



## It's Ours: How Do We Use This Land?

Students learn about how European colonists and Native Americans viewed and used the environment through completing a Venn diagram and creating if/then statements.

<b>Author</b>	Patricia Hutchinson
<b>Grade Level</b>	5
<b>Duration</b>	1 class period

### National Geography Standards

#### ELEMENT FIVE: ENVIRONMENT AND SOCIETY

14. How human actions modify the physical environment.

### Arizona Geography Strand

#### CONCEPT 5 Environment and Society GRADE 5

PO 4 Describe the ways European colonists and Native Americans viewed, adapted and used the environment.

### Other Arizona Standards

#### Strand 1 American History

##### Concept 3: Exploration and Colonization

PO 1. Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.  
PO 3. Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.  
PO 7. Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.

#### ELA Common Core Standards

##### Reading

##### Informational Text

##### Key Ideas and Details

**5.RI.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.

##### Range of Reading and Level of Text

##### Complexity

**5.RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

##### Writing

##### Production and Distribution of Writing

**5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

##### Extension Idea

##### Text Types and Purposes

**5.W.2** Write informative explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a

## It's Ours: How Do We Use This Land

general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

### Language

#### AZ.5.L.1

- a. Construct one or more paragraphs that contain:
  - a topic sentence,
  - supporting details,
  - relevant information, and concluding sentences.

### Overview

When the Puritans, Pilgrims, and other European colonists landed on the shores of North and South America, they brought with them attitudes and beliefs about the environment that were often different from those of the Native Americans already settled in these areas. The differences in belief ranged from “very different” to “some ideas” in common. This lesson uses if/then statements to graphically illustrate understanding of a wide range of beliefs.

### Purpose

In this lesson, students will learn about how European colonists and the American Indians viewed and used the environment through completing a Venn diagram and creating if/then statements.

### Materials

- Paper, pencil

- *Notes about Colonial Attitudes Toward the Environment and Native American Attitudes Toward the Environment*
- *Comparison of Native American and Colonist*
- *Notes about the Environment*
- *TIME LINE OF AMERICAN RESPONSE TO THE ENVIRONMENT*
- Venn diagram outline
- If/then assessment
- If/then assessment answer key

### Objectives

The student will be able to:

1. Recognize the similarities and differences between colonial beliefs and Native American attitudes toward the environment.
2. Accurately complete a Venn diagram that visually organizes what is different and what is similar between these sets of environmental beliefs.

## It's Ours: How Do We Use This Land

3. Accurately complete several if/then statements.

### Procedures

*Students should have experience in creating Venn diagrams prior to this lesson.*

1. Read aloud or have the students read the selection on the environment. An alternate approach is to use the separate beliefs sheets – Native American and Colonial farmers. Teacher may choose to divide the students into two groups with each group reading only one of the selections.
2. Students should record on a piece of notebook paper the similarities or differences in beliefs about the environment as they are read. The student should then use these notes to create a Venn diagram. The **left circle** will indicate beliefs that were only held by Native Americans. The **right circle** will indicate attitudes that were only held by Colonists. The **intersection of the two circles** will indicate common beliefs between the two groups.
3. Students can check their work by doing a group Venn diagram. Students can then practice creating some if/then statements.

### Assessment

A quiz is provided which assesses students' understanding of the differences between how colonists and Native Americans used the environment. Mastery of the geography concept is considered answering both multiple-choice questions correctly.

The reading and writing concepts will be assessed through grading the individual Venn diagrams. At the bottom of the quiz paper, the students can write 2 more if/then statements. These statements do not need to link to Native Americans and colonists, but should be accurate

statements. Assign the Venn diagram 11 points for correct beliefs in the right circle areas. The if/then statements can be given 2 points each. Total for the math assessment is 15 points with 12 being considered mastery.

### Extensions

Using the *Timeline of American Environmentalism*, students can create a timeline showing the growth of American appreciation of the environment. Ask students to locate and identify their birth year and place other important dates on this timeline.

Another lesson that focuses on how colonists and Native Americans used the environment differently is found on the GeoLiteracy CD Rom produced by the Arizona Geographic Alliance. This lesson called, "A River Dead or Alive" was written by Jane Chambers and features the book *A River Runs Wild* by Lynn Cherry. For information on how to purchase the GeoLiteracy CD please contact the Arizona Geographic Alliance at 480-965-5361 or see the website at <http://alliance.la.asu.edu/azga/>

Have students turn their Venn diagram into a compare/contrast paper. Use the 6 Traits Writing Rubric to score Ideas and Content and Organization.

### Sources

[www.indians.org](http://www.indians.org)

Essay, "Native American Environmental Issues" by David R. Lewis. This essay is taken from *Native America in the Twentieth Century: An Encyclopedia*, edited by Mary B. Davis and published in 1994 by Garland Publishers of New York (greatly condensed and simplified).

<http://onehistory.org/green.html>

## It's Ours: How Do We Use This Land

Periods and Events in the Emergence of  
American Environmentalism

[water.usgs.gov/nwsum/WSP2425/history.html](http://water.usgs.gov/nwsum/WSP2425/history.html)

History of Wetlands on the Conterminous  
United States

[external.oneonta.edu/cooper/articles/nyhistory/1995nyhistory-taylor.html](http://external.oneonta.edu/cooper/articles/nyhistory/1995nyhistory-taylor.html)

“The Great Change Begins: Settling the Forest of Central New York Alan Taylor” (University of California at Davis) Published in New York History, Vol. LXXV, No. 3 (July 1995), pp. 265-290. ©1995, New York State Historical Association, and placed on-line with its kind permission. (May be downloaded and reproduced for personal or instructional use, or by libraries.)