



HOME

The Story of Maine

Time Map – Creating a Timeline of Wabanaki History in Maine

Teaching Unit for Grades 4 - 6

TIME ALLOTMENT 3 class sessions of 1 hour each

OVERVIEW Maine's native peoples have a long and rich history and distinct culture. Through the activities in this teaching unit, students will come to understand broad themes in the history of the Wabanaki people. Using the MPBN video *The People of the Dawn* as a resource, students will place major Wabanaki events in the context of both Maine and United States history to gain an understanding of how Maine has been shaped by these Native American stories.

SUBJECT MATTER History, geography, social studies

LEARNING OBJECTIVES By the end of this teaching unit, 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.



Maine Public Broadcasting Network



Elsie Viles

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CONNECTIONS TO STANDARDS

Maine State Learning Results (Grades 3-4)

SOCIAL STUDIES

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.

Students will identify:

- Who lives in Maine and how they got 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 their 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;

MATERIALS NEEDED

- MPBN video *The People of the Dawn*, from the series *HOME: The Story of Maine* (2003)
- Blackboard or whiteboard
- LCD projector and screen
- Computer workstation for each group of 2-3 children
- Journals or notebooks (1 per student)
- Large wall map of Maine OR 1 Delorme *The Maine Atlas and Gazetteer* for every group of 2-3 students
- Large wall map of the world
- Copies of each of the following reproducible handouts (1 per student):
 - Student Handout 1: Video Question Sheet
 - Student Handout 2: Culminating Project – Maine Native American Timeline
 - Student Handout 3: Timeline Rubric

Internet Resources

- Social Studies for Kids:
<http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>
This is a timeline program that allows kids to make a horizontal or vertical timeline.
- Tree & Tradition: <http://www.umaine.edu/hudsonmuseum/tree4.htm>
A map of Maine's Native American tribes is available here.
- U.S. Census Bureau: http://quickfacts.census.gov/qfd/maps/maine_map.html
A map of Maine counties is available at this site.

PREP FOR TEACHERS

1. Preview the video and note the cues for the Learning Activity.
2. Preview and bookmark all Web sites cited below.
3. Make copies of the Maine counties map found at http://quickfacts.census.gov/qfd/maps/maine_map.html.

INTRODUCTORY ACTIVITY

Step 1 Write the term *Wabanaki* on the board. Ask the class if they know what it means. If no one volunteers, explain that this is the name of the native people of Maine and that the Wabanaki comprise four tribes. Ask if anyone can name the four Wabanaki tribes; write these names on the board:

- Micmac (Mi'kmaq)
- Maliseet
- Penobscot
- Passamaquoddy

Pronounce each name for the class as you write it on the board. Then direct students to write these five terms in their journals.

Step 2 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. Then distribute copies of the Maine counties map (which you have downloaded and printed from http://quickfacts.census.gov/qfd/maps/maine_map.html).

Arrange students in pairs. Tell them that they will be working together at the Tree & Tradition Web site which you have just viewed as a class. Give students a **Focus for Media Interaction** by instructing them to mark the location of each tribe on their Maine county map with a different color of pencil or pen. (**Note:** If you prefer, you can print out copies of the Maine tribal maps for students to trace so that can more easily place the tribes in the correct regions of Maine.)

Step 3 When they have finished marking their maps, give students another **Focus for Media Interaction** by directing them to write, in their journals, the name of every town or county where the individual tribal groups are located.

LEARNING ACTIVITY

Step 1 Discuss the word *history*. Come up with a group definition of the term and write it on the board. Next, discuss the terms *prehistory* and *prehistoric*. As a class, come up with definitions of these terms using a dictionary or the Web as needed. Explain that Wabanaki culture spans modern, historic, and prehistoric eras. Tell students that there is evidence of people living in Maine for somewhere between 11,000 and 12,000 years. Then direct students to write these terms and definitions in their journals.

Step 2 Tell students that they will be watching a video about Maine's Indian tribes. Remind them of the names of Maine's four major tribes. Say, "This video is called *The People of the Dawn* because that is what the word *Wabanaki* means. The video segments that you will view today will explain the history of the Wabanaki people and how their history fits into the history of Maine."

Distribute copies of Student Handout 1: Video Question Sheet. Review the handout with the class briefly, and direct them to answer the questions as they view the video. Also tell them that they will be using this information for an upcoming project. Assure students that this handout is not a test and that they should simply take good notes.

Step 3 Cue the video to the point where the narrator says, “The birchbark canoe is a symbol of heritage...” Provide students with a **Focus for Media Interaction** by instructing them to answer questions 1 through 5 on their handouts.

PLAY the video. STOP when John Bear Mitchell says, “...that’s when Gluskabe was created.”

Review students’ responses to questions 1-5 as a class. Clarify as needed.

Answers to questions 1-5 on Student Handout 1:

1. Maine was covered in ice.
2. 11,000 to 12,000 years
3. the Paleo-Indian period
4. Different technology was one change: people made their stone tools in a different way. Biological changes gave them shellfish, clams, quahogs, mussels, finned fish, and swordfish to eat.
5. They called their creator Glooskap or Gluskabe.

Step 4 Explain that once Europeans discovered the existence of North America, they were eager to explore the continent. They sent people over the ocean to map and claim the “new” 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, and the Netherlands). Point out Maine, too, so that students can get a sense of distance and land size.

Step 5 Cue the video to the point where the narrator says, “Maine’s archaeological record is enhanced by written history...” Give the class a **Focus for Media Interaction** by instructing them to answer questions 6 and 7 during this segment of the video.

PLAY the video. STOP when the narrator says, “The present-day Wabanaki are descended from these tribes.” Review students’ responses to questions 6 and 7 on the handout, clarifying as needed.

Answers to questions 6 and 7 on Student Handout 1:

6. Europeans first explored around 400 years ago.
7. De Champlain first mapped the region in 1605.

Step 6 Cue the video to the point where the narrator says, “The French, when they came to Maine, tended to trade with the Indians...” Provide students with a **Focus for Media Interaction** by instructing them to answer question 8 during this video segment.

PLAY the video. STOP when Bruce Bourque says, “And so the English who came here came to settle in fairly large numbers.” Review students’ responses to questions 6 and 7 on the handout, clarifying as needed.

Answer to question 8 on Student Handout 1:

8. The two groups were the English and the French.

Step 7 Cue the video to the point where the narrator is saying, “Soon after the Europeans began moving in...” Give the class a **Focus for Media Interaction** by directing them to answer questions 9 and 10 during this segment of the video.

PLAY the video. STOP when the narrator says, “...fighting each other, to war between the English and the Indians.” Review students’ responses to questions 9 and 10 on the handout, clarifying as needed.

Answers to questions 9 and 10 on Student Handout 1:

9. They brought diseases.
10. The Great Dying

Step 8 Cue the video to the point where Bruce Bourque is saying, “King Phillip’s War began in Massachusetts...” Provide students with a **Focus for Media Interaction** by instructing them to answer questions 11 through 15 during this next video segment.

PLAY the video. STOP when John Bear Mitchell says, “We now had to adopt a different way of living, a different style, a different method, and we did.” Review students’ responses to questions 11 through 15 on the handout, clarifying as needed.

• *Answers to questions 11-15 on Student Handout 1:*

11. King Philip’s War occurred in 1678.
12. It started in Massachusetts.
13. It spread to Maine when British seamen drowned Squando’s baby in Saco.
14. Official history has The French and Indian War occurring between 1754 and 1763, but New England was primarily involved between 1755 and 1760.
15. The Indian Nonintercourse Act was enacted in 1790.

Step 9 Cue the video to the point where Bruce Bourque is saying, “Now you have English settlers, not just farmers...” Give the class a **Focus for Media Interaction** by directing them to answer question 16 during the next segment of the video.

PLAY the video. STOP when John Bear Mitchell says, “...and we would trade those for something that would make our life easier.” Review students’ responses to question 16 on the handout, clarifying as needed.

Answers to question 16 on Student Handout 1:

16. 6,000 acres

Step 10 Cue the video to the point where the narrator says, “The reawakening of Maine’s rich Wabanaki culture...” Provide students with a **Focus for Media Interaction** by instructing them to answer questions 17 through 19 during the next video segment.

PLAY the video. STOP when Bernard Jerome says, “...our grandchildren so they won’t have it as tough.” Review students’ responses to questions 17 through 19 on the handout, clarifying as needed.

Answers to questions 17-19 on Student Handout 1:

17. Maine Indians got the right to vote in 1967.
18. The Maine Indian Land Claims settlement happened in 1980.
19. The settlement gave Maine Indians money and federal recognition.
This was important for future generations and for preserving their way of life (culture).

(**Note:** At this point, you may want to collect students' answers to the questions on Student Handout 1 to be sure that they have understood the concepts and are ready for the next exercise.)

CULMINATING ACTIVITY Using their answers on Student Handout 1 and the notes they have taken in their journals, students will be constructing individual timelines of the Wabanaki people. Each student's timeline should include up to six historical points concerning the Wabanaki and their interaction with other peoples.

Step 1 Talk with the class about timelines. Tell them that timelines are designed to let us see the order in which historical events occurred. Explain that, in a way, a timeline is like a map of time; it shows events in relation to one another in history.

Explain the parameters of the assignment: Each student will be creating a timeline that shows at least five, and possibly six, key events in the history of the Wabanaki tribes as they interacted with other groups. Tell students that their timelines can be vertical or horizontal, but that each timeline must include a key, which should consist of a page of two or three-sentence descriptions for each entry. Distribute copies of Student Handout 2: Culminating Project – Maine Native American Timeline, and tell them to use this handout for organizing their timeline. Then distribute copies of Student Handout 3: Timeline Rubric. Review the rubric with the class, making sure that everyone understands how the final timelines will be assessed.

Step 2 Direct students to the Social Studies for Kids Web site at <http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>. This page contains brief instructions about how to construct a timeline. Set a due date for the project to be completed, and provide assistance as needed.

Step 3 Display the completed timelines and maps in a common area of the school so that other students can learn about the Wabanaki people.

(**Note:** These materials can be used throughout the year as reference materials. Students can add more dates pertinent to Native American history as they work through their American history curriculum; they can also include their knowledge of Maine Indians in their other studies.)

CROSS-CURRICULAR EXTENSIONS

Art Have students study Wabanaki designs on birchbark and use those ideas to create borders and illustrations for their timelines.

English Language Arts

- Encourage students to learn phrases in the Micmac and Penobscot languages. The Web sites listed below offer vocabulary and audio pronunciation guides in two Wabanaki languages:

- Aboriginal language site featuring the Micmac language:
<http://www.firstnationhelp.com/ali/lessons.php>

- Abenaki language site, focusing on the Penobscot language:
<http://freepages.genealogy.rootsweb.com/~abenaki/Wabanaki/index.htm>

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You could also invite a Native American speaker of one of the Wabanaki languages in to the classroom for a lesson.

- Help your class learn some of the vocabulary associated with historical study and Wabanaki culture. Many of the words used in the video *The People of the Dawn* may be unfamiliar to students. Use the word list below, or identify other words that your class may need to learn how to define. Replay the video, stopping the film as each of your target words is said, and discuss the meaning of the word. For example, when the narrator is explaining how the receding glaciers affected the environment, stop the video. Ask the class if they know what *glacier* means. Direct each student to look up the word in a dictionary, then write the definition in his or her notebook. Discuss the official definition of the term and how it applies to the story being told in the video.

tradition	Archaic period
treaty	Creator
epidemic	glacier
survey	tundrac
Paleo-Indian period	culture

COMMUNITY CONNECTIONS

- Invite a person from one of the four Wabanaki tribes into the class to tell his or her story.
- Invite a Wabanaki storyteller in to tell the class about the legends of Glooskap and how they form a history of Maine Native Americans.
- Visit the Abbe Museum in Bar Harbor to learn about Maine Native American culture, archaeology, and history. Contact them about school programs at 207-288-3519 or abbemc@midmaine.com.
- Visit the Maine State Museum in Augusta so that students can gain a better understanding of the way life was in Maine centuries ago. The museum contains objects and information pertinent to 12,000 plus years of state history, from the Paleo-Indians to the first European explorers, focusing on Maine archaeology and prehistoric life. The exhibit includes a Paleo-Indian meat cache, a reconstruction of an archaeological dig, and more than two thousand artifacts and specimens dating from the end of the Ice Age through the 1800's. To schedule a school tour, call 207-287-2301.

Video Question Sheet

Part 1

14,000 years ago, Maine was covered in what? _____

For how long have people been in the area we know as Maine? _____ years.

What was this first period of history called? _____

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.

Whom do the Wabanaki call their Creator? _____

Part 2

When did European explorers first explore this region? _____

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

Name the two European groups that settled in Maine:

_____ and _____

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

What was the name of the epidemic of 1616-1619? _____

When was King Phillip's War? _____

Where did King Phillip's War start? _____

What caused it to spread to Maine? _____

When was the French and Indian War? _____

The Indian Nonintercourse Act prohibited the sale of Indian lands without approval from the government.

What year was this? _____

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

What year were Maine Indians granted the right to vote? _____

What year was the Maine Indian Land Claims settlement? _____

How did this settlement benefit Maine Indians?

_____ and _____



Student Handout 2

Culminating Project – Maine Native American Timeline

Using your journal notes and the questions you answered on Student Handout 1, you will construct a timeline of the Wabanaki people. Your timeline should include **five historical points** concerning the Wabanaki people and their interaction with people from other cultural groups. 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. (The key should be on a separate page, with a two to three-sentence description for each entry.)

Historical Events:

- 1.
- 2.
- 3.
- 4.
- 5.
6. (extra credit)

Student Handout 3

Timeline Rubric

	Distinguished	Proficient	Limited	Attempted
Item Choice	Meets criteria of assignment.	Meets criteria of assignment, with few or no inaccuracies.	Includes required number of items; some inaccuracies.	Does not include required number of items.
Scale and Sequence	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
Mechanics	Flawless	Few mechanical errors	Some errors in spelling, identification, or dating	Many errors in spelling, identification, or dating
Content	Information contained is informative and complete	Few errors in content	Some errors in content or material is incomplete	Illegible or messy
Use of Video Material and Class Discussion Topics	Illustrates a clear understanding of topics addressed in class	Illustrates some 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