

# Native Americans in New England Curricular Project

**Title:** Language of Social Studies

**Grade Level:** 5,6,7

**Subject Area Focus:** *English to Speakers of Other Languages*

**Estimated Number of Days to Complete:**

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District Veritas Preparatory Charter School District

State Massachusetts

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## Curricular Project Summary:

This project is intended to bring awareness of how diverse and plentiful Native American languages were pre-contact and the effects of colonization on Native languages from pre-contact to present. Students will take an in depth look at the Wampanoag language revitalization that is happening with the Wampanoag tribe in Eastern Massachusetts. In order for students to create an understanding of how the past affects the present and connect these units to their lives, students will look at how they are effected by local language policies in Massachusetts.

## Desired Results/Objectives

### **1. Essential Questions/Historical Questions:**

- How have Native American language changed from pre -contact to present?
- How important is language to culture?
- How does the past effect the present?

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

#### **Students will know...**

- A basic history of Native languages, pre-contact to present
- How a languages can become extinct and then revitalized
- How educational structures support or oppress certain languages

#### **Students will understand...**

- How culture and language are intertwined
- That dead languages can be revitalized
- Language policy is structural and has been oppressive to indigenous Native American languages
- How current language policy affects their lives

#### **Students will be able to....**

- Write arguments for or against English only mandates in Massachusetts
- Write a letter of support for the Wampanoag Charter School in Mashpee, Massachusetts

### **2. Curriculum Standards (National, State, Local):**

#### **WiDA Can Do Descriptors:**

Grade 5-Level 5

Listening: Form opinions of people, places, or ideas from oral scenarios

Speaking: Justify/defend opinions or explanations with evidence

Reading: Summarize information from multiple related sources

Writing: Connect or integrate personal experiences with literature content  
Grades 6-8-Level 5

Listening: Use oral information to accomplish grade-level tasks

Speaking: Defend a point of view and give reasons

Reading: Critique material and support argument

Writing: Produce argument using several different sources

**CCSS.ELA-LITERACY.WHST.6-8.1**

Write arguments focused on *discipline-specific content*.

**CCSS.ELA-LITERACY.W.5.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**3. Transfer Goal:**

- Students will be able to understand how history affects their lives
- Students will begin to think critically and analyze texts
- Students will form their own opinions based on evidence

**Assessment**

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

Initial understanding of student's knowledge will be pre-assessed before the main lesson. According to background knowledge that students have, lessons should be differentiated to either add in more information or lessen information that is repetitive. During the lessons the teacher will do quick formative assessments by asking comprehension questions, checking graphic organizers during and after activities, monitoring students responses during small and whole class activities and also monitoring homework. The two main summative assessments will be for students to write and argument for or against English only mandates in Massachusetts and for students to learn how to write a letter of support for the Wampanoag Immersion Charter School.

**Pre-Assessment:**

KWL chart about what students know about Native Americans from Pre-contact to

present.

### **Lesson 1:**

Students will answer the questions by creating definitions:

1. What is language?
2. What is culture?
3. What is identity?

### **Formative Assessments:**

1. Homework questions/assignments
2. Graphic organizers for note taking during research phase
3. Comprehension questions during reading
4. Whole group discussions

## **Learning Plan**

**Lesson Summaries:** This lesson is intended to build student's background knowledge of Native Languages of America pre-contact to today. Students should be able to gain a basic idea of what factors contributed to the loss of many of the Native languages. Student should be able to retell the information given in this lesson.

### **Lesson 1: Building background**

#### **Key points of lesson:**

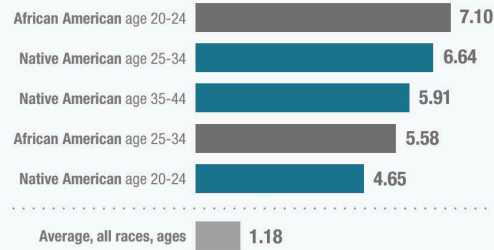
- Language history of Native Americans pre-contact to present day
- How Native languages have become extinct in present day

#### **Instructional Tips/Strategies/Suggestions:**

- It is important to not talk about Native Americans only in past and perpetuate "The Vanishing Indian Myth" (**See Resource #5 and #6 for more info**)
- It is important to stress that studying history helps us to understand what is happening around us today.

