



Exploring Plymouth Prior to the Arrival of the Pilgrims

LOCATION/S: Plymouth, MA

TIME PERIOD: early 17th century

GRADE LEVEL: 2nd & 3rd

SUMMARY

In this lesson, students will examine a primary source map and an English translation, looking for the parts of the map that will help them decode and analyze it. Students will determine the meaning of unknown words or phrases from the key, and reflect orally and in writing about what the cartographer's choices show us about his view of Plymouth and the Native Americans who were living there.

TIME COMMITMENT

60 minutes

ESSENTIAL QUESTION/S

- What was Plymouth like prior to the arrival of the Pilgrims?
- How did the explorers view the Native peoples in America?
- What information can we learn from this and other maps?

OBJECTIVES

- Students will be able to identify and interpret key features of a map.
- Students will be able to discuss with their partners which features help them interpret a map.
- Students will use context clues and a dictionary to define Tier 2 and Tier 3 vocabulary from the map's key.

CURRICULUM STANDARDS

Massachusetts Frameworks
English Language Arts

RI 3.6: Distinguish their own point of view from that of the author of a text.



RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

History and Geography Content Standards

Gr 2, Topic 1, Standard 1: Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).

Gr 3, Topic 3, Standard 8: Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).

Gr 3, Topic 3, Standard 9: Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th-century map of New England with a current one.

Gr 3, Topic 4, Standard 10: Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.

MATERIALS AND SOURCES

Accessible in a Map Set on the Leventhal Map Center Digital Collections website

<https://collections.leventhalmap.org/map-sets/332>

Included in this file following the Sequence of Learning Activities

1613 Champlain Map of Port of St. Louis with Map Key

Graphic Organizers

Interpreting the Champlain Map

Reading the Key



Reflecting on the Champlain Map

Annotated Bibliography

To be provided by the teacher

Projector

Dictionaries and/or access to online dictionary

Printed copies of maps and graphic organizers in lesson plan or Chromebooks or tablets to access digital maps and organizers

Lesson and accompanying map set created by 2017 Carolyn A. Lynch Teacher Fellow:

Theresa Garcia de Quevedo
ESL and Special Education Teacher
Mildred Avenue K-8 School
Boston Public Schools



PREVIEW

Teacher will project the French version of Samuel de Champlain's map of Plymouth without the key visible. The teacher will ask students to describe what they observe from the map. After a few shares, the teacher will share with the students that some information is missing from the map and they need to determine what else they would need to know to be able to understand the map.

PROCEDURE

Students will discuss with a partner and complete a two column organizer listing with features they already notice on the map (compass, scale, title) that help them understand what the map is showing them and a list of any additional information they would need to understand the map/ questions they have for the cartographer.

Students share out observations and then teacher reveals to the students that the map of Port St. Louis is a map of Plymouth, Massachusetts and changes the projected image to show the French version of the map with a key. Teacher points out to the students that this map was originally drawn in French and that the cartographer was from France. Then the teacher provides the translated version of the key and models for the students how an item from the key corresponds to a letter labeled on the map.

Students work with their partner, identifying each additional item from the key on the map. Then students complete their organizer using a dictionary and/or context clues- explaining each item on the key in their own words.

During a whole group reflection, students share the meanings they uncovered for each word.

