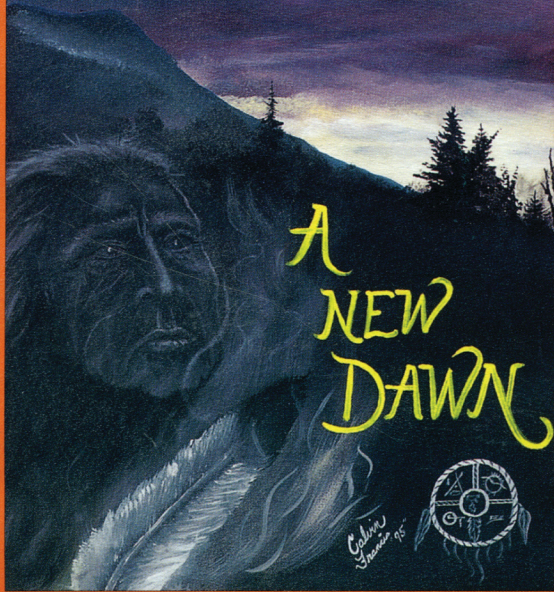
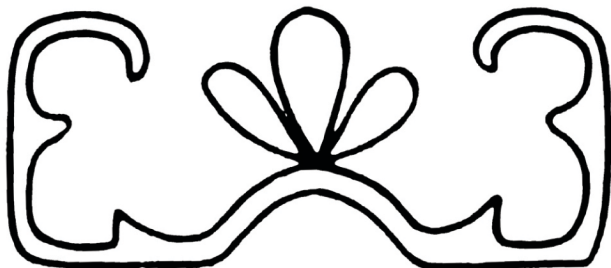


Wabanaki



presented by the
Maine Indian
Tribal-State Commission

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.



Wabanaki A New Dawn

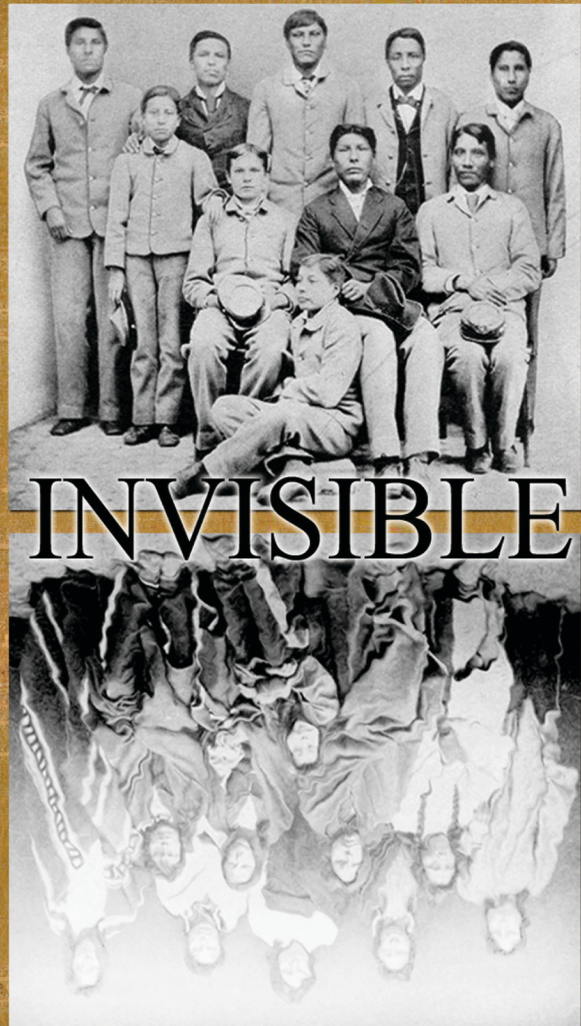
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

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.”

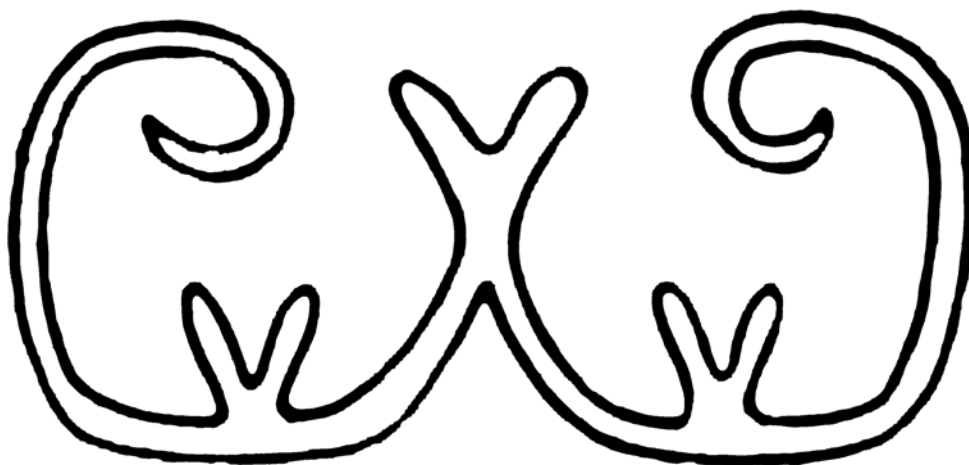


Penobscots in the Military

Introduction:

These units were piloted with certain grade level students; they may be adapted to other grade levels by changing the Performance Indicator, Summative Assessment and Rubric.

