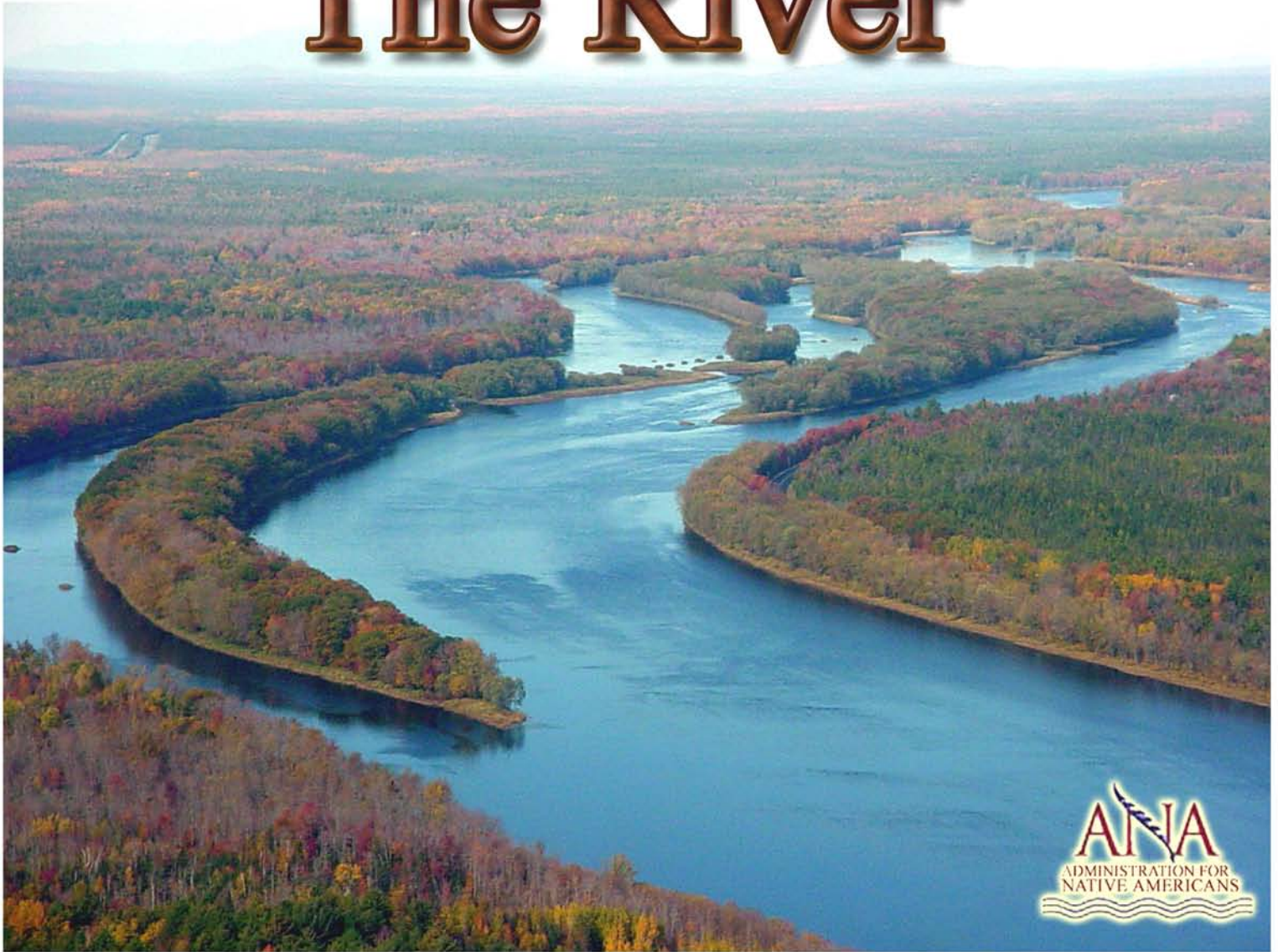


The River



Penobscot Nation River Unit

Above:
The Penobscot River North of
Indian Island. Long Island,
Thorofare Island, and Horse Island.



The Penobscot Nation Cultural and Historic Preservation Department's Curriculum Packet was originally designed as 12 separate units. Included with these units were the resources needed. Some resources are used in multiple units. This design was to keep cost down for school.

