



Expeditionary Learning Schools
Learning Expedition Documentation Project

Native American Living: Beyond History Grade 3

Expedition Author

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Summary

This expedition consisted of three core investigations pertaining to Native Americans. Students explored stereotypes of Native Americans and other groups and developed a deep understanding of how stereotypes are formed and unraveled; they studied the daily lives of pre-colonial Northeastern woodland tribes, including the conflicts that they had with European settlers; and, they explored the lives of contemporary Native Americans and gained a deeper understanding of how Native American culture remains present in our modern world. Because the author of the expedition is herself Native American, cultural authenticity in the study was closely observed.

The Native American Living learning expedition began with a kick-off activity that helped students better understand and unravel stereotypes of Native Americans and other groups. Because the school has a diverse student population, the issue of ethnic stereotypes was particularly salient in uncovering



misunderstandings and improving relationships among Latino, African-American, Asian-American and European-American students. The final product for the expedition was a contemporary magazine called *Native American Living*, which captured student representations of many important aspects of Wampanoag culture. Throughout the duration of this learning expedition, Native American culture was woven into all subject areas, including social studies, literacy, science, math and arts. Students were engaged by artifacts, fieldwork, and expert speakers.

Although centered in Social Studies and English Language Arts, the expedition was embedded in all curriculum areas for a 3-month period (typically 3-4 hours of a school day for regular education students, and 2 hours for special education or Title I groups). Although the expedition was only scheduled to last for this period, the core skills introduced through the compelling topic were referenced, reinforced, and explored more deeply throughout the school year.

Students used peer critique and multiple drafts for their writing and art projects; some critique was used for nearly every product throughout the school year. Peer critique vastly improved the quality of students' final products.

While the school's entire third grade (approximately 70 students) participated in the core elements of this expedition, each classroom used different lessons and projects to explore shared guiding questions. This document represents examples of the work done in just *one* of those three classrooms.



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Guiding Questions

- What are stereotypes? How do they create problems for people?
- How did pre-colonial Native American life differ from life today?
- Where and how did Wampanoag people obtain the resources they needed to construct their villages, tools, weapons, clothing, and meals?
- How did the arrival of the Europeans change the lives of the Wampanoag people and vice-versa?
- What does Native American culture look like today?

Investigation Topic 1

Stereotypes

Students began their study of Native Americans by first examining stereotypes on a conceptual level and then focusing on stereotypes of Native Americans in particular. Students explored the idea that stereotypes are often based on *some* truth but that, because stereotypes are often not true for everyone in a group, they can limit and hurt people. Students brought their ideas about stereotypes home and spoke with their families about what stereotypes they held.

This broad exploration led to the kick-off for the expedition – a focus on the stereotypes the students held about Native Americans. Students were asked, “When I say ‘Indian’ what do you think?” They were asked to draw something and pin that drawing to the wall. The class then engaged in a “gallery walk”, in which they had the opportunity to view their classmate’s drawings and discuss the stereotypes they held. All of these activities and discussions allowed the class to approach the Native American Living learning expedition more humbly, with a greater understanding of the difference between knowing something and *thinking* we know something.



Long-Term Learning Targets

- I understand what a stereotype is and how stereotypes are often based on some element of truth.
- I understand that stereotypes can be hurtful and harmful.
- I can identify my stereotypes of many groups of people.
- I can identify my stereotypes of Native Americans.
- I can base my understanding of people on what I know, not what I think I know.