This unit was developed so that students in Maine would understand the military history of the Penobscot Nation prior to the Revolutionary War. Student will also understand the contributions Penobscot Tribal members have made in the defense of the United States since the Revolutionary War. In addition, students will also understand the social status of Native Americans in the United States, and in Maine.



Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 42 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Unit Title:

Penobscots in the Military

Grade 5-8

The Unit Focus:

This unit focuses on military history of the Penobscot Nation, and the history of Penobscot Tribal members' contributions to the United States in times of war and peace, and the social status of Maine Native Americans throughout history.

Big Concepts:

- 1) Students should understand the Penobscot Nation's involvement and allies in conflicts before the formation of United States.
- 2) Students should understand that Penobscot Tribal members have contributed to the defense of the United States since the establishment of this country.
- 3) Students should understand Maine Native American's social status in the United States and the State of Maine.

Essential Understandings:

The Penobscot Nation and Penobscot Tribal members have contributed to their own defense and to the defense of United States of America regardless of their social status.

Essential Questions:

Who were Penobscot Nation's enemies and allies? How have those relationships changed over time?

What were the involvements of the Penobscot Nation and/or Tribal members in wars on the North American Continent? (From pre-contact to modern times)

What has the social status of Native Americans been in Maine throughout history? When were they given American Citizenship, the right to vote in National elections, and the right to vote in State elections?

Did social status affect the contribution of Penobscot Tribal members in the defense of the United States?

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 43 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

State Content Standards and Performance Indicators:

History

A. Chronology

Students will use the chronology of history and major eras to demonstrate the relationship between events and people. Students will be able to:

Middle Grades 5-8

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.
3. Trace simultaneous events in various parts of the world during a specific era.

Timeframe/Curricular Links:

(8-10) 45 minute classes






This unit is very flexible. It can be presented in many ways. It can be used as one large unit (as presented here) or broken up and imbedded into the curriculum over the course of a year. The resources produced for this unit (called panels) also can be used in other units in the Penobscot Nation Cultural and Historic Preservation Department's "We Teach" Curriculum Packet.

The panels are labeled with triangles according to subject matter so that during a specific lesson you can go to the panels and pull out the appropriate colored triangle(s) for that subject area.

Penobscots in the Military Panel Guide

Curricular Links

-  Bagaduce/Castine Region
-  Early Contact/Early Settlements
-  World War I/World War II
-  English Relations
-  French Relations
-  Native American Relations
-  Civil War Era
-  Gulf War Eras
-  Korean/Vietnam Eras
-  Colonial Wars
-  Revolutionary War
-  Social Status

-  This denotes an event
-  This denotes item(s)
-  This denotes people/person
-  This denotes a place
-  Can be used in Penobscot Biography Unit

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 44 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Introductory Activities:
Part One = Icebreakers– Ideas to get the ball rolling.

“A Certain Synectic”

1. Divide the class into 4 equal groups
2. Divide chart paper or draw on the board 4 quadrants
3. Ask the students for 4 nouns; place each noun in the quadrants.
4. Then ask the question:
“How is Native American Military History like _____ (insert chosen nouns)?”
5. Give 8 minutes for groups to work and then ask for the groups to share what they came up with. Share one quadrant at a time.

Teachers Note:

This activity may bring out many stereotypes about Native American warriors. Phrases like savage, scalping, riding on horses, wagon burning, or blood thirsty may come up. This activity was designed to highlight the student’s knowledge about the subject matter before beginning the unit. Stereotypical imagery is bound to come up. This is a safe activity and there are no wrong answers.

This activity will be revisited again after the unit completion.

During this activity in the pilot test children chose the following nouns (responses):

1. Pencil (musket balls made out of lead, spears, arrows, treaties written with...)
2. Video Game (violence, dress, smart choices, savage, killing spree...)
3. Pebble (Catapults, starts big and gets chipped away, bullet in a musket...)
4. Chair (Saddle on a horse, tree stands, as a weapon, stumps to sit on....)

It is important to note that the students in the Pilot Project had already had training in identifying stereotypes and the expected stereotypical imagery about Native Americans was less present.

Penobscot Nation’s Cultural and Historic Preservation Department, Indian Island 45 School, Old Town School Department, and Administration for Native Americans (ANA) “Penobscots in the Military” for the “We Teach” Curriculum Development Project 2005.

Part Two: The Unit
Instructional Strategy:
Timeline Construction

Dear Students,

You have been recruited by the United States Department of Defense to construct a timeline outlining Penobscot Military History and Penobscot Tribal members' contribution to the defense of the United States. The research has been done and the information is available.

