Introduction to the Native American People in North America Prior to 1620

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# Introduction to the Native American People in North America Prior to 1620

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Part 1
Introduction to the Native American People in North America Prior to 1620

Abstract

This 10 day unit is an introduction to the Colonial Era which establishes the presence of Native People across America before 1620. Students will explore the rich cultural heritage of the Wampanoag people through poetry, photographs, stories, and artifacts. This unit of study will serve as the foundation for understanding the Native perspective on how the development of English settlements in Massachusetts impacted their way of life.

The lessons were written for third grade and designed to be 30-40 minutes in length. The lesson on shelters could be completed in one 90 minute block, or done on two consecutive days. Students at this grade level have limited background knowledge about Native Americans and much of what they do know reflects stereotypical images. The intent of this unit is to dispel the myths associated with Native People and replace them with an accurate representation of America's first inhabitants.

The majority of our students are English Language Learners. Wherever possible, we have included pictorial support to reinforce new vocabulary and concepts. The use of photographs and artifacts in these lessons are important to capture historical context but they also facilitate our students’ comprehension by augmenting verbal language. To maximize student engagement and learning, we have planned lessons which provide students with multiple opportunities for active participation.
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Background Historical Narrative

“Colonization” of North America occurred about 15,000 years ago as bands of hunters from Siberia traveled across the Bering Strait in search of herds of animals. These first people were migratory in nature, driven by their need for fresh game to survive in a frigid area. The earliest people traveled in small groups, or bands, of 15 to 50 people. The plentiful supply of large mammals present on the continent was the impetus for further southern movement into the interior. As the population of these bands grew the need to procure more and more food also increased. As these new colonists traveled to different geographic regions, their adaptation to the climate and environment ultimately created different ways of life. As the bands settled in warmer climates, many abandoned a nomadic lifestyle and settled into semi-permanent villages. No longer restricted by the frigid climes of the Arctic environment, they took advantage of the lakes and streams, and cultivated crops to supplement their diet. They became attuned to the cycle of weather in an area and developed seasonal planting and hunting activities which facilitated their survival.

Native People’s ability to effectively live in their environment led to the development of increasingly sophisticated habitats and social systems to help sustain them. Villages and towns were developed with more permanent types of housing. Archaeological evidence suggests the presence of structures such as earthen pyramids, wooden temples, and a hand crafted wooden configuration of pillars, called “Woodhenge” to serve as a working calendar which helped natives to mark the seasons. Also present in some southern areas, were irrigation ditches and water reservoirs to combat the lack of abundant rainfall within an area. As larger communities formed, social structures began to take shape. Chiefdoms were established and a hierarchy of roles developed. Sachems were the appointed “wise elders” of a tribe and pnesog were the elite warriors who advised the chief. Gender roles were clearly defined as men were predominately responsible for defense, hunting, fishing and tool-making. Women took care of the children and the home, cooked and gardened.

Native Peoples in North America believed the supernatural and the natural world were interwoven. All living and nonliving things contained a spiritual power and were regarded with respect and reverence. This belief system guided their interactions with the environment. Historically, most Native People lived in balance with nature, taking only what was needed, and giving thanks and homage for the gifts given by the earth. As a result, their impact on the environment was minimized.

The Wampanoag People were one of the many native nations which settled in the northeastern region of our country. They lived in what is now known as New England, 10,000 years before European contact. Their name “People of the First Light” was chosen because they were the first to see dawn on the continent. By 1600, the Wampanoag numbered seventy thousand and occupied sixty-seven villages in the Northeast.
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The Wampanoag were seasonally migratory, establishing patterns based on the seasons and the procurement of food. In the winter, the Wampanoag lived in villages in small, round houses made with timbers, sticks and bark. During this time, they hunted deer and other large animals. In the spring, families would leave their winter homes and move closer to their planting grounds, where they grew corn, squash, beans, and other vegetables. Once the crops were harvested in the fall, the Wampanoag would travel back to their winter site. Hunting, fishing and gathering occupied much of their time. Celebrations to give thanks for the different harvests included feasting, dancing and singing.

Between 1616 and 1618, a plague killed many of the Wampanoag People on the eastern seaboard as far north as Maine and to the south as far as Plimoth, originally known as Patuxet. Cape Cod and the islands of Natucket (Nantucket) and Capawe (Martha’s Vineyard) were not affected. Patuxet lost most of its inhabitants and the village was abandoned. In 1619, after being held captive by the British in Europe, a Native Wampanoag man, Squanto returned home to find his native village decimated. Approximately, 2000 of his people had perished from “The Great Sickness.”

When the English arrived in 1620 at the uninhabited village, they unearthed grave sites and raided food caches left by the Wampanoag. This site was taken over by the Mayflower voyagers from Europe and became the settlement known as Plymouth Colony. The presence of the English in Patuxet was noted by nearby natives. Squanto advised Massasoit, a Wampanoag leader, to befriend the Europeans in order to watch them closely. Squanto and another native named Samoset, who both spoke English, initiated communication with the new settlers. A treaty was eventually established between the English and the Pokanocket Wampanoag. Hobbamock, one of Massasoits trusted advisors and warrior, established a homesite close to the English settlement. Hobbamock served as a liaison between the two peoples and worked to keep peace between them. The Wampanoag village at present day Plimoth Plantation is named Hobbamack’s Homesite.
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Day 1 - Developing Background Knowledge With Photographs

Student Objectives
- Students will use pictures to generate a preliminary understanding of what Native People might have looked like, what clothing they wore, what activities they engaged in, and what resources they used in their daily lives.

