

Native Americans in New England Curricular Project

Title(255 characters or fewer): We Are Still Here: An Introduction to Native American Communities in Southern New England.

Grade Level (K-2, 3-5, 6-8, 9-12): K-2

Subject Area Focus *Math, Science, Social Studies/History, English Language Arts, Performing/Studio Arts, World Languages, Health/Wellness, Other*; List all that apply; if Other, please make sure your description mentions it: Social Studies/History

Estimated Number of Days to Complete: This unit is organized into five lessons. They can be taught over five days, or compressed into fewer days if the schedule allows.

Submitted by* Michelle Parrish

Additional Creators none

School The Common School

District Amherst

State MA

Date Submitted July 14, 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.) These lessons will be taught near the beginning of a semester long study of Native Americans in Southern New England. Students will be introduced to some of the tribal nations in Southern New England, including Wampanoag, Narragansett, Niantic, Nipmuc and Mohegan. By examining and discussing photographs and images on their tribal websites and other social media, students will have the opportunity to reconsider many preconceptions they may have about Native Americans today. Students will learn about Strawberry Thanksgiving using the children's book Strawberry Thanksgiving written by Paula Dove Jennings (Niantic and Narragansett) and illustrated by Ramona Peters (Mashpee Wampanoag). These lessons will serve as a reference point throughout the study as we consider aspects of culture and tradition in contemporary native communities.

Desired Results/Objectives

1. Essential Questions/Historical Questions:

What can tribal websites tell us about the culture, traditions, and beliefs of Wampanoag, Mohegan, Narragansett, and other native communities in southern New England today?

What can books for children written by Native American authors and illustrators teach us about how members of their communities in southern New England (in this case Wampanoag and Niantic/Narragansett) celebrate their culture and remember their history?

How do stories and celebrations reflect the values and beliefs of a community, and how are these values and beliefs communicated from one generation to another?

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

Students will know...

That there are many Native American communities living in southern New England today.

That tribal governments use websites to communicate news and information about the departments and services that support tribal life.

That people living in native communities are modern people who use a variety of contemporary media to sustain their cultures.

Students will understand...

That seasonal celebrations are one way for members of these communities to maintain close ties.

That stories are an important way that historical knowledge and cultural values are communicated from adults to children in native communities.

That many of the images of Native American people which students might have seen in films or read about in books are inaccurate.

That Native American authors are members of a community, and that they write about their lives.

Students will be able to...

Name some of the tribes in southern New England including Wampanoag, Narragansett, Nipmuc, Mohegan, and Niantic.

Identify aspects of the modern day Strawberry Thanksgiving that reflect culture, traditions, and beliefs.

Identify styles of dress that differentiate everyday life from special or seasonal celebrations.

Explain key words from the glossary of Strawberry Thanksgiving.

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

From the Primary Two (first and second grade) curriculum overview “General Goals for In Depth Studies”:

- Learn about the aspects of a culture such as housing, food, clothing, transportation, roles of men/women/children, economy, art, and beliefs
- Research and build models or create other artwork which reflects various elements of a culture
- Engage in discussion of a topic after a lesson prepared by a teacher
- Develop scientific and mathematical ways of investigating the world

4. Transfer Goal:

Students will be able to revisit information and concepts explored in these early lessons throughout our study of Early America, and will be able to identify bias or inaccuracies in the texts and other sources they encounter.

Assessment/Evidence

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

As a final activity for this unit, students will use what they have learned from the websites and the book to write one or two sentences about the significance of Strawberry Thanksgiving, focusing on contemporary culture, traditions, and beliefs for which we have found evidence in the course of our brief introductory research project. Sentence starters will be provided to students such as “Strawberry thanksgiving means _____,” “Strawberry Thanksgiving teaches _____”, or “Strawberry Thanksgiving is special because_____.” Students will create a piece of artwork to illustrate their idea, including explicitly modern elements (for example, the family drives to the festival in a car, or that the festival is held on a reservation) drawing both from Ramona Peter's illustrations and images we have looked at on websites.

