Introduction
Goals and Objectives for Instructional Unit on The Wongunk Indians

Grade 3 mainstream class with integrated ELLs
INTRODUCTION TO INSTRUCTIONAL UNIT

Title: The Wongunk Indians

Grade level: 3

Target group: mainstream class with integrated ELL students

Source of written reading materials: Wethersfield Public Schools, Grade 3 social studies curriculum: “Discovering Local History- The Wongunk Indians” (printed copies of student text)

Source of lessons: copies of teacher-created written lesson plans

Broad learning goals:

• I want my students to know how the Wongunk Indians came to Wethersfield and why they came
• I want my students to know how the Wongunks used their environment to obtain food, clothing, and shelter
• I want my students to know how the Wongunks used “teamwork” (cooperation/division of labor) to survive in their environment
• I want my students to be able to give several examples of Wongunk foods, and to describe Wongunk clothing and homes
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. key Wongunk vocab.: Connecticut, Pyquag, Wongunk, snare, spear, succotash, wampum, moccasin, headdress, breech clout, wigwam, long house, smoke hole, ceremony</td>
<td>1. reasons Wongunks left N.Y. State 2. route from NY to Wethersfield 3. how Wongunks used environment for food, shelter, and clothing 4. how the Wongunks used teamwork 5. examples of Wongunk foods, clothing, and shelters</td>
<td>1. Visualization strategy to memorize how something looks 2. creating an outline to conceptualize big ideas and details</td>
<td></td>
</tr>
<tr>
<td>2. commas for series of items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ‘er’ form for comparison words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell a friend a reason that the Wongunks left N.Y. State 2. Explain the Wongunks’ travel route using a cardinal direction word and sequence words: first, next, then, finally</td>
<td>1. Explain one reason the Wongunks left N.Y. State 2. Identify the Wongunks’ travel route from N.Y. State to Wethersfield on map 3. List three ways they used the environment for: food, clothing, shelter 4. Explain Wongunks’ division of labor in order to obtain food, shelter, and clothing 5. Draw and label at least two Wongunk foods, clothing items, and shelters 6. Compare a wigwam and a longhouse 7. Compare/contrast how we obtain our food, clothing, shelter in modern Wethersfield vs. how these needs were met in Wethersfield during Wongunk times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Make a simple outline showing how the Wongunks’ used the environment to meet their needs (food, shelter, clothing) 4. Write sentences giving examples of teamwork (commas between items in a series) 5. Define: longhouse, wigwam, smoke hole, hearth, breech clout, headdress, moccasin 6. Complete a Venn diagram comparing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>CONTENT</td>
<td>LEARNING STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| wigwam/longhouse      | 7. write compare/contrast paragraphs about how human needs for food, clothes, and shelter are met in modern times as compared with Wongunk times | 1. Appreciation of our community’s history  
2. Awareness/appreciation of Native American culture |
| Attitudes/Awareness   |                                                                         |                                     |
Lesson 1
Wongunks Lesson#1

LESSON OBJECTIVES

Content Objectives:

Students will:

- demonstrate knowledge of the route the Wongunk Indians traveled from upstate N.Y. to Wethersfield, CT
- explain or identify 1-2 reasons for the Wongunks’ migration
- demonstrate understanding of the origin/meaning of terms: Connecticut, Pyquag, Wongunk

Language Objectives:

Students will:

- use past tense: went, needed (all students)
- use third person plural pronoun: they (all students)
- use time order words: first, next, then, finally (except Pre-Production ELLs)
## FUNCTIONAL/NOTIONAL CHART

Lesson #1 Wongunk Indians
Mainstream students and Advanced/Intermediate ELLs

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>1-2 reasons Wongunks left N.Y. State</td>
<td>The Wongunks left N.Y. State to meet their needs for</td>
<td>Wongunks</td>
<td>Past tense</td>
</tr>
<tr>
<td>Identify</td>
<td>Wongunks’ travel route from Lake Ontario, N.Y. to Wethersfield, CT</td>
<td>First the Wongunks</td>
<td>Mohawk, South, East, Connecticut, settle, Wethersfield, Pyquag</td>
<td>Third person plural pronoun ‘they’</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION</td>
<td>FORMULA</td>
<td>WORDS</td>
<td>GRAMMAR</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Explain</td>
<td>1-2 reasons Wongunks left N.Y. State</td>
<td>All people have needs. The Wongunks left N.Y. State because they needed ************</td>
<td>Wongunks, needs, needed</td>
<td>Past tense</td>
</tr>
<tr>
<td>Identify</td>
<td>Wongunks’ travel route from Lake Ontario, N.Y. to Wethersfield, CT</td>
<td>First the Wongunks lived in New York State. Next, the Wongunks moved ************. Then the Wongunks moved ************. Finally the Wongunks came to ************.</td>
<td>South, East, Connecticut, Wethersfield, Pyquag</td>
<td></td>
</tr>
</tbody>
</table>
# FUNCTIONAL/NOTIONAL CHART

## Lesson #1  Wongunk Indians
### Pre-Production ELLs

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>WORDS</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1 reason Wongunks left N.Y. State</td>
<td>All people have needs. The Wongunks needed ______.</td>
<td>Wongunks, needs, needed</td>
<td>Past tense</td>
</tr>
<tr>
<td>Identify</td>
<td>Wongunks’ travel route from Lake Ontario, N.Y. to Wethersfield, CT</td>
<td>The Wongunks lived in New York State. They went South. They went East. They came to ______.</td>
<td>South, East, Connecticut, Wethersfield, Pyquag</td>
<td></td>
</tr>
</tbody>
</table>
Wongunks Lesson #1

Lesson Plan

Background Knowledge:
Basic map skills

Content Objectives:
Students will:
- demonstrate knowledge of the route the Wongunk Indians traveled from upstate N.Y. to Wethersfield, CT
- explain or identify 1-2 reasons for the Wongunks’ migration
- demonstrate understanding of the origin/meaning of terms: Connecticut, Pyquag, Wongunk

Language Objectives:
Students will:
- use past tense: went, needed (all students)
- use third person plural pronoun: they (all students)
- use time order words: first, next, then, finally (except Pre-Production ELLs)

Materials:
- copies of unlabeled map for each student (O.L.) (p.9)
- copies of pre-labeled map for Early Production and Pre-Production ELLs (travel route not labeled) (O.L.) (p.10)
- sheet of labels (lakes, rivers, states) for maps (O.L.) (p.12)
- map transparency: map with labeled oceans, lakes, and rivers CT, and NY (p.10a)
- Student text: six paragraphs for mainstream students and advanced/Intermediate ELLs (O.L.) (pgs.15,16); bulleted text for Intermediate and Early Production ELLs (p.17); three sentence reduced text for Pre-Production ELLs (p.18)
- Word Bank Worksheet for Reading activity (p.19)
- Sentence Frames worksheet for closure activity (p.20)
- Visuals Worksheet and Directions sheet for cut/paste closure activity (pgs. 21,22,23)
- Rubrics: Self-Assessment of Speaking Ability for ELLs (p.24); Student Performance Assessment Check Sheet (p. 25)
- Overhead projector, colored pencils, highlighter, glue stick, scissors
Wongunks Lesson #1- Lesson Plan (page2)

Procedure:

1. Vocabulary: T defines vocab/terms: (10 minutes)
   - Connecticut: long river that rises and falls with the tide on the sea
     (visual- CT map; gestures for rises/falls)
   - Pyquag: cleared land (gesture for cleared)
   - Wongunk: bend in river (visual- map showing CT River ;( gesture -
     show bend in elbow)

2. Map Activity (20 minutes)
   - T shows transparency (p.10a)
   - T reviews cardinal directions , using compass rose on the map
   - T identifies bodies of water on transparency (Atlantic Ocean, Great Lakes,
     Mohawk River, Hudson River, Connecticut River)
   - T directs students to cut out the labels indicating bodies of water (Lake
     Ontario, Mohawk River, Hudson River, CT River, Atlantic Ocean) and
     glue them on their maps (model)
   - T directs students to color the five bodies of water blue
   - T locates Lake Ontario and confluence (joining) of the Mohawk and
     Hudson Rivers
   - T directs students to mark confluence of rivers with a circle on their map
     (model)
   - T models drawing of red arrow marking Wongunks’ route, from Lake
     Ontario to confluence of rivers on map and directs students to do this on
     their maps
   - T explains reasons for leaving Lake Ontario region (visual of food),
     (gestures for fighting, gestures for leaving) *Reduce linguistic load of
     T’s speech (see example on p. 11)
   - T explains Wongunks’ reason for leaving Albany, N.Y. region (gesture
     pushing away, waving good-bye) * Reduce linguistic load of T’s speech
     (see p.12)
   - T models drawing route South on Hudson River, then East across
     Berkshire mountains, then down the CT River to present day Wethersfield
     and instructs students to do so on their maps
   - T instructs students to cut/paste state labels on maps and to color the
     boundaries (dotted lines) yellow
Wongunks Lesson #1- Lesson Plan (page 3)

3. Reading Activities (20 minutes)
   - Mainstream students: independent or partner reading of six paragraph text (pgs. 15, 16)
   - Advance/Intermediate ELLs: (1) partner read bulleted text (p. 17); (2) partner read six paragraph text (pgs 15, 16)
   - Early Production ELLs: (1) read bulleted text (p. 17) with a stronger language proficient partner; (2) word search activity: highlight words from word bank (p. 19) embedded within the six paragraph text (pgs 15, 16)
   - Pre-Production ELLs: word search activity (same as 2 above)

4. Closure Activities (10 minutes)
   - Mainstream students and Advanced/Intermediate ELLs: Explain to partner or small group members: Why and how Wongunks came to Wethersfield, CT, including compass directions and the names of the rivers on which they traveled (Original Lesson)
   - ELLs may refer to the bulleted text
   - Early Production ELLs: Work with a partner. Use sentence frames worksheet. (p. 20) Fill in the blanks to explain why and how Wongunks came to Wethersfield, CT (they may refer to bulleted text (p. 17) to find needed words/information)
   - Pre-Production ELLs: Use worksheets pgs. 21-23 Match pictures with sentences, then cut out and glue onto back side of p. 21 to show the correct order of the Wongunks' route

5. Evaluation
   - Each student will have a correctly completed map as first entry in a Wethersfield booklet (Original Lesson)
   - Pre-Production ELLs will also have the cut/paste sheet showing Wongunks' route
   - Early Production ELLs may have completed sentence frame explaining travel route and reason for migration
   - T observation (spot checks) of partnerships and small groups (see optional Student Performance Assessment quick check list)
   - Self-Assessment rubric for speaking/listening in partnership or small group for ELLs
DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 1
The Wongunk Indians

CLASSROOM LESSON PLAN

Background Knowledge/ Skills:  
Students should have basic map skills.