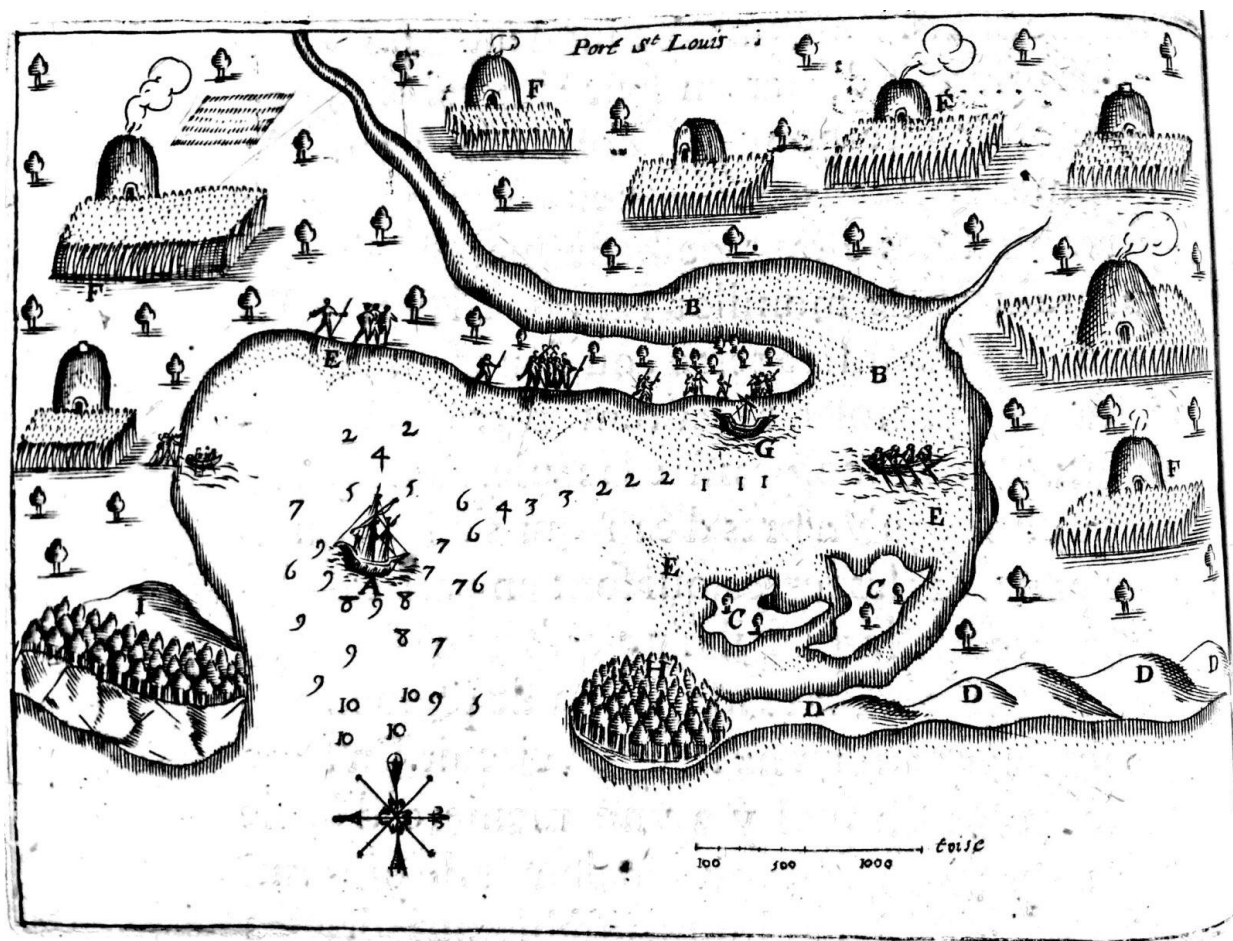
REFLECTION/PROCESSING

After completing their vocabulary activity, students will write a paragraph about what Plymouth was like before the arrival of the Pilgrims, listing 1-2 pieces of evidence from the map to support their claim.

Students share out their claims in small groups while teacher circulates to listen to student discussions. A few students may share out their claims and evidence with the whole group.



1613 Champlain Map of Port of St. Louis with Map Key



Les chiffres montrent les brasses d'eau.

A Montre le lieu où posent
les vaisseaux.
B L'achenal.
C Deux ifles.
D Dunes de sable.
E Basses.

F Cabannes où les fauanges
labourent la terre.
G Le lieu où nous fusmes
eschouer nostre barque.
H vne maniere d'isle tem-

plie de bois tenant aux du-
nes de sable.

I Promontoire assez haut qui
paroist de 4. a 5. lieux à la
mer. .

Lc 19.

From S. D. Champlain, *Les voyages du sieur de Champlain Xaintongeois, capitain ordinaire pour le roy, en la marine divizee en deux livres; ou, journal tres-fidele des observations faites és decouvertes de la Nouvelle France... ensemble deux cartes geographiques.* 1613. Paris, France: Jean Berjon.



Name: _____

Date: _____

Interpreting the Champlain Map

Given Information • What map features do you see? • What do you already know about this map?	Needed Information • What additional map features would you need to understand this map? • What information is missing? • What questions would you ask about this map? • What would you ask the cartographer?



Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

Name: _____

Date: _____

Reading the Key

1. Read the map key with your partner and find where each item is marked on the map with a letter.
2. As you find the item, complete the organizer with the meaning of each phrase in your own words. You may use clues from the map and a dictionary to check meanings. Make sure you are explaining the bold words in your definitions. Item C does not need a definition.

