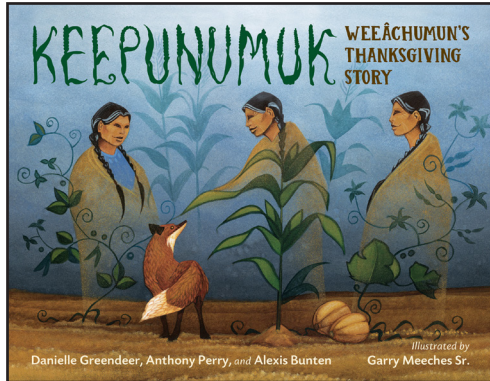


# KEEPUNUMUK WEEÂCHUMUN'S THANKSGIVING STORY

## ACTIVITY KIT

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Danielle Greendeer,  
Anthony Perry, and Alexis Buntun  
Illustrated by Garry Meeches Sr.  
978-1-62354-290-0 HC  
e-book available

### About the Book

In this Wampanoag story told in a Native tradition, two kids from the Mashpee Wampanoag tribe learn the story of Weeâchumun (corn) and the first Thanksgiving.

The Thanksgiving story that most Americans know celebrates the Pilgrims. But without members of the Wampanoag tribe who already lived on the land where the Pilgrims arrived, the settlers would never have made it through their first winter. An important picture book honoring both the history and tradition that surrounds the story of the first Thanksgiving.

### About the Authors

Danielle Greendeer is a citizen of the Mashpee Wampanoag Nation and works in the areas of tribal governance, cultural perpetuation, and food sovereignty. She lives in Mashpee, Massachusetts.

Anthony Perry is a Chickasaw citizen and author of *Chula the Fox*, an award-winning middle-grade historical-fiction book. He lives in London, England.

Alexis Buntun, Yup'ik and Unangan, authored the award-winning nonfiction book *So How Long Have You Been Native? Life as an Alaska Native Tour Guide*. She lives in Monterey, California.

### About the Illustrator

Garry Meeches Sr. (Anishinaabe) was born on the Long Plains reserve in southern Manitoba, Canada. He lives in Connecticut, and this is his first picture book.



## Activity Kit

## Discussion Guide

Use these questions to kick off classroom discussion, guide pre-thinking and post-reading responses, or inspire a writing or drawing assignment!

### Native People, Then and Now

1. What Native Nation do Quill, Maple, and N8hkumuhs belong to? What do students know about this Nation? Where did they learn it?
2. What does the word “N8hkumuhs” mean in Quill and Maple’s language? Do students know other words in Wôpanâak? Do any students call their family members by titles in languages other than English, like Quill and Maple?
3. Whose Native land is your school located on? If students do not already know, look it up using the interactive map at <[native-land.ca](http://native-land.ca)>. What do students know about this Native Nation? Where is this Nation’s current reservation, capital, headquarters, or other central location?
4. Read aloud “The Wampanoag Storytelling Tradition” from the back matter. As a class, reflect: What do you know, or think you know, about what is called the first Thanksgiving? Where and how did you learn it? Why is it important to hear both sides of any story?
5. Read aloud “Wampanoag Harvest Feasts” from the back matter. Do students remember where in the story they heard the phrase “day of mourning”? What does it mean to have a day of mourning?

### Food & Foodways

1. What are some foods that Quill, Maple, and N8hkumuhs name at the start of the book? Have students tasted some of these foods? What do they think of them?
2. This story begins in N8hkumuhs’s garden. Have students cared for a garden at home or school? What are their favorite things to grow? How are these similar to or different from the foods grown in N8hkumuhs’s garden?
3. What foods does N8hkumuhs list at the end of the book? Have students eaten these foods before? How are they similar to or different from the holiday meals that students eat?
4. Invite students to think about their local biome. What foods grow at what times? Do any students have relatives who fish, hunt, trap, forage, farm, garden, make jam, or dig clams? What times of year are associated with these activities? If students had to eat only foods from within a fifty-mile radius of their home, what would stay on the menu? What would disappear from their diet?