Objectives:  
Students will:
• trace the route of the Wongunk Indians from upstate New York to Wethersfield, Connecticut and give the reasons for this migration.
• explain the origin and meaning of the words: Connecticut, Pyquag, and Wongunk.

Materials:  
• 6 sheets of labels.
• 1 transparency of the map, showing oceans, lakes, and rivers.
• 1 transparency of the map with arrows indicating the path of the Wongunks’ migration from upstate New York to Wethersfield.
• 1 transparency of the map showing the boundaries and names of later states.

Vocabulary:  
• Connecticut “long river that rises and falls with the tide on the sea”
• Pyquag “cleared land”
• Wongunk “bend in the river”

Procedure:  
1. Hand out the unlabeled map to each student. Project the transparency of the labeled map. Review the cardinal points of the compass. Identify the Atlantic Ocean, the Great Lakes, and the Mohawk, Hudson, and Connecticut Rivers. Have each student color them blue on his/her own unlabeled map.
DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 1
The Wongunk Indians

CLASSROOM LESSON PLAN

Background Knowledge/Skills:
Students should have basic map skills.

Objectives:
Students will:
• trace the route of the Wongunk Indians from upstate New York to
  Wethersfield, Connecticut and give the reasons for this migration.
• explain the origin and meaning of the words: Connecticut, Pyquag, and
  Wongunk.

Materials:
• 25 copies of an unlabeled map of New York/New England including the
  Atlantic Ocean, Lake Ontario, and the Mohawk, Hudson, and Connecticut
  Rivers and state boundaries.
• 6 sheets of labels.
• 1 transparency of the map, showing oceans, lakes, and rivers.
• 1 transparency of the map with arrows indicating the path of the
  Wongunks' migration from upstate New York to Wethersfield.
• 1 transparency of the map showing the boundaries and names of later
  states.

Vocabulary:
• Connecticut “long river that rises and falls with the tide on the sea”
• Pyquag “cleared land”
• Wongunk “bend in the river”

Procedure:
1. Hand out the unlabeled map to each student. Project the
   transparency of the labeled map. Review the cardinal points of the compass.
   Identify the Atlantic Ocean, the Great Lakes, and the Mohawk, Hudson, and
   Connecticut Rivers. Have each student color them blue on his/her own
   unlabeled map.
The Forced Migrations of the Native American Wongoink Tribe

Key:
- Blue: Oceans, lakes, and rivers
- Red: Path of the Wongoink’s migration
- Yellow: Boundaries of later states
DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 1

The Forced Migrations of the Native American Wongunk Tribe

Key:
Blue  Oceans, lakes, and rivers
Red   Path of the Wongunk's migration
Yellow Boundaries of later states
Migrations of the Native American Wongunk Tribe

Key:
Blue: Oceans, lakes, and rivers
Red: Path of the Wongunk's migration
Yellow: Boundaries of later states
Slow Pace, Clear Enunciation, Shorter Sentences, Consistent Vocabulary, Repetition, Pauses between phrases or sentences (count 1001, 1002)

There were many Algonquian Indian families in a village. (2)
Everyone needed food. (2)
Everyone wanted to hunt for food in the same place. (2)
The Indians started to fight. (2)
Many Indians died. (2)
Some Indians left. (2)

The Algonquian Indians came to a new place. (2)
The Algonquian Indians met the Mohawk Indians. (2)
The Mohawk Indians were not friendly. (2)
They forced the Algonquian Indians to leave. (2)
Wongunks Lesson #1 Map Labels

New York  Connecticut

Mohawk River  Hudson River

Connecticut River  Lake Ontario

Massachusetts  Rhode Island

Vermont  New Hampshire
Visuals Showing Wangunks' Needs

- Corn
- Vanilla Bean
- Pumpkin
- Squash
- Variety of Vegetables
- Fish
- Peace Symbol
The Wonqunk Indians
Come to Connecticut

More than 350 years ago, in the 1600's, the Algonquian Indians lived near Lake Ontario, New York. There were many Indian families in a village and everyone needed food. Since every family wanted to hunt for food in the same place, they started to fight! Many Indians died.

Some Algonquian Indians left New York State so they could find new places to live. They traveled on foot and sailed canoes on the Mohawk River to Albany, New York. In Albany, the Algonquian Indians met the Mohawk Indians. The Algonquian Indians didn't stay long because the Mohawk Indians forced them to leave.

The Algonquian Indians continued to walk and canoe east. They traveled across the Hudson River in New York State to the Connecticut River in Connecticut. The Algonquians called this river "Quin-nah-ti-cutt"
which means “long river that rises and falls with the tide from the sea.”

Soon, the Algonquian Indians found a good place settle near a bend in the river the Connecticut River. This place is now Wethersfield. They changed their name from Algonquian to “Wongunk” which means, “bend in the river.”

The Wongunks liked living near the Connecticut River. The water current slowed down at the bend in the river. It was easy to catch fish for food here. It was also easy to use canoes! In Wethersfield the land was healthy so it was easy to grow crops such as beans, corn, pumpkins, and squash.

Finally, the Wongunk Indians were happy. They cleared land to live. This land was called “Pyquag.” The Wongunk Indians were the first people to live in Wethersfield, Connecticut.
THE WONGUNKS COME TO CONNECTICUT

• 350 years ago
• Algonquian Indians lived near Lake Ontario, New York
• There were too many people
• There was too little food
• The Indians started fighting for food
• Some Indians moved South to Albany, New York
• The Mohawk Indians made them leave
• They walked East
• They took canoes East to the Connecticut River
• They came to a bend in the Connecticut River
• This place is now Wethersfield
• The Algonquian Indians changed their name to Wongunk
• Wongunk means ‘bend in the river’
• The Wongunks were happy
• They had fish to eat
• They grew beans, corn, pumpkins, and squash
• The Wongunks called Wethersfield ‘Pyquag’
• Pyquag means ‘cleared land’
THE WONGUNKS COME TO CONNECTICUT

(1) Lake Ontario, New York

(2) Albany, New York

(3) Wethersfield, Connecticut
Wongunk Indians Lesson#1
Word Bank

Find the Words:

Algonquians                  beans
Lake Ontario                 corn
New York                     pumpkins
Mohawk Indians               squash
Connecticut River            cleared land
Wongunks                     Pyquag
Bend in the river
Fish
Wongunks Lesson #1 Closure Activity

The Wongunks left New York State to meet their needs for _______________.

First the Wongunks lived near _____________.

Next they went to _________________________.

Then they _________________________________.

Finally they _______________________________.
Wongunks Lesson#1 Closure Activity

Name ______________________  Date ______________________

1. Cut out the 6 pictures (on p.22) and the 6 sentences (on p.23)
2. Glue them on the back of this page to show the Wongunks’ travel route.
3. Number the pictures and the sentences 1-6.
Visuals for Wongunks' Travel Route (closure activity)
They went south.

The Wongunks went in canoes.

The Wongunks went east.

They walked.

The Wongunks came to Wethersfield, CT.

They went to Albany, N.Y.

The Wongunks lived near Lake Ontario, N.Y.
### Self-Assessment of Speaking Ability

<table>
<thead>
<tr>
<th>Part 1: Place an X on each line to show how much you agree or disagree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
</tbody>
</table>

This week I used English to talk with ____________________

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>I Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think that I was successful.</td>
<td>![Circle]</td>
<td>![Circle]</td>
</tr>
<tr>
<td>2. The person I spoke to understood me.</td>
<td>![Circle]</td>
<td>![Circle]</td>
</tr>
<tr>
<td>3. I felt comfortable speaking with another person in English.</td>
<td>![Circle]</td>
<td>![Circle]</td>
</tr>
<tr>
<td>4. I understood everything that this person said to me.</td>
<td>![Circle]</td>
<td>![Circle]</td>
</tr>
<tr>
<td>5. I could do this again with no problem.</td>
<td>![Circle]</td>
<td>![Circle]</td>
</tr>
</tbody>
</table>

Adapted from a form developed by ESL teacher M. Crossman (1994).

© Addison-Wesley. Authentic Assessment for English Language Learners. O'Malley/Vaidez Pierce. This page may be reproduced for classroom use.
Wongunk Indians Lesson #1 Student Performance Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>On task during map lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively with partner/group for reading activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively with partner/group for closure activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tasks completed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Wongunks Lesson #1
Narrative: Addressing Sheltered Strategies

In designing modifications for this mainstream third grade social studies lesson, I made the lesson more contextualized by increasing the number of visuals used and incorporating use of gestures. In the modified lesson, the teacher uses visuals and gestures when teaching vocabulary, activating background knowledge, and presenting a map and history lesson. Visuals are also utilized in reading and closure activities. Visuals and gestures help to make input significantly more comprehensible to ELLs.

