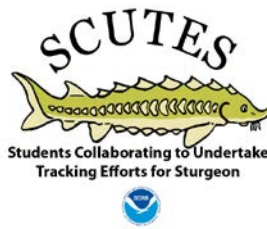


Topic/Lesson:	Wampanoag Indians, MCAS Practice/Test Writing Strategies
Objectives:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify specific aspects of the Wampanoag way of life. • Use the strategy of context clues to figure out the meaning of certain vocabulary words within the text. • Answer multiple choice, short answer, and open response questions accurately using their knowledge of Atlantic sturgeon, the Wampanoag culture, and the included article. • Use Turn The Question Around (TTQA) to start their open response and short answer questions.
Materials:	<ul style="list-style-type: none"> • Wampanoag and Sturgeon Story (see below) • Pencils and erasers • MCAS practice questions • Highlighters (up to teacher) • TTQA Practice paper (see below)
Vocabulary:	<ul style="list-style-type: none"> • Wampanoag • Atlantic sturgeon • Roe • Context clues • TTQA – Turn the Question Around • Reread • Read ahead • Highlight/underlining • Process of elimination
Procedures:	<ol style="list-style-type: none"> 1) Begin class by asking groups of students to brainstorm and list as many different strategies as they can use when they take the MCAS or complete any writing and responding assignments. 2) Share responses as a whole class and list on board. 3) If TTQA was not listed – add to list and discuss. 4) Practice using TTQA verbally. Example: Ask a student “What is your name?” Student should use Turn The Question Around and answer “My name is.....” Continue to ask other questions and have students respond verbally. 5) Distribute TTQA practice paper. Do first example together as a class and then have students complete it independently. 6) Have students write their answers on the board when finished.

	<p>7) Pass out reading selection and the historical map of the tribal territories. Ask the students where the Wampanoag territory is and where they think they might have fished for sturgeon. The picture is a reenactment of how the Wampanoags used to fish for sturgeon. After they have read the reading selection, remind students to use the brainstormed strategies to read and complete all questions.</p> <p>8) Students read selection and complete the practice questions. For students with accommodations, you can adapt the questions by giving them only two choices or by asking them to write short answers instead.</p> <p>9) Teacher assesses by walking around (read out loud/scribe to any students who may need this).</p> <p>10) As students finish, partners may meet and discuss their answers and any differences of opinions until everyone is finished.</p> <p>11) Whole class shares answers, and discusses their thoughts and opinions, as well as what strategies were used to help them.</p>
<p>Accommodations/ Modifications:</p>	<ul style="list-style-type: none"> • Peer partnering • Preferential seating • Reading out loud • Scribing (if necessary) • Fewer questions or fewer choices

Students Collaborating to Undertake
Tracking Efforts for Sturgeon





Wampanoag and Atlantic Sturgeon

The Wampanoag tribe was known for hunting sturgeon using spears, nets, lassos, and clubs. Catching sturgeon wasn't always easy for Native Americans. They made nets out of tall grass that are sometimes called reeds. These reed nets broke apart easily due to the force of the sturgeon's swimming and sharp scutes. Eventually the Wampanoag created a new way of fishing by creating watery pens out of tree trunks and branches in the water. They would trap the sturgeon in these pens and were then able to spear them easily. Even in the wintertime the Native Americans were able to capture the great sturgeon by taking advantage of their curiosity. Knowing that sturgeon were very curious creatures, they would lure them close by dangling red or green wooden objects through ice holes. When the sturgeons came close to the surface to check out the interesting objects, the Native Americans would be able to easily spear them.

Native Americans thought the sturgeons were a delicacy because they had extremely meaty flesh. Instead of eating the meat immediately, they would dry it out and cook or preserve it through a smoking process. They most likely did the same thing with the eggs, or roe.

Catching an enormous sturgeon was not only a way of feeding Wampanoag warriors and their families, but also a way to prove their bravery. The Wampanoag boys were always looking for ways to prove they were ready to be warriors, and show that they were brave. In 1705 a historian named Robert Beverley described how the Native Americans usually captured the sturgeon:

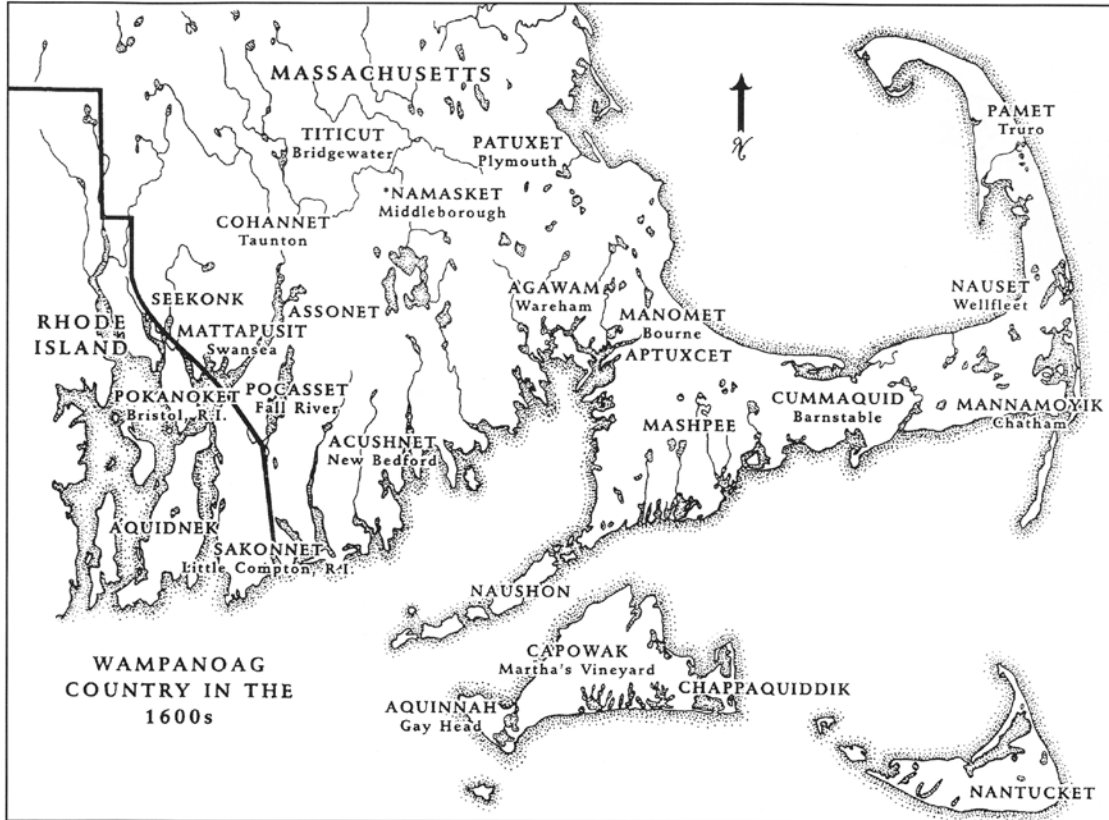
"The Indian way of catching sturgeon, when they came into the narrow parts of the rivers, was by a Man's clapping a noose over the tail and by keeping fast his hold. Thus a fish finding itself entangled, would flounce, and often pull him under water, and then that man was counted a brave fellow, that would not let go; till with swimming, wading, and diving, he had tired the sturgeon and brought it ashore."

Early on, the Wampanoag were able to hunt sturgeon and feed themselves successfully without depleting the Atlantic sturgeon in their area. The Wampanoag tribe used all of the sturgeon when they captured one. They did not just eat the eggs and throw away the rest of the sturgeon, and they did not hunt them for a profit.

As we now know, the populations of Atlantic sturgeon drastically declined in the late 1800's with the Great Caviar Rush, and have never returned to their historic numbers. Some of the causes that seriously threatened the Atlantic sturgeon populations were over-fishing and harvesting for caviar. Fishermen captured sturgeon as fast as they could, and sold them for their valuable eggs or caviar, and the less profitable meat. This brought fishermen a good profit, but they were unaware that they were fishing sturgeon so much that their populations would drop to such low numbers that they would be unable to fish for them anymore.

Perhaps if the fishermen were able to hunt Atlantic sturgeon similar to the Wampanoag, the species would not be as over-fished and low in numbers as they are right now.

Historical Wampanoag Territory

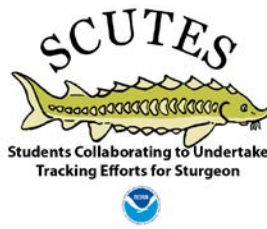


Courtesy of Plimoth Plantation©



Reenactment of Wampanoag sturgeon fishing. They would hold fire over the water and the sturgeon would come to look at it. When the Wampanoags spotted a sturgeon, they would spear or club them.

Courtesy of Plimoth Plantation©



Name: _____

Wampanoag and Sturgeon Questions

Circle the best choice for your answer.

1. Which item was not something the Wampanoag used to hunt for Atlantic sturgeon?

- A. lassos
- B. spears
- C. guns
- D. nets

2. Why were the Wampanoag able to capture sturgeon using red or green wooden objects?

- A. Sturgeon liked to eat wood.
- B. Sturgeon are very curious creatures.
- C. Sturgeon only ate red and green food.
- D. Sturgeon were hard to catch.

