

# NATIVE AMERICAN INDIANS: WAMPANOAGS

**Grade Level:** Kindergarten

**Written by:** Ann Duffy, The Fourth Presbyterian School, Potomac, MD

**Length of Unit:** Eight Lessons

## I. ABSTRACT

This unit is written to introduce kindergarten students to Native American Peoples. It begins with an overview of the geographical locations and characteristics of six major Indian Nations and then continues with a more in depth look at one tribe of the Woodlands Indian nation, the Wampanoags. Children will become familiar with their way of life and the contributions this tribe made to America, particularly helping the Pilgrims and celebrating the First Thanksgiving. Some parts of the unit are specifically written for teaching in the Christian school and may need to be adapted for the public school setting.

## II. OVERVIEW

### A. Concept Objectives

1. Understand how communities in North America varied long ago
2. Understand the folklore and other cultural contributions of Native Americans and identify the good, true and beautiful aspects of it in relation to the Christian worldview
3. Understand Native American family life now and in the past

### B. Content from the *Core Knowledge Sequence*

1. Become familiar with the people and ways of life of at least one Native American tribe or nation

### C. Skill Objectives

1. On a map of the United States, students will locate specific North American Indian nations: Pacific Northwest, Great Basin, Southwest, Plains, Northeast/Inuit and Eastern Woodlands
2. On a graphic organizer, students will compare/contrast two or more characteristics of each of these nations
3. Students will listen to a Native American legend and identify the good, true and beautiful in the story as it relates to the Christian worldview
4. Students will identify characteristics particular to the Woodlands Indian nation and the Wampanoag tribe
5. Students will identify the various aspects of family life of the Wampanoag Indian tribe: location, shelter, clothing, food and livelihood
6. Students will identify the various aspects of the culture of the Wampanoag Indian tribe: spiritual beliefs, customs, celebrations and legends
7. Students will identify the various contributions of the Wampanoag tribe to history of the U.S.: famous people and historical impact
8. Students will participate in a culminating activity about the Wampanoags

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Martini, Teri. *Indians*. Chicago: Children's Press, 1982, ISBN 0-516-01628-8
2. Behrens, J. and Brower, P. *Algonquian Indians*. Chicago: Children's Press, 1977, ISBN 0-516-8706-1

3. Flanagan, A. *The Wampanoags*. Chicago: Children's Press, 1998, ISBN 0-516-26388-9
  4. Lund, B. *The Wampanoag Indians*. Mankato: Capstone Press, 1998, ISBN 1-56065-564-X
  5. Wampanoag History – <http://www.tolatsga.org/wampa.html>
- B. For Students
1. Maps and globes
  2. Columbus
  3. United States

#### IV. RESOURCES

- A. Cleary, Elaine H. *A Unit About Woodland Indians*
- B. DePaola, Tommy. *The Legend of the Bluebonnet*
- C. Lund, Bill. *The Wampanoag Indians*
- D. Metaxas, Eric. *Squanto and the Miracle of Thanksgiving*
- E. Shiotsu, Vicki. *Theme Book: Native Americans*
- F. Waters, Kate. *Tapenum's Day*
- G. Copies of Appendices A – D

#### V. LESSONS

##### Lesson One: Native American Nations (Location/Background)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understands how communities in North America varied long ago
  2. Lesson Content
    - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
  3. Skill Objective(s)
    - a. On a map of the United States, students will locate specific North American Indian nations: Pacific Northwest, Great Basin, Southwest, Plains, Eastern Woodlands and Northeast/Inuit
- B. *Materials*
1. Overhead of map of United States with different Native American nations indicated (Appendix A)
  2. Individual maps of the same (one for each child)
- C. *Key Vocabulary*
1. Native Americans – name given to the people who lived in North America before the European settlers came; also called Native American Indians, they lived in different areas of the United States, Canada and Mexico
    - a. Pacific Northwest - tribes (a group of people including many families that are of the same kind) that lived along the Pacific Coast from southern Alaska to northern California
    - b. Great Basin – tribes that lived in the area bound by the Rockies to the east and the Sierra Nevadas to the west
    - c. Southwest – tribes that lived in the deserts and mountains of the southwestern United States and northwestern Mexico
    - d. Plains – tribes that lived in the area west of the Mississippi River and east of the Rockies from Canada to Texas

- e. Woodlands – tribes that lived in the area east of the Mississippi River to the Atlantic Ocean from Canada to Florida
  - f. Northeast/Inuit – tribes that lived in the northernmost part of North America from the Bering Strait to Greenland
2. (Indian) nation – a community of people made up of one or more nationalities (tribes) usually with its own territory and government

