

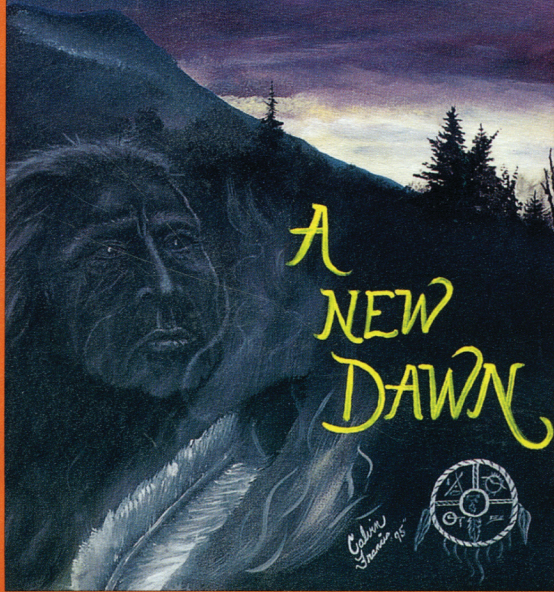
Family Ties Unit



Unit designed by the
Penobscot Nation Cultural and Historic Preservation Department



Wabanaki



presented by the
Maine Indian
Tribal-State Commission

Wabanaki A New Dawn

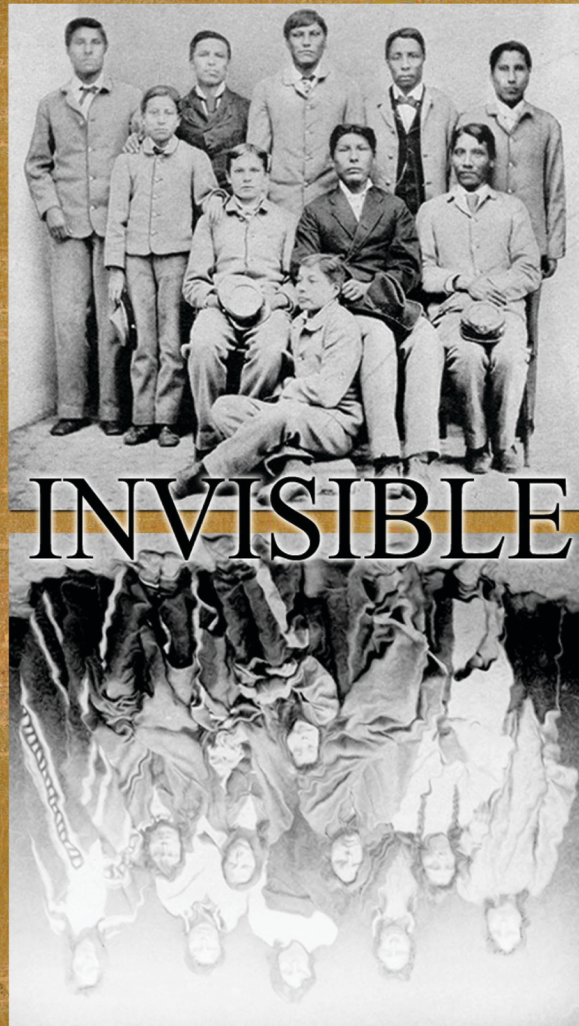
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

The film “shows the quest for cultural survival by today’s Wabanaki... the Maliseet, Micmac, Passamaquoddy, and Penobscot People.”

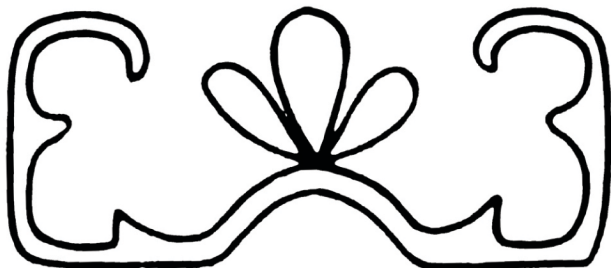
Invisible

This film was commissioned by the Episcopal Diocese of Maine and was produced by Gunnar Hansen, David Westphal, and James Eric Francis of Acadia Film-Video (2004).

