

NATIVE
KNOWLEDGE



a **STORY** of **SURVIVAL**

The Wampanoag and the English

Presented by the Oklahoma City Public Schools
Native American Student Services

A Thanksgiving
Lesson Plan
Booklet
from a Native
American
Perspective



Resources, Credits, and Cited Sources

National Geographic Society, Saints and Strangers:
<http://nationalgeographic.org/education/saints-and-strangers/>

Oklahoma Indian Education Resources: <http://sde.ok.gov/sde/oier>

Oklahoma Historical Society, American Indians: <http://www.okhistory.org/kids/aiexhibit>

National Museum of the American Indian

American Indian Perspective on Thanksgiving:
http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf

O'Neill, C., & Bruchac, G. a. (2001). 1621 A new look at Thanksgiving .
Plimoth Plantation: National Geographic.



**A product of Oklahoma City Public Schools Native American Student Services.
Compiling and Editing done by Rochell Werito.**

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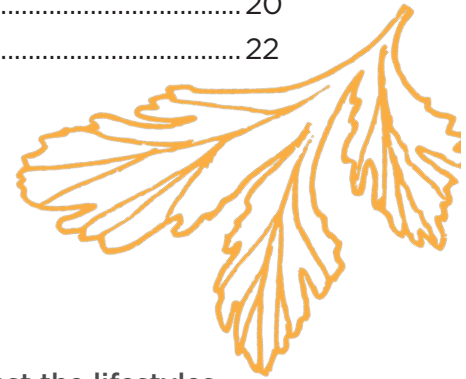
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Primary

1. Develop and understand the English and Wampanoag (Wah-pa-noah) cultures of the 1600s.
2. Develop and understand the English and Wampanoag prior to the arrival of the English people.
3. Compare and contrast the lifestyles of the English and Wampanoag.
4. Develop and understand the how the term “Thanksgiving” came to be.
5. Develop an understanding of the theme of Thanksgiving.



“19th Century, one paragraph of only 115 words in one letter written in the 1621 about a Harvest gathering inspired the growth of an American tradition to become a national holiday.” O’Neill, C., & Bruchac, G. a. (2001). 1621 A new look at Thanksgiving . Plimoth Plantation: National Geographic.

(Map pictured above from National Geographic Society, 2015)

Introduction



Si-yo! My name is Star Yellowfish and I am very excited you have chosen to learn and understand the history of Thanksgiving as told by the Indigenous people of the United States. I am the Director of Native American Student Services (NASS) for Oklahoma City Public Schools. This project has been highly anticipated not only by our district teachers, but by our colleagues and friends from across the country.

First, it's important to tell you who we are and what we do. Oklahoma City Public Schools Native American Student Services is a department funded by the Office of Indian Education from the U.S. Department of Education and Johnson O'Malley from the Bureau of Indian Education. We provide services, support, advocacy, care and love to over 2,500 Native American children in our district. **NASS represents over 72 tribes in our district.** NASS

works closely with students, families, teachers, staff and administrators to ensure that our Native American students receive the best quality and experience in education as possible.

This Thanksgiving Lesson plan booklet has emerged as a need expressed by our teachers to have something meaningful, tangible and easy to follow in their classrooms. The booklet also emerged because our parents were frustrated with their Native child coming home with make-shift feathers and inaccurate stories of Thanksgiving.

This booklet provides a number of useful tools:

1. It provides a quick facts for teachers to read to learn about the English and the Indigenous people of this land.
2. It provides a list of "what not to do" in order to not offend or provide harmful and inaccurate images to ALL children.
3. This booklet gives lessons that are grade appropriate with photos to follow.

I want to personally thank Rochell Werito and Cholakocee (Cho) Werito for doing the majority of the work on this awesome booklet! Rochell Werito is the Cultural Program Coordinator for NASS and took the lead on organizing, researching and writing the quick facts and some lessons for this booklet. Cho Werito is our early childhood teacher who made this document teacher friendly and applicable. She submitted many of her own lessons and made sure the lessons presented were age appropriate.

This booklet is designed to give teachers a place to begin when designing their lessons for Thanksgiving. It is written from a perspective of the Indigenous people of our country. We want to acknowledge and recognize the Wampanoag People for being forgotten in the Thanksgiving story for so many years in our country's education system. We hope that teachers near and far use this booklet as a jumping off point to stir their soul, creativity and skills to teach **ALL** children the truth about Thanksgiving.

Respectfully,

Dr. Star Yellowfish
Keetoowah Cherokee





First, I would like to say thank you to our Native American Student Services (NASS) Office for creating this resource for our teachers. Celebrating diversity and practicing inclusion is important in our district; especially since Oklahoma City Public Schools serves such a diverse population of students and families.

Learning the history and cultural significance of Thanksgiving is important for our students, and this booklet gives sample lesson plans that teachers can use to accomplish that. I encourage our elementary teachers to take advantage of this resource and utilize the activities outlined by the NASS team.

Respectfully,

Sean McDaniel
Superintendent
Oklahoma City Public Schools



Hesci!, Hello, My name is Rochell Werito. I am the Cultural Program Coordinator for the Oklahoma City Public Schools Native American Student Services Department (NASS). As the Cultural Program Coordinator, one of my responsibilities is to develop tools to facilitate culturally appropriate and accurate tribal history lessons. NASS has taken the responsibility to hopefully ensure all students, teachers, and families are taught the Native American perspective in our history. I hope you enjoy the first version of a Story of Survival: The Wampanoag and the English, and that it provides insight into the history of Thanksgiving from a Native perspective. The goal of our booklet is to amplify and celebrate the impact the Wampanoag people made in our history. We want to provide an additional view to the story of Thanksgiving, and address the misconceptions of the holiday. Our hope is educators use this booklet as a resource by supplying you alternative lessons and projects. I hope you enjoy and grow from this booklet. We would LOVE to see how you use a Story of Survival in your classrooms!! Please share your lessons, projects, and pictures you use in your classrooms by using our social media tags!

#NASSOKCPS #StudentSupportServicesOKCPS

Enjoy!! Mvto

Rochell “Ro” Werito
Mvskoke/ Navajo
Cultural Program Coordinator





Hello!

My name is Cholakocee Werito and I am the teacher representative for the Johnson O'Malley Program. I am a graduate of Oklahoma City Public Schools. I have taught Kindergarten and First grade in the OKCPS district for 5 years. As a Native American teacher, I am excited to be apart of the process in making this resource available for OKCPS educators. I want to ensure we are not providing activities that further the stereotypes of Native Americans. It is important that we, as educators, make sure that we are teaching an accurate representation of Native Americans using culturally appropriate lessons. Using both fiction and non-fiction stories, it is my wish that we can celebrate the rich cultures of the various tribes.

I hope that you can use this resource as a means to teach our students. These lessons can be adapted to fit most grade levels. I have used most of them in my kinder and first grade classes. My students have loved these lessons and I hope that your students will love them as well!

Thank you!

Cholakocee Werito
Muscogee Creek & Navajo

Recommended Books

- Legend of the Indian Paintbrush - Tomie de Paola
- Legend of the Bluebonnet - Tomie de Paola
- Squanto and the First Thanksgiving - Joyce Kessel
- The Circle of Thanks - Joseph Bruchac
- Tepenums Day - Kate Waters
- The Rough Face Girl - Rafe Martin
- The Girl Who Helped Thunder - James Bruchac & Joseph Bruchac
- Mama, Do You Love Me? - Barbara M. Joose
- If You Lived with the Iroquois - Ellen Levine
- The Polar Bear Son: An Inuit Tale - Lydia Dabcovich
- If You Lived with the Indians of the Northwest Coast - Anne Kamma
- Jingle Dancer - Cynthia Leititch Smith
- Crossing Bok Chitto - Tim Tingle
- Sky Sisters - Jan Bordeau Waboose
- 1621 A New Look at Thanksgiving - Catherine O'Neill, Grace, and Margaret Bruchac with the Plimoth Plantation.