## Activity Kit

# Read the Recipe

This lesson will introduce students to the recipe format and develop confidence in reading and writing recipes.

**CAUTION:** The optional extension requires the teacher or an adult volunteer to use a hot plate. Please be careful of burn risk and operate your hot plate according to manufacturer's instructions.

## Materials

- Copies of page 5 of this kit, "Nasamp"
- A projector or other display technology (see Setup step 1 for an alternative)
- For the optional extension, a hot plate, pot, and the ingredients listed on page 5 of this kit, "Nasamp"

## Setup

1. If you do not have or do not wish to use a projector, copy the text of page 5 of this kit, "Nasamp," onto a whiteboard.
2. For the optional extension, set up your hot plate and a work surface such as a desk or folding table at the front of the room where students can see. Set your ingredients out in a row so each is clearly visible.

## Procedure

1. **Preview the lesson and review essential concepts.** Today, students will learn how to read a recipe. What is a recipe? Have your students helped in a kitchen before? What do they already know about recipes? Where can recipes be found? If your students wanted to find a particular recipe, where would they look?
2. **Break it down.** Distribute your printed copies of page 5 of this kit, "Nasamp." Ask students to look at their recipe and using a pencil, divide the text into three sections, in whatever way makes sense to them. Invite volunteers to show where they divided their recipe and explain why.
3. **Introduce the sections.** On the projector or the white board, show yourself dividing the recipe into the *preface*, *ingredients*, and *directions*, using a colored marker to mark up the margin and label each section.
  - The *preface* explains what dish will result from this recipe. It can give historical, cultural, or personal information about the dish. It may describe its flavor, smell, or texture. The preface may also include warnings about potential hazards or notes about special ingredients. A photo or illustration of the finished dish may be included in the preface.
  - The *ingredients* section lists what ingredients you will need to prepare the dish. It also specifies quantities and sometimes information about how ingredients should be prepared (for example, that your nuts or seeds should be crushed).
  - The *directions* section provides specific step-by-step instructions for making the dish.

## Activity Kit

## Read the Recipe (cont'd)

This lesson will introduce students to the recipe format and develop confidence in reading and writing recipes.

**CAUTION:** The optional extension requires the teacher or an adult volunteer to use a hot plate. Please be careful of burn risk and operate your hot plate according to manufacturer's instructions.

## Procedure (cont'd)

- 4. Develop understanding of conventions.** Ask the class to look more closely at each section. What is happening grammatically? Is the preface in past, present, or future tense? Are the directions in active or passive voice? Are ingredients capitalized? How are measurements written? From this, generalize a list of the "secret rules" of recipe formatting.
- 5. Write your own recipe.** Now that students understand the format and conventions of a recipe, it's time to put that knowledge to work! Invite students to write a recipe for a dish they know how to prepare, like a peanut butter sandwich or a fruit salad. This may be a homework assignment or a quiet in-class writing assignment. Divide students into small groups to compare their recipes and offer peer feedback; provide more quiet writing time for students to revise their recipes before turning them in.

## Optional Extension

1. Draw student attention to the hot plate, pot, and ingredients at the front of the room. Invite them to guess what you're going to do with them. If anyone guesses that you're going to make nasamp, they're close, but not quite correct. You won't make nasamp—your students will!

You will be like a robot, following your students' directions. Call on students to give you directions as precisely as possible and execute them to the letter; for example, if a student asks you to measure the cornmeal without opening the container, gently tap the container lid with the measuring cup a few times until your students amend the directions.

## Activity Kit

# NASAMP



Nasamp is a traditional Wampanoag dish made from cornmeal, nuts, berries, and fresh maple syrup, boiled in water until it thickens. Children should always get help from an adult before using the stove.

- 1 cup cornmeal
  - 1 cup dried or fresh berries
  - 1/4 cup crushed walnuts, sunflower seeds, or other nuts
  - 2 cups water
  - maple syrup to taste
1. Combine all ingredients except the maple syrup in a pot and boil for 5 minutes.
  2. Turn down the heat and simmer, stirring frequently, for about 15 minutes or until all water is absorbed.
  3. Spoon into bowls and drizzle maple syrup on top.

