

Superintendent
Cornelia Brown PhD
Assistant Superintendent
Michelle McClellan
Business Manager
Adam Hanson

Auburn School Department

"Empowering lifelong learners to succeed in an ever changing world"

<http://www.auburnschl.edu>

60 Court Street, 4th Floor
Auburn, ME 04210

Fax: 207-333-6628
207-784-6431

March 30, 2021

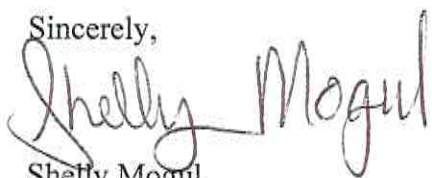
Emma Bond
Legal Director
American Civil Liberties Union
PO Box 7860
Portland, ME 04112

Dear Attorney Bond:

Enclosed you will find curriculum information regarding the teaching of Native American Maine History in the Auburn School Department.

We are currently working to realign our elementary social studies curriculum to the recently revised Maine social studies standards so the grade 4 elementary units included are the unit that has been in place and a newly created unit, aligned to the new standards.

Sincerely,



Shelly Mogul
Director of the Office of Learning and Teaching



People Long Ago And Today



Grade 1
Unit 1

Auburn School Department
Social Studies
June, 2008



AUBURN SOCIAL STUDIES CURRICULUM – GRADES K - 2

GRADE K	GRADE 1	GRADE 2
<p>Me and My Family (Ties into the Money Matters unit)</p> <ul style="list-style-type: none"> • What is a family? • What are the stories and traditions of my family and other families? • What are the symbols and celebrations my family knows? <p><u>Concept themes:</u></p> <ol style="list-style-type: none"> a. Interdependence b. Culture c. Civic ideals and practices 	<p>People Long Ago and Today</p> <ul style="list-style-type: none"> • How do people live work and play today? • How did people live work and play long ago? • What are some traditions and celebrations of past and present groups of people in our community? <p><u>Concept theme:</u></p> <ol style="list-style-type: none"> a. Individuals/groups b. Time, change and continuity 	<p>Many Communities</p> <ul style="list-style-type: none"> • What are the stories and traditions of our community? • How are the stories and traditions of other communities the same and different from ours? • Where did some of our traditions (celebrations) come from? <p><u>Concept themes:</u></p> <ol style="list-style-type: none"> a. Individuals/groups b. Time, change and continuity
<p>Places in Our School</p> <p>What are important places and people in our school?</p> <p><u>Concept theme:</u></p> <p>People, places, and environments</p>	<p>Places and Businesses in a Community</p> <ul style="list-style-type: none"> • What are some important places in a community and where are they located? • Where in a community do we find goods and services we want and need? • How do people in our community make money? <p><u>Concept themes:</u></p> <p>Places, regions and locations</p> <p>Production, Distribution & Consumption</p>	<p>Places in the World</p> <ul style="list-style-type: none"> • What is geography? • What are geographic features? <p><u>Concept theme:</u></p> <p>Places, regions and locations</p>
<p>Money Matters (Ties into the Family and Me unit)</p> <p>How do families make money?</p> <p><u>Concept theme:</u> Production, Distribution & Consumption</p>		<p>Money Matters</p> <p>How does geography affect how people make a living?</p> <p><u>Concept theme:</u> Production, Distribution & Consumption</p>

<p>Classroom Rights and Responsibilities How should I behave in a group?</p> <p><u>Concept themes:</u></p> <ol style="list-style-type: none"> Roles/Rights/Responsibilities Conflict/Cooperation 	<p>Classroom & Community Government How do people participate in our classroom and in a community?</p> <p><u>Concept themes:</u></p> <ol style="list-style-type: none"> Roles/Rights/Responsibilities Civic ideals & practices 	<p>American Government</p> <ul style="list-style-type: none"> How do American people participate in government? How are governments in the world the same or different from ours? <p><u>Concept theme:</u> Power, authority, governance</p>
---	---	--

People Long Ago and Today

Grade 1, Unit 1
Inventory Sheet

Qty.

			2008 -200 9	2009 -201 0	2010 -201 1	2011 -201 2	2012 -201 3
	1	Unit Binder with 4 FirstClass electronic documents					
1	1	Word Wall Chart					
2	1 set	4 Scene Sequencing Cards with spinners (before/after)					
3	1	Big Book: <i>Then and Now</i>					
4	1	Big Book: <i>How Life Changed</i>					
5	1	Sorting Circles					
6	1	CD w/sorting pictures					
7	1 set	Thanksgiving: Long Ago & Today (Guided Reading [GR] set)					
8	1 set	Old and New (GR set)					
9	1 set	Long Ago (GR set)					
10	1 set	Long Ago (GR set) Newbridge					
11	1 set	School Then and Now (GR set)					
12	1	Big Book: <i>We Celebrate</i>					
13	1	Laminated Independence Day photographs					
14	1	<i>The Abenaki by Elaine Landau</i>					
15	1 set	Abenaki resource information					
16	2	Bags of buttons					
17	1	Ball of twine					
18	1	Talking stick					

**Please check your materials at the beginning of the year

PEOPLE LONG AGO AND TODAY

Grade 1 - Unit 1 – People Long Ago and Today Concept themes: Individuals/groups; Time, continuity & change Unit Framing Questions: How is our life the same as life long ago? How is our life different from life long ago? What are some traditions (celebrations) of groups of people in our community? Unit Summary: Students compare life today with life long ago; including, but not limited to: communication, transportation, recreation, clothing, school, homes, chores, and celebrations. Comparisons include Maine Native Americans and recent immigrant groups.	
E1 Students understand the nature of history as well as key foundation ideas. A1 Students identify and investigate research questions related to social studies by locating, organizing, and sharing information. (L) E2 Students understand historical aspects of the uniqueness and commonality of individuals and groups.* B3 Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures.	
E1.c Identify past, present, and future in stories, pictures, poems, songs, or videos. E1.a Describe history as “stories” of the past. E1.d Apply terms such as “before” and “after” in sequencing events.	What do we mean when we say: past, present, future? <ul style="list-style-type: none"> • The past is anything that happened before right now. • The present is what is happening right now. • The future is what will happen. What is history? <ul style="list-style-type: none"> • History is a story of the past What are words we use to tell when things happen? <ul style="list-style-type: none"> • <i>Before</i> and <i>after</i> are words we use to tell when things happen. <i>Optional: Use the words then, now.</i> How did people live, work and play long ago? <ul style="list-style-type: none"> • People wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones we use today.
B3.b Compare traditions that are similar across the nation and those that differ in various cultural groups.	What are traditions? <ul style="list-style-type: none"> • A tradition is something from the past that we do today. What are traditions from our school and families? <ul style="list-style-type: none"> • Every school has traditions that are celebrated every year. • Every family has traditions that are similar and different. How are traditions similar and different? <ul style="list-style-type: none"> • Traditions can be similar/different in what is done and how it is done. What is a culture? <ul style="list-style-type: none"> • A culture is a group of people who live, work, play and celebrate in similar ways.

	<p>How do different cultures celebrate?</p> <ul style="list-style-type: none"> • Most cultures celebrate important events with parades, festivals, dances, music, parties, food, decorations and/or special clothing.
<p>E2.b Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p> <p>A1.c Locate and collect information for a specific purpose from sources including maps, photographs (pictures), charts and graphs.</p> <p>A1.d Organize findings.</p> <p>A1.e Share information gathered using oral and visual examples.</p>	<p>How did Maine Native Americans live, work and play long ago?</p> <p>Native Americans wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones they use today.</p> <ul style="list-style-type: none"> • Native Americans have a tradition of story telling. • Abenaki games that were and are fun to play are: cat's cradle, bone on a sinew (button on a string), snow shoeing, tobogganing, maple syrup collection, corn husk dolls, beading and weaving <p>How can I locate, organize and share information about Maine Native Americans?</p> <ul style="list-style-type: none"> • I can find pictures about Maine Native Americans and organize them into categories: Live, Work, Play

LESSON SEQUENCE

Lesson 1 – My Past, Present and Future

Students will share events from their past, present and future using prompts.

As a result of this lesson sequence, each student will be able to:

- Give examples and draw pictures of present, past, future from their own lives.

Lesson 2 – What is history?

Students will use images and ideas from a video to explore the concept of history by discovering how people lived, worked and played in the past.

As a result of this lesson sequence, each student will be able to:

- Give an example of history

Lesson 3 – Before and After

Students will use the words *before* and *after* as the sequence events with picture cards.

As a result of this lesson, each student will be able to:

- Use the words *before* and *after* to tell when things happen.

Lesson 4 - Then and Now

Students will compare transportation, clothing, jobs, games, communication, schools from the past and present.

As a result of this lesson sequence, each student will be able to:

- Use pictures and photographs to show examples of the past and present.

COMMON ASSESSMENT

- Students will sort examples from the past and present.

Lesson 5 – Traditions – Students will learn about school and family traditions to understand that traditions are stories, celebrations, events, special foods that happen in the past and still happen today.

As a result of this lesson, each student will be able to:

- Share a tradition

ALERT – The Family Tradition letter should be sent well in advance.

Lesson 6 - Culture

Students will learn that culture describes how people live, work, play, worship and celebrate by watching cultures around the world.

As a result of this lesson, each student will be able to:

- Give an example of something that can be a part of culture (art, music, food, clothing, celebrations, etc.)

Lesson 7 - Celebrations

Students learn how celebrations are traditions and how they are same and different.

As a result of this lesson, each student will be able to:

- Compare ways in which cultural celebrations are similar and different.

COMMON ASSESSMENT – Show pictures of Independence Day celebrations from around the world.

Students must write or tell two ways the celebrations are the same and two ways they are different.

Lesson 8 – Maine Native American Traditions: Introduction

Students will learn how Maine Native Americans lived, worked and played long ago

As a result of this lesson, each student will be able to:

- Use describing words as they look at pictures of Maine Native American culture.

COMMON ASSESSMENT - Children locate, organize and share information about Maine Native Americans by using post-its in resource books.

Lesson 9 – Maine Native American Traditions: Games

Students will learn how Maine Native Americans played traditional games.

As a result of this lesson, each student will be able to:

- Make and play a traditional Native American game.

Lesson 10 – Maine Native American Traditions: Storytelling

Students learn how celebrations are traditions and how they are same and different.

As a result of this lesson, each student will be able to:

- Share using a Talking Stick
- Tell a favorite part of a Maine Native American story.

COMMON ASSESSMENT

Ask students to draw a picture and write/tell a sentence to describe one way Maine Native Americans lived worked or played.

During the year, use holidays, school events, kinds of uniforms/dress, game etc. to reinforce the concepts of traditions and celebrations. You can talk about the different kinds of holidays (and their celebrations) without teaching the religious beliefs of each holiday. What a great opportunity to heighten children's understanding of unity and diversity!

People Long Ago and Today

past	before
present	after
future	then
history	now

play
celebrations
native
Americans
traditions
games
storytelling

Lesson #1: Name of Lesson: My Past, My Present, My Future

What do we mean when we say: past, present, future?	<ul style="list-style-type: none"> • The past is anything that happened before today. • The present is what is happening right now. • The future is what will happen.

As a result of this lesson sequence, each student will be able to:

- Give examples and draw pictures of present, past, future from their own lives.

Materials:

- Word Wall chart
- Word cards or write the words on a chart: PRESENT, PAST, FUTURE
- Worksheet: *Past, Present Future*
- Optional: Large ball, Koosh Ball, yarn

Preliminary

1. Use the terms "past," "present," and "future" as you do your daily calendar work and throughout the day. If you use the labels "yesterday was," put the word "past" next to it, etc. This will give students lots of experience with the words.
2. In November, your Everyday Math unit introduces students to time lines. If you begin to keep and display a time line with major classroom events on it, you can refer to that time line as you explain the word *past*. Examples of events: First day of school, Open House, Land Lab field trip, etc.

Teaching the Lesson

1. Gather students in a circle for a Quick Share. Model what you want. Use a Koosh Ball or yarn (for a web) to take turns randomly.
 - Prompt 1 – Right now I am... Everything you are doing now is happening in the **present**. Display the word.
 - Prompt 2 – (Use several prompts as students take turns or children pick a sentence strip with a prompt or choose prompt from a chart.) When I was little...Last week... summer...Yesterday...Everything that happened before is in the **past**. Display the word.
 - Prompt 3 – (Use several prompts as students take turns or children pick a sentence strip with a prompt or choose one prompt from a chart.) When I am older, I will... When I grow up, I will... When I go to second grade, I will... Display the word.

PAST

When I was little...
Last week, I ...
Yesterday, I...
Last summer, I...

let
one
Last
now

FUTURE

When I am older, I
will...
When I grow up, I
will...
When I go to second
grade, I will...
Yesterday, I...
Last summer, I...

let

2. Summarize what each term (past, present and future) means using student examples.

3. Sing one or both of these songs.

Sung to the tune of <i>Yankee Doodle</i> . Yesterday is in the past Today is in the present Tomorrow, next week and next month Will all be in the future	Sung to the tune of <i>If you're Happy and You know it</i> Past, present, future is the way We talk about the sequence of the days. It's history that we know It's how we like to show The stories of how we live and work and play.
--	---

4. Distribute a three-column worksheet: *Past, Present, Future*. Children will draw pictures of things that happened in their past, their present, and will happen in their future.
5. Use the words *past, present future* often during the day.
- *In the future, we will go to lunch.*
 - *This morning, in the past, we went to music.*
 - *Right now, in the present, we are getting ready for math.*

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Grade 1, Unit 1 – People Long Ago and Today

Name

Date

PAST	PRESENT	FUTURE
<hr/>	<hr/>	<hr/>

Grade 1, Unit 1 – People Long Ago and Today

Grade 1, Unit 1 – People Long Ago and Today

Lesson #2: Name of Lesson: What is History?

What is history?	● History is a story of the past.

As a result of this lesson sequence, each student will be able to:

- Give an example of history

Materials:

- Word Wall chart
- Discovery Streaming: *Long Ago, Yesterday and Today*

Teaching the Lesson

1. Remind students of the three key vocabulary words: Past, Present, Future. Do a quick check for understanding to make sure students remember which is which. Use pictures or oral examples to re-teach if necessary.
2. Explain that **history** is a story of the past. Watch the Discovery streaming video: *Long Ago, Yesterday and Today*. When the video is finished, repeat the definition of the word **history** as the story of the past. Possible examples:
 - *Long ago in history, children walked to school. There were no busses.*
 - *Long ago in history, people rode horses instead of driving cars.*
 - *Long ago in history, my grandmother came to the United States on a boat.*
3. Ask students to turn and talk: What did they see in the video that is an example of history? For example, *Long ago in history, cameras only took black and white pictures. Long ago in history, children went to a one-room schoolhouse.* Eavesdrop as pairs are sharing information.
4. Closure: Ask students to summarize what they know about history.

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #3: Before and After

What are words we use to tell when things happen?	<ul style="list-style-type: none">• <i>Before</i> and <i>after</i> are words we use to tell when things happen. <i>Optional: Use the words then, now.</i>
--	---

As a result of this lesson sequence, each student will be able to:

- Use the words *before* and *after* to tell when things happen.

Materials:

- Word Wall chart
- Chart with the words *Before Lunch* and *After Lunch*
- Worksheet: *Before and After School*
- 4 Scene Sequencing Cards
- Spinners (before/after)

Teaching the Lesson

- Review the concept of history with an energizer. For example, tell students you want them to touch their nose or jump or cover their heads with their hands when you say something that happened long ago in history.
- Show the chart with *Before Lunch* and *After Lunch*. Students brainstorm events to go in each category.
- Use the 4 Scene Sequencing Cards either by putting students in pairs or use the cards in a center. As students work, elicit the words *before* and *after* by spinning the spinner. When you ring a bell, pairs pass their cards to another pair.
- Check for Understanding: Distribute the worksheet *Before and After School*. Students illustrate one event that happens before school and another that happens after school.

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Grade 1, Unit 1 – People Long Ago and Today

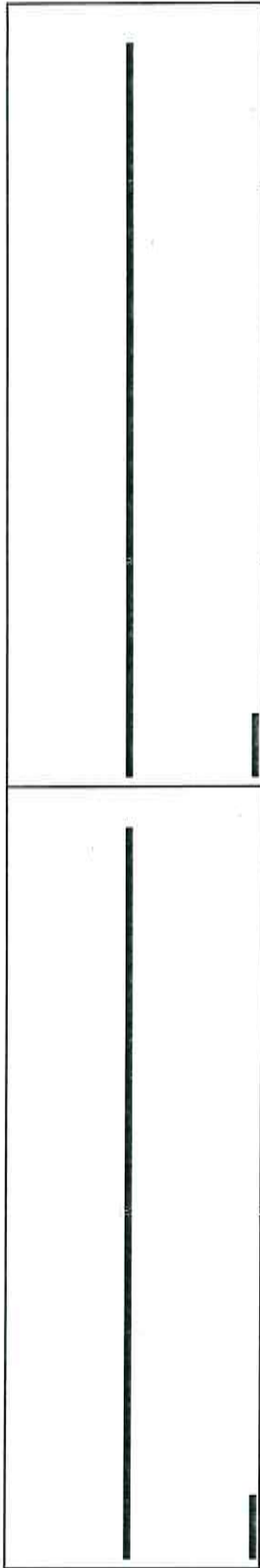
Name

Date

BEFORE SCHOOL

AFTER SCHOOL

Grade 1, Unit 1 – People Long Ago and Today



Grade 1, Unit 1 – People Long Ago and Today

Lesson #4: Then and Now

How did people live, work and play long ago?	<ul style="list-style-type: none">• People wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones we use today.

As a result of this lesson sequence, each student will be able to:

- Use pictures and photographs to show examples of the past and present.

Materials:

- Word Wall chart
- Big Book: *How Life Changed* or *Then and Now*
- Template for student sorting activity
- SmartBoard OR computer lab or laptop cart OR your computer w/projector
- CD with Then – Now pictures for the common assessment
- Guided Reading Sets-*Thanksgiving Long Ago and Today*, *Old and New*, *Long Ago* Level A , *Long Ago*, Level D, *Animals from Long Ago* Level G, *School Then and Now* Level E
- *Optional Reading A to Z: Long Ago and Today* Level G, *Colonial Life*, Level L, *Sending Messages*, Level L

Teaching the Lesson

1. Read the Big Book: *How Life Changed* or *Then and Now*.
2. Use the Guided Reading sets during literacy time to reinforce the concepts of *then* and *now*, *long ago* and *today*.
3. COMMON ASSESSMENT – Model how to sort pictures. Think out loud to notice which details indicate past or present. Show students how to use the Smart Notebook sorting template. Note: Don't be concerned if you can't access a SmartBoard. Every elementary computer has SmartNotebook software on it. Children can cycle through a center OR sort on a SmartBoard OR sort on your computer while the pictures are shown through a projector. Students can show past and present transportation, dress, jobs, school. Yeah, we're high tech!

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #5: Traditions

What are traditions?	What are traditions? <ul style="list-style-type: none">• A tradition is something from the past that we do today.
What are traditions from our school and families?	<ul style="list-style-type: none">• Every school has traditions that are celebrated every year.• Every family has traditions that are similar and different.
How are traditions similar and different?	<ul style="list-style-type: none">• Traditions can be similar/different in what is done and how it is done.

As a result of this lesson, each student will be able to:

- Share a tradition

Materials:

- Word Wall chart
- Family traditions letter
- Artifacts that represent your family traditions (teacher traditions)
- Chart paper
- Post-Its, grouping circle, or any other sorting tool.

Teaching the Lesson

1. Post the definition of “tradition” and explain that schools, families and groups of people have traditions. Share or ask students to remember some of their school traditions. Use these examples to reiterate the definition of tradition as something from the past that we do today. Some schools have end-of-year slide shows or yearbooks and you might be able to use pictures from the show to remind students of school traditions.
2. Families also have traditions. Share some artifacts from your family. Traditions can be celebrations, special foods, vacations, recipes, etc.
3. Ask students to share the artifact they brought in and tell how it represents their family tradition. *Note: Be sure to preview artifacts as children bring them to class so you can ensure the artifact represents a TRADITION and is not just a typical “show and tell.”* Use your judgment about how to share. Typically, students get antsy after 3 or 4 shares so you can space out the sharing over several days. Hopefully, children who have not brought in an item will be encouraged to do so as the week progresses.
4. After a few students have shared, ask students to sort (grouping circle, post-its & chart) so that they can tell similarities and differences between/among traditions. For example, two families may have special holiday recipes but one recipe is for cookies and another is for soup.

Grade 1, Unit 1 – People Long Ago and Today

- 5.** Closure: Reiterate the definition of tradition and give examples of how traditions can be similar and different.

FAMILY TRADITIONS

Dear Families,

We are studying traditions. Traditions are anything from the past that we do today. Please help your child choose one of your family's traditions. It could be a family recipe, a special vacation place, a holiday or celebration, game, special meal, activity etc.



Help your child share this tradition by finding ONE item: a photograph, a recipe, food, a holiday decoration or symbol, a game etc. The item should be small enough to carry to school and should help your child tell the story of your family tradition.



in

Be sure your child knows how the item tells about a family tradition that has been done the past and is still done today. Help your child complete the attached page.

Your child should bring in the item no later than:

_____.

Thank-you for your help.

Name _____

My family tradition is

I am
sharing

because

Grade 1, Unit 1 – People Long Ago and Today

Grade 1, Unit 1 – People Long Ago and Today

Lesson #6: Culture

What is a culture?	<ul style="list-style-type: none">• A culture is a group of people who live, work, play and celebrate in similar ways.

As a result of this lesson, each student will be able to:

As a result of this lesson, each student will be able to:

- Give an example of something that can be a part of culture (art, music, food, clothing, celebrations, etc.)

Materials:

- Word Wall chart
- Discovery Videostreaming: *How Customs and Heritage Shape Communities*
<<http://streaming.discoveryeducation.com/>>
- School library books about different cultures (each library will have different books)

Teaching the Lesson

1. Introduce the video as a description of how people live, work play and celebrate around the world.
2. Show the video. Debrief by talking about the word “culture” and discuss examples from the video.
3. Add or refer to the word *culture* on your Social Studies word wall. Explain the definition of culture: a group of people who live, work, play and celebrate in similar ways.
4. Encourage students to make connections about culture with examples from their own family (previous lessons).
5. Optional – use a library book about culture in another country as a Read-Aloud.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #7: Celebrations

How do people in different cultures celebrate?	<ul style="list-style-type: none">• Most cultures celebrate important events with parades, festivals, dances, music, parties, food, decorations and/or special clothing.
---	--

As a result of this lesson, each student will be able to:

- Compare ways in which cultural celebrations are similar and different

Materials:

- Word Wall chart
- *We Celebrate* – big book
- Chart with headings: SAME DIFFERENT
- Laminated photographs of Independence Days around the world and/or CD
- School library books about specific celebrations (each library will have different books)

Teaching the Lesson

You might stretch this lesson over two days.

1. Remind students of the video they saw (previous lesson). Explain that different cultures have different celebrations. A celebration can be a tradition when it happens more than once. Use examples appropriate to your classroom and time of year: July 4th, Christmas, Eid, Channuka, Memorial Day, Thanksgiving, etc.
2. Explain that you will be reading a book that describes how Americans with different cultural backgrounds celebrate special events. They must listen to the book and remember how people celebrate in the SAME and DIFFERENT ways.
3. Read the book and encourage students to share from personal experience.
PRONUNCIATION TIP: On page 12, Nisei is pronounced nē-sā' "NEE-say" or nē'sā' "NEE-SAY".
4. Ask students how the celebrations in the book were the same and different. You may have to adjust the chart as you get answers because specific celebrations can be compared in different ways.
5. EXTRA PRACTICE (can be done on the next day) Ask students to brainstorm a list of celebrations. Choose a couple and ask students to compare how 2 celebrations are the same and different. Or ask them to draw how they are the same and different.
REMINDER: Be sure students have plenty of practice before the common assessment.

COMMON ASSESSMENT – Show pictures of Independence Day celebrations from around the world. Use either the laminated photographs provided or the same pictures on your CD. Students choose two pictures and must tell or write one way the two celebrations are the same and one way they are different. For example, these two pictures both have fireworks but the buildings are different. Meets the standard: Two picture sets with one correct similarity and one correct difference for each set.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #8: Maine Native American Traditions

How did Maine Native Americans live, work and play long ago?	Native Americans wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones they use today.
How can I locate, organize and share information about Maine Native Americans?	I can find pictures about Maine Native Americans and organize them into categories: Live, Work, Play

As a result of this lesson, each student will be able to:

- Use describing words as they look at pictures of Maine Native American culture.

Materials:

- Word Wall chart
- Teacher Resource Book: The Abenaki by Elaine Landau
- The New England Indians by C. Keith Wilbur (in your school library)
- Abenaki PowerPoint (disk)
- Great teacher/kid website: http://www.bigorrin.org/abenaki_kids.htm

Teaching the Lesson

1. Review these terms with your Word Wall: culture, tradition, celebration. Tell students that long ago, people lived in Maine (Auburn) who lived played and worked very differently from the way we live play and work today.
2. Use the Abenaki PowerPoint to describe how Maine native Americans lived, worked and played. The teacher resource book by Elaine Landau will give you plenty of background information for the PowerPoint. Tell students you want them to notice how Abenaki native Americans lived, worked and played. You will want them to tell you describing words. Option: Sometimes it's more effective to use the PowerPoint twice – the first time for an overview and the second time for students to use describing words as they see the details.

COMMON ASSESSMENT – Set up a center with the Elaine Landau and other resource books. When each child goes to the center, s/he puts her/his name on one post-it selects a picture, and writes LIVE, WORK or PLAY.

Optional: Photocopy the pictures that students flagged with their post-its and have students sort them (with the sorting circles) at the center: Live/Work/Play.

June
play

Live

Grade 1, Unit 1 – People Long Ago and Today

Lesson #9: Maine Native American Traditions: Games

How did Maine Native Americans play long ago?	Maine Native Americans played different games long ago.
--	---

As a result of this lesson, each student will be able to:

- Make and play a traditional Maine Native American game.

