

## TITLE

Time Map: Creating a timeline of Wabanaki history in Maine

## GRADE LEVEL

4-6

## TIME ALLOTMENT

Three one-hour classes

## OVERVIEW

Maine's Native Peoples have a long and rich history as a distinct people. Students will learn about and understand broad themes in the history of the Wabanaki people. Using the MPBN video as a resource, students will place major Wabanaki events in context with Maine and United States history to gain an understanding of how Maine has been shaped by all of these stories.

## SUBJECT MATTER

History, Geography, Social Studies

## LEARNING OBJECTIVES

Students will:

- Learn the names of the four Indian tribes in Maine and where they live.
- Demonstrate an understanding of the broad themes in Wabanaki history.
- Demonstrate an understanding of how the Wabanaki people are a part of the history of Maine.

## STANDARDS

History, grades 3-4

A.2 Place in chronological order, significant events, groups, and people in the history of Maine.

B.2 Demonstrate an awareness of major events and people in United States and Maine history:

- Who lives here? and how did they get here? (immigrants, demographics, ethnic and religious groups)
- Important people in United States and Maine history.
- Different kinds of communities in Maine, the United States, and selected world regions.

History, grades 5-6

A.2 Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

B.1 Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877,

L.D. 291 (An Act to Require Teaching of Maine Native American History and Culture in Maine's Schools). Required as of 2004.

Section One

2. Maine Studies

B: Maine Native American cultural systems and the experience of Maine tribal people throughout history;

## MEDIA COMPONENTS

### Video

Home: The Story of Maine. (MPBN)

### Internet

Social Studies for Kids

<http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>

Timeline programs lets kids make a horizontal or vertical timeline.

### Tree & Tradition

<http://www.umaine.edu/hudsonmuseum/tree4.htm>.

Map of Maine Native American tribes

### U.S. Census Bureau

[http://quickfacts.census.gov/qfd/maps/maine\\_map.html](http://quickfacts.census.gov/qfd/maps/maine_map.html)

Map of Maine counties

## MATERIALS

Black board or white board

LCD projector and screen

Computer workstation for groups of 2-3 children

Journals or notebooks. One for each student.

Large wall map of Maine or a Delorme Gazetteer of Maine for every group of 2-3 students.

Large wall map of the world.

## PREP FOR TEACHERS

Preview the video and note the cues for the Learning Activity.

Preview and bookmark the Web sites.

Make copies of the Maine Counties map [http://quickfacts.census.gov/qfd/maps/maine\\_map.html](http://quickfacts.census.gov/qfd/maps/maine_map.html).

## INTRODUCTORY ACTIVITY: SETTING THE STAGE

Write the term Wabanaki on the board and ask the students if they know what it means. Explain that it is the name of the native people of Maine and is comprised of four tribes. Ask the students if they can name the tribes.

Micmac (Mi'kmaq)

Maliseet  
Penobscot  
Passamaquoddy

Write these on the board and pronounce for the class.

As a class, go to the map at the Tree & Tradition Web site, <http://www.umaine.edu/hudsonmuseum/tree4.htm>. Point out where each of the tribes is located. Distribute the Map of Maine Handout to each student. They will, in groups of two, go to the same Web site you've just viewed as a class. Give the students a Focus for Media Interaction by instructing them to mark the location of each tribe on their Maine County maps with a different color pencil or pen. If you prefer, you can print out copies of the Maine Tribal maps for students to trace so that they place the tribes in the correct regions of Maine.

When they complete their maps, give them another Focus for Media Interaction. Using the same colored pens, they should write the name of each tribe and the town or county where that group is located in their journal.

#### LEARNING ACTIVITIES

Explain that there is evidence of people living in Maine for approximately 11 or 12,000 years. Tell the students that they're going to watch a video about Maine's Indian tribes. Remind them of the names of the tribes. The video is called "The People of the Dawn" because that is what "Wabanaki" means. The video segments they'll view today will tell them the history of the Wabanaki people and how this history fits into the history of Maine. Tell them that they will be expected to answer a series of questions as they watch the video and that they'll use that information in a project tomorrow. Distribute the Video Question Sheet. Assure them that this is not a test and that they are just taking notes. They'll use the notes for a class project after they complete the video.

#### Step One;

Cue the video to the Narrator as she says, "The birch bark canoe is a symbol of heritage..." Give the students a Focus for Media Interaction by instructing the students to answer questions 1 through 5 on the Video Question Sheet.

Stop the video when John Bear Mitchell says, "...that's when Gluskabe was created."

Review the questions and answers as a class. Clarify any questions.