In order to make text more comprehensible, I designed a word bank/word search activity as well as two simplified versions of student text (bulleted and distilled to beginning middle end essential knowledge). This will allow even Pre-Production ELLs to engage in a literacy task. The bulleted text presents essential content in short phrases in a user-friendly visual format. The bulleted text may also be used as a pre-teaching tool, to help ELLs to be ready to follow the lesson.

The teacher's talk was made more comprehensible by reducing the linguistic load. This is done by giving the teacher a model in which content is delivered in shorter sentences. Pacing speech is modeled, specifying when to allow two-second pauses. Wording is consistent and repetitive grammatical structures are used. The auditory information was reduced so as to frame main ideas for students, without asides or digressions.

All students were given opportunities to verbally interact in a partnership or a small group. Groups are designed to be comprised of students with varied levels of English language proficiency so that peers can serve as models for less proficient students. Interaction with a partner or within a small group helps to create a safe and stimulating environment for all students and especially for ELLs.

I have planned differentiated tasks for Intermediate/Advanced ELLs, Early Production ELLs, and Pre-Production ELLs in the map activity, the reading of text, and the closure activity. This significantly increases opportunities for engagement for all students.
Lesson 2
Wongunks Lesson #2

LESSON OBJECTIVES

Content Objectives:

Students will:

- identify examples of Wongunk foods
- classify foods according to manner obtained
- match specific animals with weapons/tools used to hunt/fish
- explain how the Wongunks preserved foods
- describe how the Wongunks used their environment to obtain food in each season
- differentiate tasks of Wongunk men, women, and children

Language Objectives:

Students will:

- formulate/ask 'how' questions
- respond to 'how' questions in a complete sentence
- write a 3-5 sentence paragraph (mainstream and Adv./Int. ELLs); or write 3 sentences (Early Prod. ELLs); or write labels (Pre-Prod. ELLs) to explain a visual image
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>WORDS</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Specific examples of Wongunk food sources and the means by which they were obtained</td>
<td>The Wongunks got _____ by _____. They used a _____.</td>
<td>rabbits, raccoons, squirrels, deer, moose, fish, bears, corn, beans, pumpkins, squash, fish, nuts, berries, succotash bow and arrow, net, spear, snare, sieve, deadfall, bare hands</td>
<td>Past tense gerund</td>
</tr>
<tr>
<td>Classify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask</td>
<td>How questions</td>
<td>How did the Wongunks get _____?</td>
<td></td>
<td>Interrogative</td>
</tr>
<tr>
<td>Answer by restating</td>
<td>How questions</td>
<td>The Wongunks got _____ by _____.</td>
<td>hunting, planting, fishing, picking</td>
<td>Declarative</td>
</tr>
<tr>
<td>Explain</td>
<td>How the Wongunks preserved foods</td>
<td>The Wongunks preserved meat by smoking and drying.</td>
<td>preserved, smoking, drying, meat</td>
<td>Past tense Gerund</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Tasks of Wongunk men, women, children</td>
<td>The Wongunk ____ _____.</td>
<td>hunted, fished, planted, picked</td>
<td>Past tense</td>
</tr>
</tbody>
</table>
Wongunks Lesson#2

Lesson Plan

- **Background Knowledge:**
  New England forest wildlife

**Content Objectives:**
Students will:
- identify examples of Wongunk foods
- classify foods according to manner obtained
- match specific animals with weapons/tools used to hunt/fish
- explain how the Wongunks preserved foods
- describe how the Wongunks used their environment to obtain food in each season
- differentiate tasks of Wongunk men, women, and children

**Language Objectives:**
Students will:
- formulate/ask ‘how’ questions
- respond to ‘how’ questions in a complete sentence, with re-stating
- write a 3-5 sentence paragraph (mainstream and Adv./Int. ELLs); or write three sentences (Early Prod. ELLs); or write labels (Pre-Prod. ELLs) to explain a drawing

**Materials:**
- Student Text: Wongunk Food
- 5 paragraphs for mainstream and Adv./Int. ELLs (pgs.10-11 )
- bulleted text for Early Prod. ELLs (p.12,13 )
- 3 sentence text for Pre-Prod. ELLs (p.14 )

- Listening Guides
  - cloze format for Adv./Int. ELLs (p.6,7 )
  - word search format for Early Prod. And Pre-Prod. ELLs (p.8,9 )

- Graphic Organizer: Wongunk Food (pgs.15,16)
- Transparencies (pgs.15a,16a )
- Visuals of New England forest, wildlife, Wongunk hunting weapons and fishing tools (pgs19-23)
Wongunks Lesson#2- Lesson Plan (p.2)

Procedure:

1. **Activate background knowledge** of the New England forest - use visuals (pgs.19-23); pass around realia (real objects from forests- leaves, twigs, acorns, etc) (5 minutes)

2. **Vocabulary:** T defines vocab/terms and shows visuals (pgs.24-32) (10 minutes)
   - **arrow**- a sharp weapon made from stones or antlers
   - **bow**- a weapon used to launch an arrow
   - **dead fall**- a cruel weapon used to kill animals by dropping large rocks on their bodies
   - **mortar and pestle**- a tool used for grinding
   - **net**- used by the Wongunks to catch fish
   - **smoking**- a way of preserving meat for the long winter
   - **snare**- a weapon used to catch small animals by hanging them upside down
   - **spear**- a large stick with a pointy end used to catch animals or fish
   - **spit**- a stick over an open fire used to roast (cook) animals
   - **succotash**- an Indian food made with beans and corn

3. **Listening Guides:** (15 minutes)
   - Break into 2 groups-(1) Mainstream students and Adv./Int. ELLs, (2) Early Prod. And Pre-Prod. ELLs
   - T reads the Listening Guide text to the students (pgs.6-9)
   - T reads the 5 paragraph text (Wongunk Food) (pgs.10-12) to the whole class. At this point, students listen without using Listening Guide
   - T re-reads the 5 paragraph text, directing students to use the listening guide while the text is being read. *T reads with slow pace, elongated pauses between sentences (count silently 1001, 1002) T pauses for approx. 30 seconds in between paragraphs.

4. **Reading Text:** (15 minutes)
   - Mainstream students: independent or partner reading of five paragraph text (pg. 10,11)
   - Adv./Int. ELLs: partner read bulleted text (pgs.12,13); then partner read five paragraph text (pgs.10,11)
   - Early Production ELLs: partner read bulleted text (pgs.12,13)
   - Pre-Prod. ELLs: partner read three sentence text (pair with a stronger language proficient partner) (p.14)
5. Graphic Organizer: (p.15,16) (15 minutes)

- Use overheads (pgs. 15a,16a)
- Complete graphic organizer as a whole class activity
- Use visuals of animals, plants, crops, and tools/weapons (pgs.19-32)
- T elicits information from students regarding food eaten, how obtained, and how preserved. Students may refer to study guides and text to locate information.

6. Closure Activity (language practice) (15 minutes)

- Small groups (mixed abilities) or partnerships
- Students take turns asking each other- “How did the Wongunks get _____?” and answering the question in a complete sentence. Also, they will tell whether that job was usually done by the Wongunk men, women, or children. T models, using an example of a response sentence formula: The Wongunks got _____ by _________. They used a _______. The ________ did this job. (ELLs may use print out of formulae. (p. 17)

7. Homework Explained (5 minutes)

- Students instructed to draw a picture of the Wongunks in the New England forest during one season (students’ choice)
- Students will write a paragraph about how the Wongunks obtained their food during that particular season (mainstream and Adv./Int. ELLs) (Use written text and/or listening guide)
- Early Production ELLs will complete three sentences, explaining a task of Wongunk men, one task of Wongunk women, and one task of the children. (Use sentence formulas with word bank, p.18)
- Pre-Production ELLs will label wildlife and weapons/tools included in their pictures (use copies of labeled visuals pgs.19-32)

8. Evaluation

- Drawing of season with paragraph, sentences or labels will be an entry in Wethersfield booklet
- Student Performance Assessment checklist
- Self-Assessment of Speaking Ability (ELLs)
Lesson 2: Wampanoag Food

**Background Knowledge:** New England forest wildlife

**Objectives:**
- Students will identify
- Examples of food used by Wampanoag Indians
- Explain how they got their food
- Explain how they preserved it

**Materials:**
- Student text: Wampanoag food
- Graphic organizer - one for each season

**Vocabulary:**

bow and arrow
snare
cleatfall
spit
smoking
spear
net
mortar and pestle
succotash
Wongunks Lesson #2

Procedure:

1. Activate background knowledge by discussing with students what they know of the forest.

2. Read Student text using photographs of weapons used to get the food.

3. Complete the graphic organizer.

4. Students will complete a picture and paragraph about one of the seasons.
Lesson #2 Wongunk Food

Listening Guide

Fall

word bank:

bows       arrows       children       rabbits       forest
cooked      squirrels    dried

Wongunks lived in the ______. The men hunted. They used snares to catch raccoons, _______, and _______. They used _____ and ____ and spears to hunt deer and moose.

The Wongunk women _____ the animal meat. The women also _____ the meat. The Wongunk ________ looked for berries and nuts and acorns.

Winter

word bank:

clams       families       hunted       river       longhouses

Wongunks lived near the ______. They ______ for food. Some Wongunk men went to the ocean to dig for ______. The Wongunk women built ____________. Wongunk ________ lived in the longhouses all winter.
Lesson #2  Wongunk Food
Listening Guide- p.2

Spring

word bank:

nets  corn  men  pumpkins  spears
berries  nuts  boys

Wongunk ____ and ____ fished in the river. They used their hands or ____ or ____ to catch the fish. Women and children planted crops. They planted ____, beans, ________, and squash. The children picked ________ and ____. The Wongunks had a lot of food to eat in the spring.