3. Catching a sturgeon proved that a Wampanoag boy was _____.

- A. brave
- B. ready to get married
- C. able to go hunting alone
- D. ready to live by themselves

4. Fishermen hunted sturgeon and earned a profit by selling them for their _____.

- A. scutes
- B. bones
- C. eyes
- D. roe, or eggs

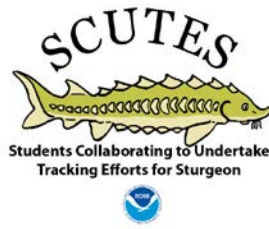
5. Due to over-fishing by fishermen, Atlantic sturgeon populations _____.

- A. increased
- B. decreased
- C. grew quickly
- D. became extinct

6. Do you think that the Atlantic sturgeon changed their behavior and adapted from being tricked by the red and green wooden objects? Explain your answer.

7. Why did the Wampanoag use every part of the sturgeon?

8. Why were the Wampanoag able to hunt for and capture Atlantic sturgeon without causing their populations to drop quickly, but the commercial fishermen were not?



Name: _____

Turn the Question Around (TTQA) Practice

To answer the following questions, practice the skill of using TTQA. You do not have to write a complete answer to each question, but must create the beginning of how you would start the answer using TTQA. Write your answer on the lines following each question.

Example Question: What happened to Atlantic sturgeon populations in the late 1800's?

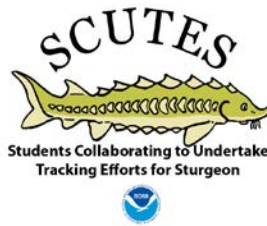
Example Answer: In the late 1800's, Atlantic sturgeon populations were.....

1. Where do Atlantic sturgeon spawn?

2. What types of food do Atlantic sturgeon eat?

3. How does the location of an Atlantic sturgeon's mouth help them to find food successfully?

4. Explain why Atlantic sturgeon use natal homing to return to the river they were born in to lay their eggs?



Name: _____

Wampanoag and Sturgeon Questions: Teacher Answer Key

Circle the best choice for your answer.

1. Which item was not something the Wampanoag used to hunt for Atlantic sturgeon?

- A. lassos
- B. spears

- C. guns
- D. nets

2. Why were the Wampanoag able to capture sturgeon using red or green wooden objects?

- A. Sturgeon liked to eat wood
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- A. scutes
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- C. eyes
- D. roe, or eggs

5. Due to over-fishing by fishermen, Atlantic sturgeon populations _____.

- A. increased
- B. decreased

- C. grew quickly
- D. became extinct

6. Do you think that the Atlantic sturgeon changed their behavior and adapted from being tricked by the red and green wooden objects? Explain your answer.

This can be either a yes or no answer with an explanation:

Yes, because they might have adapted as they were being caught by the Wampanoag tribe. The few that escaped might have learned to avoid red and green objects and adapted by being less curious.

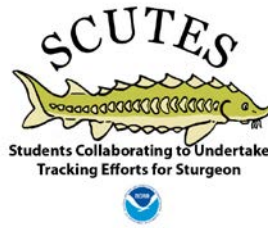
No, because later on, the fisherman did not use the same hunting techniques as the Wampanoag, so the sturgeon saw fewer red and green wooden objects.

7. Why did the Wampanoag use every part of the sturgeon?

The Wampanoag were respectful of their surroundings, and wanted to successfully feed themselves without depleting the resources in their area. They were able to maximize each catch and make each fish as productive as possible for the tribe by using every part of the sturgeon.

8. Why were the Wampanoag able to hunt for and capture Atlantic sturgeon without causing their populations to drop quickly, but the commercial fishermen were not?

The Wampanoag did not hunt sturgeon for a profit, and they used every part of the sturgeon so they could feed themselves successfully without depleting the Atlantic sturgeon in their area. The fishermen overfished the Atlantic sturgeon populations by catching as many as they could and as fast and efficient as they could. Commercially, sturgeon were mostly caught and sold for their valuable eggs or caviar, and the less profitable meat. They could not profit as well on the rest, so they did not try their best to use every part of the sturgeon.



Name: _____

Turn the Question Around (TTQA) Practice: Teacher Answer Key

To answer the following questions, practice the skill of using TTQA. You do not have to write a complete answer to each question, but must create the beginning of how you would start the answer using TTQA. Write your answer on the lines following each question.

Example Question: What happened to Atlantic sturgeon populations in the late 1800's?

Example Answer: In the late 1800's, Atlantic sturgeon populations were.....

1. Where do Atlantic sturgeon spawn?

Atlantic sturgeon spawn...

2. What types of food do Atlantic sturgeon eat?

The types of food that Atlantic sturgeon eat are...

3. How does the location of an Atlantic sturgeon's mouth help them to find food successfully?

The location of an Atlantic sturgeon's mouth helps them to find food successfully by...

4. Explain why Atlantic sturgeon use natal homing to return to the river they were born in to lay their eggs?

Atlantic sturgeon use natal homing to return to the river they were born in to lay their eggs, because...