

2019 Teaching Native American Histories

Curricular Project*

***This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories."**

Title (255 characters or fewer): **New Encounters: Asking Questions and Inferring Motive from Prime Sources**

Grade Level : 3

Subject Area Focus (Ex: Social Studies/History, English Language Arts, etc... List all that apply): **Social Studies, Language Arts**

TNAH Conceptual Focus: Teaching & Learning Resources

Estimated Number of Days to Complete: 3

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Additional Creators (if any):

School, district, and state: Willow Creek Academy, Sausalito Marin City School District, California

Date Submitted:

Curricular Project Summary: In this three-day lesson, 3rd-Graders will be guided through a primary source describing an encounter between California Coast Miwok and the English privateer Sir Francis Drake. Starting with a roleplaying activity (Alien Greeting Game), students will experience and reflect on the confusion that can occur when people from different cultures meet for the first time. Then, through excerpts from the journal of Frances Fletcher, the chaplain aboard the Golden Hind, students will develop a list of research questions. The lesson ends with a connection to the Doctrine of Discipline, which reveals the true motive of Sir Francis Drake and other European colonizers. Please note that this three-day lesson takes place in the middle of a unit on Coast Miwok, so the students already have some familiarity with the topic.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

- What are some challenges of understanding a new culture in a first encounter?
- What were the motives of early Europeans exploring the California coast?
- How can we recognize the motive of the creator of a primary source?
- How did European explorers use the Doctrine of Discovery to take lands from the Coast Miwok?

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

Students will know...

- a basic timeline of the encounter between Coast Miwok and the English ship the Golden Hind.
- the definition of the terms “primary source” and “secondary source.”

Students will understand...

- that a primary source comes from one perspective and may be affected by motive
- that European explorers were motivated to take land from indigenous nations

Students will be able to...

- ask questions from a primary source read aloud
- identify further sources that can be used to answer questions about a primary source

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

Continuity and Change: Students describe the American Indian nations in their local region long ago and in the recent past.

Continuity and Change: Discuss the interaction of new settlers with the already established Indians of the region.

Speaking and Listening: Determine the main idea and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Speaking and Listening: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4. Transfer Goals / Enduring Understandings:

Students will be able to develop questions while exploring new sources of information about Coast Miwok (and other indigenous peoples).

Students will be able to discuss the motive behind new primary sources.

Assessment / Evidence

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

Pre-Assessment:

Before the lesson begins, ask students to reflect on the following question. They may do so in a history journal or notebook, on a piece of paper, or through a class discussion.

What can happen when people encounter each other for the first time? What are some challenges of meeting someone from a culture you do not know?

Formative / Student-Engaged Assessment:

Throughout the lessons, students will be forming questions to guide further research. Track which students are not asking questions, and use sentence starters and prompts to help these students form questions.

Summative Assessment:

In the third lesson, students will write and draw a reflection on what can occur when people encounter each other for the first time, as well as questions they still have and sources they can use to explore those questions. See the **Post-Assessment** in the **Materials** below.

Other Evidence:

Much of this three-day lesson is structured through guided discussions and reflections in a history journal or notebook. Pay attention to who is talking and who is not.

Learning Plan

Lesson Summaries:

Lesson 1: In this first of three days, the students will play the Alien Greeting Game. In this roleplaying activity, the students will take on the role of aliens from various planets, who follow different customs when greeting strangers. Students will attempt to infer the motive of each planet's aliens.

Lesson 2: To better understand the history of the interactions between Coast Miwok and European colonizers, the students will look back to a primary source account of the first contact between the Coast Miwok and an English explorer. Asking questions and making inferences about the motives of both the Coast Miwok and English will help guide students in researching during future lessons.

Lesson 3: Now that students have a list of questions about the journal of chaplain Frances Fletcher, the teacher will introduce a second source: the Doctrine of Discovery. Through reading a short excerpt from this Papal Bull, the students will be able to uncover the motive of Sir Francis Drake's exploration party.

