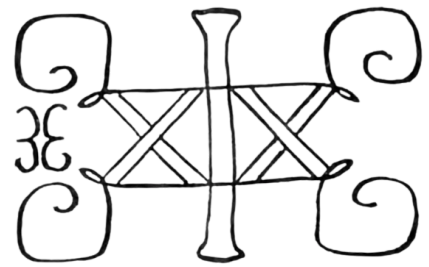




# Wabanaki Studies Civics & Government Educator Guide

## Grades 6-8



**Introduction:** These lessons are designed to align with an introduction to types of government units for grades 6-8, and/or support students while using the MOOSE online Wabanaki Studies modules. These lessons cover the term sovereignty, the modern nations of the Wabanaki confederacy, and provide context and resources to help students define and understand issues related to tribal sovereignty in alignment with the Maine Learning Results. Lessons created as a part of this module can be used individually or as a group.

### Other Helpful Resources:

- Spend time with all of the online modules:  
<https://www.maine.gov/doe/moose/lp/wabanaki>
- Spend time with the DOE Wabanaki Studies website:  
<https://www.maine.gov/doe/innovation/wabanakistudies>
-  Wabanaki Studies Framework
-  Cultural Appropriation Resources

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**Introduction:** Wabanaki Nations have a long history of advocating for sovereignty, or self government by negotiating with what is now known as Maine, the United States and historical European governments. This educator's guide is designed to be used as a supplement for students who are studying government and the Nations of the Wabanaki Confederacy. These

lessons focus specifically on issues related to historical and contemporary sovereignty for Wabanaki Nations. These lessons move through activities that support students in understanding the concepts of sovereignty and purpose of treaties, contemporary Wabanaki Governments, historical and modern issues of sovereignty. Resources include a slidedeck, videos, worksheets, and a summative assessment that asks students to demonstrate their understanding by taking action.

**Guiding Questions:**

- What does the term sovereignty mean?
- Who are Wabanaki and how are their communities governed?
- Why is it important to understand and respect the sovereignty of Wabanaki nations?
- How has colonialism affected the sovereignty and well-being of Wabanaki communities?
- What can individuals and governments do to support Wabanaki sovereignty and rights?

**Learning Objectives:**

- Students will define sovereignty and explain its importance in relation to Wabanaki nations.
- Students will analyze primary sources related to Wabanaki sovereignty.
- Students will explore the impact of colonization on Wabanaki sovereignty.
- Students will examine contemporary issues related to Wabanaki sovereignty.
- Students will engage in civil discourse by sharing their learning about tribal sovereignty, reflecting on their learning about Wabanaki Sovereignty specifically.

**Module Materials:**

- [Warm Up- Activator- Intergalactic Diplomacy Activity](#)
- Vocabulary
- [Wabanaki Civics and Government Slidedeck](#)
- [Student Handouts \(Primary and Secondary Source Materials\)](#)
- [Student Handout "Examining Contemporary Wabanaki Sovereignty in the State of Maine"](#)

**Vocabulary**

Key Term	Definition
<b>Bureaucracy</b>	A system of government in which most of the important decisions are made by state officials rather than by elected representatives.

<b>Capitalism</b>	An economic system characterized by private ownership of the means of production and the pursuit of profit.
<b>Colonialism</b>	The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
<b>Confederation</b>	A political union of sovereign states or territories that delegate certain powers to a central authority while retaining others.
<b>Democracy</b>	A system of government where power is vested in the people, who rule either directly or through freely elected representatives
<b>Diplomacy</b>	The art and practice of conducting negotiations between nations.
<b>Sovereignty</b>	Self- determination; the authority of a state to govern itself or another state.
<b>Treaty</b>	A formal agreement between two or more countries.
<b>Wabanaki Confederacy</b>	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 and Canada. Their name translates to the "People of the Dawnland".
<b>Wampum</b>	Small cylindrical beads traditionally made by some North American peoples from shells which are strung together and used as decoration or money.
<b>Wampum Belt</b>	Beaded belts worn by leaders, designed to illustrate important stories. They were often created to commemorate, or remember important events such as treaties.

### **Lesson One: Hook/Activator: Intergalactic Diplomacy- Drafting a Treaty with the Aliens**

Drafting a Treaty with the Aliens

**Question:** How would you negotiate a peace agreement with aliens who have suddenly landed on Earth?

The objective of this learning activity is to introduce middle school students to the concept of a treaty and engage in critical thinking, creativity, and collaboration as they draft a treaty between the people of Earth and an alien group who have landed. Students will consider access to natural resources, language barriers, and the integration of alien technology while preserving human customs and culture.

**Materials Needed:**

[Link to Lesson and Student Worksheet](#)

- Paper
- Pens/pencils
- Markers
- Poster boards or large sheets of paper

**Duration:** This lesson can be completed all at once or be broken up and completed in chunks throughout the module as students learn about the history of Wabanaki sovereignty and treaties with what is now known as the state of Maine.

**Procedure:**

**Introduction**

- Begin the activity by introducing the scenario to the students: "Aliens from a distant planet have landed on Earth, seeking to establish peaceful relations and cooperation with humanity." Read the scenario aloud with students.
- Discuss the importance of diplomacy, negotiation, and compromise in resolving conflicts and fostering mutual understanding. Define the words: diplomacy, treaties, and sovereignty from the list)
- Divide the students into small groups (4-5 students per group) and assign each group the role of representing either the people of Earth or the alien group. Encourage creativity in naming both groups.

***Read Aloud: The Scenario (From Student Handout)***

**Scenario:** (This is a FAKE scenario). In the year 2080 an Alien group of invaders landed on Earth. They are asking for access to various regions of the Earth to live alongside humans. Humans do not have the technology to kick this invading group out, so they need to find a way to negotiate peace with the aliens. This negotiation between two **sovereign**, or independent groups is known as a **treaty**. **Treaties** are formal agreements between two or more independent nations. In this

activity you will work in groups to create a treaty that promotes peace and cooperation between humans and aliens.

### **Picking a side to represent:**

In order to give this activity some interest, assign groups to be either team Alien or team Human. Once assigned to a group they are going to consider how best to negotiate to represent the best interests of their group. This is an exercise in perspective taking, or thinking from the point of view of someone else.

### **Research and Brainstorming**

- Encourage students to brainstorm ideas on key treaty components such as access to natural resources (land, water, mountains), language barriers, and the integration of alien technology.
- Emphasize the importance of considering multiple perspectives- in this case- both human and alien perspectives and interests.

### **Drafting the Treaty**

- Provide students with guidelines for drafting the treaty, including sections on:
  - Preamble: Introduction and purpose of the treaty.
  - Definitions: Clarify terms and concepts relevant to both parties.
  - Natural Resources: Allocation and management of resources such as land, water, and mountains.
  - Language and Communication: Strategies for overcoming language barriers and facilitating communication.
  - Technology Integration: Guidelines for the responsible use and sharing of alien technology while preserving human customs and culture.
  - Cultural Exchange: Opportunities for cultural exchange and mutual learning.
- Encourage students to collaborate within their groups, delegate tasks, and use creative problem-solving techniques.

### **Presentation and Peer Review**

- Have each group present their drafted treaty to the class, explaining their rationale behind each section and decision.
- Encourage constructive feedback and questions from classmates to promote critical thinking and reflection.
- Facilitate a discussion on common themes, challenges, and solutions identified across different treaties.

**Reflection and Discussion:**

- Conclude the activity with a reflective discussion on the complexities of intergalactic diplomacy, the importance of empathy and understanding in cross-cultural interactions, and the role of treaties in promoting peace and cooperation.

**Assessment:**

Assess students' understanding and engagement based on their participation in group discussions, the quality of their drafted treaty, and their ability to articulate and defend their decisions during the presentation phase. The goal of this activity is for students to think critically about what a treaty is and the types of issues that can arise when drafting peace between nations.

**Lesson Two: Who are the Wabanaki and what does sovereignty mean?****Essential Question:**

- What does the term sovereignty mean?
- Who are the Wabanaki and how are their communities governed?

**Learning Objective:**

- Students will define sovereignty and explain its importance in relation to first nations.

