

Native Americans in New England Curricular Project

Title(255 characters or fewer): **People of the First Light**

Grade Level (K-2, 3-5,)

Subject Area Focus *Social Studies/Navajo/ English Language Arts, Indigneous Languages,*

Estimated Number of Days to Complete:

Submitted by* Louise Ramone

Additional Creators _____

School Esperanza Elementary School

District Farmington Municipal Schools

State New Mexico

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: (Please write a brief overview summary of the curricular project in 150 words or less.) Students compare and contrast traditional to contemporary cultures and languages of Native Americans from the Wampanoag tribe using primary and secondary sources.

Students compare and organize daily life and responsibilities of family members, identify forms of sustenance, horticulture, and special occasions, discuss self-identity through kinship and clans of the Wampanoag people.

Students critique and find similarities of oral traditions and folklores used for culture teachings, explore how Native American names, labels, or phrases are used worldwide, and analyze their own language to identify factors that lead to language loss and the effects of the loss.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

Are the language and culture of the Wampanoag the same or different from the past to present day?

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

Students will know who Wampanoag people are and where they reside.

Students will know Wampanoag are revitalizing their native language.

Students will understand that oral traditions represent people's history.

Students will understand that written records are essential retrieve information about history

Students will be able to identify the difference between oral and written history.

Students will be able to explain why Wampanoag are important in Native American history.

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

NM ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

Come to understand other perspectives and cultures by; reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews; and listening to and communicating effectively with people of varied backgrounds.

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(1) K identify the main topic, retell key details of a text, and make predictions.

(2) Gr. 1 identify characters and simple story lines from selected myths and stories from around the world.

(3) Gr. 2 (b) use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.

(4) Gr. 3 develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition;

(5, 6) Gr. 4-5 develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.

MODERN, CLASSICAL AND NATIVE LANGUAGES CONTENT STANDARDS

(Gr. K-5) D. Standard 4: develop an understanding of other cultures, including such elements as their value systems, languages, traditions and individual perspectives.

4. Transfer Goal: identify ways people explore their self-identity through using cultural stories, kinship, and clans.

Assessment/Evidence

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

Gr. K-1 Students will retell a Wampanoag cultural story and create a story map through illustrations and writing. Students will compare and contrast the moral lessons of the Wampanoag to Navajo stories through illustrations.

Gr.2-3 Students will distinguish between Wampanoag and Navajo creation stories and native languages using primary resource. Student will use a map to locate Wampanoag and Navajo. Student will analyze the name of states that use Native American languages and identify the tribe.

Gr 4-5 Students will report important events that recognize Wampanoag and Navajo in the American history using primary and secondary resources. Student will use primary and secondary resources to identify the causes of culture and language loss and identify evidence that reclaim the loss culture and language.

Pre-Assessment:

K-1 illustrate will their. 2-5 students will illustrate and/or list facts or fictional information about the Wampanoag (Northeast Native Americans).

2-5. Short summary and illustration to identify Wampanoag people.

Formative Assessment:

Students will use portfolios to collect data.

Topic Rubric: each grade group will have class rubric

Student Tracking sheet; students track their learning goals and Wampanoag vocabulary words

Other Assessment Evidence:

Teacher checklist for observations and class participation.

“Exit Ticket” student draws a ticket and answers a question topic (ask for support from a team member.

Learning Plan

Lesson 1 Summaries: Learning about the Wampanoag culture and language through stories.

Lesson 1: What was the Moral of the Story. Grade Level K-1

Lesson 2: Mampanoag Creation Story Grade Level 2-3

Lesson 3: Language are Stories, Reclaim it Grade Level 4-5

Lesson 1: What is the Moral of the Story Grade K-1

Learning Activity Details: Native American stories are taught during the winter season.

Materials/Resources Tools: Compute, projector, pictures and artifacts, paper, pencil, crayons, Portfolio (teacher created using copy and construction paper)
Instructional Tips/Strategies/Suggestions: Greeting word; Wuneekeesuq Hello/good day. Cooperative learning groups; assign a role to students. Stories could be told as Storytelling method.

Historical Question/Essential Question: Who are the Wampanoag people?