Summer

Word bank:

succotash  save  pumpkin  seeds  winter

The Wongunks picked corn and beans. They wanted to ____ some of the corn and beans in barrels so they could eat in the ______. Wongunk women cooked large pots of _________. They also cooked ________ and squash. The Wongunks saved the _____ to plant in the spring.
Wongunks Lesson#2

Listening Guide

Circle the words you hear your teacher say.

**fall**
- forest
- squirrels
- deer

**snares**
- spears
- bears
- meat

**winter**
- river
- longhouses

**fish**
- ocean
- families

**food**
- bow and arrow
- nuts
Wongunk Food

Listening Guide

**spring**

- fish
- nets
- berries

**summer**

- beans
- pumpkins
- plant

- spears
- planted
- nuts

- hands
- crops
- season

- corn
- seeds
- save

- succotash
Wongunk Food
Lesson 2

There were no supermarkets or grocery stores in the 1600's. There were no refrigerators to save (preserve) food. There were no microwaves or stoves to cook food. How could the Wongunks live? What did they eat? How did they get food to eat?

During the fall, the Wongunk tribe moved into the forest. Men and boys used snares to catch rabbits, raccoons, and squirrels. They used a deadfall to catch bears. They used spears and bows and arrows to hunt large animals like deer and moose. After the Wongunk men skinned these animals, the Wongunk women would cook the animal meat. They might make stew or cut the meat into strips and dry it on reeds. Children looked for acorns, chestnuts, and walnuts. They tried to save enough dried meat and nuts so they wouldn't be hungry during the winter.

The winter was a difficult time for the Wongunk Indians since there were no animals to hunt. The Wongunk Indians moved near the river so they could fish. Some Indians traveled to the ocean shore to dig for clams. The Wongunk women built longhouses where families lived for the winter months. By March, the food supply of dried meats and nuts were very low. They looked forward to spring.

When it was spring the Wongunks could fish for shad and salmon because they swam up the Connecticut River to spawn. The men and boys
caught fish with spears, their bare hands, and would set up nets across the river. The Wongunk women and children planted crops such as corn, beans, pumpkins, and squash. The children picked wild berries and nuts. The Indians also hunted and ate birds, small animals and if they were lucky, bears, moose and deer. There was plenty to eat during this season.

As summer came, some of the beans and corn were picked and kept in barrels to save for winter. Some of the crop was used to prepare large pots of succotash. Later in the season, they would cook pumpkins and squash. The Wongunks were sure to save plenty of seeds from the vegetables to plant the next spring.
Wongunk Food

Background:
- 350 years ago
- no grocery stores
- no supermarkets
- no refrigerators
- no stoves
- no microwaves
- How did the Wongunks get food?

In the fall:
- Wongunks lived in the forest
- Men and boys hunted
- They used snares to hunt rabbits, raccoons, and squirrels
- They used dead fall to hunt bears
- They used spears and bows and arrows to hunt deer and moose
- Wongunk women cooked animal meat
- Wongunk women dried meat
- Wongunk children looked for acorns and nuts
- They saved dried meat and nuts for the winter

In the winter:
- Wongunks lived near the river
- They caught fish in the river
- They found clams near the ocean
- Wongunk women built longhouses
- Wongunk families lived in the longhouses for the winter
Wongunk Food

In the spring:
- Wongunk men and boys fished in the river
- They fished with spears or nets or with their hands
- Wongunk women and children planted crops
- The crops were corn, beans, pumpkins, and squash.
- Wongunk children picked berries and nuts from trees
- The Wongunks had a lot of food to eat in the spring

In the summer:
- Wongunk women and children picked the beans and corn
- They saved some of the beans and corn for the winter
- The Wongunk cooked succotash
- They cooked pumpkins and squash
- The Wongunks saved seeds from the crops
- They will plant the seeds next year, in the spring
Wongunk Food

The Wongunks hunted in the forest.

The Wongunks fished in the river.

The Wongunks planted crops.
## Wongunk Food

<table>
<thead>
<tr>
<th>Type of Food</th>
<th>How They Got It</th>
<th>How They Preserved It</th>
</tr>
</thead>
<tbody>
<tr>
<td>rabbits, raccoons, squirrels</td>
<td>snares</td>
<td>dried on reeds</td>
</tr>
<tr>
<td>bears</td>
<td>deadfall</td>
<td>smoked</td>
</tr>
<tr>
<td>deer, moose</td>
<td>spears, bows and arrows</td>
<td>dried, smoked</td>
</tr>
<tr>
<td>fish</td>
<td>nets, spears, bare hands</td>
<td></td>
</tr>
<tr>
<td>beans, corn, pumpkins, squash</td>
<td>planted, picked when ready to harvest</td>
<td>saved in barrels</td>
</tr>
<tr>
<td>acorns, nuts, apples, berries</td>
<td>picked off trees</td>
<td>Seeds saved to plant for next year</td>
</tr>
</tbody>
</table>
## Wongunk Food

<table>
<thead>
<tr>
<th>Type of Food</th>
<th>How They Got It</th>
<th>How They Prepared It</th>
</tr>
</thead>
<tbody>
<tr>
<td>rabbits, raccoons, squirrels</td>
<td>snares</td>
<td>dried on reeds</td>
</tr>
<tr>
<td>bears</td>
<td>deadfall</td>
<td>smoked</td>
</tr>
<tr>
<td>deer, moose</td>
<td>spears, bows and arrows</td>
<td>dried, smoked</td>
</tr>
<tr>
<td>fish</td>
<td>nets, spears, bare hands</td>
<td></td>
</tr>
<tr>
<td>beans, corn, pumpkins, squash</td>
<td>planted, picked when ready to harvest</td>
<td>saved in barrels</td>
</tr>
<tr>
<td>acorns, nuts, apples, berries</td>
<td>picked off trees</td>
<td></td>
</tr>
</tbody>
</table>
Wongunk Food

<table>
<thead>
<tr>
<th>Type of Food</th>
<th>How They Got It</th>
<th>How They Preserved It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use your completed graphic organizer. Work with a partner or in a group. Take turns asking questions and answering questions about how the Wongunks got their food.

Q: How did the Wongunks get ____________?

A: The Wongunks got ____________ by ____________. They used a ____________. The Wongunk ____________ did this job.

Example:

Q: How did the Wongunks get bears?

A: The Wongunks got bears by hunting. They used a deadfall. The Wongunk men did this job.
Wongunk Lesson #2 Homework
(Early Production ELLs)

Directions: Fill in the blanks to explain how the Wongunks got food in either the fall, spring, summer, or winter.

In the __________ the Wongunk men _____________.

In the __________ the Wongunk women _____________.

In the __________ the Wongunk children _____________.

Word Bank:

cooked meat                picked berries and nuts
hunted animals             fished
fall                       winter
spring                     summer
New England Forest in the fall

New England Forest in the fall

Deer
Moose

Bear
Rabbit
Raccoon

Squirrel
Drying & Smoking on wooden spits and racks
Dead fall
Bow & arrow

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 4

FROM KEITH WILBUR'S NEW ENGLAND INDIANS
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
Fence & spear

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 4

FROM KEITH WILBUR'S NEW ENGLAND INDIANS
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
Purse-net

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 4

FROM KEITH WILBUR'S *NEW ENGLAND INDIANS*
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
Gill-net
Sieve

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 4

FROM KEITH WILBUR'S "ENGLAND INDIANS"
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
# Wongunk Indians Lesson #2 Student Performance Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>On task during Listening Guide activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively with partner/group for reading activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively with partner/group for closure activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tasks completed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

---

---
Lesson 3
Wongunks-Lesson#3

Lesson Objectives

Content Objectives:
Students will:
- Use background knowledge to infer/predict how Wongunks may have used environmental resources to meet their need for clothing
- Explain how the Wongunks met their basic need for clothing
- Identify/label six items of clothing worn by Wongunk men and women and the materials used to decorate the clothing
- Recognize Wongunk hair styles and headdresses
- Understand multiple uses of wampum and create a wampum necklace

Language Objectives:
Students will:
- Draw inferences/make predictions (orally, in complete sentences)
- Use time order words in a series of complete sentences to explain a process
- Ask/Answer how/what questions
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>WORDS</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer/predict</td>
<td>How Wongunks used environmental resources to meet their need for clothing</td>
<td>I think the Wongunks used _______ to make _______.</td>
<td>Animals, deer, bears, skins, feathers, moccasins, headdresses, skirts, belts</td>
<td>Past tense, infinitive</td>
</tr>
<tr>
<td>Explain</td>
<td>How Wongunks used the environment to meet their need for clothing</td>
<td>First, Next, Then, Next, Last</td>
<td>Hunted, skinned, cleaned, cut, sewed, decorated</td>
<td>Past tense, use of transition words</td>
</tr>
<tr>
<td>Identify/label</td>
<td>Six items of Wongunk clothing</td>
<td>This is a __________.</td>
<td>Belt, breech clout, headdress, leggings, mantle, moccasins</td>
<td>Present tense</td>
</tr>
<tr>
<td>Recognize</td>
<td>Hair styles of Wongunk men, women, boys, girls</td>
<td>Wongunk ______ wore their hair _______.</td>
<td>Braid(s), pony tail, short, long, men, women, boys, girls</td>
<td>Past tense</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION</td>
<td>FORMULA</td>
<td>WORDS</td>
<td>GRAMMAR</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Understand</td>
<td>Multiple uses of wampum in Wongunk culture</td>
<td>The Wongunks used wampum as _____, _____, and ______.</td>
<td>Decoration on clothing, jewelry, and money</td>
<td>Commas in a series Within a complete sentence</td>
</tr>
<tr>
<td>Ask/Answer ‘wh’ questions</td>
<td>About uses of environmental resources for making clothing</td>
<td>How did the Wongunks make _____? What did the Wongunks use to cut the deer skin? What did they use to _____ the _____? The Wongunks made _____ with ______. They cut the skins with a sharp rock. They _____ the _____ with ______.</td>
<td>Breech clout, mantle, moccasins, belt, leggings, skirt, sharp rock, beads, fringe, pieces, chewing, skins, quills, deer, skins, sinew, bone needle, decorated</td>
<td>Interrogative sentences Declarative sentences</td>
</tr>
</tbody>
</table>
Wongunks Lesson#3 Wongunk Clothing Lesson Plan