Learning Events and Instruction:

LESSON 1

Title: Alien Greeting Game

Summary: In this game, the students will pretend to be aliens from six planets meeting each other for the first time. Their goal is to collect the initials of all other students. However, the six aliens have hidden motives that will make the game more complicated. The students should keep their motives secret! At the end of the lesson, the students will attempt to infer the motives of each alien.

Materials:

- Stickers or nametags with alien labels (see below). You should have enough to divide the class into six groups of about even size.
- Copies of the Alien Greeting Game sheets. Print enough so that you one for each student in each group.
- Clipboards, pens or pencils
- Timer
- Poster Paper with each type of alien written on it.

Vocabulary

- **motive:** the reason for doing something (“I want...” “I feel...” “I don’t like...”)
- **infer:** to make sense using evidence
- **inference:** an idea reached through looking at evidence

Part One: Introducing the Aliens

1. Create stickers for students to wear in class. You should have enough stickers to make six different groups with somewhat equal sizes: Martians, Venusians, Neptunians, Lunies, Jupiterites, and Saturnians. You may want to use the colors and symbols below.
2. Print out a page of class names for each student, with room for initials. Print out enough Alien Greeting Instruction pages for all your students.
3. Introduce the story behind the game:

Our classroom has been chosen by NASA to host the first ever **Interplanetary Meet-and-Greet!** Aliens from **six different planets** in our solar system will be coming to this room to **meet each other for the first time:** Martians from Mars, Venusians from Venus, Neptunians from Neptune, Lunies from the Moon, Jupiterites from Jupiter, and Saturnians from Saturn.

You will be playing as the aliens. You will get a sticker and a sheet of paper that explains what alien you are. **Your job** is to **greet every other alien** in class, and **collect their initials** on a piece of paper with everyone’s name. You will have **6 minutes** to do so. Whoever collects the most initials wins!

Part Two: Setting Up Groups

1. Organize the students into six evenly-sized groups. Give each group copies of the same alien sheet (so each person in the Martian Group will get a Martian Sheet, etc), as well as a piece of paper with all the names of the students in class. Invite students to draw themselves as an alien while you meet briefly with each group.
2. Meet briefly with each group. Go over their motive and special instructions for the game. Make sure they don’t tell any other group about their motive.

Part Three: Playing the Game

1. Once you have met with all six groups, set a timer for six minutes. The students will now attempt to collect everyone’s signatures, while still following their own alien’s rules.

2. After about 4 minutes, pause the timer and call the class together. Ask students to reflect on any challenges they are facing, *without revealing their own motive*.
3. Introduce and help define the word **motive** (see vocabulary). Ask students to make predictions about what motive some of the aliens might have. Students should still keep their own motive secret!
4. Allow the students to play for 2 more minutes.
5. At the end, have the students add up their score, based on how many initials they collected. If the groups are even, you can allow the students to add up all their points for a total group score. Ask students to reflect through writing or drawing.

Part Four: Reflection

1. Bring students back together. Allow them to reflect on how it felt to play this game. What was frustrating and confusing?
2. Introduce the word **infer / inference** (see vocabulary). Ask students to infer, through evidence in the game, what the motive of each alien group might be. Record ideas on the poster.
3. Ask students to confirm or revise the motives of their alien group.
4. Conclude by asking if it would have been easier to play if everyone knew the motives at the beginning of the game.

LESSON 2

Title: New Encounters

Summary: To better understand the history of the interactions between Coast Miwok and European colonizers, the students will look back to a primary source account of the first contact between the Coast Miwok and an English explorer. Asking questions and making inferences about the motives of both the Coast Miwok and English will help guide students in researching during future lessons.

Resources

- Books and magazines about Coast Miwok, divided into categories (ex: history, art, storytelling, etc)
- Computers with websites about Coast Miwok
- Graton Rancheria website (<https://gratonrancheria.com/>)
- Poster Paper, titled “Questions about Frances Fletcher’s Journal”
- Printout of the Doctrine of Discovery
- Sentence starters displayed for all students to read:
 - Why...?
 - How...?
 - What kind of...?
 - What was ___ made of?
 - What does ___ mean?
 - Is it true that...?

