

How Can You Tell Them Apart?

A Unit on European and Native American Cultures

Developed by:

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UNIT SUMMARY: 10-12 class periods

George Popham and Raleigh Gilbert set sail from England on the ships "Mary and John" and the "Gift of God", arriving on the Maine coast in 1607 to establish the ill-fated Popham Colony. They discovered a thriving Native American culture in which beliefs, traditions and daily life routines often differed with their own.

Students will research specific topics relevant to both groups of peoples and then compare and contrast their findings. Class presentations will illustrate the varied perspectives of the two cultures.

GOALS:

Working both individually and in small groups, students will identify and discuss the similarities and differences in the characteristics of individuals or groups of people who made contributions to Maine's history.

OBJECTIVES: Students will

- a) Research and identify characteristics of Maine's Native Americans and European colonists, (e.g. foodways, shelter, clothing, governance, travel, religion and beliefs)
- b) Compare and contrast characteristics of the two cultures.
- c) Prepare and present their comparisons.
- d) Complete a self-assessment on their own presentation and complete a written paper showing their understanding of all class presentations.

MAINE LEARNING RESULTS DEMONSTRATED:

Social Studies: History B. Historical Knowledge, Concepts, and Patterns

Elementary Grades 3-4

2. Demonstrate an awareness of major events and people in United States and Maine history.

*Who lives here? and how did they get here?

Social Studies: History A. Chronology

Elementary Grades 3-4

1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

English Language Arts: G. Stylistic and Rhetorical Aspects of Writing and Speaking
Elementary Grades 3-4

3. Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.

7. Use a variety of media and technological resources to make creative and expository oral presentations.

English Language Arts H. Research-Related Writing and Speaking
Elementary Grades 3-4

2. Use print and non-print resources to gather information on research topics.

3. Present information obtained from research in a way that combines various forms of information. (charts, maps, photos)

4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.

ACTIVITIES:

1. Present topics (e.g. foodways, shelter, clothing, governance, travel, religion and beliefs) that you would like students to use to research and compare and contrast the culture of 1607 Popham Colonists to Native Americans. Create cooperative groups to research information on selected topic for both colonists and Native Americans. Each group will research general questions about one topic using at least three resources. At this time the teacher should be prepared to share with students the expectations and assessment for this activity.

2. Groups are allowed in-class time to complete research handout (each student should receive a copy of the attached handout.)

3. Teacher gives an overview of expectations for group presentation. (Attached rubric may be used to inform students of expectations and assessment.)

4. Groups are allowed in-class time to prepare presentation.

5. A group will share their presentation with the entire class. Following the presentation the group will complete a self-assessment while other students will demonstrate what they learned from the presentation through a writing activity.

MATERIALS:

Research hand-outs, artifact picture cards , (poster board and art supplies, research materials, (e.g. Internet, Maine history resources, Maine First Ship resource)

HISTORICAL SETTING: [Brief Historical Setting](#)

ASSESSMENTS:

ASSESSMENT CHECKLIST Date _____
Student _____ Group Members _____
Score _____

Research Piece Comments _____used 3 resources (2 pts.)

_____accurate information

_____complete (3 pts.)

Poster

_____neat and legible

_____eye-catching

_____visual art

_____clearly defines differences in culture

(5 pts.)

Presentation

_____organized

_____accurate

_____each child is a speaker

_____maintains eye contact

_____appropriate gestures

_____expressive and clear voice

EXTENSION ACTIVITIES:

A. Midden Box Create a whole class midden box; each group is responsible for creating one artifact for the Native American box and one for the colonial box. The culminating activity is to open each of the boxes and display the collection of artifacts.

B. Classifying Artifacts Using picture cards of daily artifacts, such as feathers, leather, potshards, glass beads, arrowheads, armor pieces, students will identify and sort the cards; they may choose to sort by culture, weapons, etc. Other students can try to identify the names of the categories.

C. Personal Writing Allow a student to choose the persona of either a Native American or a British colonist to write a journal entry, a diary, or a story telling of the encounter with the other culture.