**Background Knowledge:** New England forest wildlife

**Content Objectives:**
Students will:
- Use background knowledge to infer/predict how Wongunks may have used environmental resources to meet their need for clothing
- Explain how the Wongunks met their basic need for clothing
- Identify/label six items of clothing worn by Wongunk men and women and materials used to decorate clothing
- Recognize Wongunk hair styles and headdresses
- Understand multiple uses of wampum and create a wampum necklace

**Language Objectives:**
Students will:
- Draw inferences/make predictions:
- Use time order words (first, next, then, next, finally) in a series of complete sentences to explain a process
- Ask/Answer questions (how, what)

**Materials:**
- Visuals (photocopied drawings) of Wongunk clothing (pgs. 14-16) and Wongunk hair styles, headbands and headdresses (p.17)
- Illustrations of Wongunk man and woman (p.16)
- Macaroni shaped pasta, assorted beads, shells, buttons, string, crayons, highlighters
- Seven paragraph text (p.7)
- Differentiated worksheets/Transparencies for six step process (pgs. 8-12)
- Sentence Formulae for Q&A (All ELLs)

**Procedure:**

1. Review graphic organizer on Wongunk Food (p.15 in Lesson#2) **(5 minutes)**

2. Review visuals of New England forest wildlife (pgs 19-23 in Lesson #2) **5 minutes**
3. T elicits students' predictions as to how the Wongunks may have used their environment to meet their need for clothing (5 minutes)

4. T distributes seven paragraph text, Wongunk Appearance and Clothing (p. 7) and directs students to highlight the first paragraph

5. Paragraph 1 is read out loud, then paraphrased by Teacher, checking the accuracy of students' predictions. (5 minutes)

6. Teacher presents new vocabulary/terms: (10 minutes)

- Bead work- beads sewn on clothing for decoration (realia- show example of bead work)
- belt- a long, narrow piece of clothing worn at the waist (realia and visual P.14)(transparency 14a)
- Breech clout- a piece of clothing worn around the waist with deerskin material hanging in the front and back(p.14,14a)
- Headdress-head decoration worn by Wongunks, usually made from hair and feathers (p.17,17a)
- Leggings-deerskin pants worn by men and women (p15,15a)
- Mantle- a loose sleeveless coat worn by men and women (p.16,16a)
- Moccasins- soft leather shoes worn by men and women (p.15,15a)
- Sinew- strong material from animals, used as thread for sewing clothing
- Skirt- a piece of women's clothing which Wongunks usually made from animal skins (p14,14a)
- Quill work-decorations made from porcupine needle (17,17a)
- Wampum- beads and shells used for clothing decoration, jewelry, and money (p.12,12a)
7. T has students break into small groups or partnerships with instructions to discover the five steps in making Wongunk clothing which are mentioned in paragraph one. (T distributes worksheets with time order words and action verbs (mainstream and Adv./Int. ELLs p.8), (Early Prod. ELLs p.9); (Pre-Prod. ELLs pgs.10-12 ). T instructs students to work in partnerships to complete worksheet and discuss How the Wongunks met their need for clothing by questioning/answering (How, What). T. models Q&A, as per Formulae (p.13) P. 13 distributed to ELL students.  

(15 minutes)

8. T shows overhead transparencies of Wongunk clothing items (pgs.14-16). T discusses clothing decorations (Realia: examples of beads, shells, fringe, feathers). T instructs students to bracket paragraphs 2-5 (T. models on overhead transparency). Paragraphs 2-5 are read out loud. T shows transparencies of Wongunk Hair styles, Headbands, and Headdresses (p.17a). Text paragraphs 6,7 read out loud, completing reading of text.  

(10 minutes)

9. Wampum Activity: (20 minutes)
T distributes macaroni, shells, buttons, beads, string and students are told to create a wampum necklace

10. Homework: students are told to color and label six Wongunk clothing items (worksheets pgs.14-16)

11. Evaluation:
- Each student will have completed worksheets of correctly label Wongunk clothing items (to be entered into Wethersfield Booklet)
- Completed worksheets with five-step sequence of how Wongunks met their need for clothing will be included in Wethersfield Booklet (p.8,or9,or10)
- Student Performance Assessment Checklist (p.18)
- Self-Assessment of Speaking Ability for ELL students (p.19)
DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 6
Wongunk Appearance & Clothing

CLASSROOM LESSON PLAN

Background Knowledge/ Skills:

Objectives:
Students will
• explain how Wongunks met their basic need for clothing
• illustrate and label clothing worn by Native Wongunks

Materials:
• 1 laminated card illustrating hair styles and headdresses
• 1 laminated card illustrating mantles
• 1 laminated card illustrating a breech clout, a skirt, and a belt
• 1 laminated card illustrating leggings and moccasins
• guest speaker from Wethersfield Historical Society

Vocabulary:
• bead work
• belt
• breech clout
• fringe
• headdress
• leggings
• mantle
• moccasin
• sinew
• skirt
• quill work
• wampum

Procedure:
1. Ask students to suggest materials that the Wongunk Indians might have used to make their clothing. Confirm the use of bear, deer and moose, rabbit, and seal skins.
2. Discuss the illustrations of
a) hair styles and headdresses,
b) mantles,
c) breech clouts and skirts,
d) leggings and moccasins.

3. Explain the manufacture and uses of wampum. Have students make wampum necklaces out of colored macaroni, beads, etc.

Closure:
Have a guest speaker from the Wethersfield Historical Society speak to the students about the Wongunks.

Evaluation:
Each student will refer to the laminated illustrations as they illustrate and label the appropriate clothing of a Wongunk brave or squaw.
Wongunk Appearance and Clothing

The Wongunk Indian clothing was made from animal skins. First the Wongunk braves would kill and skin a deer. Next they would clean and stretch the skin. Then they used a sharp stone to cut big pieces. After that the Wongunk squaws would chew the skins with their teeth to make the skins soft. Finally, the squaws used bone needles and pieces of sinew to sew the deerskin together.

The Wongunk clothing was decorated with fringe, moose hair, porcupine quill and beads. The beads were made from clam shells and periwinkle shells.

Beads and shells were very important to the Wongunk Indians. The Wongunk Indians wore the shells and beads for jewelry. Wongunk Indians also used beads for money. The word "wampum" means Indian money. The squaw sewed wampum on aprons, bags, belts, moccasins, and wallets. The Sachem was the Indian Chief or boss. He wore the most wampum on his clothes.

Both braves and squaws wore mantles around their shoulders. Braves had belts around their waist. Sometimes a pouch, a pipe, and tobacco hung from the belt. Squaws had long mantles that almost went to the ground. Squaws also wore deerskin skirts under the mantles.

Both braves and squaws wore pants called deerskin leggings. Both braves and squaws wore moccasins that were tied around the ankles.

What did the Wongunk Indians look like? Wongunk Indians had straight, black, shiny hair. Boys had short hair until they were 16. Then they could have long hair. It could look like a ponytail or it could look like two braids. Wongunk girls and women had very long hair down to their waists. It could look like a ponytail or it could look like one braid.

Both squaw and braves wore headbands of animal skins. They wore turkey feathers, hawk feathers or eagle feathers. Only the bravest Indians wore Eagle feathers.
How the Wongunks Met Their Need for Clothing

Directions: Use the time order words and the action words below to tell the steps the Wongunks used to get and make clothing.

First.... (hunted)

Next.... (skinned)

Then.... (cleaned)

Next.... (cut)

Last.... (sewed)

Later.... (decorated)
Wongunks-Lesson#3 (Early Production ELLs)

How the Wongunks Met Their Need for Clothing

Directions: Complete the sentences below. The sentences with blanks are about how the Wongunks used to get and make clothing.

First the Wongunks hunted _____________.

Next they took the skin off the _____________.

Then they cleaned the skin and made it softer. They did this by _____________ it.

Next they cut ___________ of ___________. They did this with a _____________.

Last the Wongunks sewed the _____________. They did this with a ____________ and _____________.

Later the Wongunks _____________ the clothing with ____________, ____________, and _____________.

Word Bank

sharp rock  skins  deer
beads  quills  sinew
fringe  deer  bone needle
pieces  skins  decorated
chewing  skins
Wongunks-Lesson#3 (Pre-Production ELLs)

How the Wongunks Met Their Need for Clothing

Directions: Match the numbered words with pictures on the following pages to show how the Wongunks made their clothing. Cut out the pictures and paste them next to the words.

1. HUNT

2. TAKE OFF SKINS

3. CUT SKINS

4. SEW

5. DECORATE
Wongunk Lesson#3 Pre-Production ELLs

Also used as transparency
Wongunks-Lesson#3 Pre-Production ELLs

Also used as a transparency in original lesson.
Wongunks Lesson#3 Wongunk Clothing

Sentence Formulae for Questioning/Responding

How did the Wongunks make ______?

What did the Wongunks use to ______ the ______?

The Wongunks made ______ with ______.

