

Wabanaki Studies as interdisciplinary



Wolastoqiyik (Maliseet) children keeping data on trees.

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First Peoples Principles of Learning

First identified in relation to English 12 First Peoples, the following First Peoples Principles of Learning generally reflect First Peoples pedagogy.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story. Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

Benefits:

Teaching Wabanaki studies in an interdisciplinary way can be a great way to engage students and provide them with a more comprehensive understanding. Here are some possible ways to approach it:

- Collaborate with educators from different disciplines: Bring in educators or university professors from different fields such as history, anthropology, literature, environmental studies, and Native American studies to collaborate on designing a comprehensive interdisciplinary curriculum that incorporates Wabanaki perspectives and experiences.
- Use multiple media sources, particularly primary sources: Incorporate a variety of sources such as documentaries, books, podcasts, visual art, and music into the curriculum. This can help to create a more engaging and dynamic learning experience for students.
- Explore the intersection of Wabanaki studies with other disciplines: For example, you could explore the ways in which Wabanaki culture and traditions intersect with environmental studies and sustainability, or how Wabanaki languages and literature relate to language and linguistics.
- Engage with the Wabanaki communities: Invite members of the Wabanaki communities to speak to students about their experiences, culture, and traditions. This can help to provide a more authentic and meaningful learning experience.
- Incorporate hands-on learning: Provide opportunities for students to participate in traditional Wabanaki practices such as basket weaving, beadwork, or traditional hunting and fishing techniques. This can help to create a more immersive and engaging learning experience that allows students to learn through doing.

Key Concepts:

By teaching these key concepts, students can gain a deeper understanding of the complex history, culture, and traditions of the Wabanaki people, and develop a greater appreciation for the ongoing struggles and achievements of Wabanaki communities today. When teaching Wabanaki Studies, it is important to cover a range of key concepts that can help students gain a deeper understanding of the Wabanaki people and their culture. Here are some important concepts to consider:

- **Sovereignty:** Wabanaki sovereignty refers to the inherent right of the Wabanaki people to self-governance and self-determination. This concept is critical to understanding the ongoing struggles that the Wabanaki people have faced in asserting their rights and maintaining their cultural traditions.
- **Geography, Land and Environment:** Wabanaki culture is deeply connected to the land and environment. Teaching about the importance of the Wabanaki relationship with the natural world, traditional ecological knowledge, and environmental stewardship can help students appreciate the complex and nuanced relationship that the Wabanaki people have with their environment.
- **History and Colonialism:** Wabanaki history is marked by colonialism and the impact of European settlers on Wabanaki communities. Teaching about the history of colonization, treaties, and the impacts of residential schools and other forms of cultural suppression can help students understand the ongoing struggles that the Wabanaki people face today.
- **Language and Culture:** Wabanaki language and culture are deeply intertwined, and are critical to understanding the unique identities and traditions of Wabanaki people. Teaching about the importance of language revitalization, cultural preservation, and the role of ceremony and traditional knowledge can help students appreciate the richness and diversity of Wabanaki culture.
- **Community and Identity:** The Wabanaki people have a strong sense of community and identity, and teaching about the importance of community building, cultural exchange, and intergenerational learning can help students understand the resilience and strength of Wabanaki communities.

Project Ideas:

- Research project: Assign students a research project on a specific aspect of Wabanaki culture, such as language, art, music, or history. Students can present their findings in a written report or a multimedia presentation.
- Oral history project: Invite members of the Wabanaki community to share their stories and experiences with students. Students can record and transcribe these oral histories to create a collection of stories that capture the rich diversity of Wabanaki culture and history.
- Traditional craft project: Teach students traditional Wabanaki crafts (using videos of Wabanaki people creating them or from classroom guests) such as basket weaving, beadwork, or quillwork. Students can create their own simple crafts and learn about the cultural significance of these art forms.
- Language learning project: Encourage students to learn basic Wabanaki (Abenaki, Passamaquoddy, Penobscot, Maliseet, Mq'ma), language phrases and create a language learning resource for others. Students can create a poster or a digital resource that includes common phrases, pronunciation guides, and cultural context.
- Community engagement project: Work with students to identify a need in one the Wabanaki communities in the place now known as Maine, and develop a plan to address it. This could involve organizing a fundraiser, volunteering at a local organization, or raising awareness about an issue that affects the community.
- Cultural celebration project: Plan a cultural celebration that highlights Wabanaki culture and traditions from the research of the students.. This could include traditional food, music, dance, and art. Students can work together to plan the event and share what they have learned with others.

These projects can help students engage with Wabanaki culture in a meaningful way, while also promoting cultural understanding and appreciation.

English Language Arts:

Incorporating Wabanaki Studies, which encompass the indigenous cultures and histories of the Wabanaki peoples, into English Language Arts (ELA) classes can provide students with opportunities to explore literature, language, and writing through diverse indigenous perspectives. Here are some ways to incorporate Wabanaki Studies into ELA classes:

- **Indigenous Literature:** Include indigenous literature written by Wabanaki authors in the ELA curriculum. This can include traditional stories, contemporary fiction, poetry, and non-fiction works by Wabanaki authors that explore their history, culture, and contemporary issues. Discuss the themes, literary techniques, and cultural context of the literature, and encourage students to engage critically and reflectively with the indigenous perspectives presented in the texts.
- **Oral Traditions and Storytelling:** Explore the oral traditions and storytelling practices of the Wabanaki peoples, including their traditional stories, myths, legends, and oral histories. Discuss the importance of oral traditions in indigenous cultures and the ways in which these stories have been passed down through generations. Engage students in listening to and analyzing oral narratives, and encourage them to create their own oral stories or narratives inspired by Wabanaki traditions.
- **Language Revitalization and Preservation.** Discuss the importance of language revitalization and preservation efforts among the Wabanaki peoples, including their efforts to revive and maintain their indigenous languages. Explore the connections between language, culture, and identity, and engage students in learning basic words, phrases, or expressions in the Wabanaki languages. Encourage them to reflect on the significance of language preservation and revitalization for indigenous communities.
- **Historical and Contemporary Issues:** Discuss the historical and contemporary issues faced by the Wabanaki peoples, including colonization, land dispossession, cultural assimilation, and ongoing struggles for sovereignty and self-determination. Analyze relevant texts, such as historical documents, speeches, and contemporary articles, that shed light on these issues, and encourage students to critically reflect on the impact of these issues on indigenous communities and their cultural resilience.
- **Indigenous Perspectives and Worldviews:** Explore the unique perspectives, worldviews, and values of the Wabanaki peoples through their literature, oral traditions, and contemporary voices. Discuss the interconnectedness between the Wabanaki peoples and their land, the importance of community, traditional

ecological knowledge, and spirituality in their cultural beliefs and practices. Encourage students to reflect on the similarities and differences between indigenous and Western perspectives on various themes, such as land, identity, family, and community.

