



Wabanaki Nation Symbols

Unit Map 2013-2014

Wednesday, October 16, 2013, 11:27AM



Unit: Wabanaki Nation Symbols (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: Kindergarten, 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.K.1. With prompting and support, ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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

- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information 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.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

ME: Social Studies, ME: Grades PreK-2, Civics and Government

B. Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government

Students understand key ideas and processes that characterize democratic government in the community and the United States.

- a. Describe and provide examples of democratic ideals.
- b. Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.

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).

Injustice

- Understand that there are people who look, dress or act differently and that these people need to be treated fairly; understand that a group of people can act together to hurt individuals or other groups.

Governance

- Know the four Wabanaki communities (tribes) in Maine.

Essential Questions
[Essential Questions](#)

POWER, AUTHORITY, GOVERNANCE
 What is power?
 What forms does it take?
 Who holds it?
 How is it gained, used, and justified?
 What is legitimate authority?
 How are governments created, structured, maintained, and changed?

Academic Vocabulary

Symbol

Sovereignty

Government

Elected Officials

Values

Community

 [Source for information about the four federally recognized tribes in Maine](#)

Students Will Know

1. About the modern structure and organization of the five Wabanaki tribal governments.

2. The location of each tribe.

3. Be able to identify the flags and understand something about the symbols represented on each flag.

Students Will Do

[Bloom's Wheel](#)
[Bloom's Taxonomy](#)

Students will be able to ...

Describe

Draw

Find

Identify

Label

List


Relate

Technology Integration Notes

Micmac flag information:

 http://www.micmac-nsn.gov/html/about_our_logo.html

Penobscot flag information:

 http://www.penobscotculture.com/index.php?option=com_content&view=article&id=95&Itemid=72

Passamaquoddy flag information:

 <http://www.tmealf.com/DH/pass.html>

Maliseet information:

 <http://www.maliseets.com/index.htm>

	Tell	
	Compare	
	Explain	
	Make	
	Show	
	Imagine	
	Create	

Stage 2: Assessment Evidence

Assessment

Family Flag

Summative: Performance: Authentic Task

Based on the discussions of each of the elements of the 4 tribal flags, what the symbols represent, and why they were selected to represent the communities, students will create a flag for their family or community.

Students will include 3 aspects of place, colors, and symbols that are important to their family or community, and be able to share to the class or teacher each element of their flags.

(This is a summative assessment if your whole unit focuses on Wabanaki flags. If embedded within a larger unit on symbols, for example, this could be a formative assessment.)

Stage 3: Learning Activities

Unit Overview

Students will each receive two handouts 1) Wabanaki flag images and 2) flag descriptions for the matching game. They will read the descriptions and match the flag with the description. Alternate activity- students will work in small groups with the full descriptions of the flags to identify each element included and discuss the importance of the symbols to Wabanaki people.

Students will then use a map of Maine to locate each of the tribal reservations and make comments about the environment surrounding the area- are there mountains, rivers, lakes, the ocean? Are these aspects represented in the tribal flag?

Finally, students will make a list of things that are important to them, their family, or their community. From this list they will select three to make into symbols and use to create their own flag, identifying their personal values or community values.

Learning Activities & Lesson Plans

Day 1

Materials:

- Color print out of Wabanaki flags, one per student
- Print out of flag descriptions for matching game, one per student
- Map of Maine that includes reservations, either on-line or on the table for students to look at
- White card stock
- Crayons or markers, magazines to cut pictures out of, glue stick, and scissors.

Time: 45 minutes

Steps:

Step 1:

Option 1. Have students work individually with a copy of the flags and a copy of the descriptions for the matching game and try to match the description to the flag.

Option 2. Have students work in small groups with the full descriptions of each flag to identify each symbol and discuss its importance to Wabanaki people and why it might appear on the flag.

Step 2:

Read or have students read the full description of each flag from the Teacher's Version. Use a map of Maine to find the location of each of the tribes. Note: the Passamaquoddy have two communities, but one flag. The Penobscot are located on Indian Island near Old Town; the Passamaquoddy at Indian Township are near Princeton, and the Passamaquoddy at Pleasant Point are near Perry and Eastport. The Maliseet are near Houlton, and the Micmac are near Presque Isle. Ask students to use the map to answer the following questions, or as a class look at a map and discuss the following questions:

1. Which tribes live near water? Which are by lakes or rivers, and which live near the ocean? Are there symbols on the flags that represent water?
2. What do you think the land looks like by each tribe? What kind of animals might live near the tribes? Are there symbols on the flags that represent animals or the land?
3. How many flags have the sunrise represented on them? Why do you think that is important to the Wabanaki?

