

Teacher Materials Full Lesson

Did Native People Really Sell Manhattan?

Grades

- 4-5

Subjects

- History
- Social Studies
- Geography
- Economics

Key Message

For thousands of years, Native groups developed and operated vast trade networks throughout the area known today as New York. Holding to value systems emphasizing social reciprocity and cohesion, Native people exchanged resources, information, and goods for a wide range of purposes, from personal friendship to intertribal diplomacy.

The 17th-century fur trade in New York brought together two dissimilar cultures: one Native, the other Dutch. Native people adapted their practices of exchange to obtain valued goods and establish relationships with their new trade partners. For them, trade with the Dutch filled both social and economic roles. Through trade, Native people had long acquired goods and resources unavailable to them locally. Trading with the Dutch, they could acquire beads, cloth, and metal items that they reworked into improved versions of their traditional tools. The purpose of exchange changed over time. As time went on, Native people used exchange to strengthen their influence and alliances in response to increasing pressures. Differing cultural values and world views, however, led to misunderstandings between the two groups about land exchanges. Europeans saw land as a commodity that could be bought and sold. Native people understood the notion of sovereignty over a particular territory but did not view land as a commodity for individual ownership. Because of these conflicting world views, early land exchanges, such as the transaction that took place on Manhattan in 1626 between Lenape and Dutch representatives, were understood differently by both sides.

Despite centuries of conflict among Europeans, Americans, and local Native populations, the descendants of the original Lenape and Mahican inhabitants of New York continue to thrive. Today, they and other descendants of Native New Yorkers find ways to celebrate their rich histories and keep their cultural heritage alive for future generations.

Pedagogical Approach

- This online lesson provides teachers and students with Native perspectives on an important aspect of New York history and cultures. There are many Native nations of the New York region. These nations are of diverse cultures, and their histories are extensive. The lesson is not intended to be a comprehensive study of all New York Native nations and their respective histories and cultures. Instead, this lesson focuses on the Lenape and Mahican, Native New Yorkers who participated in a trade relationship with the Dutch in the early years of the 17th-century fur trade. This lesson looks at one connection that many Native New York nations share—cultural value systems that emphasize social reciprocity and exchange as a means of establishing and maintaining relationships.
- This module utilizes the Inquiry Design Model (IDM), which implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered, inquiry-based approach to teaching and learning. Like the IDM, our approach seeks to “honor teachers’ knowledge and expertise and avoids over-prescription by highlighting key elements, offering pedagogical suggestions, and relying on teacher expertise and experience.”¹ Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question. In addition to embodying the C3 Framework and IDM, this module utilizes elements of Understanding by Design (UbD) and Universal Design for Learning (UDL).²

Overarching Standards

Performance tasks in this module revolve around the skills outlined in the Common Core State Standards (CCSS) and the C3 Framework Dimension Standards, which seek to elaborate on the CCSS by diving deeper into skills necessary for college, career, and civic life.³ In an effort to provide skills-based assessments and to meet the needs of a diverse body of teachers, we have elected to use these two nationally recognized sets of skills-based standards. The standards we list correlate to measurable objective-based assessment through formative and summative performance tasks. The content and themes in this module are highly influenced by the National Council for the Social Studies National Curriculum for Social Studies, specifically in the ten themes of social studies, and by NMAI’s own framework for Essential Understandings about American Indians. While exploring the stages of this inquiry, notice that corresponding Common Core Anchor Standards follow each set of grade-level standards.

¹ S. G., Grant, Kathy Swan, and John Lee, *Inquiry-based Practice in Social Studies Education: Understanding the Inquiry Design Model* (New York: Routledge and C3 Teachers, 2017).

² Grant Wiggins and Jay McTighe, *Understanding by Design*, (Alexandra, VA: Association for supervision and Curriculum Development, 2005; Ron Mace, Center for Universal Design, (1997).

³ John Lee and Kathy Swan, “The C3 Framework and the Common Core State Standards,” in *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, *NCSS Bulletin 113*, (2013): xxii-xxiii; NCSS, “How to Read the C3 Framework,” *NCSS Bulletin 113*, (2013): 12-13.

[C3 Dimension Standards]

D1.5.3-5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

D4.1.3-5 Construct arguments using claims and evidence from multiple sources.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