English Translation of Key	Meaning (in your own words)
A. Indicated the spot where vessels anchor	A.
B. The channel	B.
C. Two islands	C.
D. Sand- dunes	D.
E. Shoals	E.
F. Indian wigwams and cultivated land	F.
G. The spot where we ran our boat aground	G.
H. A kind of wooded island adjacent to the sand-dunes	H.
I. High promontory which appears to be 4 to 5 (units of measurement of length) from the sea	I.
The numbers indicate depth in fathoms	

Name: _____

Date: _____



LESSON PLAN OVERVIEW

Based on what you observed in the Samuel de Champlain map, what was Plymouth like prior to the arrival of the Pilgrims? Remember to include at least 1-2 pieces of evidence from the map to support your claim.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

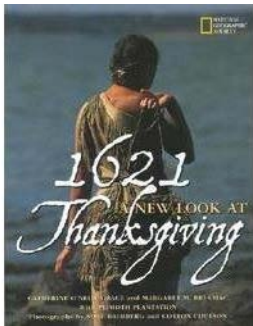


Annotated Bibliography

Texts for whole-class and/or small group lessons about Pilgrims, Wampanoag, and Thanksgiving traditions of Native peoples

Grace, C.O. & Bruchac, M. M. (2001). *1621: A New Look at Thanksgiving*. Washington, D.C.: National Geographic Society.

Lexile Level: 1100 (Gr 6-8 Stretch Lexile band)

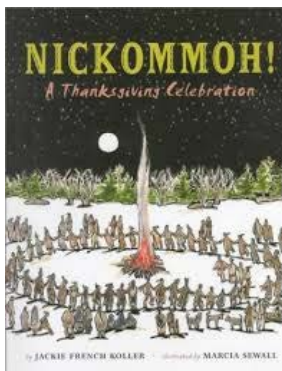


This book is written as more of a textbook on the topic than a picture book. The illustrations are photographs from the 2000 reenactment of the first Thanksgiving at Plimoth Plantation. Many Boston teachers may have access to this book in their school or classroom libraries as it was previously part of the BPS Social Studies curriculum. It serves as a good starting point for critiquing the commonly presented view of the “first” Thanksgiving.

Koller, J. F. (1999). *Nickommoh! A Thanksgiving Celebration*. New York, New York: Atheneum Books for Young Readers.

Lexile Level: 740AD

Guided Reading Level: M



This picture book presents a traditional Nickommoh, or one of several large celebrations of thanksgiving held throughout the year by the Narragansett people. The book includes illustrations by Marcia Sewall. There is a glossary to define Narragansett terms and the author’s note includes some contextual information. For example, it explains how although this text uses words in the Narragansett language, the celebration depicted in the book is similar to celebrations held by many different tribes in the New England region. Native people actually celebrated thirteen different thanksgivings throughout the year, one for each lunar month. A Nickommoh was one of the few larger thanksgiving celebrations held each year.



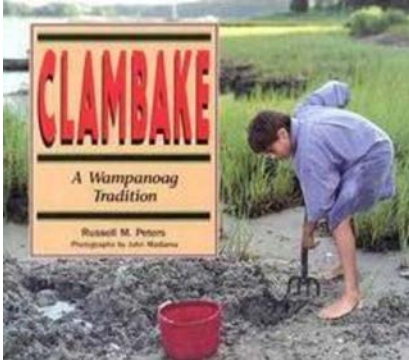
Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

Peters, R. M. (1992). *Clambake: A Wampanoag Tradition*. Minneapolis, Minnesota: Lerner Publications Company.

Lexile Level: 980

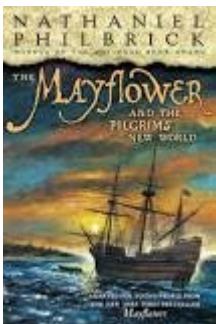
Guided Reading Level: S



This picture book follows Steven Peters, a Wampanoag boy, as his grandfather teaches him how to prepare a traditional appanaug, or clambake. The author is Steven's grandfather, Russell M. Peters or Fast Turtle. The book also includes a glossary and pronunciation guide for Wampanoag words. It's an excellent resource when teaching about the Pilgrims and Wampanoags because it focuses on contemporary Wampanoag people, rather than at the time of the Pilgrims' arrival in North America.

Philbrick, N. (2008). *The Mayflower and the Pilgrims' New World*. New York, New York: Puffin Books.

Lexile Level: 1170 (CCSS Gr 11 & up, stretch lexile band for Gr 6 & up)



This text is adapted from Philbrick's *Mayflower: A Story of Courage, Community, and War*. It shares historical information in a novel-like format and includes maps and other illustrations. The story begins with the Separatists (Pilgrims) fleeing England and setting up a community in Holland, then beginning to organize their expedition to establish a colony in North America and continues through the challenges of settlement in New England through King Phillip's War.

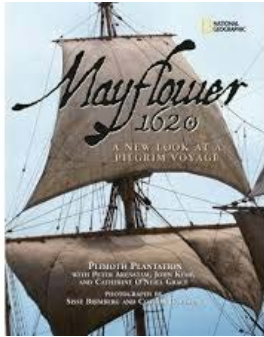
Advanced readers will enjoy this book as independent reading but longer excerpts and entire chapters can be used in whole-class or small-group instruction for grades 5 & up. Short paragraphs or quotations can be used as complex text for close reading in grades 3 & up. The book also includes a detailed timeline, Mayflower passenger list, and questions for discussion.



Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

Plimoth Plantation. (2003). *Mayflower 1620: A New Look at a Pilgrim Voyage*. Washington, D.C.: National Geographic Society.



This is a companion text to *1621: A New Look at Thanksgiving*. It weaves quotations from primary sources such as William Bradford's *Of Plimoth Plantation* into a narrative of the events leading up to the Mayflower setting sail, the actual voyage, and the first reactions of the Pilgrims upon arriving in Cape Cod and then Plymouth.

The text includes engaging full-color photographs from the 2001 reenactment that included sailing the Mayflower II to Plimoth Plantation. It is an ideal text for whole-group instruction because it is more complex than other texts about the Mayflower and provides opportunities for students to read different excerpts for multiple lessons. It dives deeper into the complicated reasons that compelled the Pilgrims to migrate to America and the different groups that made up the people who sailed on the Mayflower. There is a helpful map on two full pages that shows the Mayflower's journey, including stops by the Pilgrims in the Netherlands before setting out on their journey from England. Importantly, the text emphasizes the length history of the Wampanoag people in New England, prior to the arrival of the Pilgrims and other explorers.

Seale, D., Silverman, C. & Slapin, B. (Eds.) (2011). *Thanksgiving: A Native Perspective*. Sonoma, California: Oyate



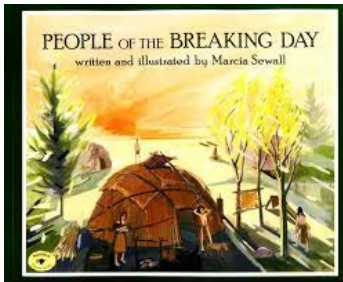
This is a packet, compiled by a Native American/American Indian advocacy organization, that contains essays, speeches, stories, and activities to help teachers and students think critically about the concept of the “first Thanksgiving.” Some of the most useful resources include Native folktales about thankfulness and a map of Massachusetts and Rhode Island listing Native names alongside present-day names for places. One of the most significant resources is the text of a speech of Frank James, a Wampanoag man who was asked to speak at Plymouth for the 350th anniversary of the “first Thanksgiving.” He never gave the speech because organizers of the event did not approve it for the event and he would not consent to give a censored speech.



Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

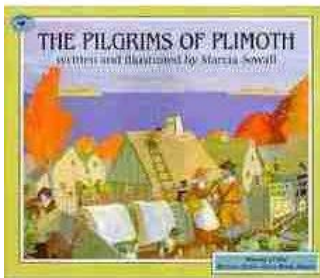
Sewall, M. (1990). *People of the Breaking Day*. New York, New York: Atheneum Books for Young Readers.



This picture book presents elements of the historical culture of Wampanoags prior to the arrival of the Pilgrims, told in the first person from the perspective of a young Wampanoag girl. The text includes discussion of tribe traditions, family roles, and daily life prior to the arrival of European colonists. The author uses Wampanoag words and phrases throughout the text. Some are defined with context clues, others can be found in the glossary at the back of the book.

Although the text is too long for a read-aloud, excerpts could be used in whole-class or small group instruction for grades 3 and up. It would be useful to compare/contrast with quotes describing Native American culture from primary sources written by English settlers. It could also be engaging independent reading for some students.

Sewall, M. (1986). *The Pilgrims of Plimoth*. New York, New York: Atheneum Books for Young Readers.
Lexile Level: 910 (CCSS Gr 6-8, stretch lexile band for Gr 4 & 5)
Guided Reading Level: T



This picture book tells the story of the Pilgrims from when they set sail from England through the “first Thanksgiving.” It is divided into the following sections: Pilgrims, Menfolk, Womenfolk, Children and Youngfolk, and The Plantation. It includes quotes from William Bradford’s *Of Plimoth Plantation*, *Mourt’s Relation*, and from Pilgrim Village Interpreters at Plimoth Plantation.

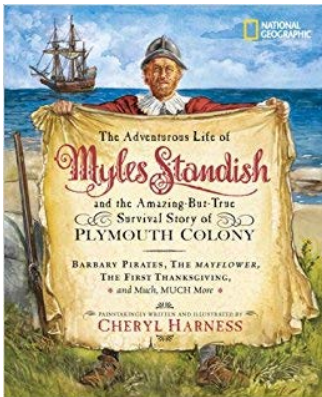
It is valuable for its descriptions of Pilgrim life but gives a brief and stereotypical description of a first harvest celebration. It would be helpful to use this excerpt to compare and contrast with the brief excerpts from the primary sources (Bradford’s *Plimoth Plantation* and Winslow in *Mourt’s Relation*) and to help students analyze and critique different portrayals of the first Thanksgiving story.