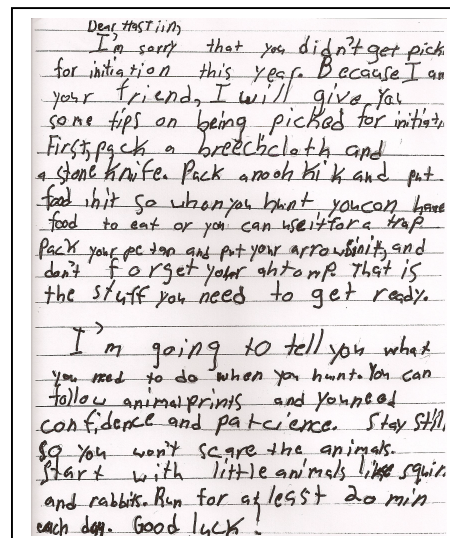
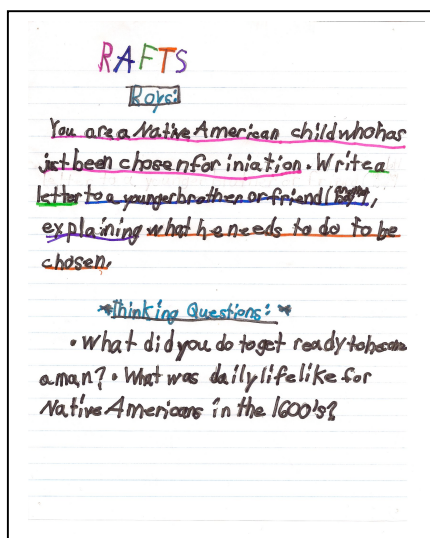
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Investigation Topic 2

The Eastern Woodland Tribes

A new understanding of the dangers of stereotyping led the class to a study what life was like for the Eastern Woodland tribes. This portion of the learning expedition closely followed the district social studies pacing guide, which focuses on the Wampanoag tribe in the time just before the arrival of the settlers in Massachusetts. Students examined the terrain and geography of the land at that time, and explored typical values and spiritual beliefs, housing, clothing, farming, hunting, and gathering. They learned about the structure of tribes, their ways of governing, leading their young, trading, and waging war. Students also studied the Pilgrim's arrival on the Mayflower, including their first interactions with natives, who helped them to survive the difficult winter, and the ways in which these encounters changed the lives of the Native Americans. Students studied changes in Native American culture through fieldwork and experts, and through various literary works, including fiction, non-fiction, poetry, songs, and primary and secondary documents.



Long-Term Learning Targets

- I understand what a day in the life of a Wampanoag boy or girl my age would be like.
- I can use writing and artwork to showcase what I have learned about the daily life of Native American tribes who lived in my area centuries ago.
- I am familiar with Native American spiritual beliefs and connections to the earth.
- I understand that the Wampanoag and other tribes acquired everything they needed for life from the natural world.
- I am familiar with the tools and weapons Native Americans used on the hunt, and to create homes, farms, clothing, and other necessities.



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Investigation Topic 3

Contemporary Native Americans

After learning so much about pre-Colonial Native Americans, it was important for students to understand that Native Americans still live in the United States and that, just as times have changed for European Americans, so have times changed for Native Americans. Images and notions of what life was like more than 300 years ago are often what people think of when they think of Native Americans. In order to offer a more complex and realistic view of Native Americans the class revisited the idea of stereotyping to engage in deeper thinking about the lives of contemporary Native Americans. One key component of this investigation came from drawing on the experiences of the teacher, a member of the Nipmuc Nation, and another expert visitor who is a member of the Mohawk nation.

Long-Term Learning Targets

- I can explain how Native American lifestyles today are different, or the same, from the lifestyles of Native Americans in colonial times.
- I can explain how Native Americans of today have many different tribes and cultural traditions; that they are not all one group.
- I can explain challenges to modern-day Native Americans, due to stereotypes, past prejudice, and current prejudice.





