



## Gold Seal Lesson

<b>Author(s):</b> <i>Elizabeth Pierce</i>			<b>Lesson Title:</b> <i>Mark Twain-The Adventures of Tom Sawyer- Injun Joe and Stereotypes</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i> <i>X</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>X</i>

### Instructional Focus:

#### Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

#### Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Listening

Students listen for a variety of purposes appropriate to the grade level.

#### Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

The student reads *The Adventures of Tom Sawyer* by Mark Twain. The student views one John Wayne western movie in which Native Americans have roles in the films. The student writes brief notes about how the cinematographers portray Native Americans. The student views the movie "Dances With Wolves" and writes brief notes about how the cinematographers portray Native Americans in the film. The student researches information about the important accomplishments of Native American Indians. The student also researches historically accurate case studies about individuals and groups who represent Native American Indians and the issues that are important to Native American Indians. The student reads "Address to John Smith (1608)" by Chief Powhatan (see *Picture, Chart, or Graph file name(s)* for literary insert).

The student writes a computer-generated comparison/contrast essay that analyzes the role of the Native American portrayed in cinematography and fiction compared to the role of the Native American as seen through historically accurate case studies and primary source materials. The student cites specific information from the movies, fiction and non-fiction.

In a computer-generated opinion essay attachment to the comparison/contrast essay, the student offers his or her opinion as to why and how stereotypes of the Native American Indian evolved. Who is responsible for creating stereotypes and why are they created? What gain is there by creating a stereotype? This is the student's opinion and there is no wrong or right answer.

In a round table discussion, the student discusses other stereotypes in American culture. The student discusses the origin of stereotypes and what purpose the stereotypes have in existing. The student brainstorms with other students, possible solutions to eliminating stereotypes. The students discuss the role of laws and education for offenders in hate crimes based on stereotyped images.

The student writes a letter to his or her Senator or Congressional Representative suggesting that the political representative consider these solutions to breaking down stereotypes, prejudice and discrimination in America when passing legislation.

### ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)

Identify, collect and/or select pertinent information while reading. (ela 5)

**ICLE Essential Skills continued...**

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media. (ela 17)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates. (ela 25)
Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela 27)

**Scoring Guide:**

Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high quality performance; 2 = satisfactory quality performance; 1 = minimum quality performance; 0 = does not meet expectations.

**CHARACTERISTICS  
CRITERIA  
SCORE**

• **Takes Notes on Native Americans' Roles in Two Movies**

- Views one old movie with Native Americans
- Views "Dances With Wolves"
- Notes are clear and concise

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• **Researches Native American Accomplishments**

- Makes proper use of technology using at least two internet sites
- Uses other various sources for research

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• **Researches Native American Issues**

- Uses historically accurate case studies
- Identifies individuals and groups who represent issues
- Makes proper use of technology using at least two internet sites
- Uses other various sources for research

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• **Writes Comparison/Contrast Essay**

- Analyzes roles of Native Americans in cinematography
- Analyzes roles of Native Americans in fiction
- Analyzes roles of Native Americans in non-fiction and primary sources
- Cites specific examples from cinema and literature to support his/her statements
- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

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**Scoring Guide continued...**

- **Opinion Essay**

- Evaluates origin of Native American Indian stereotype
  - Identifies who he/she thinks is responsible for creating stereotypes
  - Analyzes why stereotypes are created
  - Defines who is to gain by stereotypes existing
  - Defines a position on a topic and writes persuasively to persuade a specific audience
  - Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
  - Presents information in well-organized fashion that will be clear to the target audience
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- **Discusses Other Stereotypes in American Culture**

- Brainstorms solutions to eliminating stereotypes
  - Discusses role of laws and education for hate crimes based on stereotypes
  - Participates in conversation without dominating
  - Expresses opinions clearly and forcefully
  - Does not interrupt others
  - Does not insult others
  - Talks so that he/she is clear and is understood by others
  - Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion
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- **Writes Letter to Senator(s) or Congressional Representative**

- Suggests representative consider solutions from brainstorming session
  - Suggests representative to help break down stereotypes, prejudice and discrimination through legislation
  - Defines a position on a topic and writes persuasively to persuade a specific audience
  - Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
  - Presents information in well-organized fashion that will be clear to the target audience
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- **Technology**