- Cultural Appropriation and Representation: Discuss the issue of cultural appropriation and representation of indigenous cultures, including the Wabanaki peoples, in literature, media, and popular culture. Engage students in critical discussions about the ethics of representing indigenous cultures, the impacts of cultural appropriation, and the importance of respectful and accurate representation of indigenous peoples in literature and other forms of media.
- Community Engagement and Action: Encourage students to engage with local Wabanaki communities, cultural organizations, or indigenous scholars to learn from and engage with indigenous perspectives and initiatives. This can include guest speakers, participation in cultural events, or community-based projects that allow students to connect with indigenous communities and take action to support indigenous rights, cultural preservation, or language revitalization.

*** Note: It is important to approach Wabanaki Studies in ELA classes with cultural sensitivity, respect, and inclusivity, and to prioritize indigenous voices, perspectives, and contributions. Engaging with Wabanaki literature, oral traditions, language, and contemporary issues should be done in collaboration with indigenous communities and with a focus on promoting understanding, appreciation, and respect for indigenous knowledge and perspectives. Building meaningful relationships, seeking guidance from community members, and acknowledging and honoring the indigenous cultures and histories are key principles to keep in mind when incorporating Wabanaki Studies into ELA classes.

Library:

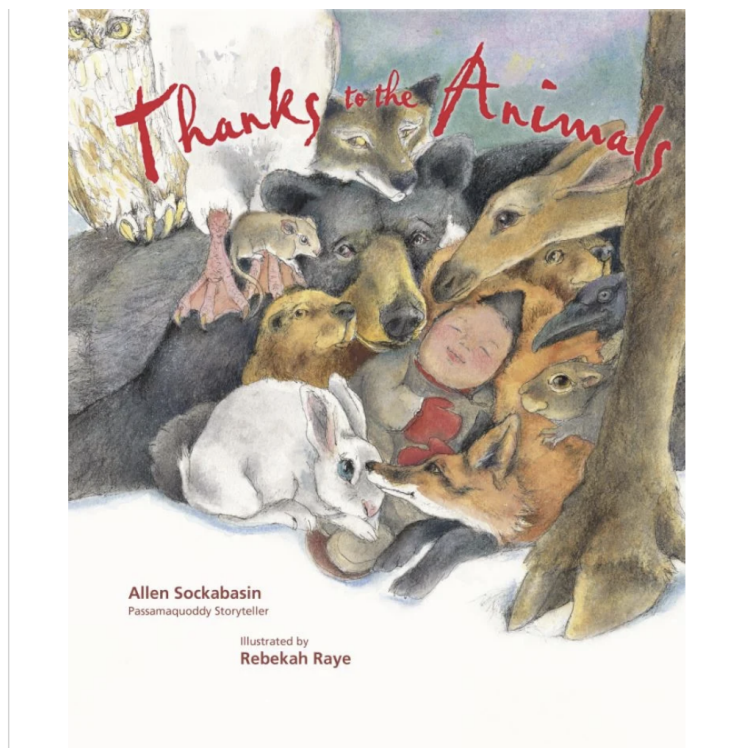
Here are some ways to incorporate Wabanaki Studies in Library classes, which are often structured time for students in their school library:

- **Diverse Representation in Library Materials:** Ensure that the library collection includes a diverse range of materials that accurately represent the Wabanaki peoples and their cultures. This can include books, articles, videos, and other resources that are authored by or feature Wabanaki authors, artists, and scholars. Seek out and acquire materials that provide authentic and respectful insights into Wabanaki history, culture, language, art, and traditional practices.
- **Storytelling and Oral Traditions:** Incorporate traditional Wabanaki storytelling and oral traditions into library classes. Share Wabanaki stories, legends, and oral histories with students, and facilitate discussions and activities that encourage students to engage with the narratives and reflect on their cultural significance. This can also include inviting Wabanaki storytellers or elders to share their stories and perspectives with students.
- **Research and Inquiry Projects:** Integrate research and inquiry projects that explore Wabanaki history, culture, and contemporary issues into library classes. Provide resources and guidance for students to conduct research on Wabanaki topics, and encourage critical thinking and analysis of the information they gather. This can involve projects such as creating displays, posters, or presentations that highlight Wabanaki culture and history.
- **Cultural Artifacts and Exhibits:** Collaborate with local Wabanaki communities or cultural organizations to create exhibits or displays in the library that showcase Wabanaki artifacts, art, and cultural materials. This can provide students with the opportunity to engage with authentic cultural artifacts and learn about their significance in Wabanaki culture.
- **Language Learning and Preservation:** Introduce Wabanaki language learning resources and activities in the library, such as books, dictionaries, or language learning apps. Encourage students to explore and learn basic Wabanaki language skills, and discuss the importance of language preservation for indigenous communities. This can foster an appreciation for indigenous languages and promote cultural diversity in the library.
- **Cultural Celebrations and Events:** Organize cultural celebrations and events in the library that highlight Wabanaki culture and traditions. This can include hosting cultural performances, workshops, or presentations by Wabanaki artists, musicians, or educators. Such events can provide students with firsthand

experiences of Wabanaki culture and foster a sense of appreciation and respect for indigenous traditions.

- Cultural Competency and Sensitivity: Incorporate lessons on cultural competency and sensitivity into library classes, emphasizing the importance of understanding and respecting the diversity of Wabanaki cultures and histories. Discuss topics such as cultural appropriation, stereotypes, and indigenous rights, and engage students in critical discussions and reflections on these issues.

** Note: Once again, It is important to approach Wabanaki Studies with cultural sensitivity and respect for the Wabanaki peoples and their traditions. Incorporating Wabanaki Studies into library classes should focus on fostering understanding, appreciation, and respect for indigenous cultures, and promoting cultural diversity and inclusivity in the library. Building meaningful relationships, seeking guidance from community members, and acknowledging and honoring the indigenous cultures and histories are key principles to keep in mind when incorporating Wabanaki Studies into library classes.