D. *Procedures/Activities*

- 1. Show children a current map of North America and explain to them that today you are going to look at the same map from long ago.
- 2. Review with children directions on the map: N S E W
- 3. Show map of Native American nations on overhead (Appendix A) and allow children time to see similarities to the current map of North America:
  - a. Point out to children that this map is divided into sections and ask if they are the same as the sections on the current map. Guide them to see that on the current map you can still see Canada, the U.S. and Mexico, but that the “sections” of the U.S. are different.
  - b. Explain that long ago, around the time Columbus sailed, another people, we now call Native American Indians, lived here. (If necessary, review Columbus and his “discovery” of the people he called “Indians.”)
  - c. Tell the children that, long before Columbus decided to sail, these people came to North America from Asia. Have a child point to these on the map of the continents and ask how they think the people got here from Asia. Give time for responses and then continue. (Possible answers: on a ship like the *Nina*, *Pinta* or *Santa Maria*; swam; flew in a plane) Tell them North America and Asia used to be connected by a “bridge” of land and ice that eventually disappeared under the water. The first “Americans” actually walked across this bridge to the new land.
  - d. Ask the children why the people may have come here. Affirm (if someone gives the answer) or explain (if no one does) that they were probably looking for food and, when they saw that no one else was hunting this new land, they stayed.
  - e. Using a pointer, show them the area marked Pacific Northwest and say that some stayed here, but others went off in different directions and formed new groups called nations. *Hand out individual maps and have the children point on their map to the Pacific Northwest. Instruct them to color this section with a blue crayon.*
  - f. Have a child come and take the pointer. Instruct the child to move the pointer south to the Great Basin. *Children at their seats follow on their own maps. Explain that this was another group of Native Americans. Instruct the children to color this section orange.*
  - g. Continue this process (having a child move the pointer in the direction teacher gives and children following on their maps) through each of the nations until you have identified and color-coded each one: Southwest (yellow), Plains (brown), Woodlands (green) and Northeast/Inuit (leave white)
  - h. Inform the children that in the next lesson you will learn something special about each group.

E. *Assessment/Evaluation*

1. After color-coding each of the nations, the children (as a group on their individual maps) will follow the teacher's directions (e.g. Point to the northwest corner of your map.) and identify the (Indian) nation that settled in that region.
2. Teacher will observe and evaluate the children for following directions (N S E W) and for the ability to identify the (Indian) nations.

**Lesson Two: Native American Nations (Characteristics/Background)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands how communities in North America varied long ago
2. Lesson Content
  - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
3. Skill Objective(s)
  - a. On a graphic organizer, students will compare/contrast two or more characteristics of each of these nations

B. *Materials*

1. A large chart on newsprint divided into columns with the names of the nations across the top and the topics down the side: environment, homes, food (and how they got it), clothing, crafts and famous person(s). (Topics may vary according to individual teacher.) Example: Appendix B
2. Markers
3. A larger (poster board size), teacher-made model of the map of the nations that has been laminated. Place small "Velcro" dots in the regions for attaching pictures. Pictures of particular items from the chart to put in each region (e.g. toboggans/snowshoes and igloo for Northeast/Inuit, totem pole and fish for Pacific Northwest, etc.) from Print Artist or other computer publishing program or internet clip art that are laminated with "Velcro" dots on the back.
4. "Native Americans Poem" from *Theme Book Series: "Native Americans"* by Shiotsu (page 10)

C. *Key Vocabulary* (taken from example: Appendix B – list may vary)

1. environment – surrounding conditions that influence a community
2. homes
  - a. adobe- brick made of earth or clay dried in the sun
  - b. tipi(tepee) – a cone-shaped tent made from sticks and animal hides
  - c. wigwam – a dome-shaped dwelling made from bent twigs covered with animal hides
  - d. longhouse – a longer wigwam shared by many families
  - e. igloo – a dome-shaped dwelling made from blocks of snow
3. food:
  - a. buffalo – large, wild oxen; also called
  - b. salmon – a large fish
  - c. gathering – collecting, usually berries
4. artifacts:
  - a. totem pole – a pole or pillar carved and painted with animals or plants serving as the emblem of a family
  - b. toboggan – a long, light sled made without runners and curved up at the front
  - c. snow shoes – a light frame of wood strung with a rawhide net and worn under shoes to prevent sinking into soft snow
5. Famous Native Americans:

- a. Geronimo – an Apache chief who led his people in war against the intruding white man
  - b. Sacajawea – a Shoshone woman who guided the explorers Lewis and Clark
  - c. Squanto – a Patuxet brave who taught the Pilgrims how to plant corn, gather berries and fish
  - d. Samoset – a Wampanoag Indian who befriended the Pilgrims and introduced them to Squanto
- D. *Procedures/Activities*
1. Review the information from the previous lesson by having children, in turn, come to the overhead map and point to the (Indian) nation that the teacher gives them. *Children at their desks follow on the individual maps.*
  2. Remind the children that today the class will learn some special things about each of the nations.
  3. Read “Native Americans Poem”
  4. Beginning with the nation of the Pacific Northwest moving across the chart, teacher will provide information (from poem and background reading) regarding each nation as to the topics and write it on the chart. When appropriate from the chart, have a child put a picture on the large map in the correct region.
  5. Once all the information has been given, discuss with the children what things the nations had/did that are the same and what things are different. For example, the Indians of the Great Basin and the Woodlands both fished and gathered berries. But the Indians of the Plains hunted for their food.
- E. *Assessment/Evaluation*
1. To conclude the lesson, ask the children to look at the pictorial map and name the things particular to each nation. Observe that every child is attentive and responding.
  2. Remove the pictures and hand them out to students. Let them, in turn, come and put the pictures back up on the map in the correct region.