IDM Blueprint

| | | | |
|---|--|---|--|
| Compelling Question | Did Native people really sell Manhattan? | | |
| Standards | <p>D1.5.3-5 Determine the kinds of sources that will be helpful in answering compelling. . .</p> <p>D4.1.3-5 Construct arguments using claims and evidence from multiple sources.</p> <p>CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> | | |
| Staging the Question | Watch the short video <i>What does a beaver felt hat have to do with Manhattan?</i> Identify information from the video that explains why beaver fur brought Native people and the Dutch together in Native New York. | | |
| Supporting Question One | Supporting Question Two | Supporting Question Three | |
| Why did exchange matter to Native people and the Dutch? | How did the use of trade goods show differences in what people valued? | What did land exchanges mean to Native people and the Dutch? | |
| Formative Performance Task | Formative Performance Task | Formative Performance Task | |
| Draw conclusions about why exchange mattered to Native people and the Dutch. First use a Venn Diagram to compare what exchange meant to both groups. Then use evidence to support conclusions about why exchanged mattered. | Write two inferences about how the use of trade goods reflects differing value systems. First complete a graphic organizer that summarizes how trade goods were used. Then apply evidence to make inferences about how this reflects different values. | Construct a claim and cite evidence about what land exchanges meant. First annotate featured sources of Native and Dutch views of land. Then apply what you already know about Native and Dutch values to construct your claim. | |
| Featured Sources | Featured Sources | Featured Sources | |
| <p>Source Set A: The People of Native New York</p> <p>Source B: Different Views of Exchange</p> | <p>Source A: Three-Way Trade</p> <p>Source Set B: Journey of Wampum</p> <p>Source Set C: Journey of a Dutch Kettle</p> <p>Source Set D: Journey of a Beaver Fur</p> | <p>Source A: The Schaghen Letter</p> <p>Source Set B: Different Views of Land</p> | |
| Summative Performance Task | Argument: Did Native people really sell Manhattan? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how differences in cultural values contributed to misunderstandings about the land exchange that led to the “sale” of Manhattan. | | |
| Contemporary Connections | <p>Understand: Native New Yorkers today take pride in their cultural heritage and find ways to celebrate and honor their rich history.</p> <p>Assess: In what ways do Native New Yorkers today celebrate their culture and work to keep their heritage alive for future generations?</p> | | |

Pedagogical Framework

KNOW

The 17th century fur trade in New York brought together two dissimilar cultures, one Native, the other Dutch. In order to negotiate their places in a rapidly changing world, both groups established relationships based on exchange. Native people and the Dutch adapted Native practices of exchange as a means to obtain desired goods and to build relationships. As time went on, Native people used trade to strengthen their influence and alliances in response to increasing pressures. Differing cultural values concerning exchange and land, however, led to misunderstandings. One such misunderstanding was the transaction that took place on Manhattan in 1626 between Lenape representatives and the Dutch.

- **Staging the Question:** In 1609, representatives of the Lenape and Mahican peoples encountered Henry Hudson, an English explorer who was searching for a passage to Asia. Interactions between Native people and Hudson’s crew included the exchange of items, among them beaver furs. The pelts caught the attention of Europeans. The Dutch, especially, valued beaver fur for the making of beaver felt hats. Soon after, the Dutch set up trading posts and settled in what are now parts of New York in order to capitalize on the abundance of furs in the region.
- **Supporting Question One:** Gift giving and exchange have long been part of Native cultures. The northeastern Atlantic coast was home to diverse Native communities that exchanged goods, information, and technology as a way to reinforce social cohesion. While this exchange had mostly social implications, Native people increasingly engaged in trade with the Dutch to obtain goods they wanted. Through trade, the Lenape and Mahican were able to obtain from the Dutch items unavailable to them locally. The Dutch discovered that successful transactions depended on maintaining full supplies of goods that Native people valued. Native people and Dutch traders, however, had very different value systems that informed these early years of exchange.
- **Supporting Question Two:** Native people and the Dutch participated in a trade relationship for reasons that were influenced by differing cultural value systems. The Dutch depended on Native knowledge in order to survive (food, services, information) and acquire the wealth-generating goods they desired (furs, wampum). Native people viewed Dutch traders as a source of new materials (metal) that improved Native life. Native nations of Long Island produced wampum, a shell bead highly valued in Native societies. Native wampum producers traded it for European goods such as metal; the Dutch traded wampum and European goods with the Mahicans for furs; the Mahicans traded wampum with tribes farther north for furs to trade with the Dutch.
- **Supporting Question Three:** Native people and the Dutch had different views of land and exchange. For Native people, land couldn’t be owned. Sharing land and its resources was a way of building and maintaining relationships. The Dutch viewed land as a commodity that could be bought and sold. In 1626, a Dutch representative reported the purchase of Manhattan from “the Indians.” The difference in cultural values between Native people and



the Dutch led to misunderstandings about the meaning of the land exchange that took place on Manhattan in 1626.

UNDERSTAND

Cultural values and practices influence why and the ways in which groups of people consume and exchange goods. When peoples encounter each other, they have to navigate cultural differences and create common understandings in order to build mutually beneficial relationships. Often, due to differences in cultural value systems, interactions between dissimilar cultures result in misunderstandings and conflict during trade and exchange.

