

Lesson 5

Native Americans in Rhode Island

Subject Area: Social Studies (People Are Alike and Different)

Group/Grade: K-2

Time Frame: 2 (45 minute) class periods

Objectives:

- Students will recreate Wampanoag lifestyle of the sixteen hundreds.
- Students will contribute to the classroom discovery center.
- Students will demonstrate ability to compare and contrast.
- Students will contribute to the timeline.
- Students will work in cooperative groups.
- Students will create a Wampanoag character.

Standards:

- I-Culture: 1a, 1b, 1c
- II- Time, Continuity and Change: 2b, 2c
- IV-Individual Development and Identity: 4c

Materials:

- Tapenum's Day
- Photograph of Narragansett girl
- Photograph of Wampanoag boy
- Map of North America
- Map of New England with designation of Native American homelands
- Timeline
- Native American paper doll kit

Learner Factors:

- Students will demonstrate knowledge of Wampanoag life during the 1600s.
- Students will demonstrate ability to compare and contrast.(linguistic)
- Students will contribute to a timeline.(spatial)
- Students will make connections between past and present.
- Students will maintain a writer's response journal (intrapersonal)
- Students will analyze photographs(visual)
- Students will participate in group activities (interpersonal)
- Students will create a Wampanoag character to display in the museum (spatial/interpersonal)

Motivational Activities:

As a pre-assessment activity, students will participate in the analysis of photographs.

Steps in Photograph Analysis:

Observation:

1. Students will examine the picture of a Narragansett girl. During this time, students will not be allowed to talk.
2. Students are asked to develop an overall impression of the photograph.
3. Students are asked to look for items in the photograph that may help in forming a general impression of the photo.

Share and Record:

1. Using the chart, the group will fill in the needed information:

<u>People</u>	<u>Objects</u>	<u>Activity</u>
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Making Inferences:

Based on what you observe list three things about the photograph.

- 1.
- 2.
- 3.

Questions:

What questions do you would you like to ask about the photograph?

- 1.
- 2.
- 3.

Do you think you could find answers? Where could you look?

This activity can be completed in small group, pairs, or whole class with the teacher as the scribe. The pictures can also be used in a center, as a small group activity.

Repeat the exercise using the photograph of a Wampanoag boy.

Lesson Development:

Start the lesson by introducing the people in the photographs. The boy in the photo is Wampanoag. Wampanoag means 'people of the breaking day'. The girl is Narragansett. Narragansett means 'people of the small point'. Before the arrival of European settlers in the 1600s, the Narragansett lived mainly in Massachusetts. The Narragansett lived near Aquidneck Island. The Native Americans who lived near Mystic were mainly Pequot. (Show the locations on a map of North America). As with Americans today, there were similarities between the groups because they lived in the same area and relied on a similar environment for food, clothing, and shelter. They could communicate with each other through language. There were some differences also. Tribes had their own cultures and communities.

Let's see what we can learn about the Wampanoag from this story. The title is *Tapenum's Day*. *Tapenum's Day* is the story of a Wampanoag boy. The story takes place in 1627. Find 1627 on the timeline. What are some of the things you notice about Tapenum? Guide students in looking for similarities and differences between Tapenum and children today. What do you notice about Tapenum's family that is similar to your families? Discuss what makes up a family unit. Introduce extended families if applicable.

Closure:

After reading the story, draw a picture of Tapenum. Underneath the picture, write something you have in common with Tapenum. Name something your family has in common with Tapenum's family.

Students return to the photograph of Tapenum. Ask students if they notice anything about the photo that they may have overlooked before. Have any of their earlier observations changed?

Link:

Read Verrazano's description of the first meeting between Europeans and the Native Americans. Create a word web describing the Native American/ Verrazano encounter.

Extensions:

Play the Just Like Me game. This game reinforces concepts of recognizing similarities, making observations, and comparing. Tell students that they are going to play a game in which they look for similarities between themselves and other children. Children sit in a circle and find a similarity between themselves and another child. Use a similarity between yourself and another child. Find a child with the same color hair as your own. Stand up and say, 'I have black hair. Drew has black hair just like mine.' Move around the circle, giving each child a turn. Start with physical similarities, then move to 'things you like' such as foods.

Students add Wampanoag to their personal dictionaries or unit glossary. A picture word activity may be substituted.

Student Assessment:

Students create a Venn diagram of themselves and Tapenum or of their families and Tapenum's family.

Students create a Wampanoag character based on the story. What will the character eat or wear? Provide students with paper doll outline which they can dress. They can share their characters with the class, and then display them in the museum and include them in their social studies/art portfolios

Self Assessment: reflecting in Teacher journal

Supplement Kit 1: Lesson 5

ANALYSIS OF PHOTOGRAPH

Step 1: Observation

Individually examine the photo for one minute. During that minute do not speak with your partners. Instead, view it personally for an overall impression of the photo. Get a feeling about it. Next, examine some of the individual items in the photo that may have given you the “feeling” about it.

Step 2: Share and Record

Using the chart below, you and your team member(s) fill in the information:

<u>PEOPLE</u>	<u>OBJECTS</u>	<u>ACTIVITIES</u>
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Step 3: Inferences

Based on what you observed, list 3 inferences about the photograph

1.

2.

3.

Step 4: Questions:

What questions does this photograph raise in your mind?

Where could you find answers to them?