



# Pre-Contact Life, Micmac

Unit Map 2013-2014

Wednesday, October 16, 2013, 4:09PM



Unit: Pre-Contact Life, Micmac (Week 1, 1 Week) 

## Stage 1: Desired Results

### Maine Learning Results & Common Core

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 3, Reading: Informational Text

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 3, Speaking and Listening

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 4, Reading: Informational Text

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

##### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 4, Speaking and Listening

##### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 5, Reading: Informational Text

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

##### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 5, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ME: English Language Arts, ME: Grades 3-5, B. Writing

B3 Argument/Analysis

Students write to identify and explain a position to an identified audience.

- a. Summarize information from reading, listening, or viewing.
- b. Write about a central question or idea by using relevant supporting facts and details.

ME: Social Studies, ME: Grades 3-5, Applications of Social Studies Processes

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

- a. Identify research questions related to social studies - seeking multiple perspectives from varied sources.
- b. Identify key words and concepts related to research questions, making adjustments when necessary.
- c. Locate and access information by using text features.
- d. Collect, evaluate, and organize for a specific purpose.
- e. Communicate findings from a variety of print and non-print sources.

A2 Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

- a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas, and individually and collaboratively develop a decision or plan.

ME: Social Studies, ME: Grades 3-5, Civics and Government

B3 Individual, Cultural, International, and Global Connections in Civics and Government

Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.

- b. Compare traditions that are similar across the nation and traditions that differ in various cultural groups

including Maine Native Americans.

ME: Social Studies, ME: Grades 3-5, Economics

C2 Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities.

- a. Describe economic similarities and differences within the community, Maine, and the United States.

ME: Social Studies, ME: Grades 3-5, History

E. History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

E1 Historical Knowledge, Concepts, Themes, and Patterns

Students understand various major eras in the history of the community, Maine, and the United States.

- a. Explain that history includes the study of past human experience based on available evidence from a variety of sources.
- 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.

ME: Social Studies, ME: Grades 3-5, Wabanaki Studies

Worldview

- Understand that the inter-dependency of life is central to the Wabanaki worldview. This will be similar and different from other cultural worldviews.

Cultural Continuity & Change

- Describe traditions and contributions from different cultures that have been passed from generation to generation. Be able to give examples of Wabanaki specific contributions that have been passed from generation to generation.

Economic Systems

- Describe the contributions/ specialization of different groups in pre-contact Wabanaki society (work of women vs. men; hunters vs. elders; different trades such as canoe making, basket making or healing).

Territory

- Identify, in general terms, Wabanaki ancestral homelands in Maine and the Maritimes and compare this with the five Wabanaki communities (reservations) that exist today. Make predictions about how geographic features and environment shaped Wabanaki culture.

Essential Questions

[Essential Questions](#)

- What are some of the reasons that knowledge of the past is important to people – including Native people – living within the Atlantic and New England region today?


Archaeology is one way of studying history.

- What kinds of questions would you expect archaeology to answer definitively?
- What kinds of questions might receive tentative answers from archaeological

Academic Vocabulary

- Ancient Environment
- Wabanaki
- Artifacts
- Archaeologists

investigation?  
 ▪ What kinds of questions would archaeology not be able to answer at all?


<p><b>Students Will Know</b></p> <p>Knowledge of the ancient environment is important to the understanding of Atlantic and New England region's history.</p> <p>How to create a timeline and will have the opportunity to see events in the chronological order in which the events occurred.</p>	<p><b>Students Will Do</b>  <a href="#">Bloom's Wheel</a>  <a href="#">Bloom's Taxonomy</a>        Students will be able to ...</p> <p>Create a Timeline identifying Early Period, Middle Period, Late Period and some historic dates related to Native Americans within the Wabanaki territory.</p>	<p><b>Technology Integration Notes</b></p> <p>See attached link.</p> <p> <a href="http://www.abbemuseum.org/exhibits/online/index.html">http://www.abbemuseum.org/exhibits/online/index.html</a></p>
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**Stage 2: Assessment Evidence**

[Assessment](#)  
 Oral Presentation  
 Summative: Oral: Presentation  
 Timeline  
 Summative: Performance: Authentic Task

Timeline depicting 13,000 years of Wabanaki history in Maine.

See attached rubric.