### **Lesson Three: An American Indian Legend**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understands the folklore and other cultural contributions of Native Americans and can identify the good, true and beautiful aspects of it in relation to the Christian worldview.
  2. Lesson Content
    - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
  3. Skill Objective(s)
    - a. Students will listen to a Native American Legend and identify the good, the true and the beautiful in the story as it relates to the Christian worldview.
- B. *Materials*
1. Book: *The Legend of the Bluebonnet* by T. DePaola
  2. Activity Page– Appendix C
  3. one per child: brown and black crayons, green marker, blue feather; glue, blue paint
- C. *Key Vocabulary*
1. legend – stories made up to explain things in nature
  2. Comanche – an Indian tribe of the Plains
  3. shaman – spiritual leader of the tribe

4. drought – a long period of dry weather; lack of rain or water
5. famine(starvation) – a very great shortage of food
6. buckskin – a soft, flexible leather
7. leggings – an outer covering for the leg usually of cloth or leather
8. sacrifice – an unselfish giving; something offered to God
9. possession – something that is held as one’s own property
10. bluebonnet – a small blue flower; the state flower of Texas

D. *Procedures/Activities*

3. Introduce the children to the term legend. Explain to them that this book is based on a Comanche Indian legend and that the Comanches were a part of the Plains Indian nation.
4. Have a child come to the large map of the Indian nations and point to the correct region.
5. Read the story aloud to the children, pausing to explain the key vocabulary words as you come to them
6. Do follow-up activity – Appendix C – Directions:
  - a. Discuss how the doll was made: from buckskin (hide of a deer) and what color it should be (brown). Also discuss appropriate color for hair (black). COLOR THE DOLL.
  - b. GLUE A BLUE FEATHER ON DOLL’S HAIR
  - c. On the other side of the paper, DRAW A STEM AND LEAVES WITH GREEN MARKER, THEN MAKE BLUEBONNETT FLOWERS USING BLUE PAINT AND CHILD’S PINKY FINGER (like fingerprint).

E. *Assessment/Evaluation*

1. Following the story, ask comprehension questions: (Teacher may need to guide some answers with other questions, suggested answers may vary and it is the teacher’s discretion when satisfied that children have grasped the understanding of the story)
  - a. What was the problem at the beginning of the story? (drought)
  - b. What is a drought? (no rain)
  - c. What was the name of the little girl? (She-Who-Is-Alone)
  - d. Why was she called by that name? (Her family had all died in the famine.)
  - e. What is a famine? (no food)
  - f. Who went to speak to the Great Spirits? (shaman)
  - g. What is a shaman? (the spiritual leader of the tribe)
  - h. What was the message from the Great Spirits? (The people must sacrifice their most valued possession.)
  - i. How did the people respond? (They were not willing to give up their special possession)
  - j. Who was the only one willing to give her most valued possession? (the little girl, She-Who-Is-Alone)
  - k. Describe her most precious possession. (It was a doll made from buckskin with a blue feather on its head given to her by her family who had died.)
  - l. What did she do with the doll? (She put it into the fire as an offering to the Great Spirits to end the drought. Then she scattered ashes in the wind.
  - m. What happened? (The ashes turned into beautiful flowers.)
  - n. What color were they? (Blue – children may answer this one in “m”.)

- o. Why do you think they were blue? (the doll's feather)
  - p. What about this story do you think is good/beautiful? (Suggested answers: the little girl helped her tribe, she was not selfish, the flowers, it rained, etc. May also include the text of the story, the illustrations, etc.)
  - q. What about this story do you think is true? (Suggested answers: the Comanches were a real Indian tribe, the little girl may have been based on a real person, the bluebonnet is a real flower)
  - r. Do you think this is the way the bluebonnets got there? (no)
  - s. Then how did they get there? (God made them.)
  - t. Does this story remind you of a story we have studied in the Bible?
    - i. The story of Abraham and Isaac: he was willing to give up His most valuable possession, his son
    - ii. The story of God sending His only Son to die on the cross for our sins. God gave up His most valuable possession to save His people. (Refer to John 3:16)
    - iii. Relate the picture of She-Who-Is-Alone holding her doll out to the Spirits (under the stars) as reminder of God telling Abraham to look at the stars for his blessing.
2. Evaluate the children's art work for following directions and let them retell the story using their pictures.

#### **Lesson Four: The Woodlands Indian Nation**

##### **A. Daily Objectives**

- 1. Concept Objective(s)
  - a. Understands how communities in North America varied long ago
- 2. Lesson Content
  - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
- 3. Skill Objective(s)
  - a. Students will identify characteristics particular to the Woodlands Indian nation and the Wampanoag tribe

##### **B. Material(s)**

- 1. A large sheet of newsprint with K-W-L written in big letters across the top (making three columns)
- 2. Markers

##### **C. Key Vocabulary**

- 1. K-W-L Chart : what we **K**now, what we **W**ant to know, what we **L**earned
- 2. Anticipated *review* vocabulary:
  - a. wigwams – a dome-shaped dwelling made from bent twigs and animal hides
  - b. longhouses – a longer wigwam shared by many families
  - c. Squanto – a Patuxet brave who taught the Pilgrims how to plant corn, gather berries and fish
  - d. Samoset – a Wampanoag Indian who befriended the Pilgrim
  - e. gathering – collecting, usually berries
  - f. tribe – a group of people including many families

##### **D. Procedures/Activities**

- 1. Review the map of Indian nations by pointing and having the children name each one
- 2. Explain that today you will be concentrating on the Woodlands Indians (hold pointer on this region on the map)