Penobscot members' social status in the State of Maine and United States, as well as military information, have been included in the research material.

Your mission, if you choose to accept it, is to put this information into chronological order on a timeline. There is a lot of information and you will present your panel to the class as you arrange it on the timeline.

Once the timeline is constructed you will complete a series of questions about Penobscot Military History using the timeline to answer the questions.

Joe Schmoe
Department of Defense
Timeline Division

Hand out the task letter to all students. A template of this letter is included in the "We Teach" Curriculum Packet for you to reproduce.

Each student will be provided with at least one (1) panel of the research material. (In the pilot test each students was given two (2). It will be the student's job to study the panels and share the information with their classmates.

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 46 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Give each student a *Timeline Panel Share Sheet* for each of their panels (see below).

A template of this letter is included in the back of “We Teach” Curriculum Unit for you to reproduce.

Timeline Panel Share Sheet

Name of your person/event/place/item:

Date(s) if available (birthday/death date, start/finish dates)

What are the three (3) most important things the class needs to know about your panel?

1. _____
2. _____
3. _____

Be prepared to put your panel on the timeline in chronological (time) order.

Students should be given ample time to read the panel(s) and fill out the share sheet.

A template for this Timeline Panel Share Sheet is located in the back of this “We Teach” Curriculum Unit for you to reproduce. Students should receive a sheet for each panel they are to present.

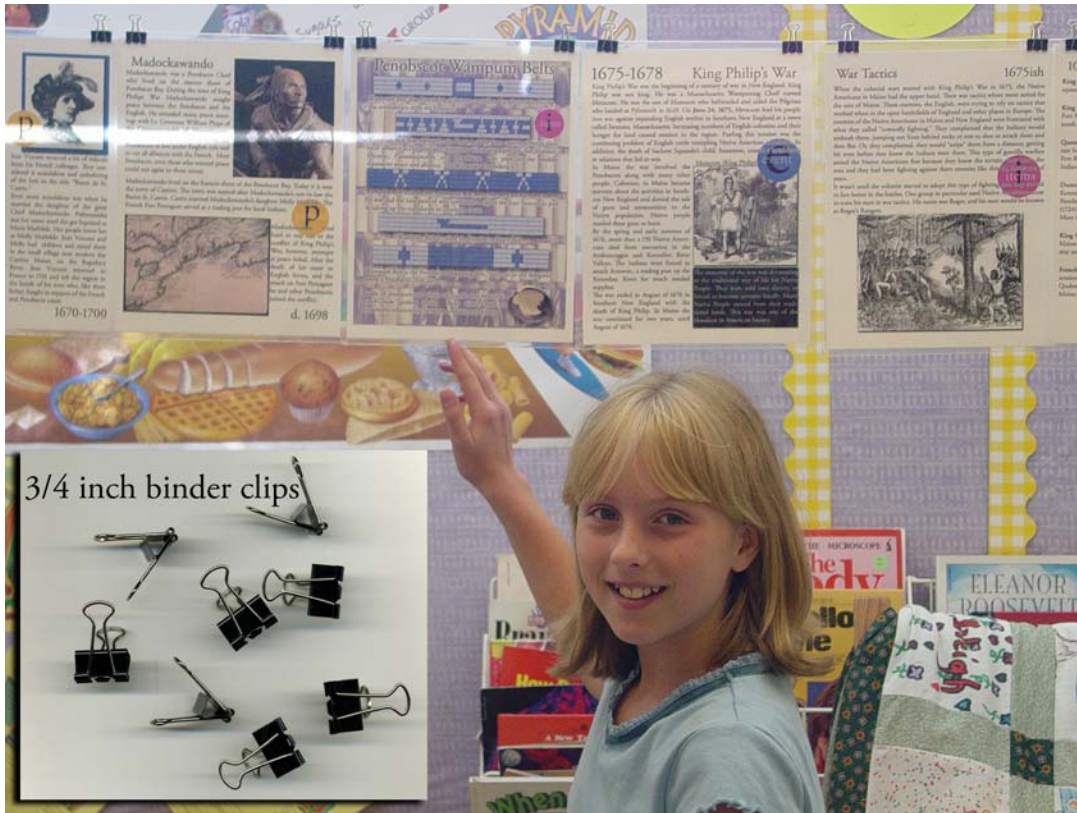
Penobscot Nation’s Cultural and Historic Preservation Department, Indian Island 47 School, Old Town School Department, and Administration for Native Americans (ANA) “Penobscots in the Military” for the “We Teach” Curriculum Development Project 2005.

Materials Needed:

- String
- Binder Clips
- Panels

Stretch a string across one wall of the room. (Make sure the string is pulled tight. The panel's weight will make the line sag.)

To hang the panels from the timeline we used two (2) $\frac{3}{4}$ inch binder clips for each panel. This allowed for the panels to slide nicely back and forth on the timeline as students put more panels on the line.



