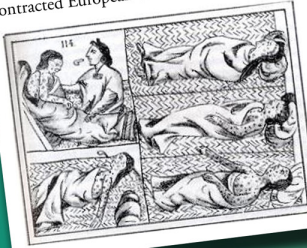


Disease... the unseen killer

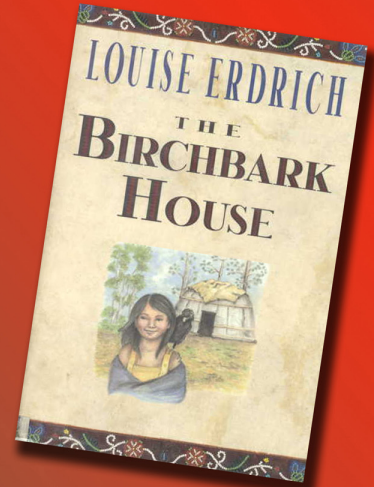
"The Great Dying", Epidemics in Maine

European contact introduced diseases that were devastating to the Native American population in Maine and the Maritimes. At the time no one understood what was happening to the Native population. Many people were getting a host of diseases such as smallpox, hepatitis, measles, chicken pox, and even influenza, the common flu. Smallpox was the most devastating in the time that we call "the great dying." An estimated 75% of the Native American population was lost in this small span of time. Entire villages were wiped out. While the Native American were dying in great numbers, the European population was surviving. Jesuit Priests who lived among the Indians remained healthy and without symptoms. We know today that this happened because the Europeans had faced centuries of exposure to these diseases and they had built up immunities or defenses against these diseases. Even more devastating than loss of population, the Native people lost faith in their traditional healers in the communities. Tribes and families were torn apart. Respected leaders died along side villagers. The Native American Society and way of life began to crumble. The beginning of the Great Dying starts the same time that the Micmac Wars end. When the Micmac obtained guns from Port Royal they probably also contracted European diseases. These they spread as they attacked other tribes.

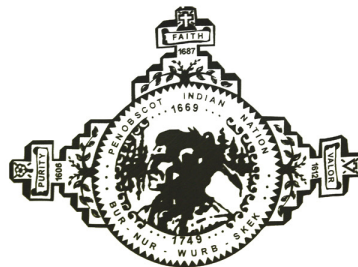


Today we get shots as children. These immunizations help our bodies fight the diseases by introducing it to the body in small doses. The body reacts by creating antibodies to fight future exposures.