Vocabulary

- **sources:** a person or thing from which you can get information
- **primary source:** a source created during the time you are studying
- **secondary source:** a source created after the time you are studying
- **chaplain:** a Christian priest in a ship’s crew

Part 1: Exploring Sources

- Arrange different sources in groups around the classroom with labels (ex: “Books about Coast Miwok History.” “Photographs of a Coast Miwok Powwow”). One source should be the Doctrine of Discovery (both original and translation). Another should be computers opened to the Graton Rancheria Website.
- Allow students some time to explore the different sources.
- After around 10 minutes, ask the students to gather together. Briefly reflect on what they saw.

Part 2: Graton Rancheria Website

- Remind students of the Alien Greeting Game. Explain that to understand a group of people, you need to look at multiple **sources**. Help define the word **sources**.
- Explain to students that to understand the history of the Coast Miwok Nation, they must use many different sources. Introduce and define the terms **primary source** and **secondary source**.
- Introduce the [Graton Rancheria](#) website
- Show students the timeline on the [History](#) page. Explain how Graton Rancheria uses this website to educate visitors about the history of the Coast Miwok Go through one or two recent events, then scroll back to the first date on the timeline, 1579.
- Read the following:

1579

The earliest recorded account of the Coast Miwok people made by the Europeans was found in a diary kept by Chaplain Fletcher aboard Sir Francis Drake’s ship, which landed in Marin County that year.

- Explain how the ship’s chaplain, Frances Fletcher, kept a journal. This journal is an example of a primary source. Define the term **chaplain**.
- Remind students that when people meet, they always have a **motive**. Ask them to predict what the Chaplain’s motive might be.

Part 3: Frances Fletcher’s Journal

- You will now be reading excerpts from Frances Fletcher’s Journal. As you do so, the students should draw and write to take notes, focusing on parts of the journal that show **motive** or **questions**.
- Explain that when the English ship and the Coast Miwok met each other, they knew very little about each other’s cultures. When we read a primary source like this, we will have many questions.
- We can try to answer those questions by looking at other primary or secondary sources, like the sources students explored at the beginning of the lesson.
- As you read the journal excerpts, guide students in asking questions. You will model some questions, but allow students room to ask their own. Use the **sentence starters** to help students generate questions. Below each excerpt are some sample questions you can ask, or guide students in asking.
- Explain to the students that In 1577, Sir Francis Drake was a general on an English ship called the Golden Hind. His job was to try and find easier ways to sail from England to the West Coast of the Americas. After a year, the Golden Hind reached the coast of what is now called California. There they met the native inhabitants, the Coast Miwok.
- Read the following excerpts:

| | |
|---------|--------------------|
| Excerpt | Possible Questions |
|---------|--------------------|

| | |
|---|--|
| <p>The next day, after our coming to anchor in the... harbor, the people of the country showed themselves, sending off a man with great expedition to us in a canoe... [He] spoke to us continually as he came rowing on. And at last [staying] at a reasonable distance... he began more solemnly a long and tedious oration... moving his hands... and after his oration ended... returned back to shore again.</p> | <ul style="list-style-type: none"> • What was the canoe made of? • What language did the Coast Miwok man speak? • What did the Coast Miwok man say? |
| <p>He shortly came again a second time... [and a] third time, when he brought with him (as a present from the rest) a bunch of feathers, much like the feathers of a black crow, very neatly and artificially gathered upon a string, and drawn together into a round bundle... With this also he brought a little basket made of rushes, and filled with an herb which they called Tabáh. Both which being tied to a short rod, he cast into our boat.</p> | <ul style="list-style-type: none"> • What do the feathers mean? • Why did the Coast Miwok man throw feathers and a basket of herbs onto the Golden Hind? |
| <p>The 3 day following, viz., the 21, our ship having received a leak at sea, was brought to anchor nearer the shore... but for that we were to prevent any danger... against our safety, our General first of all landed his men... to build tents and make a fort...</p> | <ul style="list-style-type: none"> • Why was Sir Francis Drake afraid? |
| <p>[The Coast Miwok approached.] At this time, being willed by signs to lay from them their bows and arrows, they did as they were directed... ...our General... [bestowed] upon each of them liberally good and necessary things to cover their nakedness</p> | <ul style="list-style-type: none"> • What were the bows and arrows used for? • What were the Coast Miwok wearing? • Why did the English want the Coast Miwok to cover their bodies? |
| <p>...they bestowed upon our General, and... our company, diverse things, as feathers, cauls of network, the quivers of their arrows, made of fawn skins, and the very skins of beasts that their women wore upon their bodies.</p> | <ul style="list-style-type: none"> • Why did the Coast Miwok give the English gifts? • What did the gifts mean? |