## TOP 5 GROUPS MOST LIKELY TO BE KILLED BY LAW ENFORCEMENT

per million population per year, 1999-2011



### Native Americans

are the most likely to be killed by law enforcement. With less than 1% of the population, Native Americans comprise nearly 2% of police killings

Source: Center for Juvenile and Criminal Justice



### Example above:

#### Reference:

Males, Mike. "Who Are Police Killing?" — *Center on Juvenile and Criminal Justice*. Center on Juvenile and Criminal Justice, 26 Aug. 2014. Web. 26 July 2015. <<http://www.cjcj.org/news/8113>>.

#### Historical Question/Essential Question:

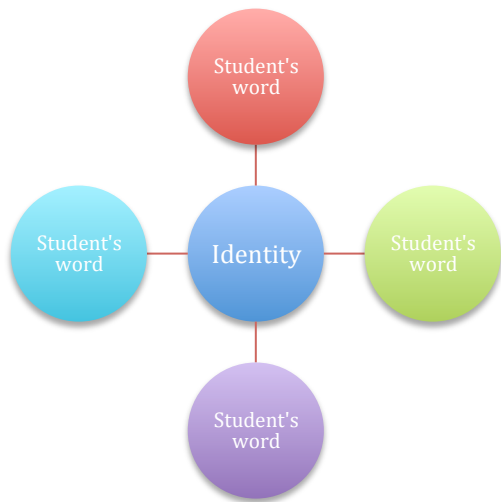
- What Native American languages existed in America pre-contact and today?
- How is language a part of culture?

#### Vocabulary

Assimilation, acculturation, policy, identity, culture, language

#### Learning Activity Details:

<b>Lesson 1</b>	
<b>What is the teacher doing?</b>	<b>What are the students doing?</b>
<b>Lesson Opening</b>	
<p><b>Do Now:</b></p> <p>Teacher will make 3 separate graphic organizers with the words Identity, Culture and Language in the middle of each graphic organizer (see example below)</p>	<p><b>Do Now:</b></p> <p>Students will be contributing to group brainstorm on words related to identity, culture and language.</p>



Teacher will ask students for words that come to their minds when they hear identity, culture and language. They will be listed on board.

Teacher posts the “Do Now” questions on the board and asks students to brainstorm definition with seatmate for five minutes.

1. *What is language?*
2. *What is culture?*
3. *What is identity?*

Definitions will be posted visibly and revisited throughout the unit.

Students will create definitions for the questions in think-pair-share groups. Student will present their definitions to the whole group, either by writing on the whiteboard/chalkboard or on a piece of poster paper

<p>Teacher will then introduce daily content and language objectives and connect them to guiding question</p> <p><i>What were the languages were spoken in North America before Europeans came here?</i></p> <p><i>How do languages die?</i></p>	<p>Students will listen to teacher connections, ask questions and respond to teacher questions about the lesson objective for the day.</p>
<b>During the Lesson</b>	
<p>Teacher uses article to have student gain understanding of changes from pre-contact Native American languages and today's surviving Native American languages.</p> <p>Teacher plays 2 videos to cement ideas of historical background</p> <p><b>1.</b> <a href="https://www.youtube.com/watch?v=qqdGhrIMWck">https://www.youtube.com/watch?v=qqdGhrIMWck</a></p> <p>2. <a href="https://youtu.be/MnMS44xjbcw">https://youtu.be/MnMS44xjbcw</a></p> <p>Teacher goes over reasons why many Native American languages have died while others are endangered</p>	<p>Students read aloud articles about languages pre-contact and then today and fill out two column notes (right column-main ideas, left column is supporting details)</p> <p>Students watch videos and gain understanding of the variety of Native American languages</p>
<b>Closing</b>	

<p>Whole class discussion about what was learned about Native American language history.</p> <p>What did we learn about Native American Languages before Europeans came?</p> <p>What did we learn about Native American Language spoken today?</p> <p>What are three factors contributing to Native language extinction?</p>	<p>Students do a turn and talk with their partners and then whole group share out on the following questions:</p> <p>What did we learn about Native American Languages before Europeans came?</p> <p>What did we learn about Native American Language spoken today?</p> <p>What are three factors contributing to Native language extinction?</p>
<p>Homework:</p> <p>Teacher will have question on board:</p> <p><i>If you lose a language do you lose a culture?</i></p>	<p>Students will answer question in their notebooks and be prepared to discuss the next class.</p> <p><i>If you lost a language do you lose a culture?</i></p>