3. Show children the “K-W-L” chart and tell them the meaning of “K” (what we know), “W” (what we want to know) and “L” (what we learned).
  4. Inform them that in the next few lessons you will be learning about at one particular tribe from the Woodlands Nation called the Wampanoags.
  5. Ask the children what they Know about the Wampanoag Indians (remind them of the chart done in Lesson 2 re: Woodlands). As they give answers, write them on the chart under the letter “K”.
  6. Next ask the children what other things they Want to know about the Wampanoag Indians. Again, write their answers on the chart under the letter “W”.
  7. Finally, tell the children that you will be coming back to the last column and filling in what you Learn about the Wampanoag Indians.
- E. *Assessment/Evaluation*
1. Teacher observes students’ participation in discussion and recall of information from previous lessons

### **Lesson Five: Wampanoag – A Woodlands Indian Tribe**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understands Native American family life now and in the past
  2. Lesson Content
    - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
  3. Skill Objective(s)
    - a. Students will identify the various aspects of family life of the Wampanoag Indian tribe: location, shelter, clothing, food, livelihood and activities.
- B. *Materials*
1. Map of the Indian nations (Appendix A)
  2. Map of the (current) United States
  3. Book: *Tapenum’s Day* by K. Waters (*Before reading the story, be sure to familiarize yourself with the Indian words and names in the glossary.*)
  4. Story writing paper (paper for students that has top half blank for illustration and lines on the bottom for writing)
- C. *Key Vocabulary*
1. tribe – a group of people
  2. Wampanoag – Indian tribe who lived in Massachusetts whose name means “People of the First Light”
  3. sachem – an important religious leader
  4. Massasoit – a Wampanoag chief
  5. canoe – a type of boat carved from wood
  6. breechcloth – a piece of deerskin that passes between the legs and is tied at the waist with a belt
  7. Wampanoag Words:
    - a. “kwe” (KWAY) – hello
    - b. “wetu” (WEE-too) – house (wigwam)
    - c. “pniese” (pa-NEES) – warrior
    - d. “mishoon” (mih-SHOON) – dugout canoe
- D. *Procedures/Activities*

1. The teacher directs the children’s attention with a pointer to the Woodlands Indian Nation’s region on the (Indian nation’s) map and reviews the “K” column from Lesson Four’s chart
2. Have a child go to the map of the United States and find the same region
3. The teacher then directs the children’s attention to the state of Massachusetts and tells them that the remainder of our lessons will be learning about a *tribe* called the *Wampanoags* that lived there long ago
4. Read aloud *Tapenum’s Day* by K. Waters

E *Assessment/Evaluation*

1. Children will demonstrate understanding of the story by drawing a scene and dictating a description of it.
2. Ask children what they Learned about the Wampanoag tribe today and write it in the “L” column of the chart (Lesson 4).

**Lesson Six**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands Native American family life now and in the past
2. Lesson Content
  - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
3. Skill Objective(s)
  - a. Students will identify the various aspects of family life of the Wampanoag Indian tribe: location, shelter, clothing, food and livelihood.

B. *Materials*

1. “T” Chart on newsprint with three columns: THEN, NOW and US
2. To make a dug-out canoe: one cucumber and melon baller (borrowed from parents) per student
3. To make a wigwam: one shoe box per student, brown construction paper, green tissue paper, brown paint, small twigs and glue (preferably “tacky”) Directions from *A Unit About Woodland Indians* by Cleary (p. 11)

C. *Key Vocabulary*

1. wigwam –a domed-shaped shelter used by Native Americans of the Eastern Woodlands
2. “wetu” – Wampanoag word for house (wigwam)
3. breechcloths – a piece of deerskin that passes through the legs and is tied at the waist with a belt
4. gathering - collecting
5. pottery- articles made from clay that is shaped while moist and then hardened by heat

D. *Procedures/Activities*

1. Review the story of Tapenum by having children retell the story.
2. Using a “T” chart, discuss the key elements of the Wampanoag way of life past and present and compare it to children’s lifestyle. First two columns should be as follows:
 

a. <i>Location:</i>	<u>Then:</u> Massachusetts	<u>Now:</u> Massachusetts
b. <i>Shelter:</i>	<u>Then:</u> <u>wigwam/longhouse</u>	<u>Now:</u> house
c. <i>Clothing:</i>	<u>Then:</u> <u>breechcloths</u>	<u>Now:</u> clothes
d. <i>Food:</i>	<u>Then:</u> fish, animal, corn, beans, squash	<u>Now:</u> same as then
e. <i>Livelihood:</i>	<u>Then:</u> hunting, <u>gathering</u> ,	<u>Now:</u> fishing, <u>pottery</u> ,

- fishing jewelry
3. Have centers set up for children to make dugout canoes and longhouses. Note: If you do not have an assistant, you may want to have parent volunteer(s) for this activity.
    - a. dug-out canoe– adult scores a rectangle in center of cucumber for student to scoop out with melon baller
    - b. wigwam – per directions in Appendix E

Note: If available, use a water table to float the canoes when finished.
- E. *Assessment/Evaluation*
1. Prepare a checklist to include:
    - a. Was the child able to recall information from the story?
    - b. Did the child contribute in the review discussion?
    - c. Did the child correctly make a wetu and/or canoe?
    - d. Did child demonstrate an understanding of information from previous lessons/vocabulary?
  2. As children are working on projects, teacher makes informal assessments by asking various questions about information covered in previous lessons including vocabulary.
  3. Conclude by asking the children what new information they have Learned about the Wampanoags and writing it on the chart (Lesson 4).

