

# Grade 6 Wabanaki Unit

## Bucksport Middle School

### Introduction

Students will spend the next 3 weeks learning about the Wabanaki. Specifically the Maine Native Americans made up of the Penobscot, Passamaquoddy, Maliseet, and Micmac. We will focus on the economy of these tribes, and explore how the introduction of the European settlers, changed the way of life for these tribes.

These lessons will prepare students for our culminating activity, which is a visit to the Wilson Museum in Castine, ME. Where students will experience their vast collection of handmade items used in trade by the Wabanaki.

### Guiding Question

How did the Native American economy and existence change as their dependence grew to rely on the Europeans who came to New England?

### Standards

#### Maine Learning Results

Civics and Government B3.a, B3.b

Economics C1.a, C1.b, C1.c, C2.a, C2.b

History E1.a, E1.b, E2.a, E2.b

#### Common Core State Standards

CCSS.ELA-LITERACY.RL6.2

CCSS.ELA-LITERACY.RL6.3

CCSS.ELA-LITERACY.RL6.7

### Lessons

1. Geography of Maine
2. Native American Stereotypes
3. Wabanaki Lands
4. Wabanaki Legends
5. Wabanaki 1400-1600
6. Wabanaki and European Interaction 1600-1800
7. Wabanaki Life 1800-1950

### Resources

American Friends Service, *Wabanaki of Maine and the Maritimes: A resource book about Penobscot, Passamaquoddy, Maliseet*, (1989)

Pauleena MacDougall, *The Penobscot Dance of Resistance* (2004)

Bunny McBride and Harald Prins, *Indians in Eden: Wabanaki and Rusticators on Maine's Mount Desert Island 1840s - 1920s* (2009)

### Assessments

Map of Maine

Penobscot River Legend

Weekly Quiz

Post-Test

## **Lesson 1**

### **Geography of Maine (3 Days)**

**Objective:** At the conclusion of this lesson, students will be able to:

1. Locate Wabanaki territories on the map of Maine.
2. Locate the major waterways on the map of Maine.

### **Materials**

Map of Maine

Map paper

Pencils

Colored Pencils

### **Procedure**

1. Hand out copies of the Map of Maine, and blank map papers, and colored pencils.
2. Have students create a large version of the map of Maine, and accurately locate Penobscot Lands, Passamaquoddy Lands, Maliseet Lands, Micmac Lands, Old Town Reservation, Houlton Band, Casco Bay, Kennebec River, Penobscot River, Penobscot Bay, Pleasant Pt. Reservation, Presque Isle, Pemaquid, Mt. Katahdin, Freeport, and Bangor.

## **Lesson 2**

### **Native American Stereotypes (1 day)**

**Objective:** At the conclusion of this lesson, students will be able to:

1. Define stereotyping
2. Give examples of Native American stereotypes

### **Materials**

Stereotyping Handout

How We Look at Others Handout

### **Vocabulary**

Stereotype

Ethnic

Prejudice

Discrimination

### **Procedure**

1. Put the word "Indian" on the board. Ask students to list all the words they associate with that word. Have students put a + next to positive words and a - next to negative words. Have a class discussion about their lists.
2. Show students the stereotypes "Real men, don't cry" and "That's women's work" Ask students what these statements say about stereotypes? Can you think of other examples?
3. Ask the students to come up with their own definition of stereotypes, and how they feel about stereotyping.

4. Ask students about stereotypes they've heard about Native Americans, and where they heard those stereotypes.
5. Read aloud interviews from Wabanaki people who talk about discrimination from *The Wabanakis of Maine and the Maritimes*. Ask students how they feel about these interviews. What stood out most? What meaning it might have for others?

### **Lesson 3**

#### **Wabanaki Land (2 Days)**

##### **Day 1**

**Objective:** At the end of this lesson students will be able to:

1. Identify places in Maine whose names are from a Wabanaki Origin.

##### **Materials**

Student Maps of Maine

Atlas of Maine

Names of Wabanaki Origin in Maine Handout

Key to Tribal Territories Handout

Native Territories 1590 Handout

##### **Vocabulary**

Aboriginal

Territory

Origin

Micmac

Maliseet

Passamaquoddy

Penobscot

##### **Procedure**

1. Make a list of all the information students already know about the Wabanaki to gauge previous learning. Separate this list into two parts, before European settlers arrived and today.
2. Introduce the name Wabanaki (People of the Dawn), and the names of the four groups from Maine (Micmac, Maliseet, Passamaquoddy, Penobscot), and have students locate their territories on the maps they have made.
3. Explain that since these tribes lived along waterways, boundaries were not always clear, and that more than one tribe may have used some areas.
4. In small groups have students look at the atlas of Maine, and have them create a list of names they believe have a Wabanaki Origin.
5. Have students check their list with Names of Wabanaki Origin handout to see how they did.

##### **Day 2**

**Objective:** At the end of this lesson students will be able to:

Describe how Wabanakis used waterways as their transportation system.

Explain why large groups of people settled along the coast, rivers, and major roads.

##### **Materials**

Student Maps of Maine

Wabanaki 400 Years Ago Handout

Rivers Handout

## **Vocabulary**

Watershed  
Head of tide  
Estuary  
Portage

## **Procedure**

1. Discuss rivers and why they were important to the Wabanaki. Explain what a watershed is. Explain what head of tide is. Ask students what keeps tides from going farther upstream? Why would the head of tide be a good place to settle? Explain what an estuary is. Ask students what life can be found around estuaries today? How do you think the Wabanakis would have viewed estuaries?
2. Discuss the advantages of walking vs. canoeing in the woods of Maine? What are the disadvantages? In different seasons? In different weather? Which one is faster?
3. Discuss how when the Europeans first settled in Maine, some of the Wabanaki groups spent summers on the coast, and moved up the rivers to fish and hunt during the other seasons. Explain how the Wabanaki people used waterways to travel by canoe, but in the winter used the frozen waterways as roads travel on. Wabanakis chose the waterways according to the foods that were available on them.
4. Using the population distribution map, see how the population is distributed in relation to rivers, the coast, or major roads. Ask students why do they think the population is distributed this way? Look at the student maps and see how each one of the tribes territories are situated in relation to water.