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Connections to State and District Frameworks

Social Studies

History and Geography

- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance
- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing
- Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community
- Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century

Civics and Government

- Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights)
- Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings)

New England and Massachusetts

- Identify the Wampanoag's and their leaders at the time the Pilgrims arrived, and describe their way of life
- In a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills
- Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony
- After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements

Cities and Towns of Massachusetts

- Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed
- On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance
- Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding
- Give examples of goods and services provided by their local businesses and industries



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Connections to State and District Frameworks

English Language Arts

- Nonfiction: Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
- Style and Language: Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.
- Vocabulary and Concept Development: Students will understand and acquire new vocabulary and use it correctly in reading and writing.
- Structure and Origins of Modern English: Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages
- Formal and Informal English: Students will describe, analyze, and use appropriately formal and informal English.
- Understanding a Text: Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.
- Genre: Students will identify, analyze, and apply knowledge of the characteristics of different genres.
- Theme: Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
- Fiction: Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
- Poetry: Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
- Myth, Traditional Narrative, and Classical Literature: Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.





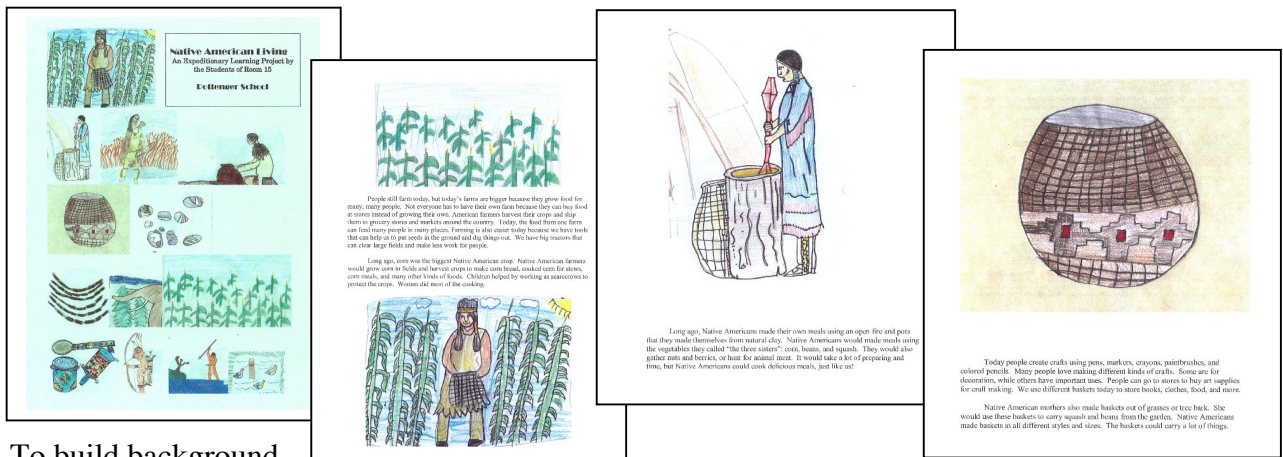
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Major Projects

1. Children's Magazine of Native American Living

Description

The class created a children's magazine titled *Native American Living*, which captured essential aspects of historic Wampanoag (and other eastern woodland tribes) culture. Each student created their own illustration page for the magazine and described their artwork with a well-written caption. All the writing and illustration for the magazine went through an extended process of multiple drafts, with lessons and critique infused in the process.



To build background knowledge and writing skills for the magazine, students were involved in a written exercise of creating persuasive compositions from the point of view of Native Americans. The structure for the persuasive writing utilized the "RAFTS" structure (focused on: Role, Audience, Format, Topic, Strong Verb). All students produced two written pieces for display in a schoolwide exhibition. Selected RAFTS documents were used in the magazine as well: descriptive letters became an "advice" column, and persuasive letters made up an "opinions" section.

2. Native American Arts

Description

Students were engaged in a variety of Native American art and craft work, with a focus on historical and cultural accuracy, including painted pottery and beadwork. Beading projects involved students in a number of key math concepts of sequences, patterns and symmetry.