1600s Quick Facts

1534, King Henry VII of England became the head of the new Church of England and refused to let people go to the church of their choice.

Many English People did not like the new Church of England and created a new church.

The people that left the Church of England became known as Separatists.

The Separatists were treated poorly over their beliefs and left England to gain religious freedom.

The Separatists wanted to start their own colony but had little money. They joined a group of investors to form a joint stock company.

The investors helped the Separatists with supplies and way to get to the "New World". The Separatists agreed to send items back to England to pay back their debt.

There were two ships; Mayflower and Speedwell for the Separatists.

The Speedwell had to turn back to England because the ship had a bad leak.

Mayflower became very compacted with 101 passengers and 26 crew members on the 66 day voyage. The Mayflower was meant for cargo.

There was European arrival prior to 1620; French/Dutch fishermen and settlers had been in the area since early 1614. However, the Mayflower intended to land close to Virginia Colony.

Due to storms and water currents, the Mayflower landed in Provincetown in November 1620.

The Separatists/English roamed Provincetown area and decided to finish the short journey to establish their colony at Plymouth in December 1620.

When the Separatists/English arrived on Wampanoag land, the village Patuxet was empty because the village population had been devastated by plague between 1616-1619. Only one Patuxet survived, Tisquantum or Squanto.

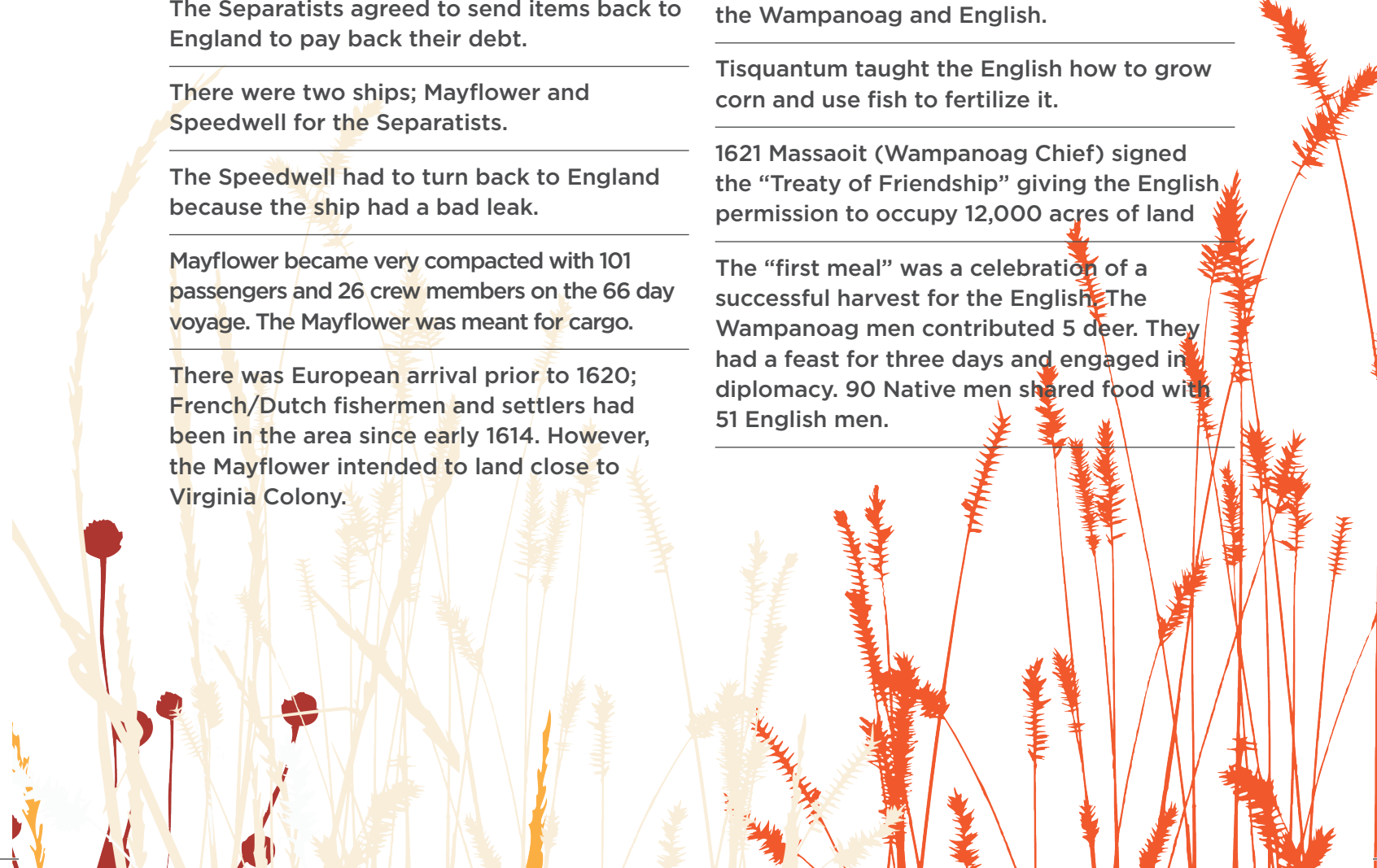
Half of the passengers from the Mayflower did not survive their first winter in America. The Mayflower returned to England in April 1621.

Tisquantum (Squanto) was a fluent English speaker and became an interpreter for both the Wampanoag and English.

Tisquantum taught the English how to grow corn and use fish to fertilize it.

1621 Massaoit (Wampanoag Chief) signed the "Treaty of Friendship" giving the English permission to occupy 12,000 acres of land

The "first meal" was a celebration of a successful harvest for the English. The Wampanoag men contributed 5 deer. They had a feast for three days and engaged in diplomacy. 90 Native men shared food with 51 English men.



Wampanoag Quick Facts

Wampanoag means “People of the Light” or “People of the East” or “People of the First Light”. First Light is their gift from the Creator. Wampanoag land has one of the earliest sunrises on the east coast.

They fished the waters, hunted the woods, and cultivated the woods.

Massasoit (Ma-sauce-o-weet), Wampanoag leader and 90 warriors kept close watch on the strangers that arrived with 90 warriors.

Wampanoag land was from Southeastern Massachusetts and eastern Rhode Island. Massasoit’s village was named Pokanoket.

The Wampanoag gave thanks and respect for every and each thing taken for their use. They still celebrate harvests and it’s called “Cranberry Day.”

They were taught to use many resources; remembering to use them with care, respect and a mind toward preserving some for seven generations of unborn and not to waste anything.

Squanto or Tisquantum was a member of Patuxet. He was kidnapped by Thomas Hunt and English associate of John Smith.

Tisquantum returned from New England in 1619 to find his tribe decimated by illness.

Tisquantum joined the Wampanoag tribe as an interpreter and guide.

Tisquantum and Hobbamock lived among the English to keep an eye on the settlement.