## Lesson Seven

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands how communities in North America varied long ago
  - b. Understands the folklore and other cultural contributions of Native Americans and identify the good, true and beautiful aspects of it in relation to the Christian worldview
2. Lesson Content
  - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
3. Skill Objective(s)
  - a. Students will identify the various aspects of the culture of the Wampanoag Indian tribe: spiritual beliefs, customs, celebrations and legends

### B. *Materials*

1. *The Wampanoag Indians* by Bill Lund
2. *Tapenum's Day* by Kate Waters
3. sentence strips, markers, feathers to make headbands
4. "Picture Writing Fun" from *Theme Book Series: "Native Americans"* by Shiotsu (page 20)

### C. *Key Vocabulary*

1. religion – a set of beliefs people follow
2. unity – joining together
3. legend – stories that explain things in nature
4. "pniese" – special kind of warrior counselor
5. characteristic: a special quality or appearance that makes an individual or a group different from others

### D. *Procedures/Activities*

1. From page 15 of Lund's book, teacher will read to the children about the Wampanoag religion.

2. From page 21 of the same book, teacher will read about the legend of The Giant Maushop.
  3. From page 38 of Waters book, teacher will read/review the process of becoming a “pniiese”.
  4. Teacher will also discuss that Indian names were important and were usually based on characteristics about the person. The teacher will give examples using the names of Tampenum’s family from the glossary of the book (page 39).
- E. *Assessment/Evaluation*
1. Each child will receive an Indian name based on their own characteristics. If children struggle with coming up with a name, teacher, classmates and/or parent volunteers can help.
  2. Children will make an Indian headband with their new name printed on it and a pattern of Indian “picture writing” about the name. Teacher/parent volunteer will tape a feather onto headband and fit it to child’s head. (\*Save for the culminating activity.)
  3. As children work on this project, teacher will ask questions about the information discussed in today’s lesson and make an informal assessment based on the children’s oral answers:
    - a. What is religion? (a set of beliefs people follow)
    - b. What did the Wampanoags believe about the Great Spirit? (that it is in all living things); about Mother Earth? (she is the source of all life); about all creatures? (they all connected in the cycle of life)
    - c. What is a unity circle? (friends and family gather together to eat special food and sing and dance around the fire)
    - d. Who leads the unity circle? (the Supreme Medicine Man)
    - e. Do they still believe the same thing today? (some do, but some believe in Jesus)
    - f. What is a legend? (a story to explain things in nature)
    - g. Who was Maushop? (a giant who lived long ago)
    - h. What do the Wampanoag people believe about him? (that one day he emptied the sand from his moccasins and the sand from each moccasin became an island)
    - i. What are the names of these islands? (Nantucket and Martha’s Vineyard)
    - j. What did Maushop teach the Wampanoag people? (generosity)
    - k. What is generosity? (sharing with people)
    - l. What is a “pniiese”? (a special kind of warrior counselor)
    - m. Why were they special? ( because of their spiritual power and physical strength)
    - n. Who gave them these powers? (the spirit beings “Manit)
    - o. What did young men have to do to become a “pniiese”? (compete, like running through thorny bushes and through a gauntlet where their legs were beaten; fast (not eat); drink a special drink until they got sick; etc. – allow the children to express in their own way)
    - p. How did they know they were chosen? (they had a vision)
    - q. What words tell what a “pniiese” was known for? (courage, wisdom, courteous, humanity, great physical strength)
    - r. What was their job? (advised the chief, helped people work out problems, were examples to young children)
  4. Discuss and add new information to the “L” column of chart (Lesson 4).

**Lesson Eight:**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understands how communities in North America varied long ago
  2. Lesson Content
    - a. Become familiar with the people and ways of life of at least one Native American tribe or nation
  3. Skill Objective(s)
    - a. Students will identify the various contributions of the Wampanoag tribe to the history of the U.S.: famous people and historical impact
- B. *Material*
1. *Squanto and the Miracle of Thanksgiving* by Eric Metaxas (or other story about Squanto/Thanksgiving from the bibliography)
- C. *Key Vocabulary*
1. Review with children vocabulary learned in previous lessons and any new words from the book chosen that are essential to their understanding of the story.
  2. For *Squanto and the Miracle of Thanksgiving*:
    - a. vocabulary from previous lessons: Squanto(2), Samoset(2), famine/starvation(3),
    - b. slave – a person who is owned by another person and can be sold at the owners will
    - c. monk – a member of a religious group of men who form a community and promise to stay poor, obey all the laws of their community and not get married
    - d. monastery – a place where a community of monks live and work
    - e. Pilgrims – English colonists who founded the first permanent settlement in New England at Plymouth in 1620
    - f. Fertilizer – material added to soil to make it ready to produce much vegetation or large crops
- D. *Procedures/Activities*
1. Teacher will read the story of Thanksgiving (from chosen book) to the children
- E. *Assessment/Evaluation*
1. Discuss with children:
    - a. What role did Samoset play in the first Thanksgiving?
    - b. What role did Squanto play in the first Thanksgiving?
    - c. What role did the Wampanoag tribe play in the first Thanksgiving?
    - d. How are the celebration of the First Thanksgiving and our celebration today alike/different?
  2. Teacher observes the children’s participation/understanding as they discuss/answer.
  3. Discuss and add new information to the “L” column of chart (Lesson 4).