Texts for additional student independent reading on the Pilgrims and the Wampanoag

Harness, C. (2006). *The Adventurous Life of Myles Standish and the Amazing-But-True Survival Story of Plymouth Colony*. Washington, D.C.: National Geographic Society

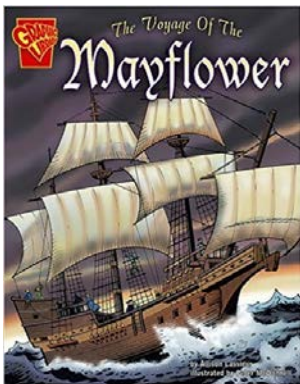
Lexile Level: 1060



This text uses Myles Standish's life to set the timeline and includes a historical events that occurred at the time of his birth and concurrent with his life. It is a chapter book that includes more detailed history than most of the texts for students. Particular passages could be used by teachers for instruction but this book would be most useful as extended reading for students in grade 5 and up. There is a timeline that runs throughout the whole text, at the bottom of each page, to put the events into a global context.

Lassieur, A. (2006). *The Voyage of the Mayflower*. Mankato, Minnesota: Capstone Press.

Lexile Level: GN650



Written in graphic novel format, this text tells the story of the Pilgrim's voyage beginning with background knowledge about their reasons for leaving and ending with Squanto helping the Pilgrims survive in their new colony. It is a short and simplistic version of the story but a good way for students who struggle with reading large amounts of text to get some background information on the topic. The dialogue is clear and easy to read. It can also introduce students to the graphic novel format in an attainable way. It would be helpful to use an example of a final product that students could create to demonstrate their learning.



Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

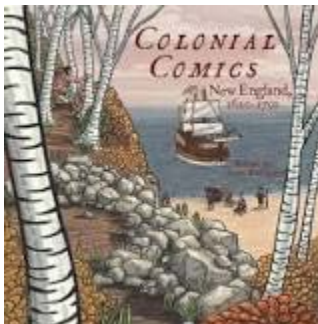
Lynch, P. J. (2015). *The Boy Who Fell Off the Mayflower or John Howland's Good Fortune*. Somerville, Massachusetts: Candlewick Press.

Lexile Level: 940



This beautifully illustrated picture book tells a summary of the events leading up to the Pilgrims voyage through the early years of their settlement at Plimoth from the point of view of John Howland, a young man who was an indentured servant to Governor John Carver. As a work of historical fiction, it does gloss over some of the details as well as add fictional dialogue between characters. However, it is engaging and could be high-interest independent reading for strong readers in grades 4 and up. This text is too long for a read aloud.

Rodriguez, J. (Ed.). (2014). *Colonial Comics: New England: 1620-1750*. Golden, Colorado: Fulcrum Publishing.



This book is a compilation of stories from early colonial American history. The editor, Jason Rodriguez, aimed to introduce readers to underrepresented stories from that time period that readers would not typically encounter in history books. Each story is not directly connected to the previous story but the stories are organized in loose chronological order. The book also includes a detailed bibliography for each story which includes further reading on each topic, including primary sources.

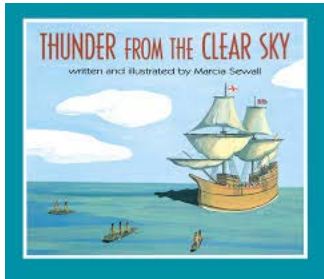
This is a high interest book for students that includes colorful and detailed images paired with text and dialogue to tell the stories of early colonial America. Some stories are more familiar to students, such as those of the Pilgrims and Squanto but these and other stories add to the reader's understanding of this time period. The story "Troublesome Sows" is particularly useful for explaining how colonists began to claim land from the Native Americans by allowing their livestock to graze freely, destroying Native crops.

This book would be appropriate for grade 5 and up for independent reading. Teachers should note that one story within this volume shows George Burroughs with a noose around his neck, prior to being hung. However, the comic does not include an image of the actual hanging. Selected stories from this text would be appropriate to use in whole-class instruction for grades 3 and up, particularly a comic about how the Pilgrims fled to Holland and their preparations to set up a colony in North America, a



profile of Squanto, and a wordless comic about how colonial animals grazed freely and encroached upon Native American farmland.

Sewall, M. (1995). *Thunder from the Clear Sky*. New York, New York: Aladdin Paperbacks.



This picture book alternates between the perspective of the Wampanoag and the Pilgrims, beginning when the first European ship was spotted. Native Americans thought it was a floating island and that the cannons fired at them were thunder in a clear sky. It tells of the first traders and explorers to make contact with the Wampanoag, as well as the diseases they brought with them. It then shows the settlement of the Pilgrims and how their relationship with the Wampanoag changed over time, including images of the violent Wessagusset massacre, the hanging of Native Americans accused of killing a Pilgrim man, and King Philip's War.