“This film examines some of the history of the relations between the white and Indian communities in Maine.”



It is strongly recommended that the teachers using the Penobscot Nation Curriculum Packet view the films “Wabanaki A New Dawn” and “Invisible.” These films are included within the curriculum packet. High School teachers may also consider the films for their students. The teacher’s guide for Invisible is also included.



Family Ties

By Lee Francis

Suggested Grade Level: 2 (can be modified 2-8)

Standards

- Social Studies – History
 - B – Human Interaction with Environments
 - Students will demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. **[B2 (Pre-K-2)]**

Essential Understanding

The Penobscot people view the unique characteristics and relationships of family as the nucleus of existence.

**One important lesson learned was to keep parents informed of what to expect during this unit. Some families are not comfortable sharing information with others, including their children. I made every effort to share as much as I could about the unit with parents and was willing to make modifications if any concerns were brought to my attention.*

Essential Question #1

What does family mean and who are family members?

Key Concepts

- 1) Define what family means.
 - Students identified family as those who you love and are close to you and your parents and brothers and sisters.
- 2) Identify who family members are.
 - The list included parents, grandparents, sisters, brothers, pets, aunts, uncles, cousins, great grandparents, friends, godparents, neighbor, community, and step-family.

Activities

- Create a list of potential family members who could be included in a student chart. *Teacher may guide students and/or add to list to make it complete.

List created by students:

Mom	Aunt	Pets
Dad	Uncle	Friends
Brother	Niece	Step-family
Sister	Nephew	Community
Neighbor	Grandparents	Adoptive Family
Cousins	Great-grandparents	Godparent

Formative Assessment

Students will complete a family chart, using class generated list, with an adult from their family as a homework assignment.

A letter went home with students explaining the unit to parents and guardians.

*Attached is a sample letter sent home with students.

Resources

- Family chart for homework assignment

Essential Question #2

Who do Penobscot people consider family to be?

Key Concepts

- 1) Penobscot family members are similar to those of other cultures.
 - Self
 - Parents
 - Siblings
 - Grandparents
 - Aunts
 - Uncles
 - Nieces
 - Nephews
 - Cousins
 - Adopted Family
 - In-laws and family
 - Family Friends
 - Neighbors
 - Community
 - Tribe
 - Wabanaki
 - Native People
 - Humankind

Activities

- Students will review and discuss the Penobscot family chart and hang in classroom.
- Class can review interviews completed by Penobscot people to help strengthen understanding.

Formative Assessment

Provide children with a prompt asking them to identify similarities between their family and the Penobscot family.

Resources

- Penobscot family chart
- Interviews
- Completed Student family chart

Essential Question #3

What relationships exist in the Penobscot family and how might they be similar or different to that of other families?

Key Concepts

- Relationships exist in the Penobscot family structure that may or may not be similar with structures of other cultures.

Activities

- 1) Students will compare their family chart with the Penobscot family chart to look for similarities.
 - Students used post-its to record similarities and attached them to their charts. These were used for the summative assessment.
- 2) Each child will need to conduct a personal interview of the same family member who helped with the earlier homework assignment.
 - With guidance, students developed a list of interview questions which were typed and distributed to them for interviews. The assignment was they needed to conduct the interview with the same family member who helped them complete the Family Chart.
 - Students also participated in mock interviews to help prepare them for their homework assignment.
- 3) Students will have time to compare their completed interviews with Penobscot interviews and discuss similarities and differences.
 - The type of discussion that took place with students in the pilot classroom was quite different from what would be anticipated in a typical public school system. Students enrolled at the pilot school are primarily Wabanaki children, therefore a majority of work completed

by students and their families had many similarities and the focus of the unit shifted to strengthening the notion of extended family in addition to Penobscot and Wabanaki connections.

