative, such as Mary Rowlandson’s capture, etc.)
  ○ Have students observe the painting and take time to allow every student to respond. Elicit from them the symbolism incorporated into the picture (Columbia, an angel-like figure representing the United States, leads the settlers west and pushes the American Indians aside. American Indians are fleeing into the darkness. Columbia is stringing telegraph wire and carrying a school book, bringing "civilization" to western lands).
  ○ Discuss why the United States felt the need for more land (increased immigration, expanding population, etc). Ask: Do you think the painting shows cooperation or conflict? Based on what they have learned, have them create their own "American Progress" drawing. They should be as detailed and clear as possible in their illustration. Glue into the scrapbook.

Use either class time or assign the assembly of the scrapbook as homework

Extension: Analyse images that show how native Indian groups may have been marginalized by the dominant Anglo-Saxon nation over time.

Rubric - Have students review the rubric to understand the requirements of the project.

Resources/Materials Needed:
  ● White paper
  ● Construction paper
  ● Make scrapbooks ahead of time with the instruction on each page
  ● Art supplies
  ● Websites:
    Web Rangers Arctic Artifacts
    Colonial Williamsburg Dirt Detective
    Raid on Deerfield
    Early Settlements
    Chief Tecumseh Speech
    John Gast Painting
    Common Pot Maps
    Scholastic Thanksgiving Site

Scrapbook Guidelines:
Page 2-5 - Artifacts - Collect primary and secondary sources of 10 or more artifacts relating to the theme of "cooperation and conflict". Identify the sources, tell whether it represents cooperation or conflict, and explain your thinking. Glue your “artifacts” into your scrapbook.

Page 6 - Speech: American Indian Viewpoint - After reading Chief Tecumseh's and other tribal leader's speeches, consider their point of view and concerns. What was their opinion of land ownership? Write your own short speech (2-3 paragraphs) giving the point of view of an American Indian from one of the groups from this unit.

Page 7 - Art: Early Settler Viewpoint - Examine John Gast's painting "American Progress". Do you think his painting shows cooperation or conflict? Based on what you have learned, create your own "American Progress" drawing. Be as detailed and clear as possible in your illustration. Glue into your scrapbook.

Page 8 - Rubric - This is where you will find information about how to do your BEST work.

Rubric

<table>
<thead>
<tr>
<th>4</th>
<th>Student creates a scrapbook including 10 or more artifacts. All artifacts are accurate, labeled (with a “caption”), detailed, and relate to the “Cooperation and Conflict” theme. Student’s speech is well written and articulate. Student’s “American Progress” drawing illustrates the “Cooperation and Conflict” theme with detail. Student regularly and actively participates in classroom discussions and activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student creates a scrapbook with 8 - 10 artifacts for the scrapbook. All artifacts are accurate, labeled, include some detail, and relate to the “Cooperation and Conflict” theme. Student’s speech is well written. Student's &quot;American Progress&quot; drawing illustrates the “Cooperation and Conflict” theme. Student actively participates in classroom discussions and activities.</td>
</tr>
<tr>
<td>2</td>
<td>Student creates a scrapbook including 6 - 8 artifacts with encouragement. All artifacts are accurate (but not very detailed) and relate to the “Cooperation and Conflict” theme. Student writes out his or her speech, but may have errors and completes an “American Progress” drawing. May have had trouble connecting it to the theme. When encouraged, student participates in classroom discussions and activities.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not create the required 6 artifacts. Student’s speech and “American Progress” drawing are incomplete. Student does not</td>
</tr>
</tbody>
</table>
participate in classroom discussions and activities.

**Primary Sources with citations:**

**Artifacts**


[http://www.virtualjamestown.org/interactive.html](http://www.virtualjamestown.org/interactive.html)

**Speeches**


[http://www.galafilm.com/1812/e/people/tec_speaches.html](http://www.galafilm.com/1812/e/people/tec_speaches.html)


**Maps and Timelines**


**Art**


**Assimilation of Native Americans**

[http://upload.wikimedia.org/wikipedia/commons/a/a4/Assmilation_of_Native_Americans.jpg](http://upload.wikimedia.org/wikipedia/commons/a/a4/Assmilation_of_Native_Americans.jpg)

**Images of Samson Occum**


**Images of Tecumseh**


**Historical background information:**
Students will have already learned about “First American” native groups from the desert southwest, pacific northwest, great plains, and eastern woodlands, as well as first contact with European groups during the Age of Exploration.

**Annotated bibliography:**

**Books**

**Websites**


Students will use these sites to build understanding about artifacts.


Students may use this site to determine when events took place and observe how key events were taking place simultaneously.