

Northwest History Consortium

Native American Treatment

Jennifer Cameron

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 Standard

- **GLE 4.1.2** Encounter, colonization, and devastation (1492—1763)
- **GLE 4.2.2** Analyze how people from various cultural groups have shaped the history of the United States

SCENARIO

When European explorers landed in the Americas they found they were not alone. Native Americans (indigenous people) were already living all across North and South America.

Different explorers had different experiences with the indigenous people. Stories and opinions vary about the interactions between the two groups of people.

Many questions have arisen over the treatment of Native Americans by European explorers.

- How did the European Explorers impact the Native Americans they came in contact with?
 - Did they do anything positive—anything that helped the Native American way of life?
 - Did they do anything negative—anything that hurt the Native Americans?
- Should there be consequences for the treatment of the Native Americans by the explorers?
- If so, what would be a fair consequence?

TASK(S)

Native Americans are asking the United Nations to investigate the treatment of their ancestors during the time of exploration. They believe an apology and possible retribution are warranted. The UN has requested that your special, inquiry group research the Native Americans' claims and report back with recommendations as to how to proceed and respond to the Native Americans.

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RESOURCES

Cheek, Jerrie. "Explorers." Educational Technology Center. 2005. Kennesaw State University. Kennesaw, GA. 15 June 2009 <<http://edtech.kennesaw.edu/web/explorerer.html>>.

"Europe Claims America: The Atlantic Joined." Library of Congress. 2005. Washington, DC. 14 June 2009 <<http://www.loc.gov/exhibits/1492/eurocla.html>>.

"Exploring the Americas." Library of Congress. 2007. Washington, DC. 14 June 2009 <<http://www.myloc.gov/exhibitions/earlyamericas/Pages/default.aspx>>.

Houghton Mifflin Social Studies, United States History. Boston, MA. 2005.

"Native Americans in the United States." Wikipedia Foundation. 2009. San Francisco, CA. 14 June 2009 <http://en.wikipedia.org/wiki/Native_Americans_in_the_United_States>.

"Native Americans of Middle and South America." Microsoft® Encarta® Online Encyclopedia. 2009. Redmond, WA. 14 June 2009 <http://encarta.msn.com/encyclopedia_701509044/native_americans_of_middle_and_south_america.html>.

"Taking On The World! European Explorers." Oracle ThinkQuest Education Foundation. 2008. Redwood Shores, CA. 14 June 2009 <<http://library.thinkquest.org/6174/>>.

Weidenhaft, Mary. "Specific Explorers." Fidnet.com. 2006. Sullivan, MO. 15 June 2009 <<http://www.fidnet.com/~weid/specificexplorers.html>>.

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ASSESSMENT

Report to the United Nations

Response to Native Americans

Teacher Name: _____

Team Names: _____

CATEGORY	4	3	2	1
Historical Sources - Quality	Students include 4 or more high quality sources.	Students include 2-3 high quality sources .	Students include 2-3 sources but some of are questionable quality.	Students include fewer than 2 sources.
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Recommendation	Students make recommendations to the UN citing at least 5 episodes that support findings.	Students make recommendations to the UN citing at least 4 episodes that support findings.	Students make recommendations to the UN citing at least 3 episodes that support findings.	Students make recommendations to the UN citing fewer than 3 episodes that support findings.
Presentation	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

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Name _____

Group Number _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
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
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)
Project				
Information Researched and Presented	Information is incomplete or lacking	Some vital information is included but needs more development	Most vital information is included and explained	All vital information is clearly included and explained
Project Design	Project is incomplete—more time and effort needed	Project is almost complete—some more time and effort would help	Project is complete and informative—time and effort evidenced	Project is very complete, informative, and creative
Total				

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REFERENCES/CITATIONS

Cameron, Jennifer. "Native American Treatment." NWESD Organization. 2008. Anacortes, WA. 10 June 2009 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/2.1__NativeAmericanTreatment.Cameron.5.pdf>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://www.k12.wa.us/SocialStudies/pubdocs/FinalDocument-SocialStudiesGLEs-GradesK-12-12-1-08.doc>>.

*Pendleton, Craig. "Oral Presentation Rubric." University of Maine (Student Web Page). 2007. Farmington, ME. 15 June 2009 <<http://students.umf.maine.edu/~pendlecv/Civil%20War%20Webquest/oral%20pres.xls>>. Adapted and revised by Jennifer Cameron for the Northwest History Consortium *pending permission.

Thiel, Janice and Bernie Dodge. "Collaboration Rubric." San Diego State University (Triton Project). 1997. San Diego, CA. 10 June 2009 <<http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>>. Adapted and revised by Jennifer Cameron for the Northwest History Consortium with permission.