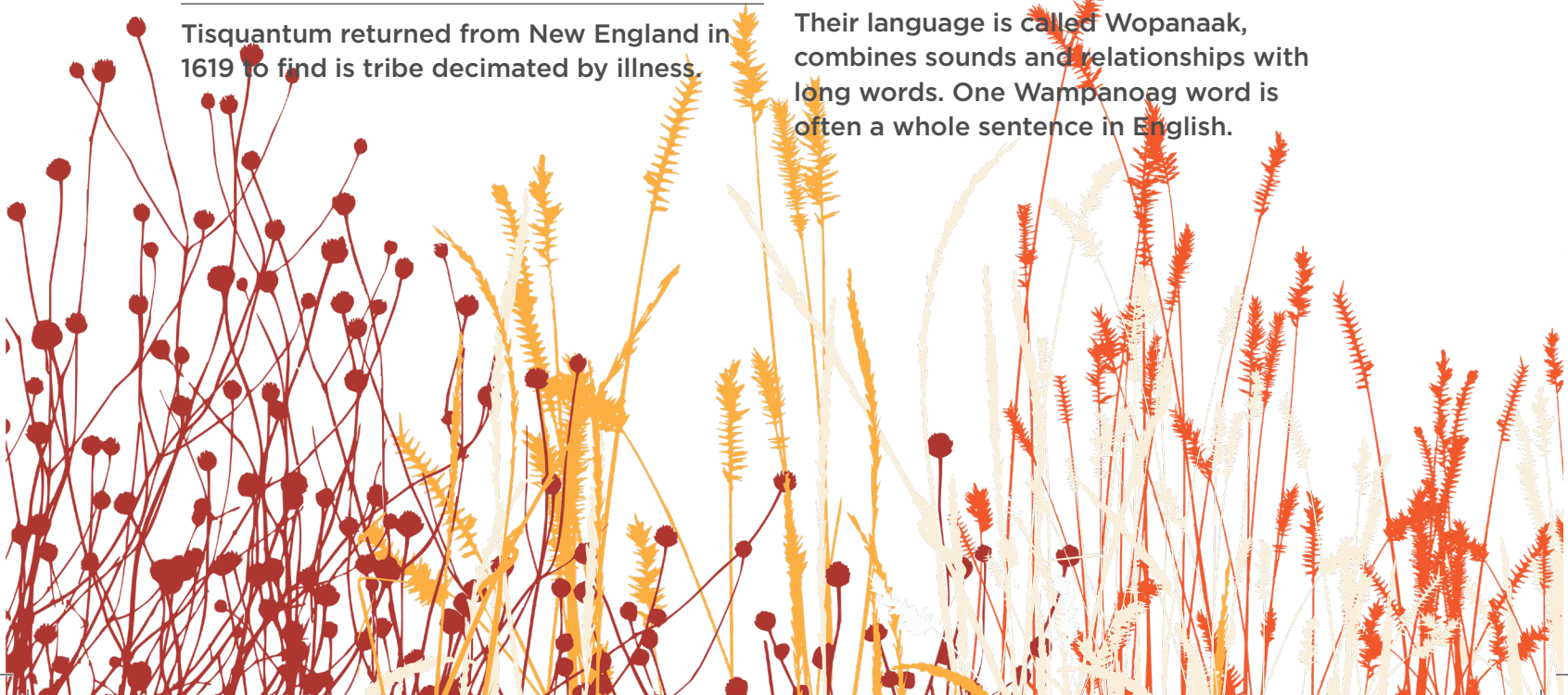
America was not the “new world” but rather homeland of Indigenous nations of many diverse cultures.

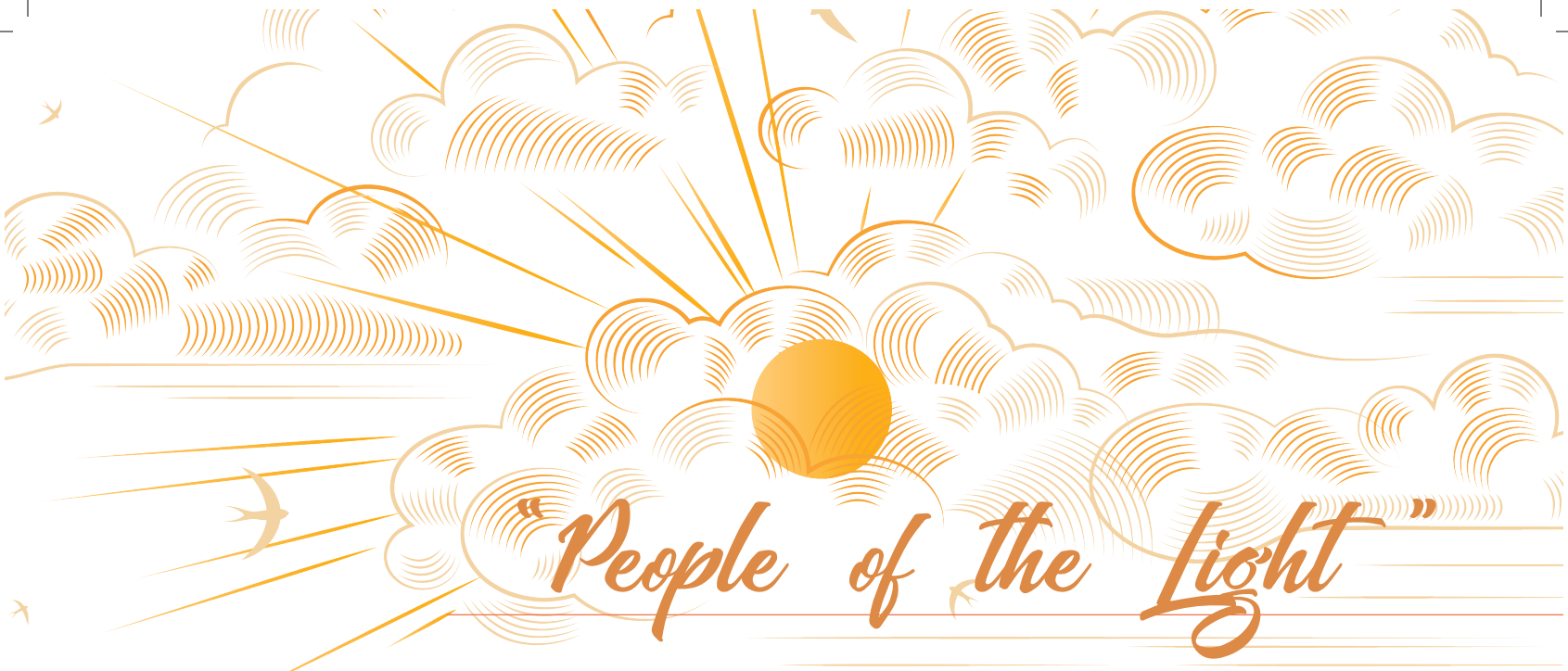
“ Tisquantum was the bridge between the English and Wampanoag. He helped teach them critically important survival techniques. ”

Wampanoag territory extended from Grafton, Massachusetts to SE Corner of Rhode Island and across Cape Cod, Martha’s Vineyard and Nantucket.

As caretakers of the land, life centered on providing food and shelter for families and maintaining a peaceful village. They had summer homes, winter homes and rotated between lands. Non-Natives thought they were wasting land.

Their language is called Wopanaak, combines sounds and relationships with long words. One Wampanoag word is often a whole sentence in English.





“People of the Light”

English describe the language as sounding like a rippling brook.

French/Dutch fishermen and settlers had been in the area since early 1614.

Wampanoag were forced to teach crop planting.

Wampanoags were kidnapped, forced into slavery and taken to England.

