



Children's Lives at Colonial London Town: The Stories of Three Families

Native Americans in the Chesapeake

HISTORICAL THINKING SKILLS:

Standard 2- Historical Comprehension; 2.G. Draw upon data in historical maps

Standard 3 - Historical Analysis and Interpretation; 3.B. Consider multiple perspectives

MARYLAND SOCIAL STUDIES & COMMON CORE STATE STANDARDS:

Grade 4 Social Studies

1.A.1.c. Peoples of the Nation and World- Examine and describe the unique and diverse cultures of early Native American societies

3.A.1.a. Geography- Explain how geographic characteristics influenced settlement patterns in Maryland

Grade 5 Social Studies

5.A.2.b. History - Analyze how key historical events impacted Native American societies

5.B.1.c. Geography - Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region

Common Core Standards

RI. 6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

HISTORICAL THINKING SKILL ACTIVITY PROCEDURE:

1. Designed as a pre-reading activity that will provide students with knowledge of the number and locations of tribes in the Chesapeake region and how the number and locations changed after Europeans colonization. To begin activity, distribute Resource Sheet #1, a modern interpretation of John Smith's 1608 map. This map will provide the students with the names and locations of tribes/chiefdoms of the Chesapeake region.
2. *Ask: This map is based on the explorations and written accounts of John Smith in 1608. What do you first notice about the number and location of the tribes identified on the map? Are any of the tribes familiar to you? Why might some tribes be familiar and others unfamiliar? How do you think the tribes utilized the river systems of the Chesapeake Bay? Which tribe(s) do you think may have actually walked, fished, and/or hunted the lands of Anne Arundel County? Predict how their ways of life will change after European colonization?*
3. Direct students to read the storybook section, "Native Americans Before Colonization," and consider how Native Americans interacted with the natural resources near/around London Town before the land was settled by European settlers.



Children's Lives at Colonial London Town: The Stories of Three Families

4. Next, distribute Resource Sheet #2. Direct students to read both primary source accounts, which describe an important part of life for Native Americans (all humans). Students will compare both accounts and draw inferences about what the accounts reveal about the hunting practices of Native Americans before colonization. Re-visit the map analyzed earlier and make further inferences about how the hunting grounds that the tribes utilized for several thousand years may have changed when Europeans settled London Town. The teacher may read the accounts aloud and discuss any difficult vocabulary.
5. Direct students to identify the location and write the names of the early European colonial settlements, such as Annapolis, Jamestown, London Town, St. Mary's, and Williamsburg on Resource Sheet #1.
6. Ask: *How were the settlement patterns of the tribes and Europeans similar? What conflicts may this have caused? How did European claims to land impact the tribes' short term and long term?*

Assessment:

Students will create an "Artifact Sack" (paper bag) that will reveal characteristics and traits of the Native American culture evident in these lands prior to European settlement. Students will collect, draw, or create at least three artifacts based upon the descriptions of Native American life in the storybook and two different primary sources. Students can create artifact tags (see below) to explain the artifact and/or share the contents of their Artifact Sack in a show and tell format.

<p>Where was it found: _____</p> <p>Date found: _____</p> <p>Approximate age: _____</p> <p>What is it or how was it used: _____</p> <p>_____</p> <p>_____</p> <p>What does this "find" tell us about the early life in Southern Anne Arundel County?</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

Alternate Assessment:

Students will draw a before-and-after scene illustrating how the land of/near London Town changed for Native Americans after London Town (and other surrounding cities and towns) was settled by European colonists. Students will include a brief written description explaining the human and natural characteristics depicted in the scene.

