



ROBBINS MUSEUM OF ARCHAEOLOGY'S EDUCATION PROGRAMMING & SERVICES

The Robbins Museum of Archaeology//Massachusetts Archaeology Society is proud to introduce its latest undertaking, the *Native American Educational Project*. Sponsored by the A. D. Makepeace Neighborhood Fund (Wareham, MA), this program is an ambitious undertaking that seeks to link the resources of the Museum to curricula taught in local school districts. A key goal is to make our exhibits and educational materials relevant to students and easy-to-use by educators.

Our exhibits cover 10,000 years of Native American history and culture. A *Walk Through Time* display enables students to understand how Native peoples adapted to changing environmental and social conditions from the prehistoric through the Contact periods. A **diorama of the Wapanucket site** provides a visual representation of life in Middleboro from 10,000 years ago through the early historic period. **Artifacts** (arrowheads, axes, fishing gear, and other tools) **from important Massachusetts archaeological sites** offer an in-depth look at the relationships Native Americans had with their environment and illustrate how native tribes made their living. A replica of a **mishoon** (a canoe hand-crafted from a log) is only one example of the technologies and resources Native Americans used daily.

Understanding how critical the Curriculum Frameworks are to learning goals and requirements, our lesson plans, tours, and activities have been designed to meet specific Learning Standards and Content Strands at all grade levels. A Sample of how **a visit to our Museum can meet your teaching goals** is found below!

Concepts and Skills met through our Educational Programming include:

GRADE THREE SOCIAL STUDIES: CONCEPTS & SKILLS

Massachusetts and its Cities & Towns: Geography and History

Requirements for Grade 3 students include utilizing “local historic sites ... and museums.” The Robbins Museum contextualizes instruction on Massachusetts history at the time the Pilgrims arrived, setting the stage for understanding the challenges faced by both Native and newly-arrived European groups and explaining the way in which cultural change impacted -and shaped- both societies.



History and Geography

1. Explain the meaning of time periods or dates in historical narratives and use them correctly in speaking and writing (H).
2. Observe visual sources such as historic painting, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action (H).
3. Observe describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance (H).
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th , or early 20th century. (H, G)

Civics and Government

7. Give examples of the different ways people in a community can influence their local government

(cont'd below)

GRADE THREE SOCIAL STUDIES: LEARNING STANDARDS

New England and Massachusetts



Paleo Indian Sites in New England
(Braun & Braun)

3.1 On a map of the United States, locate the New England states. On a map of Massachusetts, locate major cities and towns (and rivers) (G)

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

- B. challenges in settling in America
- C. events leading to the first Thanksgiving

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person’s life and achievements. (H, C)

NOTE: Section 3.7 allows students to read and learn about local Native American leaders who played key roles in events stretching from King Phillip’s War to the successful recognition of the tribe by the Federal Government.

Cities and Towns of Massachusetts

3.8 On a map of Massachusetts, locate the classes’ hometown or city and its local geographic features and landmarks. (G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)



Scraper

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

NOTE: Using our resources and educational materials, students have an opportunity to explore the landscape on which Native Americans depended for their livelihood, gain an understanding of the importance of natural resources to everyday life, and explore major archaeological locales used by Native Americans from 10,000 years ago to the present.

3.13 Give examples of goods and services provided by their local businesses and industries. (E)

NOTE: Help dispel the myth that Native Americans have disappeared from the landscape!! Explore ways native peoples have contributed to the economic growth and development of the Commonwealth as seamen, whalers, politicians, and business leaders.

GRADE FOUR SOCIAL STUDIES: LEARNING STANDARDS

Regions of the United States

4.9 On a map of North America, locate the New England region ... (G)

4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of: several indigenous peoples in different areas of the country...

GRADE FIVE SOCIAL STUDIES: CONCEPTS & SKILLS

Requirements for Grade 5 students stipulate that they study pre Columbian societies, early European exploration in North America, and the establishment of European settlements in the New World. Through our dioramas, exhibits, and artifacts, students who visit the Robbins Museum (or who make use of our educational materials and site visits) learn about the cultures of local and regional Native peoples. As well, they have the opportunity to examine the artifacts that symbolize the impact European exploration and settlement had on tribes, cultures, and landscapes throughout New England.

Importantly, students additionally have the opportunity to expand learning through discussion and activities that draw from historical documents and maps to gain an understanding of how Native peoples were viewed as a culture and how they were described and depicted in written documents and (political) cartoons. From this investigation, teachers and students can expand learning opportunities to include examination of the ways in which the democratic ideals of the Founding Fathers were (or were not!) extended to all citizens and how those citizens fought to overcome bias.

