

# **Native Americans in New England Curricular Project**

## **Handmade Book: Wampanoag's Past and Present**

**Grade Level: 3**

**Subject Area Focus: Visual Art / Social Studies**

**Estimated Number of Days to Complete: Four**

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Additional Creators \_\_\_\_\_

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District Holyoke Public Schools

State MA

Date Submitted \_\_\_\_\_

\*This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program Native Americans in New England.

### **Curricular Project Summary:**

Grade 3 students will develop handmade books that focus on 3 different time periods in the history of the Wampanoag Indians of Massachusetts (Mashpee on Cape Cod and Aquinnah/Gay Head on the island of Martha's Vineyard). (Pre-contact, post-contact and present day.)

In session 1, students will create a pre-test drawing that shows what they know, at present, about the Wampanoag people.

In sessions 2, 3, and 4 students will view videos about the transportation, shelter and currency used by the Wampanoag Indians as well as using information from class discussions to create drawings that illustrate what they have learned.

The primary goal is to have students evaluate the dissonant elements of their beliefs as they create their handmade books so that they can alter their preconceived thoughts about Wampanoag people and replace the incorrect beliefs with accurate information relating to the past and present.

## Desired Results/Objectives

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

Who are the Wampanoag Indians? Where did they live? Where do they live now?  
What do we know about them?

### **2. Objectives:**

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

#### **Students will know...**

That the Wampanoag Indians lived in eastern Massachusetts thousands of years before (pre-contact) meeting the Pilgrims from England and that they had developed ways of living that helped them to survive in New England. That the Wampanoag Indians currently live in Mashpee on Cape Cod and in Aquinnah (Gay Head) on the island of Martha's Vineyard and have adapted their ways of living to meet the demands of life in 2015.

#### **Students will understand...**

That Christopher Columbus (Spain) and the Pilgrims (England) came to a land was already inhabited by indigenous people living in eastern woodland environment. That the Wampanoag Indians created hand carved boats called mishoons, used wampum to trade goods with the English, lived in houses called wetus and spoke in a language called Wopanaak. That Wampanoag Indians currently live in Mashpee on Cape Cod and Aquinnah (Gay Head) on Martha's Vineyard.

#### **Students will be able to...**

Create a grade appropriate handmade book that illustrates their understanding of the Wampanoag Indians of Massachusetts as they lived in pre-contact time to the present.

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

#### **Massachusetts Visual Art Curriculum Framework:**

Media, Materials and Techniques:

1.2 Students will create artwork in a variety of two-dimensional and three-dimensional media.

1.3 Students will learn and use appropriate vocabulary related to methods, materials and techniques.

Purposes and Meanings in the Arts

6.1 Students will, when viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, "What is the artist trying to say?" "Who made this, and why?"

**Massachusetts Visual Art Curriculum Framework:**

## Roles of Artists in Communities

7.1 Students will investigate how artists create their work: read about and view films about artists in societies of the past and present.

Interdisciplinary Connections: Visual Art / History and Social Science

10.1 Students will integrate knowledge of visual art and apply the arts to learning other disciplines.

**Massachusetts History and Social Science:**

3. CS.10 (concepts and skills) Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.

**4. Transfer Goal:**

Students will learn ways to compare historical text and images to challenge pre-conceived ideas about a given subject.

## Assessment/Evidence

**Performance Task or Assessment used to gauge student learning: (Please describe)**

Student created handmade book with paper wampum beads as decorative elements.

Hands-on activity resulting in flip book that lists: Pre-contact period, post-contact period and present day (2015)

Focus on: transportation, shelter, currency

**Pre-Assessment:**

Pre-test: Students create full color drawing of landscape with Native American figures. (Season, clothing, food, tools, shelter, landscape, artifacts) Students include vocabulary words, if possible, to coordinate with drawing. Drawing details are added by students to show what they know about Wampanoag Indians from Massachusetts. (Optional: generalized map drawing of Massachusetts with major cities labeled. Students locate region on the map that corresponds to Mashpee, Plymouth, and Martha's Vineyard.)

**Formative Assessment:** Proper use of art materials: Painting of wampum bead paper using purple watercolor paint.

Individual drawings that illustrate the ways Wampanoag Indians lived 6,000 years ago to the present.

Artwork assembled to create sequential page flip book with wampum bead decorative elements.

**Other Assessment Evidence:**

Class critique. Students present their books (Elmo projector) to the class. Books should include pre-contact through present day sequence, objects and items used by Wampanoag people, figures showing activities done by members of Wampanoag tribe.

## Learning Plan

**Lesson Summaries:**

Lesson 1: Pre-test drawing assessment. Students create drawings that illustrate what they know about Wampanoag Indians.

Lesson 2: Create transportation drawings: pre-contact, post-contact, present day.

Lesson 3: Create Wampanoag shelter drawings: pre-contact, post-contact, present day.

Lesson 4: Create currency timeline drawings: pre-contact, post-contact, present day.

