

Native Americans in New England Curricular Project

Title: Indian Identity and Cultural Survivance

Grade Level (K-2, 3-5, 6-8, 9-12): Target group is grades 7-9

Subject Area Focus : *Social Studies/History*

Estimated Number of Days to Complete: 3

Submitted by* Abbe Karmen

School: Greenwich Academy

District _____

State: Connecticut

Date Submitted July 24, 2015

*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: (Please write a brief overview summary of the curricular project in 150 words or less.)

The objective of this series of lessons is to get students thinking about the current-day presence of Native people within New England, and by extension, throughout the United States. Due to the common comment that “there are no Indians living here,” these lessons will bring to the fore the cultural existence, persistence, and dynamism of the indigenous peoples of New England. Students will begin with a simple self-assessment about their knowledge of and stereotypes about Indians/Native/indigenous people (terms used interchangeably). After and through class discussion, students will work individually, in small groups, and collectively to watch a Youtube video, examine primary sources (treaties and property deeds) to gain an understanding of the persistence and cultural survivance (a term they will learn) of the indigenous peoples of North America, specifically nations of the Northeast and the Wampanoag people.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

In what ways, historically, did Natives have collective agency (survivance) in the past in their dealings with English settlers?

2. Objectives: By the end of this project students what will students know, understand and be able to do?

Students will know...

- Indians are culturally vibrant and contributing members of the United States
- One effect of European/American control of authorship of colonial settlement was the decrease/diminution/erasure/silencing of native presence in the historical narrative
- Indians were not passive victims or ignorant participants in the oppositional process of domination and survivance.
- Indians learned the methods of the English and used both the European concepts and structures to retain power in relationship of diminishing control.

Students will understand...

- How power relationships affect individual agency (to be defined) within particular structures (to be defined)
- That Europeans arrived with the intention of imposing a set of rules upon the indigenous that created a hegemonic structure of relationships new to the indigenous and vastly different from the power relationships in which they lived for generations.
- That Indians adjusted to European structures by adapting them to their advantage so that their communities could continue within a new set of dynamic social, political, and economic structures.

Students will be able to...

- Identify stereotypical depictions of indigenous people
- Recount the challenges faced by Indians within a colonizing structure that continues today
- Analyze a primary source
- Thoughtfully consider an alternative narrative of North American European settlement
- Decipher the ways in which Indians created both individual agency and collective survivance

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

4. Transfer Goal:

Students will be able to critically review a document, understand how to property is bought and sold, understand the concepts of dominance and survivance as these terms relate to Native Peoples of the Northeast.

Assessment/Evidence

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

Due to the open-ended nature of this lesson, with the goal of giving students more to think about and to move them way from preconceived notions, the summative assessments are open-ended as well.

Pre-Assessment:

Journal entries that list words/phrases that describe Indians

Journal entries that respond to the following:

Describe, in 3-4 sentences, how you have seen an Indian in a movie, TV show, Youtube, or other social media.

Formative Assessment:

Dialogue creation that covers specific areas of class discussion.

Individual SOAPStone and deed analysis.

Other Assessment Evidence:

Note card assessments at the end of each lesson that ask students to answer a single or short set of multiple choice questions, respond with a “quick-write” or 3-2-1.

Learning Plan

Lesson Summaries: (add lessons if necessary)

LESSON 1: (one 50 minute class period) In this lesson, students will be asked to think about what they know about Indians and the place of Native people in the historical narrative.

LESSON 2: (two 50 minute class periods) “Our Land is (Now) Their Land: Property Transfers Among Colonists and Native Peoples” – In this lesson, students will read and understand the process of property transfer between a MA colony land agent, John Pynchon, and people of Indian Nations in the Massachusetts settlement area.

Learning Activity Details:

LESSON 1: WE ARE STILL HERE

Materials/Resources Tools: "Are You An Indian?" video clip (second clip option on the right) found at: <http://itvs.org/films/we->

[still-live-here](#); technology to show the clip; “We are Still Here” question sheet

Instructional Tips/Strategies/Suggestions: Make sure technology is working for Youtube clip. Think about **ALL** the possible answers your students will offer for their reaction to the word “Indian.” Prep your native students about what you are doing, and ensure that you are making/have created a safe place for them.

Historical Question/Essential Question: How does the existing knowledge about Indians impact the study of this group in particular and the understanding of the US historical narrative more broadly?

