

# 2019 Teaching Native American Histories

## Curricular Project

**Title:** Connections to Our Past with Place

**Grade Level:** 9th

**Subject Area Focus:** Native Studies

**TNAH Conceptual Focus:** Land

**Estimated Number of Days to Complete:** 5-8 days

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**School, District, and State:** Tuba City Boarding School, Bureau of Indian Education, Tuba City, AZ

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**Curricular Project Summary:** This is a project based lesson. Students will use maps, locate places, research information about how the names came to being and if there is an Indigenous story behind the name. These places do not necessarily have to have a name on a map but has a name that it is known within the community. Students will present information in a written, PowerPoint or poster format. This lesson is written using the Great Basin but can be adjusted to fit any location.

## Desired Results/Objectives

### 1. Essential Questions / Historical Questions:

How does one's cultural identity connection with the land?

What makes a place special or sacred to a person or a group of people?

### 2. Objectives / Learning Targets:

**By the end of this project what will students know, understand and be able to do?**

Students will know the meaning/story behind the land in which they live

Students will understand the importance of oral and written history

Students will be able to identify an area by its traditional Indigenous name and tell its story or meaning orally

### 3. Curriculum Standards:

Common Core: 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science

9-10.RH.2 Determine the central ideas or information of a primary or secondary source: provide an accurate summary of how key events or ideas develop over the course of the text

9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning

## Assessment / Evidence

**Performance Task or Assessment used to gauge student learning:** Students will make a written report, poster or PowerPoint of their findings and present to the class.

**Pre-Assessment:** “Think, pair, share” what they know and think about names of places in areas they are familiar or close too?

**Formative / Student-Engaged Assessment:** Ongoing assessment throughout the project.

**Other Assessment:** Students give feedback to classmates presentations

## Learning Plan

### Lesson Summaries:

Lesson 1: This lesson is a brief introduction to the Wampanoag tribe and creation stories

Lesson 2: This lesson students will examine their own place/land with maps and identify

Lesson 3: This lesson students will complete and present their “Our Past with Place” project

### Learning Events and Instruction:

#### LESSON 1

**Title:** Wampanoag Tribe

#### **Guiding Questions:**

What is the connection of a name to the place?

If a place name changes, does the meaning of the area change?

What do you know about the Wampanoag tribe?

#### **Lesson opening:**

Open with the Wampanoag story: The Creation of Noepe

#### **Details:**

- ❖ Introduction of the Wampanoag tribe
  - View Wampanoag tribal website
  - Where do the Wampanoag live, meaning of name, etc.

- Aquinnah name change
- ❖ Stories of Moshup
  - Pair up and read a story Moshup story together, share orally with the class
- ❖ Wampanoag and United States maps
  - Students will use the maps to locate and identify places from the readings
  - Students will identify places with English and Wampanoag names

**Lesson closing:**

Using guiding questions, students will share something learned or found interesting about the Wampanoag

**LESSON 2**

**Title:** How well do I know my surroundings?

**Guiding Questions:**

What do you know about the names of places around us?  
How do those place names carry meanings to you?

**Lesson Opening:**

Open with a creation story from the area

**Details:**

- ❖ Think, pair, share “What do we know about land formations around us”?
- ❖ Group share
  - What landforms do we know around us?
  - Is there a story behind their name?
  - Is the name a Native or non-Native?
- ❖ Give students Pyramid Lake, Nevada and Great Basin maps without place names, have students identify places they discussed.
  - Did students identify more places?

**Lesson closing:**

Group reflection on similarities and differences of the Wampanoag and Great Basin people  
Group reflection of name and knowledge of place, does having an Indigenous name vs an English name change how one looks at the place?

**LESSON 3**

**Title:** Connections to our Place with the Past project

**Guiding Questions:**

What are some places you want to know more about?

**Lesson Opening:** Find a space outside by yourself, spend 10-15 minutes to write about your space. What would you name this place? What does the area look like? Close your eyes and listen to the sound, what sounds do you hear? What do you like or dislike about the space? How does the space make you feel?

**Details:**

- ❖ Introduce project
  - Pick land areas/formations desired to research and report
  - Students will research through the use of the Pyramid Lake Tribal library, interviews of community, elders and families
  - Students work on individual projects
- ❖ Student presentations of projects

**Lesson closing:**

After presentations are done, reflect back as a class to the guiding questions: What is the connection of the name to the place? If a place name changes, does the meaning of the area change?

\*Students can choose to post a picture or video on schools Facebook or Instagram page of what they learned

**Instructional Tips/Strategies/Suggestions:**

Use preferred classroom reading/assessment/rubric strategies

**Materials and Sources Used****What primary source(s) is/are being used?**

Interviews and guest speakers

**What secondary sources are being used?**

Wampanoagtribe.[www.wampanoagtribe.org](http://www.wampanoagtribe.org)

McNamara & Ryan Corrigah, Revisioning Aquinnah, 2016

[http://www.aquinnah-ma.gov/documents/16-4-13\\_Aquinnah\\_Revisioning\\_Plan\\_Final.pdf](http://www.aquinnah-ma.gov/documents/16-4-13_Aquinnah_Revisioning_Plan_Final.pdf)

Tribe wants name change for a Gay Head, United Press International, May 13, 1997

<https://www.upi.com/Archives/1997/05/13/Tribe-wants-name-change-for-Gay-Head/7314863496000>

Smithsonian Oral History Guide

<https://museumonmainstreet.org/sites/default/files/Smithsonian%20oral%20history%20guide.pdf>

Simmons, William S. Spirit of the New England Tribes. University Press of New England, 1986.

Manning, Helen. Moshup's Footsteps. Blue Cloud Across the Moon Publishing Company, 2001.

<https://images.app.goo.gl/adiSVMyh4etdusBE>

**What other curricular materials do you plan to use to support the curricular project?**

Maps of the United States, Massachusetts, Wampanoag traditional land, Pyramid Lake, Nevada, Great Basin-with names and with no names

## 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 information presented from the TNAH Institute on and from the Wampanoag people is used as the introduction of this unit. The pre-European contact of the Wampanoag history connects with Great Basin tribes through creation stories and traditions. The Wampanoag history was used as the of westward expansion that affected all tribes in the United States. The knowledge and experience gained from participating in the TNAH Institute is so much more that can be taught in one lesson or one unit. I wanted to focus on land because that is the place we come from and connect with in many different ways. In this lesson students will connect land with the Wampanoag, the Great Basin and themselves.