Optional areas of interest for student artwork: Wampanoag shelter, food, transportation, currency, tools, clothing.

Academic vocabulary: pre-contact, post-contact, Wampanoag, Mashpee, Martha's Vineyard, wetu, mishoon, wampum, contemporary, barter, fathom, disk, Quahog shell, assemble, flip book, transportation, currency, shelter, Europeans

Art Materials: Oak tag / Bristol board. Cut to the following dimensions for each page.

12" x 6" Back cover, 12"x 5 ½" Present Day page, 12" x 5" Post-Contact page,

12" x 4 ½" Pre-Contact page, 12" x 4" Front Cover

9 pieces white drawing paper 2 ½" x 3 ½"

½" x 8 ½" copy paper strips, rolled into 1/8" x ½" cylinders to represent wampum beads

## **Learning Activity Details:**

### **LESSON 1: Pre-Test Drawings**

Materials/Resources Tools:

9 x 12 drawing paper, pencil, coloring media (crayons, markers and/or colored pencils).

Instructional Tips/Strategies/Suggestions:

Limited background info discussed in class due to pre-test drawing assessment.

Students develop a full color drawing that includes all the visual information they know about the Wampanoag Indians of southeastern Massachusetts without having teacher led informational session.

Historical Question/Essential Question: Who are the Wampanoag Indians? Where did they live? Where do they live now? How did they live in the pre-contact period, post-contact period and the present?

### **Lesson 1 Details**

Lesson Opening: Short introduction about Wampanoag's at Plimoth Plantation to initiate thought process.

During the Lesson: Students create drawings illustrating what they know about the Wampanoag Indians. Students should consider the following elements for their drawings: landscape, place, weather, action of figures

Lesson Closing: Student discussion: what did students include in their drawings? Ask students how they knew what to include in their drawings.

Students may write a sentence that informs the viewer about the image.

This drawing may be compared to the final handmade book to gauge how much information the students have gained with the 3 additional lessons.

## **LESSON 2: 3 Transportation Drawings (pre-contact, post-contact, present day)**

Materials/Resources Tools: Pre-cut oak tag paper, 3 pieces of 2 1/2" x 3 1/2" white copy paper, glue stick, drawing paper, colored pencils

Instructional Tips/Strategies/Suggestions: Review vocabulary words to help students understand the different time periods. Q & A about transportation options for the Wampanoag's. How did they circulate through the environment before the Europeans came to Massachusetts?

Historical Question/Essential Question: How did Wampanoag's travel in each period mentioned above?

### **Lesson 2 Details**

Lesson Opening: View Wampanoag mishoon video. Discuss ways Wampanoag traveled on land and on water.

Students create a small drawing of each time period to show how travel methods have changed for the Wampanoag Indians.

Pre-contact: Before roads were created, how did Wampanoags travel the land? (rivers, paths, ice in winter)

Post-contact: Has travel changed for Wampanoag's after Pilgrims came to Massachusetts?

Present day: How do Wampanoags travel in 2015?

During the Lesson: Students create small drawings to show methods of travel used by Wampanoags in pre-contact time through present. Color with colored pencils. Glue 1 drawing from each time period on each page.

Lesson Closing: Review of time periods, students check their work and add details they may have forgotten.

Student reflection: How does artwork represent and illustrate each time period?

### **LESSON 3: 3 Shelter Drawings (pre-contact, post-contact, present day)**

Materials/Resources Tools: Pre-cut oak tag paper, 3 pieces of 2 1/2" x 3 1/2" white copy paper, glue stick, drawing paper, colored pencils

Instructional Tips/Strategies/Suggestions: How did the Wampanoag Indians survive in the landscape? In the summer? In the winter? What types of shelter did they use?

In the pre-contact period? In the post-contact period? In the present day?

Historical Question/Essential Question: What types of shelter could the Wampanoag Indians use in the pre-contact period? In the post-contact period? In the present day?

#### **Lesson 3 Details**

Lesson Opening: View Wampanoag village video at Plimoth Plantation.

Discuss ways the Wampanoag Indians could have created structures or used woodland materials to protect themselves from the elements in pre-contact periods. In post-contact period? In the present day

Students create a small drawing of each time period to show what structures were built or used to protect the Wampanoag people.

Pre-contact: What materials were available to the Wampanoag Indians to build with? How did they protect themselves from the heat of the summer and the cold and the ice of the winter?

Post-contact: What type of building structures did they have at Plimoth plantation in 1627?

Present day: What types of buildings and structures do the Wampanoag Indians use in 2015?

During the Lesson: Students create drawings to show shelter techniques used by Wampanoags in pre-contact time through present. Students glue their colored drawings onto the individual pages.

Lesson Closing: Review of time periods, students check their work and add details they may have forgotten.

Student reflection: How does artwork represent and illustrate each time period?