- Makes proper use of technology
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- **Task Management**

- Manages time wisely
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**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading Comprehension In Context Independent Reading Research Integration</b>	<b>Algebra</b>	<b>Earth Science</b>

**Keywords continued...**

<p><b>Writing</b>  <b>Citation</b>  <b>Compare/Contrast</b>  <b>Composition</b>  <b>Correspondence</b>  <b>Note Taking</b>  <b>Persuasion</b>  <b>Technology</b>  <b>Integration</b>  <b>Video</b>  <b>Viewing</b>  <b>Word Processing</b></p>	<p><b>Geometry</b></p>	<p><b>Life Science</b></p>
<p><b>Communications</b>  <b>Debate</b>  <b>Discussion</b>  <b>Listening</b>  <b>Multimedia</b>  <b>Integration</b>  <b>Visuals</b></p>	<p><b>Statistics</b></p>	<p><b>Chemistry</b></p>
<p><b>Literature</b>  <b>American Literature</b>  <b>Character</b>  <b>Comparative Literature</b>  <b>Fiction</b>  <b>Non-Fiction</b>  <b>Point of View</b>  <b>Primary Sources</b>  <b>Technology</b>  <b>Integration</b>  <b>Voice</b></p>	<p><b>Calculus</b></p>	<p><b>Physics</b></p>
<p><b>Other</b>  <b>Native American Indians</b>  <b>“Dances With Wolves”</b>  <b>Chief Powhatan</b>  <b>Pocahantas</b>  <b>John Smith</b>  <b>John Rolfe</b>  <b>“Address to John Smith”</b>  <b>Injun Joe</b>  <b>John Wayne</b>  <b>Stereotypes</b>  <b>Senator</b>  <b>Congressional Representative</b>  <b>Hate crimes</b></p>	<p><b>Trigonometry</b></p>	<p><b>Other</b></p>
	<p><b>Other</b></p>	

**CONFLICT**

Englishmen came to Virginia in 1607 with one overriding purpose: to find gold and find it quickly. If possible, they would achieve this goal by raiding Spanish treasure galleons; more likely, they would force the so-called Indians to mine it for them, as the Spaniards had in Mexico and Peru. "Our gilded refiners with their golden promises made all men their slaves in hope of recompense," complained Captain John Smith, the settlement's military leader and chronicler. "There was no talk, no hope, but dig gold, wash gold, refine gold, load gold."

Unfortunately for the English, the Chesapeake Bay region proved not only too distant from the Spanish Main for raiding but also barren of precious metal. The Virginia Company, which was organized militarily, was short of provisions and top-heavy with "gentlemen adventurers" and luxury craftsmen without the skill or will to grow crops. The company lost half its men within two years, and without help from the Native American population, the remainder would also have perished.

The Chesapeake region was inhabited mostly by Powhatans, a confederacy of ten thousand people in one hundred and thirty villages. Their shrewd leader, Chief Powhatan, bore the tribal name. Powhatan might easily have refused to help the hapless English. European-born diseases had afflicted the tribal population even before these English arrived. European raiders, English and Spanish, had attacked and burned Powhatan villages. But there were also reasons to offer help. The Powhatans, reared in a collective, uncompetitive ethos, were generous-both among themselves and with non-threatening neighbors, as the tiny English band probably appeared at first. Chief Powhatan was looking for allies in a territorial dispute with non-confederacy tribes. The English, who carried edged metal weapons and primitive firearms, appeared likely recruits.

Reduced to eating "dogs, cats, rats, and mice" (and eventually cadavers and one another), the English should have received Powhatan's gifts of corn and meat with gratitude. But Captain Smith was an aggressive mercenary soldier who had once been enslaved by "infidel" Turks and was deeply suspicious of "infidel Indians," particularly given the defenseless state of the English settlement. He tended to see even acts of generosity as the mere treachery of "wild cruel Pagans."

