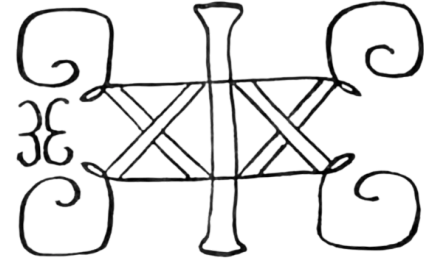


Grade 6–8 Wabanaki Water Stewardship Educator Guide



Background:

More than ninety-five percent of prehistoric habitation sites, of land in what we now call Maine, are adjacent to waterways.

The Wabanaki have used the waterways of what is now called Maine for thousands of years to hunt, fish, travel and find their medicines. This connection to the natural world is part of who they are and has guided them for generations.

This guide focuses on the Wabanaki's connection to the water.

Introduction:

Wabanaki teachings can help us have a deeper connection to the natural world around us. Their relationship with water can teach us many things. Understanding this connection between the Wabanaki and the waterways can help future generations treat the land and waters as a living relative.

This educator guide will focus on the importance of waterways to the Wabanaki.

- The water has been their source of food, and travel, and they have a deep spiritual connection to this living relative.
- To the Wabanaki, the waterways are more than just flowing water, she is a life force throughout their community.
- The Panawahpskek (Penobscot) River is documented as the first citizen of their Nation.

Guiding Questions:

- How can we be better caretakers of the lands and waters here in the land that is now called Maine?
- Why is it important for the Wabanaki to have continued water rights to the waterways?
- How can understanding our connection to the natural world help our communities?

Learning Objectives:

- Students will understand the significance of the rivers in Wabanaki culture and what roles it plays in their daily lives.
- Students will be able to explain the Wabanaki belief that rivers are living relatives.

- Students will be able to compare and contrast the Wabanaki perspective versus colonized thinking that rivers and nature are viewed as resources, instead of as a living relative.
- Students will understand why water rights are important to the Wabanaki.
- Students will learn about how the fisheries are still recommended 'not suitable' for human consumption.
- Students will gain an understanding of the relationship between the Wabanaki and the waterways.


Vocabulary:

Key Terms	Definitions
colonized	Colonization is a process of establishing control over specific territories or peoples for the purpose of cultivation, possibly involving settling, the establishment of colonialism, coloniality and colonies.
culture	can vary by language, beliefs, customs, practices, laws, art forms, traditional clothing, and other facets.
migration	the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location.
Respect	A key value to the Wabanaki, emphasizing the importance of treating the waterways and all living things with respect.
sovereignty	Tribal sovereignty includes the right to govern one's community, the ability to preserve one's culture, and the right to control one's own economy.
Wabanaki Confederacy	Collectively known as the Wabanaki Confederacy, the Indigenous People of the area now known as the State of Maine are: The Panawahpskek Nation (Penobscot), Peskotomuhkati (Passamaquoddy) of Motahkomikuk (Indian Township), Peskotomuhkati (Passamaquoddy) of Sipayik

	(Pleasant Point), Mi'kmaq Nation, Wolastoqiyik Nation (Houlton Band of Maliseets), and Abenaki at Odanak. Their name translates to the "People of the Dawnland".
--	--

Lessons:

Penobscot River

1. Lesson: [Wabanaki and the River](#)
 - Ask students to research dams in the land that is now called Maine. How many dams are there? What is their purpose? Do we still have hydro dams producing energy? What impacts do these dams have on wildlife and migrating fish?
2. Websites: [Penobscot River Restoration Project](#) & [The removal of the Edwards Dam on Maine's Kennebec River](#)
3. Video: [The River is our Relative](#)
4. Slides:  Journey Along along the Penobscot: Wabanaki Place Names are a Story Still ...
5. Video: [The Penobscot River, Giver of Life](#)

Sovereignty:

1. Modules: [Celebrating communities](#) and [Wabanaki Homelands](#) are designed for 9-12 grades, each module has over 20 lessons.
 - a. Unit 3, lesson 3: of Celebration communities, [Land Loss, Rights, and Stewardship](#) reflection #5
 - b. Unit 4, lessons 1 & 2: [Tribal Sovereignty & Community](#), reflection #7
 - c. Unit 4, lesson 2: [Land looks Different from the Water](#), reflection #7.
1. Lesson: [Wabanaki Highways](#)
2. Websites:
 - a. [Tribal Sovereignty](#) (Wabanaki Alliance)
 - b. [Tribal Sovereignty](#) (Maine Center for Economic Policy)
3. 20 minute video: Water crisis "[We can't drink the water](#)" Passamaquoddy drinking water crisis. Lesson: [Water Rights](#)
4. Module: [Wabanaki Stewardship: Our Relationship with water](#)
 - a. Unit 3, lesson 1: [The Skutik - Tracking Alewives for the Passamaquoddy](#)

Seven Generation Thinking:

1. [Seventh Generation Thinking](#)
2. [Changing Tides](#) - Lesson over climate change/green crab invasion
3. [The honorable harvest way of thinking](#)
4. [Indigenous Tradition of Giving Thanks](#)
5. Module: [Wabanaki Stewardship: Our Relationship with Water](#)
 - a. Unit 1, lesson 4: [The Way of the Wabanaki](#) Reflection #2
 - b. Unit 2, lesson 2: [What is Water Sovereignty?](#) Reflection #4
 - c. Unit 3, lesson 3: [In Our Veins](#) Reflection #5
 - d. Unit 4, lesson 1: [Community Action](#) Reflection #7
6. Slides: [Penobscot River and Climate Change](#)
7. Video: Veazie Dam removal video:(3 min) [Salmon returning to the Penobscot River](#)