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Embedded and Related Literacy, Math, and Arts Work

Literacy

- The RAFTS writing format allowed students to write for a certain audience, from a certain perspective, and with a specific goal in mind.
- “Reading-free” reader’s workshops helped students of all levels develop strong comprehension, synthesis, and expression skills.
- Comparing and contrasting strategies, using Venn diagrams, were used when reading The Rough-Faced Girl, a Native American Cinderella story.
- Writing workshops and classroom critiques aided in authentic word choice and description.
- Reading assorted documents, from primary sources to fiction, and everything in between, helped students understand Native Americans on a deeper level.
- Students completed book reports and participated in group work and read-alouds of brilliant children’s literature about Native Americans which enabled them to improve their reading comprehension skills.
- Students gained comfort using a variety of written formats (letters, persuasions, poems, and captions) in their product work.

Math

- As part of a “Calendar Analysis” students studied the importance of the moon, seasons, and months in Native American culture, and they drew mathematical connections as they examined the calendar year.
- Students studied patterns, sequence, and symmetry when working on their beaded necklaces. Many students elected to use symmetry in their patterns; this helped them grasp important grade-level geometry concepts through hands-on construction.

Arts

- Art Journals for fieldwork bus ride
- Modeling and patterning Clay pots
- Making ring and pin games
- Beading necklaces
- Magazine illustrations





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Connections to the Community and Larger World

Fieldwork

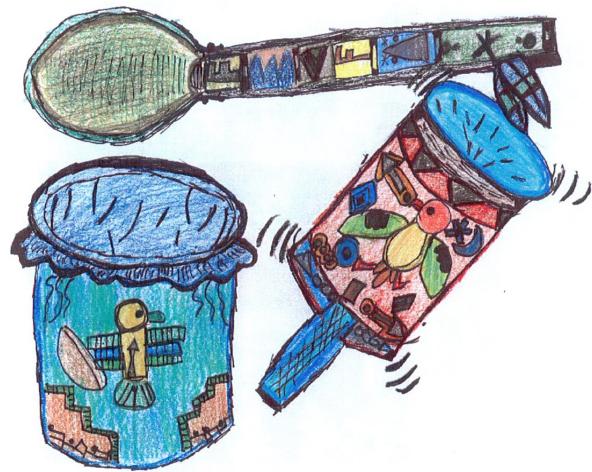
The entire third grade took a trip to the Mashantucket Pequot Museum in Connecticut. This museum allowed students to step back in time and walk the grounds (as they would appear) of a typical Pequot village. They were able to see the tasks that children their age would have carried out, observe the hunt, walk through authentically made wigwams and wigwags, examine real artifacts, and see the dress and people in a carefully reconstructed setting. Students were also able to observe the visible changes which beset the people after settlers arrived in America – changes in tools, village layouts, and travel. This fieldwork was essential to the *Native American Living* magazine product because it provided powerful and memorable imagery that students could then use to create and critique their own representations of Native American life. This fieldwork sparked engagement and questions in many students, while also affirming how much learning had already taken place in the classroom.

Service

The class invited the school community to celebrate their products when they were completed. They took joy in conducting read-alouds for younger children (each child read his or her own self-created page). The third grade students taught the younger students by comparing the lifestyle of pre-colonial Native Americans to our own present-day lifestyles.

Experts

Gloria, a Mowhawk Native American woman, came to speak with the students about her culture and history. She came in authentic deerskin dress and she brought a beautiful rain stick and an eagle's feather to share with students. Students were very inquisitive and were able to have many of their questions about modern day Native Americans answered.



Students were also lucky to have their own “resident expert” – their classroom teacher – who is a member of the Nipmuc Nation, one of the eastern woodland tribes studied. Two of the third grade students also had Native American ancestry; they brought in pictures from pow-wows, artifacts, and told stories. The reading program was enhanced with primary documents, such as ancestry documents and tribal letters, made available from the teacher's family. These documents gave students access to so much more than just their textbook. Perhaps the most important aspect of having a teacher who is Native American was the power that this had in breaking student stereotypes about modern day



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Native Americans. Their connection to “real life” Native Americans helped them connect to the curriculum.

Exhibitions

Pottenger School hosted its exhibition night in June, just after the *Native American Living* magazine was completed. At this annual event, the entire school exhibited their finest expeditionary learning work. Teachers and students highlighted performances and celebrated all of the year’s expeditions.