## Activity Kit

## Wôpanâak Words

Connect the Wôpanâak word to its English translation!

**N8HKUMUHS**

A dish made of boiled cornmeal,  
fruit, and nuts.

**NASAMP**

The time of harvest

**SUCCOTASH**

Grandmother

**WETU**

Corn

**WEEÂCHUMUN**

A traditional Wampanoag home

**KEEPUNUMUK**

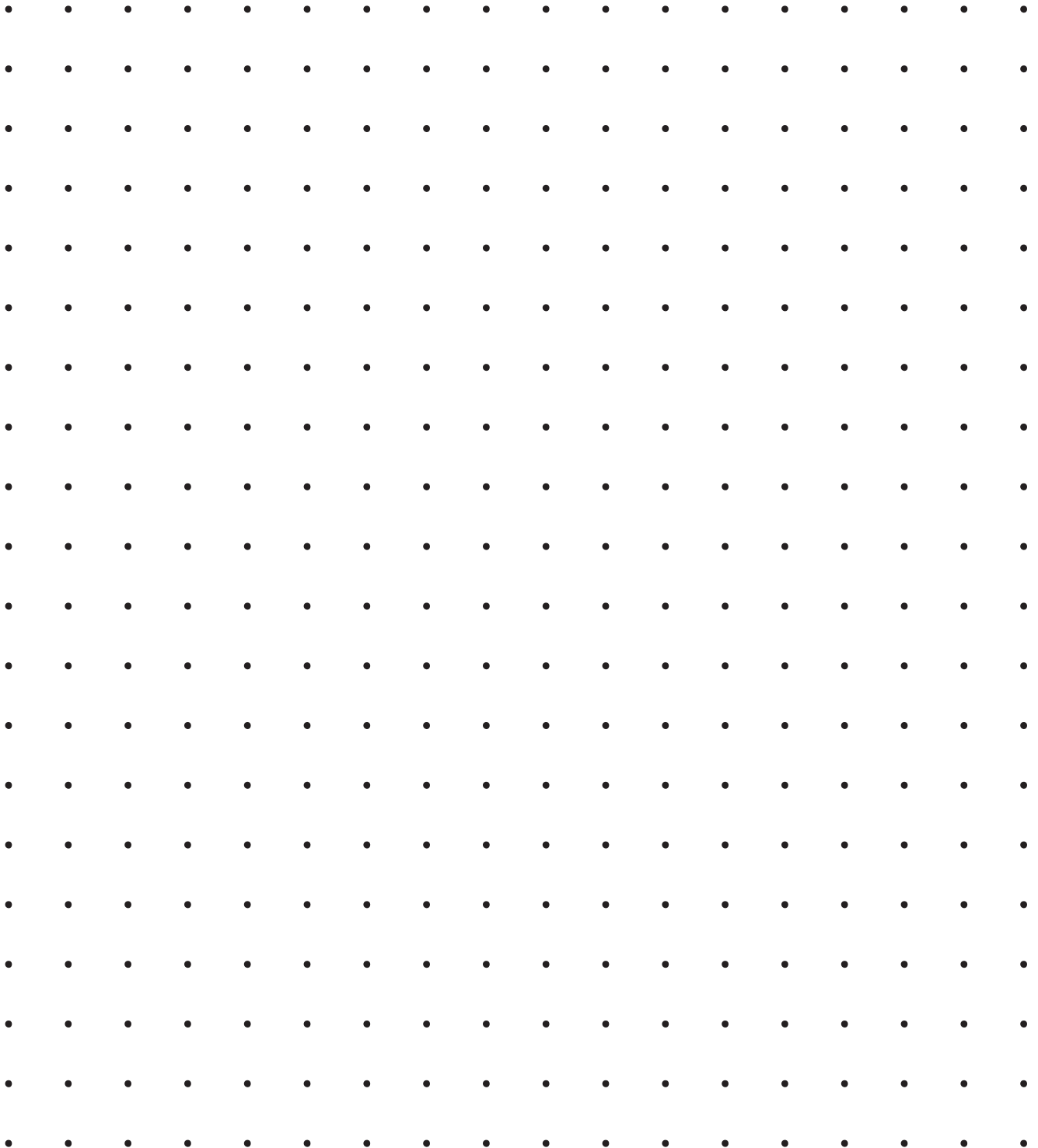
Soup made from corn, beans,  
and squash



