

# 2019 Teaching Native American Histories

## Curricular Project

**Title:** Water and Life: An Introduction to the Lands of the Wampanoag

**Grade Level :** 5

**Subject Area Focus:** Social Studies and English Language Arts

**TNAH Conceptual Focus:** Land

**Estimated Number of Days to Complete:** 1 day

**Submitted by:** Rosie O'Hara, Creative Science School, Portland Public Schools, Portland, Oregon

**Date Submitted:** July 24, 2019

### **Curricular Project Summary**

Our students have a relationship with land and water. As humans we have a relationship with the land and water. What does that relationship look like? Students will reflect on their connection with water as they begin to learn about the cultural identity of the Wampanoag Nation through the reading of primary and secondary Wampanoag sources.

# Desired Results/Objectives

## 1. **Essential Questions / Historical Questions:**

How are we interconnected?  
How does water support life?  
What is our responsibility to water?

## 2. **Objectives / Learning Targets:**

- Students will identify land and water features and elements found on Wampanoag lands.
- Students will understand that people's culture and identity are tied to the land.

## 3. **Curriculum Standards (National, State, Local):**

### Common Core Standards

CCSS.ELA-LITERACY.RI.5.9

### Oregon State Social Studies Standards

Civics and Government 5.1

Multicultural Studies 5.1, 5.10, 5.13, 5.14, 5.24

### Teaching Tolerance Social Justice Standards

Identity 2 ID.3-5.1

Diversity 6 DI.3-5.6

Diversity 8 DI.3-5.8

Diversity 9 DI.3-5.9

# Assessment / Evidence

**Performance Task or Assessment used to gauge student learning:**

**Pre-Assessment:** With words and images show how you are connected to water.

**Formative / Student-Engaged Assessment:** observational of partner conversations, small group conversations, student created sticky notes

**Summative Assessment:** 3-2-1

3 things you learned (relate it to the questions)

2 revise your pre-assessment by adding at least two new ideas about how people are connected to water

1 question you might ask to dig more deeply into the topic

**Other Evidence:** The texts that students highlighted

# Learning Plan

## Lesson Summaries:

Students will reflect on their connection with water as they begin to learn about the cultural identity of the Wampanoag Nation through the reading of primary and secondary Wampanoag sources.

## Learning Events and Instruction:

**Title:** Water and Life: An Introduction to the Lands of the Wampanoag

## **Guiding Questions:**

- 1) How does water support life?
- 2) How are we interconnected?
- 3) What is our responsibility to land and water?

## **Key Questions:**

- 1) What evidence can we find that describes the landscape and geography of Wampanoag lands?
- 2) What can we learn about the Wampanoag people and their relationship with the land and water?
- 3) Based on what you learned about the Wampanoag, what might you change or add to your understanding of your own relationship with water?

## **Lesson**

### **Hook/Connection (sit in circle) (8 min)**

Homework Assignment: Talk and reminisce with your family about a place of water that is important or memorable to you or your family. Find an image of that place (photo, from internet, artist representation of the place), include a paragraph of that memory or place to be posted with image.

- 1) Inner Circle/Outer Circle Sharing: Share history with partner
  - a) Make sure to have an even number of students in both circles
  - b) Person A share Person B Listen and switch roles after 2min. (Prompt for listening)
- 2) Whole Grp: Sharing what heard and learned about classmates based on the places they shared.
- 3) S. post image and paragraph on bulletin board

### **Pre-assessment (5-10 min.)**

- Pre-Assessment: With words and images show how you are connected to water.

### **Teaching: (S. facing presentation) (5 min.)**

- Powerpoint:

### **Active Engagement (Primary Text) (10 min.)**

T. intro reading assignment on the overhead/Smartboard

#### Assignment

- First read the entire text without highlighting
- Next read the text and do the following:
  - Highlight in *yellow* details in the texts that describe the land's appearance

- Highlight in *pink* evidence showing how the land influences the way of life of the Wampanoag

#### T. Model How To

- S. Volunteer reads portion of selected text all of the way through
- T. highlights and invites S. to contribute
- Collectively complete a portion of one of the texts

#### **Independent**

##### 1) Partner Read: (10-15 min)

- S. Complete assignment

##### 2) Small Group: (5 min.)

(Groups of 4- 2 partner groups that read different texts)

- Partners take turns sharing with the other partners
  - Write land and water description on yellow sticky notes
- Practice answering the guiding question with one another
- Discuss if you agree or disagree and explain why
- Post stickies on chart paper

#### **Close: (8 min)**

- T. post question: Reference the chart w/ sticies
- Using your evidence from the text what are key geographic features of Cape Cod and Noe-pe.