Because of overwhelming interest in particular units the Penobscot Nation Cultural and Historic Preservation Department's Curriculum Packet was dismantled. Now each unit stands alone and are available through downloads on this website. **Please note: it is very important that you have the recommended resources to do the lessons.** These are available through the Penobscot Nation Cultural and Historic Preservation Department www.penobscotculture.com.

Please ignore references to the "curriculum packet" in the narrative. Thank you and I hope your students enjoy the "River Unit."

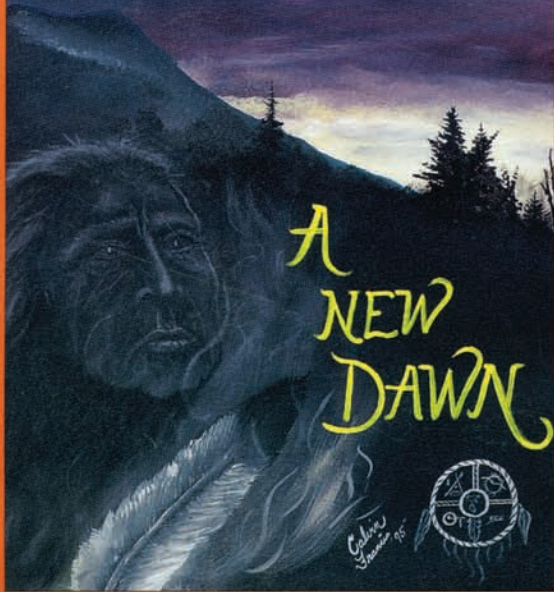
Resources Recommended

- Invisible film (available through Penobscot Cultural and Historic Preservation Department) www.penobscotculture.com
- New Dawn film www.penobscotculture.com
- Penobscot: The People and Their River. film www.penobscotculture.com
- River Unit PowerPoint Presentations (Downloadable)
- Penobscot Cultural and Historic Preservation Tribal Landscape Book (Downloadable)
- Frog Monster Legend video by Indian Island School www.penobscotculture.com
- River Ran Wild: An Environmental History by Lynne Cherry
- Penobscot Nation Cultural and Historic Preservation's Place Names Map (Downloadable)
- Naming Place- Place Names Poster www.penobscotculture.com
- Penobscot by Jill Duvall
- Finding Katahdin: An Exploration of Maine's Past. by Amy Hassinger

Resources for Teacher Background Knowledge:

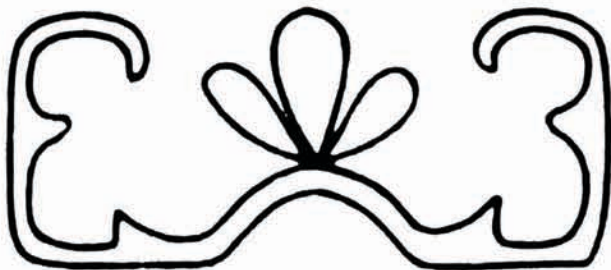
- Place of the White Rocks: The Penobscot River from Headwaters to Tidewaters by Joe Dana and Charles Waters www.penobscotculture.com
- Penobscot Man by Frank Speck
- Penobscot Man By Fannie Eckstorm
- Penobscot River Restoration Project: www.penobscotrivers.org