- **Staging the Question:** Following Native practices of social reciprocity, items were given and received during the encounter on the Hudson River in 1609. The exchange of one gift in particular, beaver fur, brought together two very distinct cultures: one Native, the other European.
- **Supporting Question One:** Native nations of the northeastern Atlantic coast have engaged in exchange for centuries as a means of social cohesion. The fur trade brought together two distinct cultures with very different value systems. For Native peoples, a cultural emphasis on relationship building and social balance influenced trade practices. Dutch culture emphasized the acquisition of goods and property for individual and economic advancement.
- **Supporting Question Two:** The fur trade depended on establishing relationships (economic and diplomatic) based on Native practices of exchange. Both Native and Dutch people participated in trade to acquire what they desired and for survival. What was traded and why reflects the values Native people and the Dutch held.
- **Supporting Question Three:** Native and Dutch peoples had very different cultural outlooks on and approaches to exchange and land. Native people used exchange and land sharing to build alliances and maintain relationships. This difference in cultural values contributed to misunderstandings about the exchange that took place on Manhattan in 1626.

DO

Did Native people really sell Manhattan? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how differences in cultural values contributed to misunderstandings about the land exchange that led to the “sale” of Manhattan.

- **Staging the Question:** Watch the short video *What does a beaver felt hat have to do with Manhattan?* Identify information from the video that explains why beaver fur brought Native people and the Dutch together in Native New York.
- **Supporting Question 1:** Draw conclusions about why exchange mattered to Native people and the Dutch. First use a Venn Diagram to compare what exchange meant to both groups. Then use evidence to support conclusions about why exchanged mattered.
- **Supporting Question 2:** Write two inferences about how the use of trade goods reflects differing value systems. First complete a graphic organizer that summarizes how trade goods were used. Then apply evidence to make inferences about how this reflects different values.



- **Supporting Question 3:** Construct a claim and cite evidence about what land exchanges meant. First annotate featured sources of Native and Dutch views of land. Then apply what you already know about Native and Dutch values to construct your claim.

Suggested Pacing Guide

| Stage | Assessment Materials | Standards |
|---|---|--|
| Day 1 Staging the Question Supporting Question 1 | <p><i>Video: What does a beaver felt hat have to do with Manhattan?</i></p> <p><i>Read and Sort</i></p> <p><i>Why Exchange Matters</i> [Parts A-C]</p> | <p>[C3] D3.3.3-5. Identify evidence . . . from multiple sources . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis . . .</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.</p> <p>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence . . . to support conclusions . . .</p> |
| Day 2 Supporting Question 2 | <p><i>Trade Goods: Differences in Values</i> [Parts A-B]</p> | <p>[C3] D3.3.3-5. Identify evidence . . . from multiple sources . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.RI.4.1 Refer to details . . . in a text when explaining . . . and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from . . . informational texts to support analysis, reflection, and research.</p> <p>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence . . . to support conclusions . . .</p> |
| Day 3 Supporting Question 3 | <p><i>Resource Annotator</i> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i></p> <p><i>Views of Land</i> [Parts A-B]</p> | <p>[C3] D3.4.3-5. Use evidence to develop claims in response . . .</p> <p>[CCSS] CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences . . .</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts . . .</p> |
| Day 4 Summative Performance Task | <p><i>The Independent Observer: Constructing Evidence-Based Arguments</i></p> <p>Did Native people really sell Manhattan? Construct an argument addressing the compelling question.</p> | <p>[C3] D1.5.3-5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions . . .</p> <p>D4.1.3-5 Construct arguments using . . . evidence from multiple sources.</p> <p>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts . . . and relevant and sufficient evidence.</p> |
| Extension Contemporary Connections | <p>Optional Expository Writing</p> | <p>[CCSS] CCSS.ELA-LITERACY.W.4.2 & CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |

Staging the Question: What does a beaver felt hat have to do with Manhattan?

Featured Sources

- **Video:** *What does a beaver felt hat have to do with Manhattan?*— Watch this short video and identify information that explains why beaver fur brought Native people and the Dutch together in Native New York.

Student Task

- **Opening Video: Identifying Information**

Student Outcomes

KNOW

In 1609, representatives of the Lenape and Mahican peoples encountered Henry Hudson, an English explorer who was searching for a passage to Asia. Interactions between Native people and Hudson's crew included the exchange of items, among them beaver furs. The pelts caught the attention of Europeans. The Dutch, especially, valued beaver fur for the making of beaver felt hats. Soon after, the Dutch set up trading posts and settled in what are now parts of New York in order to capitalize on the abundance of furs in the region.

UNDERSTAND

Following Native practices of social reciprocity, items were given and received during the encounter on the Hudson River in 1609. The exchange of one gift in particular, beaver fur, brought together two very distinct cultures: one Native, the other European.

DO

Watch the short video *What does a beaver felt hat have to do with Manhattan?* Identify information from the video that explains why beaver fur brought Native people and the Dutch together in Native New York.