Step 3:

Have students think about things in their life that make them, their family, or their community special or unique, and have them write down 5 of these things. Examples might include their pet, their favorite thing to do, something they are really good at, or a building or natural feature in the community that makes it special. From these 5 things, have students choose 3 that they can draw or cut out a picture of to create their own personal flag. Students will design a colorful flag using card stock, crayons or markers, and cut out pictures from magazines or the newspaper to symbolize their list. Once complete students can either write a short statement about what the symbols mean to them, or they can share this verbally with the class.

Differentiation by Content

- Multiple intelligences
- Varied supplementary materials

Differentiation by Process

- Small group instruction

Differentiation by Learning Environment



- Cultural materials

 [flag descriptions only.pdf](#)

 [flag pictures and descriptions Teachers Guide.pdf](#)


 [flags only.pdf](#)

Resources

-  [Abbe Museum](#)
-  [Micmac flag description](#)
-  [Maliseet](#)
-  [Penobscot culture](#)

Teacher Notes & Reflection

Please provide feedback about your experience working with this lesson. We are piloting this lesson and would like to make adjustments based on classroom experience. We would also like samples of student work to include if you would be willing to upload them to the link with proper authorization by parent, or without names.

 [Penobscot Nation](#)

 [Passamaquoddy at Pleasant Point](#)

 [Passamaquoddy at Indian Township](#)

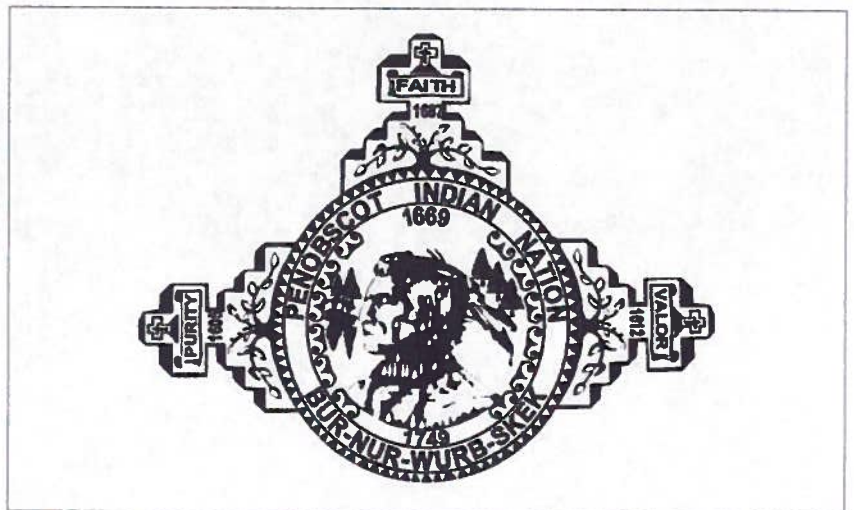
[<< Previous Year](#)

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Wabanaki Flags
ABBE MUSEUM



Wabanaki Flags ABBE MUSEUM

1. The circle represents the unity, and the lines inside represent strength and wisdom. The bear claws represent strength and assistance, and the deer represents assistance of clothing and food for the community. The seven feathers represent the seven districts within the tribal Nation.
2. The symbols on this flag include fiddleheads unfurling in the spring, a birch bark wigwam looking onto Mt. Katahdan, the sacred mountain for most of the Wabanaki, a birch bark canoe, and woven baskets.
3. The center of the seal is an un-named warrior. Surrounding the warrior is an ornate border which contains three 'tombstones' adorned with crosses. At the base of each of these tombstones, outside the circle, are three branches representing tribal growth. The serrated edge denotes the sun. We are Wabanaki, a people of the dawn.
4. There is a scroll design with a circle of people holding hands in four groups of five. These figures are separated by the three directions and eastern star. In the four directions are plants depicted in yellows and greens. Centered on the circle is a scroll for the settlement of land with the United States government. There is a picture of the sun rising.

