

Native Americans in New England Curricular Project

Title (255 characters or fewer):

Compare and Contrast Early European Contact based on Wampanoag and Coeur d'Alene experiences

Grade Level : 9-12

Subject Area Focus: Social Studies/History/Native American Studies

Estimated Number of Days to Complete: 4 class periods

Submitted by* Bradley Veile

Additional Creators _____

School Lakeside High School

District Plummer/Worley School District

State Idaho

Date Submitted August 2, 2017

*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 interactions between Native Americans and those of European ancestry was unique to those involved, particularly when the time of contact and geographic location are taken into consideration. This project is designed for students to compare and contrast early contact by looking at the history of the Wampanoag and the Coeur d'Alene. An element of Coeur d'Alene contact which has an impact to be included is a prophecy by Circling Raven regarding the coming of the "Black Robes" (Jesuits). Students will be provided readings to serve as a common base of information from which a class presentation is created which is then shared with peers.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

How was early contact with Europeans similar for Eastern and Western Nations?
How was early contact with Europeans different for Eastern and Western Nations?
In what ways were these Nations affected by the way contact occurred?
Who was Circling Raven and what was his importance to the Coeur d'Alene?
How might Circling Raven's prophecy impacted early contact?

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

Students will know...

Early history of the Wampanoag
Early history of the Coeur d'Alene
Circling Raven's prophecy
Similarities between the two experiences
Differences between the two experiences

Students will understand...

Some of the reasons for different experiences regarding European contact for these two Nations
Some of ways the contact experiences of these two Nations were similar
Basic elements of early Wampanoag history

Basic elements of early Coeur d'Alene history

The prophecy of Circling Raven

Students will be able to...

Compare/contrast readings

Create a presentation sharing similarities and differences of European contact expressed in the readings

Share findings with fellow students, provide feedback on presentations, and display knowledge gained

3. Curriculum Standards (National, State, Local): Idaho Social Studies Standards

6-12.US.1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.

6-12.US.1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies

6-12.US.1.1.1.4 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.

6-12.US.1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.

6-12.US.1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.

6-12.US.1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.

6-12.US.1.2.3.1 Describe Pre-Columbian migration to the Americas.

6-12.US.1.2.3.3 Illustrate westward migration across North America

6-12.US.1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

9-12.US.2.1.3.2 Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians.

9-12.US.2.1.3.3 Identify and discuss the influences of American Indians on the history and culture of the United States.

9-12.US.2.1.5.1 Analyze the causes and effects of the expansion of the United States

9-12.US.2.4.3.2 Provide and evaluate examples of social and political leadership in American history.

4. Transfer Goal: N/A

Assessment/Evidence

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

Students will present similarities and differences gleaned from the provided readings and any additional resources used. Students will provide feedback for each presentation and complete an “exit ticket” which exhibits knowledge gained.

Pre-Assessment:

Students will activate prior knowledge by recalling early contact history of the Wampanoag and Coeur d’Alene.

Summative Assessment:

Students will share with fellow students, in a formal presentation, similarities and differences gleaned from the provided readings and any additional research used.

Other Assessment Evidence:

Students in the audience will provide feedback for each presentation, participate in a question/answer session, and an exit ticket that exhibits knowledge gained.

Learning Plan

Lesson Summaries:

Lesson 1: Students will read and discuss Wampanoag history.

Lesson 2: Students will read and discuss Coeur d’Alene history (including the prophecy of Circling Raven).

Lesson 3: Students will compare and contrast the two readings and create a presentation of their findings.

Lesson 4: Students will present their finding to their peers who will provide feedback and questions.

Learning Activity Details:

LESSON 1 – Introduction to and discussion of Wampanoag History

Lesson 1 Details

Materials needed

- Wampanoag Reading
- Analysis Guide
- (optional) Skype with Tribal Cultural Director or Tribal Historian

Lesson Opening:

- Have students share information they already know about the Wampanoag.
- As a class, read aloud the Wampanoag history, providing additional information, explanations and discussion to enhance student comprehension.
- When possible, invite the Wampanoag Culture Director or Tribal Historian to present the Wampanoag History

Lesson Closing:

- Complete an “Analysis Guide” which will assist in completing lesson 3

LESSON 2 – Introduction to and discussion of Coeur d’Alene History (including the prophecy of Circling Raven)

Lesson 2 Details

Materials needed

- Coeur d'Alene Readings
- Analysis Guide
- (Optional) Skype with Tribal Culture Director or Tribal Historian

Lesson Opening:

- Have students share information they already know about the Coeur d'Alene and Circling Raven.
- As a class, read aloud the Coeur d'Alene history providing additional information, explanations and discussion to enhance student comprehension.
- When possible, invite the Coeur d'Alene Culture Director or Tribal Historian to present Coeur d'Alene history of and prophecy of Circling Raven

Lesson Closing:

- Complete an "Analysis Guide" which will assist in completing lesson 3

LESSON 3 Title - Students will compare and contrast the two readings and create a presentation of their findings.