There are clues on the panels that will help students decide where on the timeline the items should go.

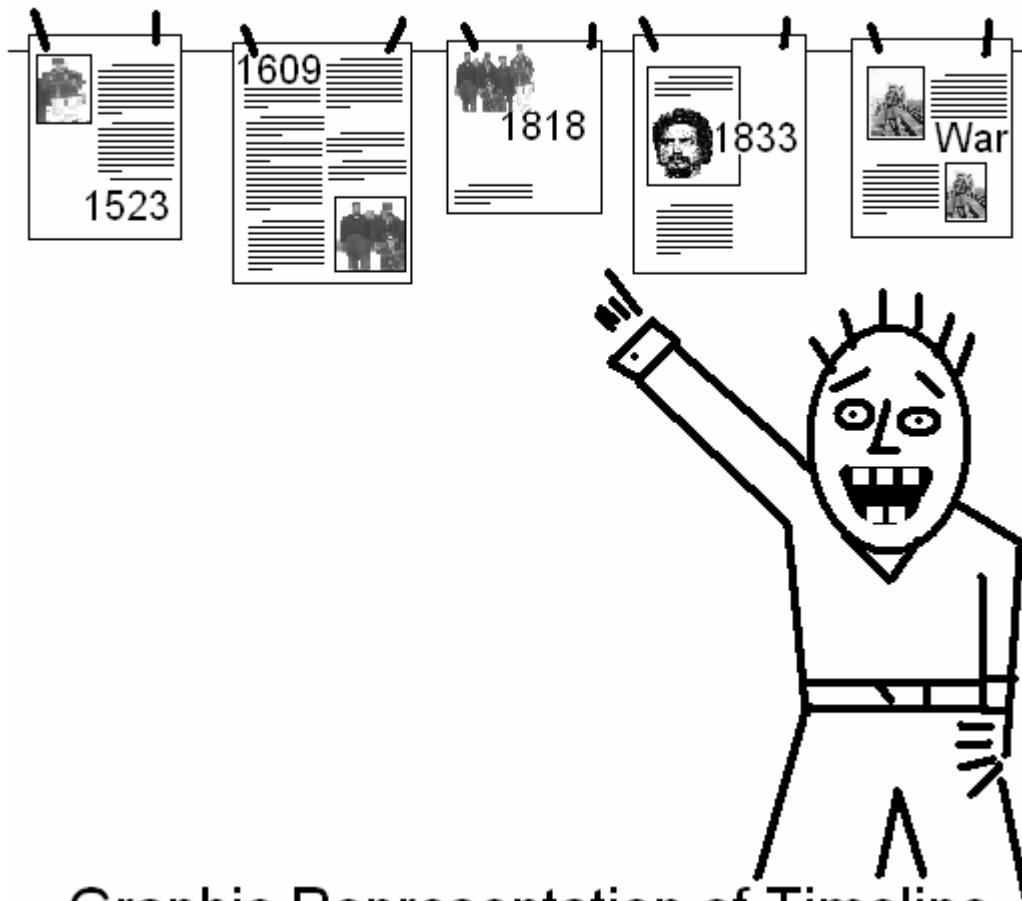
Presentations and note taking:

Each student is required to present some of the information provided. We developed a *Timeline Panel Share Sheet* to help the students obtain and share information from each panel.

Students who are not presenting will be responsible for the information presented and are encouraged to take notes. The information gathered will help the students answer the questions on the Summative Assessment after the timeline is constructed. [Students may use their notes and the panels during the Summative Assessment, depending on the grade level.]

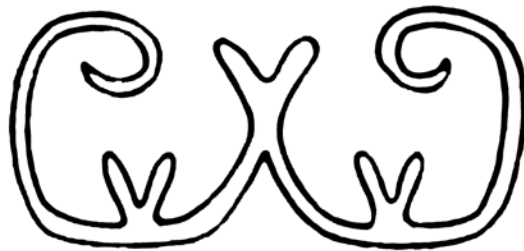
Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 48 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Graphic representation of a student sharing a panel.



Graphic Representation of Timeline

Once the panels are on the timeline, ask students to randomly visit the timeline and choose their favorite. Once that student has chosen a favorite, ask another student to find at least one panel that is related to that panel. Have each student choose a favorite. This activity will help students see the relationships between panels. (Hint for teachers: if a panel mentions another panel, then it will appear in **bold** on the panel.)



Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 49 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.



For Teachers: Timeline Suggested Chronological Order. (Some panels don't have a date and can fit anywhere).

