

Teacher Materials Lesson At A Glance

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.

[C3 Dimension 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.

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>