

TITLE: The First People of Maine: the Wabanaki in Maine History

GRADE LEVEL

7-8

TIME ALLOTMENT

One week of five one-hour classes

OVERVIEW

The Wabanaki people, the Micmac, the Maliseet, the Passamaquoddy and the Penobscot, have a long history in Maine. They maintain a strong connection to their history and culture, but most people know little about them. Who are the Wabanaki and how has their history shaped our state?

SUBJECT MATTER

History, Social Studies, Geography

LEARNING OBJECTIVES

Students will

Understand how a connection to history and tradition can shape a contemporary culture.

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.

Understand that different accounts of the same event or theme in history may differ.

STANDARDS

History, grades 5-8

A. Chronology

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

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.

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.

Geography, grades 5-8

B. HUMAN INTERACTION WITH ENVIRONMENTS

3. Explain how cultures differ in their use of similar environments and resources.

MEDIA COMPONENTS

Video:

Home: The Story of Maine. (MPBN)

Internet:

New England Web page, <http://www.nctc.com/~cheyanne/page7b.html>

Abbe Museum site <http://www.abbemuseum.org/pages/wabanaki.html>

<http://www.lakeheadu.ca/~jomeara/algonquianLanguages.html>

MATERIALS

Black board or white board

Large sheets of white paper with black marker

Merriam-Webster Dictionary.

Laptop and Macjournal for notetaking and writing

PREP FOR TEACHERS

Preview the video and note where the audio cues are.

Preview and bookmark the Web sites.

Create a large timeline across large sheets of paper. Hang on the walls in chronological order. Insert basic 5-7 milestones in American history such as:

- 1692 Salem Witch Trials
- 1776 Declaration of Independence
- 1820 Maine becomes a state
- 1861-1865 Civil War
- 1920 Women get the right to vote
- 1969 Man walks on the moon

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Ask the students to name the four tribes of Native People in Maine. Write these on the board:

Micmac

Maliseet

Penobscot

Passamaquoddy

Explain that they are all part of the Wabanaki people. Write Wabanaki on the board and explain that it means "People of the Dawn."

****Explain that these tribes are not bound within the borders of Maine and that the borders ran through their lands. Compare the maps at the New England Web page,

<http://www.nctc.com/~cheyanne/page7b.html> which shows the traditional lands of the Wabanaki and the map at the Abbe Museum site

<http://www.abbemuseum.org/pages/wabanaki.html> which shows where the tribes are today. There are Mic Mac, Maliseet and Passamaquoddy reservations in the Canadian maritime provinces, too.

The Wabanaki consider themselves one people and they are related to other Eastern tribes through a language trait. Their languages are not the same, but they share a trait called the Algonquin Whistle – a speech sound that is unique to these peoples. Go to the Web page at <http://www.lakeheadu.ca/~jomeara/algonquianLanguages.html> to see some of the tribal groups that the Micmac, Maliseet, Passamaquoddy and Penobscot are related to through the Algonquin whistle trait. Give the students a Focus for Media Interaction by asking them to list three tribes that are linguistically related to the Wabanaki.

Discuss this list. Ask the students if they were aware that the Native Americans of Maine are a distinct group? In what context do they usually encounter American Indians? Are they identified as distinct groups or simply as Indians? Are Maine Native Peoples ever singled out?

Instruct the class to look up the following words and record the definition in their journals:

Culture

Tradition

Inform the class, that most of us have traditions and aspects of our culture that we inherited from our ancestors. It may be the way we celebrate a holiday, the food we eat, the music we listen to, the religion we practice. In the past, many Native American tribes faced rapid and sweeping changes that led to, and often forced, a loss of culture and tradition. This video segment identifies a Wabanaki tradition that is being revived here in Maine. Cue the video to Chief Barry Dana when he says, “When you learn the process of making the birch-bark canoe...” Give the students a Focus for Media Interaction by asking the students to note how the craft of canoe-making has remained constant over time. Play the segment.

Stop the video when Chief Dana says, “...they’re always one step ahead of me.”

What does he mean by this last sentence? Discuss as a class. He is saying that the older people have something to teach him, that the old ways can still be useful. As a class, discuss how traditional canoe-making practices remain important to the Wabanaki.

Give the class another Focus for Media Interaction by asking why it’s important to preserve culture and tradition. Cue the video to Chief Barry Dana when he says, “What was really interesting last summer was we put together a birch bark canoe...” Play the video.

Stop at the end of the program. Discuss the Focus question as a class. Does anyone think that preserving tradition is not a good idea or not useful? Foster a debate if it emerges, making sure that people can support their arguments.

Ask the students to identify a part of their culture or a tradition in their lives. Instruct them to write this in Macjournal. As a class, create a list of reasons why the speakers in the video feel that preserving Wabanaki culture is important. Using this list as criteria, each student should write one page about how and why they would want to preserve the tradition they chose from their own life. Instruct them to make comparisons with the objectives raised in the video. You can replay these two segments before the writing assignment begins if you think it's necessary.

Students should pass in the papers when they leave class for the day.