Materials:

- Word Wall chart
 - Buttons and string
- Directions to Buttons and String game at:
<http://www.laits.utexas.edu/hebrew/personal/toolbox/acm/button/button.html>

Teaching the Lesson

1. Explain that long ago, Maine Native American children like to play games. When the same games are played every year, they are traditions. (Use word wall.)
2. One game involved pieces of leather and bone. The leather was threaded through the bone and the children would spin it. We don't have leather and bone but we can make the same game with a button and string.
3. Model making the game and guide students through the process.
4. Debrief: Ask children to think of games they play that involve spinning parts. Ask students to think of games they play every year that would be considered traditional games.

OPTIONAL: OTHER TRADITIONAL GAMES TO PLAY IN SUBSEQUENT LESSONS

<http://www.govwentworth.k12.nh.us/goals2000-4WebSite/history/Native%20Americans/lifestyle.html#Games>

- Cat's cradle
- Corn husk doll
- Tag (They called it Wolf)
- Lacrosse (enlist gym teacher or AMS/ELHS lacrosse team)

OPTIONAL: Suzette Cyr, a Walton parent and Native American Flute player is happy to play her flute if anyone were interested. Contact Walton for further information.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #10: Maine Native American Traditions: Storytelling and Talking Stick

How did Maine Native Americans live long ago?	Maine Native Americans had a tradition of storytelling and using a talking stick to share.

As a result of this lesson, each student will be able to:

- Share using a Talking Stick
- Tell a favorite part of a Maine Native American story.

Materials:

- Word Wall chart
- Talking Stick
- Raccoon's Last Race

Teaching the Lesson

1. Introduce the concept of a Talking Stick at Morning Meeting. Whoever holds the stick can share and then choose to hand it to another person. Make sure you use the talking stick at enough morning meetings so every child has a chance to hold it. You might also want to create an "Answering Feather" which many Abenaki Talking Sticks had. The "Answering Feather" is handed to a person who the speaker wants to answer a question.
2. Many Maine Native American stories involved animals and had lessons to be learned. One of those stories is Raccoon's Last Race. Tell children you will ask them to remember a favorite part of the story.
3. Read the book and ask students to share a favorite part.
4. Other library books that can be used in addition to Raccoon's Last Race are: Turtle's Race with Beaver and How Chipmunk Got His Stripes. Both by Joseph Bruchac

COMMON ASSESSMENT

Ask students to draw a picture and write/tell a sentence to describe one way Maine Native Americans lived worked or played.

People Long Ago and Today Unit Assessment Checklist

People Long Ago and Today Unit Assessment Checklist

Auburn School Department

Grade 1, Unit 1 – People Long Ago and Today

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Unit Overview

Lesson #1: Introduction

Students review what they know about continents of the world. Using the classroom wall maps and their own individual desk maps, they locate North America and then Maine in North America. They bring to the surface their prior knowledge of early changes in land forms, of Native Americans, and of early settlers to New England. They make a folder for keeping information in this unit.

Lesson #2: Maine Geography

Students learn about early changes in Maine's geography. They review what they know about Pangaea, then explore the changes made by the receding of the glacier. They watch a *United Streaming* video that dramatizes glacial movement and they study a road map of Maine that shows where natural features such as lakes, rivers and mountains, are located.

Lesson #3: Maine Geography (continued)

Students view some dramatic pictures of existing glaciers in order to deepen their understanding. Students then label their own physical/political map of Maine while the teacher does so on the overhead or SmartBoard. As an extension, students may do a Scavenger Hunt to find interesting facts and places on the Maine map.

Lesson #4: Ancient History and Five Tribes

The focus on Maine Native Americans is introduced. Students learn about the Land Bridge (across the current Bering Sea), where it is assumed the first humans crossed over and eventually reached Maine. They learn about the earliest Paleo-Indians (the Red Paint People). Then they are introduced to the five Maine Tribes through a syllable-matching activity.

Lesson #5: The Five Tribes (continued) (at least two class periods)

Students explore the relationship between natural resources and geographic features and the lifestyle of Maine Native Americans. They discuss what was available in the environment (in the woodlands, rivers/lakes, and ocean) and how those resources influenced food, clothing, shelter, transportation, and tools/weapons.

Small groups of students each research one category by using the provided research packets, reading sections of *The Abenaki* (Landau) and exploring the internet sites of the 5 tribes. They share their learning by creating a class grid on the wall, which remains up for future reference.

Lesson #6: Natural Resources and Lifestyles

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Students each create their own three-tab book which demonstrates their understanding of the influence of natural resources on Native American lifestyle.

Lesson #7: Dramatic Changes in Lifestyle

Students are asked to picture the life of Maine's Native Americans in the 1600s, using what they learned in the previous lessons. Then they explore the advent of European settlers to the region, and how that changed their lives. They take notes (using a template) while the teachers reads short passages that talk about the changes to hunting practices, disease and epidemics, and changes to the environment brought about by the settlements of European immigrants. Finally, they listen to a reflection of a Penobscot boy on the changes to Penaquid related by his father.

Lesson #8: Native Americans of the Modern Era

Students views maps that show where the tribes were located in 1700, and where the reservations of today are located. They learn about the conflicts over land ownership between the English and the Tribes by participating in a Readers' Theater version of a treaty negotiation. They also look at the wording of some original property deeds. Finally, they take notes as the teacher shares some interviews and reflections of Native Americans of the 20th century. As they share the insights from their notes, the teacher creates a large Venn Diagram which highlights the similarities and differences between the lives of Native Americans in the 1600s vs. those of today.

Poems, music, and stories are shared throughout the unit, either within the context of the unit instruction *and/or* during other curricular blocks, such as Language Arts.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

Unit 1 -- Maine People and Places, Then and Now *Population, Culture, Immigration, Environments*

Framing Questions: *How have people and groups in Maine changed over time? Where in the world is Maine? How has Maine's geography affected the people who live here?*

Unit Summary: Children learn about Maine's history through the lens of Native American history. After reviewing previously learned geographical concepts, they learn about the ways the forming and receding glacier affected the landscape. When learning about Maine's earliest inhabitants, they come to understand how Maine's particular geography influenced their lifestyle. They study the 5 major tribes who lived here at the time the Europeans began to settle, and how that phenomenon changed the Native Americans' way of life. Finally they learn how Maine's Native Americans are currently living.

<p>E1 Students understand various major eras in the history of the community, Maine, and the United States.</p>	<p>What Native American people lived in Maine before Colonial settlers came?</p> <ul style="list-style-type: none"> • Red Paint People (5,000 years ago), • Malscet, Passamaquoddy, Penobscot, Micmac, Abenaki <p>Where in Maine did various Native American tribes live?</p> <ul style="list-style-type: none"> • Red Paint People (coast) • See map for 5 tribes • They lived near the ocean or waterways, and traveled seasonally.
<p>E2 Students understand historical aspects of unity and diversity in the community, Maine, and the United States.* (L)</p>	
<p>E2.b Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community Maine, and the United States.</p>	<p>How did the natural resources and geography affect how early Native Americans lived in Maine?</p> <ul style="list-style-type: none"> • Food <ul style="list-style-type: none"> ◦ Lakes & Rivers (fishing) ◦ Woodlands (hunting) ◦ Oceans (oysters, clams, fishing) • Shelter

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

	<ul style="list-style-type: none"> • Clothing <p>What were some of the cultural traditions of Maine Native Americans?</p> <ul style="list-style-type: none"> • Storytelling/legends • Nature-based spirituality • Art/crafts • Games <p>How did the advent of European settlers change the lives of Native Americans?</p> <ul style="list-style-type: none"> • Displaced homes • Changes in hunting practice • Diseases • Conflicts over land • Environmental impact <p>Where and how are Maine's Native Americans living now?</p> <p>How are their lives similar and different from what they were in the 17th - 18th century?</p> <ul style="list-style-type: none"> • Reservations • Native Americans in the mainstream
--	---

D1 Students understand the geography of the community, Maine, the United States, and various regions of the world.	
D1.a Explain that geography includes the study of earth's physical features including climate and the distribution of plant, animal, and human life.	Where is Maine in relation to the U.S and in the world? What are the natural features of Maine? Lakes, rivers, mountains, forests, ocean
D1.b Create visual representations of the world,	

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

<p>Maine, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>D1.c. Identify the earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p>D1.d Explain examples of changes in the earth's physical features and the impact on communities and regions.</p>	<p>How are natural and man-made features represented on a map? The above features + include basic latitude/longitude (ref. to EDM), map key, compass rose, cities, capital</p> <p>What physical changes have occurred in Maine over time? Receding glaciers formed lakes, rivers, mountains, and other topography.</p> <p>How do Maine's natural features and climate support and limit human activity? How did the natural resources and geography affect how early Native Americans lived in Maine?</p> <ul style="list-style-type: none"> • Food <ul style="list-style-type: none"> ○ Lakes & Rivers (fishing) ○ Woodlands (hunting) ○ Oceans (oysters, clams, fishing) • Shelter • Clothing
---	--

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Introductory notes

Please read before teaching the unit!

The study of the history of Maine's – and America's – indigenous peoples is an important one. However, many of the issues are sensitive and can be controversial. There is no universal agreement among the Tribes themselves about how instruction should be organized, or even on the number and names of the tribal groups. We feel that it is important for teachers to become as knowledgeable as possible about the history, the traditions, and the culture of Maine's Native Americans, and also to be aware of the controversial nature of some lessons and readings.

For our own background knowledge, we drew heavily on *The Wabanaki of Maine and the Maritimes*, which is included in the kit. It is a thorough – yet somewhat daunting – volume, compiled with the help of representatives of the Maine Tribes and various scholars. We have duplicated some portions of the book for your ease of use. There are many more interesting and critical passages and chapters in this book than we could use for the unit. We strongly recommend that you familiarize yourself with the resources and the content of this book as much as possible.

Books and Literature

We suggest that teachers begin and/or end each lesson by sharing one of the provided poems and/or audio clips. Alternatively, or in addition, teachers could include readings of stories and poems as a part of the literacy block. As you read the stories to students, have them consider some of the following questions:

- What do you picture in this part of the story?
- What have we learned about Maine Native Americans' ways of living that are evident in this story?
- What connections do you notice between the people in the story and animals?
- How does the story show the Wabanaki beliefs about nature?
- Does the story tell the listeners something about how things came to be? (e.g. Why squirrels are small and noisy, how dogs came to be human companions, why seasons exist, etc.)
- Are there any life lessons in this story that the storyteller would want his/her listeners to understand?

There are many websites and other Native American resources which spell out various *do's* and *don'ts* in teaching this topic. Two such websites are:

www.ableza.com

www.oyate.org

Auburn School Department 5/13/08 1:09 PM

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

On the latter is a list of books to avoid using. This list includes many books commonly used in elementary classrooms, such as *Little House on the Prairie*, *Brother Sun Sister Sky*, and *Sign of the Beaver*. Whereas we cannot say definitively not to use these books, we do recommend that you make yourself aware of the reasons the books are not recommended. Then you can make informed decisions about their use. None of the books on this list are included in the kit.

Art, music, crafts, games

No formal lessons exploring the art, music, crafts, or games are provided in this unit design. The music selections on the CD may be played as background at various times, for focused listening, or at any other time you desire. There are some suggestions for authentic craft designs and games in the last section of *The Wabanaki of Maine and the Maritimes*.



Caution: *Be careful about which crafts and games you choose to share with students. Part of current "best practice" thinking in Native American studies is the concept of authenticity. Do not assume that a craft you find in a generic book on "Native American crafts" is appropriate to the study of Wabanaki culture. We know that Native American lifestyles, appearance, traditions, and artwork differ significantly from one area to another. It is important to focus the instruction and the activities on the group being studied.* It would certainly make sense to engage the Art and Music teachers in helping to support the unit with music and art activities. However, do have a conversation with them on the topic of authenticity.

Speakers and Field Trips

There's no substitute for an experience with a Native American speaker or with the actual artifacts that have been found in Maine. Many 4th grades take their major yearly field trip to the Maine State Museum. This trip provides excellent hands-on support for this unit. Joseph Bruchac and Allen Sockabasin have both visited our district in the past and can provide a valuable and memorable enrichment experience.

Assessment

There are numerous checks for understanding embedded throughout the unit. A rather lengthy summative assessment is included here at the end of the unit. However, it is not mandatory that this assessment be given in its entirety once the whole unit is complete. Use your best judgment in determining which parts of the assessment to administer when. For instance, you may choose to give the parts that emphasize geography directly after that section of the unit instead of waiting until the end.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

Lesson #1: Introduction

Guiding Questions:

Key Concepts

D1.c.
D1.d
Where is Maine in relation to the US and in the world?
How are natural and man-made features represented on a map?
What physical changes have occurred in Maine over time?

- Maine is located in the northeastern corner of the United States, just south of Nova Scotia.
- A glacier once covered Maine. When it receded, it formed mountain ranges, rivers, and lakes.
- There once was a land bridge that connected North America and Asia.
- Maine's borders are unique to the US: It borders only one other state, an ocean, and another country.

As a result of this lesson, students will be able to:

- *Locate North America on a world map*
- *Locate the state of Maine on a map of North America*
- *Recognize their prior knowledge about the natural features and people of Maine*

Materials:

- World Map
- Map of North America
- Graphic organizer
- Desk maps

Teaching the Lesson:

1. Using the classroom map of the world and students' individual desk maps, review the 7 continents by having students come up and point them out and name them.
2. On the world map, have students point out North America and Maine, and repeat on their own maps.
3. Organize students into groups of 2 or 3. Each group gets a graphic organizer with the following categories: early Native Americans, early settlers, land forms, natural resources. They discuss what they know about these topics and write down their ideas.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

4. Groups share. Tell the students that, during the next few weeks, they will be learning about how land forms and natural resources in Maine were formed, who the earliest people who lived here were, and how things have changed over time.
5. Students create and decorate a simple folder for storing information in this unit.

If time allows:

Elicit from students questions or things they may want to learn about.

Lessons #5 & 6 will require research that will be done using the Internet. If you need to schedule computers, do it now!

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #2: Maine Geography

Guiding Questions:	Key Concepts
<p>D1.c. D1.d</p> <p>Where is Maine in relation to the US and in the world?</p> <p>What physical changes have occurred in Maine over time?</p>	<ul style="list-style-type: none"> • Maine is located in the northeastern corner of the United States, just south of Nova Scotia. • There once was a land bridge that connected North America and Asia. • A glacier once covered Maine. When it receded, it formed mountain ranges, rivers, and lakes.

As a result of this lesson, students will be able to:

- *Locate North America on a world map.*
- *Locate the state of Maine on a map of North America.*
- *Point out the natural features of Maine created by the glacier.*

Materials

- Student copies of blank world map
- Student copies of blank North American map
- Map of Pangaea
- Video viewing template
- United Streaming Video: *Earth Science: Land and Water (Glacier segment, 3 minutes)*
- Physical map of the state of Maine

Teaching the Lesson:

To review and check for understanding:

1. On their own blank world map, students locate and circle North America.
2. On their blank map of North America, students locate and color in the state of Maine.
3. Remind students that at one time, thousands of years ago, the continents of North America and Asia were connected. This unified continent is called Pangaea. Direct their attention to the Pangaea map.
4. Also tell them that, thousands of years ago, much of the northern part of the continent was covered in ice, called a glacier. (This time period is called the Ice Age.) When the climate began to warm up, the glacier gradually receded.

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

5. Share the viewing template with students. Explain that the following video clip will show several interesting facts about glaciers, and that the template will help them to focus on the main points to remember for now. Show the video clip and have students take notes on the template. Have students Turn & Talk about how the forming and receding of the glaciers changed the physical features of the earth. Have some students share with whole group.
6. Display the physical map of the state of Maine. Discuss what features were created by the glacier (rivers, lakes, mountains).
7. Make a connection to places that they know that are natural features (Sugarloaf, Great Falls, Lost Valley, Mt. Apatite, Lake Auburn), and man-made features (Auburn, Augusta, Portland, I 95, etc.)
8. *Quick check:* On a blank piece of paper or white board, have students jot down three things in Maine formed by the glacier. Have them hold them up, or circulate to see which students understood the lesson.

Optional extension:

“What in the World Was Going On?” Cause and Effect Page 10

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #3: Maine Geography

Guiding Questions:		Key Concepts
D1.c. D1.d Where is Maine in relation to the US and in the world? How are natural man-made features represented on a map? What physical changes have occurred in Maine over time?	<ul style="list-style-type: none"> • A glacier once covered Maine. When it receded, it formed mountain ranges, rivers, and lakes. • Maine's unique boundaries include Canada, New Hampshire, and the Atlantic Ocean. • Auburn, Augusta and Portland are major cities in Maine. 	

As a result of this lesson, students will be able to:

- Identify and label major mountains, rivers and lakes on a Maine map
- Locate and label Maine's unique boundaries on a Maine map
- Locate and label Auburn, Augusta and Portland on a Maine map

Materials:

- Unlabeled physical/political Maine maps with word bank box (answer key)
- Maine maps
- Map of North America
- Internet access and projector

Teaching the Lesson:

1. Review features created by glaciers (mountains, rivers, lakes). Use the visuals on the website <http://www.union.edu/PUBLIC/GEODEPT/hollocher/skaerwaard/landscape/glaciers.htm> to dramatize the effects of glacial movement. This site shows photographs of an existing glacier and its surroundings.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

2. Give students the unlabeled Maine map. Display an overhead of the blank Maine map. Tell students we will label the geographic features that we may recognize together. At the same time, you will review how these features are labeled on a map. For example, water is always blue, rivers are noted by a line, etc. Students fill in their copy as you do it together.
3. *Extension: Have students complete the Scavenger Hunt.*
4. *Extension: Go to www.geology.com to view various Maine maps.*

Optional Resources:

Maine Map Scavenger Hunt

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #4: Ancient History and the 5 Tribes

Guiding Questions:		Key Concepts
E1.b What Native American people lived in Maine before Colonial settlers came? Where in Maine did various Native American tribes live?		<ul style="list-style-type: none"> • People have lived in Maine for more than 11,000 years. • There are five main tribes that have been in existence since the 1500s.

As a result of this lesson, students will be able to:

- Understand that native people have lived in Maine for thousands of years.
- Recognize the names of the 5 principle tribes. (Understand that some of the tribes they may have heard of are *not* from Maine (such as Cherokee, Sioux, etc.)

Materials:

- Graphic organizers from first lesson
- World Map
- Time Line
- Land bridge picture
- Syllable cards to spell tribe names (6 sets)
- Mic mac, a ben a ki (etc)
- Maine map with tribes

Vocabulary:

indigenous-native, originating in a particular place, first people there
aboriginal-living here before the arrival of colonists

Note: Terminology is constantly changing. The earliest people are known variously as Native Americans, American Indians, indigenous and aboriginal people.

Teaching the Lesson:

1. Review the graphic organizer from the first lesson that students developed about Native Americans.

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

2. Tell students that our study will be about Native Americans *of Maine*, then and now. Throughout the next several lessons we will learn some things about this group of people that are both similar and different from our traditional understandings of Native Americans.
3. Display and review the first two sections of the time line. Using a World Map, talk to students about how the earliest people walked across the land bridge, which is now covered by the waters of the Bering Sea. Direct their attention to Land bridge picture. Various groups of people lived in Maine, mostly hunting and fishing. (Refer to Chapter 2 in *A Journey through Maine*.)
4. Discuss with students the earliest natives (Paleo-Indians), referring to the timeline. Tell them about the *Red Paint People*, who used ochre to paint the bodies of their dead with burial. Archaeologists know about them because of the *artifacts* they have found.
5. Tell students that by about 1500, Maine Native Americans joined together into the *Wabanaki* (WAH-buh-nah-kee) *Confederation*, usually defined by 5 Tribes:
 - a. Micmac / Mi'kmaq
 - b. Passamaquoddy
 - c. Maliseet / Malecite (MAL-uh-seet)
 - d. Penobscot
 - e. Abenaki (AH-buh-nah-kee) means Eastern Tribe
6. Point out that there are other US Native American tribes (such as Sioux, Cherokee, etc.) that are *not* indigenous to Maine.
7. Divide class into small groups. Give each group a set of syllable cards. Say the name of one of the tribes slowly, and have the kids repeat it. Students then build the tribe name, one at a time, with the cards. Designate one student from each group (perhaps your struggling learners) to obtain the answer card after each tribal name has been built.

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #5: The Five Tribes (continued)

Guiding Questions:	Key Concepts
<p>E2.b How did the natural resources and geography affect how early Native Americans lived in Maine? What were some of the cultural traditions of Maine Native Americans?</p>	<ul style="list-style-type: none"> • Maine's geography and natural resources affected Native American lives in the areas of food, clothing, shelter, transportation, weapons/equipment, and lifestyle. • Early Maine Native Americans had strong traditions of storytelling, nature-based spirituality, and arts/crafts/games.

As a result of this lesson, students will be able to:

- Explain how Maine's geography affected Maine Native American food, clothing, shelter, transportation, equipment, and lifestyle.
- Explain some of the cultural traditions (e.g. storytelling, spirituality, art, games) of Maine Native Americans.

Materials:

- Ecosystem posters
- *The Abenaki* by Elaine Landau
- Provided resource packet (Make a copy of each one.)
- Research template grid
- Internet access
- *Uses of parts of a Moose*

Note: You may want to read Thanks to the Animals either before or after this lesson. (See note under "resources.")

Teaching the Lesson:

1. Review timeline. Review Tribe names by having pairs of students try to list as many of the 5 Tribes as they can.
2. Review Maine's main geographic features and natural resources, using the map filled out together in lesson #3.
3. Take a closer look at the resources available in the various ecosystems (woodland, fields and meadows, shoreline). Using the Woodland ecosystem poster, discuss what resources might be available in that area. See pp.D-46 through D-50 of the *Wabanakis of Maine and the Maritimes* for lists of animals and plants that would be found in the ocean and in lakes and streams. Have a brief discussion about how those natural features and resources might affect how a community lives. Use

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

the list, *Uses of a Moose* as an example. (This list also demonstrates how these early Native Americans used every part of the animals they hunted.) Tell them that they will work in small groups to further research this concept.

4. Divide the class into small groups to research a particular aspect of Native American life. Give each one a research template. Each group will use *The Abenaki* (Landau), one or more of the tribal websites listed below, the resource packet, and the poster to determine how each of the geographic elements affected their particular category.
5. Give each group their research packet. As they find a reference to their topic, they may highlight it or underline it. Then they determine *where* in the environment the early people would have found the item. For example, a reference to beavers is found on page D-34 of the food packet. *Beaver* can be written in the *Fresh water (rivers and lakes)* section of their template.
6. Have students complete the graphic organizer with the members of the group.
7. Create a class grid with the individual pages. Each group shares the information gleaned and places their page on the wall next to the previous one. *The teacher may choose to make copies of these pages for the students' folders.*

Note: This lesson will take at least two class periods.

Websites:

Passamaquoddy Link for Kids
http://www.geocities.com/bigorin/passamaquoddy_kids.htm
Penobscot Link for Kids
http://www.geocities.com/bigorin/penobscot_kids.htm
Maliseet Link for Kids
http://www.geocities.com/bigorin/maliseet_kids.htm
Micmac Link for Kids
http://www.geocities.com/bigorin/mikmaq_kids.htm
Abenaki Link for Kids
http://www.geocities.com/bigorin/abenaki_kids.htm

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #6: Natural Resources and Lifestyles

Guiding Questions:	Key Concepts
<p>E2.b How did the natural resources and geography affect how early Native Americans lived in Maine? What were some of the cultural traditions of Maine Native Americans?</p>	<ul style="list-style-type: none"> • Maine's geography and natural resources affected Native American lives in the areas of food, clothing, shelter, transportation, weapons/equipment, and lifestyle. • Early Maine Native Americans had strong traditions of storytelling, nature-based spirituality, and arts/crafts/games.

As a result of this lesson, students will be able to:

- Demonstrate how the geography and natural resources of Maine affected the lives of Maine's Native Americans

Materials:

- Construction paper (9"X12")
- Crayons or markers
- Scissors

Teaching the lesson:

1. Have students make a *three-tab book* with construction paper as follows:
 - a. Fold a piece of construction paper in half the long way (like a hot dog bun).
 - b. To make 3 even divisions, fold the right side toward the center, trying to cover half the paper.
 - c. Fold the left side over the right side to make a book with 3 folds.
 - d. Open the folded book. Place hands between the thicknesses of paper and cut up the two "valleys," forming 3 tabs.
2. On the outside, label each of the tabs as follows:
 - ⇒ Lakes, Rivers, and Streams
 - ⇒ Ocean
 - ⇒ Woodlands and Fields

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

3. On the inside of each section, students draw/label *or* list several items that Native Americans used from that area of the environment.
4. On the flap opposite each list or picture, students write or draw *how* the item was used (*i.e.* for food, clothing, shelter, transportation, or tools/weapons)

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #7: Dramatic Changes in Lifestyle

Guiding Questions:	Key Concepts
<p>E2.b How did the advent of European settlers change the lives of Native Americans? Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17th-18th century?</p>	<ul style="list-style-type: none"> Europeans' visits and settlement in Maine caused changes to Native American life in many ways, including: <ul style="list-style-type: none"> The ways they hunted Diseases and epidemics Permanent changes to the environment Native Americans live in and among society's mainstream, as well as in several reservations in Maine. Maine's Native Americans have preserved many traditions, but their lives are significantly different from those of their early ancestors.

As a result of this lesson, students will be able to:

- Understand three principle ways that the advent of Europeans to Maine changed the lives of the Native Americans living here.

Materials:

- Paragraphs for read-aloud
- Note-taking templates
- Clipboards
- Story *A Penobscot Boy's Thoughts, 1685*.

Teaching the Lesson:

- Review timeline and point out the advent of European visitors to Maine. Have the students picture the Native Americans they have been studying, living in Maine surrounded by the rich resources there. Then remind them that Europeans had begun to explore other regions of the world, some looking for resources, and some looking for trading routes. During the 1500s many fishing vessels fished off the Maine coast (from France, Spain, Portugal, England, and northern Europe). During the early 1600s, some Europeans came to live here year round. Discuss: *Why do you think these people might have*

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

wanted to risk leaving home and a long ocean voyage? What did they find here that made them want to stay? (See chapter 3 of *A Journey Through Maine*.)

2. Have students think about the resources they just researched. When Europeans came, they began to use these resources in different ways from the Natives. They also started claiming tracts of land as their own, which conflicted with the Native Americans' view of living on the land but not owning it. Tell the students that you will be reading several passages that tell about how the coming of the Europeans changed the lives of the Native Americans forever.
3. Pass out clipboards and note-taking template for each student. Have them configured so that they can Turn & Talk during your discussions.
4. Read the first passage together (teacher reads aloud while students follow along, *not* Round Robin reading). Have students Turn & Talk about how the appearance of the Europeans changed the way Native Americans hunted. Have a few students share their ideas with the whole group. *Check for understanding:* Direct students to write down two ways that Native Americans' lives changed as a result of new hunting practices.
5. Follow the same procedure for the other two passages, Disease, and Environmental Change. *Note: Be selective in reading portions of the section on Environmental Change. Depending on your students, share more or less of the information in that part.*
6. End this session by reading aloud the story *A Penobscot Boy's Thoughts, 1685*. While reading, stop every now and then to have students picture in their mind what is being described by the author. Discuss as time allows.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

Lesson #8: Conflicts over Land Ownership and Use

Unit Questions:	Key Concepts
E2.b How did the advent of European settlers change the lives of Native Americans? Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17 th -18 th century?	<ul style="list-style-type: none"> Europeans' visits and settlement in Maine caused changes to Native American life in many ways, including: <ul style="list-style-type: none"> The ways they hunted Diseases and epidemics Permanent changes to the environment Native Americans live in and among society's mainstream, as well as in several reservations in Maine. Maine's Native Americans have preserved many traditions, but their lives are significantly different from those of their early ancestors.

As a result of this lesson, students will be able to:

- Articulate how misunderstandings over land ownership and use occurred during negotiations between the English and the Native Americans.

Materials:

- 2 maps showing location of early and present Wabanaki settlements
- Early deeds
- Readers' Theater version of treaty negotiation

Lesson Sequence:

- Ask students to review their notes from the previous lesson. Have a brief discussion where students share. Create a list on chart paper for display during the lesson.
- Add the last sections to the timeline.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

3. Tell students that, as English settlers continued to claim ownership of the land in Maine, they certified that ownership with official documents, called deeds, that described certain areas of land and said who owned the property. Share the early deeds and talk about them from the perspective of both the settlers and the Native Americans living there.
4. Several examples of treaty negotiations are included on pp. B103 – B119 of *The Wabanakis of Maine and the Maritimes*. They demonstrate the misunderstandings on both sides that were evident between the Indians and the settlers. One of these has been re-written as Readers' Theater. Decide ahead of time whether you will have a few students read it aloud (after practice), or whether you will divide the students into groups to prepare sections of it. During the discussion, explain that misunderstandings over deeds was one of the main reasons for conflict between the Wabanakis and the English. (*i.e.* differing concepts of property rights and ownership).

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

Lesson #9: Native Americans of the Modern Era (1850 – present)

Unit Questions:	Key Concepts
E2.b How did the advent of European settlers change the lives of Native Americans? Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17 th -18 th century?	<ul style="list-style-type: none"> • Europeans' visits and settlement in Maine caused changes to Native American life in many ways, including: <ul style="list-style-type: none"> ○ The ways they hunted ○ Diseases and epidemics ○ Permanent changes to the environment • Native Americans live in and among society's mainstream, as well as in several reservations in Maine. • Maine's Native Americans have preserved many traditions, but their lives are significantly different from those of their early ancestors.

As a result of this lesson, students will be able to:

- Articulate the fact that many Wabanaki people live on one of 3 reservations in Maine. (Indian Island, Indian Township, and Pleasant Point)
- Articulate the fact that many Wabanaki people live in and among mainstream communities throughout Maine and elsewhere.

Materials

- 2 maps showing location of early and present Wabanaki settlements
- Interviews and essays from modern Native Americans
- T-Charts

Lesson Sequence:

1. Review the discussion had after the Readers' Theater activity.
2. Distribute copies of the two location maps that show former Indian territories and current locations of reservations. Ask:
How do you suppose Native Americans came to live where they do now? Have them share their speculations.

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

3. Tell the students that, over the years, many treaties were formed and broken, until around 1850, three *reservations* were created, where the Native Americans could live undisturbed and could govern themselves. These reservations remain today. However, not all Indians live(d) in the reservations. Some lived in the mainstream.
4. Distribute copies of the interview, children's essays, and T-Charts to pairs of students. Assign all or some of the pieces for pairs to read together (more able readers will read them all) to determine how the lives of modern-day Indians are similar and different from the past. They record details from the stories on the T-Chart.
5. Draw the class together for a discussion. Create a large Venn Diagram like the model included in order to capture and organize the information as they share and discuss it.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

Lesson: Appreciating and Learning from a Native American Story
This lesson may be taught multiple times throughout the course of the Unit.

Guiding Questions:		Key Concepts
E2.b	What were some of the cultural traditions of Maine Native Americans?	<ul style="list-style-type: none">• Early Maine Native Americans had strong traditions of storytelling, nature-based spirituality, and arts/crafts/games.

As a result of this lesson, students will be able to:

- Relate some aspects of early Native American life that can be extrapolated from a Native American folktale.

Materials

- Maine Native American folktale, such as those found in *Wind Eagle* by Joseph Bruchac
- Note-taking template

Lesson sequence:

1. Give the students copies of the note-taking template. Tell them that we can often learn important and interesting things about the lifestyle of early Native Americans by reading and appreciating the stories that they shared with each other. Modern authors have written the stories down, but emphasize that these stories were passed down from family to family. They were told to entertain, and also to teach some important life lessons to the listeners.
2. Tell students that they should be listening for evidence of:
 - What their homes, clothing, food, or tools were like
 - Their connection to animals and nature
 - Life lessons the storytellers wanted their listeners to understand
3. As you read, stop every now and then and ask students to jot down ideas in any of the template boxes.
4. Either during the course of the story or afterward, have students Turn & Talk about their ideas and insights.
5. Use the same activity several times as you read aloud various folktales during the unit. Scaffold as necessary.

Assessment:

Late in the unit, have students complete the template independently as part of the summative assessment. *Or* you could choose to have students use their independently-generated template to write a paragraph telling what they learned in those categories from the story.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Auburn School Department

5/13/08 1:09 PM

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

Resource list

www.native-languages.org/maine.htm
www.usm.maine.edu/gany/webaa/newpage1.htm
www.conserverapedia.com/index.php?title=Maine&printable=yes#The_earliest_Mainers
www.sad4.com/~ebartley/NativeAmericans/home.html
www.maine.gov/sos/kids/homepage.htm
www.avcnct.org/ne-do-ba/menu_his.shtml
www.abhemuseum.org/wabanaki.html
Passamaquoddy Link for Kids
http://www.geocities.com/bigorin/passamaquoddy_kids.htm
Penobscot Link for Kids
http://www.geocities.com/bigorin/penobscot_kids.htm
Maliseet Link for Kids
http://www.geocities.com/bigorin/maliseet_kids.htm
Micmac for kids link
http://www.geocities.com/bigorin/mikmaq_kids.htm
Abenaki for kids link
http://www.geocities.com/bigorin/abenaki_kids.htm

Use *Maine*, by Deborah Kent, as a resource.

The Abenaki by Elaine Landau, Franklin Watts, 1996.

Although there are 5 tribal groups of Maine Indians (resources differ on the exact number and name), many cultural traditions, methods of survival, and ways of doing things were shared. This book goes into detail about the Abenaki shelters, food, family life, etc. You will want to use it as a resource for your own background knowledge, and also use parts of it for students to use during their research. It also has some excellent color photos which you can share with students. We do not recommend reading long passages from it directly to students, as the text is rather dense.

A Journey through Maine by Mary Stockwell, Gibbs-smith 2006. This wonderful new text will provide teachers with important background knowledge, especially about ancient peoples and the Explorers' era. There are many excellent pictures as well. **Important note: This is the text used in 8th grade Social Studies. Do not duplicate any parts of the text for students to read. Use it as a resource only.**

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

The Wabanakis of Maine and the Maritimes, American Friends Service Committee, 1989

This book is absolutely loaded with information about Maine's Native Americans! We have duplicated many of the appropriate pages for you, but recommend that you peruse it as much as you are able in order to become more informed.

Wind Eagle and Other Wabanaki Stories by Joseph Bruchac, Greenfield Review Press, 1985. Joseph Bruchac a most prolific and respected writer and storyteller, who is dedicated to bringing Wabanaki stories and culture to the public. Reading these stories will give teachers and students alike a glimpse into the culture, lifestyle and beliefs of Maine's early natives. Any books by this author that you may have in your classrooms or libraries would make excellent additions to this unit. See the note on Books and Literature in the Introduction to this unit for suggestions about sharing the stories with students.

Thirteen Moons on Turtle's Back by Joseph Bruchac and Jonathan London, Philomel, 1992.

A poetic journey through the year. Each "month's" poem is from a different American Indian tribe, including some from various parts of the country. However, the frame (introduction) depicts an Abenaki grandfather/grandson, and two of the poems are Wabanaki (*Moose-Calling Moon* – Abenaki; and *Big Moon* – Abenaki). Refer to the diagrams on pages D-24 and D-25 of *The Wabanakis of Maine and the Maritimes* for two other ways of marking the months of the year. Sharing this book at any point in the unit would be appropriate. Be sure to point out the different tribes and talk about where in the country they are located.

Thanks to the Animals by Allen Sockabasin, Tilbury House, 2005.

Use this delightful children's story before or after Lesson #5. Many of the animals that would have been found in the early Maine habitats of its Native Americans are highlighted and pictured. For an added bonus, you can go to http://www.tilburyhouse.com/Children%27s%20Frames/child_thanking.html and click on the link to hear the author read the story in Passamaquoddy. The website also contains other helpful information on Native Americans and sharing Native American books with children.

Louis Sockalexis by Bill Wise, Lee & Low, 2007.

We recommend reading this biography to students near the end of the unit. It would be an excellent way to focus a discussion about racial prejudice in general, and the situation of Maine's Native Americans in the early 20th century in particular. See the note at the end of the book about the name of the Cleveland Indians.

4th grade Social Studies Unit Overview

Unit Question: How does culture influence the government?					
Bend 1: How did the colonists' conflict with England influence the structure and organization of the United States government?					
1. How was the culture of colonists different from today?	2. How did differences in culture cause conflict?	3. How was the US government different than the government colonists lived under in England?	<u>Bend 1 Performance Task</u> What were the reasons for the laws and set up of the US government?		
Formative performance task : Organizer comparing and contrasting culture of Colonists and life today	Formative performance task: Diary entry from the point of view of a colonist. Pick a side: Do you want to be independent from England? Why or why not?	Formative performance task: Comparing and contrasting the governments of England to the new US government.			
<u>If You Lived During Colonial Times</u> <u>If You Lived At the Time of the American</u>	<u>Different Perspectives of Colonists</u> <u>George Vs American</u>	<u>Causes of the Revolution (Early America)</u>	<u>Colonial and British Government Pre Revolution</u>	<u>Steps in Government Change In Colonies</u>	<u>12</u>

<u>Revolution</u>	<u>Revolution from both sides</u> <u>If You Were A Kid During the American Revolution</u>			<u>Questions About the Constitution:</u> <u>Examining Primary Sources</u> <u>12 Questions About the Bill of Rights</u> <u>What is the Declaration of Independence</u>		
Bend 2: Why did Maine change Columbus Day to Indigenous Peoples' Day?						
4. How was the culture of European explorers different than Indigenous groups?		5. How did the differences between the European and Native American cultures cause conflict?		6. How did this conflict motivate changes in culture and government?	7. Performance Task	
Formative performance task :	Formative performance task :	Formative performance task :	Formative performance task :	Formative performance task :	Formative performance task :	

Evidence based claim regarding if students think European explorers and Native Americans got along.	Written paragraph answer "Do you think differences in cultures can cause conflict? Use evidence from your research to support your answer."	Why do people advocate to change Columbus Day to Indigenous Peoples Day?	Bend 2 Performance Task-From Part 2 Student Turn to decide: Should we change Columbus Day to Indigenous Peoples Day?
<u>Encounter by Jane Yolen</u> <u>Video about differences in culture</u> <u>Site for Possible Indigenous Groups</u> <u>Article about cultural differences</u>	https://www.zinnproject.org/materials/discussing-columbus/ <u>Columbus Diary Entries</u> <u>The People Shall Continue by Simon Ortiz</u> <u>Timeline of Native American and Explorer Contact</u>	<u>Article 1: Teens Lead the Fight Against Columbus Day</u> <u>Article 2: Maine Replaces Columbus Day</u> <u>Article 3 (with Video): New Mexico, Vermont, and Maine Replace Columbus Day</u>	
Bend 3: How does immigration continue to change Maine?			
8. What is the story of Maine's immigration?	9. What challenges do immigrants face when they move to Maine?	10. How did immigration create changes in the law?	Bend 3 Performance Task Do you think immigration affects Maine? Use evidence

			to support your answer.
<p>Formative performance task : Create an annotated timeline telling the story of immigration in Maine.</p>	<p>Formative performance task : Pretend you are an adult or child who just moved to Maine. Choose an experience to write a Diary Entry about that shows the challenges you would face.</p>	<p>Formative performance task : Organizer showing a need and change in law</p>	
<p>Historical and Current ELL-Solmolia or Angolan-Solmolian Institute/Organization Nova Scotia French (Museum LA) Shoe Factory-French</p> <p><u>Story about Immigrant contributions, spotlight on Vasquez family and general info, pages 2-5</u></p> <p><u>Radio Segment of interview with Somali refugee who highlights how she's involved with the community</u></p>	<p><u>Newspaper article about challenges immigrants face</u></p> <p><u>Graphs showing breakdown of immigrants to Maine</u></p> <p><u>Challenges Faced</u></p> <p><u>New Mainers: Portraits of our Immigrant Neighbors by Pay Nyhan</u></p>	<p><u>Changes in Medicaid as a result of immigration</u></p> <p><u>LD 1492 (new law that hopes to retain New Mainers in the Workforce) Article to accompany</u></p>	

SUPPORTING #4 How was the culture of European explorers different from Native Americans?

Fourth Grade Compelling Question: How does culture influence the government?



PREVIOUS LESSON - Students explored how the colonists independence from Britain resulted in the creation of a US Government that changed how decisions were made, the organization of government, and the rights that were available to people.

WHAT WE FIGURE OUT - Students will learn that the European explorers had a different culture than the European explorers, and use that information to create a claim about if they got along.

NEXT LESSON - How did differences between the Europeans and Native Americans cause conflict?



BUILDING TOWARD -
History 1A
History 2A
Civics & Government 3
Civics & Government 3A



TIMELINE - 60 Minutes



INQUIRY - Asking questions, applying concepts, evaluating sources, developing claims, using evidence, communicating conclusions, taking informed action

Auburn000071

GETTING READY: Materials



- TEACHER:**
- ☐ Picture 1: Arrival of European Explorers
 - ☐ Chart paper and markers
 - ☐ Projector
 - ☐ Map
 - ☐ Supporting Evidence Based Claims Rubric



- STUDENTS:**
- ☐ Article on Cultural Differences
 - ☐ Albenaki Article
 - ☐ Lesson Student Activity Sheets: Cultural Differences Organizer
 - ☐ Evidence Based Claim Response

LEARNING PLAN:

- 1 (10 minutes) Generate student notices and wonders about the arrival of the European Explorers in Native American lands by showing them a picture and recording their thinking. Then show the text under the picture and ask what they now know. You can use the map for reference to show students where the Europeans traveled to.
- 2 (5 minutes) Hand out the two articles: cultural differences and the Abenaki article, and the culture organizer. Explain students will use the resources to complete the organizer.
- 3 (15 minutes) Allow students time to work and complete the organizer.
- 4 (20 minutes) Hand out the evidence based claim task, and have students use their organizer to help them create and support a claim to the question "Do you think the Europeans explorers and Native Americans got along?"
- 5 (7minutes) Students share their evidence based claims with a partner. You can display the rubric and read the criteria so students can self reflect. This is similar to what they did in science, only this time their evidence comes from a text, rather than an experiment.
- 6 (3 minutes): Debrief with students. Ask them what were some big differences that stood out? Which evidence was most helpful in helping them create a claim?

LEARNING PLAN

1

(10 min) Show students picture 1 (a picture of Native Americans and the arrival of Europeans). Ask students what they notice and what they wonder. Listen to their notices and record on chart paper. They may notice they are dressed differently, look differently, the Native Americans have animal fur, the other men have guns. Then record their wonders on the board. They may ask: What tribe are the Native Americans?, Who are the people that got off the boat? Are the Native Americans going to become friends with the people off of the boat? Why does it look like the Native Americans are afraid? Then scroll down and show them the text that goes with the photo. After reading it, ask the kids if they found out any answers to their wonders. You want them to know that it is the Europeans that are coming off of the boat. They learned about why the Europeans came to North America. They also may say they heard the name Wabenaki in reference to the Native Americans. At this point it may be helpful to show a map of the European travel so students can see that they are traveling to the east coast of the United States.

2

(5 min) Now explain to students that they are going to be researching to learn about the culture of the Europeans and the Wabanaki Confederation, which refers to Maine Native Americans. As they are researching about their cultures, they are going to collect evidence to support a claim: Do you think the Europeans and Native Americans got along? Use evidence from your research that supports your claim. They will need access to an article on the cultural differences and an article on the Abenaki Tribe. (Both Resources have links to the websites if you would prefer students to use the website.) For the first part of this activity, have students use the two resources to complete the cultural differences organizer.

3

(15 min) Allow students to work on the organizer. (This would be a good time to end, if you are out of time for the day.) As you check in with students, you may want to remind them that good researchers do not copy exactly what the

reading says.

4.

(20 min) Now hand students out the supporting an evidence based claim sheet. Have them use their organizer create their claims supported by evidence from their research.

5.

(7 min) Have students share with a partner to see what if there are agreements or disagreements with the claim. You can choose to display the rubric for evaluating if their claims are strongly supported by evidence.

6.

(3 min) Debrief as a class. Ask them what were some big differences between the two cultures they learned about. You can also do a class poll to see if there are opposing claims, and/or ask students which evidence was most helpful in creating a claim. If there are, you might have one person from each side share. You want to stress that they need to have the evidence from their research to support their claims. Depending on the needs of your students you may want to have them self reflect on the rubric for supporting claims.

Suggested Prompts:

- What evidence did you find that is going to help you support/create your claim?
- How do you know that these are good sources to use?
- Can you show me how your evidence is based on fact, rather than the author's opinion/interpretation?



ALIGNMENT WITH STANDARDS

History 1A
History 2A
Civics & Government 3
Civics & Government 3A

The Cultural Differences in Native Americans and European Americans

Ruling Classes

Upon arrival to the New World, the European Americans adhered to a governmental monarchy, yet the Native Americans held to a tribal form of government. These structures were ingrained into each society so that the very practice was one of deep cultural practice. The Europeans believed in an absolute commitment to the crown of England. However, the Native Americans devoted themselves to each other and had no central ruler. Nonetheless, they did have many chiefs among the tribal chiefdoms that regulated relations among the tribal members.

Relationship to Nature

The Native Americans embodied the environment. Although they hunted and farmed the lands, they rarely stripped the land of resources. In addition, Native Americans implemented forest burning for regrowth and limited hunting in areas where animal reserves were depleted. On the other hand, the Europeans practiced environmental depletion by cutting trees in large numbers, damming streams for water reserves and killing any and all animals in a wasteful manner. The Native Americans were spiritually connected to the land and practiced culturally distinct methods to stay one with the land. The Europeans, on the other hand, saw the land as an unending right.

Spiritual Beliefs

The Native Americans worshiped sun gods, corn gods and nature spirits of birds, bears and wolves. The Native Americans were considered barbarous by the Europeans because they worshiped wooden images or carved and painted images. The Europeans came as messengers from God to convert the Natives to Christianity, as they saw it. Spanish missions converted many Natives. However, those who would not convert were killed or imprisoned. Later in the 19th century, most all Native Americans were forced onto reservations because of their religious differences.

Gender Differences

Native American women held upstanding positions among the tribes. The Cherokee women ruled and controlled certain factions within the tribe, with many making important economic decisions for the entire tribe. On the other hand, Europeans subjected their women to childbirth and house chores only. When the Europeans saw that Native American women were strong willed and spirited, they fought against the tribal nations to suppress the Native cultures into submission.

References

- Indian Country Media Network: The Power of Cherokee Women
- National Humanities Center: European Americans and Native Americans View Each Other. 1700-1775
- National Humanities Center: Three Worlds, Three Views: Culture and Environmental Change in the Colonial South
- History.com: Native American Cultures

Taken from:

<https://www.theclassroom.com/the-cultural-differences-in-native-americans-and-european-americans-12083418.html>

Exploring the Culture of the Northeast Woodland

Native Americans

Focus on Maine Native American Tribe: **Abenaki**

The Abenaki Tribe

The Abenaki were farmers, hunter gatherers, and fishermen whose lands stretched from Lake Champlain, the St. Lawrence River basin and south into Maine and northern Massachusetts.



This map shows the location of the 5 Native American tribes in Maine. The Abenaki were in western Maine.

What was the lifestyle and culture of the Abenaki?

The Abenaki people were hunters, fishers, and farmers who lived in wigwams made primarily of birchbark. Birchbark was an extremely important material and was used to make canoes, shelters, clothing and containers.

What did the Abenaki live in?

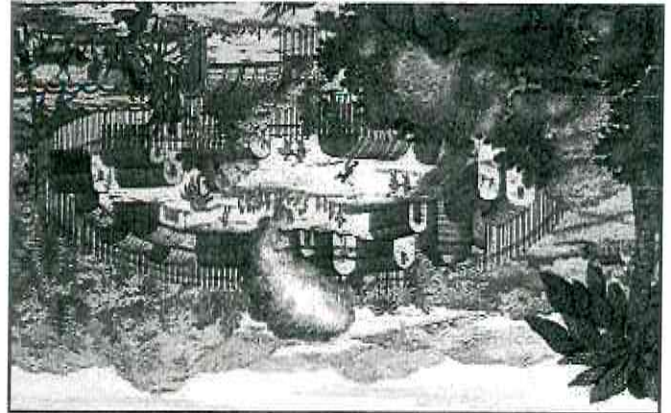
The Abenaki tribe lived in Wigwams aka Birchbark houses. This type of shelter, conical or domed shaped, or were common to the Algonquian speaking people. Wigwam is the word for "house" in the Abenaki language. The Wigwam varied in size housing up to 27 people in a village.

Wigwams were built with wooden frames that were covered with woven tule mats, sheets of birch bark and animal skins. Ropes were wrapped around the wigwam to hold the birch bark in place. Temporary tepees were used on hunting trips that housed just 3 people.

Many other Abenaki lived in oval-shaped longhouses. Inter-tribal warfare was harsh and frequent so people lived in fortified longhouse villages surrounded by fencing (palisades) and reinforced with mud. Longhouses were built up to 200 feet long, 20 feet wide and 20 feet high.



Abenaki tribe
setting up
wigwams near a
river.



Abenaki longhouse village.

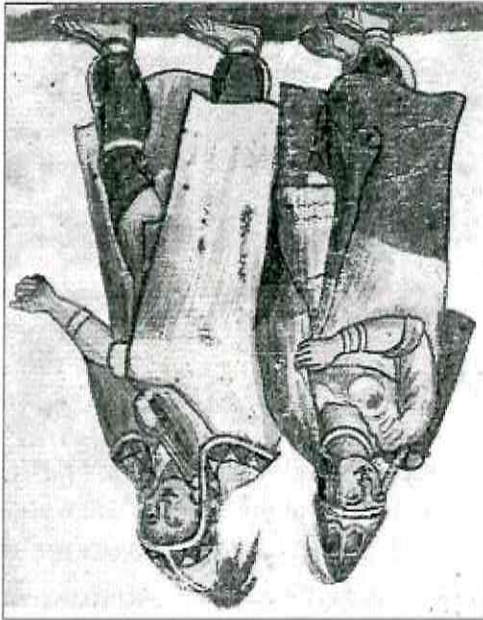
What clothes did the Abenaki wear?

The clothes worn by the Abenaki varied according to the season. In the hot, humid summer the men wore breechcloths tucked over a belt that hung to mid-thigh at the back. The breechcloths were often accompanied by leather leggings kept in place with strips of cloth like garters to protect their legs. The leggings tapered towards the ankle and the outside was decorated with a fringe or beadwork. Moccasins were made with a long tongue and a high collar that could be folded up or down.

In the wet and snowy winters snowshoes were also worn during the winter. The Abenaki women wore deerskin wrap around skirts or dresses and also wore leggings. In the winter cloaks made from buckskin or other animal skins were worn by both men and women. The Abenaki also wore highly distinctive, pointed hoods made from birch bark or leather that covered the shoulder. They

were decorated with feathers or tufts of animal hair at the point.

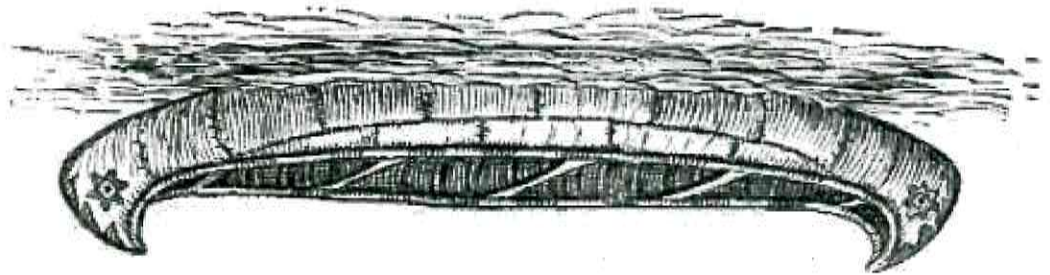
Abenaki winter cloak made from buckskin. The pointed hoods are decorated with feathers on top, and reach down to the shoulder.



What food did the Abenaki eat?

The food that the Abenaki tribe ate included crops they raised consisting of the "three sisters" crops of corn, beans and squash together with sunflowers, the seeds of which were crushed for their oil. Fish such as sturgeon, pike and bullhead were caught. Hunters provided meat from deer (venison), bear, moose and smaller game like squirrel or rabbit. Birds and waterfowl such as duck, grouse and wild turkey also added to the variety of their food. Their diet was complemented by vegetables, mushrooms, nuts (acorns, hickory and butternuts) and fruits (plums, cherries, blueberries, strawberries and raspberries). Maple syrup was obtained from the sap of the maple tree.

What type of Transportation did the Abenaki use? Birch Bark Canoes
The Abenaki Native Americans built canoes made from the bark of the birch trees over a wooden frame. Birchbark was an extremely important material and was used to make canoes, shelters, clothing and containers. These lightweight Birch Bark canoes were broad enough to float in shallow streams, strong enough to shoot dangerous rapids, and light enough for one man to easily carry a canoe on his back.

