



**For Indigenous peoples,
for nature,
for all humanity**

#MayflowersKill Lesson Plan

Grades: 5th-8th

Length: 3 classes (~ 50 min. sessions)

Materials:

- Sticky notes
- Chairwoman's quote: <https://rb.gy/jooast>
- Interactive map on website: <https://www.survivalinternational.org/campaigns/mayflowerskill>
- Two sides of history quote: <https://rb.gy/4e3jr9>
- Day or Mourning video: <https://rb.gy/b4p92b>
- Native American Heritage Month Tiktok: <https://rb.gy/jivq3t>
- Rick Cate cartoon: <https://rb.gy/qavjuc>

Learning Objectives:

The goal of the lesson is for students to learn about the Mayflower and Thanksgiving from an Indigenous perspective and to think about why learning history from different views is important.

Learners will be able to answer the following questions:

- What does the Mayflower mean for some Indigenous people?
- Why is it important to listen to both sides of history?
- How does history affect Indigenous peoples today?

Vocabulary to be discussed:

- Ancestor- person(s) related to you who lived a long time ago, generations ago.
- Abolition- the act of ending something like a harmful practice or system.
- Colonization- The process of stealing land or resources from Indigenous peoples.
- Colonial- Describes something that comes from a period of colonization-- It can be physical like a house, or person, or an idea such as racism, white supremacy, and slavery.
- Indigenous peoples: Groups of people who have been here forever, before the Pilgrims and other Europeans.
- Native Americans- Indigenous peoples of what is now the U.S. There are over 574 Native American tribes.
- Descendant- coming from an ancestor.
- Genocide- Widespread killing of an ethnic, racial, or cultural group with the intent to eliminate them.

Class 1: What does the “Mayflower” mean for some Indigenous people?

Intro: “The Mayflower is”... (~20 minutes)

- Have learners complete the phrase “The Mayflower is...” on a sticky note and collect once complete. This is an assessment to gauge their understanding prior to the lesson. These will be utilized as part of an activity in class 2.
- Have learners work with a partner to come up with their own definitions for 3-4 of the vocabulary words. Then have another pair come together to discuss how they defined the other half of words.
- Have class come together, go over given definitions, and discuss how they relate to learners’ definitions.

Activity: Aquinnah Wampanoag Chairwoman’s quote (~30 minutes)

- Share quote with the class & have a student read it: <https://rb.gy/jooast>
 - Educator’s note: We are starting with a quote from the Chairman of the Wampanoag Tribe, because this is the Native American tribe that first encountered the Pilgrims from the Mayflower ship. Wampanoag land, today known as Plymouth, is where the Mayflower landed. “We are still here”, she says and Wampanoag people have an important perspective we should listen to.
 - Ask students:
 - Does anyone know which state the Wampanoag live in?
 - Does anyone know where Plymouth is? Has anyone ever visited there?
 - Have the students work in pairs to answer and discuss the following questions:
 - Who is talking in the quote?
 - What are they talking about? What is the main point?
 - Why does this relate to the Mayflower?
 - Call students together and share responses.

Homework: Have students visit the interactive map on the website:

<https://www.survivalinternational.org/campaigns/mayflowerskill>

- This map includes the responses of 30+ Indigenous people to the question “What does the history of the Mayflower mean to you?”.
- Spend 20 minutes or so moving around the map.
- On a sticky note write down a word or phrase from the quote that you liked/stood out to you most. *You will need this in class tomorrow!

Class 2: Why is it important to listen to both sides of history?

Intro: Map debrief (~5 minutes)

- Have learners share with a partner what they thought about the map in general and what they wrote on their sticky note (which will be used for the activity).

Activity: Graffiti board (~35 minutes)

- Draw the “Mayflower” on the board and divide the board into two sections.
- Have learners place their sticky note on one side of the board.
- Simultaneously place the sticky notes student wrote yesterday completing the phrase “The Mayflower is...”

- Ask 2 learner(s) to come up and read 5 sticky notes from the map side followed by 5 sticky notes from the other side.
- Afterwards, ask learners about their observations around differences or similarities in sides/responses.

Journaling (~10 minutes)

- Educator's note: We have looked at different perspectives or views of the Mayflower. Stories and history often have two or more sides. Which is an important lesson for us to remember.
- Share quote with learners: <https://rb.gy/4e3jr9>
- Have learners journal to reflect on the graffiti board activity- are there any differences or similarities they notice between their classmates' responses and those of some Indigenous people from the map. What did you see, think, wonder?

Homework: Tiktoks and word cloud

- Educator's note: consider using this website <https://rb.gy/flvaso> to create a word cloud of student homework responses that you can then show them the next day.
- Watch this Native American Heritage Month TikTok: <https://rb.gy/jivq3t>
- Enter up to 5 key words that stand out to you into the word cloud/<https://rb.gy/flvaso> page.
- Afterwards, visit at least one of the individual Tiktok profiles, watch a couple of videos and subscribe to them to learn more from and about Indigenous peoples!

Class 3: How does history affect Indigenous peoples today?

Intro: Word cloud (~15 minutes)

- Together, look at the collective word cloud from homework. What were the repeated/major words that stood out? Did anyone watch any Tiktok videos you especially liked? What was it and why?
- Show video <https://rb.gy/b4p92b> (5 min) Ask students watch the video, have them think about the following:
 - What did we see? What did we think? What do we wonder?
- Divide the class into three groups of 4-5 students and have them discuss the following questions:
 - What do some Native Americans think about Thanksgiving?
 - What do some Native Americans (in Massachusetts) do on Thanksgiving and why?
 - What do you think we should learn about Thanksgiving?

Activity 1: Short debate (~10 minutes)

- Write on the board "The history of the Mayflower and Thanksgiving is celebrated often without including Indigenous people's voices and this can be harmful".
- Ask learners to think about and discuss in pairs to what extent they think this statement is true. Then feedback responses to the class.

Activity 2: How to learn Indigenous perspectives/history. (~25 minutes)

- On small pieces paper in class, have learners write down three things they could do or places they could go (in-person or virtually) to learn more about Indigenous perspectives

- Have learners move around the room, sharing their ideas to one other student at a time and after 1 minute move to a new partner.
- Then come back together to full class to end on a high and students are pumped to get out there and start schooling others.

Homework:

- Have students observe this cartoon: <https://rb.gy/qavjuc> and write a sentence or two about what they think it is saying. Then have students draw their own cartoon about what Thanksgiving means to Native peoples.