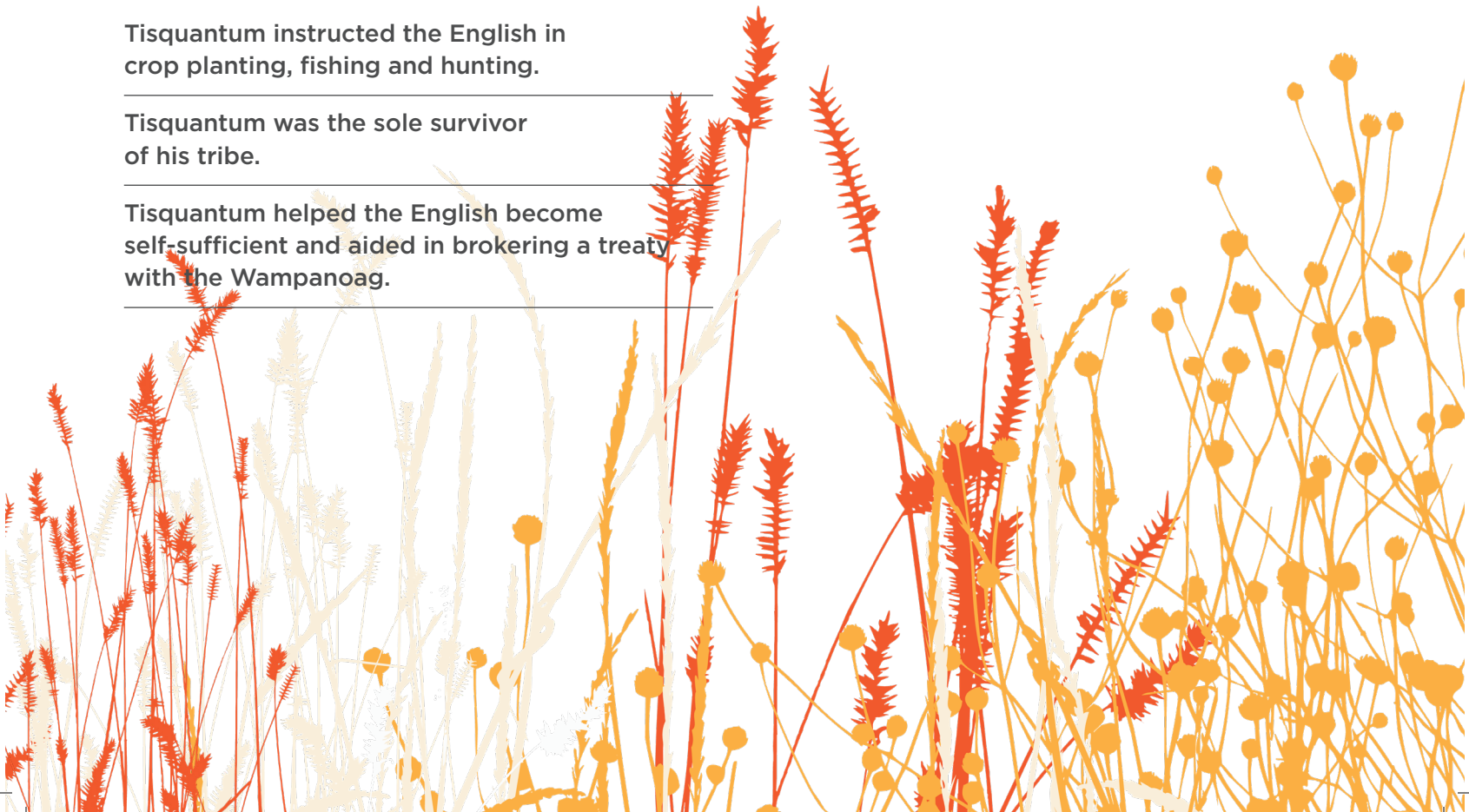
Tisquantum escaped slavery in England and spoke English fluently.

Tisquantum instructed the English in crop planting, fishing and hunting.

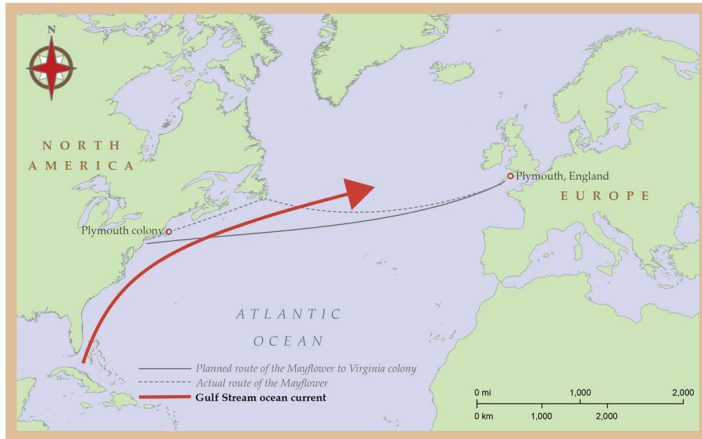
Tisquantum was the sole survivor of his tribe.

Tisquantum helped the English become self-sufficient and aided in brokering a treaty with the Wampanoag.

“ There are two federally recognized tribes today. Wampanoag Tribe of Gay Head, commonly referred to as “Aquinnah.” Mashpee Wampanoag Tribe, commonly referred to as “Mashpee.” ”



English Quick Facts



- Village Site = New Plymouth
- 52 men, women, and children were survivors of the 101 who arrived on the Mayflower.
- During the first winter more than half of the people died.
- In Autumn, they celebrated the survivors and their first successful harvest.
- Not all English on the Mayflower were seeking religious freedom
- There were two types of people on the Mayflower - Separatists and Adventurers
 1. Separatists believe they were holy, not adventurers, not seamen, and not warriors. They had different opinions and beliefs.
 2. Adventurers were the opportunist, adventure seekers, looking for riches and they were businessmen.

- Mayflower was a cargo ship
- William Bradford was one of the “founders” and long-time governor of Plymouth Colony.
- Bradford and Edward Winslow “wrote” about the first thanksgiving.
- English were tortured and imprisoned for revolutionary puritan beliefs.
- Underlying motive to move the “New World”: desire to own and control Indian Lands

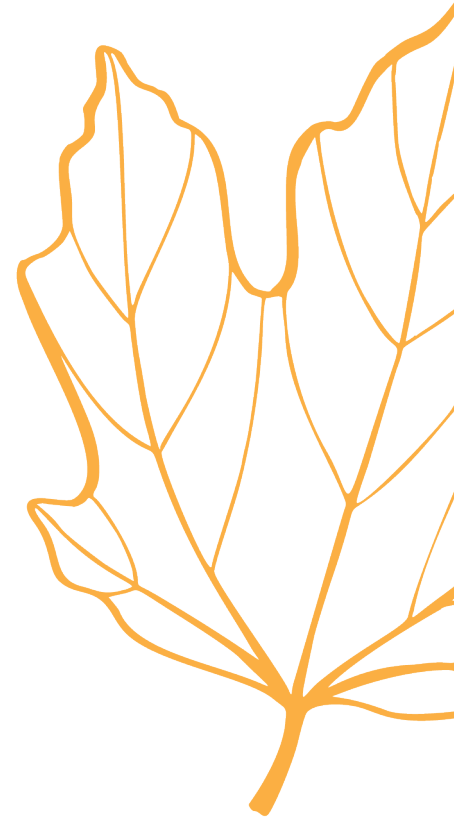
- English wanted to own land and Wampanoag idea was strange to them
- English wanted to “improve” the land. They believed any wild land was the rightful land as Christians.
- The English did not call themselves “Pilgrims.”

Thanksgiving was a term well known to the English but was not associated with festivals. The English were thankful for their crops and the hardwork they put into them.



Myths and Stereotypes

- Americans think the English took over empty land.
- Traditions and misunderstandings make the “First Thanksgiving”
- School children imagine brave, peaceful settlers, “the Pilgrims” inviting a few “WILD Indians” over for dinner
- Historic writings about the Native people in the Northeast are written from the point of view of the English.
- Much of what was written at the time was wrong and distorted. The story would be lost, recovered, told, and retold over centuries.
- It was not a single large meal. The celebration gathered together for three days.
- Many say Thanksgiving is about the Pilgrims and the Indians. The interactions of what led to become thanksgiving is the history of the English and the Wampanoags.

