

Wabanaki Treaties & Timelines – Short Answer Study Questions for Middle School

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Resources:

Windows on Maine - <http://windowsonmaine.library.umaine.edu/index.aspx> - many treaties, land claims, Indian Agent reports and other original documents can be viewed and downloaded here

Report on the Royal Commission on Aboriginal Peoples (Canada) - http://www.aic-inac.gc.ca/ch/rcap/sq/sqmm_e.html - Parts One and Two provide historical background

Wabanaki Study – Timelines: <http://www.leasttern.com/Wabanaki/Lessons/Timelines>

Mapping the Wabanaki: <http://www.leasttern.com/Wabanaki/Lessons/Mapping>

Wabanaki World View: download from:

<http://www.leasttern.com/Wabanaki/Lessons/OnlineResouces.html>

The Wabanakis of Maine & the Maritimes – D-89 +, C-35
History Circles (organizer)

MLR: CIVICS AND GOVERNMENT A2, A5, B5, D3 - HISTORY A2, C3, C5

Questions: The following questions can be answered by students using Timelines and Treaties summaries as resources, along with maps and other online resources. They can also be used to focus class discussion.

1. Trace the loss of ancestral lands of the Penobscot and Passamaquoddy. Include the reasons for loss of lands.
2. Summarize the causes of migrations and resettlement of the Wabanakis between Contact and 1900.
3. Explain the historical conflicts between the European and Wabanaki worldviews, referring to specific historical events.
4. Trace the changes in the size of the Native population of Maine from Contact to 2000. In your paragraph, refer to specific dates and events. You will probably not be able to find exact population figures.
5. Trace the efforts of the Wabanaki nations to remain neutral through the French-English conflicts of the 17th and 18th centuries.
6. Select one of the Anglo-Wabanaki wars. Describe the terms and effects of the treaty or treaties made.
7. Summarize the efforts of the Maine Wabanakis to exercise/gain sovereignty since 1950. Focus your study on one of the tribes.
8. Trace the changing attitude of the Wabanakis toward the English – from toleration to distrust and anger.
9. To what degree have the Wabanakis in Maine been "assimilated"? Refer to specific aspects of culture and worldview.
10. Why did the Penobscots have a generally favorable relationship with the French?

Activities for Wabanaki Treaties & Timeline:

I. Place any set of events in a specific topic area (treaties, migrations, wars, laws, etc.) onto the History Circles organizer. Students can place events out from the center or into the center. They should be prepared to explain this decision.

Download a copy of the History Circles organizer:

<http://www.leasttern.com/Wabanaki/Lessons/Timelines>

II. Read the following quotation from the Report on the Royal Commission on Aboriginal Peoples (http://www.ainc-inac.gc.ca/ch/rcap/sq/sqmm_e.html).

Fundamentally, the doctrine of discovery guided the European understanding of the treaties. They were to legitimize European possession of a land whose title was already vested in a European crown. The indigenous understanding was different. Indigenous territories were to be shared; peace was to be made and the separate but parallel paths of European and indigenous cultures were to be followed in a peaceful and mutually beneficial way.

Discuss (in writing, in class or small groups) the accuracy of this statement. Defend or explain ideas using specific language from representative treaties.

Debate topics: The following topics can be used for formal debates in Middle School.

1. Resolved: The recognized Native tribes of Maine should have the right to build and regulate casinos on their own lands without approval of the State or its citizens.
2. Resolved: Native tribes should be allowed to regulate air quality in their reservation lands, even when this quality is being affected by off-reservation industries.
3. Resolved: Free and unhampered passage of Indigenous peoples across the Maine/Canada border is guaranteed by treaty.
4. Resolved: Affirmative Action should apply to Maine Natives seeking employment in Maine.
5. Resolved: The law granting free hunting and fishing licenses to Maine Natives should be repealed.

History Circles

Name:

Organizing Topic:

