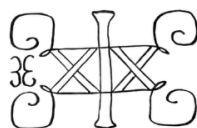
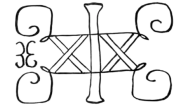


# PK-12 Moose Educators Guide





## Background:

The moose holds a position of profound cultural and spiritual significance for the Wabanaki, the "People of the Dawnland" (the Abenaki, Panawahpskek (Penobscot), Peskotomuhkati (Passamaquoddy), Mi'kmaq (Micmac), and Wolastoqiyik (Maliseet) Nations). For generations, the moose has been interwoven into cultural practices, ceremonies, and oral traditions. Beyond its cultural importance, the moose plays a vital role in the ecology of what is now known as Maine and surrounding regions. Biologists recognize moose populations as indicators of forest health, as they are sensitive to changes in habitat and climate. Both historical and contemporary Wabanaki, along with all who inhabit this land, share an interest in respecting and maintaining the overall health of this significant species.

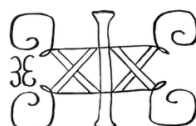
**Introduction:** This educators' guide is designed to teach about the cultural and ecological significance of the moose for the Wabanaki, highlighting the interconnectedness of the Wabanaki people, the moose, and the environment. It will explore traditional knowledge, ecological understanding, and modern conservation efforts.

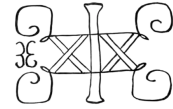
## Guiding Questions:

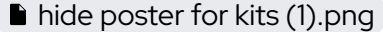
- What is the cultural and spiritual significance of the moose within Wabanaki traditions, stories, and practices?
- How does traditional Wabanaki knowledge contribute to our understanding of moose ecology and behavior?
- In what ways are contemporary Wabanaki communities involved in the study and conservation of moose populations and their habitats?
- How do changing environmental conditions, such as climate change and habitat alteration, impact moose populations and the Wabanaki way of life?
- How can the study of moose connect to broader ecological concepts and the importance of biodiversity?

## Materials:

- Wabanaki [Hide Kit Information Slides](#)
- Wabanaki [Moose Studies Slides](#)
- Wabanaki Storytelling
  - [TIAM'S PROMISE - Mi'kmaq Legend of the First Moose](#)





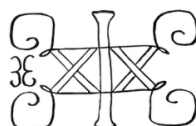
- Maps
  - [Wabanaki Territory](#)
  - [Historical and Contemporary Wabanaki Lands](#)
- Poster
  - 
- Article: [A Penobscot Elder Keeps the Tradition of Birch-Bark Moose Calls Alive](#)
- Hudson Museum Moose Call Artifact Images
  - [HM2530- Penobscot birch bark moose call](#)
  - [HM2531- Penobscot moose call](#)
  - [HM7062- Penobscot Birch Moose Call](#)
  - [HM 8458- Penobscot moose call](#)
- Information on Moose Petroglyphs (see *note below regarding inclusion*)
- [Student Discussion Question Worksheet for Moose Lessons 1-5](#)
- [Student Handout #1: Overview of the Wabanaki Nations](#)
- [Student Handout #2: Traditional Wabanaki Territory and Place Names related to Moose](#)

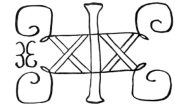
### Preparation:

This guide is designed to explore the cultural and ecological significance of the moose for the Wabanaki. Prior to this lesson, it is helpful for students to have a foundational understanding of the Wabanaki Nations, their territories, and the importance of respecting Indigenous cultures.

### Vocabulary List:

- **Wabanaki:** "People of the Dawnland," referring to the Indigenous nations in what is now known as Maine: the Abenaki, Panawahpskek (Penobscot), Peskotomuhkati (Passamaquoddy), Mi'kmaq (Micmac), and Wolastoqiyik (Maliseet)
- **Moose:** *Alces americanus*; *Mos* (Panawahpskek), *Mus* (Peskotomuhkati), *Moz* (Abenaki)
- **Oral Tradition:** The passing down of stories, histories, and knowledge through spoken word
- **Ecology:** The study of the relationships between organisms and their environment
- **Habitat:** The natural home or environment of an animal, plant, or other organism
- **Conservation:** The protection, preservation, management, or restoration of wildlife and natural resources/relationships such as forests, soil, and water.
- **Biodiversity:** The variety of life in the world or in a particular habitat or ecosystem





- **Petroglyph:** A rock carving made by prehistoric people
- **Ingenuity:** The quality of being clever, original, or inventive
- **Sustainable:** Able to be maintained at a certain rate or level

### Learning Objectives:

Students will be able to:

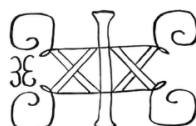
- Describe the cultural and spiritual significance of the moose in Wabanaki traditions and stories.
- Identify key aspects of moose ecology, including habitat, diet, and population dynamics.
- Explain how traditional Wabanaki knowledge contributes to understanding moose and their environment.
- Describe contemporary efforts by Wabanaki communities and others to study and conserve moose populations.
- Analyze the engineering principles evident in traditional Wabanaki structures like the wigwam.
- Understand the impact of environmental changes on moose populations and Wabanaki communities.