#### **Reflection**

T. pose questions. S. may answer one or both questions.

- What did you learn about the Wampanoag people and their relationship with the land and water? Or Based on what you learned about the Wampanoag, what might you change or add to your understanding of your own relationship with water?
  - S. Think Time
  - S. Turn and Share with a neighbor
  - T. Introduce the Exit Ticket and collect highlighted sheets

#### **Exit Ticket (3 min.)**

3-2-1 Slip printed out and given to each student at the end of the lesson

#### **Instructional Tips/Strategies/Suggestions:**

This lesson would follow lessons that have already taught the concept of culture and basic elements of geography.

### **Materials and Sources Used**

What primary source(s) is/are being used (full citation)? Please annotate each source.

- 1) ***Aquinnah, Wampanoag Text***

- a) Attaquin, Helen. "How Martha's Vineyard Came to Be." *Dawnland Voices: An Anthology of Indigenous Writing from New England*, edited by Siobhan Senier, by JAIME BATTISTE et al., University of Nebraska Press, LINCOLN; LONDON, 2014, pp. 459–460.

## 2) Mashpee, Wampanoag Text

- a) Bingham, Amelia G. "Mashpee: Land of the Wampanoag." Mashpee Historical Commission, 1970, p12-13 & 19

What secondary sources are being used (full citation)? Please annotate each source.

## 3) Aquinnah, Wampanoag Text

- a) Manning, H. and Eccher, J. (2001). *Moshup's footsteps*. Aquinnah, MA: Blue Cloud Across the Moon Pub., pp.30-31.
- b) Manning, H. and Eccher, J. (2001). *Moshup's footsteps*. Aquinnah, MA: Blue Cloud Across the Moon Pub., pp.22-25.
- c) Wampanoag Tribe of Gay Head (Aquinnah). (2019). *Wampanoag Ways — Wampanoag Tribe of Gay Head (Aquinnah)*. [online] Available at: <https://www.wampanoagtribe.org/wampanoagways> [Accessed 26 Jul. 2019].

**What other curricular materials do you plan to use to support the curricular project? (attach any student-facing documents and teacher resource documents needed to implement the lesson)**

- 1) Koenig, M. (2019). *Water Sounds | Free Sound Effects | Water Sound Clips | Sound Bites*. [online] Soundbible.com. Available at: <http://soundbible.com/tags-water.html> [Accessed 26 Jul. 2019].
- 2) The Crazy Tourist. (2019). 15 Best Lakes in Oregon - The Crazy Tourist. [online] Available at: <https://www.thecrazytourist.com/15-best-lakes-oregon/> [Accessed 26 Jul. 2019].
- 3) Geology.com. (2019). *Map of Massachusetts Lakes, Streams and Rivers*. [online] Available at: <https://geology.com/lakes-rivers-water/massachusetts.shtml> [Accessed 26 Jul. 2019].

The links are embedded throughout the lesson

## Prior to Teaching Creation Lesson

### Teacher Reading

Debbie Reese: [Proceed with Caution: Using Native American Folktales in the Classroom](#)

### Teacher Keep in Mind

Some Creation stories have been approved to be shared with the public. Check the sources to make sure it's okay that it was published. You might check Debbie Reeses' site and Tribal Websites.

## Reflection / Rationale

**After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?**

**How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute?**

The lesson draws on the themes of land and identity

**How does it use resources provided during TNAH Institute in place of or to supplement existing resources?**

Texts from assigned readings

Recommendations made by Linda Coombs, Co-Director of the National Endowment of the Humanities

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**How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?**

The Wampanoag are being taught in the context of a thematic unit rather than in just a topic in isolation. This unit is embedded in a thematic year long plan on Water and Life. It amplifies indigenous voice through primary documents.