

Duration

Two or three class sessions of approximately 40 minutes each

Resources

1. **Teacher Commentary**



2. **Student Handout**



3. **Homework**



Objectives of Lesson

- To analyze how the continued trade between Europeans and American Indian communities led to cultural, economic, and epidemic changes for both groups
- To read a historical source with speaker, audience, and context in mind
- To review the causes and effects of transatlantic trade using a collaborative “jigsaw” activity

College Board Objectives from the 2020–21 CED

- **Topic 2.4:** Transatlantic Trade (p. 57)
- **Learning Objective 2.D:** “Explain causes and effects of transatlantic trade over time.”
- **Key Concept 2.1.III.B:** “Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.”

Student Activities

- “Jigsaw” activity related to a primary source document about trade between Europeans and American Indians
- Analysis of the effects of trade between Europeans and American Indians, especially the cultural, economic, and epidemic consequences

How to Use This Lesson

This lesson is built around an interactive “jigsaw” activity related to the causes and effects of trade between Europeans and American Indian communities from 1607 to 1754. It is designed to promote a collaborative learning environment and provide an introduction early in the academic year to the kind of critical

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analysis and rigor that students can expect from an AP U.S. History course. By the end of this lesson, students will be able to identify how trade between Europeans and American Indian communities led to significant economic, cultural, and epidemic effects for each community.

Given the interactive nature of this lesson, there are several ways that you can adapt it based on the needs of your class. One approach would be to use the notes below to provide a brief “mini-lecture” at the beginning of class that would provide students with the context to complete the “jigsaw” activity. This approach would require minimum preparation and would have the added benefit of being easily adaptable based on different class sizes and different learning modalities. Another option that you may want to consider is to skip the introductory comments and assign the “jigsaw” as a self-directed research activity that can be completed in class. Students could complete their portion of the activity using textbooks and/or online materials, which would help foster independent learning skills.

The “jigsaw” activity on the worksheet asks students to review a primary source related to trade between Europeans and American Indians, answer a few discussion questions, and then assume a certain point of view. Each student or small group (depending on the size of your class) is responsible for a different historical perspective. They must work to identify the short- and long-term effects of increased transatlantic trade on the person or community they represent. Then, the class should come together and share their conclusions with one another. Like a jigsaw puzzle, a fuller image of the effects of trade between Europeans and American Indians will emerge once each person puts his/her contribution in place on the chart. You can either put the chart on the board or create a shared interactive document. The teacher’s commentary includes notes, discussion questions, and annotations that you can use to shape how your class moves through the lesson.

This lesson also includes a homework assignment that focuses on Topic 2.4 and trade between Europeans and American Indians.

Historical Context

As transatlantic trade increased from 1607 to 1754, contact between Europeans and American Indians increased significantly. European traders relied on their contacts with American Indians in many ways. Many of the earliest European settlers, such as those at Jamestown, would not have survived without the trade connections they made with American Indians to learn about indigenous food sources. Most of the early 17th-century European colonies were financed by joint stock companies that required the settlements to turn a profit.

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Without much agricultural skill or labor available, settlers in the 17th century turned to trade with the American Indians to locate, harvest, and mine natural resources out of the North American landscape.

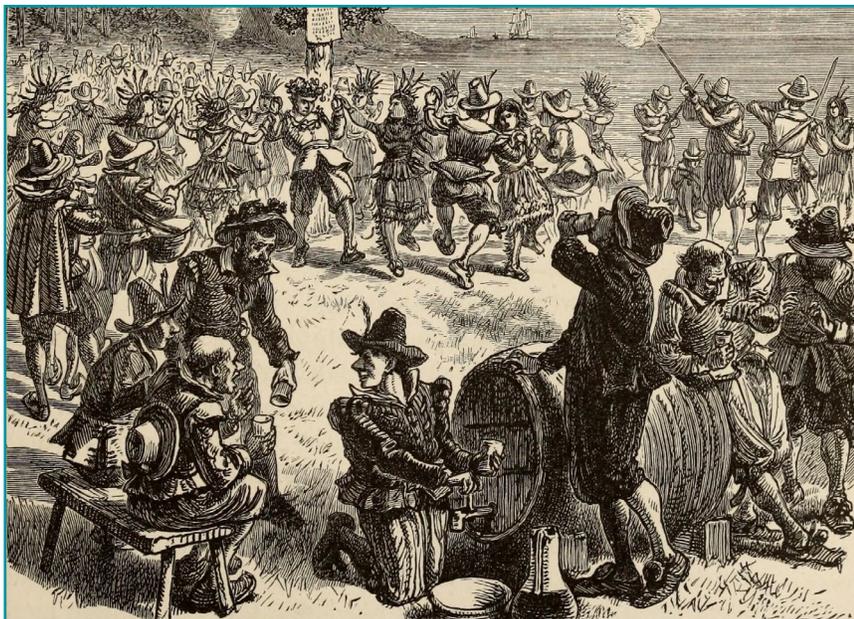
Similarly, American Indians increasingly relied on European merchants for trade goods that they could not easily produce, such as cloth in specific colors, glass products, or metal goods. Recent works by historians have drawn attention to the fact that American Indians were very much dictating the terms of trade in the 17th and early 18th century. Records from European merchants show, for example, that they changed their cargo to include more of a specific color cloth that was requested by their American Indian trade contacts.

The central document in the lesson is an excerpt from Thomas Morton's *Manners and Customs of the Indians of New England*, published in 1637. Thomas Morton was one of the original settlers at Mount Wollaston, located south of Boston. He and other settlers at Wollaston had clashed with the strict Puritans at Plymouth Colony and branched off on their own to build a new settlement. Wollaston quickly gained a reputation for attracting outspoken dissidents, including Anne Hutchinson. While at Wollaston, Morton developed fur trading partnerships with the native Algonquin tribes, who he described as being more "civilized and humanitarian" than many of the Europeans he encountered. He encouraged familiarity, and even integration, between the European colonists and the Algonquin. One of his most memorable programs was an effort to provide the Algonquin with large quantities of salt to help them preserve food. He also invited the Algonquin to celebrate holidays in the settlement. The May Day revelries were particularly notorious. The nearby Puritans accused Morton and his settlers of all forms of debauchery at these holidays, calling the party goers the "scum of the country" and a motley collection of "disaffected fur traders, antinomians, loose women, Indians and bon-vivants." While these colorful descriptions are undoubtedly flavored by the Puritan's deep-seated dislike of Thomas Morton, there is ample evidence that the free relationships between colonists and the Algonquin resulted in multiple marriages and children.

In the excerpt included in the lesson, Thomas Morton describes the trading practices between American Indians and his group of settlers. It highlights how increased transatlantic trade led to the greater flow of goods between communities on different sides of the Atlantic. After working through the text on a content level, consider having students re-read it considering tone, point of view, or audience. Each approach to the text may yield different discoveries for the students.

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A late 19th-century depiction of Thomas Morton's community at Wollaston. The May Day celebrations were particularly notorious for the free relationships between American Indians and European settlers.

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