Materials

Wampanoag Reading

Coeur d'Alene Readings

Completed analysis sheets

Technology for presentation creation (as needed)

Lesson 3 Details

Lesson Opening:

- Briefly summarize key elements of the Wampanoag and Coeur d'Alene experiences.

- Provide time for new questions or issues which need clarification from previous days. (utilize student response as much as possible in providing information/clarifications)

Lesson Closing:

- Compare and contrast the two histories
- Create a presentation of findings (this can be completed individually or small groups)

LESSON 4 Presentation of findings

Materials needed:

Technology for presentations as needed

Feedback Forms

Exit tickets

Lesson 4 Details

Lesson Opening:

- Presentations will be conducted
- Followed by a short question/answer session
- Ending with completed feedback form

Lesson Closing:

- Exit slip which includes:
two ways the Wampanoag and Coeur d'Alene experiences were similar
two ways the Wampanoag and Coeur d'Alene experiences were similar
one new thing you learned

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

Coeur d'Alene Readings

<https://content.lib.washington.edu/aipnw/frey.html#eahc>

The section on “Euro-American Historic Contact” provides a concise history of the Coeur d’Alene Nation from the earliest contact with the fur traders to the Supreme Court decision which returned control of the southern portion of Lake Coeur d’Alene to the Coeur d’Alene Nation. The impact of this contact connects the coming of the “Black Robes” to the establishment and movement of various missions which served the Coeur d’Alene people.

https://history.idaho.gov/sites/default/files/uploads/pclub_jesuits.pdf

This short article, written by the Idaho State Historical Society, looks at the interaction of fur traders as well as Jesuit Missionaries and the Coeur d’Alene people. It also provides a thumb nail sketch of Coeur d’Alene culture.

<http://www.theclearing.us/spiritual-awakening/the-forgotten-awakening/>

Circling Raven prophesized about the coming of the “Black Robes” even though he did not live to see it occur. His son, Twisted Earth greeted the Jesuits fulfilling his father’s prophecy. Utilizing information from a book no longer in print, the story of Circling Raven and Twisted Earth are presented in a clear and easy to follow reading authored in part by a Jesuit Father who served the Coeur d’Alene people for many years as a respected member of the community.

<http://silvervalleystories.blogspot.com/2007/02/circling-ravens-vision.html>

From the book, "Beneath These Mountains", by Russell A. Bankson and Lester S. Harrison, retells Chief Twisted Earth telling his son Tecomtee of his father Chief Circling Raven's prophesy.

WAMPANOAG HISTORY

<http://www.tolatsga.org/wampa.html>

This history of the Wampanoag provides an in-depth discussion of the impact of contact with European before the Pilgrims arrived on the Mayflower. It includes prominent figures tied to the history surrounding the event which came to be known as "Thanksgiving". Included are historical facts left out of many textbooks such as epidemics which decimated the Wampanoag, the impact of Christianity, and warfare that occurred between the Wampanoag and Europeans. Myths about early contact are dispelled and a clearer picture of this history is presented.

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

Analysis Guide

1. When did this interaction occur? (general time frame and/or specific dates)
2. Who were the main groups involved?
3. What other groups were involved?
4. Where does this interaction take place?
5. Describe and provide supporting evidence to show interaction(s) considered to be positive (be sure to identify the groups being discussed).
6. Describe and provide supporting evidence to show interaction(s) considered to be negative

(be sure to identify the groups being discussed).

Feedback Form

Presenter(s): _____

Total Points _____

Rate each category for the presentation between 1 and 5 (5 being the best score)

Provided similarities _____

Provided differences _____

The presentation had an introduction/body/conclusion _____

Visuals were used to assist understanding _____

Mechanics (voice tone, eye contact, gestures etc.) _____

Q/A demonstrates understanding of the information _____

Comments/Questions:

Exit Slip

Name _____

Similarities in experiences

1. _____

2. _____

Differences in experiences

1. _____

2. _____

Something new I learned

1.

Reflection

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