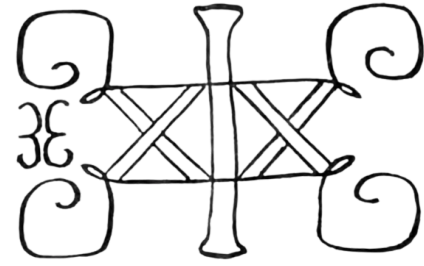


# **Wabanaki Connections to the Geography of What is Now Called Maine**

## **9-12 Geography**



### **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." By learning about Wabanaki history and culture students will understand that people can view places and regions from multiple perspectives. Students will observe the effects of place-based identities on personal events and make connections to events in the land that is now called Maine relative to events in Wabanaki history. Students will understand that changing perceptions of places and regions have significant economic, political, and cultural consequences. Students will broaden their understanding of the connections of the Wabanaki to the geography of what is now called Maine.

### **Educating Without Appropriating**

It is essential for educators to teach Wabanaki Studies with accurate and appropriate information. Be certain that all sources of information have been vetted prior to introducing them to students. This guide is intended to provide resources that have been approved by Wabanaki advisors. Spend time learning about the harmful results of misinformation, stereotyping and cultural appropriation before embarking on this educational journey with your students.

## Cultural Appropriation Resources

[Wabanaki Studies | Department of Education](#)

### **Indigenous Voices**

Inviting a guest speaker to your classroom in person or via Zoom can be an enriching opportunity for students to learn directly from Traditional Knowledge Sharers.

## Considerations for Inviting Indigenous Presenters

Traditional Knowledge Keepers Wabanaki Directory

[TKK Directory.pdf](#)

### **Guiding Questions:**

- How and why do people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, and language?
- How have geographic features impacted the inclusion and exclusion of Wabanaki Citizens in what is now called Maine and what is now called the United States?
- What are the spatial connections and relationships between geographic features and cultures of the Wabanaki and other groups in Maine, the United States, and the World?
- Based on students' interests and career aspirations, what are some geographic professions that focus on researching the Wabanaki using multiple resources including geospatial tools?

## Learning Objectives:

Through these lessons students will:

- Analyze how and why people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, and language.
- Explain geographic features that have impacted the inclusion and exclusion of the Wabanaki in Maine, and the United States.
- Analyze the spatial connections and relationships between geographic features and cultures of the Wabanaki and other groups in Maine, the United States, and the world.
- Research the connections between geography and other disciplines inspired by their interests and career aspirations, using multiple resources, including geospatial tools.

## Lessons:

 **Place Names**

 **Land Acknowledgment**

 **KWWNM**

 **Careers in Geospatial Technology**

 **We Live Here**

## Standards:

**Social Studies- Geography grade 9-12**

1.1: Students understand people can view places and regions from multiple perspectives as well as the effects of place based-identities on personal, Maine, Wabanaki Nations, United States, and world events including the experiences of African Americans by:

- Analyzing how and why people interact with and experience places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, social class, and economic status
- Explaining how and why place-based identities can shape events at various scales, contribute to geographic patterns, shape political boundaries, and are the basis for large-scale political movements within a country or region.
- Using geographic inquiry, geospatial tools, and demographic data to predict and evaluate consequences of geographic influences on populations, including the Wabanaki Nations, African Americans, or on other populations impacted by genocide. (Examples include, the Holocaust, redlining, blockbusting, and gentrification)

1.2: Changes in the Perception of Places and Regions: Students understand the changing perceptions of places and regions have significant economic, political, and cultural consequences in an increasingly globalized complicated world.

- Explaining geographic features that have impacted inclusion and exclusion in Maine, Wabanaki Nations, the United States, and the world.
- Analyzing the spatial connections and relationships between geographic features and cultures of the Wabanaki Nations, African Americans, and other groups in Maine, the United States, and the world.

1.3: Students explore careers with geographic skills and the connections to other disciplines by:

- Researching the connections between geography and other disciplines inspired by their interests and career aspirations, using multiple resources, including geospatial tools.
- Exploring geographic professions in Wabanaki, African American, and other marginalized communities.

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