Part 4: Reflection

- By this time the students should have journal pages full of drawings, notes, or questions! It's time to give the students time to reflect and discuss what they have heard.
- Using a sharing circle, gallery walk, or other strategies, have students discuss their observations and questions. Circle around the room, helping students frame their ideas as questions.

Part 5: Frances Fletcher's Journal, Continued

- Gather students back together. Collect more questions to add to your poster papers.

- Continue reading Frances Fletcher’s Journal. Remind students that Frances Fletcher has a motive.

| | |
|--|---|
| <p>Against the end of three days more... were assembled the greatest number of people... Among the rest the king himself, a man of goodly stature and comely personage, attended with his guard of about 100 tall and warlike men...</p> | <ul style="list-style-type: none"> • Who did the English think was the king? • How did they know he was the king? What did he wear? |
| <p>...they made signs to our General to have him sit down... both the king and divers others made several orations, or rather, indeed, if we had understood them, supplications, that [Sir Francis Drake] would take the... kingdom into his hand, and become their king...</p> | <ul style="list-style-type: none"> • Why would the Coast Miwok want Sir Francis Drake to be their king? • How did the English know what the Coast Miwok wanted? |

Part 6: Is it true?

- End the lesson by having a conversation about what in Frances Fletcher’s journal is true, and what might be misunderstood, exaggerated, or made up. Ask students to predict what Frances Fletcher’s motive might be.
- Allow students a few minutes to look back at the various sources, to see if they can answer any questions you have written down.

LESSON 3

Title: Doctrine of Discovery

Summary: Today you will return to the list of questions you made yesterday about Frances Fletcher’s journal. After answering at least one question by reading an excerpt from the **Doctrine of Discovery**, you will guide students in making plans to research other questions through primary and secondary sources. Then leave plenty of time to allow students to explore!

Resources

- Books and magazines about Coast Miwok, divided into categories (ex: history, art, storytelling, etc)
- Computers with websites about Coast Miwok
- Graton Rancheria website (<https://gratonrancheria.com/>)
- Poster Paper, titled “Questions about Frances Fletcher’s Journal”
- Printout of the Doctrine of Discovery
- History notebooks or journals for students to draw and write in.
- Sticky notes for students

Vocabulary

- **Doctrine of Discovery:** a text that said it was legal for Christian explorers to take non-Christian lands, goods, and people.
- **Papal Bull:** a law written by the Pope, followed by Christian people.

Part 1: Review

- Review the Alien Greeting Game and yesterday's reading of Frances Fletcher's Journal.
- Re-read the final excerpt and questions:

...they made signs to our General to have him sit down... both the king and divers others made several orations, or rather, indeed, if we had understood them, supplications, that [Sir Francis Drake] would take the... kingdom into his hand, and become their king...

- Why would the Coast Miwok want Sir Francis Drake to be their king?
- How did the English know what the Coast Miwok wanted?

- Ask students if they have identified any sources they could use to answer these questions. Review again that Frances Fletcher has a motive, and that motive can change the way he acts when meeting new people.
- Ask students if they have answered any of yesterday's questions through looking at other sources.

Part 2: Doctrine of Discovery

- Introduce students to the **Doctrine of Discovery**. Explain how Pope Nicolas the V, religious leader of Europe in 1452, created a **Papa Bull** that gave Christian explorers instructions. Read the following:

...to invade, search out, capture, vanquish, and subdue all [non-Christians]... and [take] the kingdoms... possessions, and all...goods... held... by them...