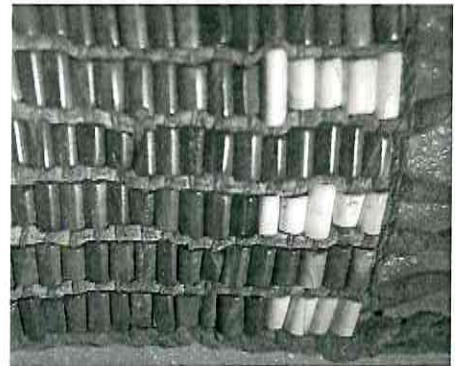


Birch bark canoe that was made by the Abenaki.

Woodland Indians - Wampum

Wampum was extremely important to this culture group. Wampum are the traditional, sacred shell beads of Eastern Woodlands tribes used for money, recording special events, and marking exchanges for engagement, marriage, and betrothal agreements.

Wampum shell beads.



Wampum belt that the Abenaki would make using the wampum shell beads.



Woodland Indians - Religion, Ceremonies and Beliefs

The Religion, Ceremonies and Beliefs were based on Animism. Animism is based on the spiritual or religious idea that the universe and all natural objects have souls or spirits. In this religion it is believed that souls or spirits exist not only in humans but in everything, such as animals, plants, trees, rocks, thunderstorms, rain, mountains, rivers, and caves. Face paint or War paint was applied by the Abenaki to intimidate their enemies but also to give them protection against evil spirits.

This group was believed to have created the Dreamcatcher, which was a protective charm or device. The Dreamcatcher was believed to protect a person from the bad spirits that appeared in dreams. The dreamcatcher was constructed in a spider web design. A wooden hoop was attached to a

food.

would have to trade some of their belonging with the Europeans so they could get food was available for Native Americans to find in nature. So, Native Americans the forest animals and fish to lose their home in the forests, which meant less the trees to build their villages and spaces to set up farms. This caused many of animals or fish for as many fish as they used to. Europeans also cut down a lot of hunting land also meant that Native Americans were not able to hunt for as many land to set up their homes. It also meant that they had less land to hunt. Less arguments and fights over land. This also meant that Native Americans had less most of the land that belonged to Native Americans. Of course there were Europeans arrived, they caused major changes to the land. First, they took over People from Europe began to arrive in Native American territories. As soon as the

Europeans and Native Americans Meet

day one of the knots would be untied.

dances and sang around a fire. The ceremony lasted five days and on each milky sap and light wind-blown seeds. The chief of the tribe performed Milkweed was abundant in the longleaf pine forests and were plants with prepare for the ceremony five knots were tied in a piece of milkweed. When someone in the tribe died, the tribe would hold a cry ceremony. To Another important ceremony which were important was the Cry Ceremony. There were various ceremonies and festivals relating to the corn crops including the Green Corn festival. These ceremonies and festivals included feasting and music using rattles and drums.

to the sleeping person."

The good dreams are trapped in the web, and then slide down the feathers was said that "Nightmares pass through the holes and out of the window. decorated with personal and sacred items such as feathers and beads. It woven web or loose net, like a spider's web. The dreamcatcher is then

Europeans not only destroyed and took over Native American land, but they also brought new diseases that Native Americans had never had. Since the diseases were new to Native Americans, their bodies were too weak to fight off the sickness, and they can no medicine for the sickness. This caused many Native Americans to die.

Native Americans Today

There are still many Native American tribes in the world today. Many tribes have kept some of the same traditions as their ancestors, such as making crafts and certain holiday traditions. There have also been some changes as many Native American tribes adapted to life today. This means that Native American tribes today are both similar and different from the tribes of the 1600's.

Taken From:

<https://www.warpaths2peacepipes.com/native-american-indians/woodland-indians.htm>

<https://www.warpaths2peacepipes.com/indian-tribes/abenaki-tribe.htm>

SUPPORTING #5 How did the differences between the European and Native American cultures cause conflict?

Fourth Grade How does culture influence the government?
Compelling Question:



PREVIOUS LESSON - Students explored the differences between the Native American and European culture . They also made an evidence based claim in which they supported whether or not they think the two cultures got along.

WHAT WE FIGURE OUT - Students will explore the conflicts that existed between the Europeans and the Native Americans.

NEXT LESSON - How does conflict motivate changes in government and culture?



BUILDING TOWARD -
History 1
History 2
Civics & Government 5



TIMELINE - 30 Minutes



INQUIRY - Asking questions, applying concepts, evaluating sources, developing claims, using evidence, communicating conclusions, taking informed action

GETTING READY: Materials



- TEACHER:**
- ☐ Picture 2: European and Native American Trading
 - ☐ Projector
 - ☐ Supporting Evidence Based Claims Rubric



- STUDENTS:**
- ☐ Article: Native Americans at European Contact
 - ☐ Article 2: Indian, furs, and Economics
 - ☐ Article 3: Contact and Conflict
 - ☐ Evidence Based Claim Response

LEARNING PLAN:

- 1 (5 minutes) Generate student notices and wonders about the contact between European Explorers and Native American by showing them a picture.
- 2 (5 minutes) Explain that they are going to be exploring how Europeans and Native Americans impact each other culture. They are going to use the evidence they found to support a claim that answers the question "Do differences between cultures cause conflict." Hand out all student materials including:
 - ☐ Article: Native Americans at European Contact
 - ☐ Article 2: Indian furs, and Economics
 - ☐ Article 3: Contact and Conflict
 - ☐ Evidence Based Claim Response
- 3 (20 minutes) Allow students time to work and create their evidence based claims.
4. (5 minutes) Debrief with students about their claims. Have them share evidence that supports their claim from the different articles.

LEARNING PLAN

1 (5 min) Explain to students that in the previous lesson, they used evidence to support if they thought the Native Americans and Europeans got along. Tell them that we are going to explore more evidence today. They will be looking at how those two culture affected one another. Show students picture 2 (a picture of Native Americans Europeans engaging in trading). Ask students what they notice and what they wonder. Listen to their notices and record on chart paper. They may notice they are talking about something and they are holding what looks like jewelry. They also may notice that the people in the photo are the Europeans and Native Americans. Then record their wonders on the board. They may ask: What are they doing? What is it they are holding in their hand?

2 (5 min) Now explain to students that they are going to be researching to learn about what did happen when the two different cultures came together? In other words, how did they affect each other. They will be supporting another claim today, which is their answer to "Do you think differences in cultures can cause conflict." They will need a copy of the article 1, article 2, and article 3. (Or, you can also give them the links so they can use their ipads,) and a copy of the creating a claim sheet. You can also choose to hand them supporting a claim rubrics or display one so they can improve their performance from the prior day.

3 (20 min) Allow students to work on their claim and the support for it.

4. (5 min) Debrief with students about what they found out. Hopefully they are able to reference examples of conflicts that existed between Native Americans and Europeans (Example: Spread of European diseases that the Native Americans had never been exposed to, changes in which goods were important by the Native Americans, changing

land territory, using Native Americans as slaves, etc. The big idea you want them to come to realize is that differences in cultures impact the cultures when they come together. These differences can be beneficial, but also cause conflict.

Suggested Prompts:

- What evidence did you find that is going to help you support/create your claim?
- How do you know that these are good sources to use?
- Can you show me how your evidence is based on fact, rather than the author's opinion/interpretation?



ALIGNMENT WITH STANDARDS

History 1: Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, the state, and the United States. Students make real or simulated decisions related to the State of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills including research skills and other relevant information. Students distinguish between facts and opinions/interpretations in sources.

History 2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

SUPPORTING #6 How did the conflict between the European and Native American cultures motivate changes in culture and government?

Fourth Grade - How does culture influence the government?
Compelling Question:



PREVIOUS LESSON - Students explored the conflicts that existed between the Europeans and the Native Americans.

WHAT WE FIGURE OUT - Students will explore how the conflicts led to a push for changes in culture and government.

NEXT LESSON - What's the real story about the creation of reservations?

BUILDING TOWARD -

History 1

History 2

Civics & Government 5



TIMELINE - 60 Minutes



INQUIRY - Asking questions, applying concepts, evaluating sources, developing claims, using evidence, communicating conclusions, taking informed action

GETTING READY: Materials



TEACHER:

- ☐ Chart paper or white board



STUDENTS:

- ☐ Article 1: Teens Lead the Fight Against Columbus Day
- ☐ Article 2: Maine Replaces Columbus Day
- ☐ Article 3: (with Video), New Mexico, Vermont, and Maine Replace Columbus Day

LEARNING PLAN:

- 1 (10 minutes) Show students video found at the end of Article 3. Tell them to listen for facts about Columbus as they will be asked to share following the video.
- 2 (5 minutes) Ask students to share the facts they heard in the video, recording them. Ask students what additional questions this creates for them, recording these as well. This information can be used by students when they complete the formative task.
- 3 (15 minutes) Put students into working groups. Tell students that they will be assigned one of three articles to become an expert on. As a group they will read the article and identify the key details so that they later can share those key details with other students who haven't read the article. Assign each group one of the 3 articles and give them time to complete the task. (Students will eventually be reconfigured into groups of three to jigsaw and share the information from the three different articles so in determining groups, plan so that there are equal numbers of students assigned each of the three articles.)
- 4 (15 minutes) Reconfigure working groups so they are mixed. Students share the key details of each article and then create a list of all the arguments presented for the change of Columbus Day to Indigenous Peoples Day.
- 5 (5 minutes) Debrief with students asking them to share the arguments they have in their list. Record these arguments, adding them to the list of facts from the video. Ask students if any of the articles included arguments for keeping Columbus Day.
- 6 (10 minutes) Provide students with the formative task - "write a paragraph explaining why some people advocate to change Columbus Day to Indigenous Peoples Day."

LEARNING PLAN

- 1 (10 minutes) Remind students that they have been learning about the conflicts between European explorers and Native Americans. Start the class by showing them the video found at the end of Article 3. Direct them to listen for facts about Columbus as they will be asked to share what they heard following the video.

- 2 (5 minutes) Ask students to share the facts they heard in this video. Record these facts on chart paper or white board. Ask students what questions this information raises for them. Record these questions also. Tell students that they will have the ability to refer back to these facts when completing their task at the end of the lesson.

3

(15 minutes) Put students into working groups. Tell students that they will be assigned one of three articles to become an expert on. As a group they will read the article and identify the key details so that they later can share those key details with other students who haven't read the article. Assign each group one of the 3 articles and give them time to complete the task. (Students will eventually be reconfigured into groups of three to jigsaw and share the information from the three different articles so in determining groups, plan so that there are equal numbers of students assigned each of the three articles.)



4

(15 minutes) Reconfigure working groups so that each group contains students who are experts on each article. Direct the students to share the key details of their articles and then create a list of all the arguments presented for the change of Columbus Day to Indigenous Peoples Day.

5

(5 minutes) Debrief with students asking them to share the arguments they discovered for the change of Columbus Day to Indigenous Peoples Day. Record these arguments, adding them to the list of facts from the video. Ask students if any of the articles included arguments for keeping Columbus Day.

6

(10 minutes) Provide students with the formative task - "Write a paragraph explaining why some people advocate to change Columbus Day to Indigenous Peoples Day."



ALIGNMENT WITH STANDARDS

History 1: Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, the state, and the United States. Students make real or simulated decisions related to the State of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills including research skills and other relevant information. Students distinguish between facts and opinions/interpretations in sources.

History 2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

Auburn Middle School Social Studies Curriculum

7th Grade Topic	8th Grade Topic	
Elements of Culture- Language, Government, Religion, etc...	Civics- historical documents, government, Declaration of Independence, Constitution by articles, elections, Amendments, three branches, levels of government, court cases, etc...	<i>Yellow highlighted areas are Where Native American topics are brought in</i>
Geography- 5 themes review	MesoAmerican Civilizations/ Exploration	
-consequences of geographic influences	Maine's indigenous People- Maine tribes, Abenaki	
- Political Structures- types of government	Colonies/ American Revolution	**impact on Native American lands and involvement
-Economic Systems and developed v undeveloped countries/ globalization/ personal finance/ factors in economic development	Civil War/ Industrial Revolution	
- Relationships between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the World.	World War I/ Depression Era/World II/ Civil Rights/ "Major Turning Points"	
Geography of Maine	**Local History and Maine historical events	
Current Events	Current Events	

Resources used for Native Americans (not limited to)

A Journey Through Maine Mary Stockwell

Maine Memory Network

Abbe Musuem Website

Maine State Museum

Newsela/ Junior Scholastic/ Flocabulary

Article by Dr. J Paul in Sun Journal talking about Auburn's 150th celebration leaving out Native tribes

Rethinking Columbus

<https://www.adl.org/education/educator-resources/lesson-plans/columbus-day-or-indigenous-peoples-day>

Here is a chart of Standards done this year which these topics came from:

Gr 7-8 Units of Study

Quarter 1	Grade 7	Grade 8
	<p>***ELECTIONS</p> <p><i>History 1 (F4) Proposing and revising research questions related to a current social studies issue.</i></p> <p><i>Civics & Government 1 (D3) Analyzing examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</i></p> <p><i>Civics & Government 2 (F2) Describing how the powers of government are limited to protect individual rights and minority MS rights as described in the United States Constitution and the Bill of Rights.</i></p> <p><i>Civics & Government 2 (D2) Analyzing how people influence government and work for the common good including MS voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning.</i></p>	<p><i>History 1A (D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.</i></p> <p><i>Civics and Government 1 (D3) Analyzing examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</i></p> <p><i>Civics and Government 1 (F3) Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.</i></p> <p><i>Civics and Government 1 (D1) Comparing the structures and processes of the United States government with examples of other forms of government.</i></p>

	<u>and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.</u>	
Quarter 2	Grade 7	Grade 8
	<p>***Review 5 Themes of Geography and Elements of Culture</p> <p>(current events)</p> <p>Asking geographic questions <i>How does the geography of the area influence the people, places and environments in that community?</i></p> <p>Geography 1 (D1) Identifying consequences of geographic influences through inquiry and formulating predictions.</p> <p>Geography 1 (D2) Describing the impact of change on the physical and cultural environment.</p> <p>Civics and Government 3 (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.</p>	<p>Civics and Government 2 (F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.</p> <p>Civics and Government 1 (D2) Comparing how laws are made in Maine and at the federal level in the United States.</p> <p>Civics and Govt 2 (D1) Analyzing examples of the protection of rights in court cases or from current events.</p> <p>Civics and Govt 2 (D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience <u>through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.</u></p> <p>Civics and Govt 3 (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.</p> <p>Civics and Govt 3 (D1) Explaining constitutional and political aspects of</p>

		<p>historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p><i>Civics and Govt 3 (D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.</i></p>
Quarter 3	Grade 7	Grade 8
	<p><i>Geography 2 (F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.</i></p> <p><i>Geography 2 (D2) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the World.</i></p>	<p><i>History 1A (D1) Analyzing interpretations of historical events that are based on different perspectives and evidence <u>from primary and secondary sources</u>.</i></p> <p><i>History 1A (D2) Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world.</i></p> <p>History 1A (D4) Making decisions related to the classroom, school, community, civic organization, Maine or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p>
Quarter 4	<p><i>History 1 (D1) Analyzing interpretations of historical events that are based on different perspectives and evidence <u>from primary and secondary sources</u>.</i></p> <p><i>History 1 (F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world.</i></p> <p>Personal Finance and Economics Global Connections C3 (D1) Describing</p>	<p><i>History 2A (F) Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</i></p> <p><i>History 2A (F) Describing major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</i></p>

	<p><i>factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.</i></p>	<p><i>History 2A (F)</i> Identifying major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</p> <p><i>History 1A (F4)</i> Proposing and revising research questions related to a current social studies issue.</p>

Maine Cultural Studies 2020-2021

DEPARTMENT STANDARDS 2020-2021

1) Understands the relationship between physical geography, climate, culture, and politics of Maine. (Analyze)

- a. I can analyze maps and explain the spatial patterns of physical geography, climate, culture, and political characteristics in the State of Maine.
- b. I can explain the impact of environmental change in Maine on politics, economy, society, and physical geography in the State of Maine
- c. I can explain how the Arctic geographically, politically, socially, and economically impacts Maine.

2) Understands how the interactions between various governments to conflict or compromise (Analyze); Understands the relationship between international diplomacy, alliances, conflicts, and war (Analyze)

- d. I can describe traditional Wabanaki government systems
- e. I can compare how political, social, cultural, and environmental factors influenced traditional Wabanaki ways of life.
- f. I can identify push factors that led to increases in immigration of people from around the world.
- g. I can identify pull factors that explain why Maine was settled throughout history.

5) Understands examples of globalization and their impact on people and societies (Analyze)

- h. I can discuss how colonization impacted Wabanaki peoples in Maine. .
- i. I can discuss how Wabanaki life and culture has impacted Maine.

Text: [The Wabanakis of Maine & the Maritimes](#)

11/16-11/20: WEEK 1

Topic: Geography: Maps

This week's lesson will serve as an introduction to the study of geography, geopolitics, and Maine's original peoples, The Wabanaki. **All work is to be completed on this document for ongoing credit.**

Activities:

1. Introductions: [Photos: Getting To Know You](#)

2. Essential Questions

Use the resources below to help you answer the following questions. Type your answers on this document.

How do we define the term geography?

What historically were the purposes of maps?

In what ways are maps inaccurate? Is there such a thing as an accurate map?

What are geopolitics and how do they affect every country? Give a few specific examples from the resources.

3. [Wabanaki Place Names of Western Maine Map](#)

Use the Wabanaki Place Names of Western Maine Map to help answer the following questions:

What place names suggest HOW people moved over the land and waters of Maine?

What places might have been good for gathering and growing food?

What names are still around today? Are there any city/town names that have not changed that you are familiar with?

Week One Formative

The Wabanak Map: Answers

Short Response (incorporating answers to essential questions)

Resources/Links

<https://www.noaa.gov/>

<https://www.icsm.gov.au/education/fundamentals-mapping/types-maps>

<https://www.youtube.com/watch?v=kIID5FDi2JQ>
<https://mapfight.appspot.com/>
<https://www.youtube.com/watch?v=dq7d0TPoLgw>

9/21-9/27: WEEK 2

Topic: Indigenous Culture: The Wabanakis of Maine

This week's lesson will serve as an introduction to The Wabanakis of Maine and the Maritimes: Penobscot, Passamaquoddy, Maliseet, Micmac, and Abenaki communities in Maine and Western New Brunswick.

***When studying a culture it is important to remember that different does not mean better or worse, superior, or inferior. Studying culture provides an opportunity to learn from others. It is the aim of this entire course to help students learn to respect, enjoy, and collaborate with others they share the state with.*

Essential Questions:

Who are the indigenous communities in Maine that make up the Wabanakis?
What does the term, Wabanaki mean?
How has climate in Maine changed over the past 18,000 years in Maine?
How did climate changes impact Wabanaki life?
What was society and life like for the Wabanaki 400 years ago?

Activity

1. North American Glacier Map

Use the reading, [The Wabanaki of Maine & The Maritimes: "Historical Overview"](#) to recreate a map of what North American Glaciers looked like. Include your key. Use the map handed out in class or download and print the [North American Map](#).

2. Tribal Territory Map

Use the reading, *The Wabanaki of Maine & The Maritimes: "Historical Overview"* to recreate a map of tribal territories in the Northeast Region of the USA. Use the map handed out in class or download and print a copy of the [Northeast Region Map](#).

Formatives

North American Glacier Map

Tribal Territory Map - Northeast USA

Essential Questions/Response (Includes answers to all essential questions)

Resources

Reading, *The Wabanaki of Maine & The Maritimes: "Historical Overview"*
[North American Map](#)
[Northeast Region Map](#).

9/28-10/4: WEEK 3

Topic European Culture Comes To Maine

Essential Questions:

What formed the basis of Wabanaki government?

What European countries were the first to settle Maine?

How did Wabanaki and European leadership differ?

Discuss how these differences in leadership led to issues. Include at least two examples to back up your response.

Activity

1. *Use pages A-12 - A-16 in The Wabanki of Maine & The Maritimes* to read about Wabanaki government. Collect notes on the following:

Wabanaki Family Life & Marriage

Wabanaki Leadership: Sakoms

European Leadership

Wabanaki & European views about land ownership

2. Using what you learned, create a Google Slide presentation with 10 IMAGES that illustrate the topic notes you took from the reading. Make sure to **FORMAT** the presentation using the **EXPLORE** button at bottom right of the presentation workspace.

Formatives

Essential Questions

Reading Notes

Google Slide Presentation

Resources

[Use pages A-12 - A-16 in The Wabanki of Maine & The Maritimes](#)
[Quick Google Slides Tutorial for Students](#)

10/5-10/11: WEEK 4

Topic: European Culture Comes To Maine II - Contact & Conflict

Essential Questions

What were the names of explorers who were some of the first Europeans to come to Maine?

What were the major problems that they had with Wabanaki Peoples?

What other obstacles did Europeans face when settling Maine?

Activity

1. Print out a copy of the article, "[Contact & Conflict](#)"
2. Highlight all place names, towns, regions, cities, etc. that were explored, founded, or set up by Europeans in Maine.
3. Create a new [Google MyMaps](#) map and title it: Maine Cultural History
4. Name the first map layer: Contact & Conflict Maine 1500-1667
4. Add all highlighted places to your map.
5. Add a short caption that explains what was going on in each place in the form of a map note.

Formatives

Essential Questions

Contact & Conflict Maine Map

Resources

[Maine History Online: Contact & Conflict](#)

[Google MyMaps](#)

[Google MyMaps Tutorial](#)

LINK TO MY MAP

***10/12-10/18 (*Indigenous Peoples Day) WEEK 5**

Topic: Colonization & Indigenous Genocide & Contemporary Solutions

Essential Questions

*What was going on in Europe during this period that spilled into the New World?
How did this impact Native Americans and English and French settlers?
How is the term genocide defined and how does what happened to Wabanaki Peoples and Native Americans throughout the United States constitute genocide?
What are some of the contemporary solutions to addressing harm done to Indigenous Peoples of the United States and Canada?*

Activity

1. Print out a copy of the article, "[Settlement & Strife: 1668-1774](#)"
2. Highlight all place names, towns, regions, cities, etc. that were scenes of immense conflict during this period in Maine between Maine's Indigenous Wabanaki Peoples and English and French settlement.
3. Open your Maine Cultural History [Google MyMaps](#) Map from last week.
4. Add a new map layer. Title it: Settlement & Strife: 1668-1774
4. Add all highlighted places to your map.
5. Change the placeholder to a new color and icon that match what was going on at the moment there. Custom make ones you cannot find in the icon library. See the video: [Editing Placemarkers on Google MyMaps](#) to learn how to do this. Any icon used or custom made, must match the subject and time period of what was going on in the specified location.

Formatives

New Map Layer: Settlement & Strife: 1668-1774

Resources

[Google MyMaps](#)

[Google MyMaps Tutorial](#)

[Editing Placemarkers on Google MyMaps](#)

[EXAMPLE: MS. TOWNS' MAP](#)

[Native American Boarding Schools VOX](#)

[Canada Truth and Reconciliation Commission](#)

[Maine-Wabanaki - State Child Welfare Truth and Reconciliation Commission](#)

10/19-10/25 WEEK 6

Topic: Maine's African American Experience

Essential Questions

How is Maine commonly depicted in history?

According to the broadcast interview, what is the response of some Maine historical societies and museums when it comes to the topic of Maine and the slave trade?

What are the experiences that early African Americans went through in the New World and Maine?

Why was Maine not a place that African Americans settled in the 19th & 20th centuries?

How can students and the public help to ensure a more complete perspective when learning about African American history in Maine?

Activity

1. Listen: [NPR: Maine's Role in the Slave Trade: Little Known History](#)

While listening, record facts about Maine in Slave Trade. Jot down any locations that are mentioned. (IN CLASS ASSIGNMENT)

2. Google MyMap: Add a new layer. Uncheck boxes from previous layers. Name the new layer: Maine's African American Experience.

3. Using notes from resources below, record places and information about African American experiences in Maine's slave trade on your Google MyMap.

Formative

Notes on NPR Interview

Google MyMaps: Maine's African American Experience

Resources

[Maine's Role in the Slave Trade](#)

[The Atlantic Black Box Project](#)

[Why is Maine So White? And What It Means To Ask The Question](#)

10/26-11/1: WEEK 7

Topic: Contemporary Immigration: Somalia

Essential Questions

What impact did the dropping of the atomic bomb on Hiroshima have on the world?

What was the Cold War?

What did the Cold War have to do with Somalia?

What were the causes of the Somali Civil War?

Why did Somali families decide to settle in Lewiston Maine?

What was the community response to settlement in Lewiston Maine?

What are the contributions of Somali and Somali Americans to the Lewiston/Auburn community?

Activity

1. **Make a new layer on your Maine Cultural Heritage Google MyMap.**
2. **Title the new layer: Somalis in Maine**
3. **Add all locations recorded from videos and articles handed out in class.**
4. **Add a map note to each location, explaining the significance and history behind why Somalis came to Maine and the contributions they have had to the community.**

Formatives

Map Layer: Somalis in Maine

Resources

[Hiroshima: Dropping The Bomb](#)

[Somalia: The Forgotten Story](#)

[Somalis in Lewiston Maine](#)

11/2-11/8: WEEK 8

Topic: Contemporary Immigration: Middle Eastern Culture in Maine

Essential Questions:

What were the causes of the Persian Gulf War of 1990?

What events led to the declaration of George W. Bush's War On Terror?

Why did the USA invade Iraq in 2003?

How did the Iraq War contribute to the Syrian War?

How did these wars directly impact communities in Lewiston and Auburn Maine?

