



Good Intentions, Misunderstanding, Betrayal:

A Study of the First Encounters
Between Native Americans and
Pilgrims



Denver Public Schools

In partnership with Metropolitan State College of Denver

THE ALMA PROJECT
A Cultural Curriculum Infusion Model



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A Study of the First Encounters Between
Native Americans and Pilgrims

By Sara Hensen

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The Alma Curriculum and Teacher Training Project

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Denver Public Schools, Denver, Colorado

ABOUT THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field-tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2000-2001 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- ◆ It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- ◆ It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- ◆ The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- ◆ A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards. Alma instructional units are currently available on the Alma Project web site. (<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

ALMA PROJECT

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Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
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Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
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The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Patty Wypler, Editor
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*
The Iroquois instructional unit

INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center to help them in teaching the units. The Center is located at 2320 West 4th Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

CONTRIBUTING AUTHORS

The following Denver Public Schools teachers are to be commended for their significant contributions to the Alma Project. Their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

1998-1999		
Contributing Author	Topic	School
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions	Denver School of the Arts
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenk Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School

Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescascas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

1999-2000		
Contributing Author	Topic	School
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families.....A Celebration	Kaiser Elementary
	Plants/Las Plantas	
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

2000-2001		
Contributing Author	Topic	School
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

2001-2002		
Contributing Author	Topic	School
Arthur L. Campa, PhD & Ellen J. Campa	LARASA's Legacy: Catalyst for Change: Archuleta, Noel, and Valdez	Metro State College
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

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Between Native Americans and Pilgrims

Concepts

- History's Affect on Human Experience
- Clash of Cultures
- Exploration
- Constructing Interpretations
- Certain Situations, Thoughts, or Feelings are Timeless (Fear, Bravery, Manipulation, Sharing)
- Conflict
- Coexistence

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Introduction

When Europeans first reached the North American continent, they found hundreds of tribes already inhabited the vast and rich land. The newcomers quickly realized the land was filled with a wealth of natural resources. They were not, however, willing to recognize the spiritual, cultural, and intellectual riches of the people they called “Indians.”

This unit examines the problems that develop when people of different cultures come together, using historical fiction as a guide. The first encounters between the American Indians and non-Indian people have been both productive and tragic. The Europeans believed they had “discovered” new land, but their religious bigotry, cultural bias, and materialistic view of the world kept them from appreciating the people who already lived in this “New World.” Throughout generations, they attempted to change the way of life of the indigenous people. Even today, our understanding of the history and culture of American Indians is derived from unsympathetic, culturally biased, and inaccurate reports.

This unit of study will attempt to provide a balanced account of the history of relations between the Indians and whites, and will challenge many prevalent myths and stereotypes.

Implementation Guidelines

It is recommended that this unit be taught in fourth or fifth grade, as an introduction to the genre historical fiction. This unit incorporates reading, writing, and history. Students will work independently, with pairs, in cooperative groups, and as a whole group throughout the unit, and integrate the writing process. It is recommended that this unit be taught in the Shared Reading component of a literacy block—each lesson lasts about 20-25 minutes and focuses on comprehension strategies and historical events.

If students are unfamiliar with the controversy surrounding the arrival of Pilgrims to what is now called North America, it is recommended that you share the student books listed in the bibliography. Read aloud a balance of stories written from a Native American perspective and from the Pilgrim’s perspective and discuss both experiences. Students should build collective knowledge about this time period before beginning the unit.

Instructional Materials and Resources

The following resources (books) are needed for implementing this unit:

People of the Breaking Day by Marcia Sewall
Pilgrims of Plimoth by Marcia Sewall
Encounter by Jane Yolen
Thunder From the Clear Sky by Marcia Sewall

The following are resources and materials for each lesson:

Lesson 1:

Multiple copies of *People of the Breaking Day* by Marcia Sewall
Large piece of paper, one per group
Chart paper
Pencils, markers
Writing prompt, one per student

Lesson 2:

Multiple copies of *Pilgrims of Plimoth* by Marcia Sewall
Multiple copies of *People of the Breaking Day* by Marcia Sewall
Wampanoag/Pilgrims Venn diagram, one per student
Chart paper, markers

Lesson 3:

Multiple copies of *Encounter* by Jane Yolen
Historical Fiction Elements web posted in reading area
Two-column note-taking form with excerpts from *Encounter*, one per student
Chart paper, markers
Early map of America

Lesson 4:

Multiple copies of *Encounter* by Jane Yolen
Historical Fiction Elements web posted in reading area
Chart-size Historical Fiction Graphic Organizer—character flow chart
Copy of Historical Fiction Graphic Organizer, one per student
Chart paper, markers
Pencils

Lesson 5:

Multiple copies of *Encounter* by Jane Yolen
Historical Fiction Elements web posted in reading area
Dictionaries, one per student or pair of students
Chart paper, markers
“Word, Picture, Definition” note-taking form, one per student
Historical Fiction Graphic Organizer, chart-sized copy

Lesson 6:

Multiple copies of *Encounter* by Jane Yolen
Historical Fiction Elements web posted in reading area
Completed Historical Fiction character flow chart from *Encounter*, student copies and chart-sized copy
Student Response guide

Lesson 7:

Teacher copy of *Encounter* by Jane Yolen
Historical Fiction Elements web posted
Historical Fiction Graphic Organizer posted
Overhead and wet-erase markers (optional, for creating rubric with students)
Writing Prompt, one per student
Scoring Guide handout, one per student (later in lesson, you will have to create with students first)

Lesson 8:

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall
Teacher copy of *Encounter* by Jane Yolen (to refer to for dates and review of information)
Two-column note-taking form, one per student
Chart paper, markers
Map of Early America

Lesson 9:

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall
Butcher paper, markers
Timeline graphic organizer, one per student
Pencils

Lesson 10:

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall
Writing prompt, one per student
Pencils
Chart paper, markers
Graphic Organizer—timeline of dates, events, results on chart paper and individual student copies

Lesson 11:

Multiple copies of *People of the Breaking Day* by Marcia Sewall
Multiple copies of *Pilgrims of Plimoth* by Marcia Sewall
Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall
Multiple copies of *Encounter* by Jane Yolen
Student-completed “Word, Picture, Definition” forms from *Encounter*
Student-completed two-column note taking forms from *Encounter* and *Thunder From the Clear Sky*
Historical Fiction Elements web on chart paper
Historical Fiction character flow chart, completed from *Encounter*, student copies and chart-sized copy
Timeline sequencing dates, events, and results, from *Thunder From the Clear Sky*, student copies and chart-sized copy
Large white construction paper, 4-6 pieces per student
Crayons, markers, colored pencils
Magazines to cut up (optional)
Scoring guide for historical fiction writing, one per student (see Lesson 7)

Lesson Summary

Lesson 1	Early Indian Life 8
	Students read <i>People of the Breaking Day</i> by Marcia Sewall, then respond to a writing prompt pretending to be a Wampanoag Indian child in the days before the encounters with non-Indians.
Lesson 2	The Pilgrims Come to North America 12
	Students read <i>Pilgrims of Plimoth</i> by Marcia Sewall and gain background knowledge on life for the Pilgrims after their journey from England. Students will use a Venn diagram to compare the lifestyles of the Wampanoag and the Pilgrims before the hostility.

Lesson 3	Strangers From the Sky17 Students read <i>Encounter</i> by Jane Yolen and make connections between the treatment of Indians by Europeans across land and time. Students make predictions and inferences about the fictional account through a two-column, visualization note-taking form.	17
Lesson 4	Through the Eyes of a Child21 Students begin to record the historical events through the eyes of the young Taino boy with a graphic organizer designed for reading historical fiction.	21
Lesson 5	So It Was, We Lost Our Land25 Students complete the Historical Fiction Graphic Organizer after the final reading of <i>Encounter</i> , then decode high-level, historical vocabulary by using a “Word, Picture, Definition” three-column form.	25
Lesson 6	What Makes it Historical?30 Students work in small groups to respond to <i>Encounter</i> with questions such as, “What made the story historical?” and “What historical facts did the author include so we have a greater understanding of the time period?”	30
Lesson 7	Life as a Taino Kid34 Students will write a diary entry from the perspective of a Native American child during the time when the first Pilgrims arrived, using elements of historical fiction in their writing.	34
Lesson 8	On Plimoth Plantation39 Students will respond to excerpts from a new text, <i>Thunder From the Clear Sky</i> by Marcia Sewall on a two-column note-taking form, before a shared reading of the text.	39
Lesson 9	“Aquen’ne”—Wampanoag for “Peace”43 Students will continue a shared reading of <i>Thunder From the Clear Sky</i> , and document important dates, events, and results of events on a graphic organizer designed to timeline and sequence historical events.	43
Lesson 10	Struggle and Survival.....47 Students will continue to document dates, events, and results on the timeline, the write an apology from the perspective of a Pilgrim to a Wampanoag after the final reading of <i>Thunder From the Clear Sky</i> .	47
Lesson 11	Post-Unit Assessment51 Students create a scrapbook of all their work completed during the unit, in addition to artifacts that make the scrapbook seem authentic to the historical time period and the surrounding controversy.	51

Lesson 1: Early Indian Life

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will identify unique characteristics of a culture as presented in literature.

Students will respond to and make personal connections with facts, characters, and situations in literature.

Students will identify elements within literature that indicate it is from a specific culture or historical period.

OBJECTIVES

Students will identify unique characteristics of a culture as presented in literature as measured by a “picture walk” and shared reading through the book, *People of the Breaking Day* by Marcia Sewall, and then responding to a writing prompt.

SPECIFICS

Most students are familiar with the first meeting between the Pilgrims and the Native Americans in the context of the first Thanksgiving or, depending on their exposure to the time period, the story of Squanto or other famous names and events. However, many students do not have background knowledge of the controversy surrounding the arrival of Pilgrims and the clash of cultures and beliefs when they encountered Native Americans.

The homeland of the Wampanoag people is southeastern Massachusetts and Rhode Island. The name “Wampanoag” means “eastern people” or “people of the dawn,” or “people of the first light.” “Wompag” means “bright light” in their language. It was the Wampanoag Indians who shared their thanksgiving harvests with the Pilgrims in the 1620s. The Wampanoag gave the Pilgrims Indian corn, squash, and beans, thus ensuring the survival of the first permanent European settlers in New England, the Colony of New Plimoth. The Wampanoag taught the Pilgrims about the land the colonists named New Plimoth, and about how to protect themselves from the harsh winters. But long before the Pilgrims landed in Plimoth, the Wampanoag had made the area now called Massachusetts their home. They planted the land, hunted in the woods, and fished in the waters. They lived in harmony with nature and the changing seasons, without any threat of intruders. *People of the Breaking Day* recreates the world of the Wampanoag, the “people of the dawn,” before the meeting of two very different cultures.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Graphic Organizer—Webbing

Cooperative Learning Groups

Group Share

PRELIMINARY LESSON PREPARATION

Preview *People of the Breaking Day* by Marcia Sewall. Pick out words or phrases that will present challenges to students, preparing to introduce key ideas or vocabulary. For example, you should preview the meaning of the Native American words in English (in the back of the book). Orient students to the format of this text—the glossary, the small translation page, etc. Have a large piece of paper ready for each group of students for when they are sent to write a diary entry from the perspective of a young Native American or Pilgrim child (bigger pieces of white construction paper work fine), as well as a copy of the writing prompt for each group. Have another piece of chart paper ready with a web drawn on it. The web should have the elements, “Characters;” “Setting;” “Plot;” “Dialogue;” “Historical Event;” and “Problem” written in, without descriptions. This is where you will guide group responses into the elements of historical fiction and record them on the web with the students. The web will then hang in the classroom for the rest of the unit. The purpose of today’s lesson is to guide students’ thinking about a particular time period into literary elements found in historical fiction. It is not necessary that students have great understanding of the time period or of the controversy quite yet.

