



School Union #93

**Wabanaki Studies > Passamaquoddy Animal Names**

Elementary, Social Studies, District

**Unit: Passamaquoddy Animal Names (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 1, 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.1.1. Ask and answer questions about key details in a text.

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

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a 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.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in 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.1.7. Use the illustrations and details in a text to describe its key ideas.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, 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.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**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.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.1.6. Produce complete sentences when appropriate to task and situation.

**ME: Social Studies, ME: Grades PreK-2, Wabanaki Studies**












**Worldview**

- Compare common and unique aspects of culture, values, and beliefs between Wabanaki and other culture groups (including one's own).


**Cultural Continuity & Change**

- Understand that all cultures (including one's own) have traditions and be able to give examples of Wabanaki specific traditions.

Essential Questions	Academic Vocabulary
<p><u>Essential Questions</u></p> <p>How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village?</p> <p>What is the role of the citizen in the community and the nation?</p> <p>What is our role as a member of the world community?</p> <ul style="list-style-type: none"> <li>• Where does this language live in my community?</li> <li>• How will learning a language enhance my life?</li> <li>• How might learning a language open "doors of opportunity"?</li> <li>• What do I hear when I listen?</li> <li>• How do I figure out meaning when words are not understood?</li> <li>• In what ways do languages convey meaning?</li> <li>• What is culture?</li> <li>• Why study another culture?</li> <li>• What can I learn about my own language and culture from the study of others?</li> <li>• How can I enhance my connections with people through language?</li> <li>• How does the study of another language and culture make the world smaller?</li> <li>• How does language shape culture? How does culture shape language ?</li> </ul>	<p><i>Amakehs</i>: Butterfly</p> <p><i>Amuwes</i>: Bee</p> <p><i>Ankuwiposehehsim</i>: American Robin</p> <p><i>Ankuwi</i>: farther, further, beyond.</p> <p><i>Apikciliu</i>: Striped Skunk</p> <p><i>Piktur</i>: s/he farts, breaks wind, passes gas.</p> <p><i>Coqols</i>: Frog</p> <p><i>Coqol</i>: infected or swollen gland</p> <p><i>Kahkakuhs</i>: Common Crow</p> <p><i>Kiwos</i>: Muskrat</p> <p><i>Kiwosuwag</i>: calamus, flagroot, sweet flag; the root of this plant.</p> <p><i>Kiwonik</i>: River Otter</p> <p><i>Kuhkukhahs</i>: Great Horned Owl</p> <p><i>Mihku</i>: Red Squirrel</p> <p><i>Mihkumai</i>: S/he preaches to h/, lectures h/, counsels h/.</p> <p><i>Motekoniyehs</i>: Bat (especially, Little Brown Bat)</p> <p><i>Motekon</i>: skin, hide; leather.</p> <p><i>Mus</i>: Moose</p> <p><i>Musaw</i>: s/he cuts hair; s/he barbers.</p> <p><i>Muwir</i>: Black Bear</p> <p><i>Muwisu</i>: s/he picks or gathers berries.</p> <p><i>Pakahqaha</i>: Woodpecker</p> <p><i>Pakahqehson</i>: s/he bumps head against something</p> <p><i>Putep</i>: Whale</p> <p><i>Putuwe</i>: s/he blows; (whale) s/he spouts.</p> <p><i>Qapit</i>: Beaver</p> <p><i>Wipit</i>: Tooth</p> <p><i>Wolapit</i>: s/he has good teeth</p> <p><i>Qaqoss</i>: Red Fox</p> <p><i>Qaqeyu</i>: s/he, it is dirty</p> <p><i>Wahantuw-sahkat</i>: Dragonfly</p> <p><i>Wahant</i>: Devil, demon, evil spirit, Satan.</p> <p><i>Sahkat</i>: Needle, syringe.</p> <p><i>Wiwlomeq</i>: Snail, slug.</p>