## Activity Kit

# N8hkumuhs's Garden

Read through the first few pages of *Keepunumuk* and use the dot grid below to plot out what you think N8hkumuhs's garden looks like. Don't forget to label the crops!



Activity Kit

Word Search: English

E N R O C F N S B P  
T L T H A R V E S T  
A U H Q Y D G A L X  
O W S X B M A G L E  
I V O L E M F U A Y  
N F U H A I C L F U  
S C K K N W U L C N  
H B O Z S Q U A S H  
R M M E D I C I N E  
D N P R E Z V G K M

CORN  
BEANS  
SQUASH

FOX  
SEAGULL  
MEDICINE

HARVEST



Activity Kit

Word Search: Wôpanâak

X	W	Y	C	M	H	P	Ø	S	L
K	E	E	P	U	N	U	M	U	K
S	E	J	M	L	Ø	I	R	C	E
Ø	Â	K	A	R	H	K	J	C	Â
R	C	Ø	S	M	K	Y	E	O	Q
D	H	P	A	E	U	Ø	E	T	S
L	U	O	N	N	M	C	S	A	H
U	M	W	V	L	U	D	Z	S	T
E	U	S	Ø	D	H	N	M	H	Â
Â	N	R	B	U	S	U	T	E	W

NØHKUMUHS  
NASAMP  
SUCCOTASH

WETU  
WEEÂCHUMUN  
KEEPUNUMUK

## Activity Kit

## More Resources

Pair *Keepunumuk* with the books and curriculum resources below for an enriched learning experience! Recommended activities will pair especially well with the themes and concepts in *Keepunumuk*, but we encourage you to explore all the activities on offer.

### Paired Reading

Peters, Russell M. (Wampanoag), *Clambake: A Wampanoag Tradition*. Minneapolis: Lerner Publications, 1992.

Newell, Chris (Passamaquoddy). *If You Lived During the Plimoth Thanksgiving*. New York, NY: Scholastic Press, 2021.

Yolen, Jane. *Plymouth Rocks! The Stone-Cold Truth*. Watertown, MA: Charlesbridge, 2020.

Bunten, Alexis. *What Your Ribbon Skirt Means to Me*. Boston, MA: Little, Brown and Company, 2023.

Sorell, Traci (Cherokee) and illustrator Frané Lessac. *We Are Still Here! Native American Truths Everyone Should Know*. Watertown, MA: Charlesbridge, 2021.  
• The *We Are Still Here!* [activity kit](#)

Sorell, Traci (Cherokee) and illustrator Frané Lessac. *We Are Grateful: Otsaliheliga*. Watertown, MA: Charlesbridge, 2018.  
• The *We Are Grateful* [activity kit](#)

### Lessons of Our Land

[www.lessonsofourland.org](http://www.lessonsofourland.org)

Recommended:  
“[Mother Earth](#)”

### The National Indian Education Association

[www.niea.org/learning-at-home-resources](http://www.niea.org/learning-at-home-resources)

Recommended:  
“[Our Elders: Storytelling & Oral Traditions](#)”  
“[Making a Journey Cake](#)”

### National Museum of the American Indian's Native Knowledge 360° Education Initiative

<https://americanindian.si.edu/nk360>

### Teaching Native American Histories

<https://teachnativehistories.umass.edu>

Recommended:  
“[Indian People Still Exist](#)”  
“[People of the First Light](#)”  
“[First Contact Mini-Unit](#)”  
“[Picture This](#)”  
“[Water and Life](#)”