Lesson 1 Details

Teacher	Student
<p>Lesson opening: What is culture? Teacher shows clip of Native American cultural activities. :What is Culture” Primary source 1.</p> <p>Ask students to have a discussion about the word “culture” then use KWL chart for the responds. Explains to the students the learning goals of the Unit: Wampanoag and the meaning of “culture” using a web diagram. Greet students, Wuneekeesuq</p>	<p>Students will discuss in small group the word culture and share with the class their ideas of the culture.</p> <p>Students will listen, respond, and ask questions about goals and enter word into portfolio and paste cultural pictures.</p>
<p>During the Lesson: Explains to that in Native Americans cultures they use oral traditional stories to teach lessons about morals and respect. Some stories are told only in the winter to show respect to animals and other living things. Use the KWL to ask question: Want to know about cultural stories. Read Wampanoag story “Waushop and the Islands” (Secondary source 1) and stop to ask comprehension questions.</p>	<p>Students will share ideas for KWL.</p> <p>Students will listen to the story for details of moral being taught and respond to comprehension questions. Student will create a story map and illustrate/write to retell the story using sequence words of what happen. Beginning, Middle and Ending,</p>

<p>Ending the Lesson; Explains that people use stories to teach moral lessons. Read Navajo story, “Ma’ii and Horned Toad”(Secondary Resource 2)(or any fable story, Aesop’s Fable, Secondary Resource 3). Compare and contrast the moral lessons in both stories using a Venn Diagram Asks students to illustrate a picture of moral lesson. Show and discuss artifacts and/or video clip of Wampanoag in present day. Primary Resource 2. To complete KWL chart. What I Learned.</p>	<p>Students will respond to fill in a Venn Diagram as a class to compare and contrast two stories.</p> <p>Students will share out then illustrate and write what they have in common with Wampanoag culture. Group: KWL chart class participation: What I learned about Wampanoag and my own culture.</p> <p>Tracking sheet: Culture and Learning Goals</p>
<p>Extension: Teacher will read discuss Tapenum’s Day (Secondary source 6) and trailer of “We are still here”. (Primary source 3)</p>	<p>Students will ask questions and give opinions about the Wampanoag Cultural Unit.</p>

LESSON Grade 2-3

Materials/Resources Tools: computer, projector, pencil, notebook, artifacts

Instructional Tips/Strategies/Suggestions: Cooperative group. Cultural with animals are told during the winter season

Historical Question/Essential Question: What is culture and how are stories used to explain culture?

Lesson 2 Details

Lesson Opening:

<p>Teacher: Greet students, Wuneekeesuq/Hello</p>	<p>Student</p>
<p>Lesson opening: What is culture? Primary source 1 * Teacher shows clip of Native American cultural activities. *Explains to the students the learning goals of the Wampanoag Unit.</p> <p>Ask students to have a discussion about the word “culture” then use KWL chart for the responds. *Discuss the meaning of “culture” using web show elements of a culture.</p>	<p>Students will discuss in small group the word culture and share with the class their ideas of the culture.</p> <p>Students will listen, respond, and ask questions about goals and enter word “culture” into web diagram in their notebook</p>
<p>During the Lesson; * reviews the concept of similar and difference. Use the KWL to ask question: Want to know about cultural stories. *Explains that people use cultural stories as oral traditions to teach about events and places,</p> <p>Reads the Wampanoag story “Legend of Katama</p>	<p>Students (Talk and share) give examples of similar and difference.</p> <p>recall and illustrate Wampanoag story and writes</p>

<p>The Creation of the Dolphins” (Secondary source 4) prompts retelling and models notetaking in journal.</p> <p>* Reads Navajo story, “Harmony in the Sky” (Secondary source 5) prompts for small group discussion to retell by comparing and contrasting both stories using a Venn diagram.</p>	<p>notes in journal depicting characters, author, and plot of the story in a graphic organizer.</p> <p>recall Navajo story and write in journal the characters, author, and plot of the story in a Venn Diagram for comparing and contrasting both stories Students respond in small groups then share with class.</p>
<p>Lesson closing; KWL activity: Fill in the chat “What I Learned” about Wampanoag and Navajo oral traditional stories.</p>	<p>Respond on stick notes about “what I Learned” and post on poster.</p>
<p>Extension: Hands out US maps and explains that some states have Native American names and locate Wampanoag and Navajo reservations on the map. (Secondary source 6)</p>	<p>Students use technology (computer) to find which states have Native American names and define them. Students will draw in the Wampanoag and Navajo reservations on the map.</p>

LESSON 3

Materials/Resources Tools: Computer, Projector dry board markers, poster boards

Instructional Tips/Strategies/Suggestions:

Historical Question/Essential Question: Languages are Stories, Reclaim it.

Lesson 3 Details

Teacher will...	Students will...
<p>Lesson opening: What is culture? Primary source 1 * Teacher shows clip of Native American cultural activities. Discussion of culture using white board. *Explains to the students the learning goals of the Wampanoag Unit.</p>	<p>Students will discuss in small group the word culture and share with the class their ideas of the culture.</p>
<p>Pose a question Who or what is a Wampanoag? Read “1621 A New Look at Thanksgiving”, pg. 1-15 (Secondary source 6) and discuss the Wampanoag name, location, and events. Explain that Navajo prayers or chants use mention People of first Light. (Dawn People). Ex: House of Made Dawn Scott N. Mommaday Exit Ticket: What is Culture and name one concept.</p>	<p>Listen and respond to questions. Discussions; “People of First Light” how and when does Navajo use that phrase</p>
<p>During the Lesson: Explain and discuss the ways people carry on history. Introduction of oral traditions and stories to</p>	<p>Students will read and analyze Navajo emergence stories for evidence of how people tell their history.</p>