- Return again to the topic of Frances Fletcher's journal. How does the Papa Bull reveal the motive of Sir Francis Drake and Frances Fletcher?
- Have students reflect in their journals and participate in a discussion.

Part 3: Research

- The students will now have time to explore the sources you have collected to learn more about the Coast Miwok, guided by their questioning of Frances Fletcher's journal. When students find a connection, they may write down the name of the source on a Sticky Note and attach it to the appropriate question. Model this process.
- Pass out sticky notes to students.
- Allow students time to explore more sources about the Coast Miwok: books, websites, the Graton Rancheria website, etc.

Part 4: Post-Assessment

- Students should reflect on what they have learned about the confusion and motives present when the Coast Miwok and English colonizers encountered each other. Use the Post-Assessment to guide your summative assessments. Students can complete this independently, with a partner, or even in a group discussion.

Materials and Sources Used

"History." *Federated Indians Graton Rancheria*, gratonrancheria.com/culture/history/.

"Sir Francis Drake, California Encounter with Miwok, 1579." *Sir Francis Drake, California Encounter with Miwok, 1579*, nationalhumanitiescenter.org/pds/amerbegin/contact/text5/drake.pdf.

Values, Indigenous. "Papal Bulls." *Doctrine of Discovery*, 30 July 2018, doctrineofdiscovery.org/papal-bulls/.

Materials:

See attachments below!

Name:

ALIEN GREETING GAME



Martian

Motive: Martians do not like to share their name with strangers.

As a Martian, you can collect the initials of other students, but you can only write your initials on the papers of other Martians.

Draw yourself as an alien:

Score (*how many initials you collected*):

Reflect: *How did it go? What was easy or difficult? How did it feel?*

Name:

ALIEN GREETING GAME



VENUSIAN

Motive: Venusians feel it is rude to walk up to a stranger.

As a Venusian, you must find a spot in the classroom and then stand only in that spot. You may not walk around.

Draw yourself as an alien:

Score (how many initials you collected):

Reflect: How did it go? What was easy or difficult? How did it feel?

Name:

ALIEN GREETING GAME



NEPTUNIAN

Motive: Neptunians want to feel respected, so they greet each other with a compliment.

As a Neptunian, you must ask someone to give you a compliment before you share your initials.

Draw yourself as an alien:

Score (*how many initials you collected*):

Reflect: *How did it go? What was easy or difficult? How did it feel?*

Name:

ALIEN GREETING GAME



Lunie

Motive: Lunies want to speak only their own language.
As a Lunie, you can only say the word “**Moon.**”

Draw yourself as an alien:

Score (how many initials you collected):

Reflect: How did it go? What was easy or difficult? How did it feel?

Name:

ALIEN GREETING GAME



JUPITERITE

Motive: Jupiterites want to make friends with Venusians.

As a Jupiterite, you cannot give anyone your initials until you get every  Venusian's initial.

Draw yourself as an alien:

Score (*how many initials you collected*):

Reflect: *How did it go? What was easy or difficult? How did it feel?*

Name:

ALIEN GREETING GAME



SATURNIAN

Motive: Saturnians feel safe when they greet each other by saying “Oogie Woogie Boogie.”

When you greet someone, first say “Oogie Woogie Boogie.” If they do not say “Oogie Woogie Boogie” back, don’t give them your initials.

Draw yourself as an alien:

Score (*how many initials you collected*):

Reflect: *How did it go? What was easy or difficult? How did it feel?*

Copia de la bula del decreto y concession q̄ hizo el papa

Alexandro sexto al Rey ya la Reyna nuestros señores de las Indias conforme al capitulo,
Per venerabilem, §. rationibus, qui filii sint legitimi, y al cap. lxxiiij. q. iiii.