Mathematics:

- **Indigenous Geometry:** Introduce indigenous perspectives on geometry by exploring traditional Wabanaki crafts and art forms, such as basket weaving, wigwam building, and beadwork. Students can examine the mathematical concepts of symmetry, tessellations, and patterns found in these cultural practices and create their own geometric designs inspired by Wabanaki art.
- **Land-based Mathematics:** Incorporate Wabanaki Studies into mathematics by integrating the indigenous knowledge of land-based practices. Students can engage in activities such as measuring, charting, and mapping traditional Wabanaki fishing or farming practices, calculating distances using celestial navigation techniques, or learning about Wabanaki seasonal calendars and lunar cycles, and how they relate to mathematical concepts such as time, distance, and measurement.
- **Traditional Wabanaki Numeration Systems:** Explore the unique numeration systems used by the Wabanaki people, such as quinary or vigesimal systems, which are based on the numbers 5 and 20 respectively. Students can learn about the historical and cultural significance of these numeration systems and how they differ from the base-10 system used in modern mathematics. Students can also engage in activities that involve converting numbers between different numeration systems and exploring their mathematical properties.
- **Indigenous Data and Statistics:** Explore how traditional ecological knowledge of the Wabanaki people can be integrated into statistical analysis. Students can study Wabanaki practices of data collection and analysis, such as tracking wildlife populations, observing weather patterns, or monitoring water quality. Students can learn about the cultural importance of data for Wabanaki communities and how it can inform decision-making processes.
- **Indigenous Problem Solving:** Introduce problem-solving activities that incorporate indigenous perspectives, such as using traditional Wabanaki stories, oral traditions, or cultural practices as contexts for mathematical problem-solving. Students can engage in critical thinking and reasoning skills while exploring how Wabanaki knowledge and practices can be applied to real-world mathematical challenges.
- **Ethnomathematics:** Explore the field of ethnomathematics, which studies the mathematical practices and knowledge of different cultures, including Indigenous cultures. Students can learn about the history, culture, and mathematical traditions of the Wabanaki people, and compare and contrast them with Western mathematical practices. This can help students develop a deeper understanding of mathematical diversity and cultural relevance in mathematics.

- **Indigenous Perspectives on Measurements:** Explore the ways in which Wabanaki people traditionally measured and quantified objects, time, and distance. Students can learn about the significance of indigenous units of measurements and engage in activities that involve converting between indigenous and standard units of measurement, such as using traditional Wabanaki methods of measuring land or determining the height of trees.

**** Note:** By incorporating Wabanaki Studies into mathematics classes, students can gain a deeper understanding of the cultural richness, historical significance, and practical applications of Wabanaki knowledge and practices in mathematics. It also provides an opportunity to promote cultural diversity, respect, and inclusivity in the classroom while engaging students in meaningful and real-life mathematical learning experiences.



Wigwams in the construction process using geometry and measuring by the Penobscot Nation.

Music:

- **Traditional Wabanaki Music:** Explore and incorporate traditional Wabanaki music into your repertoire. Wabanaki music often features unique vocal styles, percussion instruments such as hand drums or shakers, and flutes made from natural materials. Research and learn about traditional Wabanaki songs, melodies, and rhythms, and consider incorporating them into your compositions or performances.
- **Collaborate with Wabanaki Musicians:** Reach out to local Wabanaki musicians and artists to collaborate on music projects. This could involve working together to create new music that combines elements of both Wabanaki and your own musical style, or inviting Wabanaki musicians to perform or share their music as guest artists in your performances.
- **Study Wabanaki Music History:** Research and study the historical significance of music in Wabanaki culture. Learn about the traditional uses of music in Wabanaki ceremonies, rituals, and everyday life, and incorporate this knowledge into your own compositions or performances as a way to honor and respect the cultural significance of Wabanaki music.
- **Incorporate Wabanaki Language:** Incorporate Wabanaki languages into your music as a way to honor and preserve the indigenous language. Learn common Wabanaki words, phrases, or lyrics, and integrate them into your songs or compositions. This can be a powerful way to highlight the importance of language preservation and cultural identity in Wabanaki music.
- **Address Social and Environmental Issues:** Many Wabanaki communities face social and environmental challenges. Use your music as a platform to raise awareness about these issues, advocate for indigenous rights, and promote environmental conservation efforts that are important to the Wabanaki peoples. This can be done through writing lyrics, composing music, or using your performances as an opportunity to educate your audience about these important topics.
- **Collaborate with Wabanaki Elders or Knowledge Keepers:** Seek guidance and collaboration with Wabanaki elders or knowledge keepers to ensure cultural accuracy and respect in your music. Elders and knowledge keepers are important sources of traditional knowledge, wisdom, and cultural protocols. Consulting with them can help ensure that your incorporation of Wabanaki Studies into your music is done in a respectful and appropriate manner.

****Remember, it is important to have cultural sensitivity and respect for the Wabanaki peoples and their traditions. Building meaningful relationships, seeking guidance from community members, and acknowledging and honoring the indigenous cultures and histories are key principles to keep in mind when including Wabanaki Studies into your music curriculum.**



Allen Sockabasin performing

Physical Education:

Teach traditional Wabanaki games: Many traditional Wabanaki games involve physical activity and can be a great way to incorporate Indigenous culture into Physical Education. Some examples include Canoeing, Lacrosse, Snowsnake, and Double Ball.



- Teach the importance of physical activity in Wabanaki culture: In many Indigenous cultures, physical activity was not just about fitness but was also an important aspect of cultural traditions and spirituality. Educate students about the cultural significance of physical activity in Wabanaki culture.

- Use Wabanaki-inspired movements in warm-ups: Incorporate traditional Wabanaki movements into your class warm-up routine. For example, the Wabanaki Butterfly Dance involves a hopping motion that can be used as a warm-up exercise.

- Discuss the impacts of colonialism on Wabanaki physical activity: Discuss the impact that colonialism has had on Wabanaki physical activity, such as the loss of traditional games or the introduction of Western sports.

- Invite Wabanaki guest speakers: Invite members of the Wabanaki community to speak to your class about their experiences with physical activity and the role it plays in their culture or ways that they keep their traditional games and sports alive today.
- Take your class outside to immerse themselves in the natural world. The Wabanaki are connected to the Earth and value being part of it.

****Note:** Overall, incorporating Wabanaki Studies into Physical Education can be a powerful way to provide students with a more comprehensive understanding of physical activity and its cultural significance.