1. French Jesuit Priests
2. Samuel de Champlain
3. St. Croix/Port Royal
4. George Weymouth
5. Popham Colony
6. Fur Trade
7. Weapons of War
8. Bessabez
9. Micmac Wars
10. The Great Dying
11. Mohawk Conflicts
12. Madockawando
13. Fort Pentagoet
14. Baron St. Castine
15. Molly Mathilde
16. War Tactics
17. King Philip's War
18. Norridgewock Massacre
19. Scalp Proclamation
20. 100 years of War
21. French and Indian War
22. Chief Joseph Orono
23. White Francis
24. Revolutionary War
25. Penobscot Wampum Belts
26. Caughnawaga
27. Wabanaki Confederacy
28. Civil War
29. Sylvester Francis
30. Charles Norman Shay
31. United States Citizenship
32. Mary Therese Nelson
33. United States Right to Vote
34. Frank Loring
35. Maine Right to Vote
36. Eugene Loring Jr.
37. James Eric Francis

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 50 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Curriculum Links and Panel Relationships



Early Contact/Early Settlement

- Samuel de Champlain
- George Weymouth
- The Great Dying
- St. Croix/Port Royal
- Micmac Wars
- French Jesuit Priests
- Bessabez
- Popham Colony



English Relations

- George Weymouth
- Scalp Proclamation
- Norridgewock Massacre
- Mohawk Conflicts
- King Philip's War
- Fort Pentagoet
- War Tactics
- White Francis
- Madockawando
- Chief Joseph Orono
- Caughnawaga
- French and Indian Wars
- Fur Trade
- Revolutionary War
- Popham Colony



Colonial Wars

- Scalp Proclamation
- Norridgewock Massacre
- King Philips War
- Molly Mathilde
- Fort Pentagoet
- War Tactics
- Weapons of War
- Madockawando
- 100 Years of War
- French and Indian War
- Fur Trade

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 51 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.



French Relations

- Samuel de Champlain
- The Great Dying
- St. Croix/Port Royal
- Norridgewock Massacre
- Mohawk Conflicts
- Micmac Wars
- Molly Mathilde
- French Jesuit Priests
- Fort Pentagoet
- Madockawando
- Baron St. Castine
- Chief Joseph Orono
- 100 Years of war
- Bessabez
- French and Indian War
- Fur Trade



Native American Relations

- The Great Dying
- Norridgewock Massacre
- Mohawk Conflicts
- Micmac Wars
- King Philip's War
- Molly Mathilde
- Madockawando
- Bessabez
- Caughnawaga
- French and Indian War
- Fur Trade
- Revolutionary War
- Wabanaki Confederacy
- Penobscot Wampum Belts



Bagaduce/Castine Region

- Fort Pentagoet
- Madockawando
- Molly Mathilde
- Baron St. Castine
- Chief Joseph Orono
- Fur Trade
- White Francis

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 52 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.



Revolutionary War

- White Francis
- Chief Joseph Orono
- Revolutionary War



Civil War Era

- Civil War



World War I/World War II

- Mary Therese Nelson
- Charles Norman Shay
- Sylvester Francis



Korean/Vietnam War Era

- Charles Norman Shay
- Eugene Loring Jr.
- Frank Loring Sr.



Gulf War Eras

- James Eric Francis



Social Status

- United States Citizenship
- United States Right to Vote
- Maine Right to Vote

The panels that are labeled “Penobscot BIO” can be used as a resource for the Penobscot Biographies Unit included in the “We Teach” Curriculum Packet.

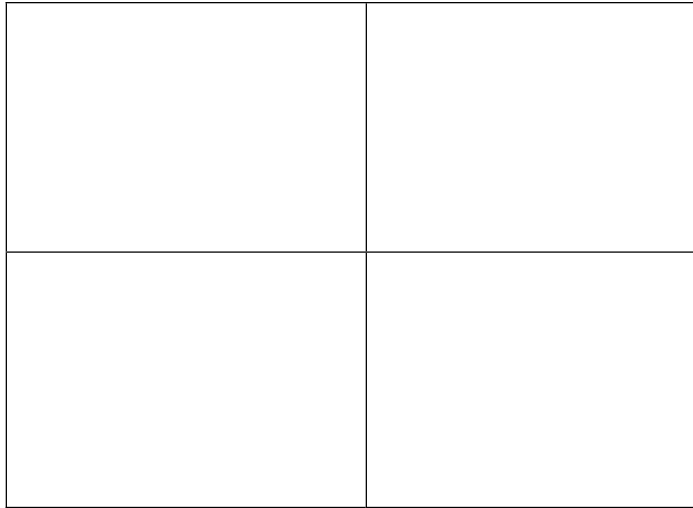


Penobscot Biographies

- Molly Mathilde
- Mary Therese Nelson
- Eugene Loring Jr.
- Charles Norman Shay
- White Francis
- Madockawando
- Sylvester Francis
- Frank Loring
- James Eric Francis
- Chief Joseph Orono

Penobscot Nation’s Cultural and Historic Preservation Department, Indian Island 53 School, Old Town School Department, and Administration for Native Americans (ANA) “Penobscots in the Military” for the “We Teach” Curriculum Development Project 2005.