Waters, K. (2001). *Giving Thanks: The 1621 Harvest Festival*. New York, New York: Scholastic Press.

Lexile Level: 620

Guided Reading Level: L



This book is written in first person, alternating between the point of view of Dancing Moccasins, a 14 year old Wampanoag boy, and Resolved White, a 6 year old English boy. The book was created in cooperation with Plimoth Plantation and is accompanied by photographs of the reenactment of the harvest feast that was held in October 2000. The back of the book includes detailed information about Wampanoag traditional harvest celebrations, days of Thanksgiving for the English colonists, and the history of Thanksgiving as a holiday.

This book is accessible and appropriate for students in grade 3 and up. This could be independent reading for some students and/or used in whole-class lessons. The last few pages with additional information are more complex and would mainly serve as background information for teachers or excerpts to be used in lessons.



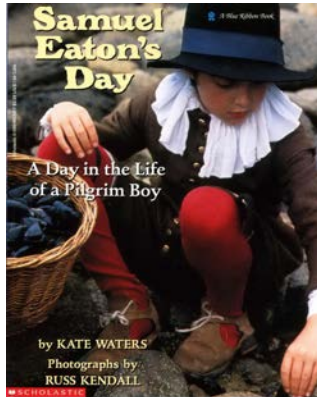
Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

Waters, K. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*. New York, New York: Scholastic Press.

Lexile Level: AD710

Guided Reading Level: Q



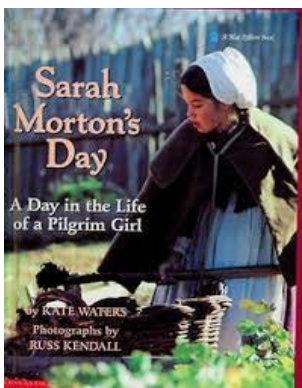
Waters writes from the perspective of a young Pilgrim boy named Samuel Eaton. The story tells about his life as he goes through his daily chores. The text touches on the difficulties faced by those who arrived on the Mayflower, by sharing that his mother passed away on the voyage. It also emphasizes the expected work ethic of the Pilgrims.

This text is told from the first person perspective of a Pilgrim boy, as well as includes full color photographs of the living historians at Plimoth Plantation, so it is able to expand on simple textbook summaries about life for Pilgrims in New England. However, it is a very simple account, and includes no other topics nor any details about the relationship between the Pilgrims and Native Americans. This would be useful for showing students the basics of Pilgrim life if they need the visual support. The text is not rigorous but includes terms and phrases from the dialect of the time, which may be difficult for students to fully access.

Waters, K. (1989). *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York, New York: Scholastic Press.

Lexile Level: 700

Guided Reading Level: Q



This text is written from the perspective of Sarah Morton, a Pilgrim girl, as she goes about her day at Plimoth Plantation. It shows the typical dress, chores, and social expectations for a Pilgrim girl. Similar to *Samuel Eaton's Day*, this text is a simple but clear overview of daily life for the Pilgrims but it is not complex enough to be an instructional text. It would be most useful as a supplemental text or a support for students who need visual aids for comprehension.



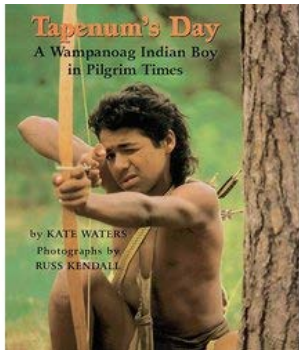
Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

Waters, K. (1996). *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*. New York, New York: Scholastic Press.

Lexile Level: 680

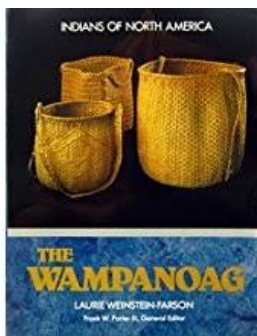
Guided Reading Level: N



Waters writes this book from the perspective of a Wampanoag boy around the time of the Pilgrims arrival in New England. The book does not touch on the Pilgrims or their interactions with the Wampanoag. It focuses on the daily life and training of the boy. The book includes photographs of a Wampanoag Mashpee boy playing the part of Tapenum, reenacting typical scenes. At the end of the book there is a map of place names from the 1600s, and a short summary about the Wampanoag. It also includes a glossary of English and Wampanoag words as well as the meanings of Wampanoag names referenced in the book.

This book is accessible and appropriate for students in grade 3 and up. This could be independent reading for some students and the map on page 37 can be used to show the place names in Massachusetts and Rhode Island prior to the arrival of the Pilgrims.