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

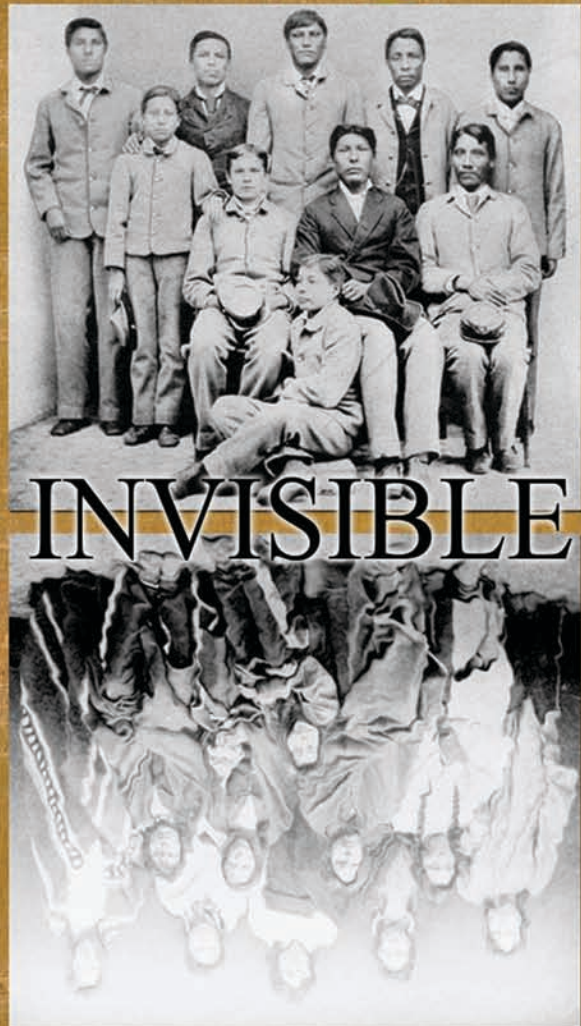
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

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.”



The River Unit

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 designed to show that the Penobscot River is the heart of the Penobscot culture. Penobscots have relied on the rivers in Maine for thousands of years for food, drinking water, transportation, and for other facets of the culture. Although the unit specifies the Penobscot River, this model can be used on any river within Maine.

The inspiration for this unit came from the struggles the Penobscot Nation has been involved in over the past generations and the book A River Ran Wild, by Lynne Cherry which provided a model for instruction.

Like Lynne Cherry's book this unit will take a chronological look at a river during different time periods. Each day of the lesson will examine a phase in the chronology of the river.

Era's of a River

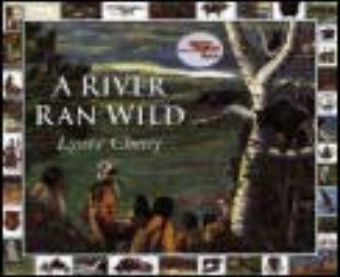
1. **Creation** of the Penobscot River from a Penobscot perspective.
2. **Penobscot Settlement** in specific places on the landscape.
3. **Village life** at those settlement places.
4. **Contact** of European culture into the landscape.
5. **European Settlement** in specific places on the landscape.
6. The **Industrial Revolution** and its effects on the river.
7. The **Pollution Effects and Clean Up** of the river.
8. The **Future** of the river.
9. **Cover** design and wrap up.

The primary resource for each phase of the project is a PowerPoint presentation (included in this packet). The Penobscot Nation Cultural and Historic Preservation Department compiled this information specifically for this unit. However, each presentation can stand alone and be used with other units within this packet, or with other curriculum you are currently teaching.

There are many curricular links for this unit. The River Unit can be integrated into third grade studies of local communities and/or fourth grade Maine Studies or Regions of Maine units. This could also be the basis of a year long unit in which all lessons about mapping a community and biome studies and studies of local history and industry be related back to the Penobscot River or the river which your community may study. Additionally, the River Unit would work very well in a 7th or 9th grade World Geography Program.



Penobscot Indian Reservation, Indian Island, Maine

<p><u>Unit Focus:</u> The River Grade 3-4</p>
<p style="text-align: center;"><u>Big Concepts:</u></p> <p>Water is connected to all life. The Penobscot people have relied upon the river for every facet of culture (ex.: transportation, animals, biomes, food sources). The river gives life and when the river is affected negatively, the culture of the Penobscot people is affected negatively (ex.: mills, dams, pollutants)</p>
<p style="text-align: center;"><u>Essential Understandings:</u></p> <p>Negative changes in, and abuse of the river, denies Penobscot people certain aspects of their culture.</p>
<p style="text-align: center;"><u>Essential Questions:</u></p> <p style="text-align: center;">What changes have affected the Penobscot River? What are the negative/positive effects of these changes on Penobscot people’s lives?</p>
<p style="text-align: center;"><u>State Content Standards and Performance Indicators:</u></p> <p><i>Geography B</i>) Students will understand and analyze the relationships among people and their physical environment. 3) Students will use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.</p>
<p style="text-align: center;"><u>Timeframe/Curricular Links:</u></p> <p style="text-align: center;">(8-10) 45 minute classes</p> <p>This can be integrated into third grade studies of local community and/or fourth grade Maine studies unit. This could also be the basis of a year long unit in which all lessons about mapping a community and biome studies and studies of local history and industry are related back to the Penobscot River or the river which your community may study. It is also adaptable to any middle or high school level geography unit.</p>
<p style="text-align: center;"><u>Introductory Activities:</u></p> <p>1) Read aloud Lynne Cherry’s <i>A River Ran Wild</i>. Discuss reliance upon the Nashua River cited in the book. Note various “Eras of a River.” Seek comparisons with rivers in your community. Begin to discuss that the book will become a model for your own book, ‘The Penobscot Runs _____.’</p> <p>2) A storyboard model will be used to follow Lynne Cherry’s pattern of storytelling and incorporating local facts into the storyboard. A storyboard is a plan for which pages will be included in the book. It serves as an outline for the note-taking as well as the prototype for the final book.</p>