Closing Activity:



“A Certain Synectic”

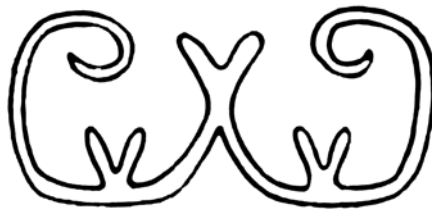
1. Divide the class into 4 equal groups
2. Divide chart paper or draw on the board 4 quadrants
3. Ask the students for 4 nouns; place each noun in the quadrants.
4. Then ask the question:
“How is Native American Military History like_____ (insert chosen nouns)?”
5. Give 8 minutes for groups to work and then ask for the groups to share what they came up with. Share one quadrant at a time.

Compare this synectic to the one done prior to the activity. The students should focus more on Penobscot, rather than adhering to the general Native American stereotypes.

During this activity in the pilot test children chose the following nouns (responses):

1. Books (missing a page in book, history incomplete, letters on panels...)
2. Flag (representative of our country and patriotism, stone spear to metal...)
3. Tree (Proclamation, hanging on tree, ambush, weapons made out of...)
4. Shoe (Wars and shoes stink....)

It was clear that the students learned a great deal of information during the pilot program.



Penobscot Nation’s Cultural and Historic Preservation Department, Indian Island 54 School, Old Town School Department, and Administration for Native Americans (ANA) “Penobscots in the Military” for the “We Teach” Curriculum Development Project 2005.

Resources:

Military Panels (included in this packet)
Penobscot Cultural and Historic Preservation Tribal Landscape (included in this packet)
Frontier Wars in Maine (video found on Windows on Maine Website)

Biographies

Wabanakis of Maine and the Maritimes

Resources Used to Develop Military Panels

Penobscot Man by Frank Speck

12,000 Years by Bruce Borque

Unsettled Past, Unsettled Future by Neil Rolde

History of Penobscot Indians by Florence Nicola Shay

Wabanakis of Maine and the Maritimes by American Friends Service Committee

Women of the Dawn by Bunny McBride

The Wampum Records by David Francis and Robert Leavitt

National Park Service website <http://www.nps.gov/sacr/>

Unpublished documents of the Penobscot Nation

Penobscot Nation Cultural and Historic Preservation Department Penobscot Landscapes

Oral Stories from Penobscot Tribal Members

Interviews of Penobscot Tribal Members

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 55 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Assessment Type:
Structured Response

Short Scenario for Individual Summative Assessment:

(A template of this is included in the back of “We Teach” Curriculum Unit for reproduction.)

Penobscot Military History Survey

Theme 1:

Penobscot Indians joined the side of the French/Americans in the fight against the English in the American Revolution and in the colonial wars.

- a) Give three reasons why Penobscots joined the side of the French/Americans. What were examples of positive things in their relationship?
- b) Give three reasons why Penobscots did not join the side of the English. What were examples of negative things in their relationship?

Theme 2:

The Penobscot Indians were not only enemies and allies with European groups. There was a history of conflicts and confederacies with other tribes as well.

Names one other group of Indian people the Penobscot people had a relationship with. Describe the relationship. Did they get along? Why or why not? How did their relationship change over time?

Theme 3:

Penobscot Indians contributed to every war throughout United States history even though they were not officially considered citizens until 1924 and could not vote in federal elections until 1954 and Maine elections until 1967.

- a) Name three conflicts that Penobscot Indians were involved in before they were given the right to vote in Maine.
- b) What is your opinion of this fact? Is this fair? Why or why not? Please explain and defend your opinion.

Theme 4:

Many Penobscots alive today contributed to the United States’ military history. These people have rich lives outside their military careers and are active members of the Penobscot Nation.

Name three Penobscots alive today and give an example of an activity they participate in that could be seen as cultural.

Theme 5:

Events in history are not separate; they weave into each other and one event relates to another.

Choose 3 panels from this project that relate to one another. Name the panels and how they relate to each other.

Penobscot Nation’s Cultural and Historic Preservation Department, Indian Island 56 School, Old Town School Department, and Administration for Native Americans (ANA) “Penobscots in the Military” for the “We Teach” Curriculum Development Project 2005.

For Teachers:

Penobscots Military History...Major Theme Review
Possible Answers

Theme 1: Penobscot Indians joined the side of the French/Americans in the fight against the English in the American Revolution and in the Colonial Wars.

a) Give 3 reasons why Penobscots joined the side of the French/Americans. What were examples of positive things in their relationship.

- *relationship between Champlain and Bessabez to establish trade
- *relationships between Madockawando and the Baron St. Castine and Molly Mathilde on the Bagaduce River cemented French/Indian alliance
- *fur trade
- *Jesuit Priests
- *settlement philosophy of French

b) Give 3 reasons why Penobscots did not join the side of the English. What were examples of negative things in their relationship?

- *Weymouth kidnapped 5 Penobscots in the area (Popham Colony)
- *settlement philosophy of English
- *Norridgewock Massacre
- *King Philips War (settlement philosophy triggered this war)
- *Scalp Proclamation of 1755 (and others)
- *English alliance with Mohawks, who at the time were in conflict with the Penobscot.