Activity

1. **Make a new layer on your Maine Cultural Heritage Google MyMap.**
2. **Title the new layer: Middle Eastern Culture in Maine**
3. **Add all locations recorded from videos and articles handed out in class.**
4. **Add a map note to each location, explaining the significance and history behind why Syrians, Iraqis and Turks came to Maine and the contributions they have had to the community.**

Formatives

Google MyMaps Layer: Middle Eastern Culture in Maine

Essential Questions

Resources

[How Refugees Make Their Way To Maine](#)

[How Refugees Get Settled in Maine: Maine Public](#)

[What Happened In The Persian Gulf War?](#)

[Iraq War Explained](#)

11/9-11/15: WEEK 9

Make Up Week

04210

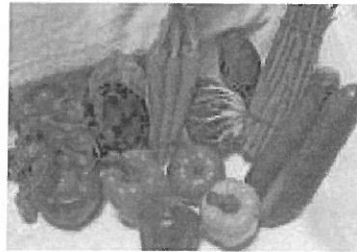
U.S. POSTAGE  PITNEY BOWES
ZIP 04210 \$ 002.80⁰
02 4W
0000376711 MAR 31 2021



Emma Bond
Legal Director
Americas Civil Liberties Union
P.O. Box 7860
Portland, ME 04112



People Long Ago And Today



Grade 1
Unit 1

Auburn School Department
Social Studies
June, 2008



AUBURN SOCIAL STUDIES CURRICULUM – GRADES K - 2

GRADE K	GRADE 1	GRADE 2
<p>Me and My Family (Ties into the Money Matters unit)</p> <ul style="list-style-type: none"> • What is a family? • What are the stories and traditions of my family and other families? • What are the symbols and celebrations my family knows? <p><u>Concept themes:</u></p> <ol style="list-style-type: none"> a. Interdependence b. Culture c. Civic ideals and practices 	<p>People Long Ago and Today</p> <ul style="list-style-type: none"> • How do people live work and play today? • How did people live work and play long ago? • What are some traditions and celebrations of past and present groups of people in our community? <p><u>Concept theme:</u></p> <ol style="list-style-type: none"> a. Individuals/groups b. Time, change and continuity 	<p>Many Communities</p> <ul style="list-style-type: none"> • What are the stories and traditions of our community? • How are the stories and traditions of other communities the same and different from ours? • Where did some of our traditions (celebrations) come from? <p><u>Concept themes:</u></p> <ol style="list-style-type: none"> a. Individuals/groups b. Time, change and continuity
<p>Places in Our School</p> <p>What are important places and people in our school?</p> <p><u>Concept theme:</u></p> <p>People, places, and environments</p>	<p>Places and Businesses in a Community</p> <ul style="list-style-type: none"> • What are some important places in a community and where are they located? • Where in a community do we find goods and services we want and need? • How do people in our community make money? <p><u>Concept themes:</u></p> <p>Places, regions and locations</p> <p>Production, Distribution & Consumption</p>	<p>Places in the World</p> <ul style="list-style-type: none"> • What is geography? • What are geographic features? <p><u>Concept theme:</u></p> <p>Places, regions and locations</p>
<p>Money Matters (Ties into the Family and Me unit)</p> <p>How do families make money?</p> <p><u>Concept theme:</u> Production, Distribution & Consumption</p>		<p>Money Matters</p> <p>How does geography affect how people make a living?</p> <p><u>Concept theme:</u> Production, Distribution & Consumption</p>

Classroom Rights and Responsibilities How should I behave in a group? <u>Concept themes:</u> <ol style="list-style-type: none"> Roles/Rights/Responsibilities Conflict/Cooperation 	Classroom & Community Government How do people participate in our classroom and in a community? <u>Concept themes:</u> <ol style="list-style-type: none"> Roles/Rights/Responsibilities Civic ideals & practices 	American Government How do American people participate in government? How are governments in the world the same or different from ours? <u>Concept theme:</u> Power, authority, governance
---	---	--

Grade 1, Unit 1
Inventory Sheet

Qty.			2008 -200 9	2009 -201 0	2010 -201 1	2011 -201 2	2012 -201 3
	1	Unit Binder with 4 FirstClass electronic documents					
1	1	Word Wall Chart					
2	1 set	4 Scene Sequencing Cards with spinners (before/after)					
3	1	Big Book: <i>Then and Now</i>					
4	1	Big Book: <i>How Life Changed</i>					
5	1	Sorting Circles					
6	1	CD w/sorting pictures					
7	1 set	Thanksgiving: Long Ago & Today (Guided Reading [GR] set)					
8	1 set	Old and New (GR set)					
9	1 set	Long Ago (GR set)					
10	1 set	Long Ago (GR set) Newbridge					
11	1 set	School Then and Now (GR set)					
12	1	Big Book: <i>We Celebrate</i>					
13	1	Laminated Independence Day photographs					
14	1	<i>The Abenaki by Elaine Landau</i>					
15	1 set	Abenaki resource information					
16	2	Bags of buttons					
17	1	Ball of twine					
18	1	Talking stick					

**Please check your materials at the beginning of the year

PEOPLE LONG AGO AND TODAY

Grade 1 - Unit 1 – People Long Ago and Today Concept themes: Individuals/groups; Time, continuity & change Unit Framing Questions: How is our life the same as life long ago? How is our life different from life long ago? What are some traditions (celebrations) of groups of people in our community? Unit Summary: Students compare life today with life long ago; including, but not limited to: communication, transportation, recreation, clothing, school, homes, chores, and celebrations. Comparisons include Maine Native Americans and recent immigrant groups.	
E1 Students understand the nature of history as well as key foundation ideas. A1 Students identify and investigate research questions related to social studies by locating, organizing, and sharing information. (L) E2 Students understand historical aspects of the uniqueness and commonality of individuals and groups.* B3 Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures.	
E1.c Identify past, present, and future in stories, pictures, poems, songs, or videos. E1.a Describe history as “stories” of the past. E1.d Apply terms such as “before” and “after” in sequencing events.	What do we mean when we say: past, present, future? <ul style="list-style-type: none"> • The past is anything that happened before right now. • The present is what is happening right now. • The future is what will happen. What is history? <ul style="list-style-type: none"> • History is a story of the past What are words we use to tell when things happen? <ul style="list-style-type: none"> • <i>Before</i> and <i>after</i> are words we use to tell when things happen. <i>Optional: Use the words then, now.</i> How did people live, work and play long ago? <ul style="list-style-type: none"> • People wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones we use today.
B3.b Compare traditions that are similar across the nation and those that differ in various cultural groups.	What are traditions? <ul style="list-style-type: none"> • A tradition is something from the past that we do today. What are traditions from our school and families? <ul style="list-style-type: none"> • Every school has traditions that are celebrated every year. • Every family has traditions that are similar and different. How are traditions similar and different? <ul style="list-style-type: none"> • Traditions can be similar/different in what is done and how it is done. What is a culture? <ul style="list-style-type: none"> • A culture is a group of people who live, work, play and celebrate in similar ways.

	<p>How do different cultures celebrate?</p> <ul style="list-style-type: none"> Most cultures celebrate important events with parades, festivals, dances, music, parties, food, decorations and/or special clothing.
<p>E2.b Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.</p> <p>A1.c Locate and collect information for a specific purpose from sources including maps, photographs (pictures), charts and graphs.</p> <p>A1.d Organize findings.</p> <p>A1.e Share information gathered using oral and visual examples.</p>	<p>How did Maine Native Americans live, work and play long ago?</p> <p>Native Americans wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones they use today.</p> <ul style="list-style-type: none"> Native Americans have a tradition of story telling. Abenaki games that were and are fun to play are: cat's cradle, bone on a sinew (button on a string), snow shoeing, tobogganing, maple syrup collection, corn husk dolls, beading and weaving <p>How can I locate, organize and share information about Maine Native Americans?</p> <ul style="list-style-type: none"> I can find pictures about Maine Native Americans and organize them into categories: Live, Work, Play

LESSON SEQUENCE

Lesson 1 – My Past, Present and Future

Students will share events from their past, present and future using prompts.

As a result of this lesson sequence, each student will be able to:

- Give examples and draw pictures of present, past, future from their own lives.

Lesson 2 – What is history?

Students will use images and ideas from a video to explore the concept of history by discovering how people lived, worked and played in the past.

As a result of this lesson sequence, each student will be able to:

- Give an example of history

Lesson 3 – Before and After

Students will use the words *before* and *after* as the sequence events with picture cards.

As a result of this lesson, each student will be able to:

- Use the words *before* and *after* to tell when things happen.

Lesson 4 - Then and Now

Students will compare transportation, clothing, jobs, games, communication, schools from the past and present.

As a result of this lesson sequence, each student will be able to:

- Use pictures and photographs to show examples of the past and present.

COMMON ASSESSMENT

- Students will sort examples from the past and present.

Lesson 5 – Traditions – Students will learn about school and family traditions to understand that traditions are stories, celebrations, events, special foods that happen in the past and still happen today.

As a result of this lesson, each student will be able to:

- Share a tradition

ALERT – The Family Tradition letter should be sent well in advance.

Lesson 6 - Culture

Students will learn that culture describes how people live, work, play, worship and celebrate by watching cultures around the world.

As a result of this lesson, each student will be able to:

- Give an example of something that can be a part of culture (art, music, food, clothing, celebrations, etc.)

Lesson 7 - Celebrations

Students learn how celebrations are traditions and how they are same and different.

As a result of this lesson, each student will be able to:

- Compare ways in which cultural celebrations are similar and different.

COMMON ASSESSMENT – Show pictures of Independence Day celebrations from around the world.

Students must write or tell two ways the celebrations are the same and two ways they are different.

Lesson 8 – Maine Native American Traditions: Introduction

Students will learn how Maine Native Americans lived, worked and played long ago

As a result of this lesson, each student will be able to:

- Use describing words as they look at pictures of Maine Native American culture.

COMMON ASSESSMENT - Children locate, organize and share information about Maine Native Americans by using post-its in resource books.

Lesson 9 – Maine Native American Traditions: Games

Students will learn how Maine Native Americans played traditional games.

As a result of this lesson, each student will be able to:

- Make and play a traditional Native American game.

Lesson 10 – Maine Native American Traditions: Storytelling

Students learn how celebrations are traditions and how they are same and different.

As a result of this lesson, each student will be able to:

- Share using a Talking Stick
- Tell a favorite part of a Maine Native American story.

COMMON ASSESSMENT

Ask students to draw a picture and write/tell a sentence to describe one way Maine Native Americans lived worked or played.

During the year, use holidays, school events, kinds of uniforms/dress, game etc. to reinforce the concepts of traditions and celebrations. You can talk about the different kinds of holidays (and their celebrations) without teaching the religious beliefs of each holiday. What a great opportunity to heighten children's understanding of unity and diversity!

People Long Ago and Today

past	before
present	after
future	then
history	now

play
celebrations
native
Americans
traditions
games
storytelling

Lesson #1: Name of Lesson: My Past, My Present, My Future

What do we mean when we say: past, present, future?	<ul style="list-style-type: none"> • The past is anything that happened before today. • The present is what is happening right now. • The future is what will happen.
--	--

As a result of this lesson sequence, each student will be able to:

- Give examples and draw pictures of present, past, future from their own lives.

Materials:

- Word Wall chart
- Word cards or write the words on a chart: PRESENT, PAST, FUTURE
- Worksheet: *Past, Present Future*
- Optional: Large ball, Koosh Ball, yarn

Preliminary

1. Use the terms "past," "present," and "future" as you do your daily calendar work and throughout the day. If you use the labels "yesterday was," put the word "past" next to it, etc. This will give students lots of experience with the words.
2. In November, your Everyday Math unit introduces students to time lines. If you begin to keep and display a time line with major classroom events on it, you can refer to that time line as you explain the word *past*. Examples of events: First day of school, Open House, Land Lab field trip, etc.

Teaching the Lesson

1. Gather students in a circle for a Quick Share. Model what you want. Use a Koosh Ball or yarn (for a web) to take turns randomly.

- Prompt 1 – Right now I am... Everything you are doing now is happening in the **present**. Display the word.
- Prompt 2 – (Use several prompts as students take turns or children pick a sentence strip with a prompt or choose prompt from a chart.) When I was little...Last week... summer...Yesterday...Everything that happened before is in the **past**. Display the word.
- Prompt 3 – (Use several prompts as students take turns or children pick a sentence strip with a prompt or choose one prompt from a chart.) When I am older, I will... When I grow up, I will... When I go to second grade, I will... Display the word.

PAST	
When I was little...	
Last week, I ...	
Yesterday, I...	
Last summer, I...	

let
one
Last
now

FUTURE	
When I am older, I will...	
When I grow up, I will...	
When I go to second grade, I will...	
Yesterday, I...	
Last summer, I...	

let

2. Summarize what each term (past, present and future) means using student examples.

3. Sing one or both of these songs.

Sung to the tune of <i>Yankee Doodle</i> . Yesterday is in the past Today is in the present Tomorrow, next week and next month Will all be in the future	Sung to the tune of <i>If you're Happy and You know it</i> Past, present, future is the way We talk about the sequence of the days. It's history that we know It's how we like to show The stories of how we live and work and play.
--	---

4. Distribute a three-column worksheet: *Past, Present, Future*. Children will draw pictures of things that happened in their past, their present, and will happen in their future.
5. Use the words *past, present future* often during the day.
- *In the future, we will go to lunch.*
 - *This morning, in the past, we went to music.*
 - *Right now, in the present, we are getting ready for math.*

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Date _____

PAST	PRESENT	FUTURE

Grade 1, Unit 1 – People Long Ago and Today

<hr/>	<hr/>	<hr/>
-------	-------	-------

Grade 1, Unit 1 – People Long Ago and Today

Lesson #2: Name of Lesson: What is History?

What is history?	<ul style="list-style-type: none">History is a story of the past.

As a result of this lesson sequence, each student will be able to:

- Give an example of history

Materials:

- Word Wall chart
- Discovery Streaming: *Long Ago, Yesterday and Today*

Teaching the Lesson

- Remind students of the three key vocabulary words: Past, Present, Future. Do a quick check for understanding to make sure students remember which is which. Use pictures or oral examples to re-teach if necessary.
- Explain that **history** is a story of the past. Watch the Discovery streaming video: *Long Ago, Yesterday and Today*. When the video is finished, repeat the definition of the word **history** as the story of the past. Possible examples:
 - Long ago in history, children walked to school. There were no busses.*
 - Long ago in history, people rode horses instead of driving cars.*
 - Long ago in history, my grandmother came to the United States on a boat.*
- Ask students to turn and talk: What did they see in the video that is an example of history? For example, *Long ago in history, cameras only took black and white pictures. Long ago in history, children went to a one-room schoolhouse.* Eavesdrop as pairs are sharing information.
- Closure: Ask students to summarize what they know about history.

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #3: Before and After

What are words we use to tell when things happen?	<ul style="list-style-type: none">• <i>Before</i> and <i>after</i> are words we use to tell when things happen. <i>Optional: Use the words then, now.</i>
--	---

As a result of this lesson sequence, each student will be able to:

- Use the words *before* and *after* to tell when things happen.

Materials:

- Word Wall chart
- Chart with the words *Before Lunch* and *After Lunch*
- Worksheet: *Before and After School*
- 4 Scene Sequencing Cards
- Spinners (before/after)

Teaching the Lesson

- Review the concept of history with an energizer. For example, tell students you want them to touch their nose or jump or cover their heads with their hands when you say something that happened long ago in history.
- Show the chart with *Before Lunch* and *After Lunch*. Students brainstorm events to go in each category.
- Use the 4 Scene Sequencing Cards either by putting students in pairs or use the cards in a center. As students work, elicit the words *before* and *after* by spinning the spinner. When you ring a bell, pairs pass their cards to another pair.
- Check for Understanding: Distribute the worksheet *Before and After School*. Students illustrate one event that happens before school and another that happens after school.

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Name

Date

BEFORE SCHOOL	AFTER SCHOOL
<div></div>	<div></div>

<hr/>	<hr/>
-------	-------

Grade 1, Unit 1 – People Long Ago and Today

Lesson #4: Then and Now

How did people live, work and play long ago?	<ul style="list-style-type: none">• People wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones we use today.
---	---

As a result of this lesson sequence, each student will be able to:

- Use pictures and photographs to show examples of the past and present.

Materials:

- Word Wall chart
- Big Book: *How Life Changed or Then and Now*
- Template for student sorting activity
- SmartBoard OR computer lab or laptop cart OR your computer w/projector
- CD with Then – Now pictures for the common assessment
- Guided Reading Sets-*Thanksgiving Long Ago and Today, Old and New, Long Ago Level A , Long Ago, Level D, Animals from Long Ago Level G, School Then and Now Level E*
- *Optional Reading A to Z: Long Ago and Today Level G, Colonial Life, Level L, Sending Messages, Level L*

Teaching the Lesson

1. Read the Big Book: *How Life Changed or Then and Now*.
2. Use the Guided Reading sets during literacy time to reinforce the concepts of *then* and *now*, *long ago* and *today*.
3. COMMON ASSESSMENT – Model how to sort pictures. Think out loud to notice which details indicate past or present. Show students how to use the Smart Notebook sorting template. Note: Don't be concerned if you can't access a SmartBoard. Every elementary computer has SmartNotebook software on it. Children can cycle through a center OR sort on a SmartBoard OR sort on your computer while the pictures are shown through a projector. Students can show past and present transportation, dress, jobs, school. Yeah, we're high tech!

Reminder: Preparation for Lesson 5: Send home the Family Tradition letter.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #5: Traditions

What are traditions?	What are traditions? <ul style="list-style-type: none">• A tradition is something from the past that we do today.
What are traditions from our school and families?	<ul style="list-style-type: none">• Every school has traditions that are celebrated every year.• Every family has traditions that are similar and different.
How are traditions similar and different?	<ul style="list-style-type: none">• Traditions can be similar/different in what is done and how it is done.

As a result of this lesson, each student will be able to:

- Share a tradition

Materials:

- Word Wall chart
- Family traditions letter
- Artifacts that represent your family traditions (teacher traditions)
- Chart paper
- Post-Its, grouping circle, or any other sorting tool.

Teaching the Lesson

1. Post the definition of “tradition” and explain that schools, families and groups of people have traditions. Share or ask students to remember some of their school traditions. Use these examples to reiterate the definition of tradition as something from the past that we do today. Some schools have end-of-year slide shows or yearbooks and you might be able to use pictures from the show to remind students of school traditions.
2. Families also have traditions. Share some artifacts from your family. Traditions can be celebrations, special foods, vacations, recipes, etc.
3. Ask students to share the artifact they brought in and tell how it represents their family tradition. *Note: Be sure to preview artifacts as children bring them to class so you can ensure the artifact represents a TRADITION and is not just a typical “show and tell.”* Use your judgment about how to share. Typically, students get antsy after 3 or 4 shares so you can space out the sharing over several days. Hopefully, children who have not brought in an item will be encouraged to do so as the week progresses.
4. After a few students have shared, ask students to sort (grouping circle, post-its & chart) so that they can tell similarities and differences between/among traditions. For example, two families may have special holiday recipes but one recipe is for cookies and another is for soup.

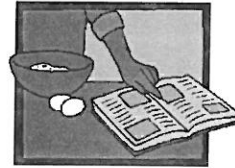
Grade 1, Unit 1 – People Long Ago and Today

- 5.** Closure: Reiterate the definition of tradition and give examples of how traditions can be similar and different.

FAMILY TRADITIONS

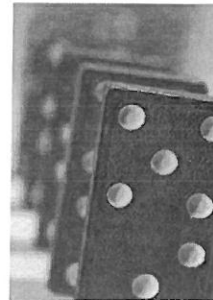
Dear Families,

We are studying traditions. Traditions are anything from the past that we do today. Please help your child choose one of your family's traditions. It could be a family recipe, a special vacation place, a holiday or celebration, game, special meal, activity etc.



Help your child share this tradition by finding ONE item: a photograph, a recipe, food, a holiday decoration or symbol, a game etc. The item should be small enough to carry to school and should help your child tell the story of your family tradition.

Be sure your child knows how the item tells about a family tradition that has been done the past and is still done today. Help your child complete the attached page.



in

Your child should bring in the item no later than:

_____.

Thank-you for your help.

Name _____

My family tradition is

I am
sharing

because

Grade 1, Unit 1 – People Long Ago and Today

Grade 1, Unit 1 – People Long Ago and Today

Lesson #6: Culture

What is a culture?	<ul style="list-style-type: none">• A culture is a group of people who live, work, play and celebrate in similar ways.

As a result of this lesson, each student will be able to:

As a result of this lesson, each student will be able to:

- Give an example of something that can be a part of culture (art, music, food, clothing, celebrations, etc.)

Materials:

- Word Wall chart
- Discovery Videostreaming: *How Customs and Heritage Shape Communities*
<<http://streaming.discoveryeducation.com/>>
- School library books about different cultures (each library will have different books)

Teaching the Lesson

1. Introduce the video as a description of how people live, work play and celebrate around the world.
2. Show the video. Debrief by talking about the word “culture” and discuss examples from the video.
3. Add or refer to the word *culture* on your Social Studies word wall. Explain the definition of culture: a group of people who live, work, play and celebrate in similar ways.
4. Encourage students to make connections about culture with examples from their own family (previous lessons).
5. Optional – use a library book about culture in another country as a Read-Aloud.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #7: Celebrations

How do people in different cultures celebrate?	<ul style="list-style-type: none">• Most cultures celebrate important events with parades, festivals, dances, music, parties, food, decorations and/or special clothing.
---	--

As a result of this lesson, each student will be able to:

- Compare ways in which cultural celebrations are similar and different

Materials:

- Word Wall chart
- *We Celebrate* – big book
- Chart with headings: SAME DIFFERENT
- Laminated photographs of Independence Days around the world and/or CD
- School library books about specific celebrations (each library will have different books)

Teaching the Lesson

You might stretch this lesson over two days.

1. Remind students of the video they saw (previous lesson). Explain that different cultures have different celebrations. A celebration can be a tradition when it happens more than once. Use examples appropriate to your classroom and time of year: July 4th, Christmas, Eid, Channuka, Memorial Day, Thanksgiving, etc.
2. Explain that you will be reading a book that describes how Americans with different cultural backgrounds celebrate special events. They must listen to the book and remember how people celebrate in the SAME and DIFFERENT ways.
3. Read the book and encourage students to share from personal experience.
PRONUNCIATION TIP: On page 12, Nisei is pronounced nē-sā' "NEE-say" or nē'sā' "NEE-SAY".
4. Ask students how the celebrations in the book were the same and different. You may have to adjust the chart as you get answers because specific celebrations can be compared in different ways.
5. EXTRA PRACTICE (can be done on the next day) Ask students to brainstorm a list of celebrations. Choose a couple and ask students to compare how 2 celebrations are the same and different. Or ask them to draw how they are the same and different.
REMINDER: Be sure students have plenty of practice before the common assessment.

COMMON ASSESSMENT – Show pictures of Independence Day celebrations from around the world. Use either the laminated photographs provided or the same pictures on your CD. Students choose two pictures and must tell or write one way the two celebrations are the same and one way they are different. For example, these two pictures both have fireworks but the buildings are different. Meets the standard: Two picture sets with one correct similarity and one correct difference for each set.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #8: Maine Native American Traditions

How did Maine Native Americans live, work and play long ago?	Native Americans wore different clothes, had different jobs and played different games long ago. Some of their words and songs were different from the ones they use today.
How can I locate, organize and share information about Maine Native Americans?	I can find pictures about Maine Native Americans and organize them into categories: Live, Work, Play

As a result of this lesson, each student will be able to:

- Use describing words as they look at pictures of Maine Native American culture.

Materials:

- Word Wall chart
- Teacher Resource Book: The Abenaki by Elaine Landau
- The New England Indians by C. Keith Wilbur (in your school library)
- Abenaki PowerPoint (disk)
- Great teacher/kid website: http://www.bigorrin.org/abenaki_kids.htm

Teaching the Lesson

1. Review these terms with your Word Wall: culture, tradition, celebration. Tell students that long ago, people lived in Maine (Auburn) who lived played and worked very differently from the way we live play and work today.
2. Use the Abenaki PowerPoint to describe how Maine native Americans lived, worked and played. The teacher resource book by Elaine Landau will give you plenty of background information for the PowerPoint. Tell students you want them to notice how Abenaki native Americans lived, worked and played. You will want them to tell you describing words.
Option: Sometimes it's more effective to use the PowerPoint twice – the first time for an overview and the second time for students to use describing words as they see the details.

COMMON ASSESSMENT – Set up a center with the Elaine Landau and other resource books. When each child goes to the center, s/he puts her/his name on one post-it selects a picture, and writes LIVE, WORK or PLAY.

Optional: Photocopy the pictures that students flagged with their post-its and have students sort them (with the sorting circles) at the center: Live/Work/Play.

June
play

Live

Grade 1, Unit 1 – People Long Ago and Today

Lesson #9: Maine Native American Traditions: Games

How did Maine Native Americans play long ago?	Maine Native Americans played different games long ago.
---	---

As a result of this lesson, each student will be able to:

- Make and play a traditional Maine Native American game.

Materials:

- Word Wall chart
 - Buttons and string
- Directions to Buttons and String game at:
<http://www.laits.utexas.edu/hebrew/personal/toolbox/acm/button/button.html>

Teaching the Lesson

1. Explain that long ago, Maine Native American children like to play games. When the same games are played every year, they are traditions. (Use word wall.)
2. One game involved pieces of leather and bone. The leather was threaded through the bone and the children would spin it. We don't have leather and bone but we can make the same game with a button and string.
3. Model making the game and guide students through the process.
4. Debrief: Ask children to think of games they play that involve spinning parts. Ask students to think of games they play every year that would be considered traditional games.

OPTIONAL: OTHER TRADITIONAL GAMES TO PLAY IN SUBSEQUENT LESSONS

<http://www.govwentworth.k12.nh.us/goals2000-4WebSite/history/Native%20Americans/lifestyle.html#Games>

- Cat's cradle
- Corn husk doll
- Tag (They called it Wolf)
- Lacrosse (enlist gym teacher or AMS/ELHS lacrosse team)

OPTIONAL: Suzette Cyr, a Walton parent and Native American Flute player is happy to play her flute if anyone were interested. Contact Walton for further information.

Grade 1, Unit 1 – People Long Ago and Today

Lesson #10: Maine Native American Traditions: Storytelling and Talking Stick

How did Maine Native Americans live long ago?	Maine Native Americans had a tradition of storytelling and using a talking stick to share.
--	--

As a result of this lesson, each student will be able to:

- Share using a Talking Stick
- Tell a favorite part of a Maine Native American story.