Weinstein-Farson, L. (1988). *The Wampanoag*. New York, New York: Chelsea House Publishers.



This book is a good resource for teachers' background knowledge on Native Americans in North America, particularly focusing on the Wampanoag. It provides a good summary of life for the Wampanoags prior to, during, and after the arrival of the Pilgrims as well as members of the Wampanoag nation today. It also focuses on the different settlements of Wampanoag, including the history of the Mashpee Wampanoag, which may be of particular relevance to local teachers. This book would not be ideal for student use, unless for a research project with middle school students as it is very text-heavy and covers such a broad time period.

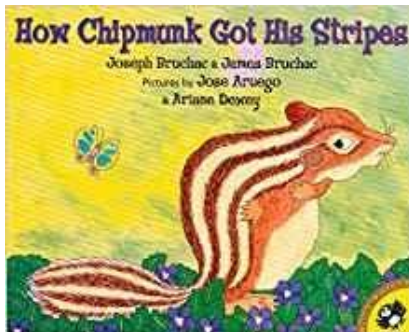


Texts about other Native American peoples and cultures

Bruchac, J. & Bruchac, J. (2001). *How Chipmunk Got His Stripes*. New York, New York: Dial Books for Young Readers.

Lexile Level: AD520 (Adult-directed)

Guided Reading Level: L



This picture book tells an origin story- of how the chipmunk came to look as it does today, how it came to have stripes down its back. The chipmunk began as a brown squirrel that teased and angered a bear, which then scratched off the fur on the back of the squirrel with its claws. The squirrel got away and became a chipmunk because of the stripes on his back. According to the authors' notes, there is a version of this tale in many tribes, including the Cherokee, Abenaki, Mohawk, and Iroquois tribes.

Chief Jake Swamp. (1995). *Giving Thanks: A Native American Good Morning Message*. New York, New York: Lee & Low Books Inc.

Lexile Level: AD520 (Adult-directed)

Guided Reading Level: M

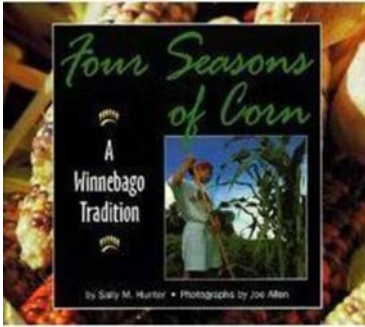


This picture book is based on the Thanksgiving Address, an ancient message of peace and appreciation of Mother Earth and her inhabitants. The Iroquois or Six Nations still give the Thanksgiving Address at ceremonial and governmental gatherings. Children of the Six Nations are taught to wake each morning and give thanks for all living things. The author himself has delivered the Thanksgiving address many times. He includes the basic Mohawk translation of the words in the book to introduce readers to the Mohawk language.



Hunter, S. M. (1997). *Four Seasons of Corn: A Winnebago Tradition*. Minneapolis, Minnesota: Lerner Publications Company.

Lexile Level: 930

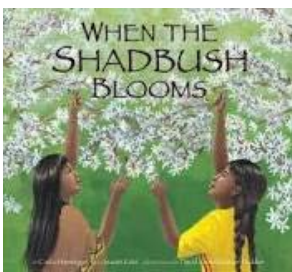


The author, Sally Hunter, an Ojibway woman, is married to a man who is from the Hochunk/Winnebago peoples. This picture book tells the story of Russell, a seventh grade boy in Minnesota who helps his Winnebago grandfather and their family plant, raise, harvest, dry, and cook corn. The book describes the seasons for each of these activities as well as the processes for cultivating corn. Throughout the book, the author includes details of Russell's daily life outside of the days he helps with planting the corn. Students will be able to see how some contemporary Native American children attend public schools and play on sports teams, as

well as keep the traditions of their families and tribes.

Messinger, C. (2007). *When the Shadbush Blooms*. Berkeley, California: Tricycle Press.

Lexile Level: NC660 (Non-conforming= lexile is higher than typical for designated audience or developmental level of book)



The author is the founder and retired executive director of the Lenni Lenape Historical Society and Museum of Indian Culture. This picture book is told from the point of view of Traditional Sister and Contemporary Sister, each telling the story from her own time period. On one side of the book, the illustrations show Lenape people from the time prior to European colonization in North America while on the opposite page, illustrations show a young Lenape girl and her family in modern times. The effect is that readers

can see how traditions connect people across time and emphasizing that the Lenni Lenape people still exist in the present time, but also remain connected to their ancestors. At the end of the book, the author includes a short informational piece about the Lenni Lenape people, the seasons that they follow and traditional activities that accompany each moon/season in the Lenni Lenape calendar.