Key Questions
- What do we know about Native People?
- What do photographs tell us about how Native People looked, dressed, and lived?
- What natural resources were used by Native People?

Primary Source Materials
Photographs of Issac Hendricks, a Mashpee Wampanoag boy, enacting daily activities of a Wampanoag Indian boy, in Pilgrim Times. (From: Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times)

Supplementary Materials
Item 1-1: Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times (text)
Item 1-2: KWL Charts (one for each component)
Item 1-3: Overhead and student copy of "Photograph Discoveries"
Item 1-4: Vocabulary card: natural resources with picture examples

Vocabulary
natural resources

Launch:
- Introduce the unit of study:
  - "Students, we will be spending the next two weeks learning about the first people to live in our part of the world thousands and thousands of years ago. What do you know about a people called Indians or Native Americans? Turn to your partner and talk about what you think you know?"
- A few student pairs share their thinking as the teacher records their responses under K, on a large KWL chart.
- Teacher reviews lists with students and suggests: "Sometimes we can learn a lot about someone by looking at where they live, what they do, and what they look like. We are going to be active historians searching for clues about how these ancient people lived. Today we will look at photographs of a Native American boy who is showing us what life might have been like for boys his age a very long time ago."
Teacher shows students a photograph of Tapenum aiming a bow and arrow at an unseen target. "Listen while I think aloud with you about what I see in the photograph and what I think it could mean. As I notice something, I will write it down on my "Photograph Discoveries" worksheet." (Teacher modeling of this activity will help students see how we can take information from a photograph and construct a historical context for it.)

"I see a picture of a boy aiming a bow and arrow. I think he is hunting. Perhaps Native American boys were hunters." Teacher writes on overhead what she sees and what she thinks it might mean.

"I also see his bow is made out of wood. I think someone he knows can make bows from trees. Maybe he is the one who knows how to do this. The natural resource he has used is wood from a tree. A natural resource is something we find around us in nature. Trees, water, land, plants, and animals are all natural resources." (Teacher refers to posted vocabulary word and surrounding examples of natural resources.)

Teacher invites children to notice something else from the photograph and interpret what that tells us. "What do you notice about this photograph?"

Teacher probes for interpretations and captures student responses on the overhead. "Tell us what you think about it? What is it made of? What do you think it might have been used for?"

Teacher may choose to use additional photographs for guided group practice if students struggle with this task.

Explore:

- Teacher divides students into pairs and gives each pair a few photographs along with a "Photograph Discoveries" worksheet. Students are given 10 to 15 minutes to examine their photos and complete their written observations.
- Teacher circulates around room monitoring students' understanding of the task, helping pairs as needed.

Summary:

- Teacher brings students back together on the rug and asks them to share their observations. As student pairs share their thinking, the teacher writes down what each team noticed on a piece of chart paper or on the chalk/white board.
- Teacher reviews the lists with the students and asks them to think about bigger ideas. "What kinds of tools did we see? What types of food do you think these people ate? How did they get their food? What were their clothes made out of? What do our observations tell us about the skills Native Americans used to live in their environment?"
- Teacher asks students to think about what we learned in this lesson and what they might be wondering about? Student questions are posted on the W part of the KWL charts.
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Day 2 - Developing Background Knowledge Through Poetry

Student Objectives
- Students will read poetry written by Native Americans to generate an initial understanding of the core cultural values and beliefs of these peoples.

Key Questions
- What does this poetry tell us about what Native People cared about?
- What are the common themes of these poems?
- What can we infer about Native Peoples' values and beliefs?

Primary Source Materials
"For the Children of the Earth" poem written by a Native American

Supplementary Materials
Item 1-2: KWL Charts (one for each component)
Item 2-1: "Appreciation" pictured vocabulary card
Item 2-2: Overhead of the poem, For the Children of the Earth
Item 2-3: Overhead and student copy of "Understanding Poetry"
Item 2-4: Selected poems written by Native Americans

Vocabulary
appreciation

Launch:
- Connect to Lesson 1: "Students, yesterday we began to learn about how Native Americans might have lived hundreds and hundreds of years ago by looking at photographs. Let's look at what we wrote." Teacher reviews the information on the KWL charts.
- "Today we are going to read poetry written by Native Americans to find out about some of the things they care a lot about, what they appreciate. When you show appreciation, you are letting people know you liked something, perhaps what they said or did, and you are grateful for it."
- "Poets usually write about someone or something they feel strongly about. They use just a few words to show us their thinking and it is up to us, the readers of the poem, to try and figure out the meaning behind those words. When we read poetry, it is important to stop and think about the words. We may have to read and reread parts of the poem so we can understand it. When we do this, we are analyzing the poem and making inferences. Listen as I read and analyze this poem written by a Native person named Dove."
Teacher places poem on overhead and shows only the title. "The title of this poem is "For the Children of the Earth". Titles are one way writers tell us something about what we are going to read. This title makes me think the writer is talking to children. It sounds like a dedication in a book. Let's read a little to find out what message the author has for children."