Staging the Question Lesson Procedures

Anticipatory Set

Part A: Meeting of Strangers

- The opening video addresses how the fur trade brought together Native people and Europeans, two dissimilar cultures that looked and spoke very differently from one another. Introduce the video by having the class participate in an activity called *Meet A Stranger*. The goal of this activity is to provide students with an opportunity to experience some of the challenges that arose when Native people and Hudson’s crew encountered each other. For this activity, ask students to turn to someone seated close to them. They will have one minute to learn as much as they can about their classmate *without speaking*. After the minute is up, allow time for discussion. Consider one of the following topics for students to learn about their classmate:

What did you eat for breakfast today?

How did you get to school today?

What are your plans for this weekend?

- Ask students: What made the interaction difficult? Since you couldn’t speak, how did you communicate with your partner? What helped you understand your partner?

Guided Practice, Instruction, and Formative Assessment

Part B—Video: *What does a beaver felt hat have to do with Manhattan?*

- Show the video *What does a beaver felt hat have to do with Manhattan?*— This video features youth explaining in simple and accurate terms key facts about how the exchange of beaver pelts brought Europeans to the northeastern Atlantic coast. As students watch the video, they should identify information that explains why beaver fur brought Native people and the Dutch together in Native New York. Students should use the worksheet *Opening Video* when identifying information from the video.

Teacher Tip: Henry Hudson was an English explorer hired by the Dutch East India Company, a private corporation empowered by the Dutch government to represent Dutch colonial interests, to find a sea route through North America to Asia and the spice trade.

Check for Understanding

Teacher TIP: Before moving to supporting question one, consider conducting an informal assessment on what led to the arrival of the Dutch to Native New York. Students should understand the connection of the exchanging of goods, particularly beaver pelts, during the encounter on the Hudson River to the arrival of the Dutch and other Europeans to the New York region.

Preview

Teacher TIP: Emphasize to students the point made in the video that Native accounts and perspectives are often left out of history. Native histories were maintained through oral traditions and mnemonic devices, such as wampum belts, and are reflected in the material culture. The fact that Native people did not have a written language has had tremendous implications for how history has been recorded, passed down, and understood. Much of what historians know regarding life in and around the Hudson River Valley during the fur trade has come from Dutch documents, archaeological material culture, and Native oral traditions. When reviewing the featured sources in this inquiry, students should be encouraged to ask themselves:

Who wrote the source?

Which voices are present and which are not?

When was the source written?

What else was happening at that time?

Who was this written for, and why was it written?

- Introduce the inquiry and compelling question: *Did Native people really sell Manhattan?* Prompt students to brainstorm what the topic of the inquiry might be.

Supporting Question One: Why did exchange matter to Native people and the Dutch?

Featured Sources

- **Source Set A:** *The People of Native New York*— Examine a map, images, and objects to learn about the history of exchange of the Lenape and Mahicans, two peoples native to New York, and the Dutch.
- **Source B:** *Different Views of Exchange*— Learn about the views of exchange by sorting statement cards with the different views of exchange between Native people and the Dutch to reveal a hidden chart underneath.

Teacher TIP: The Lenape are the descendants of the many communities that spoke the Munsee and Unami languages.

Student Tasks

- **Read-and-Sort Activity**— This supporting question includes an interactive drag-and-drop puzzle. Students will sort the statement cards to reveal a chart listing Native and Dutch views of exchange.



Student Outcomes

KNOW

Gift giving and exchange have long been part of Native cultures. The northeastern Atlantic coast was home to diverse Native communities that exchanged goods, information, and technology as a way to reinforce social cohesion. While this exchange had mostly social implications, Native people increasingly engaged in trade with the Dutch to obtain goods they wanted. Through trade, the Lenape and Mahican were able to obtain from the Dutch items unavailable to them locally. The Dutch discovered that successful transactions depended on maintaining full supplies of goods that Native people valued. Native people and Dutch traders, however, had very different value systems that informed these early years of exchange.

UNDERSTAND

Native nations of the northeastern Atlantic coast have engaged in exchange for centuries as a means of social cohesion. The fur trade brought together two distinct cultures with very different value systems. For Native peoples, a cultural emphasis on relationship building and social balance influenced trade practices. Dutch culture emphasized the acquisition of goods and property for individual and economic advancement.

DO

Draw conclusions about why exchange mattered to Native people and the Dutch. First use a Venn Diagram to compare what exchange meant to both groups. Then use evidence to support conclusions about why exchanged mattered.

Standards**[C3 Dimension Standards]**

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

[CCSS: 4-5 Grade Specific Standards]

CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Supporting Question One Lesson Procedures

Anticipatory Set

- Have students brainstorm potential definitions for the following concepts: cultures, exchange, and communities. Invite students to share their ideas and discuss. Present the following explanations for each concept:

Exchange: The giving and receiving of something

Culture: Shared beliefs, traditions, and practices of a group

Community: A group of people living together in the same location or having a particular shared characteristic or interest

- Explain that students will examine these themes as they apply to the importance of the 17th century fur trade in the region known today as New York.

