

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.