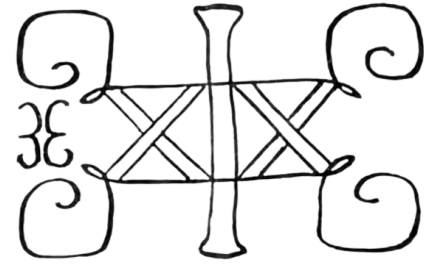


# Using Advocacy to Engage with Government Policy



## Background:

Harmful policy decisions at the state of Maine and federal levels have created innumerable challenges for the Wabanaki Confederacy for multiple centuries. These policies, rooted in European colonial constructs, have purposely devalued and challenged the legitimacy and sovereignty of the Wabanaki. Historically, policies like the *Spencer Phips Proclamation* and the Federal Boarding Schools mandate created physical, emotional, and cultural harm with violence and forced cultural assimilation. As time progressed, and physical violence became less accepted, we see a shift in policies that purposely limit land, political, and economic rights. Most notably, the *Maine Indian Land Claims Act of 1980*, created significant land rights, economic, political and social harmful consequences in contemporary times among the Panawahpskek (Penobscot), Peskotomuhkati (Passamaquoddy), Mi'kmaq (Micmac), and Wolastoqiyik (Maliseet) Nations. Gaining a better understanding of historical and current policies, students will be able to identify the political, economic, and social impacts on the Wabanaki Confederacy. Then, students will explore the various types of advocacy and powerful advocates within the Wabanaki Confederacy. Learning on voice and choice, students will engage in various advocacy approaches to help address a policy issue and work to be an agency for change.

## Introduction:

Students will gain a better understanding of the state and federal policy timeline of the various policies that impacted the Wabanaki communities.

## Guiding Questions:

1. What are the historical and current policies impacting Wabanaki communities?
2. What are the political, social, and economic impacts of government policy on Wabanaki communities?
3. How can various advocacy strategies be used to effectively engage in Wabanaki policy changes at the state and federal levels?

## Vocabulary

Sovereignty	Policy	Advocacy
Resiliency	Fiscal	Petition

## Lessons:

[Historical Harmful Policies](#) (Standards: C&G 1: F3 C&G 2: F2)

[Maine Wabanaki TRC](#) (Standards: C&G 3: D1)

[Maine Indian Land Claims Act 1980](#) (Standards: C&G 1: F1, F3, C&G 3: F1, F2)

[What is Advocacy?](#) (Standards: C&G 2: F1, F2, F3, C&G 3: F1, F2)

## Learning Objectives/Standards:

Standard: 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.

1.2 Explain how and why democratic institutions and interpretations of civic ideals and constitutional principles change over time, by analyzing major laws or cases and the political experiences of African American and other marginalized groups in Maine, the United States, and the World.

[Examine the history of the struggle for equality for social, political, and economic rights. Civil Rights Act 1964, Voting Rights Act 1965](#)

1.3 Explore historical and contemporary examples of ways in which our government structures successfully resulted in majority rule with protection of majority rights and historical and contemporary examples of ways in which those structures failed, including instances of discrimination, oppression, and genocide in marginalized groups.

[Dawes Act of 1887-Creating of boarding schools/forced assimilation](#)

[Snyder Act of 1924-Full U.S. citizenship rights on paper, hard to access voting rights in practice.](#)

Wabanaki community members were not allowed to vote in a federal election in the state of Maine until 1954. Maine was the last state to allow state election voting rights to Wabanaki members in 1967

Indian Adoption Project 1967

Indian Child Welfare Act (1978)

Maine Indian Claims Settlement Act (MICSA) 1980

1.4 Describe the purpose, structures, and processes of American political system, including influences and contributions of African Americans and other marginalized groups in Maine, the United States, and the World.

First Amendment to Speech, Religion, Peaceful Assembly, Petition, and Press.

1.5 Evaluate current issues by applying civic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.

LD 291: An Act to Require Teaching of Maine Native American History and Culture in Maine Schools

LD 1626: An Act Implementing the Recommendations of the Task Force Changes to the Maine Indian Claims Settlement Implementing Act.

LD 25: An Act to Provide Indigenous Peoples Free Access to State Parks

LD 294: An Act to Include a Tribal Member in the Baxter State Park Authority

LD 1834: An Act to Establish the Office of Tribal-State Affairs

LD 1667: An Act Regarding the Recommendations for Changing Place Names

LD 2007: An Act to Advance Self-determination for Wabanaki Nations

LD 1349: An Act to Review State Lands and Waterways that have Sacred, Traditional, or Other Significance to the Wabanaki People

LD 1642: An Act to Strengthen the Teaching of Wabanaki Studies in Maine Schools

LD 1970: An Act to Enact the Maine Indian Child Welfare Act

Standard: 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, including those in African American and other marginalized community groups.

Performance Expectations:

2.1 Evaluating the relationship between the government and the individual as evident in the United States and Maine Constitutions, the Bill of Rights, ~~and~~ landmark court cases, tribal documents, and other international documents.

2.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

Members of Wabanaki community running for elected office and state and federal leadership positions.

2.3 Evaluating how people influence government, including voting, writing to legislators, performing community service, and engaging in civil discourse.

Civic engagement, examples of written testimony, testifying in committee to support various Wabanaki community bills.

2.4 Analyze the impact and the appropriate roles of personal interests and perspectives when engaging in civil discourse regarding democratic principles, constitutional rights, and human rights.

Oral history interviews of members of Wabanaki communities who have engaged in protest, advocacy, civil disobedience, or participated in the Maine Wabanaki Truth and Reconciliation Commission.

Standard: Students explore citizens' and institutions' effectiveness in addressing social and political assets and/or needs at the local, state, tribal, national, and/or international level.

Performance Expectations:

3.1 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights of African Americans and other marginalized groups in local communities, Maine, the Wabanaki Nations, the United States, and the world. The study should emphasize the experiences of African Americans and other marginalized groups.

State of Maine legally sanctioned by the Governor and Chiefs of the tribes to engage in a Wabanaki Truth and Reconciliation Commission. Issuing a findings report.

3.2 Evaluate multiple procedures for making governmental decisions at the local, state, tribal, national, and international levels in terms of the civic purposes achieved.

Bill to law pathways, input from community members. Analysis of bills that are vetoed at the Executive level. Alternative pathways to advocate for bills and connect with sponsors of bills.

3.3 Evaluate public policies in terms of intended and unintended outcomes, and related consequences (i.e. enfranchisement vs disenfranchisement, power vs oppression) including instances of discrimination, oppression, and genocide.

Analyze past and present state & federal laws impacting Wabanaki. Analyzing the current LD proposals and mapping out what legislative topics tend to be supported or not supported.

3.4 Analyze how people use and challenge local, state, tribal, national, and international laws to address a variety of public issues.

Public and peaceful actions. Testifying on state legislation. Letters of support to elected officials.

3.5 Apply civic virtues and democratic principles when engaging in civil discourse. Peaceful and powerful discourse.

3.6 Select, plan, and implement a civic action or service-learning project based on a community, school, state, tribal, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.

Advocacy Project about Tribal Sovereignty

### Social Standards Standards

C&G 1: F1 & F3	C&G 2: F1, F2, F3	C&G 1: F3
C&G 3: D1	C&G 3: F1 & F2	

### Science Standards:

HS-ESS2-5	HS-ESS3-3	HS-ESS3-4
HS-ETS1-3		