Theme 2: The Penobscot Indians were not only enemies and allies with European groups. There was a history of conflicts and confederacies with other tribes as well.

Name one other group of Indian people the Penobscot people had a relationship with. Describe this relationship. Did they get along? Why or why not? How did their relationship change over time?

- *Wabanaki Confederacy-confederacy between Maliseet, Micmac, Passamaquoddy and Penobscot-Revolutionary War led to many banding together to fight
- *Micmac Wars-war between Micmacs and others
- *Mohawk Conflicts-history of conflict in the area because of trade and territory
- *Penobscot Wampum Belts- diplomacy/confederacies required wampum belts
- *Although started by Wampanoag chief, Metacom, King Philips War had repercussions to the Penobscots in Maine
- *Relationships changed over time as Micmac became part of Wabanaki Confederacy and Wabanaki tribes became part of the Caughnawaga Council Fire (thus linked to Mohawk confederacy)

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 57 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Theme 3: Penobscot Indians have contributed to every war in United States history even though they were not given citizenship until 1924 and could not vote in federal elections until 1954 and Maine elections until 1967.

- a) Name 3 conflicts the Penobscot Indians were involved in before they were given the right to vote in Maine.

*colonial wars/American Revolution

*Civil War

*World War I, II

*Korean War

*Vietnam

- c) What is your opinion of this fact? Is this fair? Is this unfair? Why or why not? Please explain and defend your opinion.

Theme 4: Many Penobscots alive today contributed to the United States' military history. These people have rich lives outside their military careers and are active members of the Penobscot Nation.

Name 3 Penobscot Indians that are still alive today and give an example of an activity they participate in as part of the Penobscot Nation.

James Eric Francis: teaches kids about history, and is the Penobscot Nation Tribal Historian

Charles Norman Shay: established a family museum

Eugene Loring Jr.: National championship canoeist

Frank Loring: builds birch bark canoes

To Exceed the Standard:

Theme 5: Events in history are not separate; they weave into each other and one event relates to another.

Choose 3 panels from this project that relate to one another. Name the panels and how they relate to each other.

(see Curriculum Links and Panel Relationships above)

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 58 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Criteria:

Students will answer in complete sentences.
Students will correctly answer questions for 4 or 5 themes.
Student's spelling will be conventional and reflective of panels.

Rubric:

Penobscot Military History Theme Review Rubric

	1 Does Not Meet Standard	2 Partially Meets Standard	3 Meets Standard	4 Exceeds Standard
Grades 5-8 History A: Chronology. Students will use the chronology of history and major eras to demonstrate the relationship of events and people. Students will be able to:	Student accurately and completely answers questions for 2 or less of the first 4 themes.	Student accurately and completely answers questions for 3 of the first 4 themes.	Student accurately and completely answers questions for first 4 themes.	Student accurately and completely answers questions for first 4 themes and accurately and completely answers question for the 5 th theme.

Performance Indicators:

Middle Grades 5-8

1. Describe the effects of historical changes on daily life.
2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.
3. Trace simultaneous events in various parts of the world during a specific era.

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 59 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Kerri Doyle's Fifth Grade Class Old Town Elementary School
Participants in Pilot Program



Back Row: Damian, Sarah, Natalie, Kelsey M., Brooke, Justin, Ben, Kacey, Holden
Front Row: Kelsey H., Cameron, Ethan, Megan, Paige, Kendra, Vinnie, Nathan, Eddie

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 60 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Penobscots in the Military Vocabulary List

Acadia- an early name for the early settlement of the French in Nova Scotia. This term is also linked to New Orleans' Cajun people.

Alliance- a common bond between two groups. Countries often ally during war to fight a common enemy.

Bagaduce- a river on the eastern shore of the Penobscot Bay in Maine.

Bounty- a reward, premium, inducement or payment, esp. from a government for acts deemed beneficial to the state.

Caughnawaga- a Mohawk Indian Community on the St. Lawrence River near Montreal, Quebec Canada.

Confederacy- a political league or compact for mutual support of common action.

Delegates- a representative to a convention, confederacy, or conference.

Dependence- relying on someone or something.

Diplomacy- 1: the art and practice of conducting negotiations between nations 2: skill in handling affairs without arousing hostility.

Diplomatic- of, relating to, or concerned with diplomacy or diplomats <*diplomatic relations*> employing tact and conciliation especially in situations of stress.

Disputed- to make the subject of disputation to call into question <her honesty was never *disputed*> to struggle against: OPPOSE <*disputed* the advance of the invaders> to contend over <both sides *disputed* the bridgehead>

Drafted- to write or create a document; required induction into the armed services.

Epidemics- wide spread disease

Guerilla Warfare- characterized by irregular forces employing unorthodox military tactics to fight small-scale, limited actions against orthodox civil and military forces. Traditionally, it is a method of ... member of an irregular military force fighting small-scale, limited actions, in connect with an overall political- military strategy, strategy, against conventional military forces.