Smith preferred to take by force what he needed rather than to receive it by gift. While engaged in raiding forays, he sometimes found himself trapped by Powhatan's forces. On one such occasion, Powhatan sought to demonstrate his authority by arranging a mock execution of Smith. He had Pocahontas, his young daughter, halt the proceedings by throwing herself upon the prisoner in a symbolic adoption gesture. Smith, perhaps understandably, misinterpreted the gesture as an expression of love for the English, thus supplying one of the earliest Anglo-American fables.

Powhatan delivered the address reprinted below during an encounter with Smith in the winter of 1608, when the English were again desperate for provisions. The speech first appeared in Smith's *A Map of Virginia, with a Description of the Countrey, the Commodities, People, Government, and Religion*, published in London in 1612. Transcribed into Elizabethan English by men barely familiar with Native American ways and language, the passage nevertheless seems a clear and straightforward rendering of Powhatan's concerns and hopes.

The chief, whom Smith estimated to be about sixty years old in 1607, was himself the son of a chief from south of the Chesapeake, possibly from Spanish Florida. When Powhatan saw the English continually raiding villages despite his overtures to John Smith, this accomplished statesman and stern ruler determined to starve the English into submission through intermittent war. His policy was partially successful. English weakness and the marriage of Pocahontas to settler John Rolfe in 1614 brought an uneasy truce that lasted until Powhatan's death in 1618. However, his successor, Opechankanough, saw the English as competitors for land rather than as raiders for food. In 1622 he launched an attack that killed a third of the settlers. The bankruptcy of the Virginia Company, the conversion of Virginia to a royal colony, and a rapid increase in European settlement soon followed. By 1669, when the first Virginia census was taken, the Powhatans themselves numbered barely 2,000.

**Questions to Consider.** Do Powhatan's opening remarks contain anything to substantiate his reputation for shrewd statecraft? According to Powhatan, why had his people refused to give corn to the English? What arguments did Powhatan use in trying to persuade the English not to wage war against him? What did he mean by the word that the English translated as *love*? Was Powhatan aware that Captain Smith was a much younger man? Why did Powhatan want John Smith and his men to come unarmed for talks? Why did the English fail to respond to so promising and open-handed an appeal?

**Picture, Chart, or Graph file name(s) continued...**

**Address to John Smith (1608)**

**POWHATAN**

Captain Smith, some doubt I have of your coming hither, that makes me not so kindly seek to relieve you as I would; for many do inform me, your coming is not for trade, but to invade my people and possess my Country, who dare not come to bring you corn, seeing you thus armed with your men. To cheer [relieve] us of this fear, leave aboard your weapons, for here they are needless, we being all friends and forever Powhatans...

Captain Smith, you may understand that I, having seen the death of all my people thrice, and not one living of those three generations but myself, I know the difference of peace and war better than any in my Country. But now I am old; and ere long must die. My brethren, namely Opichapam, Opechankanough, and Kekataugh, [and] my two sisters, and their two daughters, are distinctly each others' successors. I wish their experiences less than mine, and your love to them, no less than mine to you: but this brute [noise] from Nansamund, that you are come to destroy my Country, so much affrighteth all my people, as they dare not visit you. What will it avail you to take that which perforce, you may quietly have with love, or to destroy them that provide you food? What can you get by war, when we can hide our provision and flee to the woods, whereby you must famish, by wronging us your friends? And why are you thus jealous of our love, seeing us unarmed, and both do, and are willing still to feed you with what you cannot get but by our labors?

Think you I am so simple not to know it is better to eat good meat, lie well, and sleep quietly with my women and children, laugh, and be merry with you, have copper, hatchets, or what I want being your friend; than be forced to flee from all, to lie cold in the woods, feed upon acorns, roots and such trash, and be so hunted by you that I can neither rest, eat nor sleep, but my tired men must watch, and if a twig but break, everyone cry, there comes Captain Smith: then must I flee I know not wither, and thus with miserable fear end my miserable life, leaving my pleasures to such youths as you, which through your rash unadvisedness, may quickly as miserably end, for want of that you never know how to find? Let this therefore assure you of our loves, and every year our friendly trade shall furnish you with corn; and now also, if you would come in friendly manner to see us, and not thus with your guns and swords as to invade your foes.

From Edward Arber, ed., *Travels and Works of Captain John Smith* (Edinburgh, 1910),  
I: 132-136.