(**NOTE:** At the teacher’s discretion, formal lesson(s) on the Pilgrims may be done at this time before the Culminating Activity.)

## **VI. CULMINATING ACTIVITY**

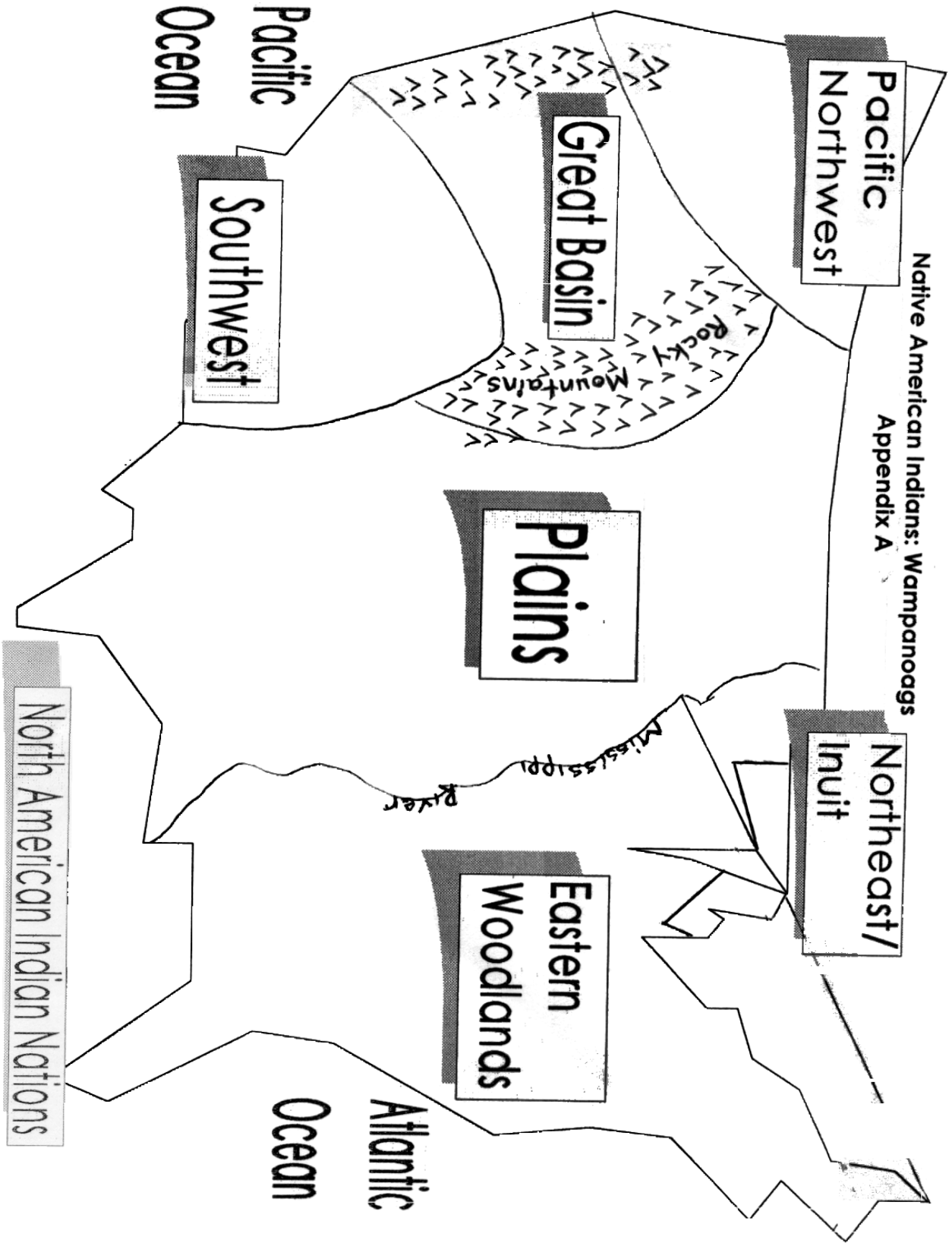
Children will perform a play for parents/guests based on the First Thanksgiving from the perspective of the Wampanoag Indians. Play can be one adapted and written by the teacher (sample: Appendix D) or one from another source (see bibliography). Costumes can be done as a class project (e.g. paper bag vests) or by parent volunteers (actual sewn costumes) or both. Props and scenery should be kept simple and age-appropriate and, again, can be done as a class project or by parent volunteers or both.