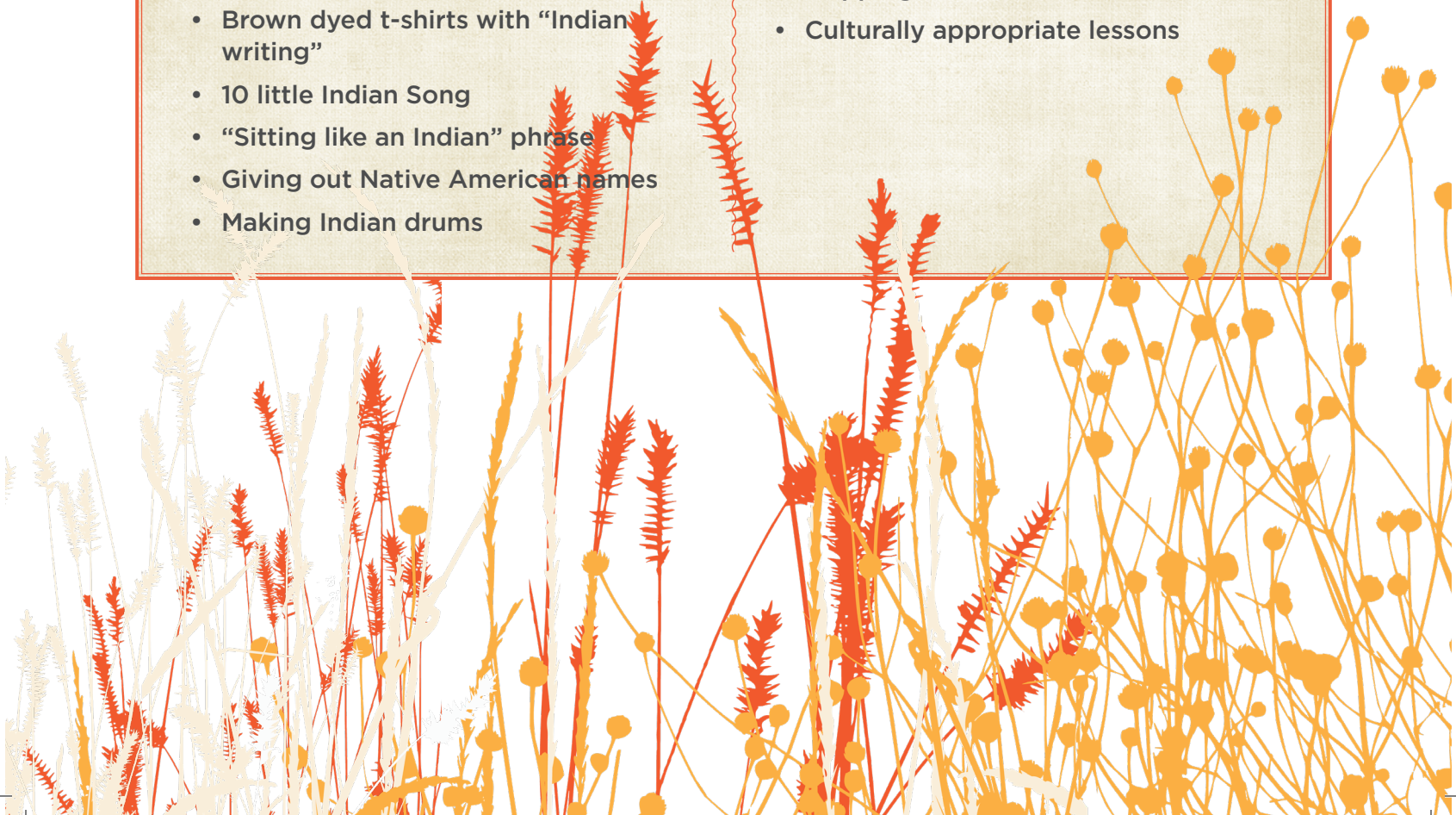


Avoid

- Grocery Bag Vests
- Construction paper Indian Headbands with feathers
- Brown dyed t-shirts with “Indian writing”
- 10 little Indian Song
- “Sitting like an Indian” phrase
- Giving out Native American names
- Making Indian drums

Suggestions

- Native American cultural presenters
- Working with a tribe near your school
- Mapping Tribes
- Culturally appropriate lessons



Lessons and Activities

KWL

Teacher will start a KWL chart about the story of Thanksgiving. After the chart, the teacher will discuss the quick facts. This can be done one day, or one topic each day. Students can research on fact and present what they learned to the class. After the lesson has been taught, the teacher can fill in the L on the chart.

- Wampanoag Only
- English Only
- Wampanoag & English

Venn Diagram

Teaching will lead a discussion on what happened on Thanksgiving and how it is celebrated now. Students will contribute to the Venn Diagram for lower grades or make one based on the information they have learned for the upper grades. Each topic can be done on a different day.

- Thanksgiving Then and Now
- Various Harvest Celebrations e.g. Salmon Feast
- Wampanoag & English
- Life then and Life now

Timeline

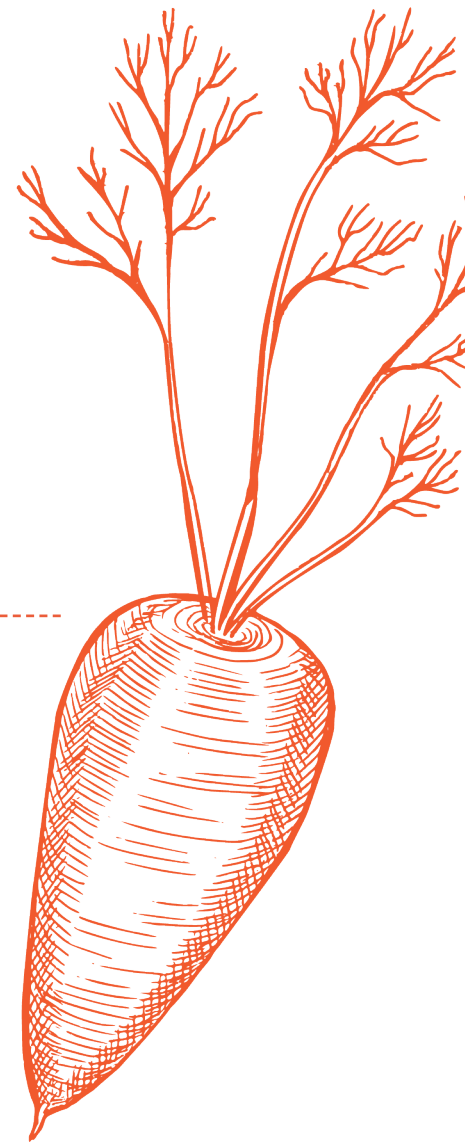
During Whole Group, teacher will go over the important events from the quick facts. Students will make a timeline. They can be creative in how they present the timeline.

- English leaving England to coming to America
- When did the English and Wampanoag encounter each other

Journal Entries

Students can make a journal. After learning about each event, students will write what they have learned to answer the questions.

- What does a crop planter need
- What did the English bring on the Mayflower
- What was winter like
- What is the agriculture like in Oklahoma



LESSONS

The Legend of the Indian Paintbrush

Learning Goal: I can recognize that people from other cultures have different languages, clothing, food, and homes.