Teacher reveals the first stanza and reads aloud and then rereads. "Let every Day be one of giving Thanks. I think the author is telling children they should be grateful for what they have. I think that because it says we should give thanks every day. Do you think this message is meant for all children or just Native children? I also notice the poet capitalized the words "Day" and "Thanks". I wonder if this is Dove's way of telling us what is most important to him or her?"

Teacher puts on overhead a copy of the Understanding Poetry worksheet which includes the teacher's written thoughts about the title and first stanza. "This is a worksheet we will be using today as we analyze poetry. See how I have written down my inferences. Let's read more of Dove's poem and complete this together."

Teacher reveals the second stanza and reads it twice. "Let every Being of Creation along our paths be appreciated. Let all plant life be acknowledged. Let all the winged ones of the air know your gratefulness. Turn to your partner and talk about what you think the author is telling us in this part of the poem." Teacher gives students 2 minutes to discuss and then asks for responses which are written on the overhead worksheet. (Teacher may have to explain the word "acknowledge" to students. Suggestion: "When we acknowledge someone or something, we say or do something to say we noticed it and appreciated it. For example, when we receive a gift, we acknowledge that we have received it and are grateful. We do this by saying "Thank-you" or writing a thank you note. When our names are called for "Student of the Month" at an assembly, the principal is acknowledging our hard work. She is telling the whole school that she has noticed what a good job we are doing and she appreciates our effort. In this poem, I think Dove is telling us it is important to appreciate and acknowledge the importance of every living plant and animal."

Teacher follows the same guided practice process above with the remaining two stanzas of the poem. (Based on the performance of the group, the teacher may decide the students are ready to try the activity with a partner or model a second piece for those students who are struggling.)

Explore:

Teacher divides students into pairs and gives each pair a poem along with an "Understanding Poetry" worksheet. Students are given 10 to 15 minutes to analyze their poems and complete their written observations.

"Now, let's get into pairs and try to analyze some more poetry. Remember to write down your thinking on your worksheet. Be ready to share with the class in 10 minutes."

Teacher circulates around room monitoring students' understanding of the task, helping pairs as needed.
Summary:

- Teacher brings students back together on the rug and asks them to share their analyses. As student pairs share their thinking, the teacher writes down what each team noticed on a piece of chart paper or on the chalk/white board.

- Teacher reviews the lists with the students and asks them to make some generalizations and add them to the K chart. "What is important to these Native American writers? What have we learned today about what some Native Americans value? What types of things did they appreciate? Do you think these values were the same for Native Americans that lived hundreds and hundreds of years ago? How could we find that out? Is it possible?"

- Teacher explains some of what we know about Native American culture and beliefs from years past has been gleaning through oral stories and artifacts passed along by generations of people. "We have invited a Native American from Plimoth Plantation to speak with us later on this week. Perhaps we can ask him if what we learned today was true for generations of Native People before."

- Connect to Day 3: "We have learned a lot in these past two days about how Native Americans might have lived many years ago. Tomorrow, we will learn there were many different Native Americans tribes who lived all across our country. They were truly the first people of this land."
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Day 3- Locating Native Peoples Prior to 1620

Student Objectives

- Students will use a variety of sources (poetry, overviews of regions, and maps) to develop an understanding of where and how Native Peoples lived in North America before contact with Europeans.

Key Questions

- How many North American regions of Native Americans were there?
- What tribes or bands lived in each region?
- How did each tribe or band live differently to survive in each region?

Primary Source Materials


Supplementary Materials

Item 3-1: The People Shall Continue by Simon Ortiz
Item 3-2: Native Peoples Prior to 1620 Enlarged Foam Board Puzzle Map Pieces
Item 3-3: Region Overviews (one for each region)
Item 3-4: Region Presentation Summaries Template (one per group)
Item 3-5: Color-Coded Region Map Labels (one set for each region)
Item 3-6: Map-labeling clue cards (one for each region)
Item 3-7: Chart Paper: Steps to Remember

Vocabulary
nomads

Launch:

At the rug, review the past few days and introduce the day's lesson.

- "Students, as you know we have started our adventure of learning about some of the first peoples to live in our part of the world many, many years of years ago. Well today, we are going to discover just who those people were, and where they lived. Right now, I am going to read you part of a poem that will help us to imagine and visualize what life was like for some of those peoples many, many years ago, so make sure your eyes and attention are up here as I am reading."
- Read aloud up to pg. 5 of The People Shall Continue. (Making sure to introduce the meaning of nomad here, as it connects to map activities).
• Ask for a few volunteers to share what they visualized about Native American life as you were reading.

• "Students, I am sure right now you are very curious about some of these people you have just heard about—the people from the North, the people from the West, the people from the South, and the people from the East. Maybe you want to know who they are, where they lived, what they did for a living. Well, that's just what we are going to find out today. Today you will work with a partner or a small group to become an expert on one of the Regions of Native Peoples of North America."