Science:

Below are some ways to incorporate Wabanaki Studies, which encompass the indigenous cultures and histories of the Wabanaki peoples, into science classes:

- **Ethnobotany:** Explore the traditional uses of plants by the Wabanaki peoples through ethnobotany studies. This can involve learning about traditional Wabanaki plant knowledge, including their medicinal, culinary, and cultural uses. Students can research and document traditional Wabanaki plant knowledge and create presentations, posters, or other displays to highlight the importance of plants in Wabanaki culture.
- **Ecological Knowledge and Conservation:** Discuss how traditional ecological knowledge of the Wabanaki peoples can contribute to modern scientific understanding of ecosystems and conservation efforts. Explore how Wabanaki traditional practices, such as sustainable harvesting, fire management, and resource stewardship, can inform modern ecological practices and contribute to conservation efforts in the region.
- **Traditional Fishing and Aquaculture:** Learn about traditional fishing and aquaculture practices of the Wabanaki peoples, such as eel weirs, fish traps, and other traditional fishing techniques. Explore how these practices are rooted in a deep understanding of local ecosystems, fish behavior, and environmental changes, and discuss their relevance in the context of modern fisheries management and aquaculture practices.
- **Environmental Issues and Indigenous Perspectives:** Discuss contemporary environmental issues that affect the Wabanaki peoples, such as land conservation, water quality, and climate change, and examine the indigenous perspectives on these issues. Explore how Wabanaki traditional knowledge and



cultural practices can contribute to environmental solutions and provide insights into sustainable resource management and conservation practices.

- **Traditional Technology and Innovation:** Explore traditional Wabanaki technologies and innovations, such as birchbark canoes, snowshoes, and traditional tools. Discuss how these technologies were developed and used by the Wabanaki peoples to adapt and thrive in their environments, and explore how indigenous innovations and practices can inspire modern scientific and technological advancements.

- **Indigenous Contributions to Science:** Highlight the historical and contemporary contributions of indigenous peoples, including the Wabanaki peoples, to the field of science. Discuss indigenous scientists, researchers, and educators who have made significant contributions to various scientific fields, and showcase their work in the classroom to inspire students and promote diversity in science.



- **Field Trips and Guest Speakers:** Collaborate with local Wabanaki communities, cultural organizations, or indigenous scientists to organize field trips or invite guest speakers to share their knowledge and perspectives with students. This can provide students with firsthand experiences of Wabanaki culture, traditional practices, and contemporary issues related to science and the environment.

Splitting Ash

****Note:** Incorporating Wabanaki Studies into science classes should focus on fostering understanding, appreciation, and respect for indigenous knowledge, practices, relationships with the Earth, and promoting cultural diversity and inclusivity in the science classroom.

SEL & Wellness:

Here are some ways to incorporate Wabanaki Studies, which encompass the indigenous cultures and histories of the Wabanaki peoples, into wellness or social-emotional learning (SEL) classes:



Wabanaki Public Health & Wellness

- Cultural Appreciation and Respect: Begin by teaching students about the history, culture, and traditions of the Wabanaki peoples in a way that fosters appreciation and respect. This can include lessons on Wabanaki history, art, music, language, and traditional practices, helping students understand and honor the rich heritage and contributions of the Wabanaki peoples.
- Mindfulness and Connection to Nature: Teach students about the Wabanaki peoples' deep connection to nature and the importance of mindfulness in their traditional practices. Incorporate activities that promote mindfulness and connection to nature, such as outdoor activities, nature walks, or meditation exercises that align with the Wabanaki peoples' values of respecting and honoring the natural world.
- Traditional Healing Practices: Explore traditional Wabanaki healing practices, including herbal medicine, sweat lodges, and other cultural healing practices. Discuss the importance of holistic approaches to wellness in Wabanaki culture, and how these practices contribute to overall well-being, balance, and connection to the community and the land.
- Cultural Resilience and Identity: Discuss the challenges that the Wabanaki peoples have faced historically and continue to face, including colonization, assimilation, and social injustices. Teach students about the concept of cultural resilience and the ways in which the Wabanaki peoples have preserved and maintained their cultural identity despite these challenges. Explore the

importance of cultural identity, pride, and resilience for overall well-being and social-emotional health.

- **Social Justice and Advocacy:** Discuss social justice issues that impact the Wabanaki peoples, including land rights, environmental concerns, and the fight for indigenous rights. Incorporate lessons on advocacy, social action, and allyship, encouraging students to become active advocates for the rights and well-being of the Wabanaki peoples and other indigenous communities.
- **Guest Speakers and Community Involvement:** Invite Wabanaki elders, artists, educators, or community members to share their stories, experiences, and perspectives with students. This can provide students with firsthand knowledge and insights into Wabanaki culture and history, and foster a sense of connection and understanding. Encourage students to engage in community-based projects or initiatives that support and collaborate with the Wabanaki communities.
- **Reflective Writing and Art:** Provide opportunities for students to express their thoughts, feelings, and reflections on Wabanaki Studies through writing, art, or other creative outlets. Encourage students to reflect on their own connections to nature, cultural identity, social justice, and well-being, and express their insights through various forms of self-expression.

Social Studies:

Incorporating Wabanaki Studies, which encompass the indigenous cultures and histories of the Wabanaki peoples, into Social Studies classes can provide students with a rich understanding of the Wabanaki peoples' contributions, experiences, and perspectives. Here are some possible topics to incorporate Wabanaki Studies into Social Studies classes:

- **Historical and Contemporary Perspectives:** Study the historical and contemporary perspectives of the Wabanaki peoples, including their pre-contact history, colonization, treaty rights, and contemporary issues. Examine primary and secondary sources, including oral histories, traditional stories, treaties, legal documents, and scholarly articles, to gain a comprehensive understanding of the Wabanaki peoples' history and culture.
- **Indigenous Governance and Sovereignty:** Explore the governance structures, political systems, and sovereignty of the Wabanaki peoples, including their traditional governance practices and contemporary efforts towards self-governance and sovereignty. Discuss the historical and ongoing challenges faced by the Wabanaki peoples in asserting their sovereignty and the importance of recognizing and respecting their rights to self-determination.
- **Cultural Traditions and Beliefs:** Study the rich cultural traditions, customs, and beliefs of the Wabanaki peoples, including their language, arts, spirituality, and traditional practices. Learn about the cultural values, social structures, and kinship systems of the Wabanaki peoples, and explore how these aspects of culture are interconnected with their history, land, and identity.
- **Treaty Rights and Land Claims:** Examine the treaty rights and land claims of the Wabanaki peoples, including the treaties signed between the Wabanaki nations and European powers or the United States government. Discuss the historical and contemporary significance of these treaties, their impact on the Wabanaki peoples' land, resources, and sovereignty, and the ongoing efforts to protect and assert their treaty rights.
- **Wabanaki Contributions and Resilience:** Highlight the historical and contemporary contributions of the Wabanaki peoples to various fields, including art, literature, education, politics, and activism. Explore the resilience, resistance, and adaptation of the Wabanaki peoples in the face of colonization, displacement, and assimilation policies, and discuss their cultural survival strategies and contemporary initiatives to revitalize and preserve their traditions.
- **Local Indigenous History and Community Engagement:** Learn about the local indigenous history and contemporary presence of the Wabanaki peoples in the

region where the school is located. Collaborate with local Wabanaki communities, cultural organizations, or indigenous scholars to bring in guest speakers, participate in cultural events, or engage in community-based projects that allow students to learn from and engage with Wabanaki perspectives and initiatives.