ACTIVITIES

Lead a whole-group discussion about the time period of the first meetings between Native Americans and Pilgrims. Present *People of the Breaking Day* to students and explain that you will begin studying the issues surrounding this time in history. Ask students what they know about the lifestyles of Pilgrims and Native Americans, how the two groups got along, what they ate, where they lived, etc. Explain to students that you will read *People of the Breaking Day*, which tells about the life of the Wampanoag people before they were confronted with European settlers. Ask students to visualize what life might have been like for these natives before the intrusion. Use the pictures in the text to prompt student responses about the time period. Record all responses on the chart paper posted. Take a picture-walk through the text, orienting students to special nonfiction text features such as the glossary and the small translation page. Be sure to introduce complex vocabulary and ideas presented in the pictures during the “walk,” so students will be familiar with certain concepts before reading. Read the story, pausing to think aloud unfamiliar ideas and concepts. Be sure to think aloud the feelings or thoughts the Wampanoag people might have had about their experiences, especially the children. This will give students ideas for today’s activity.

Now the students will work in small groups to respond to a writing prompt, “Write a diary entry pretending you are a Native American child before the Pilgrims first arrived on Native American soil.” Students will be assessed on what they naturally include in a piece of historical fiction writing. Explain to students that your class will begin studying the genre of historical fiction, using the time of the Pilgrims and Native Americans as a unit of study. Explain that good writers of historical fiction have to take real, historical events they read about in nonfiction texts and include them in a fictional story, creating characters and problems for the

characters. Tell students that they will now use the historical lifestyle they just read about in the nonfiction text, *People of the Breaking Day*, and create a fictional account of a Wampanoag child their age living within a tribe before witnessing the first arrival of explorers from Europe. In small groups (four or five students), students will write a piece of historical fiction, including thoughts, feelings, dialogue, and action specific to a Wampanoag child living in those times. Pass out the writing prompt handout so students have a structure for writing. Because this is the unit pre-assessment, do not guide student responses too much here. Tell students to use their imagination and include things they naturally would consider important in “a day in the life of” a Wampanoag child their age, using some ideas you discussed as a class and read about in the text.

Bring the class back together and have one member from each group share their group’s diary entry. Have each group share the elements they found important to include in the diary entry. While each group shares, point to the elements the responses would fall under on the web posted on chart paper (for instance, you may point to “Setting” when a group mentions clothing specific to the time period). After each group shares, work with students to generate a list of things specific to historical fiction under each element on the web. See the attached historical fiction web for an idea of what a completed web should look like.

Close by posting the completed web in the classroom and explaining to students that you will look for these elements in their writing of historical fiction pieces over the next couple of weeks.

VOCABULARY

Genre A French word meaning “type or kind.” Genres are a classification system formed to provide a way of talking about the characteristics of texts, i.e., historical fiction is drawn from the writer’s imagination but is true to life in some period of the past.

Historical fiction A genre that includes real facts from history together with fictional characters and fictional problems

RESOURCES/MATERIALS

Multiple copies of *People of the Breaking Day* by Marcia Sewall

Two pieces of chart paper, markers

Large pieces of construction paper or other large paper, one per group

Pencils

Writing prompt handout, one per group

ASSESSMENT

Each group of students will be assessed on their proficiency of writing a small piece of historical fiction. Because this is the unit pre-assessment, the rubric is not shared with students at this time. Use the following rubric to assess students’ understanding of the elements of historical fiction at this early stage, knowing you will use the same rubric at the end of the unit to gauge student understanding of the genre.

Rubric Points

Description

- 4 It is obvious the student wrote from the perspective of a Wampanoag child—there are examples of lifestyle found from the text; details, examples, and descriptions are authentic to the time period. The diary entry is organized and interesting, verbs and nouns are used correctly, there are no errors in capitalization and punctuation. Descriptions are fun to read, thoughts, dialogue, setting, and events/problems are specific to the historical events.

- 3 The reader can recognize the perspective of a Wampanoag child, there are basic facts, details, and descriptions to prove it. The diary entry follows a logical sequence, events of the day are told in the order they happened. For the most part, nouns, verbs, punctuation, and capitalization are used correctly. There are no errors in setting, dialogue, characters, or events based on the historical time period.
- 2 The reader might be confused at first if the student wrote from a perspective of a Wampanoag child. Some examples of characters, setting, dialogue, and problems/ events are not authentic to the time period. It is difficult to recognize this diary entry as a historical account. Many errors in verb and noun usage, punctuation, capitalization, and spelling easily distract the reader. The piece may not be written in a letter format.
- 1 The student did not attempt to write from the perspective of a fictional Wampanoag child, and the piece is not written in a letter format. Little or none of the writing relates to the historical time period; characters, setting, dialogue, and problems/events are missing or do not follow the writing prompt. Errors in punctuation, capitalization, grammar, and spelling make this piece very difficult to read.

Name _____

Lesson 1: Writing Prompt

Pretend you are a Wampanoag kid living in early America, before the Pilgrims arrived from Europe. What is life like for you? What do you eat? Where do you sleep? Who are your family members? What do you do for fun?

Write a letter to your diary telling about an average day in your life. Be sure to use examples of the Wampanoag lifestyle from the text, *People of the Breaking Day* by Marcia Sewall.

Lesson 2: The Pilgrims Come to North America

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students know how to use the processes and resources of historical inquiry. (H2)

BENCHMARKS

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will respond and make connections with facts, characters, and situations from a variety of texts.

Students will gather information and formulate questions and hypotheses about historic communities.

Students will describe common human experiences as they exist in diverse cultural traditions.

OBJECTIVES

The student will demonstrate understanding of the unique characteristics of two different cultures during the same historical period as demonstrated by a compare and contrast graphic organizer.

SPECIFICS

English citizens had to belong to the Church of England, which was headed by a king. It was the law. Anyone who refused to join this church was in danger of being arrested. In eastern England, some citizens separated from the Church of England to form their own congregation. They moved to the Netherlands to avoid persecution, but they found they missed the English culture. These people named themselves Pilgrims, meaning “homeless travelers.” On September 16, 1620, more than 100 Pilgrims left the Netherlands to sail to the English colony in North America. It was a rough journey. Their ship, the Mayflower, was blown off course. Instead of arriving on the coast of Virginia, the Pilgrims arrived hundreds of miles to the north, off the coast of what is now Massachusetts. The Pilgrims called this land Plymouth.

The Pilgrims had few resources. The natives already living on North American soil, the Wampanoag Indians, helped the Pilgrims even though the Pilgrims were stealing their corn. The Wampanoag did this in hopes of finding an ally to help them fight their enemies at the time, another tribe called the Narragansett.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Graphic Organizer—Venn Diagram

Shared Reading

Cooperative Learning Groups

Whole-Group Discussion

PRELIMINARY LESSON PREPARATION

Be sure each student has a copy of *The Pilgrims of Plimoth* and a copy of *People of the Breaking Day* for later in the lesson. Have a copy of the Venn diagram comparing and contrasting Wampanoag and Pilgrim life before their encounter with each other for each student. You may want to prepare student groups ahead of time. Prepare a piece of chart paper with a blank Venn diagram to later record student responses.

ACTIVITIES

Read the Specifics section to the students to provide background on Pilgrim history. Explain to students that you will now read another nonfiction text written by Marcia Sewall that describes the lifestyle of Pilgrims once they arrived on North American soil. Ask students for prediction on how the Pilgrims lived—“Did they begin to dress and speak like the Wampanoag already living on the land? Did Pilgrim kids go to school? Did they play with Wampanoag kids their age? Preview the glossary with students to give them an idea of complex language and vocabulary they will come across in this text. When you come across these words while reading, think aloud the meaning, “I remember this word from the glossary. I’m going to flip back to the glossary to make sure I am understanding the meaning.”

While reading, students should be taking notes on their Venn Diagram, using specific examples from the text to compare Wampanoag lifestyle with Pilgrim lifestyle. After reading, put students in small groups so they may work together to gather information about topics such as clothes, homes, food, and so on. Be sure students are using examples from both texts, *People of the Breaking Day* and *Pilgrims of Plimoth*. After students work in small groups, come back together as a class to create one large class Venn Diagram. Using the Venn Diagram set-up on chart paper, record information students collected in the circles, compiling findings from each group. See following page for an example of a completed diagram.

RESOURCES/MATERIALS

Multiple copies of *Pilgrims of Plimoth* by Marcia Sewall

Multiple copies of *People of the Breaking Day* by Marcia Sewall

One Venn diagram, “Wampanoag/Pilgrims” per student

Chart paper, markers

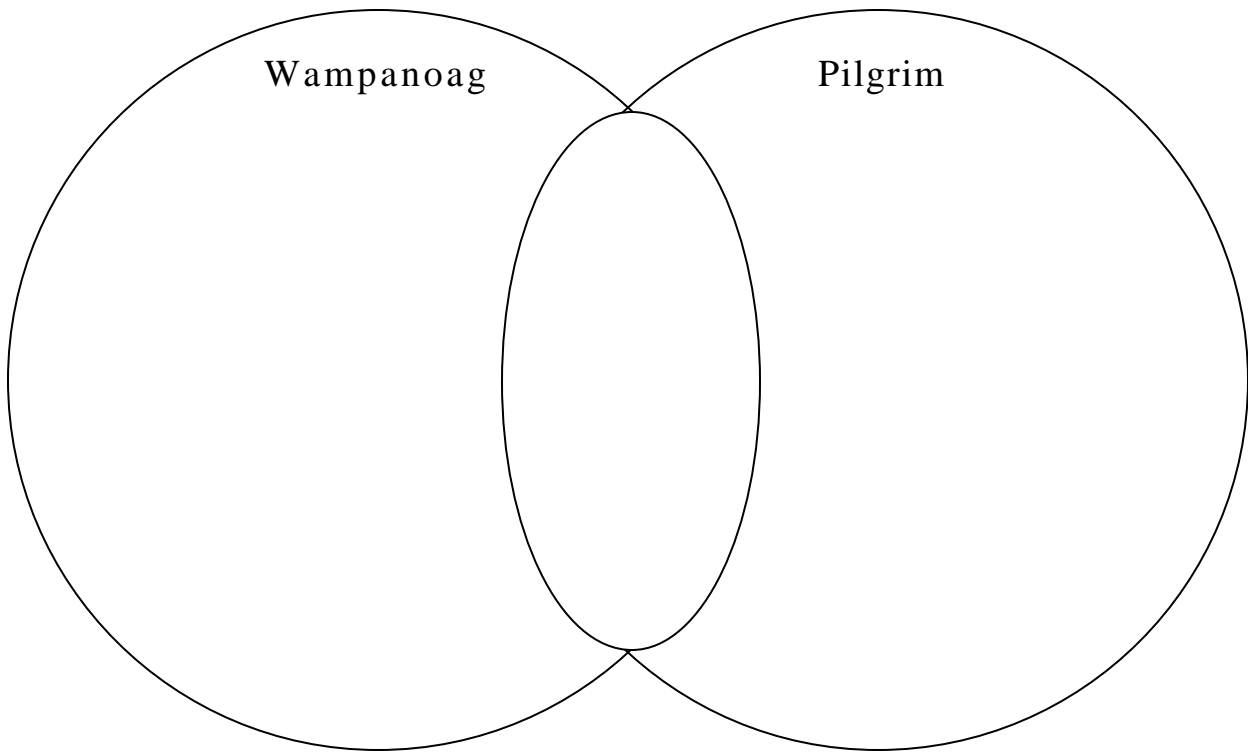
ASSESSMENT

Each student should complete an individual Venn diagram even though they work within a small group to gather necessary information. Use the following rubric to score student work as well as participation within their learning group.