LEARNING ACTIVITIES

Step One: As class begins, ask the class to name the four Maine Indian Tribes: the Micmac, the Maliseet, the Passamaquoddy, the Penobscot.

Tell them that today they will learn more about the history of Maine Native People and how their history fits into the rest of Maine and American history. Point out the timeline that you've made on the wall. Explain that as they view more of the video about the Wabanaki people, they will insert historical reference points onto the timeline. Inform them that not all dates in history are exact. Occasionally, we cannot be sure of an exact date so we use an approximate or "circa" date. Write the word "circa" on the board with its abbreviated form, ca. Ask the students to look the word up in the dictionary and write this in their journals.

Cue the video to the Narrator as she says, "The birch bark canoe is a symbol of heritage..." Explain that the people we know as Indians are called Native People or Native Americans because they were living here thousands of years before European explorers came to North America. This first segment addresses the very earliest known human life in Maine. Give the students a Focus for Media Interaction by asking them to listen for the names first two periods of life in this region and instruct them to list the things that distinguish the two periods. Ask them to listen for the dates of these periods so that you can insert them into the timeline. Encourage them to take notes. Play the video.

Stop the segment when the Narrator says, "...spear points and other data surviving through the millennia." As a class, discuss the Paleo-Indian (11,000 years ago) and Archaic (9,500 years ago) periods as detailed in the video. Ask the students where these occurrences should go on the timeline.

Did the speaker suggest that the Paleo-Indians and Indians of the Archaic period are different groups or the same people with different technology? Ask the class who are the

people who provide this information and find the evidence to support data on early life: archaeologists.

Step Two:

Explain that there are often differing points of view in history, especially when there are no written records. And sometimes when there are written records they only represent the experience and opinions of one party.

Cue the video to the Narrator as she says, “Maine’s archeological record is enhanced by written history...” Inform the students that this next segment of the video is about Wabanaki history after Europeans first came to this region. They’ll see both a Native historian and an historian from outside the Wabanaki give details. Give the students a Focus for Media Interaction by instructing them to make notes on the two European groups that came here and the differences between the two. Again, they will need the dates for the timeline. Play the video.

Stop the video when Bruce Bourque says, “And so the English who came here came to settle in fairly large numbers.” What were the differences between how the English and the French approach their relationships with the Native Americans?

Dates needed:

400 years ago or ca. 1600: European explorers

How do the Wabanaki people shown in the video view their history? Are there similarities with the views expressed by historians? How do the English and French settlers interact with the native peoples?

Cue the video to the Narrator as she says, “Soon after the Europeans began moving in...” Give the students a Focus for Media Interaction and have them listen for the turning point in Wabanaki history. What happened and how did this event affect them? What is the event called and when did it happen?

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

Dates needed:

1616-1619: the Great Dying.

How can a group of people deal with losing 90% of its population? Are there modern events that parallel this experience? How do you preserve culture and tradition after a tragedy of this magnitude?

Step Three:

The relationship between the English, the French and the Wabankai continued to deteriorate. They fought nearly 100 years of war in the late 1600’s and early 1700’s.

These wars are called the French & Indian Wars or the Frontier Wars. Why is the relationship so poor between these two groups?

Cue the video to Bruce Bourque as he says, “King Phillip’s war began in Massachusetts...” Give the students a focus for media interaction by asking the students to note the beginning and end dates for the Frontier Wars. These are the dates given for King Phillip’s War and the French & Indian War.

Stop the video when the Narrator says, “Warfare spilled over into the North American colonies, entangling Maine’s Indians in the process.”

Dates needed:

King Phillip’s War 1678

French and Indian War 1763

Step Four:

How did Wabanaki life change after the Frontier Wars? Their population was diminished so they had less power to negotiate as a people. They had less land which meant they had to curtail the traditional methods of finding food: hunting, fishing and foraging.

Cue to when John Bear Mitchell says, “The reason why native people were involved was because we were so knowledgeable about the terrain...” Give the students a Focus for Media Interaction by instructing them to listen for the governmental legislation enacted to assist Native Americans.

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

Dates needed:

Indian Non-intercourse Act of 1790

How did the Wabanaki adjust to the new way of life? The Indian Non-intercourse Act of 1790 was designed to help Native Americans maintain their way of life. Did it work?

Step Five:

The Wabanaki continued to struggle as they adjusted to the laws, customs and expectations imposed by the new government. How has the Indian Non-intercourse Act impacted modern Native American life?

Cue to the Narrator as she says, “The reawakening of Maine’s rich Wabanaki culture began inside the tribes...” Give the class a Focus for Media Interaction by asking them to listen for two key events that affected the Wabanaki in the 20th century.

Stop when Bernard Jerome says, “We’re also paving the way for our children, our grandchildren so they won’t have it as tough.”

Dates needed:

Right to vote in 1967

Land Claims Settlement in 1980

Women obtained the right to vote in 1920, why do you think it took so long for Native Americans to receive that right?