United States History, Geography, Economics, and Government: Early Exploration to Westward Movement

History and Geography

1. Identify different ways of dating historical narratives (*17th century, seventeenth century, 1600s, colonial period*). (H)
2. Interpret timelines of events studied. (H)
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)

(cont'd below)

TABLE 3.1
Paleontological Chronologies*

	Upper Studies	Intermediate	General Home	
1,000 B.C.	C3 Spring (pre- glacial) Mesolithic	C2 Old-World		A.C. 1,000
2,000				2
3,000	C2 South (pre- glacial) Mesolithic	C2 Old-World	B1 Rainbow-World	1,000 B.C.
4,000				1,000
5,000	C3 Mesolithic (pre- glacial)	C3 Old-World	B2 Golden-World	1,000
6,000				1,000
7,000	B1 Pre- glacial	B1 Pre- glacial		1,000
8,000				1,000
9,000	A4 Spring (pre- glacial)	B1 Pre- glacial		1,000
10,000	A4 Spring (pre- glacial)	A4 Spring (pre- glacial)		1,000
11,000	A4 Spring (pre- glacial)	A4 Spring (pre- glacial)		1,000
12,000	A4 Spring (pre- glacial)	A4 Spring (pre- glacial)		1,000
13,000	T. Tundra	T. Tundra		1,000
14,000				1,000
15,000				1,000
16,000				1,000
17,000				1,000
18,000				1,000
19,000				1,000
20,000				1,000
21,000				1,000
22,000				1,000
23,000				1,000
24,000				1,000
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26,000				1,000
27,000				1,000
28,000				1,000
29,000				1,000
30,000				1,000
31,000				1,000
32,000				1,000
33,000				1,000
34,000				1,000
35,000				1,000
36,000				1,000
37,000				1,000
38,000				1,000
39,000				1,000
40,000				1,000
41,000				1,000
42,000				1,000
43,000				1,000
44,000				1,000
45,000				1,000
46,000				1,000
47,000				1,000
48,000				1,000
49,000				1,000
50,000				1,000

* For the most recent history of research and data, see the book "Paleontological Chronologies" (Braun & Braun, 2010) and the book "The History of the Earth" (Braun & Braun, 2010).

Cultural Change Timeline
(Braun & Braun)

Civics and Government

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county, and municipal*. (C)
9. Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)

Economics

14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)

NOTE: This Section, in conjunction with Sections 5.4.D and 5.6 of the Learning Standards, are good places for a discussion on how life for Native Americans was altered forever with the arrival of European explorers and their search for viable commodities. The introduction of trade goods altered native subsistence patterns, priorities, and culture: dynamics between and among groups changed forever; the introduction of new items such as metal kettles and knives drew native peoples into the global economy. As European diseases decimated their populations, native peoples looked for new alliances and restructured their societies.

GRADE FIVE SOCIAL STUDIES: LEARNING STANDARDS

Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

5.3 ... trace the voyages of at least four of the explorers (who came to the New England coastline) ... Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed especially the maps used by explorers. (H, G, E)



Map of tribal lands in the 1600s (Cape Cod Times)

(cont'd below)



King Phillip's Death 1676
Maine Historical Society Image

5.4 D. the effects of European diseases, particularly smallpox

5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (H, G, E)

5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. (H, C)

NOTE: Standard 5.7 affords a unique opportunity to investigate the “hidden history” of tribes such as the Wampanoag in the post-colonial period. What happened to these native citizens? How did they continue to play a part in the economic and social development of local towns, the Commonwealth, and the region? What new strategies were used to sustain their communities, cultures, and lifeways? What lessons can be gleaned from tribal attempts to gain Federal recognition? How do these questions tie to skills students have learned in their study of *Civics & Government 8*?

The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

(cont'd below)

5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed. (H, E)

- A. the fishing and shipbuilding industries
- B. trans-Atlantic trade
- C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston



NOTE: The same environment that shaped colonial economies and labor shaped Native lifeways. The Robbins Museum has the most extensive collection of Native American artifactual material in New England! Displays enable students to “see” just how tool types and forms changed in response environmental conditions. Classes who visit the Museum or who request an in-school presentation will have a unique opportunity to handle and investigate these artifacts.

Eel Trap ~ Children’s
Museum, Boston

Moreover, in a link to the NOTE above, teachers can expand learning with research into the vital role Native men played in the New Bedford whaling and shipping industries as well as the relationships developed between Native people and African Americans.

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

5.13 Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)

NOTE: Explore the creation of Indian “Praying Towns” in Mashpee, Middleborough, Natick, and other Massachusetts towns. Teaching native tribesmen to read was an essential component in the attempts of men such as John Elliot to “civilize” and convert them. Indeed, between 1655 and 1698, an *Indian College* existed on the campus of Harvard University!

