

AIH-15: Colony Settlement & American Indian Involvement

Summary

Students will gain knowledge of American Indian individuals and tribes involved in the settlement of English colonies.

Group Size

Small Groups

Background for Teachers

This is the second of three lessons in the Eighth Grade American Indian History Lesson Plan Unit:

- [AIH-14: Changes to American Indian Cultures](#)
AIH-15: Colony Settlement & American Indian Involvement
- [AIH-16: Effect of Revolutionary War on American Indians](#)

Instructional Procedures

Essential Question 1: How were major East Coast tribes involved with the settlement of English colonies?

Through a combination of teacher presentation or student research, examine the following:

Stories of Roanoke (1587)

The Iroquois relationship with the French and the Dutch (1567-1635, 1606-1630)

Jamestown (1607)

Plymouth (1620)

The real first Thanksgiving (1621).

The first people who met Europeans.

Sources:

- [Early English Colonies](#)
http://etc.usf.edu/maps/galleries/us/earlyamerica14001800/index.php?pageNum_Recordset1=1
(maps of early English colonies)
- [The Roanoke Colony](#)
http://www.kidinfo.com/American_History/Colonization_Roanoke.html
- [Jamestown](#)
http://en.wikipedia.org/wiki/Jamestown_Settlement
- [Plymouth](#)
http://en.wikipedia.org/wiki/Plymouth_Colony
- [Dutch Iroquois](#)
<http://www.lowensteyn.com/iroquois/>
- [The Iroquois Wars](#)
<http://members.tripod.com/~RFester/iroq.html>
- *Encounters in the New World: A History in Documents*
by Jill Lepore
- *American Encounters: Natives and Newcomers from European Contact to Indian Removal, 1500-1850*
, 1999. Peter Mancall and James Merrell.
Wampanoag (Plymouth)
Powhatan (Jamestown)
Paspahugh (Jamestown)

Croatan (Roanoke)

Iroquois

Essential Question 2: Who were the major individuals, both American Indian and European, involved with the settlement of the English colonies?

Do a jigsaw strategy with groups. Begin with groups of nine, then each student goes to another group, reading and discussing a short biography of a specific individual listed below. Each student then returns to his or her group of nine and teaches the others what he or she knows about what they read and discussed in their individual specific group.

John Smith	Red Jacket (Sagoyewatha, "He keeps them awake")
Pocahontas	Red Shoes (Shulush Humma, Shulush Homa)
John White	Red Wing (Koo-poo-hoo- sha; Tatankamani)
Powhatan	Philip Amadas
Tatank'amini, "Walking Buffalo "	Moshup
Frederick Remington	Arthur Barlowe
King Philip Metacomet	Granganimeo
Massasoit	John Carver

Sources:

Documentary: *Pocahontas: Her True Story* (1987) by A&E Entertainment

General source for maps, timelines, primary documents, etc.:

<http://www.teacheroz.com/colonies.htm>

Hazen-Hammond, Susan. *Timelines of Native American History. Through the Centuries with Mother Earth and Father Sky.*

Assessment Plan

Essential Question 1:

Students create a living timeline of colonies and tribes.

Essential Question 2:

Matching test of people with colony or tribe and a short written description of the settlement.

Bibliography

Utah State Office of Education

Social Studies Enhancement Committee

American Indian History

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