



#3 Representations of Indigenous People WWA (23-24)

Duration: 6 Weeks, 12 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Math, Language, Library Media, Social Studies, Science, English, Visual Art

Grades: 3

Planning



Transdisciplinary theme

Who we are

Transdisciplinary theme focus



Central idea

Our knowledge of cultures can influence how we interact with others.



Learner profile attributes

Reflective, Open-minded



Key concepts

Causation, Connection, Form



Related concepts

Concepts

- **Causation:** culture
- **Connection:** beliefs and values
- **Form:** artifacts



Lines of inquiry

- How historical artifacts can illustrate human culture (artifacts, form)
- How beliefs and values connect to daily life (beliefs and values, connection)

- The ways that indigenous peoples affect the history and culture of a place (culture, causation)



Approaches to learning

Social Skills

Social Skills

Social Skills (General)

Teaching the ATL skills

Self Awareness - SEL Journeys



Learning goals and success criteria

The beliefs we have about different groups (bias, perspective)

Criteria:

Students will be able to differentiate between discriminatory acts and differences of opinions/unkind actions.

Differentiate provide an example that shows bias

Give reasons for the example which has been chosen as bias

How experiences can impact how we treat others (discrimination, causation)

Criteria: graphic organizer that shows causation between two actions/ideas/experiences (because I experienced ____, I (took this action))

What it means to respect ourselves and others (respect, change)

Criteria: Explain how someone demonstrated respect towards themselves or others. How did this person demonstrate being an ally and/or change agent (identify type of discrimination. how it harmed the other person, what action step someone took? How does this inspire you to act in your own life?

Unit Assessment

Criteria:

There are different types of discrimination

There are different degrees of discrimination

Importance of taking action if they see something that is discrimination-and can be something small

Different people have different needs and not giving it to them is discrimination

(Jo note: Just because I give __ to person A, and __ to person B, it doesn't mean I'm discriminating, I am trying to provide equal access based on need, Failing to consider or refusing to provide access can be a form of discrimination)



Subject standards

Visual Art

Responding

Analyze

- VA:Re8.1.3a - Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. *(VA:Re8.1.3a)*

Connecting

Relate

- VA:Cn11.1.3a - Recognize that responses to art change depending on knowledge of the time and place in which it was made. *(VA:Cn11.1.3a)*

Presenting

Share

- VA:Pr6.1.3a - Identify and explain how and where different cultures record and illustrate stories and history of life through art. *(VA:Pr6.1.3a)*

Social Studies

History

Perspectives

- HIST 3.5 - Describe how people's perspectives shaped the historical sources they created. *(HIST 3.5)*
- HIST 3.4 - Explain connections among historical contexts and people's perspectives at the time. *(HIST 3.4)*

Historical Sources and Evidence

- HIST 3.9 - Generate questions about multiple historical sources and their relationships to particular historical events and developments. *(HIST 3.9)*
- HIST 3.8 - Infer the intended audience and purpose of a historical source from information within the source itself *(HIST 3.8)*
- HIST 3.10 - Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. *(HIST 3.10)*
- HIST 3.7 - Compare information provided by different historical sources about the past. *(HIST 3.7)*
- HIST 3.6 - Summarize how different kinds of historical sources are used to explain events in the past *(HIST 3.6)*

Change, Continuity and Context

- HIST 3.1 - Create and use a chronological sequence of related events to compare developments that happened at the same time. *(HIST 3.1)*
- HIST 3.2 - Compare life in specific historical time periods to life today. *(HIST 3.2)*
- HIST 3.3 - Generate questions about individuals who have shaped significant historical changes and continuities. *(HIST 3.3)*

English

Reading: Literature

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events *(CCSS.ELA-LITERACY.RL.3.3)*
- CCSS.ELA-LITERACY.RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. *(CCSS.ELA-LITERACY.RL.3.2)*

Craft and Structure

- CCSS.ELA-LITERACY.RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters. *(CCSS.ELA-LITERACY.RL.3.6)*

Writing

Text Types and Purposes

- CCSS.ELA-LITERACY.W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.3.3)*
- CCSS.ELA-LITERACY.W.3.3.A - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. *(CCSS.ELA-LITERACY.W.3.3.A)*
- CCSS.ELA-LITERACY.W.3.3.B - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. *(CCSS.ELA-LITERACY.W.3.3.B)*
- CCSS.ELA-LITERACY.W.3.3.C - Use temporal words and phrases to signal event order. *(CCSS.ELA-LITERACY.W.3.3.C)*
- CCSS.ELA-LITERACY.W.3.3.D - Provide a sense of closure. *(CCSS.ELA-LITERACY.W.3.3.D)*



Connections: Transdisciplinary and past

Art

- Examine Pequot logo as a class. Talk about how symbols can communicate beliefs and values.
- Independently, examine different Pequot flags. Note similarities and differences.
- Students will reflect on their own beliefs and values and design their own symbol.
- Share symbol with classmates to find common ground.
- Students will create clay pots to carve their symbols into.



