

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.

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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.