A nomine dñi. Amen. Hauerint vniuersi hoc presens publicum tra sumptū in specturi qđ nos Jaco
b^o cōsollos dī et apostolice sedis graepu: Cathanicas: habuim^o, vidim^o, et diligēter insperim^o infra scriptas literas felicis
recondationis Alexandri pape sexti eius vera bulla plūbea cū cordatis sericis, croceis coloris moze Romane curie impēden
tis bullatis sanas siquidē et integras ac oimoda suspitione carentes huiusmodi sub tenore. **ALEXANDER** epus seruus
seruorum dei carissimo in xpo filio Ferdinādo Regi carissime in xpo filie Elisabeth Regine Castellae Legionis, Aragonis, Sici
lie et Stanate illustrib^o salutē et apostolicā benedictionē. Inter cetera diuine maiestati beneplacita opera et cordis nri iōsidera
bilia illud pfecto potissimū erit ut fides catholica et xpiana religio nris pseruim^o tēporib^o exaltetur ac vbi libet amplitur
et dilateur amari qđ salus pareatur ac barbāre natiōes depūmātur et ad fidē ipsam redūcantur. Unde cū ad hāc sacra De
tri sedē diuina fauente clemētia (merito licet imparibus) euocati fuerim^o cognoscentes vos tanqđ veros catholicos Reges
et principes q̄les semp fuisse nouimus et a vobis pcedare gesta totipēte iā cū nobis nra dīmostrā: nēdū id exoptare sed omni
conatu, studio et diligētia: nullis laboribus, nullis impēsis, nullisq; pcedo periculis etiā ppriū sanguinē effundēdo efficiere ac