Students Will Know	Students Will Do	Technology Integration Notes
<ol style="list-style-type: none"> <li>1. How the Passamaquoddy people chose names for different animals.</li> <li>2. Behavioral patterns of different animals.</li> <li>3. Pronunciation of Passamaquoddy words.</li> <li>4. Passamaquoddy writing system.</li> <li>5. Relationships between Passamaquoddy words and their linguistic roots.</li> </ol>	<p><u>Bloom's Wheel</u> <u>Bloom's Taxonomy</u> Students will be able to ...</p> <ul style="list-style-type: none"> <li>Select</li> <li>Name</li> <li>Define</li> <li>Describe</li> <li>Identify</li> <li>Recognize</li> <li>Match</li> <li>Restate</li> <li>Paraphrase</li> <li>Give Examples</li> <li>Explain</li> <li>Defend</li> <li>Distinguish</li> <li>Interrelate</li> <li>Interpret</li> <li>Solve</li> </ul>	<p>Attached links are MP3's of the spoken Passamaquoddy animal names. If unable to access MP3's, visit the Passamaquoddy-Maliseet Language Portal ( <a href="http://www.pmportal.org">http://www.pmportal.org</a>) for sound clips of most names. A pronunciation guide is also available through the Language Portal.</p> <ul style="list-style-type: none"> <li> <a href="http://www.pmportal.org">http://www.pmportal.org</a></li> <li> <a href="#">Amakehs-Butterfly.mp3</a></li> <li> <a href="#">Amuwes-Bee.mp3</a></li> <li> <a href="#">Ankuwi-Beyond.mp3</a></li> <li> <a href="#">Ankuwiposehehsim-American Robin.mp3</a></li> <li> <a href="#">Apikciliu-Skunk.mp3</a></li> <li> <a href="#">Coqols-Frog.mp3</a></li> <li> <a href="#">Coqol-Swollen Gland.mp3</a></li> <li> <a href="#">Kahkakuhs-Crow.mp3</a></li> <li> <a href="#">Kiwos-Muskrat.mp3</a></li> <li> <a href="#">Kiwosuwag-Flag Root.mp3</a></li> </ul>

Show  
Compare  
Analyze  
Differentiate  
Select  
Prioritize  
Consider  
Critique  
Compare  
Compose  
Originate  
Develop  
Design  
Illustrate

 [Kiwonk-Otter.mp3](#)  
 [Kuhkukhahs-Owl.mp3](#)  
 [Mihkumal-S\\_he lectures.mp3](#)  
 [Mihku-Squirrel.mp3](#)  
 [Motakonivehs-Bat.mp3](#)  
 [Motekon-Skin\\_hide.mp3](#)  
 [Musawe-Removes hair.mp3](#)  
 [Mus-Moose.mp3](#)  
 [Muwin-Bear.mp3](#)  
 [Muwisu-S\\_he picks berries.mp3](#)  
 [Pakahqaha-Woodpecker.mp3](#)  
 [Pakahgehsen-S\\_he beats his her head.mp3](#)  
 [Piktu-Fart.mp3](#)  
 [Putep-Whale.mp3](#)  
 [Putuwe-It blows.mp3](#)  
 [Qapit-Beaver.mp3](#)  
 [Qaqeyu-It is dirty.mp3](#)  
 [Qaqoss-Fox.mp3](#)  
 [Sahkat-Needle.mp3](#)  
 [Wahant-Devil.mp3](#)  
 [Wahantuwl-sahkat-Dragonfly.mp3](#)  
 [Wipit-Tooth.mp3](#)  
 [Wolapit-S\\_he has good teeth.mp3](#)  
 [Wiwilomeq-Snail.mp3](#)

#### Stage 2: Assessment Evidence

#### Assessment

##### Re-name your favorite animal!

##### Summative: Performance: Authentic Task

After the matching game is completed, have the students choose an animal. This can be any real animal, whether historic or modern, from anywhere on the globe. Pose questions such as "What is this Animal's name?" "Where do you think it got the name?" For older children, "What is the scientific name of the animal?" Have them think critically about the way their chosen animal interacts with the environment. Then ask "What do you find to be the *most* interesting thing about this animal?" and "How did Passamaquoddy people name animals?" Finally, have the students create their own name for this animal. These names should be similar to the Passamaquoddy translations/interpretations (Bear is "the berry picker." Skunk is "the one that farts." Squirrel is "the lecturer.") Have the students illustrate their chosen animal, and write a paragraph about why they chose their name for that animal (Challenging bonus: Attempt to translate that name into Passamaquoddy using the Passamaquoddy-Maliseet Language Portal! This could be difficult, as many words/phrases will not translate directly.)

#### Stage 3: Learning Activities

#### Unit Overview

Lesson Length: ~1 hour

Materials: Children's Book "Thanks to the Animals" by Allen Sockabasin, Passamaquoddy Animal Names/Interpretations, Animal Images, Animal Name MP3's.

This is an excellent lesson for the Thanksgiving season, to emphasize the concept of "giving thanks" rather than focusing on the commonly accepted myths about the role of Native Americans in the origins of the national holiday.

Using literacy link, the pictures provided, and the interpretations of the Passamaquoddy animal names, students will play a "matching game" and determine which name best describes each animal. Not only will this test their existing zoological knowledge, but will also provide them with new learning and a unique perspective into the Passamaquoddy world view. Animal names in Passamaquoddy often refer to physical characteristics, behaviors, or resources that that animal is able to provide.