Materials:

- Word Wall chart
- Talking Stick
- Raccoon's Last Race

Teaching the Lesson

1. Introduce the concept of a Talking Stick at Morning Meeting. Whoever holds the stick can share and then choose to hand it to another person. Make sure you use the talking stick at enough morning meetings so every child has a chance to hold it. You might also want to create an "Answering Feather" which many Abenaki Talking Sticks had. The "Answering Feather" is handed to a person who the speaker wants to answer a question.
2. Many Maine Native American stories involved animals and had lessons to be learned. One of those stories is Raccoon's Last Race. Tell children you will ask them to remember a favorite part of the story.
3. Read the book and ask students to share a favorite part.
4. Other library books that can be used in addition to Raccoon's Last Race are: Turtle's Race with Beaver and How Chipmunk Got His Stripes. Both by Joseph Bruchac

COMMON ASSESSMENT

Ask students to draw a picture and write/tell a sentence to describe one way Maine Native Americans lived worked or played.

People Long Ago and Today Unit Assessment Checklist

April 7, 2009Page 23

Grade 1, Unit 1 – People Long Ago and Today

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Unit Overview

Lesson #1: Introduction

Students review what they know about continents of the world. Using the classroom wall maps and their own individual desk maps, they locate North America and then Maine in North America. They bring to the surface their prior knowledge of early changes in land forms, of Native Americans, and of early settlers to New England. They make a folder for keeping information in this unit.

Lesson #2: Maine Geography

Students learn about early changes in Maine's geography. They review what they know about Pangaea, then explore the changes made by the receding of the glacier. They watch a *United Streaming* video that dramatizes glacial movement and they study a road map of Maine that shows where natural features such as lakes, rivers and mountains, are located.

Lesson #3: Maine Geography (continued)

Students view some dramatic pictures of existing glaciers in order to deepen their understanding. Students then label their own physical/political map of Maine while the teacher does so on the overhead or SmartBoard. As an extension, students may do a Scavenger Hunt to find interesting facts and places on the Maine map.

Lesson #4: Ancient History and Five Tribes

The focus on Maine Native Americans is introduced. Students learn about the Land Bridge (across the current Bering Sea), where it is assumed the first humans crossed over and eventually reached Maine. They learn about the earliest Paleo-Indians (the Red Paint People). Then they are introduced to the five Maine Tribes through a syllable-matching activity.

Lesson #5: The Five Tribes (continued) (at least two class periods)

Students explore the relationship between natural resources and geographic features and the lifestyle of Maine Native Americans. They discuss what was available in the environment (in the woodlands, rivers/lakes, and ocean) and how those resources influenced food, clothing, shelter, transportation, and tools/weapons.

Small groups of students each research one category by using the provided research packets, reading sections of *The Abenaki* (Landau) and exploring the internet sites of the 5 tribes. They share their learning by creating a class grid on the wall, which remains up for future reference.

Lesson #6: Natural Resources and Lifestyles

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Students each create their own three-tab book which demonstrates their understanding of the influence of natural resources on Native American lifestyle.

Lesson #7: Dramatic Changes in Lifestyle

Students are asked to picture the life of Maine's Native Americans in the 1600s, using what they learned in the previous lessons. Then they explore the advent of European settlers to the region, and how that changed their lives. They take notes (using a template) while the teachers reads short passages that talk about the changes to hunting practices, disease and epidemics, and changes to the environment brought about by the settlements of European immigrants. Finally, they listen to a reflection of a Penobscot boy on the changes to Pemaquid related by his father.

Lesson #8: Native Americans of the Modern Era

Students views maps that show where the tribes were located in 1700, and where the reservations of today are located. They learn about the conflicts over land ownership between the English and the Tribes by participating in a Readers' Theater version of a treaty negotiation. They also look at the wording of some original property deeds. Finally, they take notes as the teacher shares some interviews and reflections of Native Americans of the 20th century. As they share the insights from their notes, the teacher creates a large Venn Diagram which highlights the similarities and differences between the lives of Native Americans in the 1600s vs. those of today.

Poems, music, and stories are shared throughout the unit, either within the context of the unit instruction *and/or* during other curricular blocks, such as Language Arts.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Unit 1 -- Maine People and Places, Then and Now <i>Population, Culture, Immigration, Environments</i> Framing Questions: <i>How have people and groups in Maine changed over time? Where in the world is Maine? How has Maine's geography affected the people who live here?</i> Unit Summary: Children learn about Maine's history through the lens of Native American history. After reviewing previously learned geographical concepts, they learn about the ways the forming and receding glacier affected the landscape. When learning about Maine's earliest inhabitants, they come to understand how Maine's particular geography influenced their lifestyle. They study the 5 major tribes who lived here at the time the Europeans began to settle, and how that phenomenon changed the Native Americans' way of life. Finally they learn how Maine's Native Americans are currently living.	
E1 Students understand various major eras in the history of the community, Maine, and the United States.	
E1.b Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States. (L)	<p>What Native American people lived in Maine before Colonial settlers came?</p> <ul style="list-style-type: none"> ● Red Paint People (5,000 years ago), ● Maliseet, Passamaquoddy, Penobscot, Micmac, Abenaki <p>Where in Maine did various Native American tribes live?</p> <ul style="list-style-type: none"> ● Red Paint People (coast) ● See map for 5 tribes ● They lived near the ocean or waterways, and traveled seasonally.
E2 Students understand historical aspects of unity and diversity in the community, Maine, and the United States.* (L)	
E2.b Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community Maine, and the United States.	<p>How did the natural resources and geography affect how early Native Americans lived in Maine?</p> <ul style="list-style-type: none"> ● Food <ul style="list-style-type: none"> ○ Lakes & Rivers (fishing) ○ Woodlands (hunting) ○ Oceans (oysters, clams, fishing) ● Shelter

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

	<ul style="list-style-type: none"> • Clothing <p>What were some of the cultural traditions of Maine Native Americans?</p> <ul style="list-style-type: none"> • Storytelling/legends • Nature-based spirituality • Art/crafts • Games <p>How did the advent of European settlers change the lives of Native Americans?</p> <ul style="list-style-type: none"> • Displaced homes • Changes in hunting practice • Diseases • Conflicts over land • Environmental impact <p>Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17th - 18th century?</p> <ul style="list-style-type: none"> • Reservations • Native Americans in the mainstream
--	---

D1 Students understand the geography of the community, Maine, the United States, and various regions of the world.	
<p>D1.a Explain that geography includes the study of earth's physical features including climate and the distribution of plant, animal, and human life.</p> <p>D1.b Create visual representations of the world,</p>	<p>Where is Maine in relation to the U.S and in the world?</p> <p>What are the natural features of Maine? Lakes, rivers, mountains, forests, ocean</p>

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

<p>Maine, showing a basic understanding of the geographic grid, including the equator and prime meridian.</p> <p>D1.c. Identify the earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p>D1.d Explain examples of changes in the earth's physical features and the impact on communities and regions.</p>	<p>How are natural and man-made features represented on a map? The above features + include basic latitude/longitude (ref. to EDM), map key, compass rose, cities, capital</p> <p>What physical changes have occurred in Maine over time? Receding glaciers formed lakes, rivers, mountains, and other topography.</p> <p>How do Maine's natural features and climate support and limit human activity?</p> <p>How did the natural resources and geography affect how early Native Americans lived in Maine?</p> <ul style="list-style-type: none">● Food<ul style="list-style-type: none">○ Lakes & Rivers (fishing)○ Woodlands (hunting)○ Oceans (oysters, clams, fishing)● Shelter● Clothing
---	---

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Introductory notes

Please read before teaching the unit!

The study of the history of Maine's – and America's – indigenous peoples is an important one. However, many of the issues are sensitive and can be controversial. There is no universal agreement among the Tribes themselves about how instruction should be organized, or even on the number and names of the tribal groups. We feel that it is important for teachers to become as knowledgeable as possible about the history, the traditions, and the culture of Maine's Native Americans, and also to be aware of the controversial nature of some lessons and readings.

For our own background knowledge, we drew heavily on *The Wabanaki of Maine and the Maritimes*, which is included in the kit. It is a thorough – yet somewhat daunting – volume, compiled with the help of representatives of the Maine Tribes and various scholars. We have duplicated some portions of the book for your ease of use. There are many more interesting and critical passages and chapters in this book than we could use for the unit. We strongly recommend that you familiarize yourself with the resources and the content of this book as much as possible.

Books and Literature

We suggest that teachers begin and/or end each lesson by sharing one of the provided poems and/or audio clips. Alternatively, or in addition, teachers could include readings of stories and poems as a part of the literacy block. As you read the stories to students, have them consider some of the following questions:

- What do you picture in this part of the story?
- What have we learned about Maine Native Americans' ways of living that are evident in this story?
- What connections do you notice between the people in the story and animals?
- How does the story show the Wabanaki beliefs about nature?
- Does the story tell the listeners something about how things came to be? (e.g. Why squirrels are small and noisy, how dogs came to be human companions, why seasons exist, etc.)
- Are there any life lessons in this story that the storyteller would want his/her listeners to understand?

There are many websites and other Native American resources which spell out various *do's* and *don'ts* in teaching this topic. Two such websites are:

www.ableza.com

www.oyate.org

Grade 4 -- Maine People and Places, Then and Now (Native Americans)

On the latter is a list of books to *avoid* using. This list includes many books commonly used in elementary classrooms, such as *Little House on the Prairie*, *Brother Sun Sister Sky*, and *Sign of the Beaver*. Whereas we cannot say definitively not to use these books, we do recommend that you make yourself aware of the reasons the books are not recommended. Then you can make informed decisions about their use. None of the books on this list are included in the kit.

Art, music, crafts, games

No formal lessons exploring the art, music, crafts, or games are provided in this unit design. The music selections on the CD may be played as background at various times, for focused listening, or at any other time you desire. There are some suggestions for authentic craft designs and games in the last section of *The Wabanaki of Maine and the Maritimes*.



Caution: *Be careful about which crafts and games you choose to share with students. Part of current “best practice” thinking in Native American studies is the concept of authenticity. Do not assume that a craft you find in a generic book on “Native American crafts” is appropriate to the study of Wabanaki culture. We know that Native American lifestyles, appearance, traditions, and artwork differ significantly from one area to another. It is important to focus the instruction and the activities on the group being studied.* It would certainly make sense to engage the Art and Music teachers in helping to support the unit with music and art activities. However, do have a conversation with them on the topic of authenticity.

Speakers and Field Trips

There's no substitute for an experience with a Native American speaker or with the actual artifacts that have been found in Maine. Many 4th grades take their major yearly field trip to the Maine State Museum. This trip provides excellent hands-on support for this unit. **Joseph Bruchac** and **Allen Sockabasin** have both visited our district in the past and can provide a valuable and memorable enrichment experience.

Assessment

There are numerous checks for understanding embedded throughout the unit. A rather lengthy summative assessment is included here at the end of the unit. However, it is not mandatory that this assessment be given in its entirety once the whole unit is complete. Use your best judgment in determining which parts of the assessment to administer when. For instance, you may choose to give the parts that emphasize geography directly after that section of the unit instead of waiting until the end.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)
Lesson #1: Introduction**

Guiding Questions:	Key Concepts
<p>D1.c. D1.d Where is Maine in relation to the US and in the world? How are natural and man-made features represented on a map? What physical changes have occurred in Maine over time?</p>	<ul style="list-style-type: none"> ● Maine is located in the northeastern corner of the United States, just south of Nova Scotia. ● A glacier once covered Maine. When it receded, it formed mountain ranges, rivers, and lakes. ● There once was a land bridge that connected North America and Asia. ● Maine's borders are unique to the US: It borders only one other state, an ocean, and another country.

As a result of this lesson, students will be able to:

- *Locate North America on a world map*
- *Locate the state of Maine on a map of North America*
- *Recognize their prior knowledge about the natural features and people of Maine*

Materials:

- World Map
- Map of North America
- Graphic organizer
- Desk maps

Teaching the Lesson:

1. Using the classroom map of the world and students' individual desk maps, review the 7 continents by having students come up and point them out and name them.
2. On the world map, have students point out North America and Maine, and repeat on their own maps.
3. Organize students into groups of 2 or 3. Each group gets a graphic organizer with the following categories: early Native Americans, early settlers, land forms, natural resources. They discuss what they know about these topics and write down their ideas.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

4. Groups share. Tell the students that, during the next few weeks, they will be learning about how land forms and natural resources in Maine were formed, who the earliest people who lived here were, and how things have changed over time.
5. Students create and decorate a simple folder for storing information in this unit.

If time allows:

Elicit from students questions or things they may want to learn about.

Lessons #5 & 6 will require research that will be done using the Internet. If you need to schedule computers, do it now!

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)
Lesson #2: Maine Geography**

Guiding Questions:	Key Concepts
D1.c. D1.d Where is Maine in relation to the US and in the world? What physical changes have occurred in Maine over time?	<ul style="list-style-type: none">• Maine is located in the northeastern corner of the United States, just south of Nova Scotia.• There once was a land bridge that connected North America and Asia.• A glacier once covered Maine. When it receded, it formed mountain ranges, rivers, and lakes.

As a result of this lesson, students will be able to:

- *Locate North America on a world map.*
- *Locate the state of Maine on a map of North America.*
- *Point out the natural features of Maine created by the glacier.*

Materials

- Student copies of blank world map
- Student copies of blank North American map
- Map of Pangaea
- Video viewing template
- United Streaming Video: *Earth Science: Land and Water (Glacier segment, 3 minutes)*
- Physical map of the state of Maine

Teaching the Lesson:

To review and check for understanding:

1. On their own blank world map, students locate and circle North America.
2. On their blank map of North America, students locate and color in the state of Maine.
3. Remind students that at one time, thousands of years ago, the continents of North America and Asia were connected. This unified continent is called Pangaea. Direct their attention to the Pangaea map.
4. Also tell them that, thousands of years ago, much of the northern part of the continent was covered in ice, called a glacier. (This time period is called the Ice Age.) When the climate began to warm up, the glacier gradually receded.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

5. Share the viewing template with students. Explain that the following video clip will show several interesting facts about glaciers, and that the template will help them to focus on the main points to remember for now. Show the video clip and have students take notes on the template. Have students Turn & Talk about how the forming and receding of the glaciers changed the physical features of the earth. Have some students share with whole group.
6. Display the physical map of the state of Maine. Discuss what features were created by the glacier (rivers, lakes, mountains).
7. Make a connection to places that they know that are natural features (Sugarloaf, Great Falls, Lost Valley, Mt. Apatite, Lake Auburn), and man-made features (Auburn, Augusta, Portland, I 95, etc.)
8. *Quick check:* On a blank piece of paper or white board, have students jot down three things in Maine formed by the glacier. Have them hold them up, or circulate to see which students understood the lesson.

Optional extension:

“What in the World Was Going On?” Cause and Effect Page 10

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Lesson #3: Maine Geography

Guiding Questions:	Key Concepts
<p>D1.c. D1.d Where is Maine in relation to the US and in the world? How are natural and man-made features represented on a map? What physical changes have occurred in Maine over time?</p>	<ul style="list-style-type: none">• A glacier once covered Maine. When it receded, it formed mountain ranges, rivers, and lakes.• Maine's unique boundaries include Canada, New Hampshire, and the Atlantic Ocean.• Auburn, Augusta and Portland are major cities in Maine.

As a result of this lesson, students will be able to:

- Identify and label major mountains, rivers and lakes on a Maine map
- Locate and label Maine's unique boundaries on a Maine map
- Locate and label Auburn, Augusta and Portland on a Maine map

Materials:

- Unlabeled physical/political Maine maps with word bank box (answer key)
- Maine maps
- Map of North America
- Internet access and projector

Teaching the Lesson:

1. Review features created by glaciers (mountains, rivers, lakes). Use the visuals on the website <http://www.union.edu/PUBLIC/GEODEPT/hollocher/skaergaard/landscape/glaciers.htm> to dramatize the effects of glacial movement. This site shows photographs of an existing glacier and its surroundings.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

2. Give students the unlabeled Maine map. Display an overhead of the blank Maine map. Tell students we will label the geographic features that we may recognize together. At the same time, you will review how these features are labeled on a map. For example, water is always blue, rivers are noted by a line, etc. Students fill in their copy as you do it together.
3. *Extension: Have students complete the Scavenger Hunt.*
4. *Extension: Go to www.geology.com to view various Maine maps.*

Optional Resources:

Maine Map Scavenger Hunt

Lesson #4: Ancient History and the 5 Tribes

As a result of this lesson, students will be able to:

- ### Materials:

- ki (etc)

Vocabulary:

indigenous-native, originating in a particular place, first people there

aboriginal-living here before the arrival of colonists

Teaching the Lesson:

- 16

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

2. Tell students that our study will be about Native Americans of *Maine*, then and now. Throughout the next several lessons we will learn some things about this group of people that are both similar and different from our traditional understandings of Native Americans.
3. Display and review the first two sections of the time line. Using a World Map, talk to students about how the earliest people walked across the land bridge, which is now covered by the waters of the Bering Sea. Direct their attention to Land bridge picture. Various groups of people lived in Maine, mostly hunting and fishing. (Refer to Chapter 2 in *A Journey through Maine*.)
4. Discuss with students the earliest natives (Paleo-Indians), referring to the timeline. Tell them about the *Red Paint People*, who used ochre to paint the bodies of their dead with burial. Archaeologists know about them because of the *artifacts* they have found.
5. Tell students that by about 1500, Maine Native Americans joined together into the *Wabanaki* (WAH-buh-nah-kee) *Confederation*, usually defined by 5 Tribes:
 - a. Micmac / Mi'kmaq
 - b. Passamaquoddy
 - c. Maliseet / Malecite (MAL-uh-seet)
 - d. Penobscot
 - e. Abenaki (AH-buh-nah-kee) means Eastern Tribe
6. Point out that there are other US Native American tribes (such as Sioux, Cherokee, etc.) that are *not* indigenous to Maine.
7. Divide class into small groups. Give each group a set of syllable cards. Say the name of one of the tribes slowly, and have the kids repeat it. Students then build the tribe name, one at a time, with the cards. Designate one student from each group (perhaps your struggling learners) to obtain the answer card after each tribal name has been built.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)
Lesson #5: The Five Tribes (continued)**

Guiding Questions:	Key Concepts
E2.b How did the natural resources and geography affect how early Native Americans lived in Maine? What were some of the cultural traditions of Maine Native Americans?	<ul style="list-style-type: none"> ● Maine's geography and natural resources affected Native American lives in the areas of food, clothing, shelter, transportation, weapons/equipment, and lifestyle. ● Early Maine Native Americans had strong traditions of storytelling, nature-based spirituality, and arts/crafts/games.

As a result of this lesson, students will be able to:

- Explain how Maine's geography affected Maine Native American food, clothing, shelter, transportation, equipment, and lifestyle.
- Explain some of the cultural traditions (e.g. storytelling, spirituality, art, games) of Maine Native Americans.

Materials:

- Ecosystem posters
- *The Abenaki* by Elaine Landau
- Provided resource packet (Make a copy of each one.)
- Research template grid
- Internet access
- *Uses of parts of a Moose*

Note: You may want to read Thanks to the Animals either before or after this lesson. (See note under "resources.")

Teaching the Lesson:

1. Review timeline. Review Tribe names by having pairs of students try to list as many of the 5 Tribes as they can.
2. Review Maine's main geographic features and natural resources, using the map filled out together in lesson #3.
3. Take a closer look at the resources available in the various ecosystems (woodland, fields and meadows, shoreline). Using the Woodland ecosystem poster, discuss what resources might be available in that area. See pp.D-46 through D-50 of *the Wabanakis of Maine and the Maritimes* for lists of animals and plants that would be found in the ocean and in lakes and streams. Have a brief discussion about how those natural features and resources might affect how a community lives. Use

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

- the list, *Uses of Parts of a Moose* as an example. (This list also demonstrates how these early Native Americans used every part of the animals they hunted.) Tell them that they will work in small groups to further research this concept.
4. Divide the class into small groups to research a particular aspect of Native American life. Give each one a research template. Each group will use *The Abenaki* (Landau), one or more of the tribal websites listed below, the resource packet, and the poster to determine how each of the geographic elements affected their particular category.
 5. Give each group their research packet. As they find a reference to their topic, they may highlight it or underline it. Then they determine *where* in the environment the early people would have found the item. For example, a reference to beavers is found on page D-34 of the food packet. *Beaver* can be written in the *Fresh water (rivers and lakes)* section of their template.
 6. Have students complete the graphic organizer with the members of the group.
 7. Create a class grid with the individual pages. Each group shares the information gleaned and places their page on the wall next to the previous one. *The teacher may choose to make copies of these pages for the students' folders.*

Note: This lesson will take at least two class periods.

Websites:

Passamaquoddy Link for Kids

http://www.geocities.com/bigorrrin/passamaquoddy_kids.htm

Penobscot Link for Kids

http://www.geocities.com/bigorrrin/penobscot_kids.htm

Maliseet Link for Kids

http://www.geocities.com/bigorrrin/maliseet_kids.htm

Micmac Link for Kids

http://www.geocities.com/bigorrrin/mikmaq_kids.htm

Abenaki Link for Kids

http://www.geocities.com/bigorrrin/abenaki_kids.htm

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)
Lesson #6: Natural Resources and Lifestyles**

Guiding Questions:	Key Concepts
E2.b How did the natural resources and geography affect how early Native Americans lived in Maine? What were some of the cultural traditions of Maine Native Americans?	<ul style="list-style-type: none">• Maine's geography and natural resources affected Native American lives in the areas of food, clothing, shelter, transportation, weapons/equipment, and lifestyle.• Early Maine Native Americans had strong traditions of storytelling, nature-based spirituality, and arts/crafts/games.

As a result of this lesson, students will be able to:

- Demonstrate how the geography and natural resources of Maine affected the lives of Maine's Native Americans

Materials:

- Construction paper (9"X12")
- Crayons or markers
- Scissors

Teaching the lesson:

1. Have students make a *three-tab book* with construction paper as follows:
 - a. Fold a piece of construction paper in half the long way (like a hot dog bun).
 - b. To make 3 even divisions, fold the right side toward the center, trying to cover half the paper.
 - c. Fold the left side over the right side to make a book with 3 folds.
 - d. Open the folded book. Place hands between the thicknesses of paper and cut up the two "valleys," forming 3 tabs.
2. On the outside, label each of the tabs as follows:
 - ⇒ Lakes, Rivers, and Streams
 - ⇒ Ocean
 - ⇒ Woodlands and Fields

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

3. On the inside of each section, students draw/label *or* list several items that Native Americans used from that area of the environment.
4. On the flap opposite each list or picture, students write or draw *how* the item was used (*i.e.* for food, clothing, shelter, transportation, or tools/weapons)

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)
Lesson #7: Dramatic Changes in Lifestyle**

Guiding Questions:	Key Concepts
E2.b How did the advent of European settlers change the lives of Native Americans? Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17th-18th century?	<ul style="list-style-type: none">● Europeans' visits and settlement in Maine caused changes to Native American life in many ways, including:<ul style="list-style-type: none">○ The ways they hunted○ Diseases and epidemics○ Permanent changes to the environment● Native Americans live in and among society's mainstream, as well as in several reservations in Maine.● Maine's Native Americans have preserved many traditions, but their lives are significantly different from those of their early ancestors.

As a result of this lesson, students will be able to:

- Understand three principle ways that the advent of Europeans to Maine changed the lives of the Native Americans living here.

Materials:

- Paragraphs for read-aloud
- Note-taking templates
- Clipboards
- Story *A Penobscot Boy's Thoughts, 1685*.

Teaching the Lesson:

1. Review timeline and point out the advent of European visitors to Maine. Have the students picture the Native Americans they have been studying, living in Maine surrounded by the rich resources there. Then remind them that Europeans had begun to explore other regions of the world, some looking for resources, and some looking for trading routes. During the 1500s many fishing vessels fished off the Maine coast (from France, Spain, Portugal, England, and northern Europe). During the early 1600s, some Europeans came to live here year round. Discuss: *Why do you think these people might have*

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

*wanted to risk leaving home and a long ocean voyage? What did they find here that made them want to stay? (See chapter 3 of *A Journey Through Maine*.)*

2. Have students think about the resources they just researched. When Europeans came, they began to use these resources in different ways from the Natives. They also started claiming tracts of land as their own, which conflicted with the Native Americans' view of living on the land but not owning it. Tell the students that you will be reading several passages that tell about how the coming of the Europeans changed the lives of the Native Americans forever.
3. Pass out clipboards and note-taking template for each student. Have them configured so that they can Turn & Talk during your discussions.
4. Read the first passage together (teacher reads aloud while students follow along, *not* Round Robin reading). Have students Turn & Talk about how the appearance of the Europeans changed the way Native Americans hunted. Have a few students share their ideas with the whole group. *Check for understanding:* Direct students to write down two ways that Native Americans' lives changed as a result of new hunting practices.
5. Follow the same procedure for the other two passages, Disease, and Environmental Change. *Note: Be selective in reading portions of the section on Environmental Change. Depending on your students, share more or less of the information in that part.*
6. End this session by reading aloud the story *A Penobscot Boy's Thoughts, 1685*. While reading, stop every now and then to have students picture in their mind what is being described by the author. Discuss as time allows.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)
Lesson #8: Conflicts over Land Ownership and Use**

Unit Questions:	Key Concepts
E2.b How did the advent of European settlers change the lives of Native Americans? Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17th-18th century?	<ul style="list-style-type: none">● Europeans' visits and settlement in Maine caused changes to Native American life in many ways, including:<ul style="list-style-type: none">○ The ways they hunted○ Diseases and epidemics○ Permanent changes to the environment● Native Americans live in and among society's mainstream, as well as in several reservations in Maine.● Maine's Native Americans have preserved many traditions, but their lives are significantly different from those of their early ancestors.

As a result of this lesson, students will be able to:

- Articulate how misunderstandings over land ownership and use occurred during negotiations between the English and the Native Americans.

Materials:

- 2 maps showing location of early and present Wabanaki settlements
- Early deeds
- Readers' Theater version of treaty negotiation

Lesson Sequence:

1. Ask students to review their notes from the previous lesson. Have a brief discussion where students share. Create a list on chart paper for display during the lesson.
2. Add the last sections to the timeline.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

3. Tell students that, as English settlers continued to claim ownership of the land in Maine, they certified that ownership with official documents, called deeds, that described certain areas of land and said who owned the property. Share the early deeds and talk about them from the perspective of both the settlers and the Native Americans living there.
4. Several examples of treaty negotiations are included on pp. B103 – B119 of *The Wabanakis of Maine and the Maritimes*. They demonstrate the misunderstandings on both sides that were evident between the Indians and the settlers. One of these has been re-written as Readers' Theater. Decide ahead of time whether you will have a few students read it aloud (after practice), or whether you will divide the students into groups to prepare sections of it. During the discussion, explain that misunderstandings over deeds was one of the main reasons for conflict between the Wabanakis and the English. (*i.e.* differing concepts of property rights and ownership).