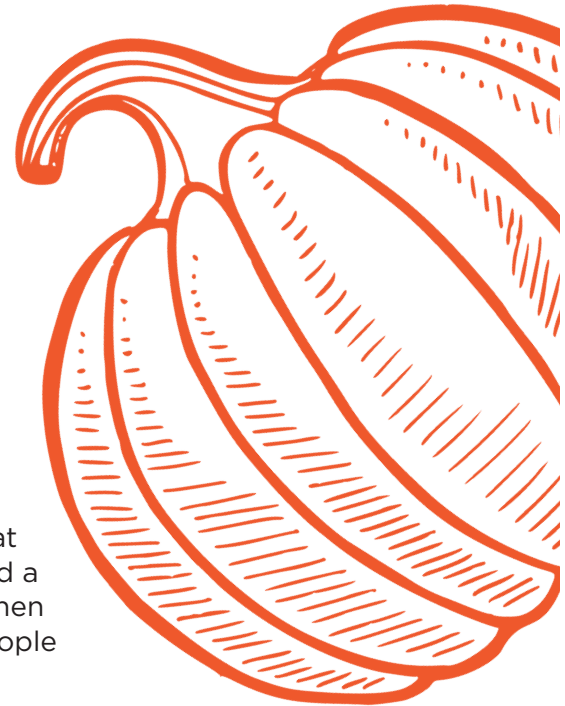
Question: How did Little Gopher feel when the Dream Vision told him to paint? Why do you think it made him feel that way?

Materials Needed:

- The Legend of the Indian Paintbrush by Tomie de Paola
- Map
- Brown Paper
- Crayons, markers, and pencils

* Teacher and students will map where Wyoming is located (inspiration for the story)

The teacher will read the story, pausing to make predictions about what is going to happen next. After story has been read, the teacher will lead a discussion about the problem and solution of the story. Students will then use brown paper to make their own picture of what they would like people to remember. They will write about their picture.



... If You Lived with the ____ (Tribe)

*Teacher and student will mark on a map where the tribe they are learning from is located.

Learning Goal: I can recognize that people from other cultures have different languages, clothing, food, and homes.

Question: What did you notice about the food of the people in the book? How are they different from our homes today?

The teacher will start a KWL chart. and lead a discussion about Native Americans.

After story has been read, the teacher will lead a group discussion on their original schema was correct. Students will participate in group discussion and will raise their hands using correct carpet procedures. Students will write a fact they learned from the book.



The Rough Face Girl

Learning Goal

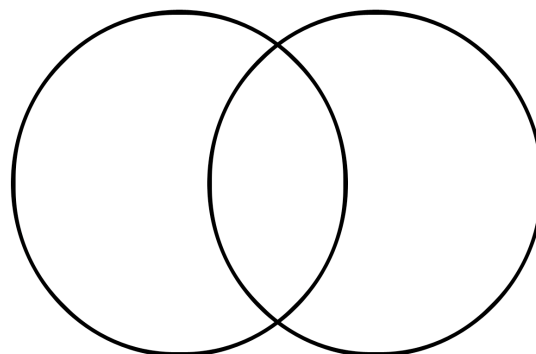
I can compare and contrast a story.

Question

Why do you think the Invisible Being would only marry someone who could see him?

Materials Needed

- The Rough Face Girl by Rafe Martin
- Cinderella
- Map
- Crayons, markers, and pencils
- Chart paper



Sample Venn Diagram from Scholastic
<http://teacher.scholastic.com>

*Teacher and students will mark on a map where the Algonquin Nation is located.

The teacher will read the story. After the story, the teacher will compare and contrast the Rough-Face Girl to Cinderella. Using a Venn diagram, the teacher will ask students to share what is the same and what is different. Students will write about how the story is alike or how the story is different.

How the Stars Fell Into the Sky

Learning Goal

I can recognize that people from other cultures have different legends.

Question

How would the story be different if the Coyote did not throw the stars in the sky?

Materials Needed

- How the Stars Fell into the Sky by Jerrie Oughton
- Map
- Crayons, Markers, and Pencils
- Construction Paper
- Glue

*Teacher and students will mark on a map where the Navajo Nation is located.

The teacher will lead a discussion about different types of stories: legends, fables, etc. Teacher will read the story and allow students to make predictions. After the story, students will pair up to make a tear art picture to retell the story. Each pair will write about what their picture is about.



The Three Sisters

Native Americans called corn, beans, and squash the Three Sisters because they grew so well in a small space. The corn provided a stalk to support the beans while they grew. The beans provided nutrients to help the squash and the corn so they can grow. The squash vines provided shade to prevent weeds from growing. The three sisters were the primary food source for many Native American tribes.



Lesson #1

Learning Goal

I can describe the Three Sisters.

Question

How do you think the food was prepared without a stove like we use today?

Materials

Beans, corn kernels, and small squash

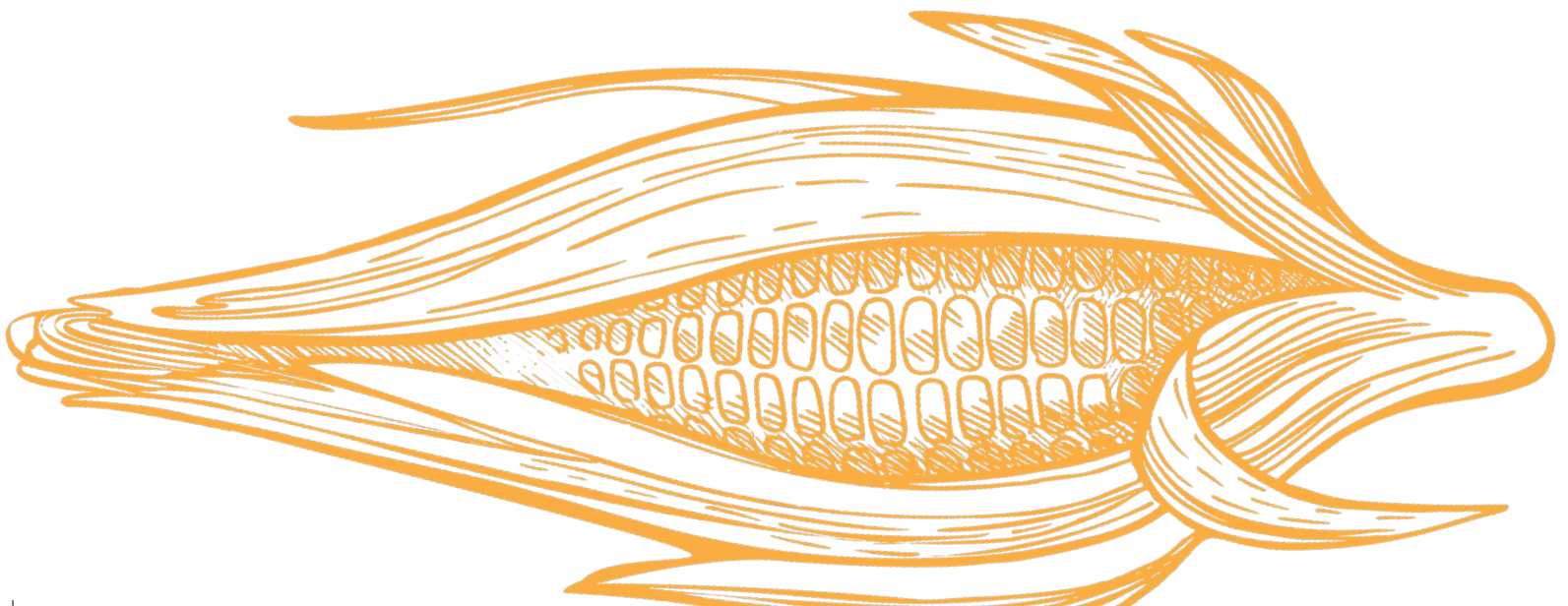
Activity

Use the sentence started, "I observed _____", as needed.