Review

- Help students recall key ideas explored in the previous lesson: Native representations of the Lenape and Mahican peoples exchanged goods with Henry Hudson and his crew; Wanting to capitalize on the beaver felt hat craze in Europe, Dutch traders came to New York for beaver furs.

Guided Practice, Instruction, and Formative Assessment

*Teacher TIP: Preview the interactive **read-and-sort activity** with students. The interactive requires students to turn over statement cards to uncover its hidden content on Native and Dutch views of exchange. Students will read the statement cards and sort them into the appropriate categories, revealing the hidden chart underneath.*

Part A—Different Views of Exchange: Gathering Evidence

- Students will work independently using the interactive **read-and-sort activity** to sort the statement cards to reveal the hidden *Different Views of Exchange* chart.
- After exploring the map and sorting the statement cards, students can work individually, with partners, or in groups to complete the graphic organizer on Part A of the ***Why did exchange matter to Native people and the Dutch?*** worksheet by filling in the Venn Diagram with evidence gathered from the map and *Different Views of Exchange* chart in order to compare the different views of exchange.

Teacher TIP: Remind students to think about the discussion questions that accompany each source. The discussion questions seek to elicit the importance of trade to Native communities.

Check for Understanding

Part B—Comparing Views of Exchange: Summarizing

- Working as a class, with partners, or in groups, students share the evidence gathered from Part A of the *Why did exchange matter to Native people and the Dutch?* worksheet. They work together to summarize evidence gathered from Part A.

Check for Understanding

Part C— Coming to Conclusions

- After sharing and summarizing, each student will synthesize the evidence from Part B of the *Why did exchange matter to Native people and the Dutch?* worksheet in order to draw evidence-based conclusions. Conclusions should address the supporting question: Why did exchange matter to Native people and the Dutch?

Preview

- As a closing discussion, invite students to share their conclusions and cite evidence from the sources they examined. As time allows, ask students to make a prediction about what might happen when differing ideas of exchange come together.
- In supporting question two students will consider how the use of trade goods showed differences in what Native and Dutch cultures valued.



Supporting Question Two: How did the use of trade goods show differences in what people valued?

Featured Sources

- **Source A:** Three-Way Trade—Follow the flow of trade goods as they moved through Native New York to learn what the Lenape, Mahican, and Dutch traded.
- **Source Set B:** Journey of Wampum Slideshow—Examine illustrations and captions to learn how wampum was produced and its importance in Native societies.
- **Source Set C:** Journey of a Dutch Kettle Slideshow— Examine illustrations, captions, and objects to learn how metal from Dutch kettles was reworked to meet Native purposes.
- **Source Set D:** Journey of a Beaver Slideshow— Examine illustrations and captions to learn the importance of Native knowledge in processing beaver furs and for what purpose the Dutch used beaver pelts.

Student Tasks

- *Trade Goods: Differences in Values*

Student Outcomes

KNOW

Native people and the Dutch participated in a trade relationship for reasons that were influenced by differing cultural value systems. The Dutch depended on Native knowledge in order to survive (food, services, information) and acquire the wealth-generating goods they desired (furs, wampum). Native people viewed Dutch traders as a source of new materials (metal) that improved Native life. Native nations of Long Island produced wampum, a shell bead highly valued in Native societies. Native wampum producers traded it for European goods such as metal; the Dutch traded wampum and European goods with the Mahicans for furs; the Mahicans traded wampum with tribes farther north for furs to trade with the Dutch.

UNDERSTAND

The fur trade depended on establishing relationships (economic and diplomatic) based on Native practices of exchange. Both Native and Dutch people participated in trade to acquire what they desired and for survival. What was traded and why reflects the values Native people and the Dutch held.

DO

Write two inferences about how the use of trade goods reflects differing value systems. First complete a graphic organizer that summarizes how trade goods were used. Then apply evidence to make inferences about how this reflects different values.

Standards**[C3 Dimension Standards]**

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

[CCSS: 4-5 Grade Specific Standards]

CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Supporting Question Two Lesson Procedures

Anticipatory Set

- Ask students what the word *value* means. Explain that “value” has several meanings. One is the actual monetary worth of something. Another meaning involves a more personal measure of worth, such as how important certain things, beliefs, principals or ideas are to someone. Different things are worth more or less to different people, meaning they have more or less value. Values help determine one’s behavior. Consider giving the following examples:

A person who values family cares about their partner, children, and home life.

A person who values the environment practices not polluting.

A person who values health will have a healthy diet and exercise regularly.

Discussion questions:

What things do you believe in and are willing to stand up for?

Where do you think you get your values from?

Which of your values comes from your culture?

How do your values guide/influence your behavior?

Review

- Ask students to share out conclusions constructed in supporting question one, Part C on the ***Why did exchange matter to Native people and the Dutch?*** worksheet illustrating why exchange was important in Native societies. Remind students of the three essential understandings from supporting question one: (1) Native nations have participated in exchange for centuries as a means of caring for and keeping communities together. (2) The fur trade brought together two cultures with very different value systems. (3) For Native peoples, cultural values emphasizing the building and keeping of relationships influenced behavior and exchange.

