



H O M E

The Story of Maine

The First People of Maine: The Wabanaki in Maine History

Teaching Unit for Grades 7 - 8

TIME ALLOTMENT 5 class periods of 1 hour each

OVERVIEW The Wabanaki people – the Micmac, the Maliseet, the Passamaquoddy, and the Penobscot – have inhabited Maine for many centuries. They maintain a strong connection to their history and culture, but most people know little about them. Who are the Wabanaki, and how have they helped to shape our state? Through the activities in this teaching unit, students will come to understand more about Maine's native peoples and how the four major Wabanaki tribes have enriched the state's history and culture.

SUBJECT MATTER Social studies, history, geography

LEARNING OBJECTIVES By the end of this teaching unit, 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 accounts of the same event or theme in history may differ.



Maine Public Broadcasting Network



Elsie Viles

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CONNECTIONS TO STANDARDS

Maine State Learning Results (Grades 5 - 8)

<p>SOCIAL STUDIES</p> <p>History</p> <p>A. Chronology:</p> <ol style="list-style-type: none"> 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 	<p>United States, and selected world civilizations.</p> <p>B. Historical Knowledge, Concepts, and Patterns:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the causes and effects of major events in United States history and their connections to Maine history. <p>C. Historical Inquiry, Analysis, and Interpretation:</p>	<ol style="list-style-type: none"> 4. Identify ethnic and cultural perspectives missing from a historical account, and describe these points of view. <p>Geography</p> <p>B. Human Interaction with Environments:</p> <ol style="list-style-type: none"> 3. Explain how cultures differ in their use of similar environments and resources.
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MATERIALS NEEDED

- MPBN episode *The People of the Dawn*, from the series *HOME: The Story of Maine* (2003)
- New England Web page: <http://www.nctc.com/~cheyanne/page7b.html>
This map of New England shows the traditional home lands of Maine's Native American tribes.
- Abbe Museum site: <http://www.abbemuseum.org/pages/wabanaki.html>
This page shows where the Maine Indian lands are located today.
- Algonquin languages: <http://www.lakeheadu.ca/~jomeara/algonquianLanguages.html>
A list of languages in the Algonquin language family can be found at this site.
- Penobscot Primer Project: <http://www.umaine.edu/hudsonmuseum/penobsco1.htm>
Listen to a Penobscot elder speak her native language. (This requires computer speakers and QuickTime)
- Blackboard or whiteboard
- Large sheets of chart paper and a black marker
- Merriam-Webster Dictionary, www.m-w.com, or any computer dictionary program
- Laptop computer(s), preferably with MacJournal for note taking and writing
- Individual student journals (optional)
- Copies of each of the following reproducible handouts:
 - Student Handout 1: Wabanaki Oral Report – Final Presentation Checklist
 - Student Handout 2: Oral Presentation Rubric
 - Student Handout 3: Written Presentation Rubric

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PREP FOR TEACHERS

1. Preview the video and note where the audio cues are.
2. Preview and bookmark the Web sites listed above under Internet Resources.
3. Create a large timeline for the classroom using sheets of chart paper. Hang these sheets on the classroom walls in chronological order. Include five to seven basic milestones in American history, such as the following:
 - 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

Step 1 Ask students to name the four major tribes of Native Americans in Maine. Write these on the board:

- Micmac
- Maliseet
- Penobscot
- Passamaquoddy

Explain that these tribes are all part of the larger group of Wabanaki peoples. Write Wabanaki on the board, and explain that it means “People of the Dawn.” Tell students that these tribes are not bound within the borders of Maine; also explain that the state’s borders now run through their lands.

Have students access the map at the New England Web page <http://www.nctc.com/~cheyanne/page7b.html>. Tell them that this shows the traditional lands of the Wabanaki. Then have them access the map at the Abbe Museum site <http://www.abbemuseum.org/pages/wabanaki.html>, which shows where the tribes are today. Point out that there are Micmac, Maliseet, and Passamaquoddy reservations in the Canadian Maritime provinces, too.

Give the class a **Focus for Media Interaction** by directing them to compare the map of traditional Native American lands with current Indian reservation lands.

Step 2 Inform students that the Wabanaki consider themselves one people, and that 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.

Now have students access the Algonquin Languages Web page at: <http://www.lakeheadu.ca/~jomeara/algonquianLanguages.html>.

They will be able to see a list of the tribal groups that the Micmac, Maliseet, Passamaquoddy, and Penobscot are related to through the Algonquin whistle trait. Provide students with a **Focus for Media Interaction** by asking them to list three tribes that are linguistically related to the Wabanaki. Also have them note where the related tribes are located. Discuss how far the related tribes range and what it might mean to be related to these other groups of people.

