

Northwest History Consortium

Native Americans vs. Spanish Missionaries

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5th Grade

National Standard

Era 1: Three Worlds Meet (Beginnings to 1620) / Standard 2

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

Washington State Standards

Social Studies - History

- **EALR 4.1.2:** *Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791.*
- **EALR 4.2.2:** *Analyzes how people from various cultural groups have shaped the history of the United States.*
- **EALR 4.3.1:** *Analyzes the multiple perspectives and interpretations of historical events in U.S. history.*

Social Studies - Economics

- **EALR 3.1.2:** *Understands the physical and cultural characteristics of the thirteen colonies.*

Social Studies - Geography

- **EALR 3.2.3:** *Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples.*

BACKGROUND

Example: (if you would like to include)

Students have just learned about the Native Americans including Aztecs, Incas, and Northwest Indians. This background knowledge is necessary before they learn about the European explorers coming to the Americas.

They have learned about the voyages of Marco Polo, and how multiple explorers sought to find riches as well.

Columbus thought he had reached America, when in fact, he hadn't. He had reached the West Indies, and the indigenous peoples that he found there he called Indians.

PROBLEM

Students are often taught to focus on the positives of the European explorers as seen through their eyes.

With a 45% Native population at my school, I feel that it is important to represent both sides.

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SCENARIO

Group A

You are a young Native American living in the bloody path of the Spanish Conquistadors, better known as the “Americas.”

The land that you live on and the life that you lead is all that you have ever known.

You have heard tales of the defeat of the Aztecs by Hernando Cortes. You know that the Spanish are looking for gold and other treasures, told to you in tales by your father.

Ultimately, you understand that your life will be changed dramatically by these gun-bearing seamen.

Group B

You are Spanish missionaries that have come over to convert the uneducated heathens that you have heard horror stories about. Your job is to convince them of your Christian ways and why the Spanish invasion is positive and will ultimately help them.

TASK

- Through research, you will draft up a position statement listing the pros and cons.
 - Questions to ponder as you determine the pros and cons of the Spanish coming into your territory:
 - How will your life change?
 - If there is change, is it temporary or life-altering?
 - Is this change a positive or negative change?
 - Will you stay or seek refuge?
- Select a leader that will ultimately present your position through a discussion forum.

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RESOURCES

Books

Banks, J.A., et al. United States and Its Neighbors. 1993. Chicago, IL: Macmillan/McGraw-Hill, p. 153-157.

Internet

“A Guide to Primary Resources for U.S. History.” 2005. Virginia Center for Digital History (University of Virginia). 2002 – 2010. Charlottesville, VA. 8 April 21010 <<http://www.vcdh.virginia.edu/solguide/>>.

“Spanish Exploration and Conquest of Native America.” FloridaHistory.Com. 8 April 2010 <<http://www.floridahistory.com>>.

“Wikipedia: The Free Encyclopedia.” 30 March 2010. Wikipedia Foundation Organization (Wikipedia.org). 2001 – 2010. San Francisco, CA. 8 April 2010 <http://en.wikipedia.org/wiki/Main_Page>.

ASSESSMENT

- Discussion will be scored based on the 4-point PBL rubric.
- Students will be individually scored on their contribution to the group.
- Each student will be expected to turn in the following template with their own ideas:

PROS

CONS

POSITION STATEMENT

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REFERENCES/CITATIONS

Adams, Julie. "Native Americans vs. Spanish Missionaries" NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.2 Aztecs. Adams. 5.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.2%20Aztecs.%20Adams.5.pdf)>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 9 April 2010 <<http://nchs.ucla.edu/standards/era1-5-12.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. 9 April 2010 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>>.

"PBL Group Process Rubric" from the Northwest History Consortium. 2008 – 2010. Anacortes, WA. Adapted from Rachel Edwards' lesson (Taylor-Indian Policy).

"PBL Self-Evaluation Rubric" from the Northwest History Consortium. 2008 – 2010. Anacortes, WA. Adapted from Rachel Edwards' lesson (Taylor-Indian Policy).