Teacher Tip: The essential understandings in the text has been adapted into kid friendly language. See the academic language here: Native nations of the Northeastern Atlantic coast have engaged in exchange over centuries as a means of social cohesion. The fur trade brought together two distinct cultures with very different value systems. For Native peoples, cultural values emphasizing relationship building and maintaining social balance influenced human interactions of exchange.

Part A—Summarize: How were trade goods used?

Teacher TIP: When students select a trade good slideshow (i.e., Journey of Wampum, Journey of a Dutch Kettle, Journey of a Beaver Fur), they will see an interactive graphic story that provides a summary of each good and how it was used. The slideshows can be completed individually, with partners, or in groups. So that students appreciate how the uses of each trade good reflects the cultural values of Native people and the Dutch, students might work with a partner to complete Part A of the graphic organizer or the class can be broken into groups with each group assigned a trade good slideshow to complete the corresponding trade good section in Part A (i.e., Wampum, Metal, Fur).

- In Part A of the worksheet **Trade Goods: Differences in Values**, students will use evidence from the three separate slideshows to summarize how Native people and the Dutch used wampum, Dutch kettles, and beaver fur.
- We recommend students view the slideshows twice and wait to complete the worksheet **Trade Goods: Differences in Values** until the second viewing.

Teacher Tip: Wampum, Dutch kettles, and beaver fur were not the only trade items Native people sought. They also valued cloth, glass beads, and other metal objects such as hatchets.

Part B— Making Inferences

- To complete Part B of the **Trade Goods: Differences in Values** worksheet, students will apply the evidence they summarized in Part A to write two inferences on how the use of trade goods reflects what Native people and the Dutch valued. Students may work individually or with a partner to complete Part B of the worksheet.

Check for Understanding

- As a closing discussion, invite students to share their inferences and cite evidence from the slideshows they examined.
- While inferences may vary, students should understand how Native people carefully sought out trade goods that reinforced cultural value systems of social cohesion and reciprocity and adopted the most useful goods to use them in ways that blended into existing Native culture as evident in the reworking of metal from Dutch kettles.

Preview

- Next, students will examine how differing cultural value systems regarding exchange led to misunderstandings, particularly as it relates to land exchanges.
- Introduce the next section by previewing supporting question three: What did land exchanges mean to Native people and the Dutch?

Supporting Question Three: What did land exchanges mean to Native people and the Dutch?

Featured Sources

- **Source A:** The Schaghen Letter—Read the earliest reference to the purchase of Manhattan and consider what it reveals about Dutch views of land.
- **Source Set B:** Views of Land—Read two sources to learn how and why the meanings of land exchanges differed for Native people and the Dutch.

Student Tasks

- **Resource Annotator**— This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source. They can use up to five pins for each theme (Native View of Land/Dutch View of Land) to annotate the sources.



Student Outcomes

KNOW

Native people and the Dutch had different views of land and exchange. For Native people, land couldn't be owned. Sharing land and its resources was a way of building and maintaining relationships. The Dutch viewed land as a commodity that could be bought and sold. In 1626, a Dutch representative reported the purchase of Manhattan from "the Indians." The difference in cultural values between Native people and the Dutch led to misunderstandings about the meaning of the land exchange that took place on Manhattan in 1626.

UNDERSTAND

Native and Dutch peoples had very different cultural outlooks on and approaches to exchange and land. Native people used exchange and land sharing to build alliances and maintain relationships. This difference in cultural values contributed to misunderstandings about the exchange that took place on Manhattan in 1626.

DO

Construct a claim and cite evidence about what land exchanges meant. First annotate featured sources of Native and Dutch views of land. Then apply what you already know about Native and Dutch values to construct your claim.

Standards**[C3 Dimension Standards]**

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

[CCSS: 4-5 Grade Specific Standards]

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Supporting Question Three Lesson Procedures

Anticipatory Set

Teacher TIP: The following are suggestions for how you could help students transition from the concept of cultural values influencing behavior and interactions to establishing context for how differences in value systems can result in misunderstandings regarding meaning and intentions of exchanges. Exchange, in this context, should be understood as the giving and receiving of material goods, land, and other gifts.

Option A—Discuss: Understanding the Cultural Divide

- Consider leading a brief discussion with students on identifying **contributing factors** that can result in challenges/conflicts when different cultures and/or world views come into contact.

Option B—Brainstorm: Understanding the Cultural Divide

- Have students brainstorm—individually, in small groups, or as a class—possible **challenges** different cultural groups face when they come into contact.

Review

- Have students revisit both their conclusions and inferences from the previous lessons regarding Native and Dutch values. Students may also revisit the evidence they cited in **Part B** on supporting question one student worksheet.