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Lesson #9: Native Americans of the Modern Era (1850 – present)

Unit Questions:	Key Concepts
E2.b How did the advent of European settlers change the lives of Native Americans? Where and how are Maine's Native Americans living now? How are their lives similar and different from what they were in the 17th-18th century?	<ul style="list-style-type: none">● Europeans' visits and settlement in Maine caused changes to Native American life in many ways, including:<ul style="list-style-type: none">○ The ways they hunted○ Diseases and epidemics○ Permanent changes to the environment● Native Americans live in and among society's mainstream, as well as in several reservations in Maine.● Maine's Native Americans have preserved many traditions, but their lives are significantly different from those of their early ancestors.

As a result of this lesson, students will be able to:

- Articulate the fact that many Wabanaki people live on one of 3 reservations in Maine. (Indian Island, Indian Township, and Pleasant Point)
- Articulate the fact that many Wabanaki people live in and among mainstream communities throughout Maine and elsewhere.

Materials

- 2 maps showing location of early and present Wabanaki settlements
- Interviews and essays from modern Native Americans
- T-Charts

Lesson Sequence:

1. Review the discussion had after the Readers' Theater activity.
2. Distribute copies of the two location maps that show former Indian territories and current locations of reservations. Ask:
How do you suppose Native Americans came to live where they do now? Have them share their speculations.

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

3. Tell the students that, over the years, many treaties were formed and broken, until around 1850, three *reservations* were created, where the Native Americans could live undisturbed and could govern themselves. These reservations remain today. However, not all Indians live(d) in the reservations. Some lived in the mainstream.
4. Distribute copies of the interview, children's essays, and T-Charts to pairs of students. Assign all or some of the pieces for pairs to read together (more able readers will read them all) to determine how the lives of modern-day Indians are similar and different from the past. They record details from the stories on the T-Chart.
5. Draw the class together for a discussion. Create a large Venn Diagram like the model included in order to capture and organize the information as they share and discuss it.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Lesson: Appreciating and Learning from a Native American Story
This lesson may be taught multiple times throughout the course of the Unit.

Guiding Questions:	Key Concepts
E2.b What were some of the cultural traditions of Maine Native Americans?	<ul style="list-style-type: none">• Early Maine Native Americans had strong traditions of storytelling, nature-based spirituality, and arts/crafts/games.

As a result of this lesson, students will be able to:

- Relate some aspects of early Native American life that can be extrapolated from a Native American folktale.

Materials

- Maine Native American folktale, such as those found in *Wind Eagle* by Joseph Bruchac
- Note-taking template

Lesson sequence:

1. Give the students copies of the note-taking template. Tell them that we can often learn important and interesting things about the lifestyle of early Native Americans by reading and appreciating the stories that they shared with each other. Modern authors have written the stories down, but emphasize that these stories were passed down from family to family. They were told to entertain, and also to teach some important life lessons to the listeners.
2. Tell students that they should be listening for evidence of:
 - What their homes, clothing, food, or tools were like
 - Their connection to animals and nature
 - Life lessons the storytellers wanted their listeners to understand
3. As you read, stop every now and then and ask students to jot down ideas in any of the template boxes.
4. Either during the course of the story or afterward, have students Turn & Talk about their ideas and insights.
5. Use the same activity several times as you read aloud various folktales during the unit. Scaffold as necessary.

Assessment:

Late in the unit, have students complete the template independently as part of the summative assessment. Or you could choose to have students use their independently-generated template to write a paragraph telling what they learned in those categories from the story.

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

Grade 4 -- Maine People and Places, Then and Now
(Native Americans)

Resource list

www.native-languages.org/maine.htm
www.usm.maine.edu/gany/webaa/newpage1.htm
[www.conservapedia.com/index.php?title=Maine&printable=yes#The earliest Mainers](http://www.conservapedia.com/index.php?title=Maine&printable=yes#The_earliest_Mainers)
www.sad4.com/~ebartley/NativeAmericans/home.html
www.maine.gov/sos/kids/homepage.htm
www.avcnet.org/ne-do-ba/menu_his.shtml
www.abbemuseum.org/wabanaki.html
Passamaquoddy Link for Kids
http://www.geocities.com/bigorin/passamaquoddy_kids.htm
Penobscot Link for Kids
http://www.geocities.com/bigorin/penobscot_kids.htm
Maliseet Link for Kids
http://www.geocities.com/bigorin/maliseet_kids.htm
Micmac for kids link
http://www.geocities.com/bigorin/mikmaq_kids.htm
Abenaki for kids link
http://www.geocities.com/bigorin/abenaki_kids.htm

Use *Maine*, by Deborah Kent, as a resource.

The Abenaki by Elaine Landau, Franklin Watts, 1996.

Although there are 5 tribal groups of Maine Indians (resources differ on the exact number and name), many cultural traditions, methods of survival, and ways of doing things were shared. This book goes into detail about the Abenaki shelters, food, family life, etc. You will want to use it as a resource for your own background knowledge, and also use parts of it for students to use during their research. It also has some excellent color photos which you can share with students. We do not recommend reading long passages from it directly to students, as the text is rather dense.

A Journey through Maine by Mary Stockwell, Gibbs-smith 2006. This wonderful new text will provide teachers with important background knowledge, especially about ancient peoples and the Explorers' era. There are many excellent pictures as well. **Important note: This is the text used in 8th grade Social Studies. Do not duplicate any parts of the text for students to read. Use it as a resource only.**

**Grade 4 -- Maine People and Places, Then and Now
(Native Americans)**

The Wabanakis of Maine and the Maritimes, American Friends Service Committee, 1989

This book is absolutely loaded with information about Maine's Native Americans! We have duplicated many of the appropriate pages for you, but recommend that you peruse it as much as you are able in order to become more informed.

Wind Eagle and Other Wabanaki Stories by Joseph Bruchac, Greenfield Review Press, 1985. Joseph Bruchac a most prolific and respected writer and storyteller, who is dedicated to bringing Wabanaki stories and culture to the public. Reading these stories will give teachers and students alike a glimpse into the culture, lifestyle and beliefs of Maine's early natives. Any books by this author that you may have in your classrooms or libraries would make excellent additions to this unit. See the note on *Books and Literature* in the Introduction to this unit for suggestions about sharing the stories with students.

Thirteen Moons on Turtle's Back by Joseph Bruchac and Jonathan London, Philomel, 1992.

A poetic journey through the year. Each "month's" poem is from a different American Indian tribe, including some from various parts of the country. However, the frame (introduction) depicts an Abenaki grandfather/grandson, and two of the poems are Wabanaki (*Moose-Calling Moon* – Abenaki; and *Big Moon* – Abenaki). Refer to the diagrams on pages D-24 and D-25 of *The Wabanakis of Maine and the Maritimes* for two other ways of marking the months of the year. Sharing this book at any point in the unit would be appropriate. Be sure to point out the different tribes and talk about where in the country they are located.

Thanks to the Animals by Allen Sockabasin, Tilbury House, 2005.

Use this delightful children's story before or after Lesson #5. Many of the animals that would have been found in the early Maine habitats of its Native Americans are highlighted and pictured. For an added bonus, you can go to http://www.tilburyhouse.com/Children%27s%20Frames/child_thanking.html and click on the link to hear the author read the story in Passamaquoddy. The website also contains other helpful information on Native Americans and sharing Native American books with children.

Louis Sockalexis by Bill Wise, Lee & Low, 2007.

We recommend reading this biography to students near the end of the unit. It would be an excellent way to focus a discussion about racial prejudice in general, and the situation of Maine's Native Americans in the early 20th century in particular. See the note at the end of the book about the name of the Cleveland Indians.

4th grade Social Studies Unit Overview

Unit Question: How does culture influence the government?						
Bend 1: How did the colonists' conflict with England influence the structure and organization of the United States government?						
1. How was the culture of colonists different from today?		2. How did differences in culture cause conflict?		3. How was the US government different than the government colonists lived under in England?		<u>Bend 1 Performance Task</u> What were the reasons for the laws and set up of the US government?
Formative performance task : Organizer comparing and contrasting culture of Colonists and life today		Formative performance task: Diary entry from the point of view of a colonist. Pick a side: Do you want to be independent from England? Why or why not?		Formative performance task: Comparing and contrasting the governments of England to the new US government.		
<u>If You Lived During Colonial Times</u> <u>If You Lived At the Time of the American</u>	<u>Different Perspectives of Colonists</u> <u>George Vs George American</u>	<u>Causes of the Revolution (Early America)</u>		<u>Colonial and British Government Pre Revolution</u>	<u>Steps in Government Change In Colonies</u> <u>12</u>	

<u>Revolution</u>	<u>Revolution from both sides</u> <u>If You Were A Kid During the American Revolution</u>			<u>Questions About the Constitution: Examining Primary Sources</u> <u>12 Questions About the Bill of Rights</u> <u>What is the Declaration of Independence</u>		
Bend 2: Why did Maine change Columbus Day to Indigenous Peoples' Day?						
4. How was the culture of European explorers different than Indigenous groups?	5. How did the differences between the European and Native American cultures cause conflict?	6. How did this conflict motivate changes in culture and government?	7. Performance Task			
Formative performance task :	Formative performance task :	Formative performance task :	Formative performance task :			

Evidence based claim regarding if students think European explorers and Native Americans got along.		Written paragraph answer "Do you think differences in cultures can cause conflict? Use evidence from your research to support your answer."	Why do people advocate to change Columbus Day to Indigenous Peoples Day?		Bend 2 Performance Task-From Part 2 Student Turn to decide: Should we change Columbus Day to Indigenous Peoples Day?	
<u>Encounter by Jane Yolen</u> <u>Video about differences in culture</u> <u>Site for Possible Indigenous Groups</u> <u>Article about cultural differences</u>		<u>https://www.zinnedproject.org/materials/discussing-columbus/</u> <u>Columbus Diary Entries</u> <u>The People Shall Continue by Simon I Ortiz</u> <u>Timeline of Native American and Explorer Contact</u>	<u>Article 1: Teens Lead the Fight Against Columbus Day</u> <u>Article 2: Maine Replaces Columbus Day</u> <u>Article 3 (with Video): New Mexico, Vermont, and Maine Replace Columbus Day</u>			
Bend 3: How does immigration continue to change Maine?						
8. What is the story of Maine's immigration?		9. What challenges do immigrants face when they move to Maine?	10. How did immigration create changes in the law?		Bend 3 Performance Task Do you think immigration affects Maine? Use evidence	

			to support your answer.
Formative performance task : Create an annotated timeline telling the story of immigration in Maine.	Formative performance task : Pretend you are an adult or child who just moved to Maine. Choose an experience to write a Diary Entry about that shows the challenges you would face.	Formative performance task : Organizer showing a need and change in law	
<p>Historical and Current ELL-Solmolia or Angolan-Solmolian Institute/Organization Nova Scotia French (Museum LA) Shoe Factory-French</p> <p><u>Story about Immigrant contributions, spotlight on Vasquez family and general info, pages 2-5</u></p> <p><u>Radio Segment</u> of interview with Somali refugee who highlights how she's involved with the community</p>	<p><u>Newspaper article about challenges immigrants face</u></p> <p><u>Graphs showing breakdown of immigrants to Maine</u></p> <p><u>Challenges Faced</u></p> <p><u>New Mainers: Portraits of our Immigrant Neighbors by Pay Nyhan</u></p>	<p><u>Changes in Medicaid as a result of immigration</u></p> <p><u>LD 1492 (new law that hopes to retain New Mainers in the Workforce) Article to accompany</u></p>	

<u>Different Immigrant Groups</u> <u>Effect on Maine During 400</u> <u>Years</u>						
<u>Maine Memory Network</u>						

SUPPORTING #4 QUESTION : How was the culture of European explorers different from Native Americans?

Fourth Grade Compelling Question: How does culture influence the government?



PREVIOUS LESSON - Students explored how the colonists independence from Britain resulted in the creation of a US Government that changed how decisions were made, the organization of government, and the rights that were available to people.

WHAT WE FIGURE OUT - Students will learn that the European explorers had a different culture than the European explorers, and use that information to create a claim about if they got along.

NEXT LESSON - How did differences between the Europeans and Native Americans cause conflict?

BUILDING TOWARD -

History 1A
History 2A
Civics & Government 3
Civics & Government 3A



TIMELINE - 60 Minutes



INQUIRY - Asking questions, applying concepts, evaluating sources, developing claims, using evidence, communicating conclusions, taking informed action

GETTING READY: Materials



TEACHER:

- ☐ Picture 1: Arrival of European Explorers
- ☐ Chart paper and markers
- ☐ Projector
- ☐ Map
- ☐ Supporting Evidence Based Claims Rubric



STUDENTS:

- ☐ Article on Cultural Differences
- ☐ Abenaki Article
- ☐ Lesson Student Activity Sheets: Cultural Differences Organizer
- ☐ Evidence Based Claim Response

LEARNING PLAN:

- 1 (10 minutes) Generate student notices and wonders about the arrival of the European Explorers in Native American lands by showing them a picture and recording their thinking. Then show the text under the picture and ask what they now know. You can use the map for reference to show students where the Europeans traveled to.
- 2 (5 minutes) Hand out the two articles: cultural differences and the Abenaki article, and the culture organizer. Explain students will use the resources to complete the organizer.
- 3 (15 minutes) Allow students time to work and complete the organizer.
4. (20 minutes) Hand out the evidence based claim task, and have students use their organizer to help them create and support a claim to the question "Do you think the Europeans explorers and Native Americans got along?"
5. (7 minutes) Students share their evidence based claims with a partner. You can display the rubric and read the criteria so students can self reflect. This is similar to what they did in science, only this time their evidence comes from a text, rather than an experiment.
6.
(3 minutes): Debrief with students. Ask them what were some big differences that stood out? Which evidence was most helpful in helping them create a claim?

LEARNING PLAN

1

(10 min) Show students picture 1 (a picture of Native Americans and the arrival of Europeans). Ask students what they notice and what they wonder. Listen to their notices and record on chart paper. They may notice they are dressed differently, look differently, the Native Americans have animal fur, the other men have guns. Then record their wonders on the board. They may ask: What tribe are the Native Americans?, Who are the people that got off the boat? Are the Native Americans going to become friends with the people off of the boat? Why does it look like the Native Americans are afraid? Then scroll down and show them the text that goes with the photo. After reading it, ask the kids if they found out any answers to their wonders. You want them to know that it is the Europeans that are coming off of the boat. They learned about why the Europeans came to North America. They also may say they heard the name Wabanaki in reference to the Native Americans. At this point it may be helpful to show a map of the European travel so students can see that they are traveling to the east coast of the United States.

2

(5 min) Now explain to students that they are going to be researching to learn about the culture of the Europeans and the Wabanaki Confederation, which refers to Maine Native Americans. As they are researching about their cultures, they are going to collect evidence to support a claim: Do you think the Europeans and Native Americans got along? Use evidence from your research that supports your claim. They will need access to an article on the cultural differences and an article on the Abenaki Tribe. (Both Resources have links to the websites if you would prefer students to use the website.) For the first part of this activity, have students use the two resources to complete the cultural differences organizer.

3

(15 min) Allow students to work on the organizer. (This would be a good time to end, if you are out of time for the day.) As you check in with students, you may want to remind them that good researchers do not copy exactly what the

reading says.

4.

(20 min) Now hand students out the supporting an evidence based claim sheet. Have them use their organizer create their claims supported by evidence from their research.

5.

(7 min) Have students share with a partner to see what if there are agreements or disagreements with the claim. You can choose to display the rubric for evaluating if their claims are strongly supported by evidence.

6.

(3 min) Debrief as a class. Ask them what were some big differences between the two cultures they learned about. You can also do a class poll to see if there are opposing claims, and/or ask students which evidence was most helpful in creating a claim. If there are, you might have one person from each side share. You want to stress that they need to have the evidence from their research to support their claims. Depending on the needs of your students you may want to have them self reflect on the rubric for supporting claims.

Suggested Prompts:

- What evidence did you find that is going to help you support/create your claim?
- How do you know that these are good sources to use?
- Can you show me how your evidence is based on fact, rather than the author's opinion/interpretation?



ALIGNMENT WITH STANDARDS

History 1A

History 2A

Civics & Government 3

Civics & Government 3A

The Cultural Differences in Native Americans and European Americans

Ruling Classes

Upon arrival to the New World, the European Americans adhered to a governmental monarchy, yet the Native Americans held to a tribal form of government. These structures were ingrained into each society so that the very practice was one of deep cultural practice. The Europeans believed in an absolute commitment to the crown of England. However, the Native Americans devoted themselves to each other and had no central ruler. Nonetheless, they did have many chiefs among the tribal chiefdoms that regulated relations among the tribal members.

Relationship to Nature

The Native Americans embodied the environment. Although they hunted and farmed the lands, they rarely stripped the land of resources. In addition, Native Americans implemented forest burning for regrowth and limited hunting in areas where animal reserves were depleted. On the other hand, the Europeans practiced environmental depletion by cutting trees in large numbers, damming streams for water reserves and killing any and all animals in a wasteful manner. The Native Americans were spiritually connected to the land and practiced culturally distinct methods to stay one with the land. The Europeans, on the other hand, saw the land as an unending right.

Spiritual Beliefs

The Native Americans worshiped sun gods, corn gods and nature spirits of birds, bears and wolves. The Native Americans were considered barbarous by the Europeans because they worshiped wooden images or carved and painted images. The Europeans came as messengers from God to convert the Natives to Christianity, as they saw it. Spanish missions converted many Natives. However, those who would not convert were killed or imprisoned. Later in the 19th century, most all Native Americans were forced onto reservations because of their religious differences.

Gender Differences

Native American women held upstanding positions among the tribes. The Cherokee women ruled and controlled certain factions within the tribe, with many making important economic decisions for the entire tribe. On the other hand, Europeans subjected their women to childbirth and house chores only. When the Europeans saw that Native American women were strong willed and spirited, they fought against the tribal nations to suppress the Native cultures into submission.

References

- Indian Country Media Network: The Power of Cherokee Women
- National Humanities Center: European Americans and Native Americans View Each Other, 1700-1775
- National Humanities Center: Three Worlds, Three Views: Culture and Environmental Change in the Colonial South
- History.com: Native American Cultures

Taken from:

<https://www.theclassroom.com/the-cultural-differences-in-native-americans-and-european-americans-12083418.html>

Exploring the Culture of the Northeast Woodland Native Americans

Focus on Maine Native American Tribe: **Abenaki**

The Abenaki Tribe

The Abenaki were farmers, hunter gatherers, and fishermen whose lands stretched from Lake Champlain, the St. Lawrence River basin and south into Maine and northern Massachusetts.



This map shows the location of the 5 Native American tribes in Maine. The Abenaki were in western Maine.

What was the lifestyle and culture of the Abenaki?

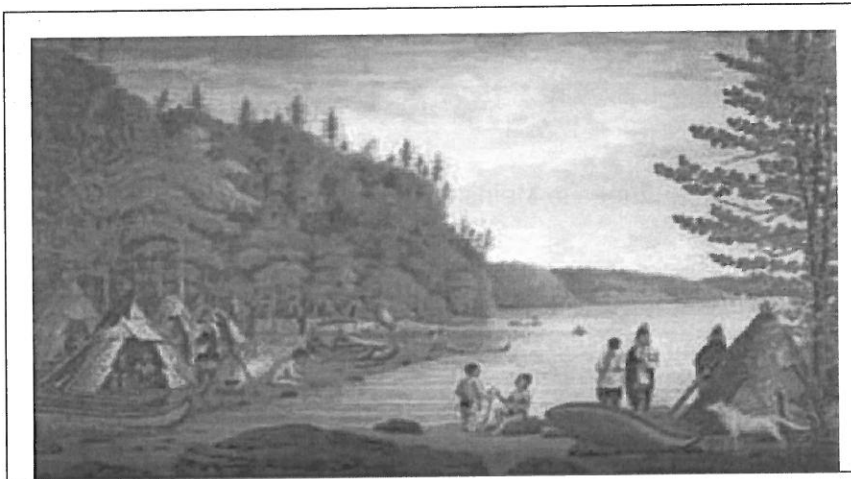
The Abenaki people were hunters, fishers, and farmers who lived in wigwams made primarily of birchbark. Birchbark was an extremely important material and was used to make canoes, shelters, clothing and containers.

What did the Abenaki live in?

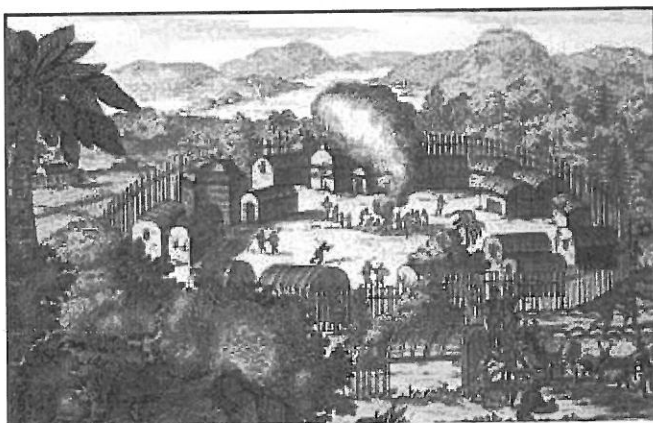
The Abenaki tribe lived in Wigwams aka Birchbark houses. This type of shelter, conical or domed shaped, or were common to the Algonquian speaking people. Wigwam is the word for "house" in the Abenaki language. The Wigwam varied in size housing up to 27 people in a village.

Wigwams were built with wooden frames that were covered with woven tule mats, sheets of birch bark and animal skins. Ropes were wrapped around the wigwam to hold the birch bark in place. Temporary tepees were used on hunting trips that housed just 3 people.

Many other Abenaki lived in oval-shaped longhouses. Inter-tribal warfare was harsh and frequent so people lived in fortified longhouse villages surrounded by fencing (palisades) and reinforced with mud. Longhouses were built up to 200 feet long, 20 feet wide and 20 feet high.



Abenaki tribe
setting up
wigwams near a
river.



Abenaki longhouse village.

What clothes did the Abenaki wear?

The clothes worn by the Abenaki varied according to the season. In the hot, humid summer the men wore breechcloths tucked over a belt that hung to mid-thigh at the back. The breechcloths were often accompanied by leather leggings kept in place with strips of cloth like garters to protect their legs. The leggings tapered towards the ankle and the outside was decorated with a fringe or beadwork. Moccasins were made with a long tongue and a high collar that could be folded up or down.

In the wet and snowy winters snowshoes were also worn during the winter. The Abenaki women wore deerskin wrap around skirts or dresses and also wore leggings. In the winter cloaks made from buckskin or other animal skins were worn by both men and women. The Abenaki also wore highly distinctive, pointed hoods made from birch bark or leather that covered the shoulder. They were decorated with feathers or tufts of animal hair at the point.

Abenaki winter cloak made from buckskin.
The pointed hoods are decorated with feathers
on top, and reach down to the shoulder.

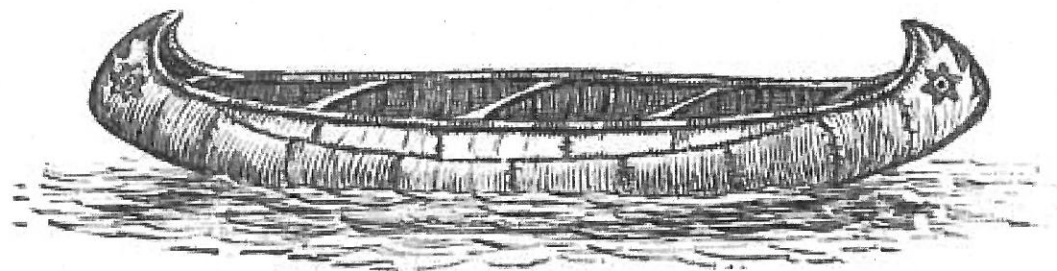


What food did the Abenaki eat?

The food that the Abenaki tribe ate included crops they raised consisting of the "three sisters" crops of corn, beans and squash together with sunflowers, the seeds of which were crushed for their oil. Fish such as sturgeon, pike and bullhead were caught. Hunters provided meat from deer (venison), bear, moose and smaller game like squirrel or rabbit. Birds and waterfowl such as duck, grouse and wild turkey also added to the variety of their food. Their diet was complemented by vegetables, mushrooms, nuts (acorns, hickory and butternuts) and fruits (plums, cherries, blueberries, strawberries and raspberries). Maple syrup was obtained from the sap of the maple tree.

What type of Transportation did the Abenaki use? Birch Bark Canoes

The Abenaki Native Americans built canoes made from the bark of the birch trees over a wooden frame. Birchbark was an extremely important material and was used to make canoes, shelters, clothing and containers. These lightweight Birch Bark canoes were broad enough to float in shallow streams, strong enough to shoot dangerous rapids, and light enough for one man to easily carry a canoe on his back.

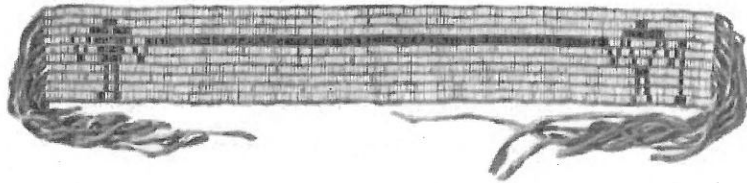
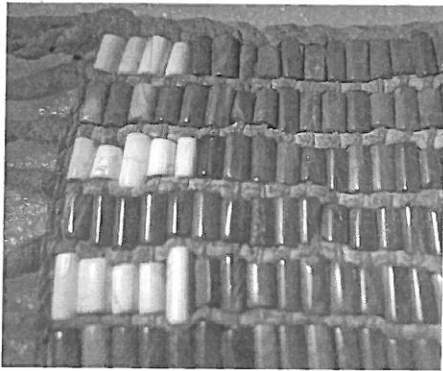


Birch bark canoe that was made by the Abenaki.

Woodland Indians - Wampum

Wampum was extremely important to this culture group. Wampum are the traditional, sacred shell beads of Eastern Woodlands tribes used for money, recording special events, and marking exchanges for engagement, marriage, and betrothal agreements.

Wampum shell beads.



Wampum belt that the Abenaki would make using the wampum shell beads.