<u>Rubric Points</u>	<u>Description</u>
4	The student used concrete examples from each text to compare and contrast the lifestyles of Pilgrims and Wampanoag. Some facts or examples are surprising and prove the student worked well with others to generate thoughtful and accurate responses.
3	The student obviously worked with others to list accurate facts comparing the lifestyles of the two cultures. It is easy to read the Venn Diagram and recognize examples from the texts.
2	The student's work demonstrates some struggle working within a group. Some accurate facts from the texts are listed, but other facts are missing or cannot be proven by rereading the text. Many of the examples are confusing or do not demonstrate full comprehension of the reading.
1	The student listed little or no facts or examples. They obviously did not work cooperatively with group members. Student work reflects no understanding of the purpose of the assignment or comprehension of the texts.

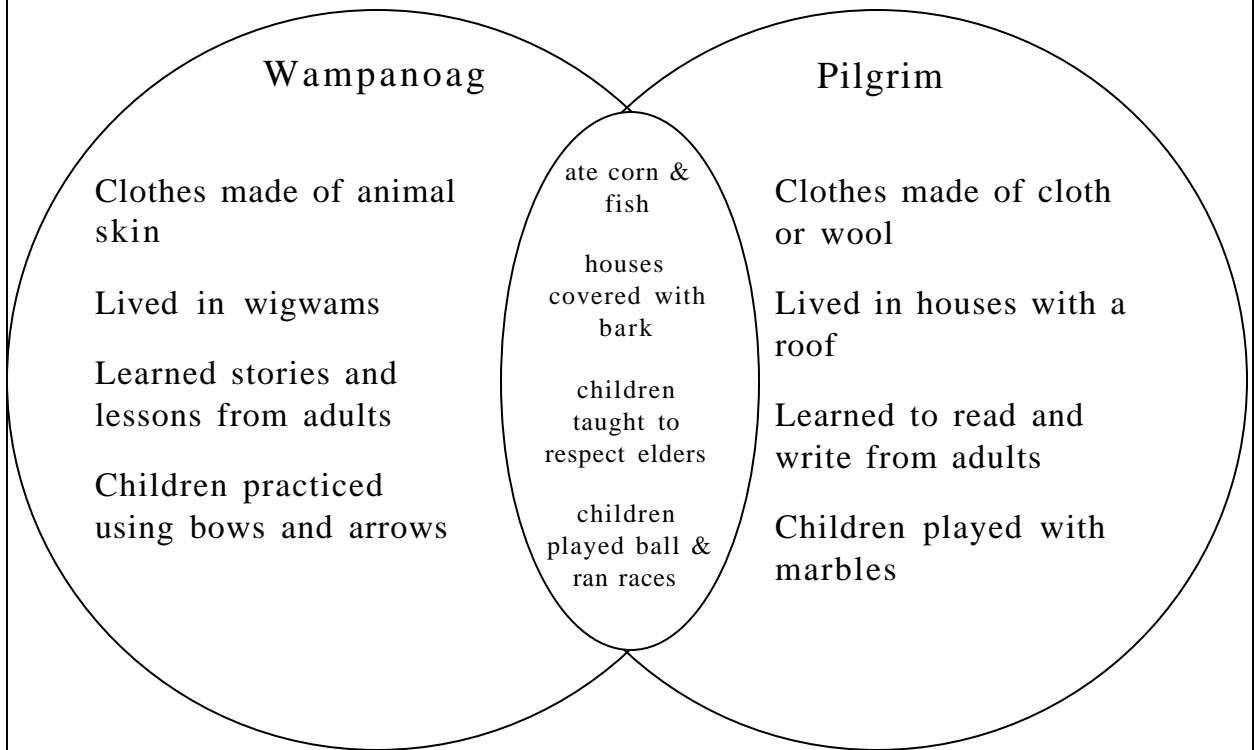
Name _____

Venn Diagram: Wampanoag/Pilgrims



TEACHER'S COPY

Venn Diagram: Wampanoag/Pilgrims



Lesson 3: Strangers From the Sky

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students know how to use the processes and resources of historical inquiry. (H2)

BENCHMARKS

Students will make predictions using knowledge of genre.

Students will use evidence from the text to make an inference and support opinions.

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will respond and make connection with facts, characters, and situations from a variety of texts.

Students will gather information and formulate questions and hypotheses about historic communities.

OBJECTIVES

The students will begin to make connections with time and place, as observed by two-column note taking and shared reading of *Encounter* by Jane Yolen.

SPECIFICS

After the two-day introduction to the Wampanoag tribe before any interaction with non-Indian people, students should feel prepared to begin reading an actual selection of historical fiction dealing with one of the first meetings with Europeans. *Encounter* by Jane Yolen is a fictionalized account of Columbus' meeting with the Taino people, written from the perspective of a Taino child. The Taino lived further north than the Wampanoag and this story takes place approximately 200 years before the Wampanoag people experiences the arrival of intruders. However, the Taino belong to the same Eastern Woodland classification of tribes as the Wampanoag. Their story is useful in that it deals with many universal feelings and reactions towards strangers seeking to conquer "new" land from Native Americans. Much of *Encounter* will require students to infer what is going on in the story. *Encounter* is an excellent way to introduce students to the ideas and issues surrounding the "discovery" of the Americas. Reading historical fiction scaffolds student understanding of historical concepts such as exploration. This story will allow students to move beyond traditional ideas of exploration and have greater awareness of the perspectives of indigenous people.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Two-Column Note Taking

Comprehension Strategies—Predicting and Inferencing

Shared Reading

Whole-Group Discussion

PRELIMINARY LESSON PREPARATION

Post the map of Early America where all students may refer to it while reading. Make sure you have one copy of *Encounter* and one two-column note-taking form for each student. Be sure that the Historical Fiction Elements web is still posted close to the reading area so you may refer to it during discussion. Preview *Encounter* sometime before today's lesson and take mental note of words, terms, or ideas that may present difficulty for students, that you may "think aloud" while reading.

ACTIVITIES

Show students the map of Early America. Ask them what they notice about the differences in land boundaries from a map of the United States today. Explain that you will begin reading a story about a tribe of Native Americans that lived back when America looked like this map, a tribe called the Taino. Show students where the Taino lived on this map. Then ask students to close their eyes and picture themselves being taken back in time to the arrival of the Mayflower through the eyes of a Taino child. Pass out the two-column note taking form and ask students to follow along while you read the excerpts from *Encounter*. After each excerpt, students should respond in the space provided by recording what they see, hear, feel, and what people around them might have been doing. Remember that students should be responding to the excerpts while imagining they are the young Taino child. If students are used to visualizing with this note taking strategy, you may not have to guide them very much. If students are not accustomed to this strategy, be sure to model your predictions, questions, and visualizations on a note taking form first.

Explain to the students that now you will begin reading *Encounter*, a historical fiction story about a Taino boy about their age, who is suspicious of Columbus and his men when they arrive on Taino land. He is unable to convince his people of the danger these strangers present until it is too late. Allow students to make any last minute predictions or ask questions before you begin reading. You may want to record these on chart paper or on an overhead to confirm or reject later.

Read aloud *Encounter*, pages 1-11 (until the point where the Taino are accepting gifts from the strangers and the boy says, "For awhile, I was not afraid.") Be sure to think aloud questions, inferences, and predictions as you read. With *Encounter*, questions and inferring are essential for student understanding of the story. Record questions and inferences on the chart paper so students can see their thinking on paper; a running commentary of interpretations of story events. Model for students your response to the excerpts with a personal connection, "This reminds me of a time I was afraid of a stranger..." or a prediction, "This quote makes me think the boy is afraid of sea animals, like serpents," or an inference, "I wonder if the three serpents are really like three ships coming across the ocean." Students should make their own connections, predictions, and inferences with words and/or pictures. This form is an excellent tool for visualizing as well.

After reading today, confirm and reject predictions made earlier, answer questions if possible, ask new ones, and make new predictions and inferences for the next day's reading.

VOCABULARY

- Inference A conclusion, judgment, or assumption made based on contextual clues found in the text
- Taino A tribe of Native Americans who lived on the coast of San Salvador upon the arrival of Columbus. The Taino called the land Guanahani after the island's many iguanas. The Taino were gentle people who wore gold nose rings and gold armbands, sometimes painted their faces and bodies, and always greeted strangers with a feast. Columbus eventually carried away ten young Taino men and women and took them to Spain as slaves. Later, after the colonization of Spain on the new land, the native religions, languages, and lifestyles were changed forever. Though there were originally 300,000 native islanders, by 1548 less than 500 remained. Today, there are no full-blooded Taino.
- Encounter An unexpected or unplanned meeting; an often violent meeting; to be faced with or to confront in a hostile situation; a hostile confrontation

RESOURCES/MATERIALS

- Multiple copies of *Encounter* by Jane Yolen
- Pencils
- Two-column note taking form with excerpts from *Encounter*
- Chart paper, markers or overhead, transparencies
- Early map of America

ASSESSMENT

Each student should be assessed on their ability to respond with words and non-linguistic representations of their thinking about the excerpts from the text. Use the following rubric to assess student understanding of making predictions and inferences.