• Teacher shows the enlarged map pieces and explains referring to (Item 7) the Steps to Remember. "You will be responsible with your partner or a small group for reading an overview on your region's people, and then you will have to identify them on your piece of our North American Puzzle Map using clues and labels. Once you have finished, you and your partner or a small group will take a look at all of the information that you have gathered to label your puzzle piece, and you will fill out a Presentation Summary Template that you can use when you present your piece to the class."

**Explore:**

• Teacher clarifies any confusion before pairing students up.

• Teacher gives each pair or group of students an Enlarged Foam Board Puzzle Map Piece, along with a manila folder containing their Region Overview, Color-Coded Region Map Labels, Map-labeling clue cards, and Region Presentation Summaries Template. Students are given 15-20 minutes to read their Region Overview, solve their Map-labeling clues, label their map, and fill in their Region Presentation.

• Teacher circulates around room monitoring students' understanding of the task, helping pairs and groups as needed.

**Summary:**

• Teacher brings students back together on the rug and asks them to share their puzzle pieces and summaries.

• Starting with the west and working east, the students quickly share and assemble their puzzle and their newfound knowledge about the peoples of North American Native Regions.

• Teacher gathers students' attention to the overhead projector screen and shows them a map from the late sixteen hundreds. She explains to the students that this map was made over 300 years ago by a mapmaker to show some of the landscape and tribes of New England where we live today to the people of the world. She then asks the students to see if they can identify some of the groups of Native Americans that we just discussed from the North East region on the map.
"Now that we are so well informed about the peoples across our continent and right in our own area, tomorrow, we are going to zoom in and begin to closely focus on one of these groups of people that lived in a region quite close to us."
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Day 4 Wampanoag Classroom Visit*

At the midpoint of the unit, we have arranged a visit from a Wampanoag native to discuss with our students the daily life of the Wampanoag people in the 17th century. It is a transition from our general study of Native People to a narrower focus on a particular native tribe that lived in Massachusetts. Students will view slides/pictures of Wampanoag people engaging in simulated activities of the period, examine reproduction artifacts and discuss the seasonal life of these native people. This will be an opportunity for students to confirm the background knowledge generated in the previous lessons.

Classroom visits can be arranged through Plimoth Plantation's Wampanoag Education Program. For more information, call 508-746-1622 (Ext. 8359) or visit the website at programservices@plimoth.org.

*Duration of visit is generally one hour.
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Day 5- Identifying Types of Shelter the Wampanoag People Lived in Prior to 1620

This lesson on shelters could be completed in one 90-minute block, or done on two consecutive days.

Student Objectives
- Students will use pictures to develop an initial understanding of what types of shelter the Wampanoag people lived in.
- Students will use what they learn about Wampanoag homes, to construct models of Wampanoag shelters.

Key Questions
- Where did the Wampanoag live?
- What were the Wampanoag's homes made from?
- How would they build their homes?

Primary Source Materials
Item 5-1: Pictures from the Wampanoag Homesite at Plimoth Plantation of wetus and longhouses (a set for each group of students)

Supplementary Materials
(Part 1)
Item 5-2: Pictures from the Wampanoag Homesite at Plimoth Plantation of wetus and longhouses (a set for each group of students) with descriptions printed on the back (Descriptions adapted from Plimoth Plantation's Website: Building a Home Wampanoag Houses in the 1600's http://www.plimoth.org/kids/homeworkHelp/building.php and If you lived at the Time of Squanto by Anne Kamma)—Use in Part 2 also.
Item 5-3: Two-column prediction chart (on chart paper)
Item 5-4: Individual Predictions About Wampanoag Homes Chart. (one for each student)

(Part 2)
Item 5-5: Chart Paper for Brainstorming
Item 5-6: Materials used to construct models of Wampanoag homes (birch bark, sticks, grass, string or raffia, glue) set up at a station for the students to take as they need them to build.
Item 5-7: What Makes My Model Home a Wampanoag Shelter? (One worksheet per pair)
Vocabulary
sapling
wetu
longhouse

(Part 1)
Launch:
At the rug, review the past few days and introduce the day’s lesson.

- "Students, we have been quite busy this week learning about Native American culture! Today, we are going to be exploring the Wampanoag people and what kind of houses they lived in during the 1600's! Before we begin, I want you to close your eyes and create a picture in your head of where you live. Think about your living room, your kitchen, your bathroom, and your bedroom. Now think of what we have learned about native peoples so far. I want you to see if you can picture what you think their homes would have looked like. Would they be the same, different, or do you not know? Okay, everyone open your eyes! I would like a few volunteers to share with me what they were picturing in their heads."
- Teacher takes a student volunteer or two to share their visualizations.
- "Today we will use photographs to gather information about what shelters might have been like for Wampanoag people a very long time ago."
- Model (with model picture) for the students what you would like for them to do.
- "Students, "Listen while I think aloud with you about what I see in the photograph and how I make predictions about the homes of the Wampanoag."
- "I see a picture of what looks like a half of a tent, outside in the trees. I also see two tree stumps. I am thinking that the tent might block the sun, and the stump might be kind of like a bench. Maybe this is a Wampanoag place for resting in the heat of the day. Teacher records predictions in one column on chart paper, and reasons for her thinking in a second column.
- "Students, what I'd like for you to do when you go back to your seats, is for you to work with your partner to make predictions about each of the pictures at your desks. Please take turns passing the pictures around your group, and you will all get a chance with each of them. Don't forget to be writing your reasons for why you are making the predictions you are as well!"