Pre-Assessment:

Lesson One begins with a conversation about “What We Think We Know” about Native American communities in southern New England. Each student will write one thing they think they know on a post-it note, which will be posted in the “prior knowledge” column of the class RAN (Reading and Analyzing Nonfiction) chart. Blatant misinformation will be addressed in the course of the conversation. The non-fiction sources in this case will include the websites of two New England tribes, the Mohegan and Mashpee Wampanoag, the Facebook pages of three New England Museums (Plimoth Plantation, the Mashpee Wampanoag Indian Museum, and the Mohegan Tribe's Annual Wigwam Festival Facebook page.

Formative Assessment:

The teacher will observe and consider:

The level of prior knowledge initially demonstrated by students in the first lesson

The observations that students make during the exploration of tribal websites and social media, and their engagement in the discussion.

Each student's ability to consider evidence as presented on the websites, and to assess the viability of their own ideas or the ideas of other students as students fill out sticky notes for the RAN chart.

Student contributions to the discussion of Strawberry Thanksgiving as recorded on our web.

Other Assessment Evidence:

Learning Plan

Lesson Summaries: (add lessons if necessary)

Lesson 1: Native Americans in New England Today: What Do We Think We Know?

Estimated time 30 minutes. Introduce the topic, the RAN chart, and the research process. Each student fills out a sticky note with one thing they think they know about Native Americans in New England today. The student (or a teacher) reads their note, and puts it on the chart in the “Prior Knowledge/What We Think We Know” column. Blatant misinformation will be addressed at this time. More subtle misconceptions can be addressed through the process of “reading” the texts in this unit, Strawberry Thanksgiving and tribal websites.

Lesson 2: Looking at Tribal Websites and Social Media

Estimated time 60 minutes. Revisit the RAN process and explain what “evidence” means in our research. Look at selected parts off two tribal websites (The Mohegan Tribe and the Mashpee Wampanoag Tribe), and other social media pages as time or technology allow (for example, the Mashpee Wampanoag Indian Museum's Facebook Page, The Mohegan Tribe Annual Wigwam Festival Facebook page, Tomaquag An Indigenous Museum, and/or Mashpee Wampanoag Indian Museum Facebook page. See reference below.). Highlight and discuss key features that provide evidence about tribal government, culture, tradition, and beliefs. After looking at the websites, students work in pairs to decide which items can be moved from the prior knowledge column to the confirmed column. Pairs come back to the whole group and report. The teacher transfers any note that students can cite evidence for (unless students have significantly misinterpreted something) into the confirmed column.

If there are any sticky notes left in the first column, read through them. If the notes contain ideas or information that wasn't addressed by the websites, discuss what kind of additional information we might need in order to gather evidence. If no evidence was found to prove the ideas, move to the misconceptions column. Any stickies that can't be resolved can be left in the prior knowledge column for future learning.

Lesson 3: Strawberry Thanksgiving

Part One. Estimated time 30 minutes. The teacher will read aloud Strawberry Thanksgiving by Paulla Jennings, illustrated by Ramona Peters. Before reading, the teacher will tell students about the author and illustrator, and that they wrote this book to teach people about their culture. Post and point out the vocabulary list from the glossary. Through whole group discussion, the class will identify the main problem in the story (the brother, Adam, is treating his sister unkindly), the climax of the story (Grandmother's telling of the story about the first strawberries), and the resolution (how Grandmother's story brings about a change in Adam's behavior). Many cultural practices are described in the story, including watching the sunrise, expectations of behavior, eating strawberries, preparation for the celebration, wearing regalia, intertribal participation, special foods, crafts, storytelling, and dancing. Note and discuss these topics, as well as the vocabulary words, as they arise during the read-aloud. After the story is over, discuss the meaning of Grandmother's story of the first strawberries, and why the story is important to Adam and his family. Draw a web to record students' ideas.