Teacher questions

• What are the histories of the towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut? • How have indigenous peoples affected the history and culture of Connecticut? • How were indigenous peoples in Connecticut similar to indigenous peoples in surrounding regions? How were they similar? • How did various groups use the rivers and other geographic features in Connecticut to develop communities and economic systems? • What was the significance of Connecticut's contribution to America's story? Are there specific events and/or periods in America's history where Connecticut played a major role? • Analyze how your local community has contributed to Connecticut's story, past and present. Are there specific events and/or periods in Connecticut's history where your town played a major role? • What historical monuments and memorials exist in your town? Why were the events and individuals that these monuments and memorials were created for significant for your community?



Student questions

Implementing



Learning experience library



Open - Gallery Walk

Amy Rios

Print photos and attach to large paper to put up around the room, leaving room for students to write any noticings and wonderings in a "silent conversation."

The last material (WWA gallery walk pix) has all the photos in one document to print more easily. :)



Immerse - I value ____, so I believe ____.

Amy Rios

Examples:

I believe...

sustainability... is critical, can be achieved, and requires sacrifice.

animals...friends not food, all life is important, right to live; we are all connected.

family...most important, defines us/shapes us, traditions build relationships/moments.

women's equality...women should earn equal to men, women deserve the same rights, no traditional gender roles.



Identify- Tribal Research

Amy Rios

Identify an item to research across several tribes.

Day 1: Model how to gather information about the object and the beliefs and values tied to it and complete the worksheet.

Pottery, Housing/Homes, Jewelry, Clothing, Baskets, Food, Family Life, Government, Traditions. (Use beliefs tab to check and connect)

Day 2: Have students research their item on PebbleGo Next and complete the worksheet

Day 3: Have students research their item on PebbleGo Next and complete the worksheet for other tribes.



Art-Mohegan Uniforms Symbols

Amy Rios



Immerse - Reclaiming the Waterways

Amy Rios

Online Exhibit from Pequot Museum



Explore or Gather - Pebble Go Next

Amy Rios

Pebble Go Next
-American Indian History



Photos from Pequot Museum

Amy Rios



Immerse - Pebble Go Next - Pequot

Amy Rios

Pebble Go Next
-American Indian History
-Northeast Tribal Nation
-Pequot
(also nearby - Wampanoag - link below)
Links include timelines and videos.
2nd page of "activity" PDF is about wampum and values.



Immerse 1 Values Worksheet

Amy Rios



Holiday Postcards

Amy Rios

Let your family and friends know of all the exciting things you did during the holidays. Find out how!

1. Fold an A-4 sized paper into half and ✂ cut it. (Take the help of a grown-up while working with scissors)

2. On one side, draw 🖍 a picture or paste a 📷 photograph that describes your 🏠 holiday. The picture could be:

- An activity like reading, baking, gardening, or playing
- A picture from your vacation - a place you have visited or plan to visit.

3. Write 🖋 a short message on the other side of the 📧 postcard using the writing prompts given in the Toddle Workbook.

4. After you have completed your holiday postcard, share a picture of your postcard on Toddle Student App.

Teacher notes

- This learning experience can be assigned to students in grades K-5.
- It is a simple, low-prep learning experience that can be easily assigned at home or at class. Most of these involve a grown-up or parent just to have more family involvement.
- Based on the age group students belong to, they can be redirected to use relevant prompts and share experiences.
- Students in grades 3-5 can be introduced to [postcard writing](#) by showing them where to add the address, place a stamp, add the receiver's details, etc.

Please Note: The resources/links that have been created and shared in this unit are *copyright free* to the best of our knowledge. Teachers can modify and use resources to best meet the needs of their students, and this in no way is an exhaustive list of resources.



Immerse - CT Historical Society Visit

Amy Rios

Paid program \$150 per class.

History Detectives: Exploring Native American Life.



HOTS Workshop

Amy Rios



Music: Understanding Ensembles: A Matter of Perspective

Amy Rios

Students explore "Perspective" through the lens of a musician in both singing and drumming ensembles. Students will practice taking into consideration the musical experience of different musicians in other parts of the ensemble and the audience through rehearsals, assessment (student and teacher), and performance. Students will be teacher-assessed (cumulative) with a rubric that focuses on overall performance and technique.



Spanish-Cesar Chavez

Amy Rios

Students will read the story of Cesar Chavez in Spanish discover what a boycott is and what it accomplishes. discussion-what makes a person a change agent?



Art - Symbols/Flags

Amy Rios



Immerse - Virtual Museum Trip (Mohegan)

Amy Rios

Link goes to artifacts.
Anything under "explore" could be used.



Immerse - Brainstorm Values List... (completed before I value, so i choose... experience)

Amy Rios

Example of Brainstorm list:
animals; play; honesty/trustworthy; empathy/kindness/compassion; family; culture/traditions/language; environment (water), sustainability (nature); education; peace; equality/equity; generosity; life; knowledge/wisdom; connection; relationships/friendship/ religion/spirituality; fun/health (emotional, physical, mental)/wellness; time; travel.