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Step 3 Next, as a class, go to the Penobscot Primer Project at <http://www.umaine.edu/hoodsonmuseum/primer.php> to listen to a native Penobscot speaker. Ask the class if they were aware that the Native Americans of Maine are a distinct group. Then ask, “In what context do you usually encounter American Indians?” Discuss. Question students about whether they identify Native Americans as a number of distinct groups or whether they tend to group them all together as “Indians.” Finally, ask, “Are Maine’s native peoples ever singled out?” Discuss.

Step 4 Instruct the class to look up the following words in a dictionary and record the definitions in their journals:

- Culture
- Tradition

Inform the class that most of us have traditions and aspects of our culture that we have inherited from our ancestors. It may be the way we celebrate a holiday, the food we eat, the music we listen to, or the religion we practice. In the past, many Native American tribes faced rapid and sweeping changes that led – often by force – to a loss of culture and tradition.

Tell students that they will be watching part of a video showing a Wabanaki tradition that is being revived here in Maine. Cue the video to the point where Chief Barry Dana says, “When you learn the process of making the birchbark canoe...” Give students a **Focus for Media Interaction** by asking them to note how the craft of canoe making has remained constant over time.

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

Ask, “What does Chief Dana mean by this last sentence?” Discuss. (Elicit the following answer from students: The chief 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.

Step 5 Provide students with another **Focus for Media Interaction** by asking them to think about whether it is important to preserve culture and tradition as they watch the next video segment. Cue the video to the point where Chief Barry Dana says, “What was really interesting last summer was we put together a birchbark canoe...”

PLAY the video. STOP at the end of the program. Discuss the Focus question as a class. Ask, “Does anyone think that preserving tradition is not a good idea or not useful?” If some students share this opinion, foster a debate on the subject, making sure that participants can support their arguments.

Step 6 Ask students individually to identify a part of their culture or a tradition in their lives. Instruct them to describe this in their journals.

Next, as a class, create a list of reasons why the speakers in the video might believe that preserving Wabanaki culture is important. Using this list as their set of criteria, students should then write one page each, telling how and why it would be important to preserve the particular family tradition they identified in their own lives. Instruct them to make comparisons with the objectives raised in the video. If necessary, you can replay these two segments before the writing assignment begins. Have students pass their papers in when they leave class for the day.

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LEARNING ACTIVITY

Step 1 As class begins, review with students the names of Maine’s four major Indian tribes: the Micmac, the Maliseet, the Passamaquoddy, and the Penobscot.

Tell the class that today they will learn more about the history of Maine’s native peoples. They will also begin to see how Maine’s Native American history fits into the history of the state as a whole and American history in general. Point out the timeline that you have placed on the wall. Explain that as students view more of the video about the Wabanaki people, they will insert historical reference points onto the timeline.

Inform the class that not all dates in history are exact. Say, “Occasionally, we cannot be sure of an exact date, so we use an approximate, or *circa*, date. Write the word *circa* on the board along with its abbreviated forms, *ca.* or *c.* Have students look the word up in the dictionary and write the term and its definitions in their journals.

Step 2 Cue the video to the point where the narrator says, “The birchbark 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. Tell students that the first segment of the video addresses the very earliest known human life in Maine.

Provide students with a **Focus for Media Interaction** by asking them to listen for the names of the first two periods of life in this region. Also instruct them to list the things that distinguish these two periods from each other. Further, ask students to listen for the dates of these two periods so that you can insert them into the timeline. Encourage them to take notes.

PLAY the video. STOP when the narrator says, “...spear points and other data surviving through the millennia.” As a class, discuss the Paleo-Indian period (11,000 years ago) and Archaic period (9,500 years ago) as detailed in the video. Then have students place these eras on the timeline.

Ask, “Did the speaker suggest that the Paleo-Indians and Indians of the Archaic period are different groups, or are they the same people with different technology?” Discuss. Ask the students who volunteer answers identify how we know this: “Who found the evidence, or data, to support our theories about early life?” Try to elicit the following answer: *archaeologists*.

Step 3 Explain that there are often differing points of view in history, especially when there are no written records. Expand on this thought by telling students that sometimes even when there are written records, they only represent the experience and opinions of one party.