<p>the children as ways that Native Americans told their history. Read and discuss Native American emergence stories. Give posters and tell students they illustrate a Native American Wampanoag/Navajo emergence story. Shows pictures as evidence that show ways people leave their mark/symbols . Wampam, petroglyphs, animals hide, mounds, caves, ruins,</p>	<p>Put notes in about the stories. Create Poster of emergence story, Students take notes, then explore on internet to locate emergency stories to read. Students will illustrate story on poster board.</p>
<p>Lesson Closing: Poses a question, What are some factors interrupt oral traditions and cultural stories? Introduce Indian education history as a major factor for language and culture loss and identity. Shows student the Power point on Indian Education and explain this history and how it became children’s history. Discussion on the PP on the history of boarding schools. Showa a trailer on Wampanoag Language Project and discuss the efforts of a community on revitalizing a language and culture.</p>	<p>Students will discuss the Indian history and ways that Native Americans can prevent or maintain the land and culture. Students will look for Navajo creation on internet to see ways Native American history carry on language and culture. Student will write a page to answer “What are some factors interrupt oral traditions and cultural stories?,” and give ideas on to continue language and culture.</p>

Materials and Sources Used

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

Annotation: This is a short video describing to children what makes up your culture including: what we wear, our beliefs, education, family, food, marriage traditions, etc.

1. "What is Culture?", nosnleft's channel. <https://youtu.be/o32l-U6nGY> 2012. Weds 7/22/15.

Annotation: A trailer of the Wampanoag people today in Massachusetts.

2. "We are Still Here". IndependentLens. https://www.youtube.com/watch?v=8s8B_CVellw . 2011. Wed 7/22/15.

Secondary sources

Annotation: A YouTube website that has the Wampanoag story Waushop and the Island. Waushop took care of the people but he left so the people would learn to be self sufficient.

1. Uexpress.com <http://www.uexpress.com/tell-me-a-story/2014/6/15/maushop-and-the-islands-a-wampanoag> 7/22/15.

Annotation: The story is about two animal characters. A lazy, ungrateful coyote named Ma'ii eats up Cousin Horned Toad's crops. When Ma'ii decides he wants his cousin's land for himself and Horned Toad teaches him a lesson.

2. Begay, Shonto. "Ma'ii and Cousin Horned Toad: a Navajo Trickster Tale". 32 p. New York: Scholastic Inc. 1992.

Annotation: Librivox is Acoustical liberation of books in the public domain. It houses many fable stories from all over the world. This famous Book of Fables, which are always referred to as Aesop's Fables, date back to the 5th Century BC

3. Librivox. https://librivox.org/search?q=fables&search_form=advanced Wed. 7/22/15.

Annotation: A long ago story of a brave young woman and how she changed our world so we as people will live in peace.

4. Stacy Elizabeth Hall. "The Legend of Katama, a Creation Story of the Dolphins". Oaks, PA. Island Moon Press.

Annotation: The Navajo story about Pleiades and they understand their world, and when Dilyehe, known as Pleiades, appears in the evening sky, the people welcome it back, celebrating it as a

symbol of harmony and balance, a joyful time.

5. Amy Friedman and Meredith Johnson “Harmony in the Sky A Navajo Legend”
uespress.com <http://www.uexpress.com/tell-me-a-story/2006/9/24/harmony-in-the-sky-a-navajo> 2006. Wed. 7/22/15.

6, Catherine O’Neill Grace, Margaret Bruchac. “1621 A New Look at Thanksgiving”, pg. 1-15 .
National Geographic Society 2004

Annotation : A Power Point showing the history of Indian boarding and the effects on the children.

7 Indian Boarding School. Haiku Deck.

<https://www.haikudeck.com/indian-boarding-school-abuse-education-presentation-yy5SW2Bt9t>
7/22/15.

Annotation: A picture Leslie Marion Silko and portion of the chronology of her life that includes her Aunt Susie a character in the Stiya The little Indian Girl”

8. Carlisle Indian School Acoma Children’s story. Archives

https://books.google.com/books?id=9cqfBzT16rQC&pg=PA8&lpg=PA8&dq=carlisle+indian+school+Acoma+children's+story+archives&source=bl&ots=y14uWZSypp&sig=r3-u4Rw5yXsy39KN93eiP70wI4E&hl=en&sa=X&ved=0CEoQ6AEwB2oVChMIx7el_NvsxgIVk4kNCh2b0g6F-h 7/22/15

What other curricular materials do you plan to use to support the curricular project? It would be helpful for teachers to go out to other community libraries to get plenty of literature on Native American history. Explore the internet on find articles on Native American history of the people in their area.

Reflection

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