- Comparative Indigenous Studies: Compare and contrast the experiences, histories, and cultures of the Wabanaki peoples with other indigenous peoples around the world. Discuss common challenges faced by indigenous peoples globally, such as colonization, land dispossession, and cultural preservation, and explore the diverse strategies and resilience of indigenous communities in maintaining their identities and pursuing their rights.



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***Photo: Chief Clarissa Sabbatis**

Visual Arts:

Below are some ways to incorporate Wabanaki Studies, that are inclusive of the indigenous cultures and histories of the Wabanaki peoples, into visual arts:

- **Traditional Wabanaki Art Techniques:** Explore and incorporate traditional Wabanaki art techniques into your visual art practice. Wabanaki art often features intricate beadwork, quillwork, basketry, and woodcarving. Research and learn about these traditional techniques and consider incorporating them into your own artwork, either by replicating them or by adapting them to your own style and medium.
- **Symbolism and Imagery:** Study the symbolism and imagery used in traditional Wabanaki art, such as animal motifs, nature elements, and traditional designs. Incorporate these symbolic elements into your artwork as a way to pay homage to Wabanaki culture and its significance in indigenous art.
- **Collaborate with Wabanaki Artists:** Collaborate with Wabanaki artists and artisans to create joint art projects or installations. This could involve working together to create artwork that combines elements of both Wabanaki and your own artistic style, or inviting Wabanaki artists to contribute to your artwork with their traditional techniques or designs.
- **Incorporate Wabanaki Stories and Histories:** Research and learn about Wabanaki stories, myths, and histories, and incorporate them into your visual art. This could involve creating artwork that visually represents Wabanaki legends, historical events, or important cultural narratives as a way to share and honor the stories and history of the Wabanaki peoples.
- **Address Social and Environmental Issues:** Use your visual art as a platform to raise awareness about social and environmental issues that affect the Wabanaki communities. This could involve creating art that addresses topics such as indigenous rights, land stewardship, and cultural preservation. Your artwork can be a powerful tool for advocacy and creating awareness about important issues that impact the Wabanaki peoples.
- **Seek Cultural Guidance:** Seek guidance from Wabanaki elders, artists, or community members to ensure cultural accuracy and respect in your artwork. Consult with them to understand cultural protocols, appropriate use of symbols or imagery, and to gain a deeper understanding of the cultural significance of certain artistic elements. It is important to approach Wabanaki Studies with cultural sensitivity and respect for the Wabanaki peoples and their traditions.

- Use Primary Source videos of Wabanaki artists creating and discussing their works. Be thoughtful in your selection of resources to use. There are MOOSE Modules about Wabanaki artists who make traditional and contemporary art.



**Sculpture by Tom Shay
on Penobscot Reservation**

World Languages:

- **Language Revitalization:** Many Wabanaki languages are endangered, and incorporating Wabanaki Studies into world language classes can help raise awareness and support language revitalization efforts. Students can learn basic Wabanaki vocabulary, grammar, and pronunciation, and engage in activities that promote speaking, listening, reading, and writing skills in the Wabanaki language. This can include conversations, storytelling, songs, or traditional games in the Wabanaki language, and learning about the cultural context in which the language is used.
- **Oral Traditions and Storytelling:** Wabanaki cultures have a rich tradition of oral storytelling, which plays a significant role in passing down cultural knowledge, values, and history. Students can explore Wabanaki oral traditions and learn about the different genres of stories, such as creation stories, legends, or historical narratives, and their cultural significance. Students can also practice retelling or recreating stories in the Wabanaki language, and reflect on the importance of oral traditions in preserving and transmitting culture.
- **Cultural Practices and Customs:** Wabanaki Studies can be integrated into world language classes by exploring Wabanaki cultural practices, customs, and protocols. Students can learn about traditional Wabanaki ceremonies, rituals, or protocols for greetings, introductions, or gift-giving, and how they reflect the values, beliefs, and social structure of Wabanaki communities. Students can also engage in role-plays or simulations of cultural practices in the Wabanaki language, to develop cultural competency and respect.
- **Wabanaki History and Literature:** Students can study Wabanaki history and literature as part of their world language classes. This can include reading and analyzing texts written by Wabanaki authors, such as poetry, novels, or essays, and discussing themes related to Wabanaki culture, identity, and contemporary issues. Students can also learn about the historical experiences of Wabanaki peoples, including colonization, forced assimilation, and resilience, and how these experiences are reflected in their language and literature.
- **Cultural Comparisons:** Incorporate comparative studies between Wabanaki cultures and the cultures of the language being studied in the world language classes. Students can learn about the similarities and differences in language, values, beliefs, and social customs between Wabanaki cultures and the target language culture. This can foster cross-cultural understanding, appreciation, and respect, and promote global citizenship.
- **Community Partnerships:** Collaborate with local Wabanaki communities or language revitalization programs to invite guest speakers, organize cultural

exchange activities, or participate in community events. Students can have the opportunity to interact with Wabanaki community members, learn from their experiences, and practice their language skills in real-life contexts. This can also foster community engagement, cultural sensitivity, and mutual respect.

- **Cultural Projects and Presentations:** Assign cultural projects or presentations that involve research, creativity, and critical thinking skills related to Wabanaki Studies. Students can create multimedia presentations, posters, or other types of projects that explore various aspects of Wabanaki culture, such as language, arts, music, food, or traditional practices. This can provide students with opportunities to demonstrate their language proficiency, cultural knowledge, and appreciation for Wabanaki cultures.