Guided Practice, Instruction, and Formative Assessment

Part A—Gathering Evidence

Teacher TIP: Students can print or download and save their annotations. Before students begin analyzing the featured sources, preview the interactive Resource Annotator Example with students. The interactive requires students to read each source and then drag and drop themed pins (Native View of Land/Dutch View of Land) onto the source where they wish to add annotations. Students can complete individually, with partners, or in groups.

Teacher Tip: The three sources address how differing cultural value systems and world views of land (land use vs. ownership) contributed to misunderstandings regarding the meaning of the exchange that took place on Manhattan in 1626.

- Supporting question three presents three sources for students to analyze on the land exchange that took place on the island of Manhattan in 1626 between Native and Dutch representatives.
- First have students read the Schaghen Letter, the earliest reference to the land exchange that took place on Manhattan in 1626. Ask students to consider the significance of which perspectives are present (Dutch) and which are not (Native), and how this shapes our

understanding of the land exchange. Students will then use the interactive Resource Annotator to identify Native and Dutch views of land.

- When students are finished annotating the sources, they complete Part A of the *Views of Land* worksheet with evidence on Native and Dutch views of land. The purpose of Part A is to show differences in Native and Dutch views of land which students will then use to craft evidence-based claims on what land exchanges meant to Native people and the Dutch.

Check for Understanding

- Before moving on to Part B of the *Views of Land* worksheet, check for understanding. Each source makes some strong assertions about the connections between cultural value systems and views concerning land. As students go through the sources in Part A, ask about the connections between Native views of exchange in establishing relationships and alliances, and the use of land.

Guided Practice, Instruction, and Formative Assessment

Part B—Crafting Evidence-Based Claims

- In Part B, students construct claims on what land exchanges meant to Native people and the Dutch.
- Students quote and/or paraphrase evidence from the sources, while applying what they learned in supporting questions one & two about Native and Dutch values, in crafting their claims.

Check for Understanding

- Highlight several key concepts explored in this inquiry—especially the concept of exchange as a means of social reciprocity and relationship building.

Summative Performance Task

Student Tasks

- **Summative Performance Task:** ***The Independent Observer: Constructing Evidence-Based Arguments***— Create your own news article that addresses how differences in cultural values contributed to misunderstandings about the land exchange that led to the “sale” of Manhattan.



Student Outcomes

KNOW

The 17th century fur trade brought together two dissimilar cultures, one Native and the other Dutch. In order to negotiate their places in a rapidly changing world, both groups established relationships based on exchange. Native people and the Dutch adapted Native cultural practices of exchange as a means to obtain desired goods through trade and to build relationships. As time went on, Native people used exchange to strengthen their influence and alliances in response to increasing pressures. Differing cultural values concerning exchange and land led to misunderstandings, such as the transaction that took place on Manhattan in 1626 between Lenape representatives and the Dutch.

UNDERSTAND

Cultural values and practices influence why and the manner in which groups of people consume and exchange goods. When peoples encounter each other, they have to navigate cultural differences and create common understandings in order to build mutually beneficial relationships. Often, due to differences in cultural value systems, human interactions between dissimilar cultures results in misunderstandings and conflict during trade and exchange.

DO

Did Native people really sell Manhattan? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how differences in cultural values contributed to misunderstandings about the land exchange that led to the “sale” of Manhattan.

Standards**[C3 Dimension Standards]**

D1.5.3-5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

D4.1.3-5 Construct arguments using claims and evidence from multiple sources.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Summative Performance Task

Lesson Procedures

Anticipatory Set

- Return to the compelling question: Did Native people really sell Manhattan?
- You might also revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that demonstrate the differences in values systems and exchange practices between Native people and the Dutch and the importance of exchange in establishing and maintaining relationships in Native societies. Students should recognize that Native peoples of the northeastern Atlantic coast have engaged in exchange over centuries as a means of social cohesion. Native people were active participants in the fur trade and sought out trade relationships with the Dutch to secure resources and goods they valued and which improved Native life. As time went on and Dutch desire for land increased, Native people used exchange to strengthen their influence and alliances in a rapidly changing world. Conflicting world views regarding land and exchange resulted in misunderstandings particularly as it relates to land use versus ownership.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims and refute counterclaims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: *Did Native people really sell Manhattan?*

Summative Argument

- To support students' application of evidence in building an argument, this inquiry features an interactive online news-article generator The Independent Observer: Constructing Evidence-Based Arguments. Students can build a news article to construct a written argument about the compelling question. After selecting a predesigned template, students determine what featured sources from the inquiry best support their argument. Students will be able to write captions, quotations, headlines, body text, and bylines.
- It is important to note that students' arguments could take a variety of forms, including a detailed outline, graphic, presentation, or essay. Students should construct an argument in one of these forms that addresses the compelling question and acknowledges competing views, using specific claims and relevant evidence from historical sources.
- Students' arguments will vary but could include any of the argument stems presented below. Note that students should support their arguments with specific evidence from the sources they examined in the inquiry and be prepared to acknowledge competing claims or counterarguments.