 [Rubric for Pre-Contact Life, Micmac.pdf](#)

**Stage 3: Learning Activities**

**Unit Overview**

This lesson includes an initial, teacher-led discussion, review of map and resources and use of a graphic organizer to understand what one can and can't know about the past. Students will use Abbe Museum online exhibits to synthesize information and create a timeline of 13,000 years of Wabanaki history.

**Time Frame:** This activity can be completed in one class if you provide the dates to the students in chart form. The dates provided need not to be in chronological order. It can be used as an introductory lesson to the four broad time periods of the region's history.

**Learning Activities & Lesson Plans**  
 Day 1

During teacher-led, introductory lesson, discuss the following points and facilitate the following oral activities:

Imagine what might be left of your classroom 100 years from now. What things in it would have disappeared entirely? Which things would still be recognizable? Do you think future archaeologists would know what these artifacts were? How would they know that this was once a classroom... or wouldn't they? What else could they know (and not know) about the classroom and what happened there? Think about everything that has happened in your classroom since your school was built. List, in two columns, the things it would be possible to find out about and things that it would be impossible to find out. Your classmates or your teacher may disagree with the columns you choose – be prepared to defend your decisions. What does this exercise tell you about our knowledge of the distant past?

What periods of the past interest you? Which aspects of the past do you understand? Think about your family's history, community history, county/state/national history. Also consider your history – your "cultural roots" – from the point of view

of religion, music and art, literature and oral tradition, technological developments, and other aspects of culture.

What kinds of evidence might be used to show how the environment in the region (Atlantic and New England) has changed over the past 13,000 years? How is your environment changing today? Think about climate, land-forms, vegetation and the effects of human activity. What effects do those changes have on what we do? What evidence might future archaeologists find of today's environmental conditions?

Use a map to show the routes people might use to travel by water to places outside the regions – north, west and south. You may wish to research Native water routes in the regions as described by people in recent times. Why did people live along the estuaries in ancient times? Why are the estuaries still important today? What are some reasons that people today do not live the same way as their ancestors? List as many ideas as you can. (Include changes in the environment and changes in the human population.) What were some factors that led to there being many different ways of making a living in the regions?

After identifying the dates of the Early, Middle, Late and Historic periods, have students create a timeline to scale showing the four periods. You may choose to have the students transfer the information from chart form to a time line. You may also provide additional dates related to archaeological finds. Have students divide their time line into segments that depict the appropriate length of time for each section. They may wish to add in one or two dates from recent history to dramatize the true length of the history you are studying. A sample assignment might read as follows:


Make a timeline, using the same measurement for each 1000-year period. Your timeline should be 13,000 years long, ending with the year 2000 AD. Use a scale of at least 5 inches/1000 years. Mark on the time-line:

- important events of Atlantic & new England region history
- The time when your ancestors first lived in the region
- The time-spans of major prehistoric traditions
- The introductions of new technologies to the region
- Changes in the regions environment
- Changes in the shape of the land and the level of the ocean

#### Differentiation by Content

- Multiple intelligences
- Anchor activities
- Varied supplementary materials

#### Resources

Pre-contact archaeology timeline, layers of time, timeline of Wabanaki history, online exhibits can be found @   
<http://www.abbemuseum.org/exhibits/online/index.html>.

Maine Map with Wabanaki Tribes - see attached.

 [Maine Map with Wabanaki Tribes.pdf](#)

#### Teacher Notes & Reflection

Last Updated: Wednesday, October 16, 2013, 4:09PM

Rubric for PRE\_CONTACT LIFE, MICMAC

**Pre-contact Life (Wabanaki)**

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	4	3	2	1	
<b>Documentation of Events</b>	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and description.	Less than three (3) significant events are present. This includes date and description.	_____
<b>Accuracy</b>	All dates indicated on timeline are correct and are sequenced in the proper order.	At least 1 of the dates or sequences is not in the proper order.	At least 2 of the dates or sequences are not in the proper order.	At least 3 of the dates or sequences are not in the proper order.	_____
<b>Requirements</b>	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.		_____
<b>Legibility</b>	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**



# TEACHER KEY TO THE WABANAKI TRIBES OF MAINE

Today there are four  
federally recognized  
Indian tribes in Maine:  
Maliseet, Micmac,  
Passamaquoddy and  
Penobscot.