#### Learning Activities & Lesson Plans

##### Day 1

Read "Thanks to the Animals" by Allen Sockabasin, making notes of the different kinds of animals in the story. Using the pictures provided and the interpretations of the Passamaquoddy animal names, students will play a "matching game" and determine which name best describes each animal. Using the MP3's provided, students may listen to the correct pronunciation of the names as well as practice pronouncing Passamaquoddy words (the Passamaquoddy-Maliseet Language Portal also contains a pronunciation guide, as well as multiple sound clips and videos with Passamaquoddy and English subtitles). To test understanding of the lesson student choose an animal and re-name it based on what they find to be the most interesting fact about that animal.

**Amakehs**

"Quickly goes from one place to another; doesn't sit in one place for too long."

**Amuwes**

Like the *amakehs*, this being "Carries something from one place to another."

**Ankuwiposehehsim**

"Goes from one place to another over very long distances." The word *ankuw* translates as "further and further; beyond."

**Apikcilu**

The root of this animal's name, *piktu*, translates as "s/he farts." So, this animal's name is "the one that farts."

**Coqols**

The root of this animal's name, *coqol*, translates as a "swollen gland near one's head or neck."

**Kahkakuhs**

This noisemaker was named for the sound it makes. Who says "kahkak"?

**Kiwonik**

"It slides."

**Kiwhos**

Similar to *kiwonik* and *qapit*, but this animal eats a medicinal root known as "flag root," which grows in freshwater bogs. The Passamaquoddy word for flag root is *kiwhosuwasaq*, or "the root that *kiwhos* likes to eat."

**Kuhkukhahs**

Though very different from *kahkakuhs*, this being was also named for the sound it makes. Who says "kuhkuk"?

**Mihku**

The root of this animal's name is *mihkumal*, meaning "s/he lectures or preaches."

**Motekoniyehs**

The root of this animal's name, *motekon*, translates as "skin" or "leather."

**Mus**

The root of this animal's name comes from the word *musawe*, which means "s/he removes hair." This animal has to remove a velvet-like layer of skin each year—this animal's name is the same in English!

**Muwin**

The root of this animal's name comes from the word *muwisu*, meaning "he or she picks berries."

**Pakahqaha**

The root of this animal's name comes from the word *pakahqehson*, meaning "s/he beats his/her head against something."

**Putep**

This animal's name comes from the word *putuwe*, which means "it blows."

**Qapit**

This animal gets his name from the words *wipit*, "tooth," and *wolapit* "s/he has good teeth."

**Qaqoss**

This animal's name has a similar root to the words *qaqeyu*, "it is dirty." Which animal looks as if it stained its fur?

**Wahantuwi-sahkat**

This being's name translates as "Devil's Needle." *Wahant*, meaning "evil spirit or devil" and *sahkat*, meaning "needle."

**Wiwilomeq**

This tiny being was named after a Passamaquoddy monster. The monster had a long, slimy, soft body, and horns.

Resources	Teacher Notes & Reflection
<p>Attached links are JPG files of the Animal photos, as well as a PDF with the full list of animal photos and their original online sources.</p> <ul style="list-style-type: none"> <li><a href="#">Amakehs.jpg</a></li> <li><a href="#">Amuwes.jpeg</a></li> <li><a href="#">Ankuwiposehehsim.jpg</a></li> <li><a href="#">Apikcilu.jpg</a></li> <li><a href="#">Coqols.jpg</a></li> <li><a href="#">Kahkakuhs.jpg</a></li> <li><a href="#">Kiwhos.jpg</a></li> <li><a href="#">Kiwonik.JPG</a></li> <li><a href="#">Kuhkukhas.jpg</a></li> <li><a href="#">Mihku.JPG</a></li> <li><a href="#">Motekoniyehs.jpg</a></li> <li><a href="#">Mus.jpg</a></li> <li><a href="#">Muwin.jpg</a></li> <li><a href="#">Pakahqaha.jpg</a></li> <li><a href="#">Putep.jpg</a></li> <li><a href="#">Qaqoss.jpg</a></li> <li><a href="#">Wahantuwi-Sahkat.jpg</a></li> <li><a href="#">Wiwilomeq.jpg</a></li> <li><a href="#">animal_names_lesson_photos_and_sources.pdf</a></li> </ul>	

Last Updated: Thursday, October 17, 2013, 9:37AM



Image 1: Amakehs/Butterfly  
MONGO/Public Domain/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File%3APapilio\\_glaucus\\_Eastern\\_Tiger\\_Swallowtail\\_\(male\)\\_8.9.2009.jpg](http://commons.wikimedia.org/wiki/File%3APapilio_glaucus_Eastern_Tiger_Swallowtail_(male)_8.9.2009.jpg)



Image 4: Apikcilu/Skunk  
Kevin Collins/Creative Commons CC-BY 2.0/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File%3AStriped\\_skunk\\_Pepe.jpg](http://commons.wikimedia.org/wiki/File%3AStriped_skunk_Pepe.jpg)