Resources

- Interview questions (see attached list)
- Completed interview
- Paper
- Colored pencils, markers, pencils
- Computers (could use Kidspiration to create visual piece)
- Penobscot family chart

Summative Assessment

Students will write a story about a particular family member and include two ways their family structure is similar to that of the Penobscot, using personal family chart, Penobscot family chart, family member interview, Penobscot interviews, and visual pieces representing relationships within families.

Scenario

You have just been given the assignment as a Junior Scout and to complete your work you will have to do the following:

- Interview a family member
- Use responses to write a small story about your family
 - Include two ways your family is similar to the Penobscot family.

Rubric

See attached rubric.

Sample Overview Letter for Families

Dear Families of Second Graders,

We are beginning a new unit about the importance and meaning of family to Native people, specifically Wabanaki people. The objective of this unit is to help children understand how important families are and strengthen the notion of extended family, community and tribal connections.

The first activity is for students to complete the attached chart with an adult in their home using the list below as a guide. Have your child place him/herself in the center rectangle and then begin to add family members to each "layer". It would help if you could include titles instead of names as space is limited. The idea is to place those family members you believe to be closer in the boxes next to your child and make your way to the outer edges. This will help your child see how you define family.

We'll be adding each chart to our board and compare them to another defining Wabanaki family, looking for similarities.

Please feel free to contact me at _____ if you have any questions or need further explanation.

Thank you for your help,

Your Name
Teacher and School

Sample Letter for Interview

Dear Families of Second Graders:

We have been working on a unit in _____ dealing with the meaning and importance of family to Native people, specifically Wabanaki people. The objective of this unit is to help our children understand how important our families are and to strengthen the notion of extended family, community and tribal connections.

The first activity was to complete a family chart, placing family members in different "layers". The purpose was to provide your child with a visual piece help them understand how you define family.

This next activity includes an interview between your child and an adult in the home. The class created a list of seven interview questions and your child has participated in mock interviews to help prepare them to ask the questions and record answers. Once completed, the next step in our lesson is to write a story about your family based on your answers.

I would like to share a piece of information with you. A small team of resource people have been working together to create culturally appropriate materials for public school use. This lesson was developed in an effort to meet requirements of LD-291, a law mandating the inclusion of Wabanaki studies in our state's public schools. Those involved in preparing this lesson are from this tribe. I am now piloting this lesson to get a better understanding of the design and implementation. The aim for our children is to make deeper family and tribal connections. In a public school, students will be looking at similarities and difference between cultures. Work completed by students in this class will be shared with a small group of educators; however any names will be omitted prior to our meeting. If you would like more information, please feel free to contact me at _____.

Thank you for your help,

Your Name

** Please keep in mind this unit was piloted in a tribal school so the focus of the unit differed to some degree.*

Interview Questions:

Who did you grow up with?

Where did you grow up?

Did you know a lot of people in your neighborhood or community?

How many people were in your neighborhood or community?