**Materials/Resources Tools:**

1. Handout of Native American Languages (Resource #1)
2. <https://www.youtube.com/watch?v=MnMS44xjbcw&feature=youtu.be>
3. <https://www.youtube.com/watch?v=qqdGhrIMWck>

**LESSON 2 –Wampanoag Case Study on language revitalization**



**Materials/Resources Tools:**

1. Wampanoag “We Still Live Here” Documentary short:

<https://www.youtube.com/watch?t=146&v=eUEj8QrCXzA>

2. Loss/Change of land over time:

<http://socialismartnature.tumblr.com/post/12038136331/occupy-de-colonize-america-above-graphic>

**Instructional Tips/Strategies/Suggestions:**

**Historical Question/Essential Question:**

How can a language be revitalized?

<b>Lesson 2</b>	
<b>What is the teacher doing?</b>	<b>What are the students doing?</b>
<b>Lesson Opening</b>	
Teacher revisits homework question: <i>If you lose a language, do you lose a culture?</i> Teacher should assign a scribe from the class to document student’s answers.	Students pair-share their homework with their seatmates for two minutes and then come back to share answers as a while group.
<b>During the Lesson</b>	
Wampanoag “We Still Live Here” Documentary short: <a href="https://www.youtube.com/watch?t=146&amp;v=eUEj8QrCXzA">https://www.youtube.com/watch?t=146&amp;v=eUEj8QrCXzA</a>  Teacher should have student fill out bubble graphic organizer while video is going. They can put Wampanoag in the middle bubble and write anything that they learn from the video in connecting bubbles around main bubble	Students will be filling out graphic organizer during video
Guide students in jigsaw style reading of Reading #2. Divide groups into five sections and have them all read their sections as separate groups. Then bring them together to explain what they learned to the group. If students are not understanding their sections, then re-read as a whole group and paraphrase, summarize during reading.	Students will be reading sections, taking notes and reporting back what they learned to group.

<b>Closing</b>	
<p>Homework:</p> <p>Independent exploration of Our Mother Tongues Website</p> <p>Come to class the following day with two things to report back on about what they learned from the website.</p> <p>Answer the following questions:</p> <p><i>How was the language brought back?</i></p> <p><i>What impact has that had on the culture and the people?</i></p>	

### **LESSON 3-Relating the past to the present: English-Only mandates in Massachusetts**

#### **Materials/Resources Tools:**

1. Copy of 2002 English only law, Resource #5
3. <https://youtu.be/MR4Izq0wMG8>
5. See Resource #4

**Instructional Tips/Strategies/Suggestions:** The big idea of this lesson is to tie the past to the present and for students to connect history with themselves today. This may need to be changes to make it relevant to whatever context this lesson is taught in. For example, if you are teaching this lesson in Connecticut, you should adjust this lesson to be relevant to Connecticut laws.

#### **Historical Question/Essential Question:**

How does the attempted history to erase Wampanoag language relate to English only mandates today?

<b>Lesson 3</b>	
What is the teacher doing?	What are the students doing?
<b>Lesson Opening</b>	