#### Step Two:

Explain that one European discovered that North America existed they were eager to explore the continent and sent people to map and claim the land. Using a wall map of the world. Point out some of the European countries that sent explorers to the region: England, France, Portugal, Spain, Italy, the Netherlands. Point also to Maine so that students get a sense of distance and land size.

Cue the video to the Narrator saying, “Maine’s archaeological record is enhanced by written history...” Give the class a Focus for Media Interaction by instructing the students to answer questions 6 and 7 during this segment of the video:

Stop the video when the Narrator says, “The present day Wabanaki are descended from these tribes.

Step Three:

Cue the video to the Narrator as she say, “The French, when they came to Maine, tended to trade with the Indians...” Give the students a Focus for Media Interaction by instructing the students to answer question 8 during this segment of the video:

Stop the video when Bruce Bourque says, “And so the English who came here came to settle in fairly large numbers.”

Step Four:

Cue the video to the Narrator when she says, “Soon after the Europeans began moving in...” Give the students a Focus for Media Interaction by instructing the students to answer questions 9 and 10 during this segment of the video:

Stop the video when the Narrator says, “...fighting each other, to war between the English and the Indians.”

Step Five:

Cue the video to when Bruce Bourque says, “King Phillip’s War began in Massachusetts...” Give the students a Focus for Media Interaction by instructing the students to answer questions 11 through 15 during this segment of the video:

Stop the video when John Bear Mitchell says, “We now had to adopt a different way of living, a different style, a different method and we did.”

Step Six:

Cue the video to Bruce Bourque as he says, “Now you have English settlers not just farmers...” Give the students a Focus for Media Interaction by instructing the students to answer question 16 during this segment of the video:

Stop the tape when John Bear Mitchell says “...and we would trade those for something that would make our life easier.”

Step Seven:

Cue the video to the Narrator as she says, “The reawakening of Maine’s rich Wabanaki culture...” Give the students a Focus for Media Interaction by instructing the students to answer questions 17, 18 and 19 during this segment of the video:

Stop the video Bernard Jerome says, “...our grandchildren so they won’t have it as tough.”

Depending on your class, you may want to collect the journals or print-outs of the answers to the questions to make sure that the students have understood the concepts and are ready for the next exercise.

#### CULMINATING ACTIVITY

Using the questions they answered in their journals, students should construct a timeline of the Wabanaki people. Each timeline should include seven historical points concerning the Wabanaki people and their interaction with other peoples.

Talk with the students about timelines and tell them that they are designed to let us see the order in which historical events occurred. In a way, a timeline is sort of a time map. It puts events in relation to one another in history.

These timelines can be vertical or horizontal. Direct the students to the Social Studies for Kids Web site, <http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>. This page gives brief instructions about how to construct a timeline. The students should provide a key to their timeline: a page of two or three sentence descriptions for each entry.

Display the timelines and maps in a common area of the school so that other students can learn about the Wabanaki people.

#### CROSS-CURRICULAR EXTENSIONS

Art: Study Wabanaki designs on birchbark and create borders and illustrations for the timelines.

Language Arts: Learn phrases in the Mic Mac and Penobscot languages. The following Web site offer vocabulary and audio pronunciation guides:

Aboriginal language features the Mic Mac language

<http://www.firstnationhelp.com/ali/lessons.php> and

Welcome to the Abenaki Language focuses on Penobscot

<http://freepages.genealogy.rootsweb.com/~abenaki/Wobanaki/index.htm>.

You could also invite a native speaker in to the classroom for a lesson.

Language Arts: Learn the vocabulary associated with historical study and Wabanaki culture:

Culture

Tradition

Treaty

Epidemic

Survey

PaleoIndian period

Archaic period

Creator

Glacier

Tundra

#### COMMUNITY CONNECTIONS

Invite a person from one of the four tribes into the class to tell their story.

Invite a Wabanaki storyteller in to tell about the legends of Glooskap and explain how they form a history of Maine Native Americans.

#### STUDENTS MATERIALS

Maine County map available at [http://quickfacts.census.gov/qfd/maps/maine\\_map.html](http://quickfacts.census.gov/qfd/maps/maine_map.html).

## TEACHER ANSWERS TO THE FOCUS QUESTIONS

1. 14,000 years ago Maine was covered in what?

Answer: Ice

2. How long have people been in the area we know as Maine?

Answer: 11,000 to 12,000 years.

3. What was this first period of history called?

Answer: PaleoIndian period.

4. The Archaic period started 9,500 years ago. What were the big changes in life for the people living here then?

Answer: different technology and they made their stone tools in a different way; biological changes gave them shellfish, clams, quahogs, mussels, finned fish and swordfish to eat.

