

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): First Contact Mini-Unit

Grade Level : 4th

Subject Area Focus : Social Studies, English Language Arts

TNAH Conceptual Focus: Land and Place

Estimated Number of Days to Complete: 6

Submitted by*: Tracy Harding, San Rafael, CA

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

Additional Creators (if any):

School, district, and state: San Ramon Elementary, Novato Unified School District, CA

Date Submitted:

Curricular Project Summary: This mini-unit will give students a deeper understanding of the impact of Colonization on the Native Peoples of the New England area. Students will- understand that Native Americans exist in the present, be able to explain the differences of land usage between the English and the Native population, and understand how Colonization affected/decimated the Native population. Bonus objective- students will understand how the Wampanoag tribe is reclaiming their language through linguistics, language programs, and research.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

- How did European explorers and settlers interact with American Indians?
- How did American Indians change as a result of the arrival and settlement of European colonists?
- Why did American Indians fight with European settlers?

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

Students will understand that Native Americans exist in the present, be able to explain the differences of land usage between the English and the Native population, and understand how Colonization affected/decimated the Native population.

Bonus objective- students will understand how the Wampanoag tribe is reclaiming their language through linguistics, language programs, and research.

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

National Standards

CCSS 5RI.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS 5RI.8- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS 5SL.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS 5SL.1.a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS 5SL.1.b- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS 5SL.1.d- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

State Standards

How did the different regions of the area that would become the United States affect the economy, politics, and social organization of the nation? (California History-Social Science Framework, 5th Grade)

4. Transfer Goals / Enduring Understandings:

Students will be able to take a complex word definition and break it down into an understandable definition. Students will be able to examine a primary source or piece of writing about a factual topic, and look for what information is missing and what the author's purpose is.

Assessment / Evidence

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

Prompt: Using what you have learned, create a project showing the Native story of contact in either Jamestown or Plymouth. You may use technology to create an iMovie or Slide Show. Posters, letters, dioramas are also an option. All projects MUST come with a list of sources and a paragraph stating how you found your information.

Pre-Assessment:

Pre-Assessment- Students will take a short quiz on google classroom

- Are there any Native Americans in your area?
- Can land be owned?
- What does land mean to you?
- What brought people to America?
- What does colonization mean?
- Where did colonization happen?
- Is colonization still happening today?

Formative / Student-Engaged Assessment:

Students will be writing reflections in their Social Studies Journals, along with nightly homework assignments.

Summative Assessment:

In addition to the performance task, I will readminister the pre-assessment to gauge their new understandings.

Other Evidence:

Observations and group work.

Learning Plan

Lesson Summaries:

Lesson 1: Gallery Walk and Pre-Assessment

Students will examine photos, drawings, and objects, and will share their thoughts on what they are seeing and what questions they have.

Lesson 2: What is Colonization?

Students will work in groups to dissect a complex definition of Colonization. They will then use what they learned to create a classroom definition.

Lesson 3: Dominion- Stewardship or Control?

Students will examine the differences in language around land between Europeans and Native Americans, specifically the Wampanoag. They will also examine primary sources used to justify the act of colonization.

Lesson 4: How Do We Know What We Know- Part One

Students will be guided through an activity in analyzing text to determine what misconceptions have been perpetuated in our books and learning materials. They will focus on the Thanksgiving Story using the following questions- What does this tell us about Native people? What information missing? What is the source for the information in the book? Is there a Native American voice? Where is the Native American story?

Lesson 5: How Do We Know What We Know- Part Two

Students will use the skills they learned in Part One to examine the articles about Jamestown and Plymouth in our weekly social studies magazine.

Lesson 6: The Continuance of Colonization and Reclamation Efforts:

Students will learn about the effects of colonization, for example the separation of children from their families, the breaking of communities leading to further theft of land and identity. In addition, students will learn about language and tribal tradition reclamation.

Lesson 7: Project work time

Students will have 90 minutes to work on their projects. Presentations will happen in the following week.

Learning Events and Instruction:

LESSON 1

Title: Gallery Walk

Details:

Students will examine photos, drawings, and objects, and will share their thoughts on what they are seeing and what questions they have.

Students will also take the pre-assessment on Google Classroom

Guiding Questions:

What are you noticing, what you are wondering about, and what patterns do you see?

Lesson opening:

Think about a time when you went to a museum. When you walked around the galleries looking at the different pieces of art, did you notice things about them? Did you wonder about some of the things you were seeing? Where there any patterns, or commonalities in the objects you were seeing?

Lesson closing:

Discussion- What were some of the things you noticed or wondered during the Gallery Walk?

Homework- What do you know about the First Thanksgiving? Where did you learn about it?

Instructional Tips/Strategies/Suggestions:

- Set up the Gallery Walk into different stations. Try to have a theme for each one. I will be using the following categories- realia, historical drawings and documents, photographs from Plimoth Plantation and the Wampanoag Homesite, Native American Stereotypes (this section will contain photos and objects).
- My students will be using their journals for their reflections, but you can leave post-its at each station for students to leave their comments.
- If your school does not do homework, allow for time at the end for them to complete the homework prompts as an end of lesson reflection.

LESSON 2

Title: What is Colonization?

Details:

Students will work in groups to dissect a complex definition of Colonization. They will then use what they learned to create a classroom definition.

Working Definition- Colonization is not something that ended in the 17th century, but rather a continuing and pervasive host of processes that are imposed on one group of people by another for purposes of control, domination, or even ultimately annihilation; obtainment of resources in or on the land; obtainment of the land itself. (source unknown)

Guiding Questions:

What are the most important words in what we just read?