<u>Rubric Points</u>	<u>Description</u>
4	The student responded to each excerpt with both words and pictures. The student asked questions about the text that demonstrate interest and deep thoughts about the text at hand, without prompting from the teacher.
3	The student responded to the excerpts with questions and pictures that reflect basic skills in questioning and visualizing. The student is making predictions and inferences that follow the teacher's lead.
2	The student responded to the excerpts in a somewhat confusing manner—either pictures or words are missing, making it difficult to determine what the student visualized. The student seemed to struggle with this comprehension tool. Their work reflects little or no predictions or inferences about the text.
1	The student responded to one or less of the excerpts, and pictures or words are missing. The student may not have understood the task, as any response does not seem to represent the text at hand

Name _____

Encounter Two-Column Note-Taking Form

Passage from the Text	My Response
<p>“But in my dream that night, three great-winged birds with voices like thunder rode wild waves in our bay. They were not like any birds I had ever seen, for sharp, white teeth filled their mouth.”</p>	
<p>“... I watched how the sky strangers touched our golden nose rings and our golden armbands but not the flesh of our faces or arms. I watched their chief smile. It was the serpent’s smile—no lips and all teeth. I jumped up, crying, ‘Do not welcome them!’ But the welcome had already been given.”</p>	
<p>“That night while my people slept on shore, the great-sailed canoes left our bay, going farther than even our strongest men could go. Soon the beach and trees and everything I knew slipped away, until my world was only a thin, dark line stretched between sky and sea. What else was there to do?</p>	

Lesson 4: Through the Eyes of a Child

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will use a variety of strategies to monitor comprehension.

Students will use evidence from the text to make an inference and support opinions.

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will interpret historical events to better understand their impact on the present.

Students will relate how new cultures impacted the culture of those already living in a given community.

OBJECTIVES

The students will comprehend the affect of time and place on an individual's life in historical fiction demonstrated by using a graphic organizer.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Graphic Organizer—Character Perspective

Whole-Group Discussion

PRELIMINARY LESSON PREPARATION

Be sure you have a copy of *Encounter* for each student, and that Historical Fiction Elements web is still posted in reading area. Have a blank Historical Fiction graphic organizer posted, and have record of student/teacher predictions, inferences, and questions from the day before ready for discussion. Because of the complexity of this book, be prepared to spend some time discussing and reworking the sequence of events for students, which may take up reading time. If students are not noticing the necessary inferences, you may have to extend the reading over three days.

ACTIVITIES

Review the previous day's reading through the confirmed questions, predictions, and inferences. Have students briefly retell and summarize the story's events, characters, and time period. Introduce the graphic organizer as a tool used during reading to understand the historical issues and events as seen through the

eyes of one person. Explain to students that for this story, you will use the organizer to help understand Columbus' arrival through the eyes of the young Taino boy. You may fill the information in under "Character" and "Historical Event" at this time. Explain to students that you are not quite ready to determine the boy's connection to the historical event yet, but you may fill in Event One and the boy's Thoughts, Feelings, Actions About Event after students briefly retell what was read yesterday.

Read aloud the remaining story, making sure to think aloud questions, predictions and inferences. Instruct students to be making mental notes of information that will be filled in on graphic organizer, especially the boy's thoughts, feelings, and actions towards the events. After reading the story, think together with students to confirm or reject predictions and make inferences. Also, fill in the entire graphic organizer at this time. You should be able to determine the boy's connection to the historical event, and the impact this historical event had on history based on the inferences made while reading. You may also share the author's note in the back of the book with students if time allows today. Discuss the information provided by the author as compared to the plot of the story, and how historical facts were embedded in the fictional account.

RESOURCES/MATERIALS

Multiple copies of *Encounter* by Jane Yolen

Chart size copy of Historical Fiction Graphic Organizer

One copy of Historical Fiction Graphic Organizer per student

Markers

Historical Fiction Elements web posted in reading area

ASSESSMENT

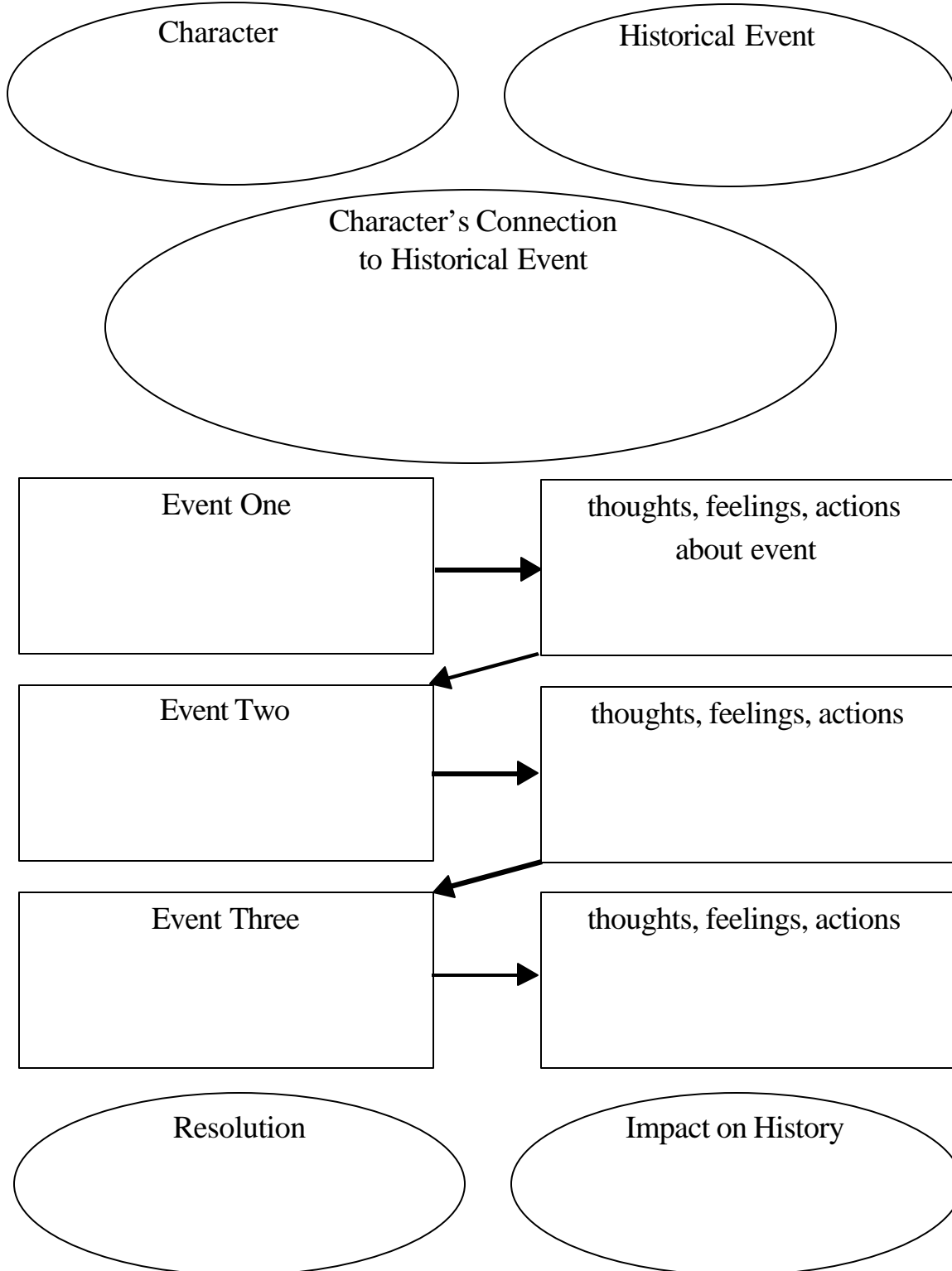
Each student should have completed the same information recorded as a whole groups on their personal copy of the Historical Fiction Graphic organizer. Use the following rubric to assess the student's work.

<u>Rubric Points</u>	<u>Description</u>
4	The student has completed the information recorded on the class graphic organizer onto their personal organizer, and went beyond to include additional inferences and/or questions about their reading. The organizer reflects that the students is making a great effort to comprehend and make connections with their reading.
3	The student completed the information on the class graphic organizer onto their personal organizer. They were observed giving input to the whole class on information important to include on the organizer. It is obvious this student is monitoring their comprehension of the text and knows when to ask for assistance with complex ideas or concepts.
2	The students recorded most, but not all of the necessary information onto their personal copy of the graphic organizer. The student's organizer contains confusing sentence patterns; words or terms used inappropriately; and mixed-up events and/or characters. Work is needed for this student to monitor comprehension of the text, and participation in the whole group discussions.
1	The student has completed very little or none of the information necessary for the Historical Fiction graphic organizer. The student is unable or unwilling to ask for assistance when comprehending complex text. There is no evidence of understanding of either the events in the story or the purpose of a graphic organizer to monitor comprehension.

Name _____

Historical Fiction Graphic Organizer

Purpose: To understand the historical issues and events as seen through the eyes of one person.



Lesson 5: So It Was, We Lost Our Land

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their daily reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will predict and draw conclusions.

Students will expand vocabulary to clearly express thoughts and share information.

Student will use resource aids to spelling and determining meaning (e.g., dictionary).

OBJECTIVES

Students will understand the importance of a historical time period through a fictional point of view as demonstrated through the completed graphic organizer. Students will also continue to infer meaning about the specific culture and time period in *Encounter* after decoding high-level vocabulary words in a three-column note-taking format.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Graphic Organizer

Whole-Group Discussion

Shared Reading—Concepts of Literature (Vocabulary)

Three-Column Note Taking

PRELIMINARY LESSON PREPARATION

Be sure you have a copy of *Encounter* for each child. Be sure each child has a dictionary, or each pair of students has a dictionary. Have completed, or near complete historical fiction graphic organizer posted. Prepare a piece of chart paper with three columns labeled Word, Picture, Definition. You may want to have a student handout with the same three columns, one per student so they may fill in information as you do. This is optional—it may be more effective for students to watch you model this strategy, especially if they are unfamiliar with it.

ACTIVITIES

Think aloud the final reading of *Encounter* if you have not done so yet. If final reading is complete, you may need to refer back to organizer with students and fill in important information from the text regarding the important events and the main character's thoughts, feelings, and actions towards the events. Students should think together with teacher to orally summarize the tale and make any additions to the organizer.

Explain to students that sometimes decoding meaning of unfamiliar words in texts can help good readers to comprehend more of the text, especially text that deals with an unfamiliar time period and culture. Tell students you came across several unfamiliar words in your reading of the text and you would like their help in determining the meaning of these words. List words that may have presented difficulty for students while reading on the chart paper under the column, "Word." Have students turn to the page where the first word can be found in *Encounter*. Read the sentence aloud while they follow along. Ask students for oral predictions of what the word might mean, using clues from the sentence, the picture, and the story line. Ask the students to look up the word for you in the dictionary. This is excellent practice for using guide words and determining meaning from multiple definitions. In the cases of multiple definitions, plug each definition back into the sentence from the text and ask students if the definition would make sense there. Keep going until you find a definition that works within the context of the sentence and the story. Fill the definition in on the form under "Definition." Think with students to devise a non-linguistic way to represent the definition of the word under the column, "Picture." This usually works best when you draw something related to the story, but students may remember the definition more vividly with a different representation. Gauge student understanding by the responses they are giving you. Repeat this procedure for each word you have flagged (see Vocabulary for words that may be difficult for students).