Explore:
- Teacher gives each group of students (each cluster of desks) a set of photographs to make predictions about, and gives each student a Predictions About Wampanoag Homes Chart.
- Students are given 15-20 minutes to examine their photos and complete their written predictions.
• Teacher circulates around room monitoring students' understanding of the task, helping pairs as needed.

Summary:
• Teacher brings students back together on the rug. "Students, as I hold up each of the photographs you looked at, I would like a few of you volunteer to share your predictions from your charts. Remember to explain your thinking behind your predictions. After we've heard your thinking, I will reveal the mystery behind each picture! Let's see what great thoughts you all came up with!"
• Teacher begins with Photograph #1, fielding student predictions out loud, and then reading aloud the description on the back of her own photograph.
• Teacher proceeds through Photographs #2- #6 in the set.
• Once the teacher described all of the images to the students she asks, "Now students, you all had wonderful ideas about what all of those photographs could be, but what did you find to be the most surprising about the new information you just learned? Turn to your partner and discuss what you are thinking.
• Gather students' eyes and attention, and take a few volunteers to share their learning.
• Teacher explains to students: "Now that we understand what types of shelter the Wampanoag people lived in, next we are use what we've learned about these homes, to construct models of Wampanoag shelters!"

(Part 2 if you want to do this in two sessions)

Launch:
• "Last time we explored by looking at photographs to find out what types of shelter the Wampanoag people lived in back in the 1600s. Today we are going to use what we've learned about Wampanoag homes, to construct models of their shelters."
• "We've learned that the Wampanoag lived quite differently from how we live today, because they had to. They didn't have the luxuries that we have now, like running water or heaters; they had to work hard to survive out in nature! You'll see what struggles they must have had building as you build your own model of a Wampanoag shelter with a partner today."
• "First, let's refresh our memories about what a Wampanoag shelter is made from. Who can tell me some things that we'll need?" Teacher fields student responses to generate a list on chart paper.
• "That's terrific! Now we're going to have to figure out how to build like the Wampanoag. I have provided you with just about all of the materials that we've listed up on this chart paper, so that you will be able to construct your shelter, along with some other things that the Wampanoag didn't have (like glue and string) in case you are having some trouble."
• "Your job today is to be a Wampanoag home-builder. You and your partner must decide to build a wetu or a longhouse, and remember the description cards will be on display if you need to check them for any information that you can't remember from our last session." Tell the students that as they are building, they should be thinking about what makes their model home a Wampanoag shelter.

**Explore:**
• Teacher asks partners to decide which shelter they would like to build, then she calls the pairs up (one group of desks at a time) to gather their materials to get started. Students are given 45 minutes to construct their shelters.
• Teacher circulates around the room monitoring students' understanding of the task, helping pairs as needed.
• As students finish, they are prompted to take and complete the What Makes My Model Home a Wampanoag Shelter? Worksheet, and to decide which partner will be sharing information with the class.

**Summary:**
• Teacher brings students' attention back together. "Students, can I have your eyes and attention please? You've all been working so hard on building all this time, and now you must be so excited to share what you have created!" I would like those students who decided to build wetus to please stand up behind their shelters. Can I please ask the partner who will be sharing to please have their responses ready? Thank you!
• Teacher reminds the remainder of the class how important it is to be a good audience when someone is presenting information, so that we all can be sure that we are learning from and respecting the presenter. The teacher begins calling on students to share their shelters.
• After the students who built wetus finish, those who decided to construct longhouses have a turn to present.
• When the last pair has presented their shelter, the teacher gathers the groups' eyes and attention and asks them to join them (with just their bodies—not their models) on the rug.
• "Students, you have certainly shown that you are builders! What I am wondering though is while you were building your models, did anyone think about how difficult it must have been for the Wampanoag to build shelters like this that were large enough for them to live in? I would like for you to think about that for a minute, and then turn to your partner and discuss.
• Gather students' eyes and attention, and take a few volunteers to share their thinking about the Wampanoag struggles.
• "Excellent thinking today everyone, I am sure you are wondering what else was difficult for the Wampanoag, but we will be discussing some other ways that the Wampanoag struggled on another day."
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Day 6 - Wampanoag Clothing

Student Objectives
- Students will be able to describe Wampanoag clothing using key vocabulary.
- Students will be able to compare and contrast Wampanoag clothing and contemporary clothing.

Key Questions
- How did the Wampanoag dress?
- How was Wampanoag clothing different from how you dress today?

Primary Source Materials

Secondary Source Materials
If You Lived at the Time of Squanto, by Anne Kamma,

Supplementary Materials
Item 6-1 Student observation sheets
Item 6-2 Station Signs

Vocabulary
Breechcloth
Leggings
Moccasins
Robe

Launch
- "Today we will be using photographs to learn about how the Wampanoag people dressed. But first, I want you to think about the clothing that you're wearing right now."
- Ask students to describe the clothing that they are wearing. Make a list on a T-chart under the heading "Our Clothing Today".
Use leading questions such as:
- What color(s) are they wearing?
- What fabric(s)?
- Are there any designs or patterns?
- Read p. 16 and 17 of If You Lived at the Time of Squanto.
- "As you can see by our list and by looking around at your classmates, people today wear
many different types of clothing. Your job today is to learn about the type of clothing the Wampanoag wore. At the end of our lesson, we will fill in the other half of the T-chart with the information you have gathered.”