Think about what we just read- what words do we need to understand in order to create our own definition?

Lesson opening:

Discussion:

- Share with a partner what you did for homework last night.
- Group Chart- Where does our information come from?

Video with 3-2-1 reflection in journals- <https://www.youtube.com/watch?v=mXL-ANpLrtM>

- What are three things you notice?
- What are two questions you have?
- What is one new thing you learned?

Create a KWL Chart focused on the relationships between the Native Americans and British settlers in both Jamestown and Plymouth.

Lesson closing:

Exit Ticket- What “stuck with you” (put post-its on US map)

Homework- Write for 10 minutes (time yourself!) about what you know about the Native Americans who lived in this area pre-contact. How do you know?

Instructional Tips/Strategies/Suggestions:

- If your school does not do homework, allow for time at the end for them to complete the homework prompts as an end of lesson reflection.

LESSON 3

Title: Dominion- Stewardship or Control?

Details:

Students will examine the differences in language and philosophies around land and land use between Europeans and Native Americans, specifically the Wampanoag. They will also examine primary sources used to justify the act of colonization.

Guiding Questions:

What do these words say about how this culture viewed the land?

What is the dictionary definition of dominion? Of stewardship? Of Control?

How are these cultural views at odds with each other?

How did the British use Christian philosophies to justify their colonization of the Americas?

Lesson opening:

Discussion:

- Share with a partner what you did for homework last night.
- Add to Group Chart- Where does our information come from?

Examine Wôpanâak words for land and their meanings. Look at pictures from the Wampanoag homesite and discuss how the words are reflected in the land use.

Examine primary sources regarding the British/Christian view of land use. Look at pictures from the Plimoth Plantation to see how these views are reflected in the land use.

Lesson closing:

3-2-1 Reflection in journal

- 3 Things you learned today
- 2 Questions/Concerns that you have about what you learned
- 1 Thing that stuck with you (copy this onto a post-it and add it to the map)

Homework- Write for 10 minutes (time yourself) about what the Coastal Miwok are doing today. How do you know?

Instructional Tips/Strategies/Suggestions:

- If your school does not do homework, allow for time at the end for them to complete the homework prompts as an end of lesson reflection.

LESSON 4

Title:

Details:

Guiding Questions:

Lesson opening:

Lesson closing:

Instructional Tips/Strategies/Suggestions:

LESSON 1

Title:

Details:

Guiding Questions:

Lesson opening:

Lesson closing:

Instructional Tips/Strategies/Suggestions:

LESSON 1

Title:

Details:

Guiding Questions:

Lesson opening:

Lesson closing:

Instructional Tips/Strategies/Suggestions:

LESSON 1

Title:

Details:

Guiding Questions:

Lesson opening:

Lesson closing:

Instructional Tips/Strategies/Suggestions:

(Add lessons if you wish)

Materials and Sources Used

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

Genesis 1:26 Then God Said, "Let Us Make Man in Our Image, after Our Likeness, to Rule over the Fish of the Sea and the Birds of the Air, over the Livestock, and over All the Earth Itself and Every Creature That Crawls upon It.", biblehub.com/genesis/1-26.htm.

Students will look at different translations of Genesis 1:26, specifically the words used to denote the Christian understanding of man's dominion over the land.

Baird, Jessie Little Doe. "Language and Land Claims." Teaching Native American Histories.

Students will examine the Wôpanâak words for land and their different meanings to gain an understanding of how the Wampanoag viewed their relationship with the land.

"Mourt's Relation: A Journal of the Pilgrims at Plymouth, 1622, Part VI." *Mourt's Relation: A Journal of the Pilgrims at Plymouth, 1622, Part VI*, 1 Jan. 1970, www.histarch.illinois.edu/plymouth/mourt6.html.

Students will examine two sections regarding how the natives used land, as viewed by the British.

Values, Indigenous. "Dum Diversas." *Doctrine of Discovery*, 23 July 2018, doctrineofdiscovery.org/dum-diversas/.

Students will look at the language of the 1452 Papal Bull justifying the colonization and slavery of non-Christian lands.

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

Cunningham, Kevin, and Peter Benoit. *The Wampanoag*. Scholastic Library Publishing (Grolier), 2011.

Students will use this text in a guided lesson on analyzing informational literature.

McGovern, Ann, and Elroy Freem. *The Pilgrims First Thanksgiving*. Scholastic, Inc., 2005.

Students will use this text in a guided lesson on analyzing informational literature.

"Socialstudiesweekly.com." *Socialstudiesweekly.com*, www.socialstudiesweekly.com/.

Students will use the articles from Week 10 to analyze the articles on Jamestown and Plymouth.

What other curricular materials do you plan to use to support the curricular project? (attach any student-facing documents and teacher resource documents needed to implement the lesson)

Detailed lesson scripts are contained in this document, and primary sources will be added as they are scanned-

<https://docs.google.com/document/d/1eatbgw-tgXwy7vRMd9oQUnkn6AhcgeuRbY3kYuF8tV0/edit?usp=sharing>

Teachers should also prepare a variety of photos, pictures, and if possible, realia for the Gallery Walk.

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?]

The majority of the sources and inspiration for this unit came directly from the materials provided by our teachers. The unit was developed with guidance from Linda Coombs, Natalie Martinez, and Alice Nash. I have adapted one of the primary source activities modeled by Linda during one of our sessions for my 5th grade students. My hope is that they are able to see how what we are given as factual text often contain misconceptions, or are only telling a Eurocentric version of events. Through this unit, the students will begin to understand how to think critically about the facts being presented.