

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

**Title:** Native Language Reclamation - Reading Intervention Lessons

**Grade Level (6-8, 9-12):**

**Subject Area Focus** *Social Studies/History, English Language Arts, Other: Reading*

**Estimated Number of Days to Complete: 6 (40 min periods)**

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District: Winthrop

State: Massachusetts

Date Submitted: 7/24/2015

### **Curricular Project Summary:**

This collection of lessons centers around the topics of language, education, and cultural identity. I have put them together with my 7th grade Reading Intervention group in mind, but the texts could be utilized in any Humanities course looking at these topics and/or contemporary Native American culture. Incorporating reading fluency and comprehension strategies throughout, students will discuss a pre- and post- survey related to the topic, read an extended periodical article about Wampanoag language reclamation efforts, watch the documentary *We Still Live Here* on the same topic, read or listen to an NPR piece about the legacy of Native American boarding schools, read a newspaper article about a recent Mashpee High School graduate, and they will have the opportunity to send an audio ePostcard to someone in a native language and explore the Our Mother Tongues website.

## Desired Results/Objectives

### 1. Essential Question:

-How does language affect identity?

### 2. Objectives:

#### Students will know...

-Vocabulary central to comprehending each text will be selected and pre-taught if meaning cannot be determined from context. Strong Tier Two words could be added to the class word wall and used in recursive vocabulary activities during the year to allow for multiple exposures.

#### Students will understand...

-that Native Americans are still present in New England

-that great effort is being put into reclaiming native languages across the country

-that Native American languages declined in the past due to many factors including concerted efforts by the US government to suppress them

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

-apply taught phonics concepts to decode unfamiliar words in context

-read aloud with fluency paying attention to punctuation and phrasing

-monitor comprehension by answering student-generated questions and confirming predictions

-determine the meaning of unfamiliar words using context clues and morphological knowledge

### 3. Curriculum Standards (National, State, Local): I am listing Common Core *Anchor* Standards for Reading since these texts could be used with different grade levels.

#### CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-Literacy.CCRA.R.5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

**4. Transfer Goal:**

Become an increasingly proficient reader and foster an appreciation for literacy as a tool.

**Assessment/Evidence**

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

There will be "before," "during," and "after" reading activities each day to support and monitor comprehension. Teacher questioning is woven throughout oral reading to check students' understanding of text structure, morphological concepts, ability to use context clues, etc. The act of oral reading itself can be used as an assessment of students' fluency and ability to apply taught phonics concepts. Students will also complete a pre- and post-survey to gauge whether or not their thinking around native people in New England, language, and identity is affected by our readings.

**Pre-Assessment:**

**Student Survey:**

**What do you think? Circle one choice for each survey question and be prepared to discuss your answers.**

- |   |     |    |          |
|---|-----|----|----------|
| 1. Do you know the names of any specific Native American tribes?              | YES | No | Not Sure |
| 2. Do you know the name of any Native American tribe from New England?        | YES | No | Not Sure |
| 3. Do Native Americans still live in New England?                             | YES | No | Not Sure |
| 4. Are there Indian reservations in Massachusetts?                            | YES | No | Not Sure |
| 5. Can a language <i>die</i> ?  | YES | No | Not Sure |
| 6. Is it possible for a culture to survive without its language?              | YES | No | Not Sure |
| 7. Do you think it would be possible to bring a "dead" language back to life? | YES | No | Not Sure |
| 8. Is it important for people to learn more than one language?                | YES | No | Not Sure |

**Formative Assessment:**

-Student responses to teacher questions during oral reading

-Students' application of taught concepts while reading aloud (phonics, punctuation, etc.)

**Other Assessment Evidence:**

-"Quick Writes" after reading.

-Students will complete the same survey shown above as the "pre-assessment" as a "post-assessment" so that they (and I) can gauge how their thinking has been affected by our reading.

## Learning Plan

**Lesson Summaries:**

**Lesson 1:** Students will discuss their responses to a survey related to their conceptions of Native Americans and language, view the trailer for *We Still Live Here*, and read an extended periodical article about Wampanoag language reclamation efforts. **(2 Days)**

**Lesson 2:** Students will watch and discuss the film, *We Still Live Here*, about Wampanoag language reclamation efforts and an accompanying video clip in which some of the film's subjects' speak about their racial and ethnic identities. **(2 Days)**

**Lesson 3:** Students will read or listen to an NPR piece on the legacy of Native American boarding schools and watch a video clip of Vicky Becker and her grandson. Becker is part of the generation of Navajo people who were not permitted to speak their native language in school and now her grandson is being raised to speak the language. **(1 Day)**

**Lesson 4:** Students will read a *Boston Globe* article about a recent Mashpee High School grad who was the first to fulfill the school's language requirement by studying Wopânâak and delivered a blessing in Wopânâak at graduation. They will also have the opportunity to explore the Our Mother Tongues website and send an ePostcard in a native language after completing the post-survey and "Quick Write." **(1 Day)**

