

Lesson 4

Native Americans in Rhode Island: Narragansetts & Wampanoags

Subject Area : Social Studies

Grade/Group: K - 2

Time Frame: 5 (45 minute) class periods

Objectives:

- People had lived in North America for thousands of years before the arrival of European settlers. It is believed that Native American peoples migrated across the Bering Strait thousands of years ago when the continents were connected. They were probably hunting for places with more food and a better climate. By the time Columbus landed in the New World in 1492 millions of Native Americans lived in many different places and spoke many languages. Columbus thought he had come to India, so he called the people he met here Indians. But each Indian tribe had a name in its own language, its own traditions, customs and culture. These developed from the particular environment in which they lived.
- Eastern Woodlands tribes depended on their environment and each other for their survival. By exploring some of the ways Narragansetts and Wampanoags use their environment for survival students will understand some of the ways these particular cultures developed. Language, stories, folk tales, music and artistic creations express culture. Understanding the ways in which the local environment affected the lifestyles of these two tribes will help break down stereotypes about Native Americans : not all Indians lived in teepees.
- Students will appreciate how native peoples helped the early settlers in this area survive when they arrived as settlers.

Standards:

- I-a
- I-c
- I-e

Materials

- artifacts in teacher kit
 - cedar, birch bark, acorns
 - simulated sinew, deer hide, arrow heads
 - quahog shells used for wampum
- coloring book Woodland Indians depicting traditional clothing and lifestyles

- background information on Naragansetts and Wampanoags
- pamphlet on edible wild plants
- Old Man Why Stories, Frank B. Linderman, Dover Publications, N.Y., 1995
- classroom map illustrating Native American tribal lands
- arts and craft supplies from classroom as needed for activities in More Than Moccasins
- video : The Narragansetts (30 minutes) included in kit

Learner Factors

- Handling cultural artifacts, experiential learning (kinesthetic)
- Field trip to Haffenraffer or Pequot Museum (intra-personal, interpersonal)
- Art activities, maps (spatial)
- Written work /language arts (linguistic)
- Study and practice of Native American patterns and designs (logical-mathematical)
- Play Native American music while students are doing arts and crafts (musical)
(see enclosed catalog of Silver Wave Records, Inc.)

Motivational Activity

- Watch video The Narragansetts
- Examine objects from kit - discuss and describe uses by peoples native to our area. Compare and contrast with what we use today for same activity. for ex.:
deer hide/cloth
arrows/hunting rifle
acorn flour/Stop and Shop flour
cedar tea/tea bag
cedar bark/aluminum siding
- Encourage students to bring Native American artifacts from home to add to Discovery Center. Make sure students are aware of what tribe and what area of the country these artifacts come from. Keep the discussion of environment and culture ongoing.(Not all Indians lived in teepees !)

Lesson Development

- Native Americans relied on oral histories and storytelling to teach children about their environment, to pass on myths and legends and to transmit cultural traditions. During the winter the old people of the tribe who could not leave the wigwam would tell stories to the children of the tribe - sometimes stories that lasted for days. These stories taught children about nature, how to live in harmony with each other and their environment.
- Students will write their own “ Why Story” based on questions about the environment they might have and answers to these questions that they make

up.

- Select a story(or stories) to read from Old Man Stories by Frank Lieberman and take time to read it aloud and discuss it with the class
- As a class brainstorm questions students might have about an animal, plant,
- For example: why do dogs hate cats? why don't snakes have legs? where does the snow come from? what makes a rainbow? students can work in pairs or teacher can give the whole class the same question and compare answers
- written/dictated work can be added to individual portfolios
- The class sits in a circle(or circles if it is a large group) and takes turns sharing stories either orally or by reading their written pieces aloud. See how long it takes for students to form a circle on their own! The Iroquois confederation provided many of the governing principles of Democracy. In a circle everyone is equal - there is no top or bottom, no first or last, no beginning or end. In Native councils all decisions were made in a circle with everyone taking their turn to speak. Sometimes a talking stick was used. Discuss as a group - talk about how it feels to sit in a circle, what they see around them that is a circle- nests, seasons, the moon, etc.
- Work in a circle everyday during this lesson. Observe how the class dynamics change and keep discussing the circle.

Closure/wrap up:

- use Roger Williams "What Cheer, Nepot " as a primary source. " Roger Williams early descriptions of Narragansett life, published in 1643 , allow us to disregard the stereotypic image of colonial writers to understand the complexity of Indian culture.

Extensions:

- select age appropriate Art Activity from More Than Moccasins work in small groups/tribes/ circles and display art work in classroom. Teacher should discuss and explain Native American concepts developed in the art activity
- Field trip to Haffenraffer or Pequot Museum (contact information is enclosed)
- Rhode Island A-Z, p.10, p.34, p.42 Xerox and color with watercolors, crayons, or colored pencils and add to portfolio
- share with students "a Brief History of Aquidneck Island" spec.Indian names on Aquidneck Island and Surroundings.
- maintain writing response journals

Link ups :

- read excerpts from Verrazano's journal enclosed in kit
- read excerpts from his journal describing his first encounters(enclosed in kit)

- discuss what his impressions were of Naragansetts

Student Assessment:

- Old Man Story should illustrate an understanding of what might be required to survive in nature. Stories addressing a specific natural phenomena should illustrate creative answers to this question.
- art work displayed in classroom and added to student portfolios expresses an appreciation of designs, concepts, materials used by Native American cultures.
- students will appreciate the many contributions of local tribes to culture of Aquidneck Island- local words, place names, environmental concepts etc.

Teacher assessment in reflection journal