## **LESSON 4: Currency Drawings (3) and Paper Wampum Beads**

### **(pre-contact, post-contact, present day)**

Materials/Resources Tools:

Book: Pre-cut oak tag paper, 3 pieces of 2 1/2" x 3 1/2" white copy paper, glue stick, drawing paper, colored pencils

Instructional Tips/Strategies/Suggestions:

Wampum: 8 1/2" x 11" white copy paper, (leave white or paint purple to suggest Quahog shell colors)  
Students cut strips of paper 1/2" x 8 1/2" then roll the paper to create 1/2" x 1/8" cylindrical tubes. Use glue stick to attach the end of the paper.

Historical Question/Essential Question: What methods of trade did Wampanoag Indians use in pre-contact period? In post-contact period? In present day? What is bartering or trading?

### **Lesson 4 Details**

Lesson Opening: View wampum bead video highlighting the work of Ken Maracle (Cayuga). Discuss ways Wampanoag Indians exchanged goods, used bartering methods and used wampum. What types of currency did they use in pre and post-contact periods? What types of currency do they use in 2015?

Pre-contact: How did Wampanoag Indians trade goods?

Post-contact: How did the contact with the Pilgrims affect the way the Wampanoag Indians exchanged goods? What items did the Wampanoag have that were of interest to the Pilgrims?

Present day: What types of currency do the Wampanoag Indians use in 2015? Would bartering and trading still be used?

During the Lesson: Students create drawings that show how Wampanoags may have bartered in the pre-contact period. Students create drawings that show how the currency system change for the Wampanoags after the Pilgrims had settled in Plymouth. What did the Pilgrims trade in the post-contact period?

Students create the final drawing that shows the types of currency the Wampanoag Indians use in 2015

Wampum beads: Students punch holes in paper book pages (binding area) and string wampum beads with Twisteez wire.

Lesson Closing: Review of time periods, students check their work and add details they may have forgotten.

Student reflection: How does artwork represent and illustrate each time period?

## Materials and Sources Used

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

<http://www.nativetech.org/wampum/wamphist.htm>

Wampum history and background history. Woven Wampum Beadwork.

Illustrated text resource describing different types of pre-contact wampum made with stone drill bits and beads produced during contact period using Quahog shell. Also includes drilling technique using a bow loom to create wampum beads out of quahog shells.

[www.youtube.com/watch?v=XtYEqHNmuXI](http://www.youtube.com/watch?v=XtYEqHNmuXI)

Wampanoag Mishoon Trip to Martha's Vineyard.

Video of mishoon canoe trip from Plymouth, Massachusetts to Martha's Vineyard, Massachusetts by Wampanoag tribe members. October 6, 2009

[http://www.scholastic.com/scholastic\\_thanksgiving/webcast.htm](http://www.scholastic.com/scholastic_thanksgiving/webcast.htm)

Tour of the Wampanoag Home site at Plimoth Plantation.

Video of buildings, paths, and vegetation at Wampanoag Home site at Plimoth Plantation.

[www.youtube.com/watch?v=SkDI3kaf2hs](http://www.youtube.com/watch?v=SkDI3kaf2hs)

Video of interview with Ken Maracle, Cayuga Native American Artisan for Native American Artistry video series broadcast on Mountain Lake PBS

## **Books**

Cherry, Lynne. *A River Ran Wild: An Environmental History*. San Diego: Harcourt Brace Jovanovich, 1992.

Juvenile non-fiction. Story about the Nashua River Valley in New Hampshire. Life of Algonquin-speaking Indian people who lived by the Nashua River. English settlers arrived in the Nashua River Valley in the 1600's.

Feest, Christian F., *The Cultures of Native North Americans*. Bonner Strabe 126, D50968 Cologne, Germany: Konemann Verlagsgesellschaft MbH, 2000

Reference text about indigenous people of North America.

Mashantucket Pequot Museum & Research Center *Gifts of the Forest: Native Traditions in Wood and Bark*, Norwich, CT: Thames Printing Company, 2001

Catalog of work included in temporary exhibition at Mashantucket Gallery at the Mashantucket Pequot Museum and Research Center, Mashantucket, CT

Thomas, David Hurst, Pendleton, Lorraine. *Native Americans, The Nature Company Discoveries Library*, NSW, 2060, Australia: Weldon Owen Pty Limited, 1995

Indians of North America. Juvenile text. Social life and customs.

Versluis, Arthur. *Native American Traditions*, Rockport, MA: Element Inc., 1994

Native American myths, symbols and ways of life.

Zarnowski, Myra. *Making Sense of History* New York: Scholastic, Inc. 2006

Techniques / graphic organizers to assist educators teaching history.

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

Quahog shells, example of wooden bow drill.

## Reflection

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

Extensions:

Art: Mural that displays information about periods of Wampanaog history included in the flip book.

Math: Students create paper wampum beads in large quantities to recreate the “fathoms” of beads traded with the English. How many beads are used for 1 fathom?

Geography: Illustrated map diagrams that list other Native American tribes / nations in the New England area.