The Wongunks ______ed the ______ with ________.
Breech Clout, Skirt, and Belt
A Garter, Leggings, and

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 5

FROM KEITH WILBUR'S NEW ENGLAND INDIANS
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
Mantles for Men and Women

Use as visual and as transparency

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 6

FROM KEITH WILBUR'S NEW ENGLAND INDIANS
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
Hair-styles, Headbands, Headdresses

1) Long hair pulled back and tied at the neck
2) Long hair parted and made into two braids
3) Head shaved except for one side left long and braided

4) Head shaved except for a strip of hair running down the center of the head, cut short and made stiff with grease and paint to resemble a coxcomb
5) Head shaved except for a circle of hair at the top of the head, not quite as short and fashioned into a tuft, or scalp-lock
6) Head shaved except for a circle of hair at the top of the head, left long and tied into a top-knot
7) Artificial roach of deer hair, dyed red

DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 5

FROM KEITH WILBUR'S NEW ENGLAND INDIANS
PRINTED WITH PERMISSION FROM THE GLOBE/PEQUOT PRESS
Wongunk Indians Lesson #3 Student Performance Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>On task for reviewing, predicting, teaching vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively with partner/group for reading text and partner Q&amp;A activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed sequencing worksheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed directions and completed wampum activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctly completed homework assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________
____________________________________
____________________________________
____________________________________
____________________________________
Figure 4.9 Self-Assessment of Speaking Ability

Name ___________________________ Date __________________

Part 1: Place an X on each line to show how much you agree or disagree.

This week I used English to talk with ___________________________

1. I think that I was successful. Disagree _______ _______ _______ I Agree _______ _______ _______

2. The person I spoke to understood me. Disagree _______ _______ _______ I Agree _______ _______ _______

3. I felt comfortable speaking with another person in English. Disagree _______ _______ _______ I Agree _______ _______ _______

4. I understood everything that this person said to me. Disagree _______ _______ _______ I Agree _______ _______ _______

5. I could do this again with no problem. Disagree _______ _______ _______ I Agree _______ _______ _______

Adapted from a form developed by ESL teacher M. Crossman (1994).

© Addison-Wesley, Authentic Assessment for English Language Learners. O'Malley/Valdez Pierce. This page may be reproduced for classroom use.
Lesson 4
Wongunks- Lesson #4

Lesson Objectives

Content Objectives:
Students will:
- Identify two types of housing used by the Wongunks
- Identify the cooperative work/division of labor involved in constructing shelters
- Compare/contrast the wigwam and the longhouse
- Demonstrate understanding of how the environment was used in meeting the Wongunks' need for shelter
- Compare/contrast how needs are/were met in modern Wethersfield versus during Wongunk times

Language Objectives:
Students will:
- Complete a Venn diagram
- Use comparing words in complete sentences (However, while, but)
- Complete a simple outline
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>WORDS</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>two types of housing used by the Wongunks</td>
<td>The Wongunks lived in wigwams and longhouses</td>
<td>wigwams longhouse</td>
<td>compound noun preposition</td>
</tr>
<tr>
<td>Explain</td>
<td>cooperative work involved in the construction of Wongunk shelters</td>
<td>The Wongunk men -(v)- and the women _(v)</td>
<td>dug, cut, bent, tied, covered, circle, saplings, mats, reeds, cattails</td>
<td>past tense, compound sentences</td>
</tr>
<tr>
<td>Compare/contrast</td>
<td>wigwam and longhouse</td>
<td>The wigwam (was/had) _____, (but/while) the longhouse (was/had) _____</td>
<td>round, oval, smoke hole(s), mats, bark shingles, shelter, larger, smaller</td>
<td>past tense, compound sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The longhouse (was/had) ______. However, the wigwam (was/had) ______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding</td>
<td>of how the Wongunks used their environment to meet their need for shelter</td>
<td>They used _____ to make _____</td>
<td>Saplings, reeds, cattails, mats, tree bark, cut, dug, tied, bent, covered</td>
<td>past tense, infinitive, pronoun</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION</td>
<td>FORMULA</td>
<td>WORDS</td>
<td>GRAMMAR</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Complete</td>
<td>a Venn diagram comparing the wigwam and the longhouse</td>
<td>N/A</td>
<td>ceremonies, smoke hole(s), reeds, cattails, oval, round, bark shingles</td>
<td>phrases or simple sentences</td>
</tr>
<tr>
<td>Complete</td>
<td>an outline of how the Wongunks used their environment to meet their needs for food, clothing, and housing</td>
<td>They ____ in the _____. They used ____ for/to _____.</td>
<td>hunted, forest, fished, river, planted, soil, animal skins, skirts, mantles, breech clouts, belts, moccasins, fur, quills, feathers, small animals, birds, shells, beads, clothing, decorations, jewelry</td>
<td>past tense, prepositional phrase, infinitive, gerund</td>
</tr>
<tr>
<td>Compare/contrast</td>
<td>How needs for food, clothing, or shelter are/were met today vs. In Wongunk times</td>
<td>Today, in Wethersfield, I/we______ 350 years ago, the Wongunks _____.</td>
<td>shop, store, buy,</td>
<td>Present tense, past tense, adverb, prepositional phrase, adverb phrase</td>
</tr>
</tbody>
</table>
Background Knowledge: Knowledge of how the Wongunk environment provided food and clothing

Content Objectives:
Students will:

- Identify two types of housing used by the Wongunks
- Explain the cooperative work/division of labor involved in constructing shelters
- Compare/contrast the wigwam and the longhouse
- Demonstrate understanding of how the environment was used in meeting the Wongunks’ need for shelter
- Compare/contrast how needs are/were met in modern Wethersfield versus during Wongunk times

Language Objectives:
Students will:

- Complete a Venn diagram
- Use comparative vocabulary correctly in complete sentences However, while, but)
- Complete a simple outline

Materials:

- Drawings of wigwam and longhouse (p.22)
- Venn diagram comparing wigwam and longhouse (blank p.11 );(partially completed p.12 );(completed p.13 )
- Outline (partially completed p.14,15 );(completed p.16,17)
- Student text (mainstream and Adv./ nt. ELLs p.7,8);(Early Prod.ELLs p. 9 );Pre-Prod. ELLs word bank p.10

Procedure:

1. Review ways Wongunks met their basic needs food and clothing by eliciting information from the students (What do we know already know about how the Wongunks used the forest environment for food, clothing?)

2. Activate background knowledge of Native American housing (steps 1,2: five minutes)
3. **Introduce new vocabulary:** (10 minutes)

- Wigwam- a round shelter for one family, made from young trees and grasses (visual p.22)
- Longhouse- an oval-shaped shelter used for ceremonies or for 2-3 families to live in (visual p.22)
- Saplings- young, bendable trees (visual p.23)
- Reeds- tall grasses (visual p. 24)
- Cattails- tall plants that grow in wetlands (visual p.24)
- Smoke hole- an opening at the top of a wigwam or longhouse, to allow smoke to escape (visuals pgs.22)
- Hearth- the floor of a fireplace (visual p.23)
- Ceremonies-celebrations that are part of a culture (visual p.25)

4. **Read Text** (mainstream and Adv./Int. ELLs p.7,8); (Early Prod. ELLs p.9) (Pre-Prod. ELLs p.10) Students read in partnerships **(15 minutes)**

5. **Comprehension: Wongunks’ division of labor:** Teacher distributes four paragraph text (p. _____) to all students. Paragraphs 1-2 are read out loud by teacher. *Slow pace, elongated pauses between sentences (count silently 1001, 1002).* T refers students to the visual after paragraph 1. Have them draw stick figures on children inside the circle and plants outside the circle. T instructs students to underline jobs done by Wongunk women in red crayon and jobs done by Wongunk men in blue crayon. Then, T asks students to give examples from the text. **ELLs may use the sentence formula:** The Wongunk men did _____. The Wongunk women did ________. (10 minutes)

6. **Venn diagram:** whole class activity (transparency p.11a,12a,13a), student copies p.11-13

   Teacher shows transparency comparing the wigwam and longhouse. **Blank Venn diagram or partially completed diagram may be used.** Partially completed diagram shows common characteristics of the wigwam and the longhouse. T again displays the visuals of the wigwam and long house and elicits differences from the students. **T models use of sentence formulas- Formulas:** The wigwam (was/had) ______, (but/while) the longhouse (was/had) ______. The longhouse (was/had) ______. However, the wigwam had _________.
T uses class input to complete the diagram. Students copy information onto their Venn diagram worksheet (except pre-production ELLs) (20 minutes)

7. **Language Practice**: Teacher directs students to break into small groups to state similarities and differences between the wigwam and the longhouse (10 minutes)

8. **Create an outline**: showing three ways the Wongunks used their environment to meet their needs for food, clothing, and shelter: (p.14,15, transparency p. 14a,15a) Teacher and students begin with partially completed outline, with major headings of Food, Clothing, Shelter. The outline has three (bland) sub-headings under each major heading. Students are given a word bank. They work in small groups to complete the outline. (15 minutes)

9. **Assign/Explain Homework**: Comparison of present life/Wongunk times in Wethersfield. Students will choose one topic (food or clothing or shelter). They will either write a comparison paragraph (mainstream and Adv./Int. ELLs), complete sentences (Early Prod. ELLs p.19) or make a drawing (Pre-Prod. ELLs p. 18). (5 minutes)

10. **Evaluation**:
    - Completed outline of how Wongunks met their needs for food, clothing, and shelter will be entered into Wethersfield folder
    - Completed homework (paragraph, sentences, or pictures) comparing/contrasting modern day Wethersfield with Wethersfield during Wongunk times will be entered into Wethersfield folder
    - Student Performance Assessment checklist (p. 20)
    - Self-Assessment of Speaking Ability (for ELLs) (p.21)
Lesson 4 - WOnGUNK shelter

Background Knowledge/Skills - WOnGUNK environment to provide food and clothing

Objectives:

Students will:

- identify two types of housing used by Indians
- identify the cooperative work/division of tasks done by Indian men and women
- compare and contrast the wigwam and the longhouse
- understand how the environment helped to construct the shelter

Vocabulary:

- wigwam
- longhouse
- saplings
- reeds
- cattails
- smoke hole
- hearth
- ceremony

Procedure:

1. Activate background knowledge
2. Read student text using photographs of each type of house/shelter
3. Students will complete a Venn Diagram comparing and contrasting the wigwam and the longhouse.
WONGUNK SHELTER
Lesson 4

A Wongunk Indian village had about 100 people. The Wongunks lived in wigwams. The village looked like a circle. Inside the circle, braves and Indian boys played games. The squaws planted gardens outside the circle of wigwams.