Part Two. Estimated time 30 minutes. Assign pairs of students to closely “read” color copies of the illustrations from the book (there are 11). Students will use the images to look for information about aspects of culture, tradition, and beliefs. Working in pairs, each student will write two sticky notes. One will describe a new piece of information or knowledge, and the other will be a question they have about Native Americans in New England today. Share and post notes as a whole class. Save the chart (or a

smaller, typed version of it) for future reference.

Lesson 4: Strawberry Thanksgiving—Writing Workshop

Estimated time 30 minutes. Students will create their first draft writing and a rough draft of their illustration, if time (or wait for Lesson 5).

As a final activity for this unit, students will use what they have learned from the websites and the book to write one or two sentences about the significance of Strawberry Thanksgiving, focusing on contemporary culture, traditions, and beliefs for which we have found evidence in the course of our brief introductory research project. Sentence starters will be provided to students such as “Strawberry thanksgiving means _____,” “Strawberry Thanksgiving teaches _____”, or “Strawberry Thanksgiving is special because_____.” Make sure that students understand that we are talking about the strawberry festival as a modern celebration, since it is celebrated by contemporary, modern native peoples, even though it includes important traditions that may have a long history.

Lesson 5: Strawberry Thanksgiving—Art Studio

Students will create a piece of artwork to illustrate their writing. It might be helpful to show students a checklist or rubric for their illustrations, such as the following:

illustration must reflect the information we learned in our research (post RAN chart).

Illustrations include explicitly modern elements (for example, the family drives to the festival in a car, or that the festival is held on a reservation).

Illustrations show something that we learned from looking at images on websites.

Illustrations can be inspired by Ramona Peter's illustrations but they don't have to look like her style.

Illustrations must match or go with the writing you did. They are a picture of the idea you wrote about.

Ideally, allow time for a rough draft, and feedback from a teacher or peer before proceeding to a final draft. The art medium can vary. Pencil, sharpie outline, and watercolor is a successful combination for this age.

Learning Activity Details:

LESSON 1 Native Americans in New England Today: What Do We Think We Know?

Materials/Resources Tools: Large format whole class RAN chart (see example). Post-it notes large enough for your students to write a sentence or two on. Pencils.

Instructional Tips/Strategies/Suggestions: Key terms and concepts including various elements of “culture” and some terms that we will use to talk about native people in North America (native,

Native American, American Indian, indigenous) should have already been discussed in earlier lessons. Refer to these ideas when introducing the activity to help students generate specific ideas to write down. Blatant or hurtful misinformation should be addressed (with kindness and tact) at this time. Misconceptions will be addressed through the process of “reading” the texts in this unit, Strawberry Thanksgiving and tribal websites.

Historical Question/Essential Question:

Lesson 1 Details

Lesson Opening: Remind students that we are studying Native Americans in New England, both the past and in the present day. Explain that we will start our study by learning about Native Americans in New England today, Show the RAN chart, ask for student volunteers to read the headings on each column, and explain the steps in our project. Our first job will be writing down what we think we already know. Make sure that students understand that we will be testing our initial ideas with research and finding evidence, and that it may turn out that some of our ideas are not correct. Being a researcher is like being a detective, and the important part of research is finding proof or evidence that leads you to good information, not whether you had the right idea to start with. The teacher will give an example of something she thinks she knows, and will demonstrate how to write it on a sticky note.

During the Lesson: Provide students with a post-it note. Explain that approximated or best-guess spelling is OK. Students will write their idea of something they think they know on their post-it. Provide writing supports as needed.

Lesson Closing: Students will read their note (or a teacher will read for them) and then post it in the prior knowledge column. Alternately, have students swap notes and read the note written by another student. Tell students that we will begin to look for evidence about their ideas the next day.