## VII. HANDOUTS/WORKSHEETS

- Appendix A. Map of the Indian Nations
- Appendix B. Example of chart for comparing the Indian Nations
- Appendix C. Activity page for Lesson Three
- Appendix D. Sample play for Culminating Activity

## VIII. BIBLIOGRAPHY

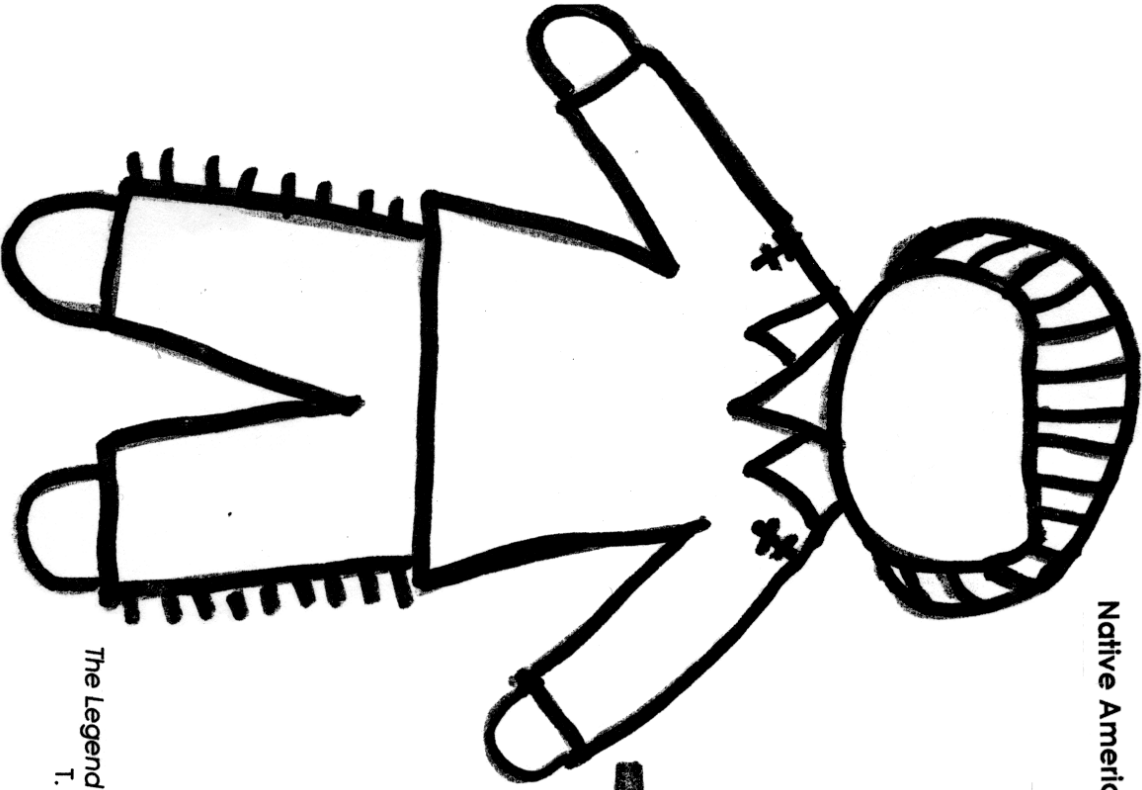
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Native American Indians: Wampanoags  
Appendix A

**Native American Indians: Wampanoags**  
**Appendix B**

	<b>Pacific Northwest</b>	<b>Great Basin</b>	<b>Southwest</b>	<b>Plains</b>	<b>Woodlands</b>	<b>Northeast/Inuit</b>
<b>Environment</b>	near the water	between mountains; water scarce	hot desert	grassy prairie	forests	cold, snow, ice
<b>Shelter</b>	longhouse made from cedar wood	nomads; made temporary shelters	adobe houses	tipis	wigwams and longhouses	igloos
<b>Food</b>	fish and whales	gatherers; mostly plants; some small animals	farming	hunted buffalo	fishing, hunting, gathering	seals; ice fishing
<b>Clothing</b>	← MADE	FROM	HIDES	OF	ANIMALS	HUNTED → parkas
<b>Craft/Artifacts</b>	totem poles	basket making	pottery	pipes	wampum	tobagans, snowshoes
<b>Famous People</b>	Chief Seattle (known as Seattle)	Sacajawea	Geronimo	Chief Black Kettle	Squanto, Samoset	Susan Aglukark (modern day Inuit musician)



Native American Indians: Wampanoags  
Appendix C

The Legend of the Bluebonnet  
T. DePaola

**Native American Indians: Wampanoags  
Appendix D**

**Miracle in Massachusetts: A Thanksgiving Play**

by Ann Duffy

(adapted from *Squanto and the Miracle of Thanksgiving* by Eric Metaxas)

**NARRATOR:** Once upon a time the eastern part of the United States on the continent of North America was settled by a group of Native American Indians who became known as the Woodlands. These Native Americans lived in dome-shaped houses called wigwams and longhouses. They believed in living in harmony with the land. Food came by planting, especially corn, hunting and fishing. Their leader, or "sachem", was called Massasoit. One particular tribe of Woodlands called the Wampanoags lived in the area that is now called Massachusetts. Our story opens in the year 1621 as the Wampanoags are about to experience a very important event in their history.