**Explore**

- “In small groups, you will be rotating through 3 stations to view photographs of the Wampanoag. I want you to record your observations on the activity sheet - and I want you to be as specific as possible. (Remind students of was discussed in previous lessons about viewing and analyzing photographs.)
- Teacher should divide students into 3 groups.
- Students will rotate in small groups to each of the 3 stations. At each station, students should fill out the observation sheets. Teacher should circulate to ensure students are on task.

**Summary**

- Bring students back together as a whole class. Ask students to share their observations of the Wampanoag clothing, and use their ideas to fill out the second portion of the T-chart under the heading of “Wampanoag Clothing.”
- “You all did an excellent job with your observations today. Next time, you will be learning about what it was like to be a Wampanoag boy and girl.”
Student Objectives
- Students will be able to compare and contrast Wampanoag life of children with their own lives.

Key Questions
- How were Wampanoag games similar to games you play today?
- What was similar about how sick children were taken care of to how your family takes care of you when you are sick?
- How was a Wampanoag girl's/boy's life different from your life?

Primary Source Materials

Secondary Source Materials
If You Lived at the Time of Squanto, by Anne Kamma

Vocabulary
Pniesog/pniese (pa-NEES)
Festival

Launch
- "Students, today we will be learning about what it was like to be Wampanoag boys and girls. I want you to think about chores or jobs that you do in your daily life, and think about the jobs that you've seen your family members do." Ask students volunteers to name some of the chores they do, and some of the jobs they've seen family members do.
- "Now that we've discussed things that we do, we're going to make predictions about what we think the Wampanoag boys and girls did."
- Make a Venn Diagram on large chart paper of jobs/chores Wampanoag children do. The outside circles should be for "Girls," and "Boys," with the overlapping center being for "Both." Have students determine which chores go into each circle from the following list:
  - Grow corn, beans, and squash
  - Weave grass mats
  - Make baskets and clay cooking pots
- Cooking
- Grinding corn into cornmeal
- Hunting
- Fishing
- Making traps for catching animals
- Build a canoe

- "Now that we've made predictions about what the Wampanoag boys and girls did, we're going to read parts of this book to find out if we are correct."
- Read pp. 20, 21, 24, 26, 28, 29, 35, 36, 38. Stop after each section to discuss questions and ideas from students.
- Revisit the Venn Diagram and discuss any changes that need to be made after learning about the lives of children.
- "Students, now that we have learned about Wampanoag boys and girls, tell me that is different about their lives from your own?

**Explore**

- Teacher should explain painting activity:
- Students should paint/color a comparison picture. Their options for comparison can be:
  1. Chores a Wampanoag boy did/Chores a boy in 2007 does
  2. Chores a Wampanoag girl did/Chores a girl in 2007 does
  3. Chores Wampanoag boys did/Chores Wampanoag girls did
- books and photographs should be made available for student reference during painting activity.
- After students have decided which comparison painting they will be working on, have them fold the paper or draw a dividing line and label each side with the correct title.
- Teacher should circulate to ensure students are on task.

**Summary**

- Bring students back together as a whole class. Ask students to share their artwork and describe the details they have in their pictures.
Introduction to the Native American People In North America Prior to 1620
Day 8- "The Great Sickness"

Student Objectives
- Students will use their schema about their own personal experiences of catching a cold to make a text to self connection about "The Great Sickness."
- Students will use what they have learned about disease spreading to make predictions about the outcome of "The Great Sickness."

Key Questions
- What happened to the Wampanoag People?
- How could sickness affect a large group of people living close together?

Supplementary Materials
Item 8-1: If You Lived at the Time of Squanto by Anne Kamma, p. 12
Chart paper: Predictions chart
Sticky note (one for each child to write his/her own predictions on)
Clipboards
Pencils