(cont’d below)

5.15 Explain the reasons for the French and Indian War (and the role New England tribes played within it). (H, C, E)

E. the slogan, “no taxation without representation”

How does this statement (as well as 5.16 and 5.27 below) reflect policies towards Native peoples?

The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789

5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)



The Principles and Institutions of American Constitutional Government

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today. (H, C)

William Apes
Barnstable Patriot

NOTE: This Learning Standard ties closely to the story of how local Wampanoag Tribes sought –and achieved- Federal recognition as an autonomous Nation. Their efforts to be seen as true citizens within the Commonwealth *and* the country began long ago; men such as William Apes wrote passionately (and extensively) on the plight of native communities and sought to raise awareness of and support for diverse communities of marginalized peoples. (See Grade 6 Civics and Government *Concepts & Skills* 8 (C))



GRADE SIX SOCIAL STUDIES: CONCEPTS & SKILLS

In their study of physical and political geography, sixth graders develop the skills needed to “read” and analyze data shown on maps and graphs; gain an understanding of the concepts of location and place; and gain a wider view of the interdependence of humans and their environments.

Map of Native American Tribes in the
New England Area At The Contact Period

History and Geography:

1. Use map and globe skills to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as *glacier, location, settlement, region, natural resource, human resource, mountain, hill, river, island, erosion, climate, drought, ocean and wind currents, tundra, region, country, nation*. (G)
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)
7. Use the following demographic terms correctly: *ethnic group, religious group, and linguistic group*. (G)

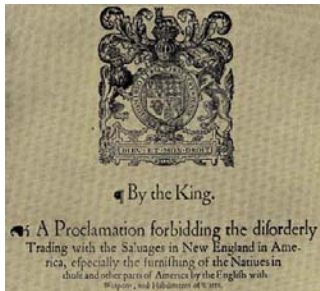
Civics and Government:

8. Define what a nation is and give examples of the different ways nations are formed. (C)

NOTE: Again, the concept of a “nation” is one that can be extended to more in-depth analysis of Native American moves to autonomy. Here, study can incorporate the use of historic maps and documents that shed light on historic land boundaries. Students can create a series of transparencies that “map” out how local cities, towns, and regions were once home to many tribes; maps should include data on local environmental resources, transportation routes, and other data that would enable a comparative analysis of how native and/or settler use was the same or how it differed. Study can be further expanded by listening to Oral Histories of different Tribes; legends and stories shed a different kind of light on how Native Americans perceive their past and their heritage, political and geographic.



Circa 1960s/70s photo of the Mashpee Wampanoag Tribal Council, meeting to plan for a Court Case seeking Federal Recognition.,



Economics:

11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)

13. Identify the key elements of a market economy. (E)

Proclamation issued by King James I defining rules for trade with Native Americans (here, “Savages”))

14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)

NOTE: Did you know that, in the Contact Period (circa 1500 – 1620), it was the push to provide furs and other local commodities to Europeans that thrust Native Americans into the international trade and market economy of the era? Have students look at paintings from the 1500s and 1600s (especially the Dutch and Flemish Schools); note those beaver hats worn by the merchants? Or the fur trimming their clothing? The acquisition of these goods led Europeans to North American shores; their participation in this system of economics changed the existing relationships between native Tribes as far west as the Ohio River and dramatically altered their lifeways and subsistence decisions, with the impacts from these decisions still being felt today.

GRADE SEVEN SOCIAL STUDIES: CONCEPTS & SKILLS

In studying *the Ideas That Shaped History*, seventh graders are introduced to the very concepts that serve as the foundation for the educational goals of the Robbins Museum. Moreover, these ideas are critical to understanding cultural development and change in *all* of its iterations, from group dynamics to the role resources play in shaping societies and economies. Whether it's a study of Natufian groups in the Levant or Native Americans here in Massachusetts, the concepts and skills essential to student learning are the same.

Ideas That Shaped History

History and Geography:

1. Compare information shown on modern and historical maps of the same region. (G)
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). Identify in BC/BCE dates the higher number as indicating the older year (*that is, 3000 BC/BCE is earlier than 2000 BC/BCE*) (H)
3. Construct and interpret timelines of events and civilizations studied. (H)
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
5. Identify multiple causes and effects when explaining historical events. (H)
6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

GRADE SEVEN SOCIAL STUDIES: LEARNING STANDARDS:

Human Origins Through the Neolithic Age

7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)

7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)

7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)

7.6 Identify the characteristics of civilizations. (H, G, E)

- A. the presence of geographic boundaries and political institutions
- B. an economy that produces food surpluses
- C. a concentration of population in distinct areas or cities
- D. the existence of social classes
- E. developed systems of religion, learning, art, and architecture
- F. a system of record keeping