LESSON 2 Looking at Tribal Websites and Social Media

Materials/Resources Tools:

Make sure you can access the websites and pages that you want to show (need a laptop, internet access, and digital projector):

Mashpee Wampanoag <http://mashpeewampanoagtribe.com/>

The Mohegan tribe <http://www.mohegan.nsn.us/press-room/image-library>

The Mohegan Tribe Annual Wigwam Festival Photostream

https://www.facebook.com/TheMoheganTribeAnnualWigwamFestival/photos_stream

Plimoth Plantation Strawberry Thanksgiving event 2013

<https://www.facebook.com/events/164619127052264/>

Tomaquag An Indigenous Museum <http://www.tomaquagmuseum.org/events/2015/6/13/strawberry-thanksgiving>

Mashpee Wampanoag Indian Museum <https://www.facebook.com/mashwampmuseum>

Instructional Tips/Strategies/Suggestions: A major goal of this unit is to surface and address some of the misconceptions or stereotypes that students may have about Native Americans in New England, and provide a structure for examining and challenging those stereotypes or misconceptions. It is important not to reinforce stereotypes or misconceptions, and to provide multiple opportunities for students to encounter more accurate information. Use what your students wrote in Lesson One to guide and set priorities for Lesson Two.

Historical Question/Essential Question:

What can tribal websites tell us about tribal governments in southern New England in 2015?

Lesson 2 Details

Lesson Opening: Show the homepage of the Mashpee Wampanoag tribal website at <http://www.mashpeewampanoagtribe.com/>

Introduction: Did you know that there are a lot of Native Americans in New England today? One word that we will use to talk about a group of Native American living in a community is a tribe. Another word that we will use is nation. Ask for students' ideas about what a nation is, as supply additional information as needed.

We are going to look at some websites that are set up by two tribal governments. I want you to think about what we wrote on our "What We Think We Know" list, and see if you can find evidence for our ideas. Evidence means a picture or some words that show that your idea was true. If you see something that shows your idea wasn't true, I want you to notice and remember that, too. Being a good detective means looking for evidence and clues to find out if something is true.

During the Lesson:

1. Prompt students to notice/identify: What are people doing? What kinds of things are in the news for this community? What are people wearing?
2. Look at a few items on the departments list. (In our school the kindergarten does a study of Community, so I would ask, What were some of the departments or services in Amherst that you learned about?) Ask for student volunteers to read department names. Do you recognize any of these department names? What does that department do for people or how does it help people? Do we have any of these departments in Amherst (or your town)?
3. Go to the Mohegan tribal website at <http://www.mohegan.nsn.us/>

Notice: Their page has lots of news on it about things that are happening in their tribe. Click on “Our Vision” and read it, or have a student volunteer read at <http://www.mohegan.nsn.us/our-vision>. Take comments or observations. Point out the logo and ask students to describe it. Does it connect with what we heard in their vision?

Then go to the Government section at <http://www.mohegan.nsn.us/government/government-structure> and point at that they have their own government. Take a couple ideas from kids about what a government is. Then click on Tribal Council and look at the photo on that page.

Notice: What are people wearing? How would you describe their clothes? What do they look like? Can you read their names? Click on council of elders. Take a couple ideas from kids about what an elder is and explain if necessary.

4. As time allows, use the social media sites to look at education, strawberry thanksgiving and other festival or powwows, crafts, multigenerational events, photographs of regalia, etc.

5. Head to tables for partner task: Which items from our “Prior Knowledge” column did we find evidence for in the websites? Students should be able to see the chart, or have a small version of the chart to refer to. Using highlighters, the pair will highlight one item that the class found evidence for. Pairs will have assigned jobs: the reader and the highlighter. Pairs must be able to explain the evidence. (Alternately, they could consider their own sticky notes if you have them write their names on the notes in Lesson One, but I think doing it as a whole class will make the task less personal and therefore less about being right or wrong).