Many Native Americans feel that sovereignty is an important component to their culture. Instruct the students to look up the definition of “sovereignty.” How would this be important to a people like the Wabanaki? What role would sovereignty play if you’re trying to maintain a small culture (Micmac, Maliseet, Penobscot, Passamaquoddy) within a larger one (American)?

CULMINATING ACTIVITY

Direct the students to the large timeline you’ve made as a class. There should still be enough room for each student to make an entry on the line. Assign each student to do a short oral presentation on a Wabanaki person. The subject should be a real person, not a religious figure, legend or fictional character. Each student should select a different person for their subject so that the class is exposed to a wide array of people. Students may choose sports figures, artists, dancers, politicians or even people who are not public figures. Upon completion of the reports, write each entry on the timeline so that students can see their subject in relation to others.

The presentations should be not more than five minutes. Students should be able to answer questions as they arise or to recommend sources for further reading. Encourage students to locate images or music to enhance their presentations. NOTE: Do not encourage students to sing Wabanaki songs or dance traditional dances because music and dance often have spiritual connections that some native people may not want to share.

Students should hand in a final copy of their presentation with a bibliography. This is an opportunity to insert a lesson on research methods or creating a bibliography.

CROSS-CURRICULAR EXTENSIONS

English: Write a story in the voice of your report subject. Address a theme in history as this person may have seen it.

Music: Invite a native musician or dancer in to share their art with the class. Ask them to talk about the significance of music and dance in their culture and how have changed over time.

COMMUNITY CONNECTIONS

Invite a Maine Native person in to speak about his or her experiences growing up in Maine.

Visit a basket maker or Indian artist. Discuss with them the ways their heritage influences their art.

Take a canoe lesson at a state park or public beach. Experiment with Barry Dana's statement, "So, if you never taken the paddle out of the water you've always got a point of stability."

STUDENT MATERIALS

ADDITIONAL SOURCES

Sample timelines for Maine and United States history:

<http://www.mpbn.net/hometsom/timelines/timeline1.html> or

<http://www.state.me.us/sos/kids/allabout/historytimeline.htm> or

<http://www.statehousegirls.net/me/timeline/>

<http://historytimeline.com/Norm/normindex.htm> or <http://www.si.edu/resource/faq/nmah/timeline.htm> or

<http://www.historychannel.com/>

Sources for Maine Native American research:

Books:

Passamaquoddy at the Turn of the Century, 1890-1920

Women of the Dawn by Bunny McBride. Lincoln and London: University of Nebraska Press, 1999

Twelve Thousand Years: American Indians in Maine. By Bruce Bourque. Univ of Nebraska Pr; (August 2001)

Baseball's First Indian by Ed Rice.

Web sites:

A Timeline for Native American Culture

<http://www.mpbn.net/hometsom/timelines/natamtimeline.html>

Famous Maine Wabanaki Guides

<http://hometown.aol.com/alnombak/page/index.htm>

Maine Native Americans on USGenWeb

<http://www.rootsweb.com/usgenweb/me/native/native.html>

Penobscot Brown Ash Basketry

<http://www.penobie.com/page2.html>

Bangor Daily News

"Penobscot woman wins prestigious rural prize"

http://www.bangornews.com/editorialnews/articles/407545_091203penobscotwomanwins_aanstead.cfm

The Story of Louis Sockalexis

http://www.baseballreliquary.org/story_of_sockalexis.htm

Baseball's First Indian

<http://www.4edrice.com/>

Rejuvenating the Pride of the Passamaquoddies

<http://www.downeastonline.com/nicholas.shtml>

Preserving Passamaquoddy Language and Culture

<http://www.downeastonline.com/francis.shtml>

Rocky Paul Wiseman

<http://www.oyate.com/profiles/lp33.htm>

Sandra Lovelace

http://www.mta.ca/faculty/arts/canadian_studies/english/about/study_guide/famous_women/sandra_lovelace.html

Biography of Anna Mae

<http://www.dickshovel.com/bio.html>

*note: contains some mildly graphic descriptions of Anna Mae's death.

Final presentation check list for Students

Include these criteria in your presentation/paper. Be sure to correctly cite your sources in a bibliography.

Include the following in your report	Sources of information
Bibliography of sources used, including books, Web sites, audio or video tapes, magazines or artifacts. Attach to your report.	
Who is the subject	
Where do/did they live	
What tribe are they associated with?	
Why are they interesting to you?	
Do their lives connect with Maine history or Maine culture?	
Have they accomplished a goal or done something of significance?	
What are their life dates. Where do they fit on the class timeline?	
Why do you think it is important to know about this person?	
Name one national event that happened in their life time. For example: Declaration of Independence, the lightbulb was invented, or man went to the moon. See: http://historytimeline.com/Norm/normindex.htm or http://www.si.edu/resource/faq/nmah/timeline.htm or http://www.historychannel.com/	
Name one Maine event that happened in their lifetime. See: http://www.mpbn.net/hometsom/timelines/timeline1.html or http://www.state.me.us/sos/kids/allabout/historytimeline.htm or http://www.statehousegirls.net/me/timeline/	

Oral Presentation Rubric

CATEGORY	4	3	2	1
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

Written Presentation Rubric

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.