



**School Program Name:** Native American Life  
**Name of Sanctuary:** Moose Hill Wildlife Sanctuary  
**Grade Level:** Grades 3 – 5  
**Location Options:** At the sanctuary or your site  
**Time:** 2.5 hours or combine with a second program for a full-day field trip  
**For more info:** [moosehilledu@massaudubon.org](mailto:moosehilledu@massaudubon.org)

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### Program Description

The sanctuary is located at what was the border between the Wampanoag and Massachusetts tribes. During this program students will experience various aspects of local tribal life—hear a legend in the wetu (home), see foods that were gathered and grown, use a fire bow and drill, play games and make a symbolic necklace craft. This field trip program can be held partially indoors if the day is cold or damp. When performed at your school we bring a model of a wetu as well as all of the other supplies.

Significant savings are offered when you select a second program to create a full-day of hands-on learning at Moose Hill. This program combines well with Habitat Hunt, Settling New England or Maple Sugaring (in March). Because of our large trail system and full-day option, we can serve up to 130 students for many programs. We provide a ratio of one Moose Hill teacher-naturalist to 12 to 14 students.

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### Massachusetts State Curriculum Frameworks

**Subject:** History and Social Science  
**Topic:** History and Geography

### Learning Standards

#### History

3 History #3: Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.

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### Massachusetts State Curriculum Frameworks

**Subject:** Comprehensive Health  
**Topic:** Physical Health

### Learning Standards

#### Nutrition

PreK-12 Health #3: Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

**Subject:** Comprehensive Health  
**Topic:** Personal & Community Health



### Ecological Health

PreK-12 Health #13: Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.

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## Massachusetts State Curriculum Frameworks

**Subject:** English Language Arts

**Topic:** Language

## Learning Standards

### Discussion

PreK-12 Language #1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.

### Questioning, Listening, and Contributing

PreK-12 Language #2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

### Vocabulary and Concept Development

PreK-12 Language #4: Students will understand and acquire new vocabulary and use it correctly in reading and writing.

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## Lesson Objectives

Students will know and be able to:

- Name three plants that Native Americans gathered, three plants that were grown and three animals that were hunted.
- Recognize that animals were hunted for food and hides.
- Provide a symbolic meaning for the colors red, white and black.
- Explain what skills people practiced when playing certain games.
- Listen to a legend and express in words what lesson was being taught by the speaker.
- Name two Native American tribes that lived in Massachusetts at the time of European settlement.
- Recognize that people are dependent upon their habitat.
- Provide two reasons why local native peoples migrated seasonally between ocean and forest habitats.



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## Vocabulary

Native American	Wampanoag	Massachusetts	matriarchal society
gathered	grown	hunter	skills
legend	wampum	wetu	fire bow and drill
migration	symbolism	hide	cooking vessel

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## Assessments

How will the Mass Audubon educator know that the students have met the standards?

- Students will touch replicas of historic artifacts (fire bow and drill, cooking vessel and wetu) and learn their function.
- Students will observe plant foods and animal skins used by Native Americans.
- Students will play games and describe how they would have taught skills necessary for hunting.
- Students will participate in answering teacher prompted questions.
- Students will demonstrate their understanding of symbolism by participating in a wrap-up activity.

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## Summarizer

How will the Mass Audubon educator close the lesson to see if students met your objective?

- At the end of their food station rotation, students will place foods into the two categories of foods gathered and foods grown. Students will recognize that the foods were natural and unprocessed.
- At the end of their craft station rotation, students will tell the symbolic meaning of the colored beads they have chosen for their necklace.
- At the end of their legend station rotation, students will determine what lesson was being taught by the legend. They will also touch animal skins
- At the end of their game station rotation, explain the skills needed to be successful member of the tribe.
- During the return walk students will be asked to provide two reasons why native peoples moved inland at the end of the summer (forest provided animals to hunt and protection from storms).



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## Mass Audubon School Programs

At Mass Audubon we strive to create learning experiences that are enriching, innovative, meaningful, and engaging. All our school programs are aligned with Massachusetts Curriculum Frameworks. Our network of wildlife sanctuaries and nature centers located in urban, suburban, and rural communities around the state enable us to have strong relationships with local schools.

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## Our Education Foundations

- Place-based education is an educational philosophy that connects learning to what is local for an individual. We help build conservation communities, working with students and teachers in cities and towns to develop place-based environmental education that is linked directly to their home community.
- Inquiry-based learning is focused on teamwork, being learner-centered, questioning ourselves and the world around us, providing a more focused, time-intensive exploration, promoting lifelong learning, communication, and learning as fun.
- We are fully committed to creating a positive and supportive environment for all learners.
- We strive to be culturally sensitive, recognizing and embracing cultural differences.

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## Differentiated Instruction

- We strive to create a positive learning environment that is inclusive, supportive to all learners, and sensitive to cultural diversity.
- Outdoor classroom experiences are structured to meet the needs of the particular learners.
- Students work in small groups using hands-on materials.
- A variety of educational media are used, including colorful illustrations.
- With advance notice, efforts will be made to accommodate all learning styles and physical needs.

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## Notes

- Nature exploration is dependent upon the weather and other conditions. A class might observe different wildlife than they expected to see. An outdoor lesson can sometimes provide unexpected, but enriching teachable moments on a natural history topic that was not planned.
- Mass Audubon nature centers each have a unique landscape and will customize programs to work best at their particular site.
- Our lessons can be adapted to incorporate a classroom teacher's needs when given enough notice.

