

Examining the Effects of Colonization on Native American Tribes: The Timucua and the Wampanoag

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Intended Grade: 4th to 5th

Subject Areas: Social Sciences and Language Arts

Correlation to National or Texas State Standards:

- Explain when, where, and why groups of people colonized and settled in the United States. (SS TEKS 5.1A)
- Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps. (SS TEKS 5.6A)
- Translate geographic data into a variety of formats such as raw data to graphs and maps. (SS TEKS 5.6B)
- Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (SS TEKS 5.25C)
- Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing. (Technology TEKS 5.4B)
- Write to inform such as to explain, describe, report, and narrate. (E/LA 5.15C)

Approximate Time Required: 2 -3 hours

Material Required: see below

Instructions:

Students will use computers to access a [Filamentality](#) website created by the teacher which has links to student-friendly websites about colonization in St. Augustine, Florida and Plymouth, Massachusetts.

The students will work in pairs to read the information and to record it on data charts. The chart will include information about the Native Americans' lives before, during, and after colonization. The students will also complete a map to show where the tribes lived and the natural resources they had. After completing the chart, the students will compare both tribes' experiences with the colonists on a Venn diagram. Each student will develop two statements with best describe both tribes' common experiences with the Europeans.

Students will combine into groups of four and will select the best two statements to record on chart paper and post on the wall. After all groups have posted their statements, the students will do a "gallery walk" around the room and then will select the best two statements.

On the third day of class, the students will use their data charts to write about one of the tribes and how its life was changed by colonization.

(Note: The [Filamentality](#) website also has resources for teachers, including links to a site with free, downloadable state outline maps and a site with a downloadable Venn diagram.)

Lesson Plan:

1. Briefly review explorers and exploration.

Ask students how were the explorers different? How were they alike?

Then ask students to make predictions about what will happen when people from Europe come to these new lands to live.

2. Tell students that we are going to closely examine two groups of colonists and the Native Americans they encountered to see if we can make some generalizations to accurately describe colonization of North America in the 1500's and 1600's.

In order to draw conclusions about these people, we need to gather data. We will do this by using a specially developed [Filamentality](#) web page that contains links to six student-friendly sites (<http://www.kn.pacbell.com/wired/fil/pages/listcolonizali.html>).

Students will work in pairs to read the information and record the data on a chart. (Note: Both students need to make notes on separate data charts.)

On day one, the students need to access the [Filamentality](#) website to gather data to complete Section A of the chart. (Native American life prior to the arrival of the Europeans) and to complete a Native American Map Activity Sheet.

3. The students need to use the information from their chart to complete a Native American Map Activity Sheet. Also, each student needs to complete one map. (One student will map the Timucuans while the other student maps the Wampanoags.)

4. On day two, prior to going to the library, have students discuss life for the two Native American tribes.

Prior to the discussion have the students make a T-chart listing what was good about that tribe's life and what challenges it faced. To save time, half the class will do this for the Wampanoags and the other half would do the Timucuans. Look for commonalities and differences.

5. Have the students access the links on the [Filamentality](#) website to complete the last two sections of the chart: *Encountering the Europeans* and *How their lives were changed*.

After the students have completed the chart, they need to create a Venn diagram to comparing the experiences of the Timucuans and the Wampanoags. (Life before, during and after colonization). (If you do not have a blank Venn diagram, you can access one at <http://www.itrc.ucf.edu/forpd/strategies/stratVenn.html>).

6. Once the Venn diagram has been completed, have each student develop two statements that describe both tribes' experiences with the Europeans.
The students will then need to work in groups of 4 to share the statements. After sharing the statements they have written, each group needs to select the two statements that most accurately describe the Native Americans' experiences. These will be written on a large piece of construction or chart paper to be posted on the wall.
7. After all the statements have been posted, have the students do a "gallery walk" around the room to read all the statements.
After reading all the statements, each student needs to go back and mark the best two statements with a checkmark.
8. Discuss the statements that received the most votes.
Also, talk about how the statements that did not receive a lot of votes could be changed to become a more accurate description of what happened.
9. On the third day, start class by having the students use their data chart to write about one of the tribes, and how their lives were changed by colonization.

