

KS1/2 Literacy/PSHE

‘The New World’: The different tellings of a story

Key Learning Points

Students will:

- Discuss why Europeans referred to it as the New World.
- Understand that North America and the other ‘discovered’ lands, never were ‘New Worlds’.
- Think about the experience for those who already lived there
- Consider some of the ongoing impacts of that landing; upon land, families, customs, agriculture, language, health, religion.
- Try hard to put themselves in another’s shoes, and to think from more than one perspective

This lesson is structured around the paradox of the phrase ‘The New World’, and the different tellings of a story. This is to convey the idea of multiple versions of an event, and the lasting impact of favouring only one side of the story. The focus is on storytelling. It is interesting to contrast the perspective from those on the land with the perspective of those on the boat to highlight the differing experiences of this event.

Resources included:

- Philosophy for Children Guidelines for Facilitators
- Warm-up game 1 - Would you rather be a Wolf or a Whale? (plus Extension Activities)
- Warm-up games 2 - Playground Roleplay
- Primary Source: interview with Fast Turtle
- Questions opportunity
- Main Activity: Creative writing activities for KS1 or KS2
- Plenary
- Next steps
- Wolf and Whale image cards

Below are offered Philosophy for Children Guidelines that might help to draw out deeper understandings during the course of this session

Philosophy for Children Guidelines for Facilitators



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- Though they look very different, in both activities players follow the same deep structure. Think about a question that has competing reasonable answers.
- Thinking time is crucial – or the children may “sheep” instead of thinking for themselves.
- As the facilitator of the activity, commit publicly to an answer by moving yourself or giving your opinion. This is a very important step. It forces a choice – or perhaps a decision to be indecisive and gets everyone engaged. It enables you to bring shyer children into the dialogue.
- Once a child has committed to an opinion, it’s much less abrupt to ask, “So John, why did you think it could never be right to...” rather than, “So John, what do you think?”. If someone feels they can’t decide, they can decisively indicate their indecision by standing in between two options or arrange cards on top of each other.
- Try not to offer this option to begin with, as it’s better for participants to decide for themselves that their thinking doesn’t fit a pattern that’s been offered.
- Justify your answer with your best reasons – in response to facilitator or peer questions. As a facilitator, it’s easy to see differences of opinion, so that you can ask questions that are likely to lead to dialogue and disagreement. “Green group, you’ve rated that as much more popular than the yellows did. Why was that?”
- When you can see someone has thought differently to you, it’s natural to be curious as to why. If you can see they have agreed, you want to know if their reasons are the same as yours or different. There are more potential starting points for dialogue than with a single thread of speech.
- Taking physical positions to reflect mental positions leads to a little more partisanship than just answering a question and injects energy into dialogue.
- Reflect on what you have heard and show if you have changed your mind. Always give people the opportunity to show they have changed their minds. This stage is often omitted or underexploited.
- You can note questions that arise out of the dialogue to use later or as examples of philosophical questions. It’s powerful for a child to see others moving across a circle, or standing by a different choice, in response to the reasons they have given. It also



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reinforces that it's fine to change your mind when someone gives you a good reason to do so. Sometimes, dialogue will take off from a disagreement or question at this stage. Be opportunistic about it.

- **Vote with Your Feet** (example – WYF Would You Rather) Ask a question. Place the possible answers, each on a separate sheet of paper, on the floor. Go and stand by the one you think is the best answer. Thinking time is crucial to avoid children “sheeping” instead of thinking for themselves. You can use images for non-readers.

Warm-up - Choose either of both of the two games

Game 1: Would You Rather Be A Wolf or a Whale? (see attached image cards)

Intended to create lots of dialogue in pairs and build confidence in shyer children. Each child has a card. They then pair up, and decide which creature they would prefer to be, and why. Then they swap cards and swap partners, so that they end up making a series of different judgements. Although the initial questions are on the surface “matter of taste” questions rather than philosophical ones, they have “questions in waiting”, which are philosophically rich.

When you ask the children for examples of what they preferred to be and why, it may be to do with freedom or safety – you could ask follow-up questions about which is more important. Or it could be about power, and you could ask whether being powerful is always good.