Lesson 1 Details

What the Teacher is doing	What the students are doing
Lesson Opening	
<p>Teacher introduces the idea that the lesson focuses on <i>American Indians</i>, and words <i>Indian</i> and <i>Native American</i> refer to the indigenous people in North America.</p> <p>DO NOW: Take 3-4 minutes to list words/phrases that describe “Indian” – nouns, verbs, images, or locations. Note anything that comes to mind. Teacher, walking among the students, intermittently offers prompts of sources for information: novels, movies, lower school classes, holidays. Be patient for those who rush through and those who process/write more slowly.</p> <p>Teacher goes around the room so that everyone contributes a term and writes terms on the board. Discussion follows.</p>	<p>Students listen intently. 😊</p> <p>DO NOW: Students use a page in their journals to create a list of words that describes the term “Indian.”</p> <p>Discuss the terms. Teacher guides students to consider which terms are negative, positive, enforce stereotypes, counter stereotypes.</p>
<p>Teacher explains the connection between the pre-existing conceptions of indigenous peoples in North America and the lesson objectives for the day. Teacher asks guiding questions to help students make connections and to ensure student understanding.</p>	<p>Students listen to teacher connections, ask questions and respond to teacher questions about the lesson objectives for the day.</p>
During the Lesson	
<p>Teacher introduces the Youtube clip about Wampanoag Nation. : http://itvs.org/films/we-still-live-here (**Review location of Wampanoag Nation, review connection to Plimoth settlers, review concept of reservation, review concept of many nations of indigenous people).</p> <p>Teacher reviews the graphic organizer students will use to take notes on the film.</p> <p>Teacher reviews questions on the organizer that students will aim to answer from the film.</p> <p>Teacher shows the YouTube clip TWICE (2x)</p>	<p>Students look at and ask questions about the note-taking sheet</p> <p>Students watch the clip</p>
<p>After first showing, teacher reads directions for students</p> <p>Teacher walks around looking at student notes and</p>	<p>First time students watch clip,</p> <p>Students record observations on clip</p>

asking and answering questions After second showing, teacher oversees students quietly answering questions and is ready to help with any questions that arise.	Second time they take notes Students answer questions after second viewing Students get into pairs and share their information/comments Enlarge pair share to neighboring pair to review the notes they have and share/add information that they don't have.
Teacher leads a discussion about the idea of persistence of Native Americans in society today.	Each quad group choses a speaker to summarize 3 points the group wants to share with the class – could include questions about the film.
Lesson Closing	
Teacher facilitates a full discussion about the words used at the start of the lesson and the comments about Indian youth today. What information was surprising? What is meant by dominant culture? What is the survivor/victim stage? What would students want to learn about further?	Within quad group, someone is speaker who Students discuss with their quad group if the What information was surprising? What is meant by dominant culture? What is the survivor/victim stage? What would students want to learn about further?

LESSON 2 Day One: Our Land is (Now) Their Land

Materials/Resources Tools:

- Connecticut Quit claim deed sample
- Chaulk Deed from 1704 website (see bibliography below)
- SOAPSTone Graphic Organizer
- Analyzing a Deed Graphic organizer

Instructional Tips/Strategies/Suggestions for SOAPStone techniques:

Students should have been exposed to the practice of reviewing primary documents with SOAPStone technique.
Sample SOAPStone (see bibliography below)
http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html
<http://www.mslockwood.com/docs/SOAPStone%20example.pdf>
<https://www.youtube.com/watch?v=trzb3ez-1o4> (example of SOAPStone with political cartoon)

Historical Question/Essential Question: In what ways are the voices and practices of indigenous people of New England present in the land deed?

LESSON 2 Day One Details

What the Teacher is doing	What the students are doing
Lesson Opening	
<p>Do Now: Teacher asks students to work in groups of 2 or 3 to compose a list of what is needed to transfer property (aim is to assess what the students know about property transfer)</p> <p>Teacher writes a list on the board from student responses</p> <p>Teacher gives each group a sample of CT Quit Claim Deed</p>	<p>Do Now: Students work together to compose a list of what is needed to transfer property</p> <p>Students group-share items on the list for class discussion</p>

<p>Teacher questions for discussion:</p> <ul style="list-style-type: none"> - Which details are most important to transfer and why? - What information could be omitted and with what impact on the transfer, both short and long-term? - What information can historians gain from reviewing property transfers? <p>Teacher introduces the terms dominance and survivance as connected to the words dominate and survive; intro of vocab: usufruct, grantee, grantor</p> <p>Teacher explains the connection between the structure of property transfer and interactions between Europeans and Natives the lesson objectives for the day. Teacher asks guiding questions to help students make connections and to ensure student understanding.</p> <p>With information from secondary source readings, teacher provides background on property transfers and ideas about land ownership.</p> <p>To what extent did Native people engage, adopt, and challenge European modes of land ownership?</p>	<p>Students respond to the questions in full class discussion</p> <p>Students listen to teacher connections, ask questions and respond to teacher questions about the lesson objectives for the day.</p>
<p>Discussion about historical agency as a dominant culture framework and the more appropriate Native-centered (?) concept of survivance vs. dominance.</p>	
<p>Teacher explains the connection between the prompt and the lesson objectives for the day. Teacher asks guiding questions to help students make connections and to ensure student understanding.</p>	<p>Students listen to teacher connections, ask questions and respond to teacher questions about the lesson objectives for the day.</p>
<p>During the Lesson</p>	
<p>Teacher pulls up on a screen the PMVA 1704 website with the image of the “Chauk Deed” and use the interactive feature to read an enlarged image of the document.</p>	<p>As a group, the class reads through the deed</p>
	<p>Students work in small groups to fill out SOAPStone worksheet.</p>
<p>Teacher brings students together to discuss SOAPStone</p>	<p>Designated students (from rotation schedule) complete SOAPStone details on the board</p>
<p>Teacher distributes graphic organizer for Chaulk Deed</p>	<p>In groups of four, students fill out the graphic organizer.</p>
<p>Lesson Closing</p>	
<p>Teacher recaps lesson through discussion ensuring that central points of land transfer, usufruct rights, and different points of view of the same event are covered.</p>	<p>In a Google doc, entitled “What did you say?” students create a dialogue between representatives of the Pocumtuck Nation and settlers to the newly “transferred” land in today’s Deerfield, MA that might have occurred in the weeks following</p>