Woodland Indians - Religion, Ceremonies and Beliefs

The Religion, Ceremonies and Beliefs were based on Animism. Animism is based on the spiritual or religious idea that the universe and all natural objects have souls or spirits. In this religion it is believed that souls or spirits exist not only in humans but in everything, such as animals, plants, trees, rocks, thunderstorms, rain, mountains, rivers, and caves. Face paint or War paint was applied by the Abenaki to intimidate their enemies but also to give them protection against evil spirits.

This group was believed to have created the Dreamcatcher, which was a protective charm or device. The Dreamcatcher was believed to protect a person from the bad spirits that appeared in dreams. The dreamcatcher was constructed in a spider web design. A wooden hoop was attached to a

woven web or loose net, like a spider's web. The dreamcatcher is then decorated with personal and sacred items such as feathers and beads. It was said that "Nightmares pass through the holes and out of the window. The good dreams are trapped in the web, and then slide down the feathers to the sleeping person."

There were various ceremonies and festivals relating to the corn crops including the Green Corn festival. These ceremonies and festivals included feasting and music using rattles and drums.

Another important ceremony which were important was the Cry Ceremony. When someone in the tribe died, the tribe would hold a cry ceremony. To prepare for the ceremony five knots were tied in a piece of milkweed. Milkweed was abundant in the longleaf pine forests and were plants with milky sap and light wind-blown seeds. The chief of the tribe performed dances and sang around a fire. The ceremony lasted five days and on each day one of the knots would be untied.

Europeans and Native Americans Meet

People from Europe began to arrive in Native American territories. As soon as the Europeans arrived, they caused major changes to the land. First, they took over most of the land that belonged to Native Americans. Of course there were arguments and fights over land. This also meant that Native Americans had less land to set up their homes. It also meant that they had less land to hunt. Less hunting land also meant that Native Americans were not able to hunt for as many animals or fish for as many fish as they used to. Europeans also cut down a lot of the trees to build their villages and spaces to set up farms. This caused many of the forest animals and fish to lose their home in the forests, which meant less food was available for Native Americans to find in nature. So, Native Americans would have to trade some of their belonging with the Europeans so they could get food.

Europeans not only destroyed and took over Native American land, but they also brought new diseases that Native Americans had never had. Since the diseases were new to Native Americans, their bodies were too weak to fight off the sickness, and they can no medicine for the sickness. This caused many Native Americans to die.

Native Americans Today

There are still many Native American tribes in the world today. Many tribes have kept some of the same traditions as their ancestors, such as making crafts and certain holiday traditions. There have also been some changes as many Native American tribes adapted to life today. This means that Native American tribes today are both similar and different from the tribes of the 1600's.

Taken From:

<https://www.warpaths2peacepipes.com/native-american-indians/woodland-indians.htm>

<https://www.warpaths2peacepipes.com/indian-tribes/abenaki-tribe.htm>

SUPPORTING #5 How did the differences between the European and Native
QUESTION : American cultures cause conflict?

Fourth Grade How does culture influence the government?
Compelling Question:



PREVIOUS LESSON - Students explored the differences between the Native American and European culture . They also made an evidence based claim in which they supported whether or not they think the two cultures got along.

WHAT WE FIGURE OUT - Students will explore the conflicts that existed between the Europeans and the Native Americans.

NEXT LESSON - How does conflict motivate changes in government and culture?

BUILDING TOWARD -

History 1
History 2
Civics & Government 5



TIMELINE - 30 Minutes



INQUIRY - Asking questions, applying concepts, evaluating sources, developing claims, using evidence, communicating conclusions, taking informed action

GETTING READY: Materials



TEACHER:

- ☐ Picture 2: European and Native American Trading
- ☐ Projector
- ☐ Supporting Evidence Based Claims Rubric



STUDENTS:

- ☐ Article: Native Americans at European Contact
- ☐ Article 2: Indian furs and Economics
- ☐ Article 3: Contact and Conflict
- ☐ Evidence Based Claim Response

LEARNING PLAN:

- 1 (5minutes) Generate student notices and wonders about the contact between European Explorers and Native American by showing them a picture.
- 2 (5 minutes) Explain that they are going to be exploring how Europeans and Native Americans impact each other culture. They are going to use the evidence they found to support a claim that answers the question "Do differences between cultures cause conflict." Hand out all student materials including:
 - ☐ Article: Native Americans at European Contact
 - ☐ Article 2: Indian furs and Economics
 - ☐ Article 3: Contact and Conflict
 - ☐ Evidence Based Claim Response
- 3 (20 minutes) Allow students time to work and create their evidence based claims.
4. (5 minutes) Debrief with students about their claims. Have them share evidence that supports their claim from the different articles.

LEARNING PLAN

1

(5 min) Explain to students that in the previous lesson, they used evidence to support if they thought the Native Americans and Europeans got along. Tell them that we are going to explore more evidence today. They will be looking at how those two culture affected one another. Show students picture 2 (a picture of Native Americans Europeans engaging in trading). Ask students what they notice and what they wonder. Listen to their notices and record on chart paper. They may notice they are talking about something and they are holding what looks like jewelry. They also may notice that the people in the photo are the Europeans and Native Americans. Then record their wonders on the board. They may ask: What are they doing? What is it they are holding in their hand?

2

(5 min) Now explain to students that they are going to be researching to learn about what did happen when the two different cultures came together? In other words, how did they affect each other. They will be supporting another claim today, which is their answer to "Do you think differences in cultures can cause conflict." They will need a copy of the article 1 , article 2, and article 3. (Or, you can also give them the links so they can use their ipads.), and a copy of the creating a claim sheet. You can also choose to hand them supporting a claim rubrics or display one so they can improve their performance from the prior day.

3

(20 min) Allow students to work on their claim and the support for it.

4.

(5 min) Debrief with students about what they found out. Hopefully they are able to reference examples of conflicts that existed between Native Americans and Europeans (Example: Spread of European diseases that the Native Americans had never been exposed to, changes in which goods were important by the Native Americans, changing

land territory, using Native Americans as slaves, etc. The big idea you want them to come to realize is that differences in cultures impact the cultures when they come together. These differences can be beneficial, but also cause conflict.

Suggested Prompts:

- What evidence did you find that is going to help you support/create your claim?
- How do you know that these are good sources to use?
- Can you show me how your evidence is based on fact, rather than the author's opinion/interpretation?



ALIGNMENT WITH STANDARDS

History 1: Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, the state, and the United States. Students make real or simulated decisions related to the State of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills including research skills and other relevant information. Students distinguish between facts and opinions/interpretations in sources.

History 2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

SUPPORTING #6 QUESTION : How did the conflict between the European and Native American cultures motivate changes in culture and government?

Fourth Grade Compelling Question: How does culture influence the government?



PREVIOUS LESSON - Students explored the conflicts that existed between the Europeans and the Native Americans.

WHAT WE FIGURE OUT - Students will explore how the conflicts led to a push for changes in culture and government.

NEXT LESSON - What's the real story about the creation of reservations?

BUILDING TOWARD -

History 1

History 2

Civics & Government 5



TIMELINE - 60 Minutes



INQUIRY - **Asking questions, applying concepts, evaluating sources, developing claims, using evidence, communicating conclusions, taking informed action**

GETTING READY: Materials



TEACHER:

- ☐ Chart paper or white board



STUDENTS:

- ☐ Article 1: Teens Lead the Fight Against Columbus Day
- ☐ Article 2: Maine Replaces Columbus Day
- ☐ Article 3 (with Video): New Mexico, Vermont, and Maine Replace Columbus Day

LEARNING PLAN:

- 1 (10minutes) Show students video found at the end of Article 3. Tell them to listen for facts about Columbus as they will be asked to share following the video.
- 2 (5 minutes) Ask students to share the facts they heard in the video, recording them. Ask students what additional questions this creates for them, recording these as well. This information can be used by students when they complete the formative task.
- 3 (15 minutes) Put students into working groups. Tell students that they will be assigned one of three articles to become an expert on. As a group they will read the article and identify the key details so that they later can share those key details with other students who haven't read the article. Assign each group one of the 3 articles and give them time to complete the task. (Students will eventually be reconfigured into groups of three to jigsaw and share the information from the three different articles so in determining groups, plan so that there are equal numbers of students assigned each of the three articles.)
- 4 (15 minutes) Reconfigure working groups so they are mixed. Students share the key details of each article and then create a list of all the arguments presented for the change of Columbus Day to Indigenous Peoples Day.
- 5 (5 minutes) Debrief with students asking them to share the arguments they have in their list. Record these arguments, adding them to the list of facts from the video. Ask students if any of the articles included arguments for keeping Columbus Day.
- 6 (10 minutes) Provide students with the formative task - "write a paragraph explaining why some people advocate to change Columbus Day to Indigenous Peoples Day."

LEARNING PLAN

1

(10 minutes) Remind students that they have been learning about the conflicts between European explorers and Native Americans. Start the class by showing them the video found at the end of Article 3. Direct them to listen for facts about Columbus as they will be asked to share what they heard following the video.

2

(5 minutes) Ask students to share the facts they heard in this video. Record these facts on chart paper or white board. Ask students what questions this information raises for them. Record these questions also. Tell students that they will have the ability to refer back to these facts when completing their task at the end of the lesson.

3

(15 minutes) Put students into working groups. Tell students that they will be assigned one of three articles to become an expert on. As a group they will read the article and identify the key details so that they later can share those key details with other students who haven't read the article. Assign each group one of the 3 articles and give them time to complete the task. (Students will eventually be reconfigured into groups of three to jigsaw and share the information from the three different articles so in determining groups, plan so that there are equal numbers of students assigned each of the three articles.)



4

(15 minutes) Reconfigure working groups so that each group contains students who are experts on each article. Direct the students to share the key details of their articles and then create a list of all the arguments presented for the change of Columbus Day to Indigenous Peoples Day.

5

(5 minutes) Debrief with students asking them to share the arguments they discovered for the change of Columbus Day to Indigenous Peoples Day. Record these arguments, adding them to the list of facts from the video. Ask students if any of the articles included arguments for keeping Columbus Day.

6

(10 minutes) Provide students with the formative task - "write a paragraph explaining why some people advocate to change Columbus Day to Indigenous Peoples Day."



ALIGNMENT WITH STANDARDS

History 1: Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, the state, and the United States. Students make real or simulated decisions related to the State of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills including research skills and other relevant information. Students distinguish between facts and opinions/interpretations in sources.

History 2: Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

Maine Cultural Studies 2020-2021

DEPARTMENT STANDARDS 2020-2021

1) Understands the relationship between physical geography, climate, culture, and politics of Maine. (Analyze)

- a. I can analyze maps and explain the spatial patterns of physical geography, climate, culture, and political characteristics in the State of Maine.
- b. I can explain the impact of environmental change in Maine on politics, economy, society, and physical geography in the State of Maine
- c. I can explain how the Arctic geographically, politically, socially, and economically impacts Maine.

2) Understands how the interactions between various governments to conflict or compromise (Analyze); Understands the relationship between international diplomacy, alliances, conflicts, and war (Analyze)

- d. I can describe traditional Wabanaki government systems
- e. I can compare how political, social, cultural, and environmental factors influenced traditional Wabanaki ways of life.
- f. I can identify push factors that led to increases in immigration of people from around the world.
- g. I can identify pull factors that explain why Maine was settled throughout history.

5) Understands examples of globalization and their impact on people and societies (Analyze)

- h. I can discuss how colonization impacted Wabanaki peoples in Maine. .
- i. I can discuss how Wabanaki life and culture has impacted Maine.

Text: [The Wabanakis of Maine & the Maritimes](#)

11/16-11/20: WEEK 1

Topic: Geography: Maps

This week's lesson will serve as an introduction to the study of geography, geopolitics, and Maine's original peoples, The Wabanaki. **All work is to be completed on this document for ongoing credit.**

Activities:

1. Introductions: [Photos: Getting To Know You](#)

2. Essential Questions

Use the resources below to help you answer the following questions. Type your answers on this document.

How do we define the term geography?

What historically were the purposes of maps?

In what ways are maps inaccurate? Is there such a thing as an accurate map?

What are geopolitics and how do they affect every country? Give a few specific examples from the resources.

3. [Wabanaki Place Names of Western Maine Map](#)

Use the Wabanaki Place Names of Western Maine Map to help answer the following questions:

What place names suggest HOW people moved over the land and waters of Maine?

What places might have been good for gathering and growing food?

What names are still around today? Are there any city/town names that have not changed that you are familiar with?

Week One Formative

The Wabanak Map: Answers

Short Response (incorporating answers to essential questions)

Resources/Links

<https://www.noaa.gov/>

<https://www.icsm.gov.au/education/fundamentals-mapping/types-maps>

<https://www.youtube.com/watch?v=klID5FDi2JQ>
<https://mapfight.appspot.com/>
<https://www.youtube.com/watch?v=dg7d0TPoLgw>

9/21-9/27: WEEK 2

Topic: Indigenous Culture: The Wabanakis of Maine

This week's lesson will serve as an introduction to The Wabanakis of Maine and the Maritimes: Penobscot, Passamaquoddy, Maliseet, Micmac, and Abenaki communities in Maine and Western New Brunswick.

***When studying a culture it is important to remember that different does not mean better or worse, superior, or inferior. Studying culture provides an opportunity to learn from others. It is the aim of this entire course to help students learn to respect, enjoy, and collaborate with others they share the state with.*

Essential Questions:

Who are the indigenous communities in Maine that make up the Wabanakis?
What does the term, Wabanaki mean?
How has climate in Maine changed over the past 18,000 years in Maine?
How did climate changes impact Wabanaki life?
What was society and life like for the Wabanaki 400 years ago?

Activity

1. North American Glacier Map

Use the reading, [The Wabanaki of Maine & The Maritimes: "Historical Overview"](#) to recreate a map of what North American Glaciers looked like. Include your key. Use the map handed out in class or download and print the [North American Map](#).

2. Tribal Territory Map

Use the reading, *The Wabanaki of Maine & The Maritimes: "Historical Overview"* to recreate a map of tribal territories in the Northeast Region of the USA. Use the map handed out in class or download and print a copy of the [Northeast Region Map](#).

Formatives

North American Glacier Map

Tribal Territory Map - Northeast USA

Essential Questions/Response (Includes answers to all essential questions)

Resources

Reading, *The Wabanaki of Maine & The Maritimes: "Historical Overview"*

[North American Map](#)

[Northeast Region Map](#).

9/28-10/4: WEEK 3

Topic European Culture Comes To Maine

Essential Questions:

What formed the basis of Wabanaki government?

What European countries were the first to settle Maine?

How did Wabanaki and European leadership differ?

Discuss how these differences in leadership led to issues. Include at least two examples to back up your response.

Activity

1. [Use pages A-12 - A-16 in The Wabanki of Maine & The Maritimes](#) to read about Wabanaki government. Collect notes on the following:

Wabanaki Family Life & Marriage

Wabanaki Leadership: Sakoms

European Leadership

Wabanaki & European views about land ownership

2. Using what you learned, create a Google Slide presentation with 10 IMAGES that illustrate the topic notes you took from the reading. Make sure to FORMAT the presentation using the EXPLORE button at bottom right of the presentation workspace.

Formatives

Essential Questions

Reading Notes

Google Slide Presentation

Resources

[Use pages A-12 - A-16 in The Wabanki of Maine & The Maritimes](#)
[Quick Google Slides Tutorial for Students](#)

10/5-10/11: WEEK 4

Topic: European Culture Comes To Maine II - Contact & Conflict

Essential Questions

What were the names of explorers who were some of the first Europeans to come to Maine?
What were the major problems that they had with Wabanaki Peoples?
What other obstacles did Europeans face when settling Maine?

Activity

1. Print out a copy of the article, "[Contact & Conflict](#)"
2. Highlight all place names, towns, regions, cities, etc. that were explored, founded, or set up by Europeans in Maine.
3. Create a new [Google MyMaps](#) map and title it: Maine Cultural History
4. Name the first map layer: Contact & Conflict Maine 1500-1667
4. Add all highlighted places to your map.
5. Add a short caption that explains what was going on in each place in the form of a map note.

Formatives

Essential Questions

Contact & Conflict Maine Map

Resources

[Maine History Online: Contact & Conflict](#)
[Google MyMaps](#)
[Google MyMaps Tutorial](#)

LINK TO MY MAP

***10/12-10/18 (*Indigenous Peoples Day) WEEK 5**

Topic: Colonization & Indigenous Genocide & Contemporary Solutions

Essential Questions

*What was going on in Europe during this period that spilled into the New World?
How did this impact Native Americans and English and French settlers?
How is the term genocide defined and how does what happened to Wabanaki Peoples and Native Americans throughout the United States constitute genocide?
What are some of the contemporary solutions to addressing harm done to Indigenous Peoples of the United States and Canada?*

Activity

1. Print out a copy of the article, "[Settlement & Strife: 1668-1774](#)"
2. Highlight all place names, towns, regions, cities, etc. that were scenes of immense conflict during this period in Maine between Maine's Indigenous Wabanaki Peoples and English and French settlement.
3. Open your Maine Cultural History [Google MyMaps](#) Map from last week.
4. Add a new map layer. Title it: Settlement & Strife: 1668-1774
4. Add all highlighted places to your map.
5. Change the placeholder to a new color and icon that match what was going on at the moment there. Custom make ones you cannot find in the icon library. See the video: [Editing Placemarkers on Google MyMaps](#) to learn how to do this. Any icon used or custom made, must match the subject and time period of what was going on in the specified location.

Formatives

New Map Layer: Settlement & Strife: 1668-1774

Resources

[Google MyMaps](#)

[Google MyMaps Tutorial](#)

[Editing Placemarkers on Google MyMaps](#)

[EXAMPLE: MS. TOWNS' MAP](#)

[Native American Boarding Schools VOX](#)

[Canada Truth and Reconciliation Commission](#)

[Maine-Wabanaki - State Child Welfare Truth and Reconciliation Commission](#)

10/19-10/25 WEEK 6

Topic: Maine's African American Experience

Essential Questions

How is Maine commonly depicted in history?

According to the broadcast interview, what is the response of some Maine historical societies and museums when it comes to the topic of Maine and the slave trade?

What are the experiences that early African Americans went through in the New World and Maine?

Why was Maine not a place that African Americans settled in the 19th & 20th centuries?

How can students and the public help to ensure a more complete perspective when learning about African American history in Maine?

Activity

1. Listen: [NPR: Maine's Role in the Slave Trade: Little Known History](#)

While listening, record facts about Maine in Slave Trade. Jot down any locations that are mentioned. (IN CLASS ASSIGNMENT)

2. Google MyMap: Add a new layer. Uncheck boxes from previous layers. Name the new layer: Maine's African American Experience.

3. Using notes from resources below, record places and information about African American experiences in Maine's slave trade on your Google MyMap.

Formative

Notes on NPR Interview

Google MyMaps: Maine's African American Experience

Resources

[Maine's Role in the Slave Trade](#)

[The Atlantic Black Box Project](#)

[Why is Maine So White? And What It Means To Ask The Question](#)

10/26-11/1: WEEK 7

Topic: Contemporary Immigration: Somalia

Essential Questions

What impact did the dropping of the atomic bomb on Hiroshima have on the world?

What was the Cold War?

What did the Cold War have to do with Somalia?

What were the causes of the Somali Civil War?

Why did Somali families decide to settle in Lewiston Maine?

What was the community response to settlement in Lewiston Maine?

What are the contributions of Somali and Somali Americans to the Lewiston/Auburn community?

Activity

1. **Make a new layer on your Maine Cultural Heritage Google MyMap.**
2. **Title the new layer: Somalis in Maine**
3. **Add all locations recorded from videos and articles handed out in class.**
4. **Add a map note to each location, explaining the significance and history behind why Somalis came to Maine and the contributions they have had to the community.**

Formatives

Map Layer: Somalis in Maine

Resources

[Hiroshima: Dropping The Bomb](#)

[Somalia: The Forgotten Story](#)

[Somalis in Lewiston Maine](#)

11/2-11/8: WEEK 8

Topic: Contemporary Immigration: Middle Eastern Culture in Maine

Essential Questions:

What were the causes of the Persian Gulf War of 1990?

What events led to the declaration of George W. Bush's War On Terror?

Why did the USA invade Iraq in 2003?

How did the Iraq War contribute to the Syrian War?

How did these wars directly impact communities in Lewiston and Auburn Maine?

Activity

1. **Make a new layer on your Maine Cultural Heritage Google MyMap.**
2. **Title the new layer: Middle Eastern Culture in Maine**
3. **Add all locations recorded from videos and articles handed out in class.**
4. **Add a map note to each location, explaining the significance and history behind why Syrians, Iraqis and Turks came to Maine and the contributions they have had to the community.**

Formatives

Google MyMaps Layer: Middle Eastern Culture in Maine

Essential Questions

Resources

[How Refugees Make Their Way To Maine](#)

[How Refugees Get Settled in Maine: Maine Public](#)

[What Happened In The Persian Gulf War?](#)

[Iraq War Explained](#)

11/9-11/15: WEEK 9

Make Up Week

Auburn Middle School Social Studies Curriculum

7th Grade Topic	8th Grade Topic	
Elements of Culture- Language, Government, Religion, etc...	Civics- historical documents, government, Declaration of Independence, Constitution by articles, elections, Amendments, three branches, levels of government, court cases, etc...	<i>Yellow highlighted areas are Where Native American topics are brought in</i>
Geography- 5 themes review	MesoAmerican Civilizations/ Exploration	
-consequences of geographic influences	Maine's indigenous People- Maine tribes, Abenaki	
- Political Structures- types of government	Colonies/ American Revolution	**impact on Native American lands and involvement
-Economic Systems and developed v undeveloped countries/ globalization/ personal finance/ factors in economic development	Civil War/ Industrial Revolution	
- Relationships between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the World.	World War I/ Depression Era/World II/ Civil Rights/ "Major Turning Points"	
Geography of Maine	**Local History and Maine historical events	
Current Events	Current Events	

Resources used for Native Americans (not limited to)

A Journey Through Maine Mary Stockwell

Maine Memory Network

Abbe Museum Website

Maine State Museum

Newsela/ Junior Scholastic/ Flocabulary

Article by Dr. J Paul in Sun Journal talking about Auburn's 150th celebration leaving out Native tribes

Rethinking Columbus

<https://www.adl.org/education/educator-resources/lesson-plans/columbus-day-or-indigenous-peoples-day>

Here is a chart of Standards done this year which these topics came from:

Gr 7-8 Units of Study

Quarter 1	Grade 7	Grade 8
	<p>***ELECTIONS</p> <p><i>History 1 (F4) Proposing and revising research questions related to a current social studies issue.</i></p> <p><i>Civics & Government 1 (D3) Analyzing examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</i></p> <p><i>Civics & Government 2 (F2) Describing how the powers of government are limited to protect individual rights and minority MS rights as described in the United States Constitution and the Bill of Rights.</i></p> <p><i>Civics & Government 2 (D2) Analyzing how people influence government and work for the common good including MS voting, writing to legislators, performing community service, and engaging in civil disobedience <u>through selecting, planning,</u></i></p>	<p><i>History 1A (D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.</i></p> <p><i>Civics and Government 1 (D3) Analyzing examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</i></p> <p><i>Civics and Government 1 (F3) Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.</i></p> <p><i>Civics and Government 1 (D1) Comparing the structures and processes of the United States government with examples of other forms of government.</i></p>

	<u>and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.</u>	
Quarter 2	Grade 7	Grade 8
	<p>***Review 5 Themes of Geography and Elements of Culture</p> <p>(current events)</p> <p>Asking geographic questions <i>How does the geography of the area influence the people, places and environments in that community?</i></p> <p>Geography 1 (D1) Identifying consequences of geographic influences through inquiry and formulating predictions.</p> <p>Geography 1 (D2) Describing the impact of change on the physical and cultural environment.</p> <p>Civics and Government 3 (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.</p>	<p>Civics and Government 2 (F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.</p> <p>Civics and Government 1 (D2) Comparing how laws are made in Maine and at the federal level in the United States.</p> <p>Civics and Govt 2 (D1) Analyzing examples of the protection of rights in court cases or from current events.</p> <p>Civics and Govt 2 (D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience <u>through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.</u></p> <p>Civics and Govt 3 (F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.</p> <p>Civics and Govt 3 (D1) Explaining constitutional and political aspects of</p>

		<p>historical and/or <i>current issues</i> that involve unity and diversity in Maine, the United States, and other nations.</p> <p><i>Civics and Govt 3 (D2)</i> Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.</p>
Quarter 3	Grade 7	Grade 8
	<p><i>Geography 2 (F1)</i> Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.</p> <p><i>Geography 2 (D2)</i> Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the World.</p>	<p><i>History 1A (D1)</i> Analyzing interpretations of historical events that are based on different perspectives and evidence <u>from primary and secondary sources</u>.</p> <p><i>History 1A (D2)</i> Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world.</p> <p><i>History 1A (D4)</i> Making decisions related to the classroom, school, community, civic organization, Maine or beyond; applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p>
Quarter 4	<p><i>History 1 (D1)</i> Analyzing interpretations of historical events that are based on different perspectives and evidence <u>from primary and secondary sources</u>.</p> <p><i>History 1 (F2)</i> Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world.</p> <p>Personal Finance and Economics <i>Global Connections C3 (D1)</i> Describing</p>	<p><i>History 2A (F)</i> Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p> <p><i>History 2A (F)</i> Describing major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</p>

	<i>factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.</i>	<p><i>History 2A (F) Identifying major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</i></p> <p><i>History 1A (F4) Proposing and revising research questions related to a current social studies issue.</i></p>

From: Emma Bond
Sent: Wednesday, May 5, 2021 8:23 AM
To: Margaret Edwards
Subject: Fw: Professional Development re: Wabanaki

Another response re: Professional Development

Emma Bond
pronouns: she/her/hers
Legal Director
American Civil Liberties Union of Maine
PO Box 7860, Portland, ME 04112
■ [207-619-8687](tel:207-619-8687)
■ ebond@aclumaine.org
www.aclumaine.org

■
From: Cornelia Brown <cbrown@auburnschl.edu>
Sent: Wednesday, May 5, 2021 8:05 AM
To: Emma Bond <ebond@aclumaine.org>
Subject: Professional Development re: Wabanaki

EXTERNAL MESSAGE:

Good morning:
Thank you for the email. There has not been documented Professional Development on Wabanaki studies here (Auburn) during the last ten (10) years.

Sincerely,
Connie Brown PhD
Superintendent of Schools