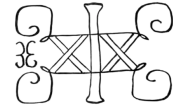
### Lessons:

- **[The Cultural Significance of the Moose for the Wabanaki:](#)** Exploring oral traditions, ceremonies, and the deep connection between the Wabanaki and *Mos* (Panawahpskek), *Mus* (Peskotomuhkati), *Moz* (Abenaki), and other traditional spellings.
- **[Moose Ecology and Habitat:](#)** Investigating the role of moose in Maine's ecosystems, their habitat requirements, and the factors influencing their populations.
- **[Contemporary Moose Research and Conservation:](#)** Exploring modern scientific methods used to study moose populations and the collaborative efforts between Wabanaki communities, state agencies, and researchers.

### Additional Resources:

- [Maine Moose and Winter Ticks](#)
- [Maine Dept of Inland Fisheries & Wildlife : Species Spotlights: Moose](#)
- [Early Data Shows possible drop of Moose Calves \(2023\)](#)





- [Indigenous Forest Knowledge Fund: Monitoring Moose and other Wildlife on Penobscot Indian Nation Lands.](#)

### Extension Activities:

- **Wabanaki Moose Storytelling and Art Project:** Students create their own stories or artwork inspired by Wabanaki legends featuring moose.
- **Moose Habitat Mapping Activity:** Students map potential moose habitat in their local area and discuss factors that might impact it.
- **Data Analysis of Moose Populations:** Older students analyze real-world data on moose populations and discuss trends and potential causes.
- **Researching Wabanaki Conservation Initiatives:** Students investigate current Wabanaki programs focused on environmental stewardship and wildlife conservation.

### Image Attributions:

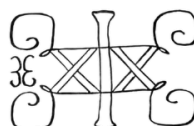
[Moose in River animal alces americanus" by Govtaski David, US Fish and Wildlife Services, public domain\)](#)

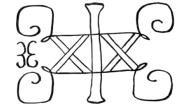
### Standards:

#### Science (Draft):

- **LS2: Ecosystems: Interactions, Energy, and Dynamics:** Students will demonstrate an understanding of how and why organisms interact with their environment and what are the effects of these interactions.
- **LS3.B: Variation of Traits:** Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)
- **5-ESS3-1: Earth and Human Activity:** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- **3-LS2-1: Ecosystems: Interactions, Energy, and Dynamics:** Construct an argument that some animals form groups that help members survive.

#### Social Studies (Draft):





- **Geography:** Students understand how physical and human geographic characteristics of place as well as culture and experience influence people's understanding of places and regions in Maine, the Wabanaki Nations, the United States, and the world.
- **History:** Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, Wabanaki Nations, the United States, and the world.

### Important Notes and Action Items:

- **Hudson Museum Artifacts (Moose Calls):** It is recommended that you **formally request permission** from the Hudson Museum to use images of their moose call artifacts for educational purposes within Wabanaki Studies. Clearly state the intended use and audience.
- **Wabanaki Programs:**
  - **Passamaquoddy:** Reach out to **Donald Soctomah, Cultural Preservation Director**, for potential resources or information on Passamaquoddy perspectives on moose.
  - **Penobscot:** Contact the **Penobscot Nation Cultural Department** to inquire about obtaining a **Place Names/Moose Maps** for inclusion in an activity. Speak with **Chris Sockalexis** specifically, mentioning your interest in the moose-related place names.
- **Moose Petroglyphs:** Research the availability of **photos of moose petroglyphs** that can be used for educational purposes, ensuring proper attribution and, if necessary, permission. Consider how these can be used to discuss historical presence and potentially link to climate change discussions (e.g., changes in animal distribution or environmental conditions reflected in the petroglyphs).
- **Traditional Spellings of Moose:** The inclusion of traditional spellings for "moose" from different Wabanaki languages (Panawahpskek, Peskotomuhkati, Abenaki) adds valuable cultural richness to the guide. Ensure these are accurately represented throughout the lessons where appropriate.

Updated: March 2026