Argument Stems

Teacher TIP: An argument stem serves as the thesis statement for students' arguments.

- Native people did sell Manhattan because the Schaghen Letter shows that an exchange took place that was accepted by both Lenape representatives and the Dutch. At the time of the exchange, the Lenape, along with many Native communities, lived in what is today known as New York. The Dutch, who were expanding their nation and hoped to get rich, wanted to trade with Native communities in order to get things they wanted, like beaver, because beaver felt hats were really popular in Europe. Native peoples saw trade in a different way: it was more about building relationships with people and sharing stuff for survival, not about getting rich. So, while both groups of people did share a relationship built on trade, they each had different ideas about what exchange meant. Native people really did sell Manhattan, however, it could be that they understood the meaning of “sell” differently than the Dutch did.
- Native people did not sell Manhattan because they believed that land was something that you could not own and therefore, you could not sell it. The fur trade brought together two very different cultures who had really different views about not only land but also exchange (trade) of goods between peoples. The Dutch mainly saw exchange as something that helped you get rich. Native people viewed exchange as a way to build relationships, alliances and influence. When it came to land, the Dutch saw land as something that could be bought or sold to someone, while Native people saw land as something you couldn't own but could share as a way to build relationships needed for survival. In the “sale” of Manhattan, different values came into conflict and resulted in a great misunderstanding regarding what land exchanges meant.
- While Native people did technically “sell” Manhattan, they understood the meaning of “selling” to be very different than what the Dutch did. Documents from the Dutch show that there was some kind of exchange with Native people on the island of Manhattan in 1626. It is clear though that Native people and the Dutch held very different values and ideas about exchange and land. Native people saw land as something that could never be owned by a person and treated the exchange of goods and the sharing of land as a way to build and strengthen relationships. The Dutch thought of land as something that could be bought and sold in order to gain more wealth. Likewise, trade and exchange were for accumulating riches and power. Whether Native people really did “sell” Manhattan isn't as important as understanding how different cultures often value things differently and these differences can create misunderstandings between peoples.

Contemporary Connections

Featured Sources

- **Case Study:** Native New Yorkers Today— Today, many people whose ancestors were from Native New York still call the area home. Discover how Native people find ways to celebrate their rich histories and keep their cultural heritage alive for future generations.

Student Tasks

- **Optional Expository Writing:** Complete an expository-writing sample explaining the ways Native New Yorkers today honor and celebrate their rich cultural history and work to keep their heritage alive for future generations.

Student Outcomes

KNOW

Native descendants of communities that engaged in trade with the Dutch are still alive and thriving.

UNDERSTAND

The unique characteristics and challenges of reaffirming tribal culture and how Native New Yorkers today celebrate their cultures by organizing events, activities and troupes.

DO

Identify, describe, and infer the characteristics of community organizing and how Native nations organize to celebrate and sustain Native cultures.



Standards

Optional Expository Writing

[CCSS: 4-5 Grade Specific Standards]

CCSS.ELA-LITERACY.W.4.2 & CCSS.ELA-LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Contemporary Connections

Lesson Procedures

Anticipatory Set

- Ask students to think about cultural change and continuity by asking: How do communities/cultures change over time? How do they stay the same?
- As needed, help students understand change and continuity in their own terms. Students might brainstorm examples of how their families have changed over time (i.e., movement: immigration/migration; family size; adaptation) and how they have stayed the same (i.e., sharing of family stories/histories; passing down culture through traditions and celebrations; language).
- Transition to the concept of change and continuity as it relates to this inquiry: Although the fur trade brought together two distinct cultures, Native New Yorkers adapted traditional practices of exchange with their new trade partners, the Dutch. Native exchange practices greatly shaped interactions during the early years of the fur trade, which were used to secure desired goods and in maintaining cultural value systems. Although Native New Yorkers did exchange land with the Dutch, they did so to maintain relationships and build alliances, never intending to leave their tribal homelands.
- Many people whose ancestors were from Native New York still call the area their homeland. Thousands of people belong to Native communities in New York state, while many others live among the non-Native population. Thousands more belong to tribal nations located in New Jersey, Wisconsin, Oklahoma, and Ontario, Canada. Today, many descendants of the Lenape call themselves Delaware. Native people and nations take pride in their cultural heritage and find ways to celebrate their rich histories.

Guided Practice and Optional Expository Writing

- Explain to students that some ways in which we can see how Native New Yorkers today celebrate their culture and work to keep their heritage alive are through the organizing of community events and activities.
- Direct students to the contemporary-connections case study, ***Native New Yorkers Today***.
- After examining the images, reading the supporting text, and considering the discussion questions, students might complete an expository-writing sample about the ways Native New Yorkers today honor and celebrate their rich cultural history and work to keep their heritage alive for future generations.