5. Who do the Wabanaki call their creator?

Answer: Glooskap or Gluskabe.

6. When did European explorers first explore this region?

Answer: Around 400 years ago.

7. French sailor Samuel de Champlain first mapped the region in what year?

Answer: 1605

8. Name the two European groups that settled in Maine.

Answer: English and French.

9. What did the Europeans bring with them that tragically affected the Indians?

Answer: Disease

10. What the name of the epidemic of 1616-1619?

Answer: The Great Dying

11. When was King Phillip's War?

Answer: 1678

12. Where did it start?

Answer: Massachusetts

13. Why did it start in Maine?

Answer: British seamen drowned Squando's baby in Saco.

14. When was the French and Indian War?

15. The Indian Nonintercourse Act prohibited the sale of Indians lands without approval from the government. What year was this?

Answer: 1790

16. How many acres of land did the Passamaquoddy negotiate in a treaty with Massachusetts in 1794?

Answer: 6,000

17. What year were Maine Indians granted the right to vote?

Answer: 1967

18. What year was the Maine Indian Land Claims settlement?

Answer: 1980

19. How did this settlement benefit Maine Indians?

Answer: It gave them money and federal recognition. This was important for future generations and to preserve their way of life (culture).

TIMELINE RUBRIC

	Distinguished	Proficient	Limited	Attempted
<b>Item Choice</b>	Items meet criteria of assignment. Includes required 70 years span of time and at least one event in a decade	Items meet criteria of assignment: few or no inaccuracies	Includes required number of items; some inaccuracies	Does not include required number of items
<b>Scale and Sequence</b>	Scale consistent and accurate; very appropriate for subject matter; all items in sequence with care taken on placement within increments	Scale consistent, accurate, and appropriate; items in sequence; increments marked	Scale roughly drawn; a few items out of sequence; increments marked	No apparent scale; numerous items out of sequence; time increments not marked
<b>Mechanics</b>	Flawless	Few mechanical errors	Some errors in spelling, identification, or dating	Many errors in spelling, identification, or dating
<b>Content</b>	Information contained is informative and complete	Few errors in content	Some errors in content or material is incomplete	Legible Illegible or messy
<b>Use of Video Material and class discussion topics</b>	Illustrates a clear understanding of topics addressed in class	Student has an understanding of the topics covered in the video and class discussion	Some entries relate to video and class discussion	Material is not related to video or class discussion

## VIDEO QUESTION SHEET

### Part One

1. 14,000 years ago Maine was covered in what?

\_\_\_\_\_

2. How long have people been in the area we know as Maine?

\_\_\_\_\_ years.

3. What was this first period of history called?

\_\_\_\_\_

4. The Archaic period started 9,500 years ago. What were the big changes in life for the people living here then? List as many as you can.

\_\_\_\_\_

\_\_\_\_\_

5. Who do the Wabanaki call their creator?

\_\_\_\_\_

### Part Two

6. When did European explorers first explore this region?

\_\_\_\_\_

7. French sailor Samuel de Champlain first mapped the region in what year?

\_\_\_\_\_

8. Name the two European groups that settled in Maine.

\_\_\_\_\_ and \_\_\_\_\_

9. What did the Europeans bring with them that tragically affected the Indians?

\_\_\_\_\_

10. What was the name of the epidemic of 1616-1619?

\_\_\_\_\_

11. When was King Phillip's War?

\_\_\_\_\_

12. Where did King Phillip's War start?

\_\_\_\_\_

13. Why did it start in Maine?

\_\_\_\_\_

14. When was the French and Indian War?

\_\_\_\_\_

15. The Indian Nonintercourse Act prohibited the sale of Indians lands without approval from the government. What year was this?

\_\_\_\_\_

16. How many acres of land did the Passamaquoddy negotiate in a treaty with Massachusetts in 1794?

\_\_\_\_\_

17. What year were Maine Indians granted the right to vote?

\_\_\_\_\_

18. What year was the Maine Indian Land Claims settlement?

\_\_\_\_\_

19. How did this settlement benefit Maine Indians?

\_\_\_\_\_ and \_\_\_\_\_

## **Culminating Project**

### **MAINE NATIVE AMERICAN TIMELINE**

Using the questions you answered in the Video Question Sheet, you will construct a timeline of the Wabanaki people. Your timeline should include **five historical points** concerning the Wabanaki people and their interaction with other people. You may include an extra historical point for extra credit.

Your timeline can be vertical or horizontal.

You need to provide a **key** to your timeline.

**A separate page with a two to three sentence description for each entry.**

Historical Events:

1.

2.

3.

4.

5.

6.