**Learning Activity Details:**

**LESSON 1**

**Materials:**

**Student Survey found above under "Pre-Assessment"**

***We Still Live Here* trailer found at:** <http://www.makepeaceproductions.com/video-wamp-trailer.html>

**"The Long-Dead Native Language Wopânâak is Revived" found at:**  
<http://www.yankeemagazine.com/article/features/wampanoag-language/7>

**Instructional Tips/Strategies/Suggestions:** Teachers can decide whether to read texts aloud or silently in class. Since my primary focus is reading *intervention* and building students' reading *fluency*, we read all texts aloud. I choose individuals to read seemingly at random and vary the length of time that students read in order to hopefully prevent students from "spacing out" when it is not their turn to read. I also take a turn in order to model fluent reading for students and to help re-focus the group's comprehension after a particularly struggling reader. Humanities teachers might also certainly choose to assign these readings for homework if the act of reading is not their particular teaching focus.

**Essential Question:** How does language affect identity?

## **Lesson 1 Details (2 Days)**

### **Lesson Opening/Before Reading: (Day 1)**

- Have students complete survey and discuss answers.
- Watch film trailer to pique student interest in topic.
- View map of southern New England pointing out Mashpee on Cape Cod and Martha's Vineyard.
- Pass out article. List students' questions and predictions on the board based on the article's title, pictures, captions, and/or subheadings to set purpose for reading.
- Pre-teach important vocabulary if meaning cannot be determined from context.

### **During Reading: (Split between Days 1 and 2)**

Monitor comprehension by revisiting student questions/predictions and weave teacher-generated questions throughout concerning text structure, word meaning, key ideas and details, etc.

### **Lesson Closing/After Reading: (Day 2)**

Have students complete a "3, 2, 1 Quick Write" (three interesting details/facts they learned from the text, two new or important words from the text, and one question they still have about the topic).

## **LESSON 2**

### **Materials:**

***We Still Live Here* film available to rent/purchase at:**

<https://makepeace.vhx.tv/browse/packages/we-still-live-here-as-nutayunean>

**"Are You An Indian?" video clip found at:** <http://itvs.org/films/we-still-live-here>

**Instructional Tips/Strategies/Suggestions:** Possible discussion questions for the film are listed under the "Lesson Closing" section, but teachers may wish to go over questions *before* viewing the film and have students take notes while watching. Also, the "Are You An Indian?" video clip could be useful to watch if students have questions related to racial appearances in the film.

**Essential Question:** How does language affect identity?

## **Lesson 2 Details (2 Day)**

### **Lesson Opening/Before Viewing: (Day 1)**

Share "Quick Write" responses from previous class since today's film is about the same topic.

### **During the Lesson: (Split between Day 1 and 2)**

Watch *We Still Live Here*. Teacher can pause film along the way to discuss/point out answers to students' "Quick Write" questions if they are addressed by the film. Teacher can also provide students with the discussion questions listed below so that students can keep them in mind while viewing.

### **Lesson Closing/After Viewing: (Day 2)**

Lead discussion prompting students to support their answers. Possible questions:

- Why is it important to be able to speak, read, AND write fluently in your native language?
- What about a second language?
- Why is speaking Wopânâak so important to the Wampanoag people in the film?
- Do you think it is fair for parents to expect their children to carry on a language? Why or why not?
- Were you surprised by the way any of the people in the film looked? (**Follow with "Are You An Indian?" video clip.**)

## **LESSON 3**

### **Materials/Resources Tools:**

**"American Indian Boarding Schools Haunt Many" found at:**

<http://www.npr.org/templates/story/story.php?storyId=16516865>

**Vicky Becker video clip found at:**

<http://ourmothertongues.org/language/Navajo/8#!prettyPhoto>

**Instructional Tips/Strategies/Suggestions:** If it wasn't made clear during the previous lessons, point out that Wopânâak is not the only native language currently being reclaimed (teachers could show students the native languages map from the Our Mother Tongues website listed under Lesson 4). Make sure to explicitly point out the link between today's topic (Indian boarding schools) and the decline of native languages across the continent.

**Essential Question:** How does language affect identity?

## **Lesson 3 Details (1 Day)**

### **Lesson Opening/Before Reading:**

- Explain that today's reading will illustrate one reason why so many native languages have declined across the continent.
- Pass out article. List students' questions and predictions on the board based on the article's title, pictures, captions, and/or subheadings to set purpose for reading.
- Pre-teach important vocabulary if meaning cannot be determined from context

**During Reading:**

Monitor comprehension by revisiting student questions/predictions and weave teacher-generated questions throughout concerning text structure, word meaning, key ideas and details, etc.

**Lesson Closing/After Reading:**

- Have students complete a "3, 2, 1 Quick Write" (three interesting details/facts they learned from the text or video, two new or important words from the text, and one question they still have about the topic).
- Share responses.
- Time permitting, watch Vicky Becker video clip - possible discussion question: Why do you think it is so important to Vicky Becker that her grandson learn Navajo?