Cue the video to the point where the narrator says, “Maine’s archeological record is enhanced by written history...” Inform the class that the next segment of the video is about Wabanaki history after Europeans first came to this region. They will be seeing and hearing both a native historian and a historian from outside the Wabanaki tribal group. Provide students with a **Focus for Media Interaction** by instructing them to make notes on the two European groups that first came to this

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area and the differences between the two. Again, remind students to listen for the pertinent dates, as they will need to place them on the timeline. (Students should gather the following information from the video: *The two groups that first arrived were the English and the French; they arrived about 400 years ago, or circa 1600.*)

PLAY the video. STOP when Bruce Bourque says, “And so the English who came here came to settle in fairly large numbers...” Ask, “What were the differences between how these two groups of Europeans approached their relationships with the Native Americans?”

Step 4 Discuss with students how the Wabanaki people shown in the video view their history. Ask, “Are there similarities between their views and the views expressed by historians? How did the English and French settlers interact with the native peoples?”

Cue the video to the point where the narrator says, “Soon after the Europeans began moving in...” Give the class a **Focus for Media Interaction** by directing them to watch and listen for the turning point in Wabanaki history. Ask, “What happened, and how did this event affect the Wabanaki? What is this event called, and when did it happen?” (Students should gather the following information from the video: *The event is called the Great Dying, and it occurred between 1616 and 1619. 90% of the Native American population died from diseases brought by the Europeans.*) PLAY the video. STOP when the narrator says, “...native tribes fighting each other, to war between the English and the Indians.”

Have students add the name and date of the Great Dying to the class timeline. Then ask, “How can a group of people deal with losing 90 percent of its population? Are there any modern events that parallel this experience? How do you preserve a people’s culture and tradition after a tragedy of this magnitude?”

Step 5 Explain to students that the relationship among the English, the French, and the Wabanaki continued to deteriorate after the Great Dying. Tell students that these three groups were at war for nearly 100 years, from the second half of the seventeenth century into the first half of the eighteenth century. Say; “These wars are called the French and Indian Wars, or the Frontier Wars. Why do you think the relationship was so poor between these groups?”

Cue the video to Bruce Bourque as he says, “King Phillip’s war began in Massachusetts...” Give students a **Focus for Media Interaction** by directing them to note the date of King Philip’s War and the French and Indian Wars. Tell them that these events and their dates must be added to the class timeline. (Students should gather the following information from the video: *King Philip’s War: 1678; the French and Indian Wars: 1755-1760, with the official end in 1763.*)

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

Step 6 Discuss with students how Wabanaki life must have changed after the Frontier Wars. Elicit the following information: Their population was diminished, so they had less power to negotiate as

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a people. They also had less land, which meant that they had to curtail their traditional methods of finding food – hunting, fishing, and foraging.

Cue the video to the point where John Bear Mitchell says, “The reason why native people were involved was because we were so knowledgeable about the terrain...” Provide students with a **Focus for Media Interaction** by instructing them to listen for the governmental legislation enacted to assist Native Americans. Remind them to add this event to the class timeline. (Students should gather the following information from the video: *The governmental legislation was the Indian Non-intercourse Act of 1790.*)

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

Ask, “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?” Discuss.

Step 7 Explain that the Wabanaki continued to struggle as they adjusted to the laws, customs, and expectations imposed by the new government. Now have students consider how the Indian Non-intercourse Act has even impacted modern Native American life as they watch the next video segment.

Cue the video to the point where the narrator 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 twentieth century. Remind them that both of these events will need to be added to the class timeline. (Students should gather the following information from the video: *The two key events were the Wabanaki getting the right to vote in 1967 and the Land Claims Settlement in 1980.*)

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

Say to the class, “American women obtained the right to vote in 1920. Why do you think it took so long for Native Americans to receive that right?” Discuss.

Go on to discuss the fact that many Native Americans feel that sovereignty is an important component of their culture. Instruct students to look up the definition of sovereignty and to write it in their journals. Then ask the following questions:

- How would sovereignty be important to a people like the Wabanaki?
- What role would sovereignty play if you were trying to maintain a small culture (Micmac, Maliseet, Penobscot, or Passamaquoddy, for example) within a larger one (mainstream American culture, for example)?

CULMINATING ACTIVITY

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Step 1 Have the class take another look at the large timeline on the walls. There should still be enough room for each student to make an entry on the line. Tell students that they will now each be preparing 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 to report on so that the class is exposed the widest possible array of people. Tell students that they may choose sports figures, artists, dancers, politicians, or even people who are not public figures.

Step 2 Distribute copies of Student Handout 1: Wabanaki Oral Report – Final Presentation Checklist. Review the handout with students, clarifying as needed. Tell them to use the handout as a guide to make sure that their final reports contain all of the required elements. If necessary, model the correct form(s) for bibliographic entries on the board.