<p>Teacher asks students to brainstorm the power structure in their schooling?  <i>Who decides whether you can read and write in your language in your school?</i>  <i>Who decides what you learn about in school?</i>  <i>What does it mean to have a bilingual school?</i></p>	<p>Students are listening and sharing out their thoughts on the teacher facilitated discussion on the questions:  <i>Who decides whether you can read and write in your language in your school?</i>  <i>Who decides what you learn about in school?</i></p>
<p><b>During the lesson</b></p>	
<p>Teacher will facilitate whole group reading of the Language Policy legislation timeline (resource #3)  During reading students will take note of bolded vocab words. When a word is encountered the teacher will have students circle them and write in the margins a quick definition.</p> <p>Student will also be filling out a verb t-chart. They will be looking at verbs, verbal phrases describing colonists actions and verbs describing what was being done to Native Americans and African Americans.</p> <p>Ask students</p> <ol style="list-style-type: none"> <li>1. <i>Based on T-charts what verbs do they often see describing the actions of the Colonists/Colonial government?</i></li> <li>2. <i>What words did you put on your t-chart relating to what was done to Native Americans and African Americans?</i></li> <li>3. <i>Based on these charts, what inferences can you make about the history of language policy in the United States?</i></li> </ol> <p>Students will do research based on list of sites and come up with either:</p> <ol style="list-style-type: none"> <li>a. three reasons for Bilingual Ed and 3 reasons against Bilingual Ed</li> <li>or</li> <li>b. three reasons for English-only education in schools and three reasons against English-only education based on research</li> </ol> <p>Students will create an argument for or against Bilinigual education using evidence from recent and historical (timeline work in earlier lessons)</p>	<p>Students will listen as teacher goes over timeline.</p> <p>In small groups, students will fill out t-chart and then answer the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>Based on T-charts what verbs do they often see describing the actions of the Colonists/Colonial government?</i></li> <li>2. <i>What words did you put on your t-chart relating to what was done to Native Americans and African Americans?</i></li> <li>3. <i>Based on these charts, what inferences can you make about the history of language policy in the United States?</i></li> </ol> <p>Students will come together as a while group and share out small group answers to questions and t-charts.</p> <p>In small groups students will research different opinions about Bilingual Education and English Only Education and write three reasons for each side.</p>

	Students will create an argument for or against Bilingual education using evidence from recent and historical (timeline work in earlier lessons)
<b>Closing</b>	
Students will take home a copy of the 2002 proposal to eliminate Bilingual Education in the U.S. (Resource #5) Their homework is to try to read through and highlight key phrases/main ideas that stick out to them during reading.	Students will take reading home and confirm understanding of the law.

## Materials and Sources

### Primary Sources:

1. Wiley, Terrance G., and Hale De Korne. "Historical Orientations to Language Policy in the United States." *LPREN Brief*. Center for Applied Linguistics, Mar. 2014. Web. 24 July 2015. <<http://www.cal.org/lpren>>.
2. Crawford, James. "Endangered Native American Languages: What Is to Be Done , and Why?" *THE BILINGUAL RESEARCH JOURNAL* 19.1 (1995): 17-38.[https://castl.duq.edu/Conferences/Urbanlearnr/Endangered\\_Native\\_American.pdf](https://castl.duq.edu/Conferences/Urbanlearnr/Endangered_Native_American.pdf). THE BILINGUAL RESEARCH JOURNAL. Web. 24 July 2015. <http://www.tandfonline.com/toc/ubrij20/current>.
3. USA. Office of The Attorney General. *An Act Relative to the Teaching of English in Public Schools*. By Lincoln Jesus Tamayo. Wenham: n.p., 2001. *Www.languagepolicy.net*. Web. 26 July 2015.

### Secondary Sources:

1. Rehling, John. "Native American Languages." *John Rehling*. N.p., n.d. Web. <<http://www.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html>>.
1. "Tongues" - *Injunuity*. Dir. Adrian Baker and Manny Lieras. Perf. Tom Phillips, Alfredo Didrickson, Shawna Claw. *YouTube*. Vision Media Maker and IVTS, n.d. Web. 26 July 2015. <<https://www.youtube.com/watch?v=qqdGhrlMWck>>.
2. *Language: The Heart of Our Culture*. Perf. Nora and Richard Dauenhauer. *YouTube*. Penn Museum, 27 Jan. 2014. Web. 26 July 2015. <<https://youtu.be/MnMS44xjbcw>>.
3. Males, Mike. "Who Are Police Killing?" — *Center on Juvenile and Criminal Justice*. Center on Juvenile and Criminal Justice, 26 Aug. 2014. Web. 26 July 2015. <<http://www.cjcj.org/news/8113>>.
4. *Learning Recitation: Sophia Elena Soberon Reads "Bilingual/Bilingue" by Rhina P. Espaillat*. By Rhina P. Espaillat. Perf. Sophia Elena Soberon. *YouTube*. Poetryoutloudvideos, 15 Nov. 2013. Web. 26 July 2015. <<https://youtu.be/MR4Izq0wMG8>>.
5. *Bilingual Education New England #6/Pt 1 - NewsNight, NECN/Boston, May 15, 2001*. Prod. NECN. *Bilingual Education New England #6/Pt 1*. *YouTube*, 23 Aug. 2010. Web. 26 July

2015. <<https://www.youtube.com/watch?v=mgT0HenOZmQ>>.