How did the Wongunk Indians build the wigwams? First, the braves made a large circle about 10 feet to 16 feet in diameter. Then they cut tree saplings, and put the saplings around the circle. After that, the squaws bent the saplings on the north side of the circle and tied them together with the saplings on the south side of the circle. Then the squaws tied the saplings from the east side to the saplings on the west side. Finally, the squaws covered the outside with mats. The mats were made of reeds or cattails. There was a door and a smoke hole in the roof so the squaws could cook inside.

Wigwams had only one room. The floor was dirt. There was a stone hearth for cooking. It had a pole to
hang pots. The wigwam had benches. The Indians slept on mats or animal skins.

The Wongunks may have also built longhouses. Two or three families could live in a longhouse. Longhouses had more than one smoke hole and more than one door. Longhouses were used for ceremonies or perhaps for families to live together while braves were away for an extended time searching for food for the families of the village.
Wongunk shelter

- About 100 people lived in a Wongunk village
- Families lived in wigwams
- Wigwams were round
- Wigwams were set up to form a circle
- The Wongunk village looked like a circle
- Children played inside the circle
- Wongunk women planted crops outside the circle
- Wigwams were made from saplings (young trees that could be bent)
- Mats made from grasses and plants were put on the outside
- Wigwams had one door, one smoke hole, one room
- Floor made of dirt
- Benches to sit on
- Mats or animal skins to sleep on
- Longhouses were bigger than wigwams
- Two or three families could live in a longhouse
- Longhouses were used for ceremonies
Look for these words:

- Village
- Tree saplings
- Wigwams
- Smoke hole
- Circle
- One room
- Games
- Animal skins
- Gardens
- Longhouses
- Large circle
- Ceremonies
Wongunk Shelter

wigwam

longhouse
Wongunk Shelter

Wongunk Shelter

wigwam

- provided shelter
- Wongunks could sleep there
- Wongunks could cook there
- Made from materials found in the forest
- Wongunks worked together to build

longhouse
Wongunk Shelter

**Wigwam**

- round shape
- 1 family lived there
- 1 smoke hole
- 1 door
- covered with mats made from reeds and cattails

**Longhouse**

- long oval shape
- 2-3 families could stay there
- used for ceremonies
- 2 or more smoke holes
- 2 or more doors
- covered with bark shingles

Provided shelter
Wongunks could sleep there
Wongunks could cook there
Made from materials found in the forest
Wongunks worked together to build
How The Wongunks Used Their Environment To Meet Their Needs

I. How they met their need for food

A. __________________________________________

B. __________________________________________

C. __________________________________________

II. How they met their need for clothing

A. __________________________________________

B. __________________________________________

C. __________________________________________
III. How they met their need for shelter

A. ____________________________________________
   ____________________________________________

B. ____________________________________________
   ____________________________________________

C. ____________________________________________
   ____________________________________________
How The Wongunks Used Their Environment To Meet Their Needs

I. How they met their need for food

A. They hunted large and small animals in the forest

B. They fished in the river

C. They planted crops in the rich soil

II. How they met their need for clothing

A. They used large animal skins for skirts, mantles, breech clouts, belts, moccasins

B. They used fur, quills, and feathers from small animals and birds

C. They used shells to make beads for clothing decoration and jewelry
Wongunk Indians Lesson#4 Outline

III. How they met their need for shelter

A. They used saplings for the frame of the wigwam

B. They used reeds and cattails to cover the wigwam

C. They used tree bark to cover the longhouse
Homework

Directions: Tell/show how people in Wethersfield meet their needs for food, or clothing or shelter now and how those needs were met in Wongunk times.

<table>
<thead>
<tr>
<th>Wethersfield Now</th>
<th>Wethersfield in Wongunk Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wongunk Indians Lesson #4 Wongunk Shelter

Name __________________________  Date __________________________

**Homework**

**Directions:** Tell/show how people in Wethersfield meet their needs for food, or clothing or shelter now and how those needs were met in Wongunk times.

<table>
<thead>
<tr>
<th>Wethersfield Now</th>
<th>Wethersfield in Wongunk Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today in Wethersfield, I</td>
<td>350 years ago, the Wongunks</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
Wongunk Indians Lesson #1 Student Performance Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive during teacher – front portions of lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively with partner/group for reading and outlining activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active participant for Language Practice activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All tasks completed (outline, homework)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Figure 4.9  Self-Assessment of Speaking Ability

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

Part 1: Place an X on each line to show how much you agree or disagree.

This week I used English to talk with _______________________________________________________________________

| 1. I think that I was successful. | Disagree I---I---I---I---I Agree |
| 2. The person I spoke to understood me. | Disagree I---I---I---I---I Agree |
| 3. I felt comfortable speaking with another person in English. | Disagree I---I---I---I---I Agree |
| 4. I understood everything that this person said to me. | Disagree I---I---I---I---I Agree |
| 5. I could do this again with no problem. | Disagree I---I---I---I---I Agree |

Adapted from a form developed by ESL teacher M. Crossman (1994).

© Addison-Wesley. Authentic Assessment for English Language Learners. O'Malley/Valdez Pierce. This page may be reproduced for classroom use.
Smoke hole

Wigwam

Smoke hole

Smoke hole

longhouse
Saplings

Stone hearth
Reeds

Cattails
Ceremonies
Checklists
### FLA 518 TAT Sheltered ELL Strategies Checklist

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1a Visuals (Realia, Manips, Gestures)</td>
<td>6,7,8,10,12,13, 18,20,21</td>
<td>24-32</td>
<td>5, 14-16, 17</td>
<td>22-25</td>
</tr>
<tr>
<td>I.1b Model (Instruction, processes)</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>I.2 Activate Background Knowledge</td>
<td>7</td>
<td>4, 19-23, 22, 23</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>II Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
<td>(other)p.55</td>
</tr>
<tr>
<td>II.1. Graphic Organizers</td>
<td>19</td>
<td>15,16</td>
<td>5, 8,9, 14-17</td>
<td>12-17</td>
</tr>
<tr>
<td>II.2. Develop Vocab.</td>
<td>6</td>
<td>4, 24-32</td>
<td>5,6</td>
<td>5, 22-25</td>
</tr>
<tr>
<td>II.3. Simplify Written Text</td>
<td>16,17</td>
<td>12-14</td>
<td></td>
<td>9,10</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.1. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td></td>
<td>6-9, 4,</td>
<td></td>
<td>12,13,14,15,18,19</td>
</tr>
<tr>
<td>III.2. Frame Main Ideas</td>
<td>11,7, 20, 17, 18</td>
<td>12, 16, 17</td>
<td>6</td>
<td>5, 11-13</td>
</tr>
<tr>
<td>III.3. Pace Teacher’s Speech</td>
<td>11,7</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td></td>
<td>5</td>
<td>5, 6</td>
<td>4</td>
</tr>
<tr>
<td>IV.2. Small Group Work, including Information Gap Activities</td>
<td>8, 19 20</td>
<td>5,17</td>
<td>8-12, 13</td>
<td>6, 18, 19</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td>Lesson 1</td>
<td>Lesson 2</td>
<td>Lesson 3</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>V.1. Use Questions appropriate for language levels</td>
<td>6, 19, 20, 21</td>
<td>8-12</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>V.2 Assign Appropriate Tasks for varying levels</td>
<td>6,14-18, 19-21</td>
<td>5, 17, 18, 19</td>
<td>8-12</td>
<td>5</td>
</tr>
<tr>
<td>VI. Literacy VI.1. Allow use of L1 for planning and conceptualizing</td>
<td>Not</td>
<td>Specified,</td>
<td>But</td>
<td>Allowed</td>
</tr>
<tr>
<td>Lots of Real oral and written language</td>
<td>Throughout lesson</td>
<td>Throughout lesson</td>
<td>Throughout Lesson</td>
<td>Throughout Lesson</td>
</tr>
<tr>
<td>Grammar Points</td>
<td>Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past tense</td>
<td>1,2,3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present tense</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronoun (third person plural)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerunds</td>
<td>2,4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrogative /Declarative sentences</td>
<td>2,3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infinitive form of verb</td>
<td>3,4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition words</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commas in a series</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preposition</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compound noun</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compound sentence</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrase vs. simple sentence</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositional phrase</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverb</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverb phrase</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>1,2,3,4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>1,2,3,4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classify</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer/Restate</td>
<td>2,3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiate</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer/Predict</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand (demonstrate understanding)</td>
<td>3,4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask</td>
<td>2,3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Original Lessons
DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 1
The Wongunk Indians

CLASSROOM LESSON PLAN

Background Knowledge/ Skills:
Students should have basic map skills.

Objectives:
Students will:
• trace the route of the Wongunk Indians from upstate New York to Wethersfield, Connecticut and give the reasons for this migration.
• explain the origin and meaning of the words: Connecticut, Pyquag, and Wongunk.

Materials:
• 6 sheets of labels.
• 1 transparency of the map, showing oceans, lakes, and rivers.
• 1 transparency of the map with arrows indicating the path of the Wongunks’ migration from upstate New York to Wethersfield.
• 1 transparency of the map showing the boundaries and names of later states.

