

## **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.