Teacher will lead a discussion on beans, corn and squash. Ask the students if they have eaten the food and if so, how was it prepared.

Talk about how these three were staples for the Native American tribes. After showing the good whole group, put items into a science/sensory tub for the students to explore. Encourage the students to use their 5 senses to describe the corn, beans and squash. Teacher can provide samples to taste or concentrate on sight, smell and touch.

Students will record what they observed. This can be done in small groups or as a whole group. Teachers may put out magnifying glasses and color word cards to help record observations



Lesson # 2

Learning Goal

I can retell the story of the Three Sisters.

Materials

Green butcher paper, pipe cleaners, yellow construction paper, orange construction paper, green construction paper

Teacher will share the Iroquois story of The Three Sisters. www.youtube.com/watch?v=Fx9CDVkn9xU

<https://www.youtube.com/watch?v=1zjusrToIMY>



After the story, the teacher will split the class into small groups to make a life size version of Three Sister to display.

To make the display:

- Roll green butcher paper for a corn stalk
- Beanstalk by twisting pop cleaners and glue beanstalk to corn
- Roll yellow construction paper for corn and stuff into stalk
- Roll orange or green paper for pumpkin (squash)

After the display is finished, students will write what they remember about the story to post with their creation.

Lesson # 3

Learning Goal

I can label the Three Sisters.

Materials

- Orange or green pom pom for squash
- Beans
- Corn kernels
- Fish in soil

Activity

Teacher will review what has been taught about the Three sisters. Teacher will have an example to label. Then, students will draw and label their picture.



Native American Heritage Month

CRAFTS

Beaded Necklace with Leather

Supplies

- Sinew
- Scissors
- Pony beads
- Leather/animal
- Leather puncher



Instructions

- Find an animal stencil to trace on leather
- Cut animal out
- Punch holes on top for the string
- Cut sinew to fit student's neck
- Have students color animal
- Advisor place string on animal
- String beads on the sinew
- Tie knot to secure the beads

Teacher Action

- Find a book related to the animal you cut out of the leather
- Read book to the students

Student Action

- Student will discuss the importance of the animal in the book, importance of the animal back before the settlers, and importance of the animal today.

Learning Goal

- I can discuss the importance of an animal

Beaded Corn

Supplies

- Pipe Cleaners
- Scissors
- Pony beads
- Hot glue and glue gun
- Color sheets



Instructions

- Cut pipe cleaners half
- Each student need 4 pieces
- Twist 4 pieces into one at one end
- With the opposite end of the pipe cleaners, have students string different colored pony beads on them.
- Leave enough room to twist the end
- Secure with hot glue.
- When the student is finished have them color the sheet you provided

Learning Goals

- Find a book related to agriculture or harvesting
- Student will identify and discuss importance for Native American people to be farmers
- Student will identify what did Indigenous people grow.
- Show different seeds
- Student will discuss and identify everything that can be made out of corn. *i.e. tortillas, popcorn, hominy, corn on the cob, corn flour*
- Student will discuss and identify what could be done with the corn husks

Paper Shields

Supplies

- Yarn
- Scissors
- Pony beads
- Paper circles/Paper plates
- Crayons, colored pencils, markers
- Hole puncher



Instructions

- Have students color their paper circle
- Punch a hole on the top, bottom, and sides
- String yarn through the holes
- Have students string 4 to 6 beads on 3 of the strings
- Make top string the longest to hang up

Teacher Action:

- Show the webpage and lead a discussion about the types of shields.
- <http://www.warpaths2peacepipes.com/native-indian-weapons-tools/shields.htm>

Learning Goal:

- I can discuss which tribe used shields.

Corn Husk Dolls

Supplies

- Corn Husks
- Yarn
- Bowl
- Water
- Scissors

Instructions

- <http://www.snowowl.com/naartcornhuskdolls2.html>
- <http://www.okhistory.org/kids/aiexhibit>



Teacher Action

- Teacher will lead a discussion on what children used as toys before there were stores. Make a chart of the items that could be used. Show a picture of a stalk of corn and ask how a part of corn could be used to make a toy.
- Show a corn husk doll and share that they will make one in small groups.

- For the students not making a doll, have them write and draw a picture about playing with a corn husk doll.
- <http://www.oneidaindiannation.com/culture/legends/26866344.html>

Learning Goal

I can share what I learned about corn husk dolls.

Paper Basket and Corn Husk Candy

Supplies

- 2 pieces of 9" x 10" piece of construction paper, although any size will work
- Glue Stick
- Hole punch
- Twine, leather cord, yarn or jute
- Beads
- Corn Husk
- Candy Corn or jelly beans

Instructions

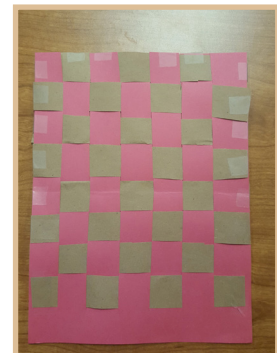
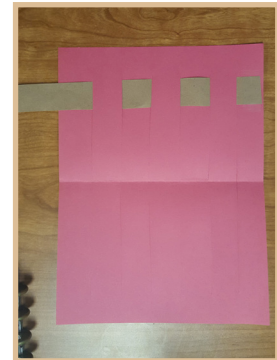
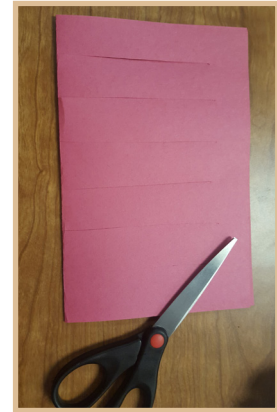
- Fold the construction paper in half and cut 1 inch wide strips.
- Cut one end of the strips all the way through to release the strips and make it easier to weave.
- Cut 1 inch wide strips from the second piece of paper.
- Weave these strips throughout the first piece.
- When the piece is fully woven use a glue stick to paste down the tabs around the edges on the front and the back. Don't worry about the strips that can't be glued.
- Fold in half.
- Fold in half again. This gives strength to the basket.
- Punch holes along two sides and the bottom. Thread your twine or cord into one of the holes at the top, knot it in place leaving a length of cord for a strap to carry or hang your basket. Now sew the sides and bottom of your basket ending with a length of cord on the other side and knot it at the top.
- Add beads to the cord at the top of the basket and tie the two ends together. You can also add beads to the ends of the cord.
- You can cut two shorter lengths of cord and knot them to the bottom of your basket for decoration and a place to add more beads.
- For the corn husk candy corn. Place candy corn or jelly beans in a snack size bag and seal. Take a corn husk and wrap it around the bag. Tie it at the bottom.

Student Action

- Students will learn the art of weaving. Discuss how natural items that can be used to make household items such as bags or baskets.

Learning Goal

- I can identify patterns in my project.



Paper Patchwork

Supplies

- Construction Paper
- Scissors
- Glue
- Tape
- Ruler
- Markers or pencils

Instructions

- Choose three colors
- Cut into two or three inch long strips
- Glue all three strips into one large strip
- Make sure all strips are secure
- Take your ruler and make two inch vertical lines across the main strip
- Cut one those lines to make vertical strips
- Glue vertical strips diagonally making each of the middle color into a diamond
- Secure all the adhesive
- Once all the strips are glued, have a solid strip on top and on bottom cutting off the jagged edges
- Repeat until whole page is covered.

