

Native American History Records: Lewiston Middle School

Records regarding any and all curricula used by educators to teach Native American Maine history, including, but not limited to, the specific statutory categories below:

a. Records regarding compliance with the statutory obligation to provide education on “Maine tribal governments and political systems and their relationship with local, state, national and international governments”;

- A Journey Through Maine, Chapter 2 The First People and Chapter 6 Maine Government Today Textbook by Mary Stockwell
- Current Events regarding representation in Maine’s legislature, SunJournal
- The Wabanakis of Maine and the Maritimes (A supplemental resource book about Penobscot, Passamaquoddy, Maliseet, Micmac and Abenaki Indians)
- Native Americans, A Thematic Unit on Converging Cultures (A supplemental resource book)

b. Records regarding compliance with the statutory obligation to provide education on “Maine Native American cultural systems and the experience of Maine tribal people throughout history”;

- <https://vimeo.com/6928369> Wabanaki: A New Dawn
- Discussed Wabanaki territories and native practices before European arrival as part of a larger unit on the Columbian Exchange.
- Discussed forced removal of indigenous populations in Maine as part of a larger unit on types of forced migrations both present and past in the United States and globally.
- Field Experiences to the Maine State Museum’s with a focus on the Wabanaki history and government connection during the school years of 2016-17, 2018-20.
- A Comparative and Educational History of Indian Residential Boarding Schools | EDPY 539, https://www.youtube.com/watch?v=sVbFr_8CqzQ A history and comparison of residential boarding schools within the US and Canada.

c. Records regarding compliance with the statutory obligation to provide education on “Maine Native American territories”;

- Wabanaki during WWII
- NMAI virtual resources: <https://americanindian.si.edu/online-programs>.
- Discussed Wabanaki territories and native practices before European arrival as part of a larger unit on the Columbian Exchange.

d. Records regarding compliance with the statutory obligation to provide education on “Maine Native American economic systems”; and

- Local newspapers articles about Alewives, rights to fish in traditional waters, Bangor Daily News
- Casinos & Native Americans, SunJournal
- History of money- including Wabanaki use of wampum

e. Records regarding any and all professional development provided to teachers relating to Native American Maine history.

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- Weekly Maine DOE Social Studies updates providing various professional development.
- Teaching Wabanaki Studies and Decolonization of Social Studies
- https://www.mainehistory.org/education/prof_development.shtml
- mfinchum@ncss.org, weekly and sometimes daily emails that include discussions and professional development along with materials to use with students including. A Comparative and Educational History of Indian Residential Boarding Schools | EDPY 539, https://www.youtube.com/watch?v=sVbFr_8CqzQ
- The American Institute for Creative Education, The Pride and Spirit of our Nation, A Journey of Reflection (2014).

2. Records regarding any and all dates of **professional development** in the last twenty years relating to Native American Maine history.

- 9-18-2020: https://www.youtube.com/watch?v=RFH5bJjeA_E, Teaching Maine with Primary Sources Educator Workshop, [at 0:04:18] "Indigenous Terminology" by endawnis Spears, Akomawt Educational Initiative, - [at 0:54:51] "Indigenous Place Names as Primary Sources" by Chris Newell, Akomawt Educational Initiative, - [at 2:00:55] "Resources at Maine Historical Society and Maine Memory Network" by Kathleen Neumann & Brittany Cook, Maine Historical Society, - [at 2:39:15] "Teaching Maine History with Maps as Primary Sources" by Renee Keul, Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine)
- The American Institute for Creative Education, The Pride and Spirit of our Nation, A Journey of Reflection (2014).

3. Records regarding any and all outreach to the State of Maine for help, support, resources, or funding to implement the Wabanaki Studies requirement.

4. Records regarding any and all guidance received from the Maine Department of Education on how to create and develop curricula in compliance with the Wabanaki Studies requirement.

5. Records regarding any and all of the financial needs attached to implementing the Wabanaki Studies requirement.

6. Records regarding any and all obstacles in the last twenty years to implementing the Wabanaki Studies requirement.

- Largest Obstacle has been finding funding to pay for speakers, DawnLand, and field experiences. Thankfully many of these obstacles have been lessened this year due to more digital access and access to YouTube or Vimeo.