

Understanding cultural clashes: Powhatan and Early Settlers



*Powhatan village,
Virginia lodge hut. Circa
1600s. Miami University
Teaching American History
Photo.*

Grades 5-8

Time Allotment

One 45-minute class period

Overview

When the early settlers landed in Virginia, they were met by the Powhatans, an established and highly-developed civilization. The relationship that developed between these two groups of people—settlers and Powhatans—was neither productive nor peaceful; the two groups did not cohabitate well. This lesson utilizes still photographs and video footage to help students compare and contrast the cultures of these distinct societies. The lesson also employs guided discussion periods and ven-diagram construction. Learning activities culminate in an exercise in which students are encouraged to explore the impact of European settlement on the established Native American civilization, and to share what the students see as the cause of early inter-cultural conflicts.

Subject Matter

Social Studies/American History

Learning Objectives

Students will be able to:

- Identify similarities and differences between two cultures based on a study of artifacts and primary sources
- Investigate the historical events and social conditions that led to the development of dwellings—in close proximity to one another—of two distinct cultures.
- Collaborate with team members in exploring varying perspectives with the purpose of coming to an informed conclusion.

Ohio Department of Education Academics Content Standards

K-12 Social Studies

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Grade 3-5

- A. Describe the cultural patterns evident in North America today that can be linked to early exploration, colonization and conflict.

Grades 6-8

- A. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
- B. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Grade 5

- A. Compare practices and products of North American cultural groups.
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade 6-8

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Grade 3-6

- A. Use problem-solving skills to make decisions individually and in groups.

Grade 6-8

- A. Present a position and support it with evidence and citation of sources.
- B. Work effectively in a group.

Media Components:

- CD and DVD from Teaching American History- Miami University- Hamilton and Hamilton schools, Chapter 2, 6:35-7:55 minutes.
- Power Point Presentation Teacher introduction.PPT.ppt” (ready to be show as projected display or put on transparency sheets and shown on overhead).
- Overhead transparency and projector.

Websites

This site provides information on, and photographs of, the Powhatan Village: <http://ab.mec.edu/jamestown/powhatan.html>

Powhatan Village background for teacher use, Primary documents, vocabulary lists, crossword puzzles, and other resources:

http://historyisfun.org/PDFbooks/Living_with_the_Indians.pdf

Prep for Teachers

1. Prepare *Miami University, Hamilton* DVD for play, test speakers and set start point. Chapter 1 4:10—audio-start point.
2. Cultural class—Powhatan group handouts #1.PPT a. Either load on machines if you have enough computers for each group to have one, or print as “handouts” (choice on print command page)—6 per page and copy them to make 1 set per group of students. (These can be collected and kept for subsequent use.)
3. Prepare Learning Activity #1 (page 8) as an overhead transparency. (Transparency to be used for direction clarification and to record student statements during debriefing.)
4. Duplicate Learning Activity #1 (page 8) for each student. The Ven diagram is a graphic organizer to be used as an aid to understanding.

Introductory Activity

1. Show teacher introduction .PPT. Make sure they understand the goals of the lesson.
2. Explain to students that we need to explore the cultures of that time. “We will begin by trying to better understand the lives of the early settlers.”
3. Watch video and listen for information that gives you some ideas of who the early settlers were. Start the video when the moderator says (4:10 min. in): “Late in the year 1606...” Stop when the moderator says “Very few had the hope of a better life.”
4. Ask what did you hear? Do point out what you did **NOT** hear. (No women!) Consider whether or not these men and boys would have had strong family ties?
5. Try to imagine yourselves as members of this groups. Imagine your life history leading up to the trip. Give students time to think (2-3 minutes). Prompt during this time: How old are you?

Why are you leaving England? What does your family think about this trip? What skills do you have that will help you once you arrive at your destination?

6. With students still at their seats, ask: “Who would like to share their story with the class?”
7. Explain that when the settlers arrived, they were met by people who had been living on the land for a very long time. Watch the video and again listen for information about this pre-existing group. Start the video when the moderator says (4:23): “They discovered more than they bargained for” (Visual: Pohatan village). Stop when the moderator says (7:55): “they fled, and the British became the undisputed masters.”
8. Say: “We are now going to explore, in groups, what the possible cultural clashes might have been.” Divide the class into groups of 3-5
9. Introduce the group work by explaining where the photos to study are located (computer or handouts depending on computer availability).

Learning Activity

Step 1: Make sure that all students have a copy of Activity #1 (page 8), and that each group has access to the photos of both villages either through computers as PowerPoint Slides or as copied sets. (Handout for student group_cultural.ppt)

Step 2: Place your transparency on the overhead and explain use of the Ven diagram. You might want to review cultural components of the groups being studied (i.e. dwellings, locale, era, spiritual foci, familial relationships, community rules, methods of time measurement, arts, etc.

Step 3: Give the group 15 minutes to develop their Ven diagrams given the photos. Circulate through the classroom making sure that all are participating, and offer guidance.

Step 4. Ask each group to share what they have identified as differences and to describe where items overlap. Write their collective answers on the diagram if correct. Push for clarification

where necessary. Advise students to add items that they think are worthy onto their own Ven diagrams.

Culminating Activity

Ask students to write an essay identifying major reasons conflicts might have arisen between the Powhatans and the early settlers. Prompt them to use their Ven diagrams as guides when exploring cultural similarities and differences.

Cross-Curricular Extensions

- Explore ancient ways of marking time (mathematics/science)
- Essay construction as a literacy lesson

Community Connections

Invite a person from a foreign cultural group to discuss the culture. Have students listen for those components that they identified in this lesson.

Student Materials

- Learning Activity #1

Special Adaptations

- Provide students with a printed version of the video script. (This will allow less listening-oriented learners to more fully absorb content.)
- Have gifted students do internet research on various (mutually selected) related topics.

Activity Sheet #1

Use this diagram to record similarities and differences between the Powhatan and the early settlers. Place cultural traits that are not shared by both groups in the parts of the circles that don't overlap, and placed shared traits in the part that overlap. Your group's discussion and exploration of the provided photographs will provide you with information needed to complete the diagram. You will be asked to share your group decisions and to use this diagram for future individual work.