VOCABULARY

- Bay A part of the sea or lake indenting the shore line; a word often applied to very large tracts of water around which the land forms a curve
- Hammock A hanging bed, consisting of a piece of canvas or netting, about six feet long and three feet wide, gathered at the ends and suspended by cords and hooks
- Pepper Pot A West Indian stew of vegetables and meat or fish, flavored with cassava juice, red pepper, etc.
- Canoe Any light boat, narrow in the beam, and propelled by paddles. Often constructed by bark, as in the North American Indian culture.
- Yams A large, edible, starchy root of a plant growing in tropical climates, sometimes called a "sweet potato"
- Cassava The edible starch obtained from the cassava plant (a tropical shrub), which by drying is used in making tapioca and bread
- Awkwardly Clumsily, badly, inelegantly, uneasily
- Pale White, pallid, wan, not ruddy, as "a pale face;" to lose color
- Zemis A fin-shaped, stone statue discovered as an artifact of the Taino culture. It's meaning is a mystery, but the boy in the story uses it as a sort of praying device, useful for making intuitions or introspections
- Tobacco leaf The leaf of a plant cultivated in tropical climates for the purpose of smoking, chewing, or snuffing

RESOURCES/MATERIALS

Multiple copies of *Encounter* by Jane Yolen
Dictionaries, one per student or one per pair of students
Pencils
Chart paper, markers
One “Word, Picture, Definition” note taking form per student
Historical Fiction Graphic Organizer, chart paper copy
Historical Fiction Elements web posted in reading area

ASSESSMENT

You should be able to assess whether students understand the historical event of Columbus’ arrival through the eyes of the Taino boy by their completion of the graphic organizer. Furthermore, each student should have completed a three-column note taking form, demonstrating understanding of high-level vocabulary by using words, pictures, and definitions. Historical words and phrases recorded today will be expected to be used in the unit post-assessment. Use these rubrics as a guide to assess student use of the three-column note taking form, as well as completion of the graphic organizer.

<u>Rubric Points</u>	<u>Description</u>
Word, Picture, Definition Note-Taking Form	

- | | |
|---------|--|
| 4 | The student completed all necessary information as was recorded on the class graphic organizer, and went beyond to include any additional inferences or questions about their reading. The student’s note-taking skills demonstrate that the student could use this graphic organizer independently with another selection of historical fiction. |
| 3 | The student completed the necessary information as was recorded on the class graphic organizer. Their work reflects proficient comprehension of the text, and understanding of the purpose of the organizer as a tool for monitoring comprehension of historical fiction. The student would successfully participate in another reading of historical fiction text by using the graphic organizer. |
| 2 | The student did not finish recording the necessary information that was discussed with the whole group. The student’s work reflects they are still struggling with comprehension of complex text and inferences, as well as with understanding of key events and characters. |
| 1 | The student completed little or none of the organizer after two days of reading. The student is unable or unwilling to ask questions, participate in discussion, or monitor comprehension of simple events. There is no evidence of the graphic organizer proving effective for this student. |

Rubric Points Description
Historical Fiction Graphic Organizer

- 4..... The student accurately represented the historical words and terms with creative, descriptive pictures and definitions that clearly define the terms with no grammatical or spelling errors.
- 3..... The student accurately represented the historical words and terms with basic, non-linguistic representations, and clear words to define meaning (not necessarily complete sentences, but clear, grammatical language).
- 2..... The student looked up most of the words but some definitions may be unclear or inaccurate. The picture represents partial understanding of the meaning and use of the terms, but the student’s work reflects the need for review.
- 1..... The student defined one or less historical terms. They are lacking a picture or a word representation of the word, and the work reflects a lack of true understanding of the meaning and usage of the word or term.

Name _____

Word, Picture, Definition Note-Taking Form

WORD	PICTURE	DEFINITION

Lesson 6: What Makes it Historical?

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will comprehend a variety of genres.

Students will respond to and make personal connections with facts, characters, and situations in literature.

Students will recognize an author's or speaker's point of view and purpose.

Students will interpret historical events to better understand their impact on the present.

Students will relate how new cultures impacted the culture of those already living in a given community.

OBJECTIVES

Students will be able to use their knowledge of the elements of historical fiction (concepts of literature) to respond to text.

SPECIFICS

You have probably observed your students asking many questions throughout the reading of this text, and have found that inferring was essential to figure out the story's puzzling events. Hopefully, students' interpretations continued all the way to the story's ambiguous ending.

Students should understand at this point that the young Taino boy spent the rest of his life trying to warn his people and other tribes of the dangers these "strangers from the sea" brought with them. No one listened to the boy, whom many students may relate to—not being taken seriously just because they are a kid. Students should also now infer that the "dangers" the boy tried to warn his people of were both external and internal. Many Native Americans were taken back to Europe as slaves or killed for their gold or other treasures, but the culture and lifestyle of Native Americans was also taken. It is important for students to understand that things might have happened very differently for our country if the Pilgrims had not conquered Native American soil. Today's lesson is also designed to ensure that students can determine historical facts embedded in fictional text.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Whole-Group Discussion

Cooperative Learning Groups

Response Guide

PRELIMINARY LESSON PREPARATION

Be sure each student has a copy of *Encounter*. Copy one response guide for each student. Prepare to guide a discussion on the controversy surrounding the historical issues in this text by reviewing the Author's Note and flagging parts of the story for further analysis. You may want to have an idea of how to group students ahead of time, groups of four to five students.

ACTIVITIES

Remind students of the Author's Note you read together after finishing the story. Ask the students, "Why did the boy spend his whole life trying to warn others of the strangers?" Use student responses to guide your discussion. Students will say things such as, "The strangers wanted them to be slaves..." but try to make them think deeper about the internal dangers the strangers presented to the Taino, and other Native American cultures. Talk about the fear the young boy expressed, and why he felt this way. Discuss the frustration the boy felt when no one would listen to him, and the bravery he showed when he escaped from the strangers.

Use the feelings you discuss as a class to segue into a discussion on how good readers are interested in stories where the characters, setting, and problems seem realistic. Ask students of times they were afraid, frustrated, or brave, and tie student responses back to the feelings of the Taino boy. Point out to students that these are thoughts or feelings that remain consistent over the centuries, are "timeless."

Explain to students that in their small groups, they will respond to questions about what made *Encounter* realistic, historical; what historical facts the author included so we can understand and enjoy the story, and how the story added to our understanding of the time period.

Bring students back together as a class and ask some groups to share their responses. When students mention things that made the story historical, realistic, or added to our understanding of this historical event, point to the appropriate elements on the Historical Fiction Elements web. This demonstrates to students that good writers of historical fiction include these elements every time, in order to add to a reader's understanding of how people behaved and thought long-ago. As a result, you have a greater understanding of the arrival of strangers to inhabited land, through the eyes of a less than traditional perspective.

RESOURCES/MATERIALS

Multiple copies of *Encounter* by Jane Yolen

Historical Fiction Elements web

Student response guide regarding what makes a story realistic and/or historical

ASSESSMENT

Though they may have worked in groups to collaborate, each student should have completed their own Response Guide, regarding what made the story of *Encounter*, realistic, historical, and how it added to the student’s understanding of the time period. Use the following rubric to assess student work.

<u>Rubric Points</u>	<u>Description</u>
4	The student has an advanced understanding of what makes a story realistic and historical. The responses provide specific examples from the text, and the student has gained a greater understanding of the historical time period as demonstrated by their responses.
3	The student completed the response guide and has a proficient understanding of elements that make a story historical and realistic. Some responses are general, indicating the student has an awareness of the historical time period.
2	The student completed most of the response guide, but seems to be struggling with specific examples from the text that made the story realistic and historical. The student does not seem to have a greater understanding of the historical time period after reading this text.
1	The student completed very little or none of the response guide. Given responses indicate no understanding of the historical time period or comprehension of the text.

Response Guide—*Encounter* by Jane Yolen

Group Members _____

What makes this story realistic?

What makes this story historical?

What historical facts did the author give us so that we could understand and enjoy this story?

How could this book add to our understanding of the first meetings between the Pilgrims and the Native Americans?

Lesson 7: Life as a Taino Kid

What will students be learning?

STANDARDS

Students write and speak for a variety of audiences. (RW2)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will use a variety of voices for different purposes and audiences.

Students will organize writing with a main idea and supporting details.

Students will respond to and make personal connections with facts, characters, and situations in literature.

Students will interpret historical events to better understand their impact on the present.

Students will make inferences regarding the qualities and motives of characters and the consequences of their actions in various historical contexts.

Students will relate how new cultures impacted the culture of those already living in a given community.

OBJECTIVES

Students will demonstrate knowledge of the elements of historical fiction by writing a diary entry from the perspective of a Native American child during the time of the first arrival of Pilgrims, including unique characteristics of a culture and a historical time period.

SPECIFICS

Students should now realize certain thoughts, feelings, and actions remain constant from generation to generation, and historical fiction is an easy way to read about these emotions experienced during real, historical events. Students will now integrate this understanding with their knowledge about the Taino Native American tribe's perspective of the arrival of Columbus and his people. Today's writing piece will follow the diary entry written at the beginning of the unit nicely as events that affected particular cultures in a given community begin to have some sequence for students. Encourage students to write from the perspective of the same kid they imagined in their first diary entry, using same ideas and voice.

The genre of historical fiction is one way to build background knowledge for students of concepts that may be too complex if read in a textbook. Historical fiction allows history to become "real" for students through fictional literary elements. Students learn that historical fiction is drawn from a writer's imagination, but is true to life in some period of the past. Historical fiction thus becomes a way to learn about other times, people, and places. While full-fledged historical fiction stories may be too complex for students to write without historical background knowledge or much exposure to the genre itself, students may benefit from developing short writing selections that deal with small doses of the elements of historical fiction, such as a diary entry.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Student-Created Scoring Guide

Writing Process

Group Share

PRELIMINARY LESSON PREPARATION

Review key ideas of the Native American perspective and elements of historical fiction you will want students to include in their writing from the criteria on the rubric you used to score the pre-assessment. Have these prepared so you can “guide” the class creation of the scoring rubric you will use. Have a writing prompt copied for each student. Be sure the historical fiction elements web and the character flow chart from *Encounter* are posted. Later, you will also need to copy for each student the scoring guide you created together.

ACTIVITIES

Explain to the class that will assess them now on their understanding of the elements of historical fiction as well as their personal connections to the experiences and perspective of Native Americans during the time of Columbus’ first arrival. You may have a whole group discussion on these elements and perspectives for review. Point to appropriate elements and events on the historical fiction elements web and character flow chart as students respond.

Tell students they will be writing another diary entry today, and this time they will write from the perspective of a Native American child, their age, on the day “strangers” arrived on their soil. Explain that they will be scored on their use of historical fiction elements and the authenticity of their perspective. Therefore, the class will need to create a scoring rubric together so everyone understands the score they may receive. You may need to preteach the use of a rubric if your class has never used a rubric before, and the general meaning of “Advanced (above and beyond);” “Proficient (grade level expectation);” “Partially Proficient (almost but not quite);” and “Unsatisfactory (needs work to be acceptable).” Use the ideas and elements you reviewed before the lesson to guide student input of what level of work should earn certain scores. Students will feel more useful and motivated while they write if they feel that they were a part of the assessment process. See the sample scoring guide for suggested grading criteria to guide student input.