**LESSON 4****Materials/Resources Tools:**

**"Mashpee grads blessed by Wampanoag teen" found at:**

<https://www.bostonglobe.com/metro/2013/06/08/mashpee-wampanoag-graduate-delivers-blessing-once-lost-language/CHmuZ8GvHNJa87XvKdglMO/story.html>

**Student Survey found above under "Pre-Assessment" (now serving as a post-assessment)**

**Our Mother Tongues website including ePostcard feature found at:**

<http://www.ourmothertongues.org/postcard.aspx>

**Instructional Tips/Strategies/Suggestions:** See Lesson 1.

**Essential Question:** How does language affect identity?

**Lesson 4 Details (1 Day)****Lesson Opening/Before Reading:**

- Possible hook question for my middle school students - explain that students are usually required to study 2-3 years of a foreign language to graduate from high school and ask what languages they would like to study? Explain that today's reading is about a teenager studying Wopânâak.
- Pass out article. List students' questions and predictions on the board based on the article's title, pictures, captions, and/or subheadings to set purpose for reading.
- Pre-teach important vocabulary if meaning cannot be determined from context.

**During Reading:**

Monitor comprehension by revisiting student questions/predictions and weave teacher-generated questions throughout concerning text structure, word meaning, key ideas and details, etc.

**Lesson Closing/After Reading:**

- Have students complete a timed "Quick Write" - Prompt: write for 2 minutes in response to the

essential question using examples from anything we read/viewed this past week.

-Ask for volunteers to share their writing or have students share in pairs, etc.

-Have students complete the post-survey.

**Possible Extension Activity (in class or at home):** Students can send a native language ePostcard from the Our Mother Tongues website and explore the site including a native language map and many audio/video features.

## Materials and Sources Used

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

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

**This is a contemporary subject, so individuals may have different opinions as to whether these sources are primary or secondary sources. All articles and videos include interviews with contemporary native people.**

Adams, Dan. "Mashpee Grads Blessed by Wampanoag Teen." *Boston Globe*. Boston Globe Media Partners LLC, 9 June 2013. Web. 7 July 2015. <<https://www.bostonglobe.com/metro/2013/06/08/mashpee-wampanoag-graduate-delivers-blessing-once-lost-language/CHmuZ8GvHNJa87XvKdglMO/story.html>>.

**Annotation:** A *Boston Globe* article profiling the first Mashpee High School graduate to fulfill his language requirement by studying Wopânâak with Jessie Little Doe Baird and the Wampanoag Language Reclamation Project.

*Are You An Indian?* Online video clip. *ITVS*. Independent Television Service, Inc., n.d. Web. 7 July 2015. <<http://itvs.org/films/we-still-live-here>>.

**Annotation:** A video clip accompanying the documentary film *We Still Live Here: Âs Nutayuneân*. In this short clip, interview subjects from the film speak about their racial identities and the experience of their Indian identity being questioned because of their physical appearance.

Bear, Charla. "American Indian Boarding Schools Haunt Many." *NPR*. National Public Radio, 12 May 2008. Web. 7 July 2015. <<http://www.npr.org/templates/story/story.php?storyId=16516865>>.

**Annotation:** This article is the text version of a National Public Radio segment on the legacy of Indian Boarding Schools. The piece includes interviews with adults who attended the schools as children.

Shatwell, Justin. "The Long-Dead Native Language Wopânâak is Revived." *Yankee Magazine*. Yankee Publishing, Inc., Nov. 2012. Web. 7 July 2015. <<http://www.yankeemagazine.com/article/features/wampanoag-language/7>>.

**Annotation:** An extended periodical article from Yankee Magazine about Wampanoag language reclamation efforts, especially the contributions of Jessie Little Doe Baird (Mashpee Wampanoag).

Vicky Becker. Online video clip. *Our Mother Tongues*. Makepeace LLC, 2011. Web. 15 July 2015. <<http://ourmothertongues.org/language/Navajo/8#!prettyPhoto>>.

**Annotation:** In this clip, we hear Vicky Becker's daughter speak about her mother's experience in a boarding school that forbid students from speaking their native language. We then see Vicky sitting with her grandson. He speaks in Navajo and Vicky speaks about the importance of her language in English.

*We Still Live Here: Âs Nutayuneân*. Dir. Anne Makepeace. Bullfrog Films, 2011. Makepeace Productions. Makepeace LLC. n.d. Web. 7 July 2015. <<https://makepeace.vhx.tv/browse/packages/we-still-live-here-as-nutayunean>>.

**Annotation:** This film documents Wampanoag language reclamation efforts, especially focusing on the contributions of Jessie Little Doe Baird (Mashpee Wampanoag).

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

*Our Mother Tongues*. Makepeace Productions, 2011. Web. 7 July 2015. <<http://www.ourmothertongues.org/Home.aspx>>.

**Annotation:** This website was produced by Makepeace Productions, the same organization that produced the film *We Still Live Here: Âs Nutayuneân*. This site has information about many different native language reclamation projects across the country, including but not limited to Wopânâak. Features include an interactive language map, audio and video clips of people speaking native languages, and the opportunity to send an audio ePostcard in a native language.

## Reflection

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