omnē animū vestrū omneq; conat^o ad hoc iam dudū dedicasse quē admodū recuperatio regni Stanate a tirāide Saracenorū bodieris tēporib^o
b^o per vos cū tanta diuini nominis gloria facta testatur. Digne ducimur nō unmerito et debem^o illa vobis etiā sponte et fauorabiliter cōcedere per que
huiusmodi sanctū et laudabile ac immortalī deo acceptū propositū in dies feruentior animo adipsū dei honorem et imperij xpiani propagationē pro
se qui valcat. Sanē accepimus qđ vos qui dudū animū propositueratis aliquas insulas et terras firmas et cōtinentias et incognitas et per alios hactenus
nō reptas querere et inuēre ut illarū incolas et habitatores ad colēdū redpōitū nri et fidē catholicā pferendū reduceretis: hacten^o in expugnationē et
recupationē ip^o regni Stanate plurimū occupati huiusmodi factū et laudabile propositū vstrū ad optatū finē pducere nequissimē sed tantū sicut dño
placuit regno predicto recuperato, volētes desiderū adimplere et vestrū dilectū filiū Christophorū colon virū vtiq; dignū et plurimū cōmendandū ac
remotas et incognitas huiusmodi per mare vbi hactenus nauigatū nō fuerat diligēter inquireret. Cū tandē (omnino auxilio facta extrema diligētia
in mari oceano nauigantes certas insulas remotissimas et etiā terras firmas que per alios hactenus rēpente non fuerant inuenerunt in quib^o qđ plu
rime gentes pacifice viuentes et vt asseritur nudū incedentes nec carnibus vescētes inhabitant, et vt prefati xpianij vestrī possunt optari cōtes ipse
in Insulis et terris predictis habitantes credim^o vni deum creatorē in celis esse ac ad fidē catholicā implerandū et bonis moribus imbuedū satis
apti videntur spēsq; habent quod si erudiretur nomē saluatoris dñi nri Jesu xpi in terris et insulis predictis facile inducerent. Respectatis et vobis
phozus in vna ex principalibus Insulis predictis iam vniūm fatim munitam in qua certos christianos qui secum inerat in custodia et vtilitas in
sulas ac terras firmas remotas et incognitas inquirerent possunt: construere et edificare fecit. In quibus quidē insulis et terris iam rēpente aurū aromā
ta et alie qđ plurime res ptiōse diuersi generis et diuersi q̄litanis repeririunt. Unde oibus diligēter et pferim^o fidei catholice exaltatione et dilata
tione p̄not dicit catholicos Reges et principes cōsideratis: moze p̄genitōis vestrōi clarē memorie regū: terras firmas et insulas p̄dictas illarū qđ
incolas et habitatores vobis diuina fauente clemētia subicere et ad fidē catholicā redducere propolius. Nos igitur huiusmodi vestrū sanctum
et laudabile propositū plurimū in dño cōmendantes ac cupientes vt illud ad debitū finē perducatur et ipsam nomē saluatoris nri in partibus illis in
ducatur: hortamur vos qđ plurimū in dño et per sacri lauacri inuersionē qua mādatis apostolicis obligati estis et vtiliter misericordie dñi nri Jesu
xpi attēte requirimus vt cū expeditionē huiusmodi omnino p̄sequi et assumere p̄notante out bodore fidei celo intendatis populū in huiusmodi
insulis et terris degentes ad christiānā religionē suscipiendū inducere velitis et debeatis nec pericula nec labores vilo vniq; tēpote vos deterrēt fir
ma spē fiducias cōceptis qđ deus omnipotēs conatus vros feliciter prosequetur. Et vt ista negocij p̄uincia apostolice gratie largitate donati libe
ritas et audacitas assumatis. Aditu p̄prie nō ad vestrā vel alterius pro vobis super hoc nobis oblate p̄titionis insitā sed de nostra mera liberalita
te et ex certa scientia ac de apostolice potestatis plenitudine omnes insulas et terras firmas inuentas et inueniendas dicitas et detegendas versus occi
dētē et meridiē fabricando et construendo vniā lineā a polo arctico scilicet septētrione ad poliū antarcticū scilicet meridiē sue terre firme et insule inuente et
inueniende sint: versus indiā aut versus aliā quācumq; partem que linea disset a quibet insularū que vulgariter nūcupantur de los Azores et Labo ver
de centum leuas versus occidentē et meridiem. Itaq; omnes insule et terre firme rēpente et rēpente detecte et detegende a prefata linea versus oc
cidentē et meridiē per alium regē aut principē christiānū nō fuerint actualiter posside vsq; ad diē natiuitatis dñi nri Jesu xpi prime p̄teritūa quo
incipit Anno p̄ceno millesimo, q̄dringēto, nonagesimo tertio quādo fuerit per Itālicos et Capitanos vestrōs inuente alique predictarū insularū. Hacten
tate omnipotēs dei nobis in beato p̄etro concessa ac vicariatus Jesu xpi qua fungimur in terris cū omnibus illarū dominijs ciuitatibus castris
locis et villis urbibusq; iurisdictionibus ac p̄tinentijs vniuersis vobis hereditariisq; et successoribus vestrīs Castellae et Legionis regib^o in perpetuum
tenore presentū donamus concedimus et assignamus vosq; et heredes ac successores prefatos illarū domnos cū plena libera et oimoda potestate et au
toritate iurisdictione facimus constituimus et deputamus. Decernentes nihilominus per huiusmodi donationē concessionē et assignationē nram
nulli xpianop̄ncipi qui actualiter prefatas insulas et terras firmas possederit vsq; ad predictū diē natiuitatis dñi nri Jesu xpi inuestitū subiatū
intelligi posse aut auferri debere. Et insuper mandamus vobis in virtute facte obediētie: vt sicut etiā pollicemini et nō dubitamus pro vstra mari
ma deuotione et regia magnanimitate vos esse facturos ad terras firmas et insulas p̄dictas viros phos et deūm itēta doctos p̄cios et rēprios ad
instruendū incolas et habitatores p̄fectos in fide catholica et bonis moribus imbuedū de dñare debeatis. omnē debitā diligētiā in p̄missis ad
hibentes. Et quibuscūq; personis cuiuscūq; dignitatis etiam imperialis et regalis status gradus ordinis vel cōditionis sub cōmunicacionis laicē
tenentis penā quam eo ipso si cōtra fecerint incurrant districtius inhiabemus ne ad insulas et terras firmas inuentas et inueniendas detectas et detegendas
versus occidentem et meridiē fabricando et construendo lineam a polo arctico ad poliū antarcticū sue terre firme et insule inuente et inueniende sint: ver
sus indiā aut versus aliam quācumq; partem: que linea disset a quibet insularū que vulgariter nūcupantur de los Azores et Labo verde centum le
uas versus occidentem et meridiem vt p̄feratur pro merabus habendis vel quavis alia de causa accedere p̄sumat absq; vstra ac hereditariā et suc
cessorū vestrōrum predictorum licentia speciali. Nō obstantibus cōstitutionibus et ordinationibus apostolicis ceterisq; contrariis quibuscūq; in illo
quo imperia et dominationes ac bona cuncta p̄cedunt confidenter: quod dirigente dño oīnis vros si huiusmodi sanctū et laudabile propositū: ose
quamini bene tempore eius felicitate et gloria totius populij xpiani vestrī labores et conatus exitum felicissimū consequuntur. Vtrum quia distate fo
ret presentes literas ad singula queq; loca in quibus expediens fuerit deferri: volumus ac mota et scientia similibus decernimus: quod illarū tra
sumptus manu publici Notarij inde rogati subscriptis et sigillo alicuius p̄sonē in ecclesiastica dignitate cōstitute seu curie ecclesiastice in iunio ea pro
tus fides in iudicio et extra ac alias vbi libet adhibeatur que presentibus adhiberetur si efficiēt et tribute vel ostense. Nulli ergo omnino hominum lice
at hanc paginā nre cōmendacionis, hortacionis, requisicionis, donationis, concessionis, assignacionis, cōstitutionis, deputacionis, decreti, mandati,
inhibitionis et voluntatis infringere vel ei ausu temerario cōtraire. Si quis autem hoc attentare p̄sumperit indignationē oīpotētis dei ac bea
torū p̄tri et p̄pauli apostolorū eius se noverit incursurum. Datis in Rome apud sanctum p̄trum Anno incarnationis dñice millesimo quadringente
simo nonagesimo tertio quarto nonas maij pontificatus nri anno primo.