Teacher Action

- Teacher will have students research about Seminole clothing history and find different Seminole patterns
- Student will discuss the importance of why it's important to learn to make your tribal regalia.
- <http://www2.austin.cc.tx.us/hannigan/Presentations/NSFMar1398/SPTTopics.html#Math>
- <http://www2.austin.cc.tx.us/hannigan/Presentations/NSFMar1398/MathofSP.html>
- Seminole Patchwork <https://www.youtube.com/watch?v=V4SLkFr4fk4>

Learning Goal

- I can discuss and identify the meanings tribal clans, families, everlasting fire/flame.



Yarn Weaving

Supplies

- Cardboard
- Scissors
- Yarn
- Tape
- Color Sheets

Instructions

- Cut six-inch slits on the top and bottom of a cardboard piece.
- Wrap yarn around the cardboard and into the slits
- Tie the ends on the back of the board
- Cut long string for the weaving portion
- Tie end of the string on one of the secured strings fastened on the board
- Begin to weave string over and under across the board
- Continue this until string is gone or switching colors
- Once student is done with weaving tie off on one of the end strings.

Teacher Action

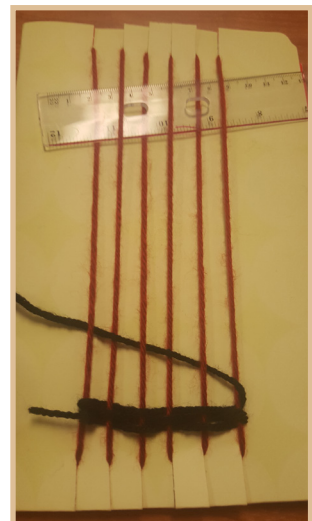
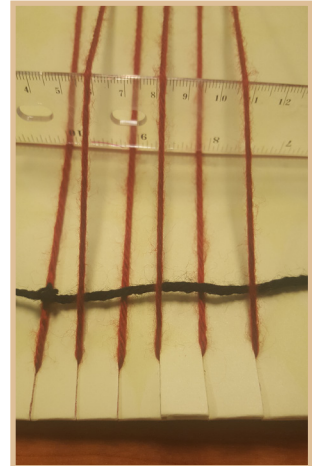
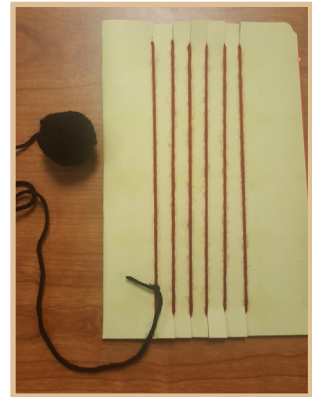
- Read the portion of Spider Woman from the Navajo Creation Story
- Find a book about Navajo Rug Weavers
- Find a video on Navajo Rug Weavers

Student Action

- Student will discuss why rug weaving is important?
Who teaches the skill of rug weaving?
- Sadie Curtis Navajo Weaver
<https://www.youtube.com/watch?v=Hscu4nLFUQw>
- Navajo Weaver Clara Sherman Carding and Spinning
https://www.youtube.com/watch?v=D_p7OIGHMVw
- Beauty Before Me: Navajo Weavers
https://www.youtube.com/watch?v=c_Tj4lr8i_k

Learning Goal

- I can discuss and identify what the Navajo use to weave, how do they dye their wool, what is the process, what is the history.



Reed Dream Catchers

Supplies

- Yarn
- Scissors
- Pony beads
- Reed
- Sinew

Instructions

- Cut reed into 2 yards
- Have student make a circle/ring with the reed
- Use the yarn to secure the reed by wrapping it around the ring
- Once ring is secured. cut the sinew 2 yards.
- Tie your sinew on the top. Loop one time around the ring.
- On the second loop, you will go through the first loop you made and back up the hole you just made.
- Continue you making loops and holes until you reach the middle.
- How to: <https://www.youtube.com/watch?v=UbgZ-uDAmAM>

Teacher Action

- Teacher will share the dream catcher history and stories. Teacher will lead a discussion on the materials and the meaning of dream catchers.

Student Action

- Student will discuss and identify future dreams, goals, barriers, actions, and decisions
- Follow up questions
- <http://www.dream-catchers.org/>
- <http://www.dream-catchers.org/what-is-a-dream-catcher/>

Learning Goal

- I can share a fact about how dream catchers are made.



Felt Bags & Edgework

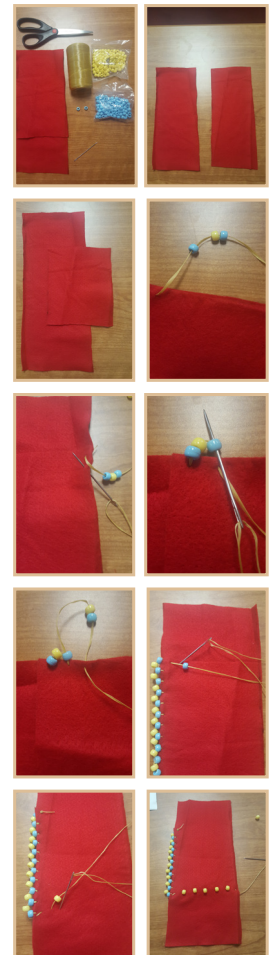
Supplies

- Felt
- Sinew
- Pony beads
- Needles
- Scissors

Instructions

- Cut full felt sheet into half. Cut on half into fourths.
- Use the one half and one fourth pieces. Center the smaller piece on the bigger one .
- Cut a yard of sinew and have student pick two colors for the pony beads.
- Knot one end of the sinew and go through (away from you) the felt at the corner of the smaller piece on top.

- Grab 3 pony beads with alternating colors. (blue)(red) (blue) Put on your sinew.
- You will go down the side of the two felt pieces. Once your beads are on the sinew. You will bring the sinew back through (towards you) the two pieces a half an inch from where you started.
- Pull the sinew all the way through. Then you will go up through the third bead and make the sinew come out of the bead.
- You will grab two beads (red) (blue) you will push the needle back through towards you and up through the last bead.
- Continue until the end of the shorter piece. Then you will quick stitch (up and down) across the bottom. Continue up the other side with the 3 edge beading.



- Cut strips at the bottom of the longer piece and fold top piece for the flap
- <https://www.youtube.com/watch?v=-YqflhUULzY>

Teacher Action

- Teacher will have students research about where Indigenous people got their supplies for projects. Then the teacher will have the students complete the felt bag and edgework project.

Student Action:

- Student will discuss what could material could have been used prior to materials from stores.
- Student will discuss and identify where Indigenous people got their supplies.

Learning Goal

- I can share what I learned from my research about Indigenous people.



Beaded War Bonnets

Supplies

- Wire
- Scissors
- Pony, small and large plastic fire polish (crystal), crystal disc beads
- Safety pins with the coil at the end
- Small tube beads
- Pliers
- String or ribbon

Instructions

- 9 safety pins; 2 pieces of wire, 9 small and big polish, 9 tube beads, 18 pony beads, 38 disc beads
- Open safety pins put 2 disc beads, one pony bead, one tube bead, and one pony bead and close. repeat for all pins.
- Make a circle loop at the end of one wire. Put a small crystal bead on and then a beaded safety pin on the coiled end. repeat until a crystal is at the end.
- Make another circle loop at the end of the crystal bead securing the materials together.
- Make a circle loop with the second wire. put one disc, one large crystal bead, and one disc. Go through the top of the pin and repeat until the end .
- Make another circle loop at the end of the crystal bead securing the materials together.
- Make a loop and string at the top.



Teacher Action

- Teacher will have students research about warbonnets.

Student Action

- Students will use the learning goals to guide their research.

Learning Goals

- I can identify and discuss what a warbonnet is and the significance it holds.
- I can identify which tribes have warbonnets.
- I can discuss why feathers and eagles are important.



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