Vocabulary:
• Connecticut “long river that rises and falls with the tide on the sea”
• Pyquag “cleared land”
• Wongunk “bend in the river”

Procedure:
1. Hand out the unlabeled map to each student. Project the transparency of the labeled map. Review the cardinal points of the compass. Identify the Atlantic Ocean, the Great Lakes, and the Mohawk, Hudson, and Connecticut Rivers. Have each student color them blue on his/her own unlabeled map.
2. Project the transparency of the map with arrows. Locate the Algonquian Indians in the area near Lake Ontario, discuss the Wongunks' reasons for leaving, and trace their route to confluence of the Mohawk and Hudson Rivers (Albany, New York) on the map. Have each student circle the confluence and make a red arrow showing the route on his/her own map.

3. Describe the Mohawk Indians, discuss the Wongunks' reasons for leaving New York, and trace their route along the Hudson, through the Berkshire Mountains, and down the Connecticut River to Wethersfield. Have each student record the route in red on his/her own map.

4. Tell the students the definitions of the Indian words: *Connecticut*, *Pyquag*, and *Wongunk*.

**Closure:**
Have the students explain orally, in a group, why and how the Native Wongunk Indians arrived in Connecticut, including compass directions and the names of the rivers on which they traveled.

**Evaluation:**
Each student will glue labels on his/her colored map of New York/New England and will use the map as the first entry in a Wethersfield booklet.
Lesson 4 - Wongoone Food

Background Knowledge: New England forest wildlife

Objectives:
- Students will
  - identify examples of food used by Wongoone Indians
  - explain how they got their food
  - explain how they preserved it

Materials:
- Student text: Wongoone food
- graphic organizer - one for each season

Vocabulary:

bow and arrow
snare
cleatfall
spit
smoking
spear
net
mortar and pestle
succotash
Lesson 4

Wongunks Lesson #

Procedure:

1. Activate background knowledge by discussing with students what they know of the forest.

2. Read student text using photographs of weapons used to get the food.

3. Complete the graphic organizer.

4. Students will complete a picture and paragraph about one of the seasons.
DISCOVERING LOCAL HISTORY / GRADE THREE / LESSON 6
Wongunk Appearance & Clothing

CLASSROOM LESSON PLAN

Background Knowledge/Skills:

Objectives:
Students will
• explain how Wongunks met their basic need for clothing
• illustrate and label clothing worn by Native Wongunks

Materials:
• 1 laminated card illustrating hair styles and headdresses
• 1 laminated card illustrating mantles
• 1 laminated card illustrating a breech clout, a skirt, and a belt
• 1 laminated card illustrating leggings and moccasins
• guest speaker from Wethersfield Historical Society

Vocabulary:
• bead work
• belt
• breech clout
• fringe
• headdress
• leggings
• mantle
• moccasin
• sinew
• skirt
• quill work
• wampum

Procedure:
1. Ask students to suggest materials that the Wongunk Indians might have used to make their clothing. Confirm the use of bear, deer and moose, rabbit, and seal skins.
2. Discuss the illustrations of
   a) hair styles and headdresses,
   b) mantles,
   c) breech clouts and skirts,
   d) leggings and moccasins.

3. Explain the manufacture and uses of wampum. Have students make wampum necklaces out of colored macaroni, beads, etc.

Closure:
Have a guest speaker from the Wethersfield Historical Society speak to the students about the Wongunks.

Evaluation:
Each student will refer to the laminated illustrations as they illustrate and label the appropriate clothing of a Wongunk brave or squaw.
Lesson 4 - Wongoan Shelter

Background Knowledge/Skills - Wongoan environments, proved food, and clothing

Objectives:
Students will:
- identify two types of housing used by Indians
- identify the cooperative work/division of tasks done by Indian men and women
- compare and contrast the wigwam and the longhouse
- understand how the environment helped to construct the shelter

Vocabulary:
- wigwam
- longhouse
- saplings
- reeds
- cattails
- smoke hole
- hearth
- ceremony

Procedure:
1. Activate background knowledge
2. Read student text using photographs of each type of house/shelter
3. Students will complete a Venn Diagram comparing and contrasting the wigwam and the longhouse.
The Wongunk Indians
Come to Connecticut

More than 350 years ago, in the 1600's, the Algonquian Indians lived near Lake Ontario, New York. There were many Indian families in a village and everyone needed food. Since every family wanted to hunt for food in the same place, they started to fight! Many Indians died.

Some Algonquian Indians left New York State so they could find new places to live. They traveled on foot and sailed canoes on the Mohawk River to Albany, New York. In Albany, the Algonquian Indians met the Mohawk Indians. The Algonquian Indians didn't stay long because the Mohawk Indians forced them to leave.

The Algonquian Indians continued to walk and canoe east. They traveled across the Hudson River in New York State to the Connecticut River in Connecticut. The Algonquians called this river "Quin-nah-ti-cutt"
which means “long river that rises and falls with the tide from the sea.”

Soon, the Algonquian Indians found a good place to settle near a bend in the river, the Connecticut River. This place is now Wethersfield. They changed their name from Algonquian to “Wongunk” which means, “bend in the river.”

The Wongunks liked living near the Connecticut River. The water current slowed down at the bend in the river. It was easy to catch fish for food here. It was also easy to use canoes! In Wethersfield the land was healthy so it was easy to grow crops such as beans, corn, pumpkins, and squash.

Finally, the Wongunk Indians were happy. They cleared land to live. This land was called “Pyquag.” The Wongunk Indians were the first people to live in Wethersfield, Connecticut.
Wongunk Food
Lesson 2

There were no supermarkets or grocery stores in the 1600's there were no refrigerators to save (preserve) food. There were no microwaves or stoves to cook food. How could the Wongunks live? What did they eat? How did they get food to eat?

During the fall, the Wongunk tribe moved into the forest. Men and boys used snares to catch rabbits, raccoons and squirrels. They used a deadfall to catch bears. They used spears and bows and arrows to hunt large animals like deer and moose. After the Wongunk men skinned these animals, the Wongunk women would cook the animal meat. They might make stew or cut the meat into strips and dry it on reeds. Children looked for acorns, chestnuts, and walnuts. They tried to save enough dried meat and nuts so they wouldn’t be hungry during the winter.

The winter was a difficult time for the Wongunk Indians since there were no animals to hunt. The Wongunk Indians moved near the river so they could fish. Some Indians traveled to the ocean shore to dig for clams. The Wongunk women built longhouses where families lived for the winter months. By March, the food supply of dried meats and nuts were very low. They looked forward to spring.

When it was spring the Wongunks could fish for shad and salmon because they swam up the Connecticut River to spawn. The men and boys
caught fish with spears, their bare hands, and would set up nets across the river. The Wongunk women and children planted crops such as corn, beans, pumpkins, and squash. The children picked wild berries and nuts. The Indians also hunted and ate birds, small animals and if they were lucky, bears, moose and deer. There was plenty to eat during this season.

As summer came, some of the beans and corn were picked and kept in barrels to save for winter. Some of the crop was used to prepare large pots of succotash. Later in the season, they would cook pumpkins and squash. The Wongunks were sure to save plenty of seeds from the vegetables to plant the next spring.
Wongunk Appearance and Clothing

The Wongunk Indian clothing was made from animal skins. First the Wongunk braves would kill and skin a deer. Next they would clean and stretch the skin. Then they used a sharp stone to cut big pieces. After that the Wongunk squaws would chew the skins with their teeth to make the skins soft. Finally, the squaws used bone needles and pieces of sinew to sew the deerskin together.

The Wongunk clothing was decorated with fringe, moose hair, porcupine quill and beads. The beads were made from clam shells and periwinkle shells.

Beads and shells were very important to the Wongunk Indians. The Wongunk Indians wore the shells and beads for jewelry. Wongunk Indians also used beads for money. The word "wampum" means Indian money. The squaw sewed wampum on aprons, bags, belts, moccasins, and wallets. The Sachem was the Indian Chief or boss. He wore the most wampum on his clothes.

Both braves and squaws wore mantles around their shoulders. Braves had belts around their waist. Sometimes a pouch, a pipe, and tobacco hung from the belt. Squaws had long mantles that almost went to the ground. Squaws also wore deerskin skirts under the mantles.

Both braves and squaws wore pants called deerskin leggings. Both braves and squaws wore moccasins that were tied around the ankles.

What did the Wongunk Indians look like? Wongunk Indians had straight, black, shiny hair. Boys had short hair until they were 16. Then they could have long hair. It could look like a ponytail or it could look like two braids. Wongunk girls and women had very long hair down to their waists. It could look like a ponytail or it could look like one braid.

Both squaw and braves wore headbands of animal skins. They wore turkey feathers, hawk feathers or eagle feathers. Only the bravest Indians wore Eagle feathers.
WONGUNK SHELTER
Lesson 4

A Wongunk Indian village had about 100 people. The Wongunks lived in wigwams. The village looked like a circle. Inside the circle, braves and Indian boys played games. The squaws planted gardens outside the circle of wigwams.

How did the Wongunk Indians build the wigwams? First, the braves made a large circle about 10 feet to 16 feet in diameter. Then they cut tree saplings, and put the saplings around the circle. After that, the squaws bent the saplings on the north side of the circle and tied them together with the saplings on the south side of the circle. Then the squaws tied the saplings from the east side to the saplings on the west side. Finally, the squaws covered the outside with mats. The mats were made of reeds or cattails. There was a door and a smoke hole in the roof so the squaws could cook inside.

Wigwams had only one room. The floor was dirt. There was a stone hearth for cooking. It had a pole to
hang pots. The wigwam had benches. The Indians slept on mats or animal skins.

The Wongunks may have also built longhouses. Two or three families could live in a longhouse. Longhouses had more than one smoke hole and more than one door. Longhouses were used for ceremonies or perhaps for families to live together while braves were away for an extended time searching for food for the families of the village.