Name:

New Encounters

Post-Assessment

3 things that can happen when people encounter each other for the first time:

1. _____

2. _____

3. _____

2 questions I still have:

1. _____

2. _____

1 source I can use to answer my questions:

1. _____

Reflection / Rationale

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

How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute? [e.g. How does it use resources provided during TNAH Institute in place of or to supplement existing resources? How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?]

This lesson was inspired by the question “What is your Thanksgiving Story?” That is, what is the story of a “first encounter” in the land where I teach?

On the California Coast, the first encounter between Coast Miwok and Europeans was a seemingly copacetic meeting with Sir Francis Drake’s ship, the Golden Hind. However, the term “first encounter” is inherently colonization-minded, as the Coast Miwok had been “encountering” other people for thousands of years: the Ohlone, the Pomo, and countless others. So I decided to focus on the idea of “new encounters” rather than “first.”

Reading the primary source of chaplain Frances Fletcher’s journal, I was struck by how often the English assumed the Coast Miwok were treating them as gods, or kings, instead of just as respected strangers. In discussing this encounter with Alice Nash, we generated the idea of having students roleplay new encounters with confusing results. The activity “Alien Greeting Game” is based on this conversation.

The whole goal of this lesson is to create a sense of discomfort in the students- not a common goal, I’ll admit. We want the students here to look past the surface of a primary source and recognize the bias and motives that affect a person’s actions.

Furthermore, this is a golden opportunity to teach students how to use questions to drive their own research. The key day of this lesson is the guided read-aloud of Frances Fletcher’s journal. Students should be asking questions, questions, questions, and as a teacher your job is not to answer the questions, but to write them down. Only a few of those questions will be answered, but that’s okay! The unanswered questions can drive future lessons and research. There’s nothing so rewarding as a student independently finding the answer to a question that’s been hanging, unanswered, on the wall for weeks!

Talking about colonization can be tricky with 3rd Graders. But 8-year-olds have a very strong sense of justice. Focusing on the motives of those involved- conquest, religious conversion, slavery- will allow these students to better understand the history of California indigenous communities, including the Mission System and the California Rancheria Act. It’s better to teach the true motive of these acts rather than try to cover up the truth for the sake of “protecting” our students. Third graders are tougher than you think!