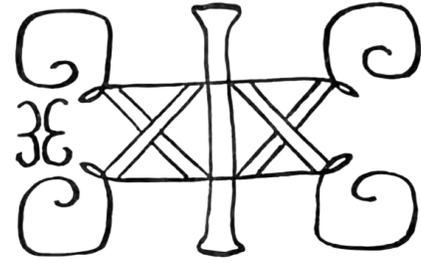


# Grade 4 Interdisciplinary Educator Guide



## Background:

 Wabanaki Studies Framework

[DOE Wabanaki Studies Website](#)

- There is a Grades 3-5 MOOSE module called The [Wabanaki and the Environment](#). The science and social studies lessons below do not require a pre teaching of the module, but it is available for you to use in its entirety or to pull out specific lessons and teach parts of it.

## 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." How can we learn from the past to help us understand our roles today, respecting rights of others, and to maintain a community that works together for the good of all?

## SS Guiding Questions:

Where are Wabanaki communities in the land that is now called Maine?

How far back do Wabanaki show evidence of living in what is now called Maine?

What happened during colonizations and what happened post colonization?

How has discrimination impacted Wabanaki through the years in what is now called Maine?

How have the Wabanaki resisted and shown resilience?

What are the economic impacts with restrictions on Wabanaki Nations in what is now called Maine?

How is the Wabanaki government organized?

What does sovereignty mean and why is this important to Wabanaki?

What does the leadership look like at the state level for Wabanaki?

## Science Guiding Questions:

How have the Wabanaki designed products over time to adapt to materials available?

How have tools stood the test of time?

What are modern innovations of the Wabanaki?

How does studying fossils help us learn about the past?

What does fossil evidence tell us about how long Wabanaki have been here?

How do shell middens contain Wabanaki history?

How are Wabanaki helping us deal with environmental issues of today?

How does a traditional game such as Snow Snakes demonstrate force and motion?

### Curriculum Lessons and suggested progression:

Please note: *The intro lesson for grade 4 is based on assumed previous knowledge from other grade levels. If your district is in the beginning stages of incorporating Wabanaki studies, it may be helpful to go back to earlier grade levels.*

Lesson #		Lesson #	
1	Introduction Lesson 1 <a href="#">Activating Prior Knowledge &amp; Fact / Opinion</a>	1	Lesson 1 <a href="#">Fossils: Uncovering Time (Earth Science)</a>
2	Lesson 2 <a href="#">Primary vs Secondary Sources &amp; Reliability of Information</a>	2	Lesson 2 <a href="#">Emerald Ash Borer / Basket Making Impact</a>
3	Lesson 3 <a href="#">Timeline (History)</a>	3	Lesson 3 <a href="#">Fishing Weirs &amp; Other Fishing Methods of the Past and Today</a>
4	Lesson 4 <a href="#">Mapping &amp; Place Names (Geography)</a>	4	Lesson 4 <a href="#">Snow Snakes Stem Challenge</a>
5	Lesson 5 <a href="#">Treaties &amp; Sovereignty (Civics)</a>		
6	Lesson 6 <a href="#">Economic Systems</a>		

Standards: [Social Studies Standards for Grade 4](#)

[Science Standards for Grade 4](#)