## **Lesson 4**

### **Wabanaki Legends (2 Days)**

#### **The Great Bull Frog and Adventure of Mahtekwesho**

### **Day 1**

**Objective:** At the end of this lesson students will be able to:

1. Explain who Gluskap is and what his relationship is with the Wabanaki people.
2. List behavior unacceptable to Wabanaki people.
3. Identify several examples of unacceptable behavior of Mahtekwesho.

### **Materials**

Legends Handout  
Koluskap and His People Handout

### **Vocabulary**

Diminished  
Verily  
Drought  
Lo  
Crumpled  
Brutal  
Ferocious  
Mightily  
Quake  
Limpid  
Chute  
Humble

Timid  
Meekly  
Mock  
Prey  
Descendants

### **Procedure**

1. Explain to students that Wabanaki legends are not just stories, but an important way to teach values. Read *Koluskap and His People* to the students so they understand who Gluskap is and his importance to the Wabanaki.
2. Read each legend to students
3. Discuss each legend with students.

### **Day 2**

4. Have students create their own legend about how the Penobscot River runs through Bucksport.

## **Lesson 5**

### **Wabanaki 1400-1600 (2 days)**

#### **Day 1**

**Objective:** After completing this lesson students will be able to:

1. Explain seasonal migration of the Wabanakis along a river valley.
2. Describe certain aspects of Wabanaki life, such as clothing, wigwams, canoes, and hunting and fishing techniques.

#### **Materials**

*A Micmac Woman Speaks to her Granddaughter*

#### **Vocabulary**

Caribou  
Treaty  
Epidemic  
Tanning  
Missionary  
Land grant  
Toboggan  
Weir  
Migration

#### **Procedure**

1. Have students take turns reading *A Micmac Woman Speaks to Her Granddaughter*.
2. Have the students write what they learned about Wabanaki life from the story. Focusing on shelter, fishing, hunting, clothing, food, canoes, government, family, marriage, burial customs, and legends.

#### **Day 2**

#### **Seasonal Cycles**

**Objective:** After completing this lesson students will be able to:

1. Describe ways in which the Wabanakis adapted their lives to the environment and seasons

2. Compare their calendars with the Wabanakis.

### **Materials**

Wabanaki Calendar  
Seasonal Cycle Chart

### **Vocabulary**

Cultivated  
Wilde

### **Procedure**

1. Provide students with a copy of the Wabanaki Calendar and the Seasonal Cycle Chart. Have students choose a month and illustrate an activity a Wabanaki might be participating in. Have students label the illustration with both the Wabanaki name of the moon and the name of the month.
2. Discuss what the lunar names say about life during that month. Ask students about the differences in the Micmac and Penobscot calendars? What kinds of differences do the students think there might be in the lives of the Wabanaki people who were able to grow foods vs. those who relied solely on hunting.
3. Discuss foods that would be available during each season. Explain how excess foods could be preserved. List the kinds of work and activities that the Wabanaki would take part in during each season. Discuss why certain activities were cared on in certain seasons.
4. Have students make their own calendars marked with activits/events that are important to them. How do these calendars differ from the Wabanakis? Why? How has the availability of food changed our concept of the seasons?

## **Lesson 6**

### **Wabanaki and European Interaction 1600-1800 (2 Days)**

#### **Day 1**

#### **The Impact of Epidemics**

**Objective:** After completing this unit students will be able to:

1. Define epidemic
2. Describe the concerns of the mother as she tries to decide whether to seek help from the Kennebec shaman or the Catholic priest.

### **Materials**

*A Kennebec Mother's Thoughts*

### **Vocabulary**

Epidemic  
Shaman  
Symbolism  
Immunity

### **Procedure**

1. Discuss epidemics and why the Europeans came to the New World.
2. Read with the class *A Kennebec Mother's Thoughts*
3. Discuss the story with your class.

## Day 2

### Changes Caused by Settlement and Trade

**Objective:** After this lesson students will be able to:

1. Describe the changes in Wabanaki life caused by settlement of Europeans
2. Describe the ways the Europeans lived that were different from the ways Wabanakis lived.

### Materials

*A Penobscot Boy's Thoughts*

Wabanaki Aboriginal Territories Handout

Canoe Routes of Maine Handout

Calendar of Present-Day Micmac Activities

Wabanaki Languages Handout

Trade Handout

Wampum Handout

### Vocabulary

Pelts

Trade goods

Musket

Pemaquid

Pentagoet

### Procedure

1. Review with students what life was like for the Wabanakis before the Europeans arrived. Include seasonal migration, respecting animals and plants, and only using what was needed from their environment.
2. Discuss the concept of land ownership held by the European settlers, and how this would impact the Wabanakis.
3. Have students read *A Penobscot Boy's Thoughts* as a class.
4. Discuss trade today with students. First discuss why people trade, and why they trade. Ask students for what and with whom Wabanakis traded before European arrival. Why did Wabanaki trade intensify after Europeans arrived? What effects do you think this trade with Europeans had on Wabanaki lifestyle and culture? Discuss the interdependence that results from trading.