Lesson Closing: Regroup and share highlighted items. Teacher moves sticky notes for anything students can cite evidence for (unless students have significantly misinterpreted something). If there are any sticky notes left in the first column, read through them. If the notes contain ideas or information that wasn't addressed by the websites, discuss what kind of additional information we might need in order to gather evidence. Any stickies that can't be resolved can be left for future learning.

LESSON 3 Strawberry Thanksgiving: New Learning and Questions

Materials/Resources Tools:

A copy of the book Strawberry Thanksgiving. Chart with vocabulary words from the glossary. Chart paper or a white board to record student ideas on a web.

Instructional Tips/Strategies/Suggestions: This book is in a small format, and students will not be able to see the pictures in great detail during the read-aloud. Let them know that they will be able to look at copies of the pages close up after they hear the story. There is a wealth of information in this book. Use a graphic organizer or other tool to support student comprehension as necessary. While this is a non-fiction story, in many respects it contains factual elements. Since both the narrative and the Grandmother's stories are teaching tools that communicate information, this book is used as a “non-fiction” source for

the purposes of this project.

Historical Question/Essential Question:

What can books for children written by Wampanoag, Niantic, and Narragansett authors teach us about how members of Native American communities in southern New England celebrate their culture and remember their history?

How do stories and celebrations reflect the values and beliefs of a community, and how are these values and beliefs communicated from one generation to another?

Lesson 3 Details

Part One

Lesson Opening:

Tell students that we will be hearing a story written by an author who is Niantic and Narragansett. (If time, it would be ideal to show the Narragansett tribal website), and illustrated by an artist who is Mashpee Wampanoag. There is a photograph of Ramona Peters in the book Clambake: A Wampanoag Tradition by Russel M. Peters. You can also find photos of Ramona Peters on line and photos of Paulla Dove Jennings on the Tomaquag Museum website).

During the Lesson: The teacher will read aloud Strawberry Thanksgiving by Paulla Jennings, illustrated by Ramona Peters. Through whole group discussion, the class will identify the main problem in the story (the brother, Adam, is treating his sister unkindly), the climax of the story (Grandmother's telling of the story about the first strawberries), and the resolution (How Grandmother's story brings about a change in Adam's behavior). Various cultural practices are described in the story, including watching the sunrise, eating strawberries, following certain expectations of behavior, preparing for the celebration, wearing regalia, intertribal participation and friendships, special foods, crafts, storytelling, and dancing. Note and discuss these topics as they arise.

Lesson Closing: After the story is over, discuss the meaning of Grandmother's story of strawberry thanksgiving. Draw a web to record students' ideas.

Part Two.

Lesson Opening: Assign pairs of students to closely "read" color copies of the illustrations from the book (there are 11). Remind students of the concepts we've been exploring (culture, tradition, and beliefs) and remind students that the websites gave us important information to help understand the story we read.

During the lesson: Students will use the images to look for information about aspects of culture, tradition,

and beliefs. Working in pairs, each student will write two sticky notes. One will describe a new piece of information or knowledge, and the other will be a question they have about Native Americans in New England today.

Lesson Closing: Share and post notes as a whole class. Post the chart (or a smaller, typed version of it) for future reference. Share and post notes as a whole class. Save the chart (or a smaller, typed version of it) for future reference.

LESSON 4 Strawberry Thanksgiving—Writing Workshop

Materials/Resources Tools: Photocopied pages from Strawberry Thanksgiving, one or more copies of the book itself, printed images from websites, web, RAN chart, writing paper, sentence starters (printed and placed on tables or written on draft paper), pencils and erasers.

Instructional Tips/Strategies/Suggestions: Be aware of students who will need extra support with writing and plan accordingly.

Historical Question/Essential Question:

What can tribal websites tell us about the culture, traditions, and beliefs of Wampanoag, Mohegan, Narragansett, and other native communities in southern New England today?

