

**LESSON TITLE: WAMPUM: MONEY OR MORE?**

**GRADE/AUDIENCE:**

- **High School**

**STATE STANDARDS: Connecticut**

- Content Standard 2: Local, United States And World History – Educational experiences in Grades K-12 will assure that students use historical thinking skills to study the following periodization with escalating scale of breadth and depth: United States, Connecticut and Local History – encounters of peoples from the Americas, Western Europe; European colonization and settlement [1400s-1763]; European colonization and settlement [1492-1763]; World History – emergence of the first global age [1450-1770].
- Content Standard 3: Historical Themes – demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life; identify various parties and analyze their interest in conflicts from selected historical periods; describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict; demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.
- Content Standard 4: Applying History – initiate questions and hypotheses about historic events they are studying; describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making; be active learners at cultural institutions such as museums and historical exhibitions; display empathy for people who have lived in the past; and describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

**LESSON OBJECTIVES: At the conclusion of the lesson students will be able to**

- Explain the indigenous origins and uses of wampum.
- Explain how the European settlers viewed and used wampum.

**LESSON OBJECTIVES FOR YOUR STUDENTS: At the conclusion of the lesson students will be able to:**

- Explain the many usages of wampum by the Native populations of southeastern New England prior to and during the European settlements in the New World.
- Explain how Dutch settlers of New Amsterdam developed the wampum trade with the Pequot.
- Explain how the bartering of wampum between first the Dutch then other Europeans developed into a monetary system.
- Explain how this new monetary system expanded through inter-tribal trade networks to as far north as upper New York state and as far west as the Great Lakes region.
- Explain how this eventually led to warfare between the Europeans and Native peoples.
- Explain how the decline of the fur trade led to the devaluation of wampum.
- Explain how the ability of European settlers to mint money made wampum less valuable.

**COMPELLING/GUIDING QUESTIONS:**

- How did indigenous peoples of New England develop wampum?
- What is the source of wampum?
- In what ways was wampum used by Native Peoples?
- Why did the Europeans use wampum as a trade medium with the Native Peoples?
- When did wampum become considered money and why?
- What caused wampum to be removed as a form of money?

**DESCRIPTION OF LEARNING TASKS / ACTIVITIES:**

1. Students research the origins of wampum.
2. Students research the uses of wampum by Native Peoples.
3. Students research the development and decline of wampum as a medium of exchange between the European settlers and indigenous peoples.
4. Visit local museums with exhibits about wampum and early European settlers.

**Time Needed For Lesson:** One to two weeks.

**MATERIALS, RESOURCES, TECHNOLOGY NEEDED:**

- Computer
- Primary resources
- Local museum exhibits
- Guest speakers
- "Battlefields of the Pequot War," Mashantucket Pequot Indian Museum and Research Center, American Battlefield Protection Program, National Park Service, [www.pequotwar.org](http://www.pequotwar.org)

**PRIMARY OR SECONDARY RESOURCES (WORKS CITED):**

- Eiseman, Alberta; “When the Dutch Moved In and the Pequots Managed Trade,” June 29, 1997, “New York Times.” Accessed at: <http://www.nytimes.com/1997/06/29/nyregion/when-the-dutch-moved-in-and-the-pequots-managed-trade.html>
- Perry, Elizabeth James; “About the Art of Wampum,” 2008. Accessed at: <http://www.elizabethjamesperry.com/about-wampum-art.php>
- Scozzari, Lois, Graduate Student in American Studies, Trinity College, Hartford, Connecticut – “The significance of wampum to seventeenth century Indians in New England,” Originally Published in *The Connecticut Review*. <http://www.hartford-hwp.com/archives/41/037.html>
- “Wampum” – Iroquois Indian Museum website, Howes Cave, New York. Accessed at: <http://www.iroquoismuseum.org>
- Woodward, Ashbel, M.D., “*Wampum*,” a paper presented to the Numismatic and Antiquarian Society of Philadelphia, (Albany, N.Y.: J. Munsell, Printer. 1878). (Available on Google Books)
- [www.nativetech.org](http://www.nativetech.org)

**PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:**

- Prior learning – students have probably heard that wampum was “Indian money” from the time they were children.
- Connections – seeing modern wampum jewelry sold at museums such as the Mashantucket Pequot Indian Museum or Plimoth Plantation.
- Connections – seeing wampum items being sold at Pow Wows’.
- Student interests – young people are intrigued by “Indians” and want to learn about them and their daily lives.
- Student interests – how European settlers interacted with the indigenous people they encountered.
- Student needs – to learn the truth and displace the “myths” they have learned.
- Common Misconceptions – wampum has always been “Indian money.”
- Stereotypes: e.g.: line from “I’m an Indian too” from “Annie Get Your Gun” – “And I’ll wear moccasins, wampum beads, feather hats...,” the “Hollywood Indian” as depicted in Westerns.

**SUGGESTED DIFFERENTIATIONS:**

- In-depth research paper.
- Chart or map of the distribution and/or uses of wampum.
- Economic analysis of the value of wampum through its history either through a chart or paper.
- Design and create an original piece of wampum reflecting Native motifs, e.g.: a bracelet, choker, etc.

**CROSS-DISCIPLINARY CONNECTIONS:**

- Economics – The effect of wampum in the fur trade business.
- International Relations – The Dutch, English and Native Americans involved in the battle for control of the wampum trade.
- Geography – the trade and use of wampum spread from its origins in southeastern New England and Long Island to upstate New York and as far west as the Great Lakes.
- Math – The value of wampum in European currency.
- Art – The design and patterns of the wampum belts and jewelry.
- Government – The use of wampum belts as signs of leadership, power and wealth.
- Warfare – The control of the wampum trade was one of the causes of the Pequot War.

**FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):**

- A research paper focusing on one of the following: Origins of wampum; Native Americans' uses of wampum; Dutch monopoly of the wampum trade; English competition with the Dutch; Effect on the Native fur trade; Replacement of wampum by Colonial money.
- A chart or map indicating the routes of the wampum trade, including the Dutch and English trade routes.
- An art project including original designs of a wampum belt, the construction of the wampum belt and a poster demonstrating the method of procuring and making wampum and illustrations about how the wampum belt was made, explaining why the person chose the design he/she did .
- Self-Assessment – An explanation as to why the student chose the formative assessment he/she did; what does the student feel is the most relevant or important thing learned from the assessment and what the student feels is the most important aspect of the chosen project.