

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Wabanaki culture predates European settlement in North America and is based on a worldview that is significantly different.</li> <li>▪ Wabanaki culture and traditions are impacted by geographic features and natural resources and have changed over time.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What is the Wabanaki worldview?</li> <li>▪ How can we better understand the Wabanaki culture?</li> <li>▪ What is the local connection to the Wabanaki tribe?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ The Wabanaki worldview respects the interdependency of people, animals, earth, water and plants and the conservation of nature.</li> <li>▪ Wabanaki cultural practices changed through interaction with other cultures (including Europeans) and environmental changes.</li> <li>▪ Native American cultures are recognized by the United States government and have similarities and differences.</li> </ul>
<p><b>Vocabulary/Content</b></p>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Explain how interaction with other cultures changed the Wabanaki traditional practices.</li> <li>▪ Describe how wants and needs were met using scarce resources through land and water.</li> <li>▪ Explain how people can be treated unfairly based on physical features, dress, or cultural practices and differences.</li> <li>▪ Give examples of cultural traditions of the Wabanaki.</li> <li>▪ Name and locate the four Wabanaki tribes on a map of Maine.</li> <li>▪ Recognize Wabanaki interdependence through art, stories, and celebrations.</li> <li>▪ Identify specific geographic features that impact Wabanaki people.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p>Social Studies</p> <p>A.1. Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>A.1a. Identify questions related to social studies.</p> <p>A.1b. Follow an established procedure for locating sources appropriate to reading level.</p> <p>A.1d. Organize findings.</p> <p>A.1e. Share information gathered using oral and visual examples</p>

	<p>B3. Students understand civic aspect of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans</p> <p>B.3b Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.</p> <p>C2 Students understand the influence of economics on individual and groups in the United States and the world, including Maine Native Americans</p> <p>C.2a Identify examples of how individuals, families , and communities, including Maine Native Americans are influenced by economic factors</p> <p>C.2b Describe the work and contribution of various groups to the economics of the local community in the past and present</p> <p>D2 Students understand the influence of geography on individuals and groups in the United States and the world, including Maine Native Americans</p> <p>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.</p> <p>E1 Students understand the nature of history as well as key foundation ideas</p> <p>E.1a Describe history as “stories” of the past.</p> <p>E.1c Identify past, present, and future in stories, pictures, poems, songs, or videos</p> <p>E.1d Apply terms such as “before” and “ after” in sequencing events</p> <p>E.1e Create a brief historical accounts about family, the local community, or the nation by using artifacts, photographs, or stories of the past</p> <p>E.2 Students understand historical aspects of the uniqueness and commonality of individual and groups, including Maine Native Americans</p> <p>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.</p> <p>E.2b Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all</p>
<p><b>Related Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Chronological reasoning and causation</li> <li><input checked="" type="checkbox"/> Comparison and contextualization</li> <li><input checked="" type="checkbox"/> Geographic reasoning</li> <li><input checked="" type="checkbox"/> Gathering, using and interpreting evidence</li> <li><input checked="" type="checkbox"/> The role of the individual in social and political participation</li> </ul>

<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Compare and contrast the Wabanaki culture with student’s own culture</li> <li>▪ Read relevant Wabanaki legends and stories</li> <li>▪ Create a model of a historical Wabanaki shelter</li> <li>▪ Explain how Wabanakis use and conserve their natural resources to meet their basic needs</li> <li>▪ Listen to presentations by a Wabanaki tribal member</li> <li>▪ Respond to Wabanaki literature through creating Wabanaki art</li> </ul> <p><i>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</i></p>
<p><b>Sample Classroom Assessment Method</b></p>	<ul style="list-style-type: none"> <li>▪ Name and locate the four Wabanaki tribes on a map of Maine</li> <li>▪ Generate a list of facts that students have learned about the Wabanaki that dispels stereotypic perceptions</li> </ul>
<p><b>Sample Resources</b></p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> <li>○ <i>Kunu’s Basket</i> by Francis, Lee Decora</li> <li>○ <i>The Sharing Circle</i> by Meuse, Theresa</li> <li>○ <i>A River Ran Wild</i> by Lynne Cherry</li> <li>○ <i>Native American Stories</i> told by Joseph Bruchac Includes two Gluscabi Abenaki legends and one Koluscap legend from the Micmac and Maliseet</li> <li>○ <i>Between Earth and Sk: Legends of Native American Sacred Places</i> by Joseph Bruchac - Includes one Abenaki legend</li> <li>○ <i>Native American Animal Stories</i> told by Joseph Bruchac - Includes definition of Wabanaki not as a tribe but a confederacy/loose union of Abenaki nations</li> <li>○ <i>How Chipmunk Got His Stripes and Raccoon’s Last Race</i> both by Joseph and James Bruchac - Two Abenaki legends in picture book format</li> <li>○ <i>Gluskabe and the Four Wishes</i> retold by Joseph Bruchac - Traditional Wabanaki legend</li> <li>○ <i>Blazing Bear</i> by Sis Deans - Tells the legend of Blazing Bear of the Norridgewocks of the Kennebec Tribe of the Abenaki Nation in Maine</li> <li>○ <i>Chimney Pond Tales Yarns</i> told by Leroy Dudley -</li> <li>○ <i>Many Hands: a Penobscot Indian Story</i> by Angeli Perrow - Lily creates a basket and learns many hands helped to make it.</li> <li>○ <i>Louise Sockalexis: Native American Baseball Pioneer</i> by Bill Wise – Biography of Penobscot Indian who joined the Major Leagues and became the first Native American to play professional ball.</li> <li>○ <i>The Penobscot and The Penobscot</i> both by Jill Duvall</li> </ul>

- *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
- *Lessons From Turtle Island* –by Jones, G. & Moomaw, S. (2002)
- *Notes on a Lost Flute* by Hardy, Kerry
- *North By Northeast* –by Kathleen Mundell- Basket making themed

<http://www.maine.gov/doe/wabanaki/curriculum.htm>