

Dear Families of Second Graders:

We have been working on a unit in _____ dealing with the meaning and importance of family to Native people, specifically Wabanaki people. The objective of this unit is to help our children understand how important our families are and to strengthen the notion of extended family, community and tribal connections.

The first activity was to complete a family chart, placing family members in different "layers". The purpose was to provide your child with a visual piece help them understand how you define family.

This next activity includes an interview between your child and an adult in the home. The class created a list of seven interview questions and your child has participated in mock interviews to help prepare them to ask the questions and record answers. Once completed, the next step in our lesson is to write a story about your family based on your answers.

I would like to share a piece of information with you. A small team of resource people have been working together to create culturally appropriate materials for public school use. This lesson was developed in an effort to meet requirements of LD-291, a law mandating the inclusion of Wabanaki studies in our state's public schools. Those involved in preparing this lesson are from this tribe. I am now piloting this lesson to get a better understanding of the design and implementation. The aim for our children is to make deeper family and tribal connections. In a public school, students will be looking at similarities and difference between cultures. Work completed by students in this class will be shared with a small group of educators; however any names will be omitted prior to our meeting. If you would like more information, please feel free to contact me at _____.

Thank you for your help,

Your Name