Teaching the Passamaquoddy language to non-natives can be a valuable and respectful way to contribute to language revitalization efforts. Here are some suggestions for ways to teach Passamaquoddy language to non-natives:

- **Collaborate with Native Speakers:** It is important to collaborate and work closely with Passamaquoddy language speakers and community members. Seek guidance and permission from the Passamaquoddy community, including elders and language keepers, and involve them in the language teaching process. This can help ensure that the language is taught in a culturally appropriate and respectful manner.
- **Begin with Basics:** Start with teaching basic Passamaquoddy vocabulary, pronunciation, and sentence structures. Begin with common everyday topics, such as greetings, introductions, family, food, and activities. Use visual aids, gestures, and real-life examples to reinforce learning, and provide ample opportunities for students to practice speaking, listening, reading, and writing in Passamaquoddy.
- **Respect Cultural Context:** Passamaquoddy language is closely tied to Passamaquoddy culture and history. Integrate cultural context into language lessons to help students understand the significance of the language to the Passamaquoddy people. Teach Passamaquoddy cultural practices, customs, and traditions, and discuss how they relate to the language. Explore Passamaquoddy history, arts, music, and contemporary issues to provide a holistic understanding of the language and culture.
- **Authentic Materials:** Use authentic Passamaquoddy language materials, such as Passamaquoddy language resources, recordings, videos, songs, stories, and texts, to expose students to real-life language use. This can help students

develop listening and reading skills, and also expose them to different Passamaquoddy language registers, accents, and dialects.

- Engage with Native Speakers, such as Newell Lewey or Dwayne Tomah: Provide opportunities for students to interact with native speakers of Passamaquoddy. This can include inviting guest speakers, organizing cultural exchange activities, or participating in community events where Passamaquoddy language is used. Encourage students to practice their language skills with native speakers in authentic settings, and provide opportunities for language immersion experiences.
- Multi-sensory Approach: Engage students in multi-sensory activities that involve different modalities of learning. For example, use kinesthetic activities like role-plays, games, or gestures to practice Passamaquoddy vocabulary and grammar. Use visual aids, such as flashcards, posters, or videos, to reinforce learning. Incorporate auditory activities, such as listening exercises, songs, or storytelling, to develop listening skills. And provide opportunities for students to create their own Passamaquoddy language projects, such as artwork, stories, or skits, to promote creativity and ownership of the language.
- Build Relationships: Building relationships with the Passamaquoddy community is crucial in teaching the language. Attend Passamaquoddy community events, seek input and feedback from community members, and involve the community in the language teaching process. This can help students develop a deeper connection with the language and understand its cultural significance.
- Practice Cultural Sensitivity: It is essential to approach Passamaquoddy language teaching with cultural sensitivity and respect for Passamaquoddy culture, history, and traditions. Incorporate discussions on cultural protocols, etiquette, and appropriate language use, and model respectful behavior towards Passamaquoddy language and culture. Encourage students to develop an appreciation for Passamaquoddy language as a living, dynamic, and valuable.

Here are some ideas for effective ways to teach Penobscot language classes:

- Identify a member of the Penobscot Nation (Carole Dana) who speaks the language who would be willing to teach it.
- Language Basics: Start with teaching basic Penobscot vocabulary, pronunciation, and simple sentence structures. Focus on common everyday topics, such as greetings, introductions, family, food, and activities. Use visual aids, gestures, and

real-life examples to reinforce learning, and provide plenty of opportunities for students to practice speaking, listening, reading, and writing in Penobscot.

- **Cultural Context:** Penobscot language is closely tied to Penobscot culture and history. Integrate cultural context into language lessons to help students understand the significance of the language to Penobscot people. Teach Penobscot cultural practices, customs, and traditions, and discuss how they relate to the language. Explore Penobscot history, arts, music, and contemporary issues to provide a holistic understanding of the language and culture.
- **Authentic Materials:** Use authentic Penobscot language materials, such as Penobscot language resources, recordings, videos, songs, stories, and texts, to expose students to real-life language use. This can help students develop listening and reading skills, and also expose them to different Penobscot language registers, accents, and dialects.
- **Multi-sensory Approach:** Engage students in multi-sensory activities that involve different modalities of learning. For example, use kinesthetic activities like role-plays, games, or gestures to practice Penobscot vocabulary and grammar. Use visual aids, such as flashcards, posters, or videos, to reinforce learning. Incorporate auditory activities, such as listening exercises, songs, or storytelling, to develop listening skills. And provide opportunities for students to create their own Penobscot language projects, such as artwork, stories, or skits, to promote creativity and ownership of the language.
- **Community Connections:** Penobscot language revitalization efforts are often closely connected to Penobscot communities. Establish connections with local Penobscot community members, organizations, or language revitalization programs, and involve them in your language classes. Invite guest speakers, organize cultural exchange activities, or participate in community events to provide students with authentic cultural experiences and opportunities to use Penobscot in real-life contexts.

Examples of Interdisciplinary Wabanaki Focused Lessons:

Making Maple Syrup Lesson Plan

Grade Level: 5-8

Subject Area: Math, Science (Forestry), and Wabanaki History and Culture

Lesson Objective:

Students will understand the process of tapping trees and making maple syrup while incorporating math and science skills. Students will also learn about the Wabanaki culture and their history of maple syrup production.

Materials:

- Maple tree
- Drill
- Spiles or taps
- Buckets or bags for collecting sap
- Thermometer
- Stove or heat source
- Large pot
- Filter or cheesecloth
- Bottles or jars for storing syrup
- Measuring cups and spoons
- Calculator
- Pen and paper
- A story about Wabanaki Maple Syrup Making.
 - [Abenaki Story](#)
 - [Passamaquoddy Story](#)

Procedure:

Introduction (10 minutes):

1. Begin by asking the students if they have ever had maple syrup or seen a maple tree.
2. Explain that in this lesson, they will learn about the process of tapping trees and making maple syrup while also learning about the Wabanaki culture and their

history of maple syrup production. See links to two stories in the above materials list.

Math (20 minutes):

1. Explain to the students that when making maple syrup, the ratio of sap to syrup is 40:1. This means that it takes 40 gallons of sap to make 1 gallon of syrup.
2. Give the students an example: If you have 20 gallons of sap, how much syrup can you make? Have them solve the problem using a calculator or by showing their work on paper.
3. Next, ask the students if they were to make a smaller amount of syrup, how much sap would they need? For example, if they wanted to make 1 pint of syrup, how much sap would they need? Have them solve the problem using a calculator or by showing their work on paper.



Math (Economics) Extension Activity (20 minutes):

1. Have students figure out how much time they spent harvesting sap and cooking down to make the syrup? If they were making minimum wage pay, how much would they earn?
2. Have students calculate how much materials cost for production of maple syrup?
3. Research the cost of maple syrup if they were to buy maple syrup in the store.
4. Determine how much profit they would make if they were to sell their maple syrup after all of their expenses were accounted for, such as wages and materials? Define: Expense, Income Profit, Wages.

Science (30 minutes):

1. Explain to the students that the best time to tap a maple tree is in late winter or early spring when the weather is warm during the day and cold at night.
2. Demonstrate how to tap a maple tree by drilling a small hole into the trunk of the tree and inserting a spile or tap. Attach a bucket or bag to the spile to collect the sap.
3. Discuss the sap collection process and how to measure the amount of sap collected. Use a thermometer to measure the temperature of the sap and explain how temperature affects the sap flow.
4. Explain how to turn sap into syrup by boiling it in a large pot on a stove or over an open fire. Use a filter or cheesecloth to remove any impurities.