Vocabulary
immunity

Launch:
At the rug, review the past few days and introduce the day's lesson.
- "Students, as you know the Wampanoag were people who lived in very close living spaces and had many people in their homes. From building Wampanoag shelters, you should remember that the people shared a lot of common space. Now I want you to think about your lives and when you share space with others. Go ahead, close your eyes. I want you to picture yourselves, maybe you are at school sitting on the rug like you are right now, or maybe you are at home piled on the couch with friends or family members watching a movie. Now I want you to picture that someone sitting right next to you starts sneezing and coughing all over you! Oh my goodness, yuck! Think about it, how are you feeling about this? Okay now open your eyes. Who would like to share their thoughts about what they were seeing as I was describing things for you to visualize in your minds?"
- Teacher fields student responses, taking a few volunteers to share their thoughts.
  (Sample response might be, "I feel awful because someone's germs are all over me now, and now I might get sick!")
• Teacher asks, "Now students, I want you to close your eyes again and picture if someo...
• Teacher gives students two minutes to write down their predictions.
• Teacher asks students to turn to their partners and share their predictions with one another.
• Teacher says, "Okay now students, I'd love to hear what you are predicting. What would happen if one person got sick in a Wampanoag village, and why you think it would happen? Why don't we go around the circle, and have each pair read their sticky notes aloud before they stick them on the chart. Let's start here." Teacher begins calling pairs up to share their thinking, and has students stick their predictions on the chart paper as they share out.
• After the last pair finishes, the teacher states, "Well students, I am sure you are very curious about what would happen if someone were to get sick in a Wampanoag village, so I am going to read a short passage aloud so you can find out."
• Teacher reads page 12 of If you Lived at the Time of Squanto, What was the great sickness? (Skip bottom section)
• After reading the passage, the teacher asks the students to think about their predictions that they made, and to think about their connections that they made to "germ spreading" earlier in the lesson. Teacher asks them to figure out just what happened. "Students, turn to your partner and discuss what you think happened to the Wampanoag and other Native American tribes along the New England coast."
• Teacher fields student responses, taking a few volunteers to share their thoughts, and then explains. "When people from Europe started coming into North America, they brought different germs with them that the Native Americans' bodies had never come into contact with before. This made them very likely to catch the germs and to get sick. We would say that the Native Americans had not built up an immunity (protection) to any of the European germs. Because the Native Americans' bodies were fighting so hard against these new European germs, they got very weak, and did not get well. Many of the Native Americans ended up dying, leaving very few people in each village."

Summary:
• "So now students, I would like for you to think for a minute. We have been talking about Native American groups and the Wampanoag people for the past two weeks. You have just found out that the people you have been learning about were killed off by a terrible sickness. Are you left with any questions? Are you wondering why these people mattered, if many died from a sickness? Are you wondering what important part they played in our history? Well next week when we meet, we'll
explore the next part of Wampanoag history, and see what happens after most of the people have died from this "Great Sickness." Excellent thinking today everyone!"
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Day 9 - Food

Student Objectives
• Students will be able to name foods eaten by the Wampanoag.

Key Questions
• What types of foods did the Wampanoag eat?
• How are these foods similar to foods you eat?

Primary Source Materials
Item 9-1: Recipe for Sobaheg and letter from 1674 taken from Plimoth Plantation website

Secondary Source Materials
If You Lived at the Time of Squanto, by Anne Kamma.

Supplementary Materials
9-2: Sobaheg Tasting Activity Sheet

Vocabulary
Ingredients

Launch
• "Students, as you know, we have been learning all about what life was like for the Wampanoag Indians. We've talked about their shelters, clothing, lifestyle, and gender roles. Today we are going to taste one of the foods that the Wampanoag ate."
• Read p. 22 from If You Lived at the Time of Squanto.
• "As you can tell from what I just read, the Wampanoag ate many of the same foods that you probably eat. Hundreds of years ago, when a man from England saw how Wampanoags ate, he had a lot to say. I'm going to read to you part of a letter that man wrote about the Wampanoag food."
• Read the quotation written by Gookin:
"Their food is generally boiled maize or Indian corn, mixed with kidney-beans, or sometimes without. Also they frequently boil in this pottag fish and flesh of all sorts, either taken fresh or newly dried. These they cut in pieces, bones and all, and boil them in the aforesaid pottage. I have wondered many times that they were not in danger of being choked with fish bones; but they are so dexterious to separate the bones from the fish in
the eating therof, that they are in no hazard. Also they boil in this furmenty all sorts of flesh, that they take in hunting: as venison, beaver, bear’s flesh, moose, otters, racoons, or any kind that they take in hunting: cutting this flesh in small pieces, and boiling as aforesaid. Also they mix with the said pottage several sorts of roots: as Jerusalem artichokes, and ground nuts, and other roots, and pempions, and squashes, and also several sorts of nuts or mastes, as oak acorns, chestnuts, walnuts; these husked and dried, and powdered, they thicken their pottage therewith."

- Teacher should stop frequently to clarify any words or phrases that might be confusing depending on the needs of the students.
- Show students a photograph of Sobaheg.
- "I want you to turn to your partner for a Think, Pair, Share. - How do you think Sobaheg tastes?" After students have time to think, they should turn to a partner and discuss their predictions. Stop students after a brief period and ask for students to volunteer their ideas.

**Explore**

- Sobaheg should be prepared ahead of time.
- "Students, we are all going to get to taste Sobaheg today. What I want you to remember is that while you and your partner eating, you both need to record your observations on the activity sheet." Teacher should explain how to complete the activity sheet before passing it out.
- Give each student a sample of Sobaheg.
- Teacher should circulate to ensure all students are on task.

**Summary**

- Bring students back together as a whole class. Ask students to share their thoughts about Sobaheg.
- Make a class list of ingredients students think are in the recipe. Then, reveal actual ingredients.
**Introduction to the Native American People In North America Prior to 1620**

**Day 10 - Assessment**

**Task:** Create a poster with six facts stemming from a web with a designated topic. Facts must be written in sentence form and have an accompanying illustration.