Teacher assigns dialogue homework that is both formative and summative in nature. Teacher distributes dialogue assignment.	the land transfer. Expectations and requirements for the dialogue are explained on the sheet distributed.
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LESSON 2 Day Two Details:

Lesson Opening	
Do Now: Teacher distributes SOAPStone organizer, printed version of the Springfield Deed (see bibliography below for link to deed), and worksheet.	Do Now: Working <i>independently</i> , students fill out a blank SOAPStone sheet and worksheet for Springfield deed.
Teacher collects the sheets.	Students had in sheets, having had the opportunity to show their ability to critically read and analyze the Springfield deed, one not seen before.
Teacher oversees discussion about the deed. Teacher projects deed on whiteboard, and the class collectively offers SOAPStone analysis and info from the graphic organizer.	Students participate in teacher-guided class discussion about what they just did.
During the Lesson	
Teacher oversees discussion of about historical agency and means by which native peoples of New England maintained their cultural and physical presence on the land through the arrival and interaction with English settlers.	Students participate in a round-table discussion about Indian survivance and English dominance on northeastern lands during the 17 th century.
Lesson Closing	
Teacher offers space for questions and thoughts about further study. Teacher writes comments on the board for students to record in their journals.	Students consider questions that remain and thoughts and questions for further study. Students write responses in their journals.

Materials and Sources Used

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

“Chauk Deed.” <http://1704.deerfield.history.museum>

This deed of land transfer between John Pynchon and someone named Chauk or Chaque is an example of the very clear understanding of land use, place names, and spaces occupied by each group while also showing the different land use ideas held by the two groups.

Mass Moments. “Primary Source: Deed, 1636.” *William Pynchon Buys Land for Springfield July 15, 1636*. 20 July 2015. http://www.massmoments.org/primary_source.cfm?mid=206

This deed of land transfer between John Pynchon and members of the Agawam Nation is an example of the very clear understanding of land use, place names, and spaces occupied by each group while also showing the different land use ideas held by the two groups.

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

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

Bruchac, Marge. "Native Land Use and Settlement in the Northeastern Woodlands." *Raid on Deerfield: the Many Stories of 1704*. Pocumtuck Valley Memorial Association. 20 July 2015. <http://1704.deerfield.history.museum>.

In this essay, UPenn anthropologist Bruchac, a member of the Abenaki nation, examines the different ways in which Algonkian and Iroquoian people interacted to, thought about and lived on the land. She looks at changes over time and offers her views about the impact of European colonization on indigenous connection to place and Native ways of life.

Dorris, Michael. 1982. "Indians on the Shelf." pp. 98-105 in Calvin Martin, ed., *The American Indian and the Problem of History*. New York: Oxford University Press.

With very accessible text and terminology, noted writer Michael Dorris, offers readers a way to understand the pervasiveness of stereotypical images and expectations of the American Indian and offers his recommendation about ending the view of indigenous as limited "one-dimensional" characters on a stage and beginning a view that includes native people in the understanding of a complex past and present.

O'Connell, Barry. "Who Owns History?" In *Explanations. Raid on Deerfield: the Many Stories of 1704*. Pocumtuck Valley Memorial Association. 20 July 2015. <http://1704.deerfield.history.museum>

In this essay, a noted English professor the degree to which accounts of the past hold bias from those recounting the past. O'Connell considers the many factors that shape interpretations of events and offers suggestions for how scholars and students alike can evaluate various retellings of the past with a critical eye and comparative framework.

Sweeney, Kevin. "European Land Use and the Transformation of the Northeast." In *Explanations. Raid on Deerfield: the Many Stories of 1704*. Pocumtuck Valley Memorial Association. 20 July 2015. <http://1704.deerfield.history.museum>

This article by a well-known American Studies professor provides a background of the ideas held by the French and English colonists with regard to land ownership and how these two groups gained control of the Native lands and how by doing so transformed the northeast.

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

Example quit claim deed from State of Connecticut

SOAPSTone resources:

http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html

<http://www.mslockwood.com/docs/SOAPSTone%20example.pdf>

<https://www.youtube.com/watch?v=trzb3ez-1o4>

"We Still Live Here: Æs Nutayuneân." Dir. Anne Makepeace. Bullfrog Films, 2011. *Makepeace Productions*. Makepeace LLD. n.d. Web. 20 July 2015. <https://makepeace.vhx.tv/browse/packages/we-still-live-here-as-nutayunean>.

"[Non-native] Population in the Colonial and Continental Periods." *United States Census Bureau*. <http://www2.census.gov/prod2/decennial/documents/00165897ch01.pdf> 23 July 2015.

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

Reflection

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