Wabanaki History and Culture (30 minutes):

1. Read a book or resource ([here is an Abenaki legend](#)) on the history of the Wabanaki culture and their traditional maple syrup production.
2. Discuss the importance of maple syrup in the Wabanaki culture and how it was used for food, medicine, and ceremonies.
3. Explain how the Wabanaki people tapped trees and collected sap using birch bark containers and wooden spouts.
4. Have students reflect on what they have learned about the Wabanaki culture and how their traditional maple syrup production has influenced modern maple syrup production.

Conclusion (10 minutes):

1. Review the process of tapping trees and making maple syrup, as well as the math and science skills involved.
2. Discuss the significance of maple syrup in both modern culture and the Wabanaki culture.
3. Encourage students to try making maple syrup at home using the knowledge and skills they have learned in class.

Assessment:

1. Have students write a reflection on what they learned about the Wabanaki culture and their traditional maple syrup production.

2. Have students solve additional math problems related to maple syrup production and the ratio of sap to syrup.
3. Observe students during the sap collection.

Title: Exploring Ecological Relationships through Wabanaki Literature

Grade Level: High School (9th-12th)

Subject Areas: Ecology, English, Wabanaki Studies

Objectives:

- Students will be able to analyze ecological themes and relationships in Wabanaki literature
- Students will be able to explain the importance of ecological relationships in Wabanaki culture and worldview
- Students will be able to identify and describe the interactions between living and non-living things in an ecosystem
- Students will be able to develop a plan to take action to promote ecological sustainability in their community

Materials:

- Whiteboard and markers
- Access to online articles and videos related to Wabanaki culture, ecology, and literature
- Copies of Wabanaki literature, such as "The Story of Gluskabe and Grandmother Woodchuck"
- Notebooks and writing utensils
- Access to outdoor space for ecological exploration activities (if possible)

Introduction (10 minutes):

Begin by asking students to reflect on their personal connections to the natural world. Have them share their thoughts and feelings about the importance of ecology and sustainability. Then, introduce the concept of ecological relationships and explain how they are integral to Wabanaki culture and worldview.

Literature Analysis (40 minutes):

Assign students to read and analyze Wabanaki literature, such as "The Story of Gluskabe and Grandmother Woodchuck," with a focus on ecological themes and relationships. Have them take notes on the interactions between living and nonliving things in the story, and how these relationships are portrayed as important to the Wabanaki worldview.

After reading and note-taking, facilitate a class discussion where students can share their insights and observations. Lead a discussion on the ways that ecological relationships are portrayed in the literature and how these relationships reflect Wabanaki cultural values.

Ecological Exploration Activities (30 minutes):

Take students outside to explore the ecology of their local environment. Encourage them to observe and document the living and nonliving things they see. Have them discuss the ways in which different elements of the ecosystem interact with one another. If possible, have them collect samples of plants or soil for further investigation in the classroom.

Action Planning (30 minutes):

After the outdoor exploration, have students return to the classroom and discuss ways they can take action to promote ecological sustainability in their community. Encourage them to brainstorm concrete ideas and develop a plan for action.

Conclusion (10 minutes):

Wrap up the lesson by asking students to reflect on what they learned about the importance of ecological relationships in Wabanaki culture and how this knowledge can be applied to promote ecological sustainability in their own community. Encourage them to think about how they can integrate these lessons into their personal lives and academic studies.

Title: Three Sisters Garden Adventure

Grade Level: K-2

Subject Areas: Three Sisters Garden, Wabanaki Studies, Outdoor Learning

Objectives:

- Students will be able to explain the importance of the Three Sisters Garden in Wabanaki culture
- Students will be able to identify and describe the three main plants in the Three Sisters Garden (corn, beans, and squash)
- Students will be able to demonstrate knowledge of the plant life cycle and plant care
- Students will be able to demonstrate responsible and safe behavior during outdoor learning activities

Materials:

- Access to online resources and videos related to the Three Sisters Garden and Wabanaki culture
- A garden bed or designated outdoor space for planting
- Soil, seeds, and gardening tools
- Appropriate clothing and shoes for outdoor learning activities

Introduction (10 minutes):

Begin by introducing the concept of the Three Sisters Garden and its importance to the Wabanaki people. Show pictures of the Three Sisters Garden and explain that the three main plants (corn, beans, and squash) are grown together in harmony. Discuss the importance of respecting and learning from Indigenous cultures and their relationship with the environment. Explain that today, students will participate in a Three Sisters Garden activity to learn about the plants and their uses.

Planting and Garden Activity (40 minutes):

Take students to the garden bed or designated outdoor space and provide them with soil, seeds, and gardening tools. Explain the plant life cycle and how to plant the seeds properly. Encourage students to engage in physical activity by helping to prepare the soil, plant the seeds, and water the garden. While planting, provide information on each

of the three main plants in the Three Sisters Garden and their importance to the Wabanaki people.

Outdoor Learning Activity (20 minutes):

Take students on a nature walk to observe the plants and animals in their natural habitat. Encourage them to use their senses to explore the natural world around them. Provide a list of plants and animals that are important to the Wabanaki people and encourage students to look for them during the nature walk.

Group Discussion (20 minutes):

Gather students together and have a group discussion about their Three Sisters Garden and nature walk experience. Ask them to share what they learned about the Three Sisters Garden and its importance to the Wabanaki people. Encourage them to discuss the importance of plants and animals to the Wabanaki culture. Emphasize the importance of respecting and learning from Indigenous cultures and their relationship with the environment.

Conclusion (10 minutes):

Wrap up the lesson by reviewing the key concepts learned during the garden and nature walk activities. Ask students to reflect on what they learned about the Three Sisters Garden and its importance to the Wabanaki people. Encourage them to continue exploring and learning about plants and the natural world in their own time and to respect and protect the environment.



Title: Exploring Wabanaki Culture through Math and Wellness

Grade Level: 3-4

Subjects: Wabanaki Studies, Math, Wellness

Lesson Objectives:

1. Students will gain an understanding and appreciation of the Wabanaki culture and its significance.
2. Students will apply mathematical skills and concepts to explore aspects of Wabanaki traditions.
3. Students will engage in wellness activities inspired by Wabanaki practices.