**Teacher Preparation:** Poster board should be pre-made with one web per poster. Each web should have 6 extended detail lines, and the poster topic should be clearly written in the center of the web. Include, at each center, the instruction sheet that goes along with the poster topic. Depending on the number of students in the class, multiple copies of each of the topics can be used (three posters for Gender Roles, etc.) Teacher will count off students 1-6. Students will work on the poster that correlates to their number:

1 + 4: Gender Roles  
2 + 5: Shelter/Clothing  
3 + 6: Wampanoag Life

**Model:** The teacher should model expectations and procedures for completing the assessment task. On large chart paper, create a web with the center labeled, "How we used primary sources to learn about the Wampanoag". Use the following 5 examples for the detail lines of the web: poetry, photographs, artifacts, maps, letter (use complete sentences for the model to avoid task confusion.) Draw a picture for each of the 5 items. At the end of the model, review the rubric so that the students understand the criteria on which they are being graded. (see rubric attached in supplementary sources.)
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Annotated Bibliography

Primary Sources

Dove. “For the Children of the Earth.” In People of the East, 17th Century Wampanoag Life. Plymouth, MA: Plimoth Plantation, Inc., 1996. This poem depicts the authors love and appreciation for all of God’s creations. Prose is easy for primary students to read and understand.


Secondary Sources


Plimoth Plantation Teacher's Guides


*People of the East, 17th Century Wampanoag Life.* Plymouth, MA: Plimoth Plantation, Inc., 1996. This is an easy to read resource which can provide teachers with background knowledge about the Wampanoag. The classroom activities are well suited to primary students.

Children's Books


Ansary, Mir Tamim. *Native Americans: California Indians.* Chicago, IL. Heinemann, 2000. This is a ten-book set that covers many Native American cultures of North America, describing the environment of each region, the cultures that thrived there before the arrival of the Europeans, the outcomes of
Item 1-1
Used in Lessons on Day 1, 6 & 8

Copy of Tapenum's Day text and photos to be place in a pocket folder in this space. Photographs also available on CD.

Item 2-2
Used in Lesson on Day 2

FOR THE CHILDREN OF THE EARTH
FROM DOVE

Let every Day
be one of giving Thanks

Let every Being of Creation
along our paths
be appreciated
Let all plant life be acknowledged
Let all the winged ones of the air
know your gratefulness

Great Spirit
thank you for all that is
for all we take
we will give at least
our acknowledgement

Thank you for every mountain
and every grain of Sand
Water and Air
Fire and Earth
for every living thing
and for the Beauty of our lives this day
we thank you
their encounters with the Europeans, and updates on Native Americans of that region today.


**Online Resources**


Plimoth Plantation
Provides recipes for Wampanoag foods, as well as information about the Wampanoag Homesite.
Sobaheg made with Turkey
A Wampanoag Recipe

Sobaheg is the Wampanoag word for stew. Like most stews, this dish is easily adapted to seasonal ingredients. Variations of this dish are still made in Wampanoag households in New England. Like other cuisines, Wampanoag cookery has continued to evolve, incorporating new ingredients and techniques into the traditional cuisine. Salt is not mentioned in the original recipe, even though it was probably used when the recipe was recorded in 1674. Before trade with Europeans, the Wampanoag got the salt necessary to good health by consuming seafood. After the arrival of the English, salt became a very popular trade commodity with the Wampanoag.

"Their food is generally boiled maize or Indian corn, mixed with kidney-beans, or sometimes without. Also they frequently boil in this pottag fish and flesh of all sorts, either taken fresh or newly dried These they cut in pieces, bones and all, and boil them in the aforesaid pottage. I have wondered many times that they were not in danger of being choked with fish bones; but they are so dexterious to separate the bones from the fish in the eating thereof, that they are in no hazard. Also they boil in this furmenty all sorts of flesh, that they take in hunting; as venison, beaver, bear's flesh, moose, otters, raccoons, or any kind that they take in hunting; cutting this flesh in small pieces, and boiling as aforesaid. Also they mix with the said pottage several sorts of roots; as Jerusalem artichokes, and ground nuts, and other roots, and pommions, and squashes, and also severall sorts of nuts or masths, as oak acorns, chestnuts, walnuts; these husked and dried, and powdered, they thicken their pottage therewith." (Gookin 1674:10)

French-beans, or rather American-beans, the Herbalists call them kidney beans from their shape and effects, for they strengthen the kidneys; they are variegated much, some
being bigger a great deal than others; some white, black, red, yellow, blew, spotted... (Wood 16: 53)

Modern Recipe Notes
½ pound dry beans (white, red, brown, or spotted kidney-shaped beans)
½ pound yellow samp or coarse grits
1 pound turkey meat (legs or breast, with bone and skin)
3 quarts cold water
¼ pound green beans, trimmed and cut into 1-inch lengths
½ pound winter squash, trimmed and cubed
½ cup raw sunflower seed meats, pounded to a coarse flour

Combine dried beans, corn, turkey, and water in a large pot. Bring to a simmer over medium heat, turn down to a very low simmer, and cook for about 2 ½ hours. Stir occasionally to be certain that the bottom is not sticking.
When dried beans are tender, but not mushy, it is time to break up the turkey meat, removing the skin and the bones. Add green beans and squash, and simmer very gently until they are tender.
Add sunflower flour, stirring until thoroughly blended.