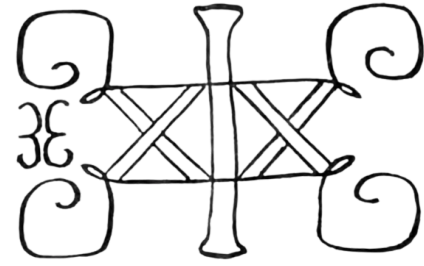


# Kindergarten Interdisciplinary Educator Guide



## Background:

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. Despite colonization and attempted genocide—including the forced removal of their children—the Wabanaki nations have endured as sovereign and self-determining peoples, with distinct and diverse languages, cultures, governments, and economic structures. This unit focuses on Wabanaki citizens, their languages, culture, community, and relationships.

## Teacher Preparation:

This interdisciplinary educator's guide is designed to introduce learners to the rich Wabanaki culture. This is the foundation that will be built upon for years to come. It is meant to be differentiated for your learners and their lived experiences. As you become more and more comfortable with this curriculum, it is meant for you to expand on the lessons and integrate seamlessly into your existing curriculum. You can use it in its entirety or in sections.

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](#)

Spend time with all of the online modules: <https://www.maine.gov/doe/moose/lp/wabanaki>

[Frequently asked questions](#)

## Guiding Questions:

- ❖ Who are the Wabanaki?
- ❖ What can we learn from the Wabanaki?
- ❖ What is our relationship with the environment around us?

- ❖ How can we create kind and respectful connections all around us?

## Vocabulary

Wabanaki	Panawahpskek (Penobscot)	Peskotomuhkati (Passamaquoddy)
Mi'kmaq (Micmac)	Wolastoqiyik (Maliseet)	Abenaki
community	relationship	habitat

## Learning Objectives:

Students identify the Wabanaki nations: Panawahpskek (Penobscot), Peskotomuhkati (Passamaquoddy), Mi'kmaq (Micmac), Wolastoqiyik (Maliseet), and Abenaki

Explore the interconnected relationship Wabanaki societies have with the natural environment

Learn about Wabanaki communities and Wabanaki homelands in your area

## Lessons:

☰ Wabanaki Identity: Worldviews, Languages, Cultures and Traditions (K)

☰ Wabanaki Identity: Culture (K) (extension)

☰ Exploring Wabanaki Languages in Nature (extension)

☰ Relationships

☰ Family- K

## Extension Ideas:

- PK-2 language module: <https://learnwithmoose.maine.gov/module/7223/wabanaki-language/overview>
- Invite a Traditional Knowledge Keeper in to visit:
  - [Considerations for Inviting Indigenous Presenters](#)
- Directory: [Traditional Knowledge Keeper Directory](#)

## Collaborate with specialist teachers:

[K-8 Visual Art Educator Guide](#)

[Wabanaki Studies: Getting Outdoors! Educator's Guide](#)

## Additional Resources:

Francis, Lee Decora. [Kunu's Basket](#): *A Story from Indian Island*. Tilbury House Publishers: Thomaston, Maine. 2012. The story of Kunu, who wants to make a pack basket like the other men on Indian Island but has trouble until his grandfather intervenes.

Frey, Gabriel and Greenlaw, Suzanne. [The First Blade of Sweetgrass](#) Musquon must overcome her impatience while learning to distinguish sweetgrass from other salt marsh grasses, but slowly the spirit and peace of her surroundings speak to her, and she gathers sweetgrass as her ancestors have done for centuries, leaving the first blade she sees to grow for future generations. This sweet, authentic story from a Maliseet mother and her Passamaquoddy husband includes backmatter about traditional basket making and a Wabanaki glossary.

Apply for an outdoor learning grant through [Maine Environmental Education Association](#).

4H Learning Kits:

**Activity 5: Maine Tide Pools**

**Activity 6: Crab Soccer**

**Activity 9: Sharks and Minnows**

**Activity 11: Animal Scat**

<https://world-of-wisdom.ca/>