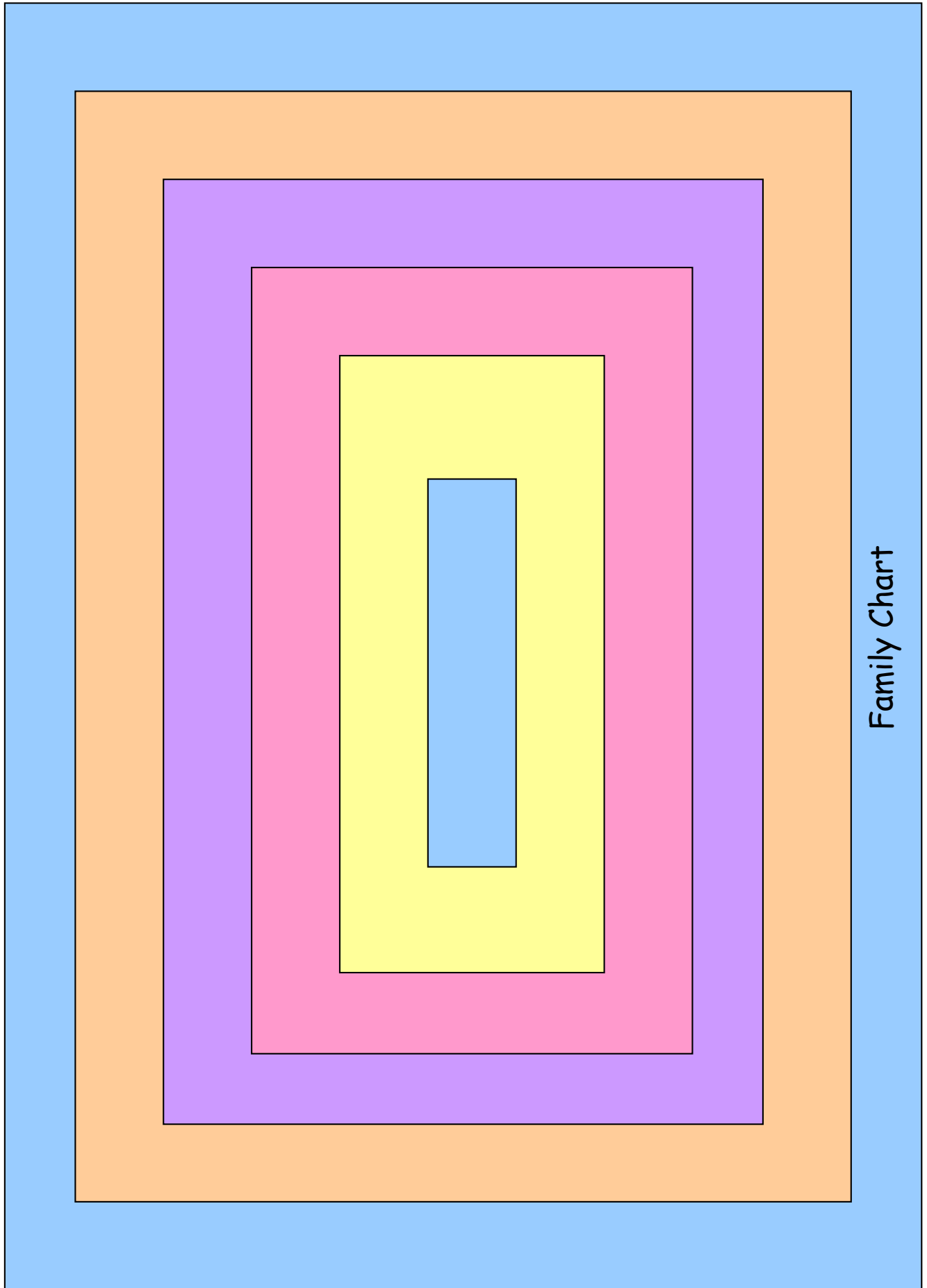
Did you consider people in your neighborhood or community as family?

Who did you consider family?

FAMILY TIES

Grade Span: Pre-K - 2

	1	2	3	4
	attempted demonstration (does not meet standard)	partial demonstration (partially meets standards)	proficient demonstration (meets standard)	sophisticated demonstration (exceeds standards)
<p>Standard: Social Studies – History B – Historical Knowledge, Concepts, and Patterns</p> <p>Indicator: Students will demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.</p>	Student’s story does not meet the expected criteria.	Student’s story meets some of the expected criteria and shows some of the interview responses and at least 1 similarity between their family and the Penobscot family.	Student’s story meets most of the expected criteria and shows a majority of the interview responses and 2 similarities between their family and the Penobscot family.	Student’s work meets requirements for proficient demonstration AND Student will show an understanding of one difference between their family and the Penobscot family.



Family Chart

Penobscot Family Chart

Humankind