After creating the rubric as a class, students should write independently to the writing prompt. Have the scoring guide posted while students write so they have a visual reminder of expectations. Encourage students to use words and phrases from their “Word, Picture, Definition” form for greater authenticity.

When students are done writing, they should have an opportunity to share their pieces in a pair-share, groups of four, or to the whole group, depending on what type of sharing your students are used to and feel comfortable with. Sharing allows students to get additional ideas for their own writing, and to critique each other’s use of historical fiction elements before they are scored. Students should then be given time for revision and editing.

RESOURCES/MATERIALS

Historical Fiction Elements web

Character Flow Chart from *Encounter*

Overhead and Vis-a-Vis markers (optional, to create rubric with class)

Writing prompt handout, one per student

Multiple copies of *Encounter* by Jane Yolen (optional, students may want to use too many ideas from book in their own writing if book is provided)

Scoring guide handout, one per student (later in lesson, you will have to create with students first)

ASSESSMENT

Provide students with a copy of the scoring guide and allow them time to evaluate their own piece before you score it. After you score it, you may conference with students regarding the elements they met and didn't meet. You may want to give students an average of your score and their score if they differ, so student still feels a "buy-in." See the following page for an example of a student generated checklist for scoring.

Name _____

Lesson 7: **Writing Prompt**

Pretend you are a Wampanoag kid living in early America, and the Pilgrims have just arrived from Europe. What are you feeling and thinking when you see the ships across the horizon? What do your parents say? How do the people in your tribe react? What are Pilgrim children like? Do they want to play with you? What changes will be made to your village because of the strangers?

Write a letter to your diary telling about the first day you encountered these strangers on your soil. Be sure to use examples of the Wampanoag lifestyle from the text, *People of the Breaking Day* by Marcia Sewall, and examples of the Pilgrim lifestyle from *Pilgrims of Plimoth* by Marcia Sewall.

Name _____

Student Checklist: Grading Scale for Historical Fiction Writing

4—Advanced:

___ I wrote from the perspective of a Wampanoag child. I used examples of their lifestyle that I read about in *People of the Breaking Day*.

___ I used dialogue, setting, and characters authentic to the time period.

___ I wrote about my feelings as a Wampanoag child experiencing the arrival of the Pilgrims.

___ My writing is interesting and organized.

___ I have no errors in spelling, punctuation, or capitalization, and I used verbs and nouns correctly.

3—Proficient:

___ I used basic facts, details, and descriptions to show I wrote from the perspective of a Wampanoag child.

___ My diary entry is organized. I told about the events on the day the Pilgrims arrived in the order they happened. I also wrote about my feelings of the strangers.

___ My dialogue, setting, and characters are described in a way that is authentic to the time period.

___ I have no more than three mistakes in capitalization, spelling, punctuation, nouns or verbs.

2—Partially Proficient:

___ I did not mention that I am writing from the perspective of a Wampanoag child. The reader might be confused.

___ Some dialogue, setting, or character descriptions are not authentic to the time period.

___ I never really mentioned the Pilgrims' arrival in my diary entry, or how I felt about it.

___ There are 4-8 mistakes in punctuation, spelling, capitalization, nouns, or verbs. Also, I might not have written in a letter format.

1—Unsatisfactory:

___ I did not write from the perspective of anyone recognizable.

___ I did not mention the historical event of the arrival of Pilgrims, and did not use dialogue, setting, or characters to describe the time period.

___ More than eight errors in my spelling, punctuation, capitalization, verbs, and nouns make my writing very hard to read.

Lesson 8: On Plimoth Plantation

What will students be learning?

STANDARDS

Students read and understand variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will make predictions through knowledge of author and genre.

Students will use evidence from the text to make an inference and support opinions.

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will respond and make connections with facts, characters, and situations from a variety of texts.

Students will relate how new cultures impacted the culture of those already living in a given community.

OBJECTIVES

The students will understand the unique opinions and perspectives of historical characters and a specific culture as observed by two-column note taking and shared reading of *Thunder From the Clear Sky* by Marcia Sewall.

SPECIFICS

With the arrival of the Pilgrims from Europe, the Wampanoag territory was infringed upon and their lifestyle was disrupted. The Europeans would introduce new technologies and diseases and would even change the Indian's relationship with the land. The European presence was never far off, and by the end of the 17th century it had destroyed the traditional way of life for the Wampanoag. The Wampanoag relationship with non-Indians has shaped their history from 1620 until today.

Thunder From the Clear Sky by Marcia Sewall is the story of the first meeting of the Pilgrims and the Wampanoag tribe, native to New England soil. This historical fiction account of the meeting is told from both perspectives, allowing the reader to experience an event through the eyes of both parties. The story takes place in later years and in a different part of the country than *Encounter*, but the enduring understanding is the clash of cultures and invasion of a way of life felt by most Native Americans throughout history. *Thunder From the Clear Sky* is an excellent resource for both perspectives, Native American and Pilgrim, in one text. Be sure to share supplemental text features such as the back of the book, the glossary, and the Author's Note with students, as they will add to greater understanding of the time period.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Two-Column Note Taking

Shared Reading

Whole-Group Discussion

Use of Geography Skills

Predicting

PRELIMINARY LESSON PREPARATION

Make sure you have enough copies of *Thunder From the Clear Sky* for each student. Have map of Early America posted, with the location and dates of Taino and Wampanoag soil still marked.

ACTIVITIES

Explain to students you will be reading a new book that deals with the Wampanoag people you read about in *People of the Breaking Day*, and the Pilgrims from *Pilgrims of Plimoth*. Point out to students that the new text is also written by the same author, Marcia Sewall. Take a picture walk through *Thunder From the Clear Sky* and make connections between the three texts by Marcia Sewall. Read the Specifics section of this lesson to students and have them make predictions about the historical events and descriptions of lifestyles in this time period based on what they remember about Sewall's writing style. Orient students to the text format—it is set-up much like the diary entries they wrote with dates and written from a first-person account. Also walk students through the glossary, explaining that this book is like nonfiction in that it has a place to look up unfamiliar words found in the text. Preview the glossary words and their meanings with students so they may have an introduction to complex ideas and vocabulary that will be presented in the text.

Distribute the two-column note taking form with excerpts from the text. Students should respond to each excerpt by recording what it reminds them of, predictions about the Pilgrim perspective of the Wampanoag, and how it will differ from the native perspectives and feelings. You will probably have to demonstrate your thinking on a form first, as the Pilgrim language can seem very ornate and complex—students may need guidance on how to interpret meaning. Encourage them to predict historical events that they will read about in this text based on what they read in the excerpts (i.e., “Someone must get killed, I wonder if it was a Pilgrim or a Wampanoag...”).

Read aloud “A Wampanoag’s Story,” page 5-19. This section should be “thought aloud,” focusing on additional background knowledge of this tribe, the years discussed, and the text format. After reading, discuss the feelings and thoughts shared by the Wampanoag and the Taino. Encourage students to discuss feelings that are timeless—fear, confusion, anger... Be sure to discuss the two time periods of these tribes so students can see that despite the large span of time, Pilgrim actions and attitudes towards Native Americans didn’t change much. Thus, destruction of native culture was a problem that occurred throughout generations and across territories.

RESOURCES/MATERIALS

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall

Teacher copy of *Encounter* by Jane Yolen (to refer to for dates and review of information)

Two-column note taking form, one per student

Map of Early America

Chart paper, markers

ASSESSMENT

Use the following rubric to score students' growing understanding of two-column note taking as a tool for comprehension.

<u>Rubric Points</u>	<u>Description</u>
4	The student responded to each excerpt with both words and pictures. The student asked questions about the text that demonstrate interest in the historical events and experiences of people in this time period, without prompting from the teacher.
3	The student responded to the excerpts with questions and pictures that represent thought and curiosity about the historical events being discussed. The student made predictions and inferences about the excerpts, following the teacher's lead.
2	The student responded to the excerpts in a confusing manner—pictures or words may be missing, making it difficult to determine what the student visualized. The student is still struggling with this comprehension tool. Their work reflects little or no predictions or inferences, and the student may be confused about the sequence of historical events.
1	The student responded to one or less of the excerpts, and pictures or words are missing. The student may not have understood the task, as none of the responses seem to reflect understanding of historical events or time period.

Name _____

Thunder From the Clear Sky: Two-Column Note-Taking

Passage from the Text	My Response
<p>“It is going from bad to worse with the Indians now. Why, last Thursday we were called to the meeting house to pray for peace, and while we were deep in prayer, savages skulked about our village, killed some of our grazing cattle, and ... set fire to houses at the edge of town.”</p>	
<p>“It pleased us that the Indians had beaver skins to trade which helped us pay our debt to the merchants who sponsored our settlement here. It pleased us too, that we were ablt to occupy, without dispute, the abandoned cornfields we found here. Massasoit was accepting of our needs.”</p>	
<p>“Poor John Sassamon!” It was last winter that he was murdered, his body found under the ice with cuts and bruises about his head, his neck broken, his musket and hat on the ice nearby. It looked like an accident until the facts were uncovered.”</p>	

Lesson 9: “Aque’ne”—Wampanoag for “Peace”

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will use evidence from the text to make an inference and support opinions.

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will respond and make connections with facts, characters, and situations from a variety of texts.

Students will interpret historical events to better understand their impact on the present.

Students will relate how new cultures impacted the culture of those already living in a given community.

OBJECTIVES

The students will comprehend the affect of a different historical perspective of similar events on the lives of individuals and communities, demonstrated by using a graphic organizer.

SPECIFICS

When the Pilgrims first came upon the Wampanoag, their leader was Massasoit. He was known as the supreme sachem (leader), and he governed with a group of lesser sachems. It was Massasoit who signed the first treaty with the Plimoth Pilgrims in 1621. In this treaty, the Wampanoag promised to neither hurt the Pilgrims nor steal from them, and the Pilgrims agreed to support the Wampanoag in any confrontations with other Indians in the area.

For most of the 17th century, the Wampanoag lived peacefully with their new neighbors from England. This was the time over which the supreme sachem Massasoit presided. The Indians helped the newcomers survive in their environment by introducing them to new crops and planting and cooking methods. Later in the 17th century, Massasoit’s two sons succeeded him as supreme sachem. Wamsutta, or Alexander, as he came to be called, was the eldest and first son to succeed him, in 1661. However, his tenure was short-lived. After about a year as sachem, he died. Metacomet, or King Philip, succeeded Wamsutta in 1662. Both sons tried to maintain a peaceful coexistence with their neighbors, yet conflicts began to arise nevertheless. Two very different ways of life were beginning to clash.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Graphic Organizer—Timeline and Results of Events

Whole-Group discussion

PRELIMINARY LESSON PREPARATION

Be sure you have a copy of *Thunder From the Clear Sky* for each student, and that the Historical Fiction Elements Web and the Perspective of Intrusion Work Sheet are posted near the reading area. Have blank timeline posted on butcher paper, ready to fill in dates, events, and results while reading (see attached). Make sure you have previewed the new text format with students, as it is different than the traditional fiction format of *Encounter*. Be prepared to think aloud important dates, events, and results of the events—there is about one per page in this text, so butcher paper should start out rather large.

ACTIVITIES

Review the previous day's reading, having students briefly recount what they have learned about the impact of the new culture of Pilgrims on the communities already established on native soil. Introduce the graphic organizer as a tool used during reading to understand the sequence of historical events, as well as the results seen through the eyes of a particular group of people. Begin reading "A Pilgrim's Story," page 21. Point out to students the dates underneath the title of the section, in italics, and explain to them that these italicized dates will help you to figure out which dates belong on the graphic organizer. Read through page 30 today, and after reading, think together with students to confirm or reject predictions and make inferences. Discuss how the Pilgrim perspective on their intrusion differs from the Wampanoag perspective. For instance, on page 26, the Pilgrims describe Massasoit as their "very good friend," and Squanto as their "helpmate," rather than someone they kidnapped and made into a slave. Discuss how historical facts add to inferences and predictions made about the perspectives of the people that experienced these historical events.

RESOURCES/MATERIALS

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall

Butcher paper, markers

One copy of timeline graphic organizer per student

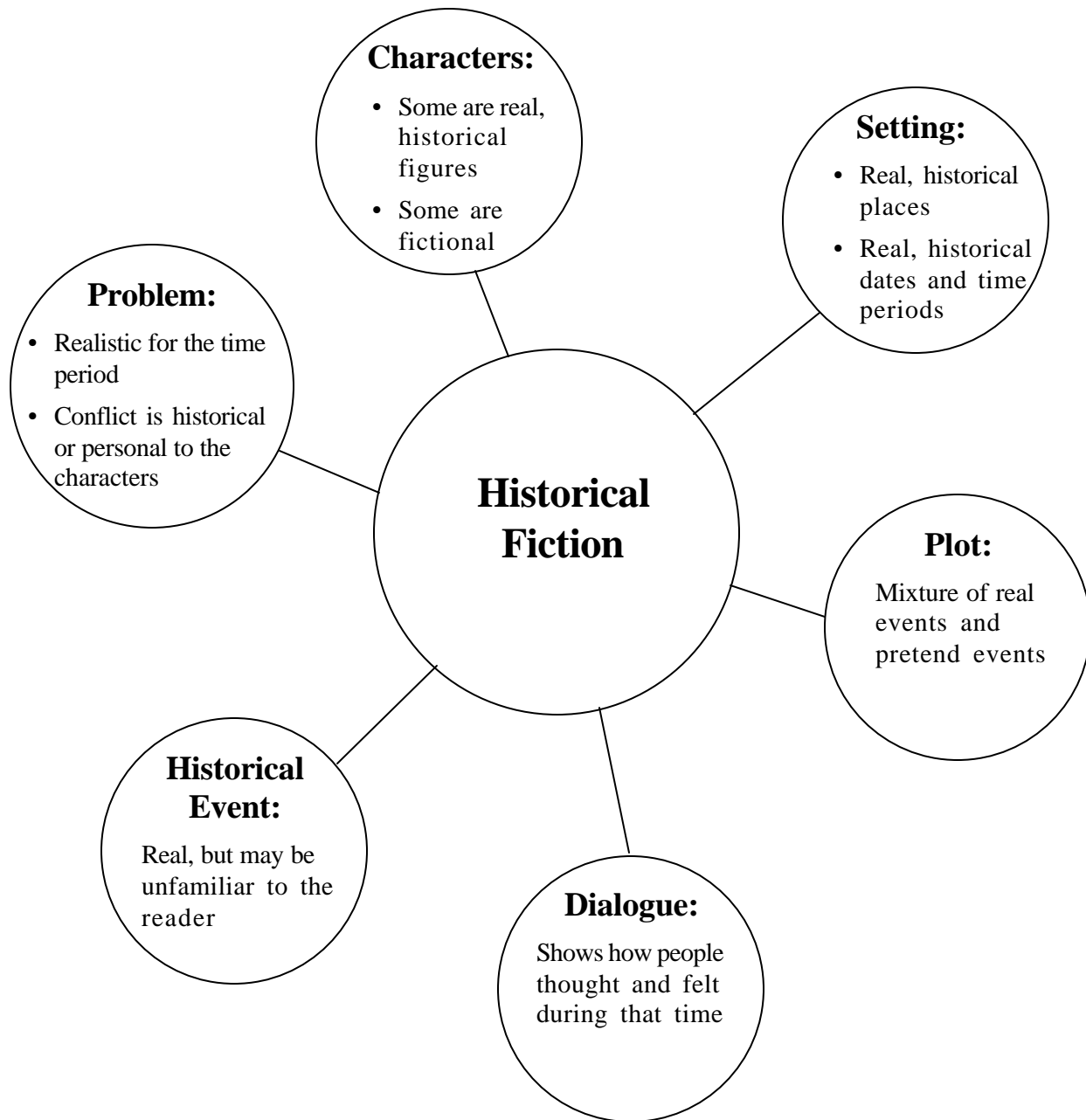
ASSESSMENT

Informal assessment of students retelling and recounting the perspectives of the Native Americans, and thinking together with teacher information to record on the graphic organizer should be observed during this lesson. Use the following rubric to assess whether student participation was transferred to independent work on individual copies of the timeline.

<u>Rubric Points</u>	<u>Description</u>
4	Student accurately filled in information onto their personal copy of the timeline, and may have added additional insights of the results of historic events, both in group discussion and on their work.
3	The students accurately filled in information onto their personal copy of the timeline, and their participation in the group discussion reflects their understanding of the results and impact of historical events on people.
2	The student filled in most or all of the information collected as a class onto their copy of the timeline. Little or no participating in the discussion reflects that the student may be struggling to understand that the events discussed were actual and had an impact on people living in those times.
1	The student has little or no information filled in on their timeline and did not add to the group discussion. The student seems unwilling to comprehend the affect of historical events on people living in the time period of study.

Name _____

Historical Fiction Elements Web



Name _____

Perspective of Intrusion Work Sheet

Wampanoag Perspective of Intrusion	Pilgrim Perspective of Intrusion

Name _____

**Timeline of Events:
Thunder from the Clear Sky**

Name _____ Date _____

Title of Text _____

Date	What Happened	Result

Lesson 10: Struggle and Survival

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their daily reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will actively process text during reading (e.g., make connections, ask questions, summarize...).

Students will predict and draw conclusions.

Students will expand vocabulary to clearly express thoughts and share information.

Students will use resource aids for spelling and determining meaning (e.g., dictionary, glossary...).

SPECIFICS

The Wampanoag began to air their differences with the colonists in the Plimoth Colony in the late 1650s (be sure to mention this when reading page 35, “I do believe the Indian Trouble began when...”). Boundary disputes and cattle trespass problems were particularly troublesome. The English raised livestock but were careless about fencing their grazing areas. As a result, their cattle roamed onto Indian planting lands, destroying crops. Some colonists purposely allowed their cattle to roam. They believed that if they continually harassed the Indians, the Indians would move away, which would then open up more land for English settlement.

All these land conflicts escalated during the 1660s and 1670s. King Philip tried to maintain the treaty of friendship that his father Massasoit had signed with the Pilgrims, but growing tension and suspicions on both sides led Indians and colonists to war (mention when reading page 36, “So it was that Metacomet...became the next great sachem of the Wampanoag’s...he is not our friend as was his father.”)

The spark for war was the murder of an Indian named John Sassamon whom King Philip and his followers believed was a spy for the English (note page 38-40 in *Thunder From the Clear Sky*). The colonists took three of Philip’s men to court for causing the Indian’s death and accused Philip of instigating the murder. The Indians were tried under English law, convicted, and hanged. Philip was outraged. Colonists traveling through Wampanoag lands reported that the Indians were armed and ready for war. King Philip was responsible for organizing Indian tribes throughout New England, such as the Narragansett and Nipmuck, in war against the colonists.

Some believe that his efforts were what resulted in the adoption of Wampanoag as the name for all the small groups of Indians in southeastern Massachusetts, Rhode Island, and other off-shore islands.

Banded together, the Indians hoped to put a halt to further English settlement. The Indian's first attack was on a few colonists' homes in Swansea, Massachusetts in July of 1675 (see page 42 and be sure to discuss how the Wampanoag saw this attack as revenge for the death of a warrior). The Indians continued to raid and burn colonial settlements. The colonists retaliated, raising armies of men to fight the Indians and burning Indian villages, killing hundreds of Indian men, women, and children. Colonists also burned the fields of the Indians' staple food supply—corn.

Much of New England's fields and forests were destroyed in King Philip's War. Famine and fighting among the tribes weakened the Indians. As their strength declined, they began to turn themselves in to the colonists. Many who were captured were condemned to death or sold as slaves. King Philip was killed in August of 1676 in a chase, thus ending King Philip's War. The Indians had been badly defeated. They had been outnumbered, overpowered, and after a year of war, they were starving. At the end of the war, the Wampanoag lost their land and their independence. Now colonists governed the land.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Graphic Organizer—Timeline of Dates, Events, and Results

Whole-Group Discussion

Shared Reading—Writing Connection

PRELIMINARY LESSON PREPARATION

Be sure each student has a copy of *Thunder From the Clear Sky*. Each student or pair of students should also have a dictionary. Have the timeline posted, ready to record information from today's reading. Preview historical terms found in the glossary that you will think aloud later with the students. Have a writing prompt copied for each student.

ACTIVITIES

Think aloud the reading of page 32 through 38. Continue to map important dates, events, and results as they are presented in the text, and make inferences of what the Wampanoags might have been thinking or feeling about the same events discussed by the Pilgrims. Students should think together with the teacher to orally summarize the Pilgrim perspective and history. Make additions to the timeline, discussing the result of the events on the way of life of the Wampanoag. Also, discuss with students the idea of giving English names to the Wampanoag leaders. Why did the Pilgrims feel it necessary to change their tribal names?

While reading, explain to students that sometimes decoding meaning of unfamiliar words in texts can help good readers to comprehend more of the author's intended message. Tell students that when you come across several unfamiliar words and concepts in your reading of the text, you turn to the glossary to determine the meaning of these words. Remind the students that some of these words may be found in the glossary of the book since the author probably anticipated that some concepts in the story would be difficult for even the best readers. List words that may have presented difficulty for students while reading on the chart paper labeled, "Pilgrim Language," along with their meaning in more modern language.

Tell students that they will now write to a prompt that says, "Pretend you are a Pilgrim living in the difficult time of King Philip's War. Write an apology note to the Wampanoag for stealing their corn,

destroying their land, killing their people with English diseases, and making their people into slaves. Be sure to use examples from each of the texts we have shared.” Encourage students to use some of the Pilgrim language you listed on the chart paper to make their writing, the dialogue, more authentic.