Extension Activities

You can use the same set of cards in other ways to begin to explore concepts that are important in thinking, such as similarity, difference, relationship.

Categories – sort the cards into groups of things that are similar to each other – and then into a completely different set of categories

Game 2: Playground Role-Play

Ask the class to think about the kind of disagreements that happen in the playground (without naming names) and collect ideas. Hold a fishbowl activity where members of the class role-play an argument, for example being first in line or taking turns, and the rest of the class question the characters in role about what each of them is thinking and feeling and then how each thinks the other may be feeling.

The task for the rest of the class is to suggest ways of resolving the argument taking account of both characters.



Primary Source: <https://www.scholastic.com/teachers/articles/teaching-content/native-american-perspective-fast-turtle-wampanoag-tribe-member/>

As part of Scholastic's 'The First Thanksgiving' student activity, we travelled back to 1621, the year of the first Thanksgiving feast celebrated by the Settlers and the Wampanoag Indians. The following is a conversation held with Russell M. Peters (1929-2002), a Mashpee Wampanoag leader, Native American rights advocate, and author from Brookline, Massachusetts. During the interview, Mr. Peters answered questions as a Wampanoag in 1621, using his Wampanoag name, "Fast Turtle." Below are his answers to questions from students

Teacher and another adult to role-play the interview scenario between Fast Turtle and interviewer.

What did you think of the Settlers when they first arrived?

When the *Mayflower* came, first to the outer arm of the Cape and then into Plimoth, we looked on them with apprehension and great curiosity. It was much larger than our biggest canoe. As they landed, they brought a lot of baggage with them and seemed like they were here to stay. We knew that there would be great changes in the way we would live.

Had you ever seen a boat as large as the *Mayflower* before?

Wampanoags have seen large boats before the *Mayflower*. Explorers like Verrazzano and Cabot looked around Wampanoag territory. The Vikings from the north frequently sailed into the area. European fishermen from Spain, Portugal, France, and Ireland fished for codfish off our coast years before the Pilgrims came in 1620.

How did you speak with the Settlers? Did you speak English or did they speak your language?

Good question. We spoke a dialect of the Algonquin language. A few spoke some English even before the Settlers landed at Plimoth in 1620. They learned from the English fishermen who fished for cod. Samoset was an Indian who said "Welcome, Englishmen," much to the surprise of Miles Standish and William Bradford. Squanto, a Wampanoag, also spoke English, which he learned when he was in England. When he returned, Squanto served as an interpreter between the English colonists and the Wampanoag people. Eventually, most of the Wampanoags did learn to speak English.

Who were some of the Native Americans who spoke English with the Settlers?

Samoset greeted the Settlers in English in March of 1621. He strode into the Settlers compound and said, "Welcome, Englishmen." The surprised and somewhat apprehensive Standish and Bradford muttered back, "Welcome." They wanted to know where he learned English words, and he told them that he learned a few English words from fishermen who came to the area periodically.



Squanto, a Wampanoag, also spoke English, which he learned when merchants took him to England before 1620. He was an interpreter for the Massasoit and the English colonists. He was particularly helpful to the colonists, and the other Wampanoags were suspicious of Squanto's association with the Englishmen. He died a premature and mysterious death.

Did you ever feel at any time that the Settlers were your friends? If you did, when did your feelings change?

Yes, in the beginning there was a fair exchange of good deeds between the Wampanoags and the Settlers. During the first harsh winter over half of their number died of cold, malnutrition, and other diseases. During the spring of 1621, the Wampanoags were very helpful in teaching the English to adjust to the climate, the environment around them, and for this the English were grateful. They met the Massasoit, Osamequin, who provided protection and help during the next few years.

As the numbers of English increased and the settlements grew, the English began to make demands on the Wampanoags. Attempts were made to make English the language to be spoken. Plimoth Colony extended their court jurisdiction over the Wampanoag people. Missionaries attempted to convert the Wampanoags from their religion to Christianity. These things were done in the interest of improving the Wampanoag mind and spirit, but in the process, it did much harm to the native culture and spirituality.

