

Wôpanâak language reclamation

1993 | Grade 2 · Read & notice

Words to know

language — a system people use to communicate

community — people connected by a place or something they share

reclaim — take back or restore something important

Look closely



Jessie "Little Doe" Baird

Read the story

Wampanoag community members began organized work to bring their language back into everyday use. Jessie Little Doe Baird helped lead the effort. Old written records and community learning became important resources.

Think, talk, and show evidence

1. What happened in this reading? Tell one fact.
2. Who or what is this reading mostly about?
3. Choose a word from the word bank. Explain it in your own words.
4. Look at the picture and its caption. What does it help you notice? Is it from the time of the event?

Follow-up reading: MVPCS opens

1996

Martha's Vineyard Public Charter School opened in 1996. Students and adults built a learning community in West Tisbury. The school is part of a much longer history of the island and its land.

How are the two readings alike or different? Tell a partner one connection. Which event came first?

Teacher guide & source trail

Original classroom adaptation. Suggested reading levels are instructional choices, not standardized readability certifications. Use professional judgment and learner feedback.

ELA practice: RI.2.1: ask and answer questions; RI.2.2: identify a main topic; RI.2.7: use images and words; W.2.2 and SL.2.1: explain and discuss.

These tasks support selected skills in the [Massachusetts 2017 ELA framework](#); they do not establish mastery of an entire standard.

Answer guidance

Factual anchor: Wampanoag community members began organized work to bring their language back into everyday use. Jessie Little Doe Baird helped lead the effort. Old written records and community learning became important resources. The Wôpanâak Language Reclamation Project began in 1993. Language work is led by the community and connects generations. Do not treat a language as belonging only to the past.

Accept accurate main ideas and explanations supported by the text. Vocabulary meanings are in the opening word bank. For picture questions, use the caption and credit below; distinguish what is visible from what is inferred. For comparison, accept a specific connection supported by both readings. Do not require personal accounts of trauma.

Continue the inquiry

[Research source for this event ↗](#)

[Research source for follow-up ↗](#)

[Event page, accessible HTML reading, and vocabulary game ↗](#)

Image: John D. and Catherine T. MacArthur Foundation

[Image source and rights record ↗](#)

The PDF contains selectable English text and embedded fonts. For adjustable text and browser reading tools, use the event's [HTML page](#). External sources may need adult guidance.