**Materials:**

- Sovereignty Definition: The authority of a state to govern itself.
- [Wabanaki Leadership Slidedeck](#)
- [Flags of the Wabanaki Confederacy](#)

**Activities:**

- Warm Up: What does it mean to be sovereign? Can you provide an example of a sovereign country?
  - Students will provide examples of Sovereign nations (ex. The United States, Canada, Mexico, etc.) Review the definition of sovereignty with students. It is important to pre teach this concept for students to understand the importance of sovereignty to the nations of the Wabanaki Confederacy.
- Activity:
  - Teach: Who are the Wabanaki and how are their communities governed?
    - Use the slidedeck to introduce students to the nations of the Wabanaki Confederacy and how they are governed.

- Closure
  - Think/Pair/Share: Turn and talk to a partner: What does it mean to be sovereign? Who are the Wabanaki and how do they govern themselves? What questions do you have?

**Optional Extension:** Wabanaki Flags- How is symbolism used to represent important ideas in the flags of Wabanaki governments?

Have students research the flags of the different nations to learn about their flags!

### Assessment

- Formative: Students will complete the think/pair/share and participate in a class discussion to formally summarize and end the lesson. Teachers should ask students what questions they have and either answer or make a plan to find the answers before moving on.

**Standards:** Government and Civics 6-8: Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world.

1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.

## Lesson Three: Wabanaki Diplomacy: Wampum Belts

### Essential Question:

- How have Wabanaki traditionally used Wampum belts to negotiate with other nations?

### Learning Objectives:

- Students will define sovereignty and explain its importance in relation to Wabanaki nations.
- Students will analyze primary sources related to Wabanaki sovereignty.
- Students will explore the impact of colonization on Wabanaki sovereignty.
- Students will examine contemporary issues related to Wabanaki sovereignty.
- Students will engage in civil discourse by sharing their learning about tribal sovereignty, reflecting on their learning about Wabanaki Sovereignty specifically.

### Materials:

-  **A Study of Wabanaki Diplomacy and Self-Determination** slide deck

**Activities:**

- Warm Up: How do you keep track of important information? (From slidedeck, introduction to why primary sources are important.)Activities
  - WATCH: Listen and Learn: Learn about Wampum in *Wolastoque Latuwewakor* (Maliseet Language)
  - Analyze Primary Sources: Learn about the Meaning of Wampum Belts
- Closure Class Discussion:

**Assessment:**

- In this part of the module students will learn about Wampum Belts as a tool for negotiating and recording information by Wabanaki Nations. Students will practice analyzing primary sources and participate in class discussion by answering questions built into the slide deck.

**Standard:**

- Government and Civics 6-8: Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world.
  - 1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.
  - 1.7 Utilizing civil discourse when making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

**Lesson Four: Secondary Source: The Impact of Treaties**

*In this activity you will learn about two historical treaties negotiated by European governments and analyze its impact on Wabanaki Sovereignty.*

**Essential Question**

- How has colonialism affected the sovereignty and well-being of Indigenous communities?
- What can individuals and governments do to support Wabanaki sovereignty and rights?

**Materials:**

- [Wampum Belts and Treaties Slidedeck](#)

**Learning Objectives:**



- Students will define sovereignty and explain its importance in relation to Wabanaki nations.
- Students will analyze primary sources related to Wabanaki sovereignty.
- Students will explore the impact of colonization on Wabanaki sovereignty.
- Students will examine contemporary issues related to Wabanaki sovereignty.
- Students will engage in civil discourse by sharing their learning about tribal sovereignty, reflecting on their learning about Wabanaki Sovereignty specifically.

### **Activities:**

- [Warm Up: What is a treaty?](#)
- [Activity: Primary & Secondary Source Treaty Analysis](#)
- [Closure](#)
  - [Venn Diagram](#)
  - [Reflection Question](#)

**Assessment:** In this lesson students will analyze the impact of two historical treaties between Wabanaki and European-American governments and reflect on the impact of these treaties.

## **Lesson Five: Building Historical Context: Understanding issues surrounding Wabanaki sovereignty and the state of Maine**

### **Essential Questions**

- Why is it important to understand and respect the sovereignty of Wabanaki citizens?
- How has colonialism affected the sovereignty and well-being of Indigenous communities?

### **Learning Objectives:**

- Students will define sovereignty and explain its importance in relation to first nations.
- Students will explore the impact of colonization on Wabanaki sovereignty.