Wabanaki Flags ABBE MUSEUM



Houlton Band of Maliseet Indians- the symbols include fiddleheads unfurling in the spring, which represents sustenance in spring and the first vegetables of the season- a vital resource for hunter and gatherer communities coming out of a long winter. The second is a birch bark wigwam looking onto Mt. Katahdan, the sacred mountain for most of the Wabanaki. The birch bark canoe and baskets represent a tie with traditional and modern life, and economic independence tied to identity as Maliseet people.



Passamaquoddy- This latest flag of the Passamaquoddy people was adopted in June of 1995.

The design, called the "scroll" design is a white flag bearing the new seal of the Passamaquoddy Nation. The seal begins with a circle of people (twenty in all) holding hands in four groups of five. These figures are separated by the three directions and eastern star. This denotes the unity of the Passamaquoddy "with all Native Americans from the North, South, East and West." The star represents the east, where the Passamaquoddy people are located.

Within the ring is a circular seal representing the Circle of Life. In the four prime directional points of the red circle are plants depicted in yellows and greens, representing the homeland and resources important to Passamaquoddy people. Centered on the circle is a scroll for the settlement of land with the United States government. This is also the symbolism of the "dripping feather" that appears in front of the scroll. Upon the scroll, in natural colors is a sunrise over the land at Passamaquoddy Bay and the reflection of that sun upon the waters of the Bay. The design is completed by the black dots, tribal name and legend "People of the Dawn."



Penobscot Indian Nation- Bur-nur-wurb-skek is the traditional name for the Penobscot- what they would have called themselves, and it refers to a place along the River (the place of the white rocks) where there was a village that is now the main community on the reservation.

The seal which appears on the Penobscot Nation flag was designed by Senabeh Francis in the mid 1970's. The center of the seal is an unnamed Penobscot warrior. Surrounding the warrior is an ornate border which contains three 'tombstones' adorned with crosses.

The top tombstone has "FAITH" written on the cross, and above is a smaller cross. These elements along with the date 1687, the date of the first Catholic mission on Indian Island, honor our history with the French Jesuits and other clergy of the Catholic Church as well as other denominations. Faith is synonymous with trust and belief.

The left tombstone has "PURITY" written on the cross of the tombstone. Above that is a flower, a daisy which is a symbol for purity. Below is the date 1605. This marks the year when Captain George Weymouth, an explorer for England, kidnapped five Penobscot warriors so he could teach them to speak English, to communicate with them better. Purity signifies our dedication to remain a distinct culture, even in the face of acts like these.

The right tombstone has "VALOR" written on the cross. Above that is an arrowhead. This tool was an important tool in the defense of our culture and people. The date 1612 marks a year during wartime. The valor, meaning bravery in the face of danger, shows how Penobscots have fought bravely for their people.

These three virtues comprise what has been called the 'tribal motto.'

At the base of each of these tombstones, outside the circle, are three branches representing tribal growth.

Two dates appear above and below the image of the warrior. The top date, 1669, commemorates the war with the Iroquois. The lower date, 1749, denotes the date of a treaty of peace with Massachusetts Bay Colony, ending King George's War. Together along with twelve double-curves, (representing fire-starters/flint) represents the balance between war and peace and the wisdom of our twelve elected council members.

The serrated edge denotes the sun. We are Wabanaki, a people of the dawn.



Aroostook Band of Micmac- The circle represents the unity of the Micmac people, the invisible thunderbird is featured as the triangles across the middle as the wings and triangle at the bottom as the tail feathers which represents strength and wisdom. The bear claws represent strength and assistance, and the deer represents assistance of clothing and food for the community. The line with four dots in the upper half of the circle represents the four Micmac mothers who supported the tribe and advancement of the people, and the three dots on the bottom triangle represent a council lodge and the three sachems (leaders) or council members who were women. The original council members of the Aroostook Micmac Council was five women & four men, each with their own household, which works together for the community & oversee tribal business for the benefit of the Tribe, represented by the four yellow and black triangles on the Thunderbirds wings. The seven feathers represent the seven districts within the Micmac Nation. http://www.micmac-nsn.gov/html/about_our_logo.html