Evaluation:

- Student-created maps
- Data charts
- Student writing

Comparing the Effects of Colonization on Native American Tribes

The Timucuan vs. The Wampanoag

Use the student links on the Hotlist on Colonization located at <http://www.kn.pacbell.com/cgi-bin/fil2.pl> to complete the chart on Native American life before, during, and after European colonization in Florida and Massachusetts.

Section 1 -- Life before the Europeans

	Timucuan Tribe of Florida	Wampanoag Tribe of Massachusetts
Physical description of where they lived, including climate and natural resources		
How this tribe survived in this climate including housing, tools, and food		
Other information including customs, beliefs, relationships with other tribes		

Section 2 -- Encountering the Europeans

	Timucuan Tribe of Florida	Wampanoag Tribe of Massachusetts
Europeans they encountered – why these people came		
How the two groups got along at the beginning		
Problems with the Europeans		

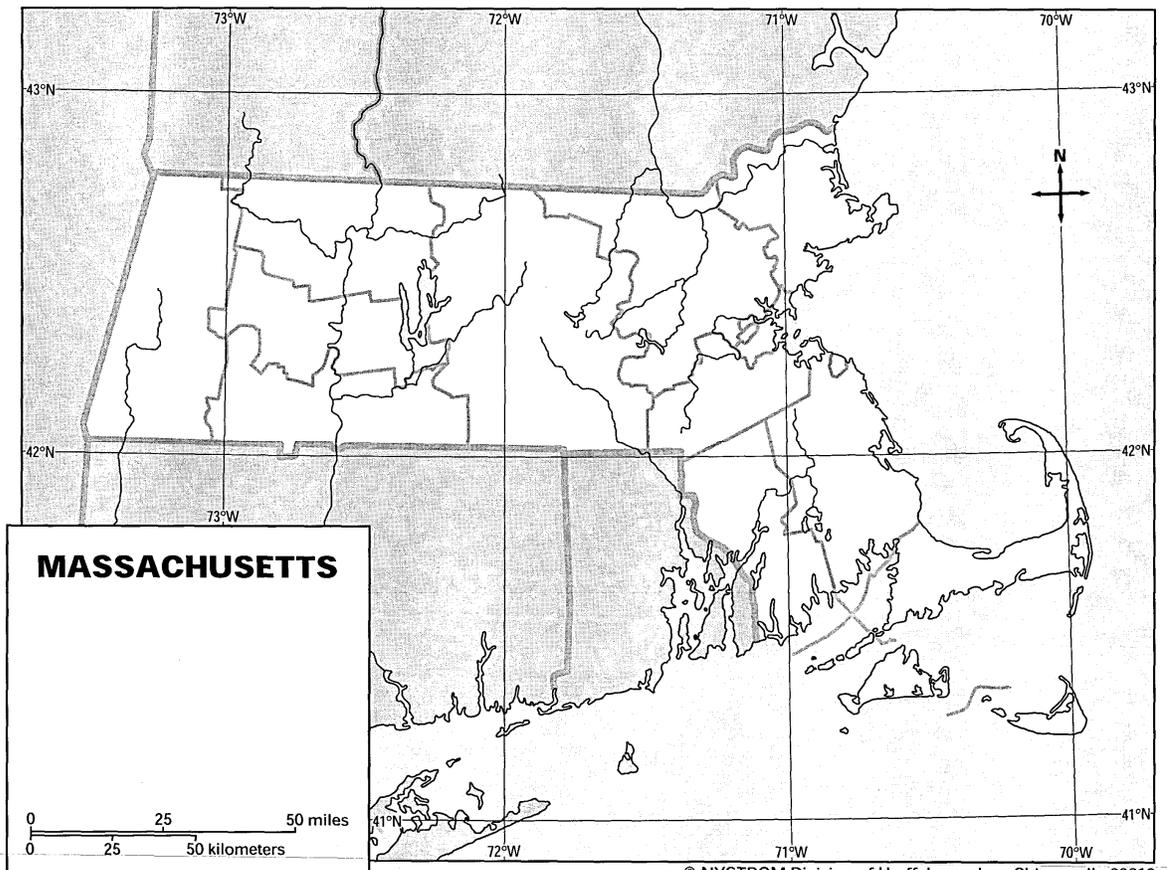
Section 3 -- How their lives were changed