### **Materials**

- The Maine Indian Claims Settlement Act, Youtube  
[https://www.youtube.com/watch?v=UpPMkpbkQ1w&ab\\_channel=NEWSCENTERMaine](https://www.youtube.com/watch?v=UpPMkpbkQ1w&ab_channel=NEWSCENTERMaine)

### **Activities**

- Warm Up: Review the term sovereignty and the nations of the Wabanaki Confederacy
- Build historical background by watching:  
[https://www.youtube.com/watch?v=UpPMkpbkQ1w&ab\\_channel=NEWSCENTERMaine](https://www.youtube.com/watch?v=UpPMkpbkQ1w&ab_channel=NEWSCENTERMaine)
- Discuss: (alternate- print questions for students to answer in small groups)
  - How did the Maine Indian Land Claims Act impact the Wabanaki nations?

## Assessment

- Formative: Class discussion

## Standards: Government and Civics 6-8:

Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world.

- 1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.

## Lesson Six: Examining Contemporary Wabanaki Sovereignty in what is now called the State of Maine

### Essential Questions

- Why is it important to understand and respect the sovereignty of Wabanaki citizens?
- How has colonialism affected the sovereignty and well-being of Indigenous communities?
- What can individuals and governments do to support Indigenous sovereignty and rights?

### Learning Objective:

- Students will examine contemporary issues related to Wabanaki sovereignty.
- Students will engage in civil discourse by sharing their learning about tribal sovereignty, reflecting on their learning about Wabanaki sovereignty specifically.

### Materials

- [Student Handout "Examining Contemporary Wabanaki Sovereignty in the State of Maine"](#)
- [Maulian Dana: Tribal Sovereignty in Wabanaki Homeland](#)
- ["200 Years Ago Maine Negotiated Its First Treaty with Indigenous Tribes. The Same Issues Remain". \(4:39\)](#)
- [Natural Resources Council of Maine: Tribal Sovereignty: A Step Toward Environmental Justice](#)
- [Addressing Wicked Problems with Wabanaki Diplomacy | Darren Ranco | TEDxDirigo](#)

### Activities:

- Students will work in small groups to examine issues related to Wabanaki Sovereignty and what is now called the State of Maine in more detail.
- Students will record key information in the space provided
- End of Class- Each group will share what they have learned with the class and any questions they have. Teacher will facilitate group discussion and debrief.

### Assessment:

- Formatives:
  - Student Handout “Examining Contemporary Wabanaki Sovereignty in the State of Maine”
  - Class Discussion

### **Standards: Government and Civics 6–8:**

- Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world.
  - 1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.
  - 1.7 Utilizing civil discourse when making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

### **Lesson Seven: Wabanaki Activism**

**Essential Question:** What can individuals and governments do to support Indigenous sovereignty and rights?

#### **Learning Target:**

- Students will examine contemporary issues related to Wabanaki sovereignty.
- Students will engage in civil discourse by sharing their learning about Wabanaki sovereignty, reflecting on their learning.

#### **Materials**

- [Slidedeck: Why Wabanaki Activism Matters](#)
- [Wabanaki Alliance: Take Action!](#) This Page is updated with current legislation important to the Wabanaki Confederacy, including but not limited to issues relating to Tribal Sovereignty.

#### **Activities**

- Warm Up: What does it mean to be an activist?
- [Review: Slidedeck: Why Wabanaki Activism Matters](#)
- Explore: Learn more about important issues and legislation by reviewing the website [“Wabanaki Alliance: Take Action”](#).
- Create a slideshow teaching others about sovereignty and issues related to Wabanaki Activism. This will take 2–3 lesson periods to create and present.

#### **Assessment**

- Summative: Students will prepare slideshows summarizing what they have learned about Wabanaki Sovereignty. They may choose to take it a step further and identify issues and legislation presented by the Wabanaki Alliance encouraging people to become more informed and/or engaged.

**Standards:**

- Government and Civics 6-8: Students understand key ideals, purposes, structures, and processes that characterize civic life and governments in communities including: local, Wabanaki Nations, Maine, the United States, and the world.
  - 1.4 Explain how tribal sovereignty established a unique relationship between Wabanaki Nations and the United States Government.
  - 1.7 Utilizing civil discourse when making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

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