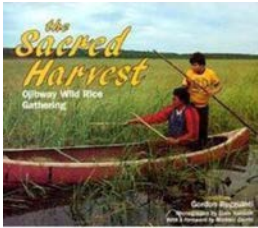


Exploring Plymouth Prior to the Arrival of the Pilgrims

LESSON PLAN OVERVIEW

Regguinti, G. (1992). *The Sacred Harvest: Ojibway Wild Rice Gathering*. Minneapolis, Minnesota: Lerner Publications Company.

Lexile Level: 1020



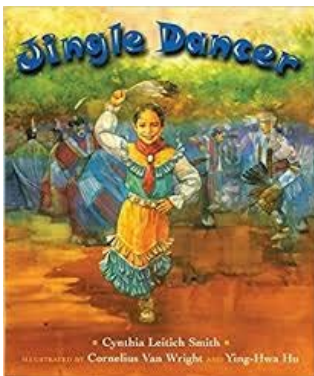
The author, Gordon Regguinti, is a member of the Leech Lake Band of Ojibway. He writes about the experiences of an 11-year-old boy named Glen Jackson, Jr. as he gathers mahnomi, or wild rice, with his father for the first time. The rice is an important crop and also holds spiritual significance for the Ojibway. The book emphasizes how the family only takes what they need and how they still harvest and prepare the rice using traditional methods instead of methods more

common for mass harvesting the rice. This book also shows how the children attend school and play video games as well as participating in traditions, such as gathering the wild rice.

Smith, C. L. (2000). *Jingle Dancer*. New York, New York: Morrow Junior Books.

Lexile Level: 650

Guided Reading Level: M

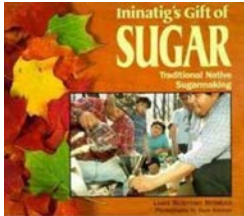


This picture book tells the story of a young girl named Jenna, who is a member of the Muscogee (Creek) Nation and also of Ojibway descent. She wants to participate in traditional dancing at the powwow, called jingle dancing. With the help of women friends and family members, she is able to find enough jingles for her dress, and participates in the dance in honor of those who cannot dance at the powwow. The book shows how traditional culture can exist alongside the modern aspects of their lives. The back of the book includes a glossary of important terms and an author's note explaining more about the jingle dancing tradition.



Waterman Wittstock, L. (1993). *Ininatig's Gift of Sugar: Traditional Native Sugarmaking*. Minneapolis, Minnesota: Lerner Publications Company.

Lexile Level: 850



The author, Lauren Waterman Wittstock, is a member of the Seneca Nation. She writes about Porky, an elder in the Ojibway Nation in Minnesota. He teaches others how to set up a sugarbush camp to harvest the sap to make syrup and maple sugar. The book also includes an Anishinaabe story (Ojibway) that tells how they first learned to tap trees for the sap and process it into syrup and maple sugar. This text also shows how many Native children come out to participate in this sugaring process with school groups.

Background reading for teachers

Moondancer and Strong Woman. (2006). *A Cultural History of the Native Peoples of Southern New England: Voices from Past and Present*. Boulder, Colorado: Bāuu Press.

This text includes background information on the cultural history of the Native people of southern New England. The main section of the text includes cultural observations of the groups of Native peoples, organized by topic. Topics include: appearance, greeting and language, eating and entertainment, sleeping and lodging, numbers, family and relations, domestic, the body and senses, discourse and news and oral history, time, seasons, travel, the heavens and heavenly bodies, weather, the winds, birds, the earth and planting crops, helping the English, first Thanksgiving Day, animals, the sea, fishing, clothing, religion, government and justice, marriage, wampum, trade, hunting, games, war, sickness, death and burial.

Within each topic section, there are excerpts from primary source texts, transcribed and updated with modern spelling for easier reading, as well as quotes from more recent texts. The same primary sources are referenced in multiple sections of this text. This text makes those primary sources more accessible by organizing the information by topic area and including modernized spellings. It can also guide teachers to specific primary sources to use in instruction based on topic area.



Primary Sources

Bradford, W. (1962). *Of Plymouth Plantation*. (S.E. Morrison, Ed.) New York, NY: Capricorn Books.

This is a detailed, two-volume account of Plymouth from 1621-1646 is written by William Bradford, governor of the Plymouth colony. Excerpts of this text describing the land and the interactions with the Native Americans would be useful for close reading activities.

Winslow, E. & W. Bradford (1985) *Mourt's Relation: A Journal of the Pilgrims of Plymouth*. (J. D. Fiore, Ed.) Plymouth, MA: Plymouth Rock Foundation.

This is a pamphlet created from the journals of several Pilgrims, including Edward Winslow and William Bradford during their first year at Plymouth. Excerpts from this text describing their impressions of Plymouth and Cape Cod could be compared with a map of the Mayflower's journey for close reading