What did the Settlers think of you?

The English had been told that the inhabitants of the New World were savages, so they were afraid of the Wampanoags. A man named Samoset came into the new village in the spring of 1621 and began a friendship with the Settlers. Samoset introduced Miles Standish and William Bradford, Europeans, to the Wampanoag leaders and a friendship was made that lasted for more than 50 years.

What kinds of diseases did the Settlers expose the Wampanoag to?

When the Settlers landed in 1620, they brought diseases like smallpox and diphtheria. Some English purposely distributed diseased blankets to the unsuspecting Wampanoags, thus wiping out entire villages. Eventually the Wampanoag built up a tolerance for some of these diseases and were able to withstand the terrible effects of European diseases.

Did the Settlers turn against you because you had different-colored skin?

The color of their skin did point out the differences. The language differences prevented good communication between the Settlers and the Wampanoags. It was obvious from the beginning of the Settler–Wampanoag relationship that there was a complete lack of understanding and mutual respect. The English had been told that the Wampanoag people were savages and needed the help of the white man to become civilized.

What were some of the religious differences between Natives and Settlers?

The Settlers were sometimes called Puritans, a group that had very strong religious beliefs. They were very serious and sanctimonious and felt that the Wampanoags should practice the Puritans' religion, Christianity, and observe their rules of conduct. Keep in mind that these were the same people who were escaping religious persecution in Holland and England

What kinds of weapons did the Settlers bring? What kind of weapons did the Native Americans have?

When the Settlers landed in Plimoth, the military leader was a man named Miles Standish. He and most of the men carried muskets, which were used for hunting and protection of the village. The Wampanoags had no such weapons and were deathly afraid of the white man's musket. We called it a thunderbolt that could kill. The Settlers carried a strange book, their Bible, as they marched to church every day. Each was a weapon in its own way, because the Settlers wanted the Wampanoags to embrace the Christian religion and to discard their own religion.

The Wampanoags had bows and arrows and spears, which were used for hunting as well as for protection of their territory. In addition, they had tomahawks made of stone and knives made of shells or sharp shale.

Questions: give children the opportunity to ask questions to Fast Turtle while in character.

Main Activity: Creative writing

KS2: Children choose to write from either the Settler or Wampanoag perspective. Explore the different expectations of what those exchanges might be:

1. Choose to be a passenger on the ship after the endless journey, setting foot on the shore, approaching the Wampanoag settlement - How might you feel? Who are these people, what are they carrying?
2. Choose to be a Wampanoag spotting the ship on the horizon, the anticipation of it reaching the shore, the mystery of what's happening - How might you feel? Who are these people, what are they carrying?

KS1: Children choose to write/draw from either the Settler or Wampanoag perspective.

1. If you were leaving your home, what would you take with you? Pack a bag of all the things you might need (draw or list)
2. If someone arrived in your country with nothing - what would they need to survive? Pack a bag with all the things you would give them (draw or list)

Plenary:

What 'New Worlds' are there now? What hard to imagine places can we think of?

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Some ideas to stimulate conversation if slow to start:

What life might be like after Covid-19,
The depths of the Oceans,
Life on a new planet in Space













How do you imagine them - how might they be better/worse/different to now?

To research further:

















What is Thanksgiving?

What is the actual story?

Why might indigenous North Americans now call it the Day of Mourning?

Quail 	Fox 	Alligator 	 Wolf
 Road Runner	 Turtle	Hawk 	 Deer
 Moose	Elk 	 Ram	 Frog

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 <p>Dolphin</p>	 <p>Beaver</p>	 <p>Butterfly</p>	 <p>Coyote</p>
 <p>Raven</p>	 <p>Spider</p>	 <p>Bear</p>	 <p>Snake</p>
 <p>Otter</p>	 <p>Dragonfly</p>	 <p>Owl</p>	 <p>Buffalo</p>
 <p>Horse</p>	 <p>Eagle</p>	 <p>Lizard</p>	 <p>Armadillo</p>