RESOURCES/MATERIALS

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall

Writing Prompt, one per student

Pencils

Chart paper, markers

Graphic Organizer—timeline of dates, events, results on chart paper and individual student copies

ASSESSMENT

Use the rubric from the previous lesson to assess students’ completed timelines of events. Use the following rubric to assess student writing from the perspective of a Pilgrim apologizing to the Wampanoag. You may allow students to score themselves first using the checklist on the following page.

<u>Rubric Points</u>	<u>Description</u>
4	The student’s piece is clearly an apology letter from a Pilgrim to a Wampanoag—details, examples, and descriptions prove it. The letter has distinct voice and includes authentic Pilgrim language. The apology may be surprising or moving to the reader; all thought, dialogue, setting, and events/problems are specific to the time period. There are no errors in grammar, punctuation, capitalization, or spelling.
3	The letter clearly states an apology from a Pilgrim to a Native American—the details, examples, and descriptions are accurate. The student included at least four words or phrases authentic to historical Pilgrim language. The apology covers the basic “wrongs” committed by the Pilgrims, and thoughts, dialogue, setting, and events/problems are specific to the time period. There are minimal errors in grammar, punctuation, capitalization, and spelling.
2	The reader must reread to determine whom the letter is from and what the topic is. The student did not use any authentic Pilgrim language. The letter does appear to be an apology, and may use some examples of things done to harm the Native American culture however, the reader must infer this. More than six errors in grammar, spelling, punctuation, and capitalization make this piece difficult to read.
1	The student did not write a letter of apology and did not write from the perspective of a Pilgrim. The writing seems to be a loose collection of facts that may or may not relate to the historical time period. Many errors in grammar, punctuation, capitalization, and spelling make this piece almost unreadable.

Lesson 11:

Good Intentions, Misunderstandings, Betrayal: A Post-Unit Assessment

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

BENCHMARKS

Students will comprehend a variety of genres.

Students will respond to and make personal connections with facts, characters, and situations in literature.

Students will recognize an author's or speaker's point of view and purpose.

Students will interpret historical events to better understand their impact on the present.

Students will relate how new cultures impacted the culture of those already living in a given community.

OBJECTIVES

Students will demonstrate understanding of an authentic, historical perspective told through the elements of historical fiction, measured by completion of a text innovation.

SPECIFICS

Students should now have a deeper understanding of certain thoughts feelings, and actions remaining constant from generation to generation. Historical fiction becomes an easy way to experience these emotions during real, historical events. Students should also understand that the same historical event can be twisted and retold to fit the perspective of the party analyzing it—in other words, the Pilgrims described many of the incidents that occurred in history in a manner that worked in their favor. Because of the Pilgrim's actions and behavior, a community and culture was changed forever. Students should also understand how the treatment of Native Americans endured for several centuries, proving the concept that thoughts, feelings, and actions often remain timeless throughout generations, and historical fiction is a means for experiencing this concept. It is important for students to have a deeper understanding after reading these texts that things might have happened very differently for our country if the Pilgrims had not conquered Native American soil. This new culture created severe consequences for the Native American communities. Students will now integrate these understandings by embedding historical facts within fictional text.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Student-Created Scoring Guide

Writing Process

Group Share

Shared Reading—Writing Connection

PRELIMINARY LESSON PREPARATION

Be sure each student has a copy of *People of the Breaking Day*, *Pilgrims of Plimoth*, *Encounter*, and *Thunder From the Clear Sky*. Make sure every student has all work completed during this unit. Have several pieces of construction paper available for each student, about 4-6 pieces. If your school has a machine to bind books (like with cookbook rings), you may follow the necessary procedures to have student books bound after this lesson.

ACTIVITIES

Review all key ideas learned in this unit as a whole group. Point to appropriate posted artifacts as elements are discussed. Discuss timeless emotions and actions, such as manipulation, exaggeration of a story to make the result in your favor (students should be able to relate to this!), and fear. Ask students of times they might have been manipulative, or manipulated others, a time they exaggerated a story in their favor, and tie student responses back to the events and results described by the Pilgrims. Continue to point out to students that these are thoughts or feelings that remain consistent over the centuries, are “timeless.” Constantly remind students of the shared feelings across generations, because the treatment of the natives was endured throughout batches of travelers from England.

Use the feelings and events you discuss as a class to segue into a discussion about the final activity of the unit. Explain to students that good readers are able to take what they’ve read and create their own ideas of what might have happened from a different perspective. Today they will create a scrapbook of everything they learned and created over the course of this unit, retelling the story from both angles throughout the scrapbook.

Everyone will be completing the scrapbook out of construction paper. Students should begin to organize their work in the order it was completed. Show them how to cut their diary entry and apology note decoratively and place it creatively on the pages of their scrapbook, much how you might arrange a regular scrapbook. Have students look through magazines for pictures of food or land that looks like what the Pilgrims and Wampanoag might have eaten or where they lived. Encourage students to personalize their scrapbooks with comments such as, “I helped my mother collect quahog shells,” or “Animal skins keep me warm.” These types of comments can be written in the margins of the pages, next to student illustrations... anywhere to make the scrapbook seem like an authentic artifact of life in 1621. Students may want to leave the last page to create a glossary of historical terms used in their writing, or write their own “author’s note” about what they learned in this unit.

You may introduce the idea of “Green Corn Day” to students, the holiday when Native Americans give thanks for the gifts of land. Encourage students to write down things they are thankful for that might be considered “gifts of the land.” Students might choose to write about a beautiful stream they admire or food that comes from the land. When students finish their list, have them illustrate it and place it near their diary entry of the Wampanoag child before the Pilgrims came in their scrapbook.

Near the Venn diagram comparing the lifestyle of Pilgrims and Wampanoag, you may encourage students to try to understand the hardships of the Pilgrim voyage from England. Tell them to make a list of the seven possessions (including clothing) that they would have brought on the voyage to North America. Remind them of the following conditions: they will never return home, the climate of their destination is unpredictable, they will live in one-room huts for several years, they will be far from a doctor or hospital, and there will be no library, no stores, or no schools. After making the list, have students explain why they made the choices they did, illustrate it, and place it before the Venn diagram in their scrapbook. Be sure the apology note from the Pilgrim to the Wampanoag is one of the last entries in the scrapbook.

RESOURCES/MATERIALS

Multiple copies of *People of the Breaking Day* by Marcia Sewall

Multiple copies of *Pilgrims of Plimoth* by Marcia Sewall

Multiple copies of *Thunder From the Clear Sky* by Marcia Sewall

Multiple copies of *Encounter* by Jane Yolen

Student completed “Word, Picture, Definition” form from *Encounter*

Student completed two-column response forms from *Encounter* and *Thunder From the Clear Sky*

Historical Fiction Elements web on chart paper

Historical Fiction character flow chart, completed from *Encounter*, student copies and chart-sized copy

Timeline sequencing dates, events, and results from *Thunder From the Clear Sky*, student copies and chart-sized copy

4-6 pieces large white construction paper per student

Crayons, markers, colored pencils

Magazine to cut up (optional)

One copy of scoring guide for historical fiction writing per student

ASSESSMENT

Students should score their completed scrapbooks according to the criteria set on the following rubric. The teacher should then score the book and give the student an average of the two scores. This unit assessment score may be averaged with the scores the student received from the pre-assessment and from the mid-unit assessments as a final unit of study grade.

<u>Rubric Points</u>	<u>Description</u>
4	The student completed the scrapbook with all work assessed throughout the unit. The page layouts of the scrapbook are creative, inviting, and accurate. It is obvious the student has a rich understanding of the controversy surrounding this time period and has documented such in their work, after researching additional facts about the Wampanoag or Pilgrim lifestyle and including artifacts in their scrapbook.
3	The student completed the scrapbook with all required assignments. The student's illustrations and page layout reflect creativity and understanding of the time period.
2	The student is missing at least two of the required assignments. Their page layout and additions to make the scrapbook more inviting and creative may be lacking. The student has a partial understanding of the time period, but may still be struggling to put it all together as demonstrated by the scrapbook.
1	The student is missing three or more of the required assignments, and more than three of the assignments are incomplete. The student did not attempt to make the scrapbook inviting or creative and made no additions to the required assignments.

Bibliography

- Bowen, Gary. *Stranded at Plimoth Plantation*. HarperCollins Publishers, Inc., 1994.
Journal entries of a young Pilgrim boy during the time of their arrival to North America. Good source for showing students diary entries, recording events. Book is long for a read aloud—select excerpts for this purpose.
- Bruchac, Joseph. *Squanto's Journey*. Scholastic, Inc., 2000.
An excellent historical fiction account of the life of Squanto and his interactions with Europeans and Wampanoag people. A great read-aloud, discussion piece in conjunction with the lessons in this unit.
- Dunn, Steve. "Theory and Training of Shared Reading." Denver Public Schools Collaborative Literacy Project, Fall 2001.
- Goudvis, A. and Harvey, S. *Strategies That Work*. Stenhouse Publishers, 1996.
- Harness, Cheryl. *Three Young Pilgrims*. Bradbury Press, 1992.
- McCarthy, Tara. *Teaching Genre*. Scholastic Professional Books, 1996.
- McGovern, Ann. *The Pilgrim's First Thanksgiving*. Scholastic, Inc., 1973.
- McLerran, Alice. *The Ghost Dance*. Clarion Books, 1995.
- Roop, Connie and Peter. *Pilgrim Voices: Our First Year in the New World*. Walker Publishing Company, Inc., 1995.
Excellent source for providing background knowledge of the journey of the Pilgrims to North America and their way of life.
- San Souci, Robert. N.C. *Wyeth's Pilgrims*. Chronicle Books, 1991.
Somewhat biased account of the Pilgrims as heroes. An interesting read-aloud, provokes discussion of perspectives.
- Sewall, Marcia. *The Pilgrims of Plimoth*. Scholastic, Inc., 1986.
Prequel to *Thunder From the Clear Sky*; excellent for building background knowledge of Pilgrim lifestyles and speech patterns in a read-aloud setting.
- Sewall, Marcia. *Thunder From the Clear Sky*. Aladdin Paperbacks, 1995.
- Waters, Kate. *Sarah Morton's Day*. Scholastic, Inc., 1989.
A "day in the life" of a Pilgrim girl living in colonial times. Interactions with Native Americans are never mentioned, but the photographs give students a realistic idea of life in those times for the Pilgrim culture.
- Waters, Kate. *Samuel Eaton's Day*. Scholastic, Inc., 1993.
Another "day in the life" account, a Pilgrim boy living in colonial times.
- Yolen, Jane. *Encounter*. First Voyager Books, 1996.

About the Author

Sara Hensen was born in Denver, Colorado and attended Denver Public Schools Kindergarten through 12th Grade. She attended the Metropolitan State College of Denver and received a B.S. in Criminal Justice with an emphasis in Youth Advocacy and Delinquency Control. She gave up her dreams of law school and joined the Teacher in Residence Program in summer of 2001. She completed her first year of teaching in the 2001-2002 school year at Goldrick Elementary. Sara teaches in a third grade ELA-E classroom, and loves her job.

