### Essential Understandings
- Wabanaki culture predates European settlement in North America and is based on a worldview that is significantly different.
- Wabanaki culture and traditions are impacted by geographic features and natural resources and have changed over time.

### Essential Questions
- What is the Wabanaki worldview?
- How can we better understand the Wabanaki culture?
- What is the local connection to the Wabanaki tribe?

### Essential Knowledge
- The Wabanaki worldview respects the interdependency of people, animals, earth, water and plants and the conservation of nature.
- Wabanaki cultural practices changed through interaction with other cultures (including Europeans) and environmental changes.
- Native American cultures are recognized by the United States government and have similarities and differences.

### Vocabulary/Content Terms:
- Wabanaki, Native American, traditions, tribe, worldview, culture, natural resources, geographic features, conservation, interdependency, Micmac, Maliseet, Passamaquoddy, Penobscot, drumming, dance, language, basket making sustenance activities, hunting, fishing, locations, Europeans, environmental change, interaction, scarcity, cultural practices, dress, physical features

### Essential Skills
- Explain how interaction with other cultures changed the Wabanaki traditional practices.
- Describe how wants and needs were met using scarce resources through land and water.
- Explain how people can be treated unfairly based on physical features, dress, or cultural practices and differences.
- Give examples of cultural traditions of the Wabanaki.
- Name and locate the four Wabanaki tribes on a map of Maine.
- Recognize Wabanaki interdependence through art, stories, and celebrations.
- Identify specific geographic features that impact Wabanaki people.

### Related Maine Learning Results
Social Studies
- A.1. Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.
- A.1a. Identify questions related to social studies.
- A.1b. Follow an established procedure for locating sources appropriate to reading level.
- A.1d. Organize findings.
- A.1e. Share information gathered using oral and visual examples
B3. Students understand civic aspect of classroom traditions and
decisions, and the traditions of various cultures, including Maine
Native Americans
B.3b Compare traditions that are similar across the nation and
traditions that differ in various cultural groups including Maine Native
Americans.

C2 Students understand the influence of economics on individual and
groups in the United States and the world, including Maine Native
Americans
C.2a Identify examples of how individuals, families, and communities,
including Maine Native Americans are influenced by economic factors
C.2b Describe the work and contribution of various groups to the
economics of the local community in the past and present

D2 Students understand the influence of geography on individuals and
groups in the United States and the world, including Maine Native
Americans
D.2a Identify the impacts of geographic features on individuals,
families, and communities including Maine Native Americans, in the
United States and various other nations.

E1 Students understand the nature of history as well as key foundation
ideas
E.1a Describe history as “stories” of the past.
E.1c Identify past, present, and future in stories, pictures, poems,
songs, or videos
E.1d Apply terms such as “before” and “after” in sequencing events
E.1e Create a brief historical accounts about family, the local
community, or the nation by using artifacts, photographs, or stories of
the past
E.2 Students understand historical aspects of the uniqueness and
commonality of individual and groups, including Maine Native
Americans
E.2a Explain how individuals, families, and communities share both
common and unique aspects of culture, values, and beliefs through
stories, traditions, religion, celebrations and the arts.
E.2b Describe traditions of Maine Native Americans and various
historical and recent immigrant groups and traditions common to all

| Related Social Studies Practices | ◯ Chronological reasoning and causation ◯ Comparison and contextualization ◯ Geographic reasoning ◯ Gathering, using and interpreting evidence ◯ The role of the individual in social and political participation |
### Social Studies

Brunswick School Department  
Grade 2  
Wabanaki Maine Native Studies

Adopted May 11, 2016

#### Sample Lessons and Activities

- Compare and contrast the Wabanaki culture with student’s own culture
- Read relevant Wabanaki legends and stories
- Create a model of a historical Wabanaki shelter
- Explain how Wabanakis use and conserve their natural resources to meet their basic needs
- Listen to presentations by a Wabanaki tribal member
- Respond to Wabanaki literature through creating Wabanaki art

*To provide students with a culturally-appropriate learning experience and demonstrate the highest level of respect for the Wabanaki peoples, educators should refrain from engaging in any activity that may infringe upon the spiritual traditions of all Indigenous peoples such as: drumming, smudging, dancing, assigning "native" names to students, recreating sacred ceremonial designs, making headbands with feathers, or "dressing up" in Native regalia or as Indians.*

#### Sample Classroom Assessment Method

- Name and locate the four Wabanaki tribes on a map of Maine
- Generate a list of facts that students have learned about the Wabanaki that dispels stereotypic perceptions

#### Sample Resources

**Publications:**
- *Kunu’s Basket* by Francis, Lee Decora  
- *The Sharing Circle* by Meuse, Theresa  
- *A River Ran Wild* by Lynne Cherry  
- *Native American Stories* told by Joseph Bruchac - Includes two Gluscabi Abenaki legends and one Koluscap legend from the Micmac and Maliseet  
- *Between Earth and Sk: Legends of Native American Sacred Places* by Joseph Bruchac - Includes one Abenaki legend  
- *Native American Animal Stories* told by Joseph Bruchac - Includes definition of Wabanaki not as a tribe but a confederacy/loose union of Abenaki nations  
- *How Chipmunk Got His Stripes and Raccoon’s Last Race* both by Joseph and James Bruchac - Two Abenaki legends in picture book format  
- *Gluskabe and the Four Wishes* retold by Joseph Bruchac - Traditional Wabanaki legend  
- *Blazing Bear* by Sis Deans - Tells the legend of Blazing Bear of the Norridgewocks of the Kennebec Tribe of the Abenaki Nation in Maine  
- *Chimney Pond Tales Yarns* told by Leroy Dudley  
- *Many Hands: a Penobscot Indian Story* by Angeli Perrow - Lily creates a basket and learns many hands helped to make it.  
- *Louise Sockalexis: Native American Baseball Pioneer* by Bill Wise – Biography of Penobscot Indian who joined the Major Leagues and became the first Native American to play professional ball.  
- *The Penobscot* and *The Penobscot* both by Jill Duvall
### Wabanaki Maine Native Studies

**Adopted May 11, 2016**

- *How Glooskap Outwits the Ice Giants and Other Tales of the Maritime Indians* by Howard Norman - Six tales featuring the mythical giant who roamed the coast to New England and Canada, created the Indian peoples to keep him company, and fought battles to protect them ever after.
- *Remember Me: Tomah Joseph’s Gift to Franklin Roosevelt* by Donald Soctomah
- *Wind Bird: Gift of the Mist* by Sarah Bright - Written by a Passamaquoddy storyteller
- *Glooscap and His Magic: Legends of the Wabanaki Indians and More Glooscap Stories* by Kay Hill - Legends with glossary, possible read-alouds
- *Thanks to the Animals* by Allen Sockabasin - During the Passamaquoddy winter migration in Maine, Baby Zoo Sap falls off the family bobsled and the forest animals hearing his cries, gather to protect him until his father returns to find him.

**Teacher Resources:**
- *The Wabanakis of Maine in the Maritimes* - AFSC
- *Notes on a Lost Flute* by Hardy, Kerry
- *North By Northeast* –by Kathleen Mundell- Basket making themed