Storyboard Lessons:

Use each of the lessons below as a page in the student's own 'The Penobscot Ran/Runs ____'.

Each day the lesson will involve speaking to a topic, discussing the topic and the children will take notes on the topic. Each day they will use these notes in conjunction with their own illustrations to create a page for their 'The Penobscot Runs ____' books. See accompanying Teaching Notes for each day.

Day 1) Creation Page

Show "Frogmonster" a claymation video (included in this packet) of the creation tale about the Penobscot River. Illustrate and write a paragraph about the tale.

Day 2) Penobscot Settlement Page

- a) Why did the Penobscot people settle on the banks of the river?
- b) Where did the name 'Penobscot' come from?

*Show PowerPoint Presentation *Penobscot Settlement*

*Studying the map of place names created by the Penobscot Nation Cultural and Historic Preservation Department can be used as an additional lesson to supplement this page.

Answer questions and illustrate.

Day 3) Penobscot Village Life Page

- a) What did the Penobscot River provide to the Penobscot people?
- b) How did the Penobscot people use the Penobscot River?

*Show PowerPoint Presentation *Penobscot Village Life*

Answer questions and illustrate.

Day 4) Contact Page

- a) Who were the first Europeans to arrive in Penobscot territory?
- b) Why did they come?
- c) How did Penobscot people react to their arrival?

*Show PowerPoint Presentation *Penobscot/European Contact*

Answer questions and illustrate

Day 5) European Settlement Page

- a) How did European people use the Penobscot River and the land?
- b) How was the European's use of natural resources different from the Penobscot people's use of natural resources?
- c) How were Penobscot people treated by Europeans as they settled?
- d) What year were Penobscot people forced onto reservation land?

*Show PowerPoint Presentation *European Settlement*

Answer questions and illustrate.

Day 6) Industrial Revolution Page

- a) During the Industrial Revolution, what industries occurred on the Penobscot River?
- b) During the Industrial Revolution, what changes were made to the river?
- c) What did these changes do to the natural resources given by the river?

*Show PowerPoint Presentation *Industrial Revolution*

*Additionally Chapter Seven “A Natural Resource Economy,” sections #1 and #4, in Amy Hassinger’s, Finding Katahdin: An Exploration of Maine’s Past. Answer questions and illustrate.

Day 7) Clean Up Begins Page

- a) What was the Penobscot people’s response to the dams and pollution in the river as a result of new industry?
- b) What were some laws/ways the United States began to clean up natural resources? When did these take place?

*Show PowerPoint Presentation *Pollution Effects/Clean up*

*Show River and Fish Advisory Warnings (PDF’s)

Answer questions and illustrate.

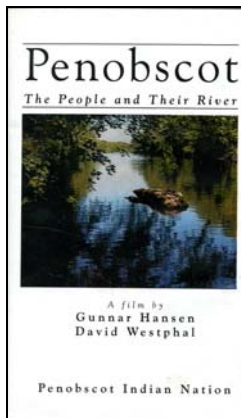
Day 8) The Future Begins Page

- a) How is the river being used by everyone today?
- b) What other steps can we take to bring the river back to a healthy state?

*Have students research the website www.penobscotriver.org to learn more about the Penobscot River Restoration Trust.

Answer questions and illustrate.