**SCENE: Three Wampanoags hiding in the trees are watching a group of "strangers". The rest of the tribe sits off to the side.**

**INDIAN #1:** Who are they and what are they doing?

**INDIAN #2:** It looks like they are trying to plant those seeds.

**INDIAN #3:** The way they are planting, the seeds will never grow.

**INDIAN #1:** Do you think we should help them?

**INDIAN #2:** I don't think so. They are a strange people and may not be friendly.

**INDIAN #3:** We should go and ask the sachem.

**SCENE: The Indians go to the other side of the stage and join the rest of the tribe. They pretend to tell the others about the strangers. Then they all sit together with Chief Massasoit who pretends to be giving advice. The Pilgrims continue to look bewildered.**

**NARRATOR:** These strangers were known as Pilgrims. They were Christian people who came from England across the Atlantic Ocean. The King had ordered every citizen to join the Church of England or be imprisoned and even hanged. Unable to worship God as they desired, the Pilgrims left England and went to

Holland. Twelve years later, they decided to sail across the ocean to the New World. Landing on the northeastern shores of the United States, they built a settlement and named it Plymouth in honor of the town where they lived in England. The first winter, the Pilgrims had little food and many became sick and died. It was now spring and the Pilgrims were struggling to plant their first crop. The heavenly Father knew their need and was about to provide some help.

**SCENE: Samoset approaches the “strangers’.**

**SAMOSSET:** Welcome, Englishmen.

**PILGRIMS:** You speak English!

**SAMOSSET:** Yes. I learned English from visiting English fishermen. I come from the Wampanoag people. We are ruled by wise Chief Massasoit. Our neighbors, the Patuxet People used to live here in this place. Four years ago a strange sickness killed the entire tribe. The land is good and will yield a bountiful crop if you plant it right. I will find someone to show you the way.

**NARRATOR:** Samoset spent the night in Plymouth. He and the Pilgrims shared stories and became friends. Samoset went away in the morning, **(Samoset walks off the “stage” and returns with Squanto.)** but returned four days later with another Indian. He introduces him to the Pilgrims.

**SQUANTO:** Hello! I am Squanto. I used to live here with my people, the Patuxets. As a young boy, I was kidnapped and sold as a slave to an Englishman who took me across the sea. I escaped and lived with monks in Spain. These monks taught me English and about the Creator. I was happy there but missed my home. In 1619, God provided me with a way back to my homeland. When I arrived, I found that my people had been wiped out by a bad sickness. I then went to live with my neighbors, the Wampanoags. My friend, Samoset, tells me you need help with planting corn.

**PILGRIM #1:** That sounds just like the story of Joseph in the Bible. He was sold as a slave, but God used the bad things to bring about His plan for Joseph to help save the people, even his own family, from starvation.

**PILGRIM #2:** Now, He has brought you through bad things to help us.

**PILGRIM #1:** As His Word says, “You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives.”  
(Genesis 50:20)

**PILGRIM #2:** We thank the Lord for bringing you to help us.

**NARRATOR:** Squanto stayed in Plymouth and taught the Pilgrims many things. He taught them how to gather berries and how to catch eel. He even showed them how to set lobster pots. Then the time came to plant the corn. **(Squanto and the Pilgrims pantomime what the narrator is saying.)**

**SQUANTO:** The oak leaves are as big as my thumb. It is time to plant the corn. This is the way to plant: put three herring in the soil. Press four or five kernels of corn into the soil and make a hill over it. Beside the corn plant beans so they can climb up the corn stalks. Between the rows, plant pumpkins and squash.

**SCENE: The Wampanoags on the other side of the stage stand and chant "The Planting Song." Squanto and the Pilgrims join in.**

**NARRATOR:** Squanto not only helped the Pilgrims to find food and plant corn, but he also helped the Pilgrims and the Wampanoags to make a peace treaty. That means that they agreed to be friends and not to harm each other. That year, when autumn arrived, a wonderful harvest and the Lord's love brought the two groups together in a very special way. The Pilgrims' new governor, William Bradford, had an idea. **(Bradford steps forward.)**

**BRADFORD:** We are grateful to God for bringing Squanto to be our Joseph and for such a plentiful harvest. Let us invite Massasoit and the Wampanoags to join us for a feast of thanksgiving.

**NARRATOR:** And so the invitation went out to the Indian tribe and they responded graciously.

**SCENE: The Wampanoags, led by Massasoit, Samoset and Squanto, sing "The Pow Wow Echo" while walking across the stage to join the Pilgrims. Pilgrims echo the song.**

**BRADFORD:** Welcome, friends!

**MASSASSOIT:** We are delighted to share your feast. Please accept our offerings for the table.

**BRADFORD:** Thank you! Come, let us join together around the table.

**SCENE: The Pilgrims and the Wampanoags walk up to the (paper) table and add the (paper) foods that they brought to the feast. (Optional: each may say what they are placing on the table.) Then they join hands with the Pilgrims placing themselves around the circle at different spots.**

**BRADFORD:** Let us pray. Father, we so thank you for this bountiful harvest.

**PILGRIM #3:** Thank you, Lord, for Squanto. We know you had your hand on him through his trials to prepare him to be our guide through our time of need.

**SQUANTO:** Father, I thank thee for my Pilgrim friends who have shown me that you truly had a plan for my life just as the Spanish monks had said.

**ALL TOGETHER:** Praise God from whom all blessings flow.

**NARRATOR:** Indeed! Who but the glorious God of heaven could have so intricately woven the lives of these strangers – a tribe of Woodlands Indians, a lonely Patuxet Indian brave returned from captivity and a group of struggling Pilgrims from across the sea – in such a way as to bless the world for centuries to come. Won't you join us now in giving thanks to Him for His many blessings.

**SCENE: Parents and guests stand and join the children in singing "The Doxology".**

**ALL THE CHILDREN:** Happy Thanksgiving!

### Acknowledgements

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