Image 2: Amuwes/Bee  
P. manchev/Public Domain/Wikimedia Commons  
<http://commons.wikimedia.org/wiki/File%3ABee-collecting-pollen2.jpeg>



Image 5: Coqols/Frog  
Harmen Piekema/GNU General Public License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File:Frog\\_on\\_bough.jpg#file](http://commons.wikimedia.org/wiki/File:Frog_on_bough.jpg#file)



Image 3: Ankuwiposehehsim/Robin  
Alan Vernon/Creative Commons Attribution 2.0 Generic License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File%3AAmerican\\_Robin.jpg](http://commons.wikimedia.org/wiki/File%3AAmerican_Robin.jpg)



Image 6: Kahkakuhs/Crow  
Dick Daniels/Attribution-Share Alike 3.0 Unported License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File:3AAmerican Crow \(Corvus brachyrhynchos\) RWD.jpg](http://commons.wikimedia.org/wiki/File:3AAmerican Crow (Corvus brachyrhynchos) RWD.jpg)



Image 9: Kuhkukhas/Owl  
Brendan lally/Creative Commons Attribution 2.0 Generic License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File:Great\\_Horned Owl at sanctuary in BC.jpg](http://commons.wikimedia.org/wiki/File:Great_Horned Owl at sanctuary in BC.jpg)



Image 7: Kiwhos/Muskrat  
D. Gordon E. Robertson/Attribution-Share Alike 3.0 Unported License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File:Muskrat\\_swimming Ottawa.jpg](http://commons.wikimedia.org/wiki/File:Muskrat_swimming_Ottawa.jpg)



Image 10: Mihku/Squirrel  
4028mdk09/Creative Commons Attribution-Share Alike 3.0 Unported License/Wikimedia Commons  
<http://commons.wikimedia.org/wiki/File:3AHungriges Eichh%C3%B6rnchen.JPG>



Image 8: Kiwonik/Otter  
Donar Reiskoffer/GNU Free Documentation License/Wikimedia Commons  
Site URL:  
[http://commons.wikimedia.org/wiki/File:3A20120802\\_Zoo\\_Zonnegloed \(51\).JPG](http://commons.wikimedia.org/wiki/File:3A20120802_Zoo_Zonnegloed (51).JPG)



Image 11: Motekoniyehs/Bat  
Hans Hillewaert/Creative Commons Attribution-Share Alike 3.0 Unported License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File:3ALonchophylla robusta \(rear\).jpg](http://commons.wikimedia.org/wiki/File:3ALonchophylla robusta (rear).jpg)



Image 12: Mus/Moose

Dan Peterson/Creative Commons Attribution 2.0  
Generic License/Wikimedia Commons

<http://commons.wikimedia.org/wiki/File%3AAnim0666>  
- Flickr - NOAA Photo Library.jpg



Image 14: Pakahqaha/Woodpecker

Dick Daniels/Creative Commons Attribution-Share Alike  
3.0 Unported License/Wikimedia Commons

[http://commons.wikimedia.org/wiki/File%3APileated  
Woodpecker Ash RWD2.jpg](http://commons.wikimedia.org/wiki/File%3APileated_Woodpecker_Ash_RWD2.jpg)



Image 13: Muwin/Bear

anoldent/Creative Commons Attribution-Share Alike 2.0  
Generic License/Wikimedia Commons

[http://commons.wikimedia.org/wiki/File%3A2010\\_Winter  
Garden\\_16.jpg](http://commons.wikimedia.org/wiki/File%3A2010_Winter_Garden_16.jpg)



Image 15: Putep/Whale

Cornelia Oedekoven/Public Domain (Citation  
below)/Wikimedia Commons

"Photo: Protected Resources Division, Southwest  
Fisheries Science Center, La Jolla, California.  
swfsc.nmfs.noaa.gov/PRD/"

[http://commons.wikimedia.org/wiki/File%3AMegaptera  
novaeanglia\\_jumping.jpg](http://commons.wikimedia.org/wiki/File%3AMegaptera_novaeanglia_jumping.jpg)



Image 16: Qoqsoos/Fox  
Rob Lee/Creative Commons Attribution 2.0 Generic  
License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File%3AFox in Sn  
ow.jpg](http://commons.wikimedia.org/wiki/File%3AFox_in_Snow.jpg)



Image 18: Wiwilomeq/Snail  
macrophile/Creative Commons Attribution 2.0 Generic  
License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File:Common snai  
.jpg](http://commons.wikimedia.org/wiki/File:Common_snail.jpg)



Image 17: Wahantuwi-Sahkat/Dragonfly  
Jean-Jacques MILAN/Creative Commons Attribution-  
Share Alike 3.0 Unported License/Wikimedia Commons  
[http://commons.wikimedia.org/wiki/File%3AOrthetrum  
coerulescens.jpg](http://commons.wikimedia.org/wiki/File%3AOrthetrum_coerulescens.jpg)