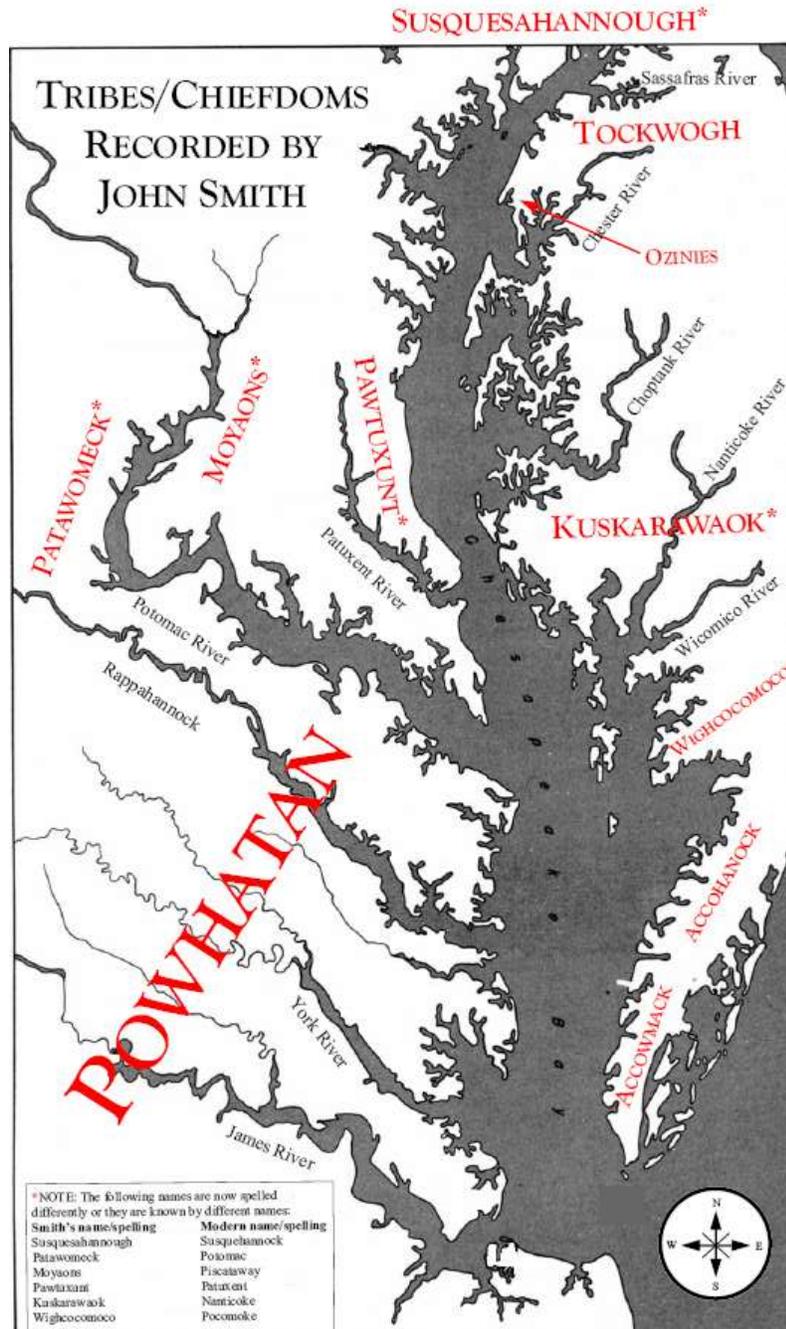


Children's Lives at Colonial London Town: The Stories of Three Families

Native Americans in the Chesapeake

Resource Sheet #1: Native American Tribes in 1608

Directions: Examine the map below, which is based on John Smith's map of 1608. What conclusions can you make about the location and number of tribes in Southern Pennsylvania, Maryland, and Virginia?



Source: Captain John Smith 400 Project Curriculum Unit http://www.johnsmith400.org/Native_Americans_and_Natural_Resources.pdf

Children's Lives at Colonial London Town is a Teaching American History grant partnership program between Anne Arundel County Public Schools, the UMBC Center for History Education, and Historic London Town and Gardens. Materials may be reproduced under educational fair-use guidelines.



Children's Lives at Colonial London Town: The Stories of Three Families

Native Americans in the Chesapeake

Resource Sheet #2: European Views of Native Americans

Directions: Read and analyze the following accounts. Both accounts describe different tribes observed by Europeans. Discuss what these accounts are describing and how they could be similar to tribes living in Maryland in the 1600s.

In their hunting and fishing they take extreme pains; yet it being their ordinary exercise from their infancy, they esteem it a pleasure and are very proud to be expert therein. And by their continual ranging, and travel, they know all the advantages and places most frequented with Deere, Beasts, Fish, Foul, Roots, and Berries. At their huntings they leave their habitations, and reduce themselves into companies . . . and go to the most desert places with their families, where they spend their time in hunting and fowling up towards the mountains, by the heads of their rivers, where there is plenty of game. For betwixt the rivers the grounds are so narrow, that little commeth here which they devour not. It is a marvel they can so directly passe these deserts, some 3 or 4 days iourney without habitation. Their hunting houses are like unto Arbors covered with Mats. These their women bear after them, with Corn, Acorns, Mortars, and all bag and baggage they use. At their huntings in the deserts they are commonly two or three hundred together. Having found the Deere, they environ them with many fires, & betwixt the fires they place themselves. And some take their stands in the midsts. The Deere being thus feared by the fires, and their voices, they chase them so long within that circle, that many times they kill 6, 8, 10, or 15 at a hunting

Source: John Smith's *Generall Historie of Virginia*, 1608

Likewise, when they are minded to remove, they carry away the mats with them. They use not to winter and summer in one place, for that would be a reason to make fuel scarce; but, after the manner of the gentry of Civilized natives, remove for their pleasures; sometimes to their hunting places, where they remain keeping good hospitality for that season; and sometimes to their fishing places, where they abide for that season likewise; and at the spring, when fish comes in plentifully, they have meetings from several places, where they exercise themselves in gaming and playing of juggling tricks and all manner. . . , which they are delighted in;

Source: Thomas Morton, *Description of Indians in New England*, 1637