“Native Americans in New England”
National Endowment for the Humanities
Professors Alice Nash and Neal Salisbury, Directors
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Final Project Cover Sheet

Project Title: **Indigenous Peoples of Turtle Island**

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Essential question(s) for the unit and/or lesson: How does one learn the stories and the cultures of Indigenous people in a manner that does not threaten their personal and tribal identity thereby maintaining a level of assimilation and mutual respect?

Learning objectives (skills, content, and attitudes) for the lesson:

- Compare and contrast several documents such as maps and draw independent conclusions
- Read primary sources and analyze the perceptions of the writers in regard to storytelling and significant explorations
- Read several recent articles that explain the changing theories regarding Coastal Migration Theories
- Apply summaries of Coastal Migration Theories to individual tribe stories regarding creation: Haudenosonee, Wampanoag
- Read about how certain areas in New England were formed geologically and the current names of these places
- Apply summaries of geologic formations from glaciation in New England to creation stories of Wampanoag and Abenaki and Pocumtuck
- Reinforcement of geography skills and frequent use of maps from 1600s to present day high-tech maps
- Develop the understanding for the role of storytelling in the Indigenous populations and how to properly access the stories in a manner that promotes respect
- Develop the understanding that assimilation in a diverse country also encourages maintenance of one’s identity

Affect:

- Create an affect of open-mindedness regarding creation myths and their significance among Native Americans and Indigenous peoples of the world
- Inculcate an approach to primary sources and how accessibility is important for original research
- Develop independent and critical thinking skills
- Encourage respect for how people choose to assimilate in a diverse community

Overview of lessons:
The lessons will supplement the context of the class I teach, Indigenous Peoples of North America. I have the opportunity to make adaptations to the class and the series of lessons presented based on the learning level of the students.

Students will compare, contrast documents, take notes, write short well-cited paragraphs and essays and finally make presentations about certain creation myths.

**Historical background (brief content context for fellow teachers):**

The land tells a story and Indigenous peoples of the world especially know this fact. Teachers like to teach about land in the form of geography, geology and how the land influences mankind. In fact, humans would not make certain decisions about how to live if it were not for the land and where they are located. Humans also make decisions about the land based on resources, availability, the aesthetic appeal and many other reasons.

Furthermore, Indigenous people have been sharing the wisdom learned from the land and by the land with their descendants for thousands of years. The storytelling becomes a key piece of identity for each Indigenous group and how we all share in the story makes a difference.

Non-Natives have been interested in the storytelling that accompanies every Indigenous tribe. How the Non-Natives have gathered the stories has been a subject of intense review due to the lack of ethics and concern for the feelings of the Natives. Is it a Non-Natives right to acquire the stories which are cultural artifacts for these people and then profit from the results or worse get the story wrong?

**Primary sources** used in the lesson (with citations):

**Works Cited**


<http://1704.deerfield.history.museum/voices/transcripts/wob_creation.html>. Abenaki story about the Beaver Tail Hill.


<http://etc.usf.edu/maps/pages/8100/8108/8108.htm>. A facsimile of a map discovered by Brodhead (1850) in the archives at the Hague, known as "The Figurative Map," cartographer unknown and dated 1616, one of a pair of similar maps. This is the oldest map of the territory now comprising the States of New York, New Jersey, and Delaware.


<http://link.library.utoronto.ca/champlain/DigObj.cfm?idno=9_96847&lang=eng&page=0128&size=3&query=9_96847&searchtype=Bibrecord&startrow=1&limit=All>. John Norton’s journal was copied to digital format. He kept a 538 page account of his trips, encounters with Native Americans, and efforts during the War of 1812. Norton was also a Mohawk Chief and fought with the British during the War of 1812.

Olan, Kay. "LET ME TELL YOU A STORY." LET ME TELL YOU A STORY. Indian Country, 24 May 2011. Web. 13 July 2013. <http://www.iroquoismuseum.org/let_me_tell_you_a_story.html>. Kay Olan explains how the story and the storyteller operate, she is a Mohawk and her story was published on Indian Country also.


<http://etc.usf.edu/maps/pages/8500/8504/8504.htm>. A facsimile of an early map of New England as observed by Captain John Smith in 1616. The map covers the coastline from Cape James (Cape Cod) and Stuards Bay (Cape Cod Bay) north to Pembrocks Bay, and includes the
inscription "The most remarqueable parts thus named by the high and mighty Prince Charles, Prince of great Britaine. The map is the first ever use of the term New England.

Annotated bibliography of secondary sources used in the lesson or for historical context:

Works Cited


"Cowasuck Band of the Pennacook-Abenaki People - Sub- N'dakina - Our Homelands & People."
Cowasuck Band of the Pennacook-Abenaki People - Sub- N'dakina - Our Homelands & People.


"Indigenous/Traditional Knowledge and Intellectual Property."


<http://web.law.duke.edu/cspd/itkpaper>. Excellent document that explains the reasons and how best to cite sources from Indigenous resources. Free download of pdf document available. Examples of poor and abusive exploitation of indigenous resources included.


Americans. Common survival themes in native rituals and ceremonies; origins of natural sights and phenomena. Poetry also included in the article and analyzed.

Leen, Mary. "An Art of Saying: Joy Harjo's Poetry and the Survival of Storytelling." Bibliography of Native North America. N.p., n.d. Web. 12 July 2013. This article explains several ways to understand storytelling in the Indigenous peoples’ environment. Poetry is also analyzed and creation myths are also partially explained.


Stanford, Dennis, and Bruce Bradley. "The North Atlantic Ice-edge Corridor: A Possible Palaeolithic Route to the New World." Taylor and Francis. N.p., n.d. Web. 13 July 2013. <http://www.tandfonline.com/doi/abs/10.1080/0043824042000303656>. Link goes to complete article. Standford and Bradley are the leaders in the Solutrean Theory. This article highlights the strengths and weaknesses of the theory.

coastal migration and Clovis points, the artifacts that have dominated coastal migration theories. Link goes directly to document.


<http://www.hvgb.net/~sedna/story.html>. Shortened version of Sedna that was published on the web over 13 years ago.


Compilation of all Indigenous tribes included in North America. Basic breakdown of where people lived, languages spoken, lifestyles.


<http://www.wampanoagtribe.net/Pages/Wampanoag_Way/other>. Wampanoag creation story of Moshup and other insightful facts about Wampanoags. Site produced by Wampanoags of Aquinnah, Martha's Vineyard.