What can books for children written by Wampanoag, Niantic, and Narragansett authors teach us about how members of Native American communities in southern New England celebrate their culture and remember their history?

How do stories and celebrations reflect the values and beliefs of a community, and how are these values and beliefs communicated from one generation to another?

Lesson 4 Details

Estimated time 30 minutes. Students will create their first draft writing and a rough draft of their illustration, if time (or wait for Lesson 5).

As a final activity for this unit, students will use what they have learned from the websites and the book to write one or two sentences about the significance of Strawberry Thanksgiving, focusing on contemporary culture, traditions, and beliefs for which we have found evidence in the course of our brief introductory research project. Sentence starters will be provided to students such as “Strawberry thanksgiving means _____,” “Strawberry Thanksgiving teaches _____”, or “Strawberry Thanksgiving is special because_____.” Make sure that students understand that we are talking about the strawberry

festival as a modern celebration, since it is celebrated by contemporary, modern native peoples, even though it includes important traditions that may have a long history.

LESSON 5 Art Studio—Strawberry Thanksgiving

Materials/Resources Tools:

Photocopied pages from Strawberry Thanksgiving, printed images from websites, web, RAN chart, the book Strawberry Thanksgiving. Students' rough drafts (with edits if they will be re-writing their captions themselves). Art supplies for art project. Drying space if the materials are wet (e.g., watercolor).

Instructional Tips/Strategies/Suggestions: A combination of materials that works well for students this age is pencil, permanent marker, crayon, and watercolor. For example, students draw with pencil first (because it can be easily erased), trace on top of their pencil lines with permanent marker, add color with crayons, and then fill in the background with a watercolor wash. Watercolor paint is hard to control, and not easy to use for detailed work. However, you can skip the crayon and just have kids paint on top of their permanent marker drawing.

Historical Question/Essential Question:

Same as Lesson 4.

Lesson Opening: Estimated time 45 minutes. Have examples ready to show students the steps and/or technique you want them to use for their artwork. Model how to incorporate the information and details from our research (the RAN chart), images from websites, and images from the story. Show the checklist of things that the artwork has to include (see Lesson Summary above). Pass back students' rough drafts of their artwork, if they did these in lesson 4. Otherwise, start this lesson with rough drafts or plans of their art.

During the Lesson: Students will create their final draft illustration of their idea about the meaning of strawberry thanksgiving or the cultural elements it celebrates as described in their writing. The teacher should check the drafts to make sure they contain the desired components before allowing students to proceed to their final draft.

Lesson Closing: Collect work and clean up! When artwork is dry, mount a display of student work with an explanation of the project. There are many options for displaying the writing with the artwork. Either students can write the caption (using corrections/edits) or the teacher can type up the captions and mount them with the artwork.

Materials and Sources Used

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

Jennings, Paulla. Illustrations by Ramona Peters. Strawberry Thanksgiving. Cleveland, OH: Modern Curriculum Press, Inc, 1992.

This is a fiction book written by Paulla Jennings (Niantic and Narragansett) as part of a series on multicultural celebrations that was developed when Jennings worked for the Boston Children's Museum. It tells the story of a brother and sister, Adam and Holly, and their family on the day that they celebrate Strawberry Thanksgiving, a community event with food, crafts, dancing, and storytelling. The brother learns to behave more kindly, and to forgive his sister, after he hears a storyteller tell the story of the first strawberries. The book contains the story told at the festival, and a glossary.

"Mashpee Wampanoag Tribe" Mashpee Wampanoag Tribe~Home. Web. 24 July 2015. <<http://mashpeewampanoagtribe.com/>>. This is the official website for the Mashpee Wampanoag tribe and contains information about tribal departments and services, news, photographs, and tribal history.

"The Mohegan Tribe | The Official Mohegan Tribe Website." *The Mohegan Tribe | The Official Mohegan Tribe Website*. Web. 24 July 2015. <<http://www.mohegan.nsn.us/>>. This is the official website for the Mohegan tribe and contains information about tribal departments and services, news, photographs, and tribal history.