After the exhibition night, third grade families were invited back to room 15 for an “exhibition extension”, in which students were able to further highlight their work during the Native American Living expedition. They displayed and presented the work of which they personally felt most proud, and they shared a “sneak-peak” grand opening performance reading from the *Native American Living* magazine.





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Calendar

Month #1

Monday	Tuesday	Wednesday	Thursday	Friday
BBK- drawing prompt and brief discussion (SS) (ELA)	(Non) Reader's Workshop: constructing stereotypes (SS) (ELA)	...unraveling stereotypes by synthesizing new ideas (SS) (ELA)	Opening our minds to learn more and therefore breaking stereotypes! (SS)	Preview/ picture walk through text chapter three. Questioning WS. (SS) (ELA)
Looking at the village: "what do you notice?" (SS)	Text exploration and reading. (SS) (ELA)	Read Aloud: Native American Life: the expedition product from last year. (SS) (ELA)	Expert Speaker: Gloria presents authentic stories, clothing, and artifacts. (SS)	Discussion of guest speaker. (SS) (ELA)
Read Aloud: The River Ran Wild, a book that shows time progression and change.	Read Aloud: And Still The Turtle Watched, a book that also shows Native American influence and the passing of time	Reader's Workshop: Synthesis and review of our learning targets for the expedition	Field Work: The Mashantucket Pequot Museum	Discussion of field work and sharing of art journals and favorite parts.
Text book group jigsaw: reading and reporting to the class	Shared Writing: A letter to thank the museum	Art Project: making clay pots	Textbook work	Textbook work

Month #2

Monday	Tuesday	Wednesday	Thursday	Friday
-Introducing RAFTS -Read Aloud: Tapenum's Day	Read Aloud: Tapenum's Day	Tapenum's Day Review: Charting the daily life of a Native American boy our age.	Reader's Workshop: Summarizing Tapenum's Day verbally for RAFTS prewriting	Art Project: looking at Native patterns and painting clay pots (now dried)
Writer's Workshop: RAFTS drafting	RAFTS drafting	RAFTS peer revision: fluency	Peer Critique: the entire class notices the word choice of their peers	Peer Critique: continues; first RAFTS assignment due



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Month #2 cont.

Monday	Tuesday	Wednesday	Thursday	Friday
Art Project: Beadwork necklaces with symmetry connection to math	- Introduction to second RAFTS writing prompt - Beadwork necklaces	- RAFTS Prewriting brainstorm: pros and cons of settlers coming - Beadwork necklaces	- Continue prewriting, begin RAFTS draft #1 - Beadwork necklaces	- RAFTS drafting - Beadwork necklaces
- RAFTS critique: pros side - Beadwork necklaces	- RAFTS critique: pros side - Beadwork necklaces	- RAFTS critique: cons side - Beadwork necklaces	- RAFTS critique: cons side - Beadwork necklaces	- Second RAFTS assignment due - Beadwork necklaces

Month #3

Monday	Tuesday	Wednesday	Thursday	Friday
Brainstorm: daily living images for magazine	Assigning: magazine pages based on preference	Art Project: image selection for magazine illustration	Drafting magazine illustrations, following with color for draft #1	First class-wide critique of drawings, practice being concrete and positive
Continue critique	Move to second draft, critique, and redraft process	Magazine illustration draft, critique, and redraft process	Magazine illustration draft, critique, and redraft process	Second class-wide critique: looking more carefully at details in bodies and faces.
Finalizing drafts at varied paces; moving to color and fine-point sharpie pen.	Continuing to finalize magazine illustrations	those finished are working on book reports and available for peer critique <_____>	_____>	Book Report Posters due Magazine Illustrations due
Writing captions: prewriting dictation	Revising captions	Individual meetings: editing of final magazine pages	Classroom Exhibition: Unveiling our magazine!	