Hierarchy- the classification of a group of people according to ability or to economic, social, or professional standing; also: the group so classified

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 61 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

Immunizations- shots to protect against disease.

Immunities- the quality or state of being immune; *especially*: a condition of being able to resist a particular disease especially through preventing development of a pathogenic microorganism or by counteracting the effects of its products.

Independence- the ability of a person or a group to rely on itself.

Maliseet- A U.S and Canadian recognized Algonquian-speaking Native American/First Nations tribe living in Maine (US) and New Brunswick Canada or any member of that tribe.

Maritimes- the Canadian provinces of New Brunswick, Nova Scotia, Prince Edward Island & sometimes thought to include Newfoundland –

Massachusetts Bay Colony- one of the original English settlements in present Massachusetts, settled in 1630 by a group of about 1,000 Puritan refugees from England under Governor John Winthrop in 1629 in the Massachusetts Bay.

Micmac- A U.S and Canadian recognized Algonquian-speaking Native American/First Nations tribe living in Maine (US) and New Brunswick, and Nova Scotia Canada or any member of that tribe..

Neutral- not engaged on either side; *specifically*: not aligned with a political or ideological grouping <a *neutral* nation> of or relating to a neutral state or power <*neutral* territory>

Passamaquoddy- A U.S recognized Algonquian-speaking Native American tribe living in Maine (US) or any member of that tribe.

Penobscot- A U.S recognized Algonquian-speaking Native American tribe living in Maine (US) or any member of that tribe. There is also a river, county, and town in Maine with this name.

Proclamation- the action of proclaiming: the state of being proclaimed something proclaimed; *specifically*: an official formal public announcement.

Quahog Shell- a thick-shelled edible clam of the U.S. used by Native Americans to make wampum beads.

Sachem- American Indian chief; *especially*: the chief of a confederation of the Algonquian tribes of the Atlantic coast.

Scalp- the part of the integument of the human head, usually covered with hair in both sexes, a part of the human scalp with attached hair cut or torn from an enemy as a token of victory; a trophy of victory or proof of an accomplishment.

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island 62 School, Old Town School Department, and Administration for Native Americans (ANA) "Penobscots in the Military" for the "We Teach" Curriculum Development Project 2005.

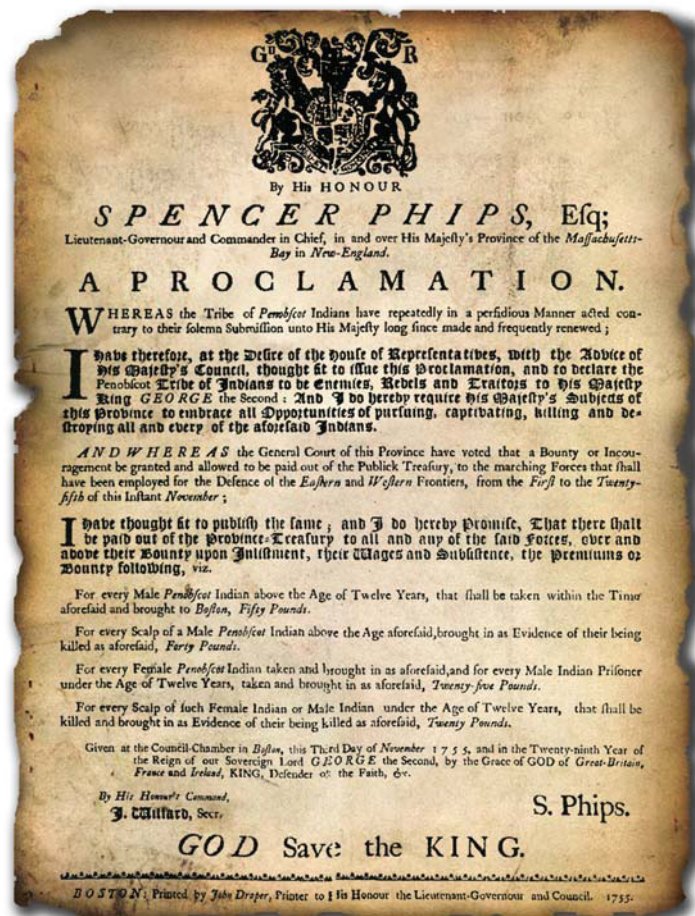
Scurvy- a disease, often suffered by sailors, due to lack of vitamin C.

Snipe- to shoot at exposed individuals (as of an enemy's forces) from a usually concealed vantage point to aim a carping or snide attack.

Trading Post- a station of a trader or trading company established in a sparsely settled region where trade in products of local origin (as furs) is carried on.

Wampanoag- a member of an American Indian people of Rhode Island east of Narragansett Bay and neighboring parts of Massachusetts.

Wampum Belts- a belt of beads made out of Quahog shells, used by delegates to convey information in Confederated tribe.



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