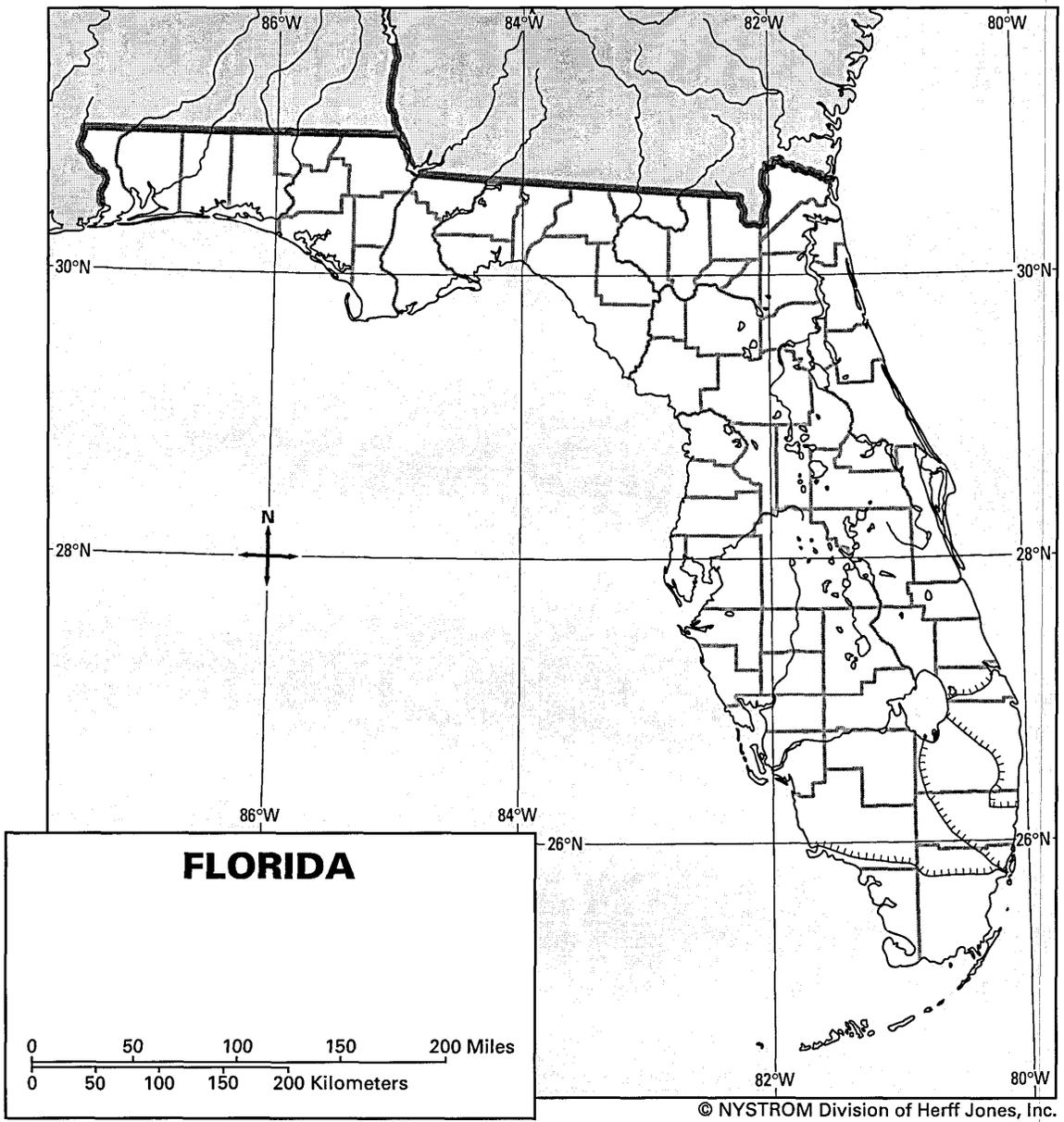
	Timucuan Tribe of Florida	Wampanoag Tribe of Massachusetts
Effects of the two groups living near each other		
What life is like for this tribe today		
Other interesting facts		

Native American Map Activity

Using information from the Internet, create a map to show where the Wampanoags or the Timucucans lived. Your map needs to include:

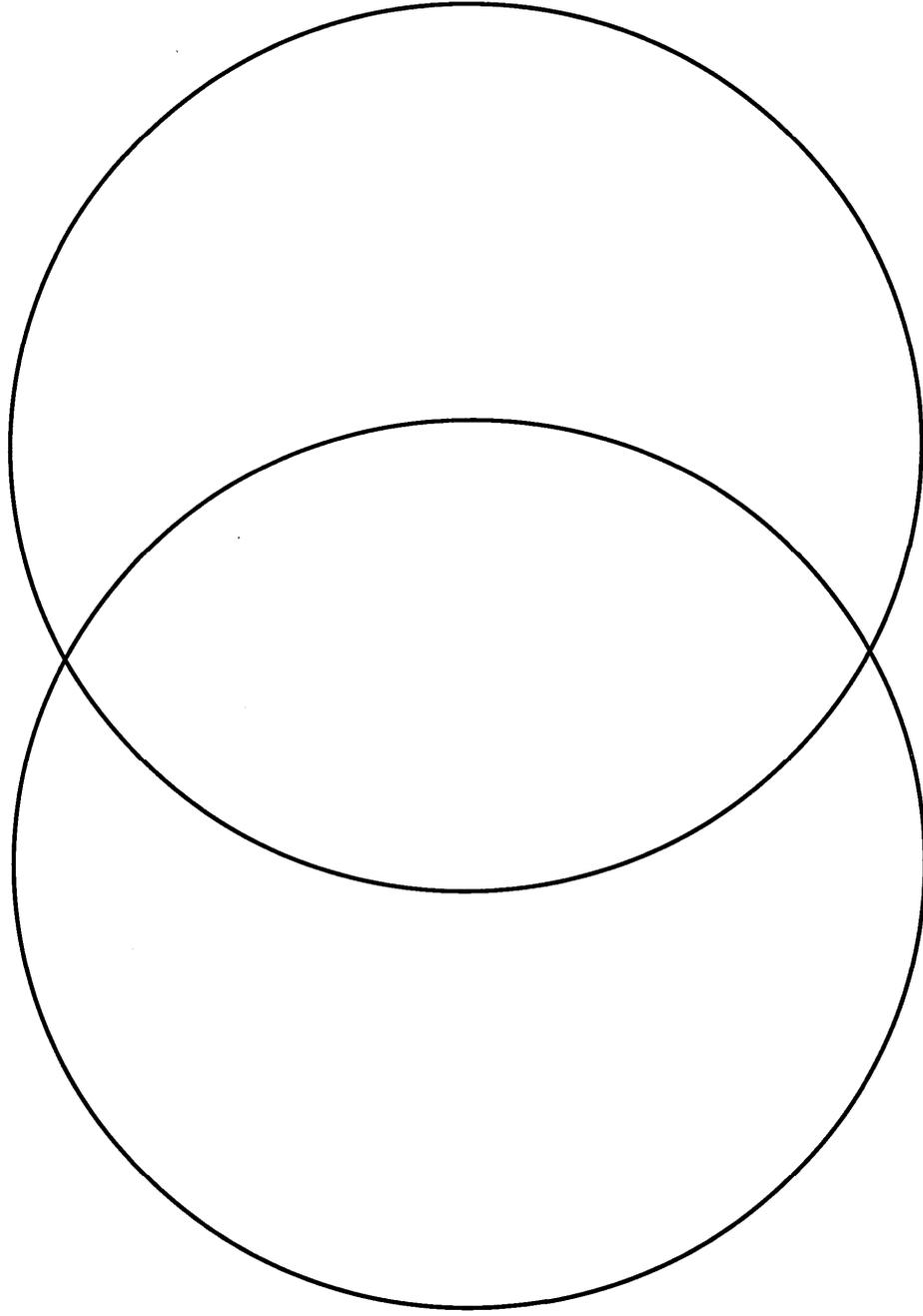
1. A map title printed across the top of the page.
2. Yellow shading with a map pencil to show the area in which your tribe lived.
3. Label any important bodies of water your tribe lived near. Use a blue map pencil to shade these bodies of water.
4. Develop a map key in the box in the lower left-hand corner of the page which includes important natural resources including plants, animals and forests. Be sure to mark these symbols on your map.
5. If your tribe had other nearby tribes which it was at war with, please shade the area where they lived and label it.
6. Student's name at the bottom of the right-hand corner of the page.





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Venn Diagram



Pattern created by Laura Candler (Teaching Resources at <http://home.att.net/~teaching>)