Materials:

- Books, articles, or online resources about the Wabanaki culture and history
- Images and videos depicting Wabanaki traditions and practices
- Paper, pencils, and coloring materials
- Yoga mats or comfortable seating for wellness activities
- Manipulatives (e.g., counting sticks, pattern blocks, etc.)

Introduction (15 minutes):

1. Begin the lesson by engaging students in a discussion about different cultures and the importance of understanding and respecting diverse traditions.
2. Introduce the Wabanaki culture as the indigenous people of the northeastern United States and eastern Canada.
3. Show images and videos that depict Wabanaki traditions, sparking curiosity and interest.

Wabanaki Studies (30 minutes):

1. Provide students with books, articles, or online resources that explain the history, traditions, and way of life of the Wabanaki people.
2. Ask students to read or explore the resources in small groups or individually.
3. Afterward, facilitate a class discussion, allowing students to share interesting facts they learned and any questions they may have.

Math and Wabanaki Patterns (30 minutes):

1. Discuss how patterns are an integral part of many indigenous cultures, including the Wabanaki.
2. Show examples of Wabanaki patterns found in traditional clothing, baskets, and artwork.
3. Introduce various math concepts related to patterns, such as repeating patterns, symmetry, and geometric shapes.
4. Provide manipulatives or drawing materials and encourage students to create their own Wabanaki-inspired patterns.
5. Engage in a group activity where students can identify and extend patterns found in Wabanaki designs.

Wellness and Wabanaki Traditions (30 minutes):

1. Introduce the concept of wellness and its connection to culture.
2. Explain how the Wabanaki people practice wellness through activities such as storytelling, dancing, and connecting with nature.
3. Lead a guided mindfulness or relaxation activity inspired by Wabanaki traditions, allowing students to connect with nature and their surroundings.
4. Discuss the importance of balance and harmony in Wabanaki culture and relate it to the concept of balance in mathematics.
5. Engage in a wellness activity where students explore balance, such as yoga poses or balancing objects on their bodies.

Math and Wabanaki Measurements (30 minutes):

1. Discuss how the Wabanaki people used various measurement systems in their daily lives.
2. Introduce different units of measurement used by the Wabanaki, such as hand spans, arm lengths, or natural objects like seeds or stones.
3. Provide students with measurement tasks that involve estimating and measuring objects using non-standard units.
4. Engage in a hands-on activity where students measure objects using Wabanaki-inspired units of measurement and compare their findings with standard units.
5. Discuss how different cultures have unique measurement systems based on their environment and needs.

Culminating Activity (15 minutes):

1. Ask students to create a Wabanaki-inspired artwork that incorporates patterns and measurements they have learned, using paper and coloring materials.
2. Give students time to present their creations and explain the mathematical and cultural elements within their artwork.

Conclusion (5 minutes):

1. Recap the key points discussed during the lesson, emphasizing the importance of understanding and appreciating different cultures through interdisciplinary exploration.
2. Allow students to ask any remaining questions or share their thoughts and

MOOSE Interdisciplinary Wabanaki Studies Modules

These modules were designed by Maine educators in collaboration with members of the Penobscot, Passamaquoddy, Mi'kmaq, and Maliseet Nations. The focus of these modules are four key themes that were determined to be the most important to be taught by members of the Nations, they are: Community (Social Studies), Environment (Science), Geography (Social Studies), and Language (World Languages). The Modules are designed to provide Voice & Choice for students, use Project-based Learning (PBL) and may include student activism opportunities. Many of the lessons in these modules also encompass other subjects such as, English Languages Arts (ELA), Visual and Performing Arts, and Mathematics.

Grades PK-2: [What do you know about the Wabanaki Nations and their Languages?](#) (ELA, Science, Social Studies, World Languages)

Grades 3-5: [The Wabanaki and the Environment: Learning to Use My Voice Through Activism Today](#) (ELA, Science, Social Studies, Visual Arts, World Languages)

Grades 6-8: [Water, Water, Water](#) (ELA, Mathematics, Science, Social Studies)

Grades 9-10: [The Art of Allyship: Partnering with Wabanaki Conservationists for a Better](#) (ELA, Science, Social Studies, World Languages)

[How does Geography shape Wabanaki Culture?](#) (ELA, Mathematics, Science, Social Studies, World Languages)

Grades 11-12: [Wabanaki Culture, Community and Advocacy](#) (ELA, Science, Social Studies)

Grades 9-12: [Wabanaki Fine Art](#) (ELA, Visual Arts)

Passamaquoddy Maple Syrup Story

Long ago, the Creator made and gave many gifts to man to help him during his life. The Creator made the lives of the Passamaquoddy People very good, with plenty of food to gather, grow, and hunt. The Maple tree at that time was one of these very wonderful and special gifts from the Creator. The sap was as thick and sweet as honey. All you had to do was to break the end off of a branch and the syrup would flow out.

In these days koluskap would go from native village to village to keep an eye on the People for the Creator. One day koluskap came to an abandoned village. The village was in disrepair, the fields were over-grown, and the fires had gone cold. He wondered what had happened to the People. He looked around and around, until he heard a strange sound. As he went towards the sound he could tell that it was the sound of many people moaning. The moaning did not sound like people in pain but more like the sound of contentment. As he got closer he saw a large stand of beautiful maple trees. As he got closer still he saw that all the people were lying on their backs under the trees with the end of a branch broken off and dripping maple syrup into their mouths. The maple syrup had fattened them up so much and made them so lazy that they could barely move.

Koluskap told them to get up and go back to their village to re-kindle the fires and to repair the village. But the people did not listen. They told him that they were content to lie there and to enjoy the maple syrup. When koluskap reported this to the Creator, it was decided that it was again time that man

needed another lesson to understand the Creator's ways. The Creator instructed koluskap to fill the maple trees with water. So koluskap made a large bucket from birch bark and went to the river to get water. He added water, and added more water until the sap was that like water. Some say he added a measure of water for each day between moons, or nearly 40 times what it was as thick syrup.

After a while the People began to get up because the sap was no longer so thick and sweet. They asked koluskap "where has our sweet drink gone?" He told them that this is the way it will be from now on. koluskap told them that if they wanted the syrup again that they would have to work hard to get it. The sap would flow sweet only once a year before the new year of spring. The People were shown that making syrup would take much work. Birch bark buckets would need to be made to collect the sap. Wood would be needed to be gathered to make fires to heat rocks, and the rocks would be needed to be put into the sap to boil the water out to make the thick sweet syrup that they once were so fond of. He also told them that they could get the sap for only a short time each year so that they would remember the error of their ways. And so it is still to this day, each spring the Passamaquoddy people remember koluskap lesson in honoring Creator's gifts and work hard to gather the maple syrup they love so much.