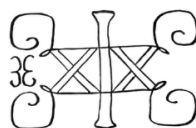


# Wabanaki Connections to the Geography of What is Now Called Maine

## 9-12 Geography Educator Guide



Photo Credit: James Florio



## **Introduction:**

The Panawahpskek (Penobscot) Nation, Peskotomuhkati (Passamaquoddy) Tribe, Mi'kmaq Nation, (Wolastoqiyik) Houlton Band of Maliseet Indians, and Abenaki (collectively known as the Wabanaki Nations) have lived for thousands of years in the land we now call Maine. They are known collectively as the Wabanaki, or "People of the Dawnland." By learning about Wabanaki history and culture students will understand that people can view places and regions from multiple perspectives. Students will observe the effects of place-based identities on personal events and make connections to events in the land that is now called Maine relative to events in Wabanaki history. Students will understand that changing perceptions of places and regions have significant economic, political, and cultural consequences. Students will broaden their understanding of the connections of the Wabanaki to the geography of what is now called Maine.

## **Educating Without Appropriating**

It is essential for educators to teach Wabanaki Studies with accurate and appropriate information. Be certain that all sources of information have been vetted prior to introducing them to students. This guide is intended to provide resources that have been approved by Wabanaki advisors. Spend time learning about the harmful results of misinformation, stereotyping and cultural appropriation before embarking on this educational journey with your students.

[Wabanaki Studies Framework](#)

[Wabanaki Studies-Cultural Appropriation Resources](#)

[Wabanaki Studies | Department of Education](#)

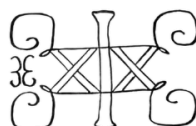
## **Indigenous Voices**

Inviting a guest speaker to your classroom in person or via Zoom can be an enriching opportunity for students to learn directly from Traditional Knowledge Sharers.

[Considerations for Inviting Indigenous Presenters](#)

[Wabanaki Knowledge Sharers Directory](#)

## **Guiding Questions:**



- How and why do people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, and language?
- How have geographic features impacted the inclusion and exclusion of Wabanaki Citizens in what is now called Maine and what is now called the United States?
- What are the spatial connections and relationships between geographic features and cultures of the Wabanaki and other groups in Maine, the United States, and the World?
- Based on students' interests and career aspirations, what are some geographic professions that focus on researching the Wabanaki using multiple resources including geospatial tools?

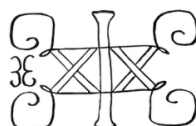
**Learning Objectives:**

Through these lessons students will:

- Analyze how and why people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, and language.
- Explain geographic features that have impacted the inclusion and exclusion of the Wabanaki in Maine, and the United States.
- Analyze the spatial connections and relationships between geographic features and cultures of the Wabanaki and other groups in Maine, the United States, and the world.
- Research the connections between geography and other disciplines inspired by their interests and career aspirations, using multiple resources, including geospatial tools.

**Lessons:**

Lessons & Resources	Description
<a href="#">Place Names</a>	Students will engage in a lesson to understand how place names are important to the Wabanaki and how place names were chosen as descriptive indicators.



<p><a href="#">Land Acknowledgment</a></p>	<p>Students will gain an understanding of land acknowledgements. They will engage with materials that explain the meaning and the purpose of land acknowledgments. They will learn about Wabanaki land connections and engage with materials that broaden their understanding of land relations between the Wabanaki and what is now called the state of Maine.</p>
<p><a href="#">Geography of the Katahdin Woods and Waters National Monument</a></p> <p><a href="#">Slideshow: Tekakapimək-Contact Station Katahdin Woods &amp; Waters National Monument</a></p>	<p>Students will become familiar with the significance of Tekakapimək (the Katahdin Woods and Waters National Monument) and gain skills using geospatial tools.</p>
<p><a href="#">Careers in Geospatial Technology</a></p>	<p>Students will learn about careers that require geographic skills and they will research connections to other disciplines. Inspired by their own interests and career aspirations students will explore geographic professions using multiple resources, including geospatial tools particularly exploring geographic professions in Wabanaki communities.</p>
<p><a href="#">We Live Here</a></p>	<p>N’we Jinan is a music program from Mobile Production Studio designed for Indigenous young people to learn about and acquire skills in sound recording, music production, songwriting, and performance. The name, N’we Jinan translates to, “we live here” in James Bay (Eastern) Cree. To date, more than 900 Indigenous youth have participated across 70 communities, resulting in 140 songs and videos that have been viewed more than 20 million times online. These original songs</p>

	<p>center on themes of cultural identity, language, struggle, love, and self-acceptance.</p> <p>Students will make personal connections to their own sense of place and consider the similarities they share with Wabanaki youth after viewing the <i>Skicin In You</i> original song and music video created by Wabanaki Youth from Alnape Meneha (Indian Island) in the Panawahpskek community in 2017.</p>
<p><a href="#">Archaeology With and For the Wabanaki</a></p>	<p>This lesson explores how Wabanaki archeologists, like Dr. Bonnie Newsom, are ushering in a new era of archeology that is “with and for Indigenous peoples” instead of “on” or “about.” Students will explore their methods of archeology, the cultural importance of their work, and how they are addressing challenges such as outdated Western practices and rising sea levels.</p>
<p><a href="#">Land Dispossession Intro Lesson: Timeline and Map</a></p>	<p>This lesson can be used as an introduction for a unit or section on Wabanaki land dispossession or to start discussions about sovereignty. It was made specifically for the HS Wabanaki Studies curriculum and fits in the “Early contact, international diplomacy, war, disease, land loss, genocide” part of the history unit. Teachers should be familiar with the history of the Wabanaki and the concept of sovereignty.</p>

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