Immerse - Dolls of Native Culture

Amy Rios

Online Exhibit from Pequot Museum



WWA - Epic Book List

Amy Rios



Immerse - Vocabulary Word Map on beliefs & values

Amy Rios



Open-Pequot Museum Virtual Tour

Amy Rios

First half, through the Pequot Village and Wampum section. Stop at about 12 minutes.



IRA Racism Native Americans (3)

Amy Rios

Guiding questions for discussion and written reflection:

What is the setting for this story (time and place)? (form)

In what ways were the characters in the story differ? (form)

How did the difference(s) impact the events in the story? (causation)

What were the different perspectives about the situation? (directly stated or inferred) (perspective)

How did this experience influence a character's beliefs? Values? (change)

How did this experience change what a character thought about him/herself? (change)

How did this experience(s) impact the character's actions? (causation)

How did these actions impact other people? (change)

How are these relationships similar and different as compared to other stories we have read? to today? (perspective)

How is the concept of change seen in this story? Perspective? Causation?

Optional Reflection: Write a response using two or more of these sentence starters:

I learned...

I didn't know...

I was surprised...

I think it was (fair/unfair) because...

If this had happened to me, I would have felt...



Resources

-  [What are your values Gr 3 WWA](#)
-  [Tribal Research Notes Page](#)
-  [Google Docs: Sign-in](#)
-  [G3 WWA Puentes Book Collection on Epic](#)
-  [How to write a postcard? | Here are easy steps -](#)
-  [WAR.U4 Writing About Fiction Books in a Reader's Notebook \(RML6\).\(1\)](#)
-  [LA.U25 Thinking About Character Change](#)
-  [WAR.U4 Writing About Fiction Books in a Reader's Notebook \(RML5\).\(1\)](#)
-  [LA.U24 Understanding Character Traits \(5\)](#)
-  [LA.U17 Studying Realistic Fiction \(8\)](#)
-  [LA.U17 Studying Realistic Fiction \(8\)](#)
-  [LA.U21 Thinking About the Setting in Fiction Books \(3\)](#)
-  [WAR.U4 Writing About Fiction Books in a Reader's Notebook \(RML1-RML3\).\(3\)](#)
-  [LA.U21 Thinking About the Setting in Fiction Books \(RML1-RMML3\).\(3\)](#)
-  [LA.U22 Understanding Plot \(4\)](#)
-  [SAS.U1 Monitoring, Searching, and Self-Correcting](#)

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-  [WWA Book Collection on Epic](#)
 -  [pequot museum 5](#)
 -  [wigwam](#)
 -  [wood working tools](#)
 -  [spirituality](#)
 -  [pequot farming](#)
 -  [pequot museum 3](#)
 -  [Wampum](#)
 -  [pequot museum 4](#)
 -  [Tribal Territories Southern New England](#)
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 -  [modern native americans](#)
 -  [Logo Mohegan](#)
 -  [Quinn Flags – Promotional Flag, Banners & Trade Show Displays!](#)
 -  [Nike WNBA Uniform Collection - Connecticut Sun](#)
 -  [Sign in - Google Accounts](#)
 -  [The Mashantucket Pequot Museum & Research Center Virtual Tour](#)
 -  [Classroom Outreach Programs - Connecticut Historical Society](#)
 -  [Mohegan Tribe Artifacts | The Mohegan Tribe](#)
 -  [Reclaiming the Waterways - The Mashantucket Pequot Museum & Research Center - Google Arts & Culture](#)
 -  [Neetôpáwees - The Mashantucket Pequot Museum & Research Center - Google Arts & Culture](#)
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-  [Shining Star](#)
-  [Ruby Bridges](#)
-  [LEt the Children MArch](#)
-  [Sit In](#)
-  [If a Bus Could Talk](#)
-  [Change of Heart](#)

Reflecting



Teacher reflections

Ongoing reflection

Joanne Huber • 2:32 pm, 18th Jan 2024

The gallery walk was a great introduction to the unit. The kids referenced the pictures throughout the unit.

The virtual tour of the Mashantucket Museum was thought provoking for students. At the end of the unit, when students were researching, they had a connection to start off with. David's presentation (from the Mohegan tribe) was good. The students enjoyed learning about stories and music from the tribe. The presentation is too long, however, and needs to be more interactive.

The values worksheet was very kid-friendly and connected directly to their lives and personal experiences. There was valuable vocabulary that helps connect to other parts of the unit. It's directly connected to the Central Idea.

PebbleGo research on other tribes was fun for the kids.



Assessment reflections

Ongoing reflection

Joanne Huber • 2:36 pm, 18th Jan 2024

Students will share their informational brochures with other third grade classes.



Notes

Ongoing reflection

Joanne Huber • 2:18 pm, 15th Feb 2024

Fix end of the unit project! We can't actually make the brochures on the chromebook. What do we want to do?

Joanne Huber • 2:36 pm, 18th Jan 2024

Contact Davis and share feedback about making the presentation shorter and more interactive.