"The Narragansett Indian Tribe Official Homepage." Narragansett Indian Tribe. Web. 24 July 2015. <<http://www.narragansett-tribe.org/>>. Their official homepage which has *tribal* history, current community programs, a newsletter and calendar, and other links and contact information.

Reece, Debbie. American Indians in Children's Literature. Web. 24 July 2015. <<http://americanindiansinchildrensliterature.blogspot.com/>>. Established in 2006, American Indians in Children's Literature (AICL) provides critical perspectives and analysis of indigenous peoples in children's and young adult books, the school curriculum, popular culture, and society.

Smith, Cynthia Leitich. Cynthia Leitich Smith Official Author Site and Home of Children's and YA Lit Resources. Web. 24 July 2015. <<http://www.cynthialeitichsmith.com/index.html>>. This is the the author's official site and contains information about her books, as well as resources for educators, reviews and critiques of contemporary children's and young adult literature about Native Americans.

"Tantaquidgeon Museum Facebook Page" Tantaquidgeon Museum Facebook Page. Web. 24 July 2015. <<https://www.facebook.com/pages/Tantaquidgeon-Museum/670735376320195>>. This page offer information about the Tantaquidgeon Museum in Uncasville, CT and its history, program and events.

"Wôpanâak Language Reclamation Project in Mashpee, MA." *Wôpanâak Language Reclamation Project*. Web. 24 July 2015. <<http://www.wlrp.org/>>. This website contains information about the reclamation of the Wampanoag language, in the Algonquian language family, the work of Jessie Little Doe Baird to bring back the spoken language based on written texts, and to revive the spoken language in the Wampanoag community. It also provides information about why the language reclamation is a significant and meaningful aspect of cultural identity.

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

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

This unit can be extended by using additional books by Native American authors. Consult Debbie Reese's website *American Indians in Children's Literature* for guidelines at <http://americanindiansinchildrensliterature.blogspot.com/>. Some examples include:

Coombs, Linda. Illustrations by Carson Waterman. *Powwow*. Cleveland, OH: Modern Curriculum Press, Inc, 1994.

This is a fiction book written by Linda Coombs (Gay Head Wampanoag) as part of a series on multicultural celebrations that was developed when Coombs worked for the Boston Children's Museum. It tells the story of a young Wampanoag girl, Tina Howowswee, as she competes in a fancy dance competition at a powwow for the first time. The story explains why the powwow and the fancy dance are important to Tina as a way to carry on native traditions. It contains a glossary.

Smith, Cynthia Leitich. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. *Jingle Dancer*. New York: Harper Collins, 2000.

This book does not take place in New England, and the jingle dance is not originally a dance from this area. However, the book contains many similar themes about culture, family, tradition, and modern native people. The main character is Jenna, a Muskogee (Creek) girl living in Oklahoma. She wants to honor her family traditions by jingle dancing at an upcoming powwow, who receives support from her family to prepare for this special occasion. There are excellent teacher resources for this book on Cynthia Leitich Smith's website at

http://www.cynthialeitichsmith.com/cyn_books_forkids/jingle/jingle_dancer.html

Peters, Russell M. Photographs by John Madama. *Clambake: A Wampanoag Tradition*. Minneapolis, MN: Lerner Publications Company, 1992.

This book is written by Russell Peters (Mashpee Wampanoag). It tells the story of Steven Peters, whose grandfather Fast Turtle is teaching him how to celebrate his first *appanaug*. This is a community feast of

steamed seafood held in honor of special events, in this case, the contributions of a important member of the community, Hazel Oakley. The book features excellent photographs, clear text written in a non-fiction style (it appears to be a non-fiction account, but it is not clear to what extent the story was told for the purposes to creating the book), a glossary, pronunciation guide, and suggestions for further reading.

Reflection

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