Day 9) Cover/Wrap Up: Based on research/lessons, make your own title for ‘The Penobscot Runs _____.’ On a title page, credit Lynne Cherry’s book as an inspiration for this model. As a group, brainstorm a list of “Most Important Topics/Must Haves.” Students should self-assess the book to be sure they have all ‘must haves’ included in their book. Bind book. If time allows, show the video, Penobscot: The People and Their River.



“Penobscot: The People and Their River” by the Penobscot Indian Nation was produced by Gunnar Hansen and David Westphal of Acadia Film Video.

“This film points out how the Penobscot Nation, as well as other people in Maine, share a common interest in the health of the Penobscot River and its watershed. It also talks about what must be done—and what the Penobscot People are doing—to restore and protect the Penobscot River.”

Resources:

- River Unit PowerPoint Presentations (included)
- Penobscot Cultural and Historic Preservation Tribal Landscape Book (available through Penobscot Cultural and Historic Preservation Dept. (PCHP))
- Frog Monster Legend video by Indian Island School (PCHP available)
- River Ran Wild: An Environmental History by Lynne Cherry
- Penobscot Nation Cultural and Historic Preservation's Place Names Map (included)
- Penobscot by Jill Duvall
- Penobscot: The People and Their River. video (PCHP available)
- Amy Hassinger's, Finding Katahdin: An Exploration of Maine's Past.

Resources for Teacher Background Knowledge:

- Place of the White Rocks: The Penobscot River from Headwaters to Tidewaters by Joe Dana and Charles Waters (PCHP available)
- Penobscot Man by Frank Speck
- Penobscot Man By Fannie Eckstorm
- Penobscot River Restoration Project: www.penobscotriver.org



Assessment Type:
Structured Response

Short Scenario for Individual Summative Assessment:

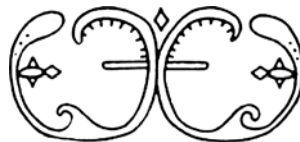
Dear Editor,

You have just completed reading my manuscript titled, Penobscot River Ran/Runs _____. Please help me complete my title. Lynne Cherry described the Nashua River as “running wild.” I am not sure how I should describe how the Penobscot River runs. Please help me choose the word that belongs in the blank. Give 3 reasons why this word should be used to complete the title. The 3 reasons must come from the information in my book.

I eagerly anticipate your response,
Student Author

Hand out the above letter to all students. This template can be found in the “We Teach” Curriculum Packet for you to reproduce.

*You may also wish to assess the books themselves for other Performance Indicators.



Criteria:

- A complete title is given:
A River Ran/Runs _____,
- 3 reasons why the title was chosen are included
- 3 reasons come directly from information included in the book pages
- Paragraph format must be used (cursive, topic sentence, 3 supporting details from book, closing sentence)
- Students must include a timeline of events to incorporate a currently sequenced timeline of events/era to incorporate 6 events that happened on/around the river as cited in the storyboard notes.

Rubric:

See attached

To earn a “4”, students must identify a very important event/era and tell why 3 changes made a significant difference to the river, landscapes, or people.

Rubric for: The River	1 Does not meet standard	2 Partially meets standard	3 Meets standard	4 Exceeds standard
Geography B3: Students will understand and analyze the relationships among people and their physical environment 3) Students will use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.	An incomplete title for the book is given. Zero-one reasons are cited from the storyboard to support the title.	A complete title for the book is given. Two reasons are cited from the storyboard to support the title.	A complete title for the book is given. Three reasons are cited from the storyboard to support the title. A timeline of events is added to the storyboard to incorporate 6 events that happened on/around the river as cited in the storyboard.	All of the expectations for a 3 (Meets the Standard) are in evidence and the student’s explanation of the importance of an event/era is supported with 3 changes that made a difference in the river, landscape, or peoples.

Sample River Runs _____ Titles

- The River Ran Because of a Man Named Pure Man
- Penobscot Tale
- Penobscot River Runs Not Animal Free
- River Ran Colors
- Penobscot is Free
- River Runs Poisoned
- River Runs Long
- Penobscot River Runs Freely
- A River Runs Long
- Penobscot River Runs Magically
- River Ran Hopeful
- Penobscot River Runs Stinky
- Penobscot Runs Clean and Dirty