Next, distribute copies of Student Handout 2: Oral Presentation Rubric. Again, review the handout with the class, clarifying as needed. Tell students to refer to this rubric as they rehearse their oral presentations to ensure the best possible grade. Assign a due date for each student's oral presentation. Then tell the class that all presentations must also be typed up and handed in. Distribute copies of Student Handout 3: Written Presentation Rubric, and review with the class. Remind students to refer to this rubric when they are typing up their final reports to make sure that they are of the highest possible quality.

Step 3 Upon completion of their reports, individual students should add their chosen Wabanaki people to the class timeline, along with their birth and (if applicable) death dates. This will allow students to see their own subjects in chronological relation to the others. (**Note:** A list of both online and published sources for this project is included at the end of this teaching guide. Alternatively, you may choose to have your students contact your school or local library for more research sources.)

Each presentation should take no more than five minutes. Presenters should be able to answer questions as they arise, or they should be able to recommend sources for further reading if more difficult questions come up.

Encourage students to locate images or music to enhance their presentations. (**Note:** Do *not* encourage students to sing Wabanaki songs or dance traditional Wabanaki dances. Native American music and dance often have spiritual connections that some native people may not want to share.)

Remind students to hand in a final copy of their presentation along with a bibliography. (This can be an opportunity to conduct a lesson on research methods or creating a bibliography.)

CROSS-CURRICULAR EXTENSIONS

English Have each student write a story in the voice of his or her report subject. The story should reflect a theme or event in history as this person may have experienced it.

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Music Invite a native musician or dancer in to perform for the class. Ask this individual to talk about the significance of music and dance in Native American culture and how this has changed over time.

COMMUNITY CONNECTIONS

- Visit the Abbe Museum in Bar Harbor to learn about Maine Native American culture, archaeology, and history. Contact the museum for information about school programs at 207-288-3519 or abbemc@midmaine.com.
- Visit the Maine State Museum in Augusta. Students will be able to gain a deeper understanding of the way life used to be in Maine. The museum contains items reflecting over 12,000 years of history, from the Paleo-Indians to the first European explorers, with an emphasis on Maine archaeology and prehistoric life. The exhibit includes a Paleo-Indian meat cache, a reconstruction of an archaeological dig, and more than 2,000 artifacts and specimens dating from the end of the Ice Age through the 1800's. To schedule a school tour, call 207-287-2301.
- 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 how this individual's Native American heritage has influenced his or her art.
- Have students take a canoe lesson at a state park or public beach. Experiment with Barry Dana's statement, "So, if you've never taken the paddle out of the water, you've always got a point of stability."

ADDITIONAL SOURCES

- Timelines

Sample timelines for Maine and United States history can be found at the following Web sites:

<http://www.mpbm.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: Tribal Life and Times in Maine and New Brunswick, by Donald Soctomah (Maine: Passamaquoddy Tribe of Indian Township, 2002).

Women of the Dawn, by Bunny McBride (Lincoln, NE: University of Nebraska Press, 1999).

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Twelve Thousand Years: American Indians in Maine, by Bruce Bourque (Lincoln, NE: University of Nebraska Press, 2001).

Baseball's First Indian, by Ed Rice (Windsor, CT: Tide-mark Press, 2003).

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 story ("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:** This site contains some mildly graphic descriptions of Anna Mae's death.)

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Wabanaki Oral Report – Final Presentation Checklist

Include these criteria in your presentation. Be sure to cite your sources correctly 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 he or she live?	
What tribe is/was he or she associated with?	
Why is this person interesting to you?	Student Handout 2
Does this person's life connect with Maine history or Maine culture?	
Did this person accomplish a goal or do something of significance?	
What is this person's birth date? If he or she is no longer living, what is the person's date of death? Where does this individual fit on the class timeline?	
Why do you think it is important to know about this person?	
Name one national event that happened during this person's life (for example, the writing of the Declaration of Independence, the invention of the lightbulb, or a human walking on the moon)? NOTE: See http://historytimeline.com/Norm/normindex.htm http://www.si.edu/resource/faq/nmah/timeline.htm http://www.historychannel.com for ideas	
Name one Maine event that happened during this person's life. NOTE: See http://www.mpbn.net/hometsom/timelines/timeline1.html http://www.state.me.us/sos/kids/allabout/historytimeline.htm http://www.statehousegirls.net/me/timeline for ideas	

Oral Presentation Rubric

Student Handout 3

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 able 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 all (99-90%) of the time.	Stays on topic all (89-75%) of the time.	It is 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 no words.	Speaks clearly and distinctly most (94-85%) 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.	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

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 very 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.	Stays on topic all (99-90%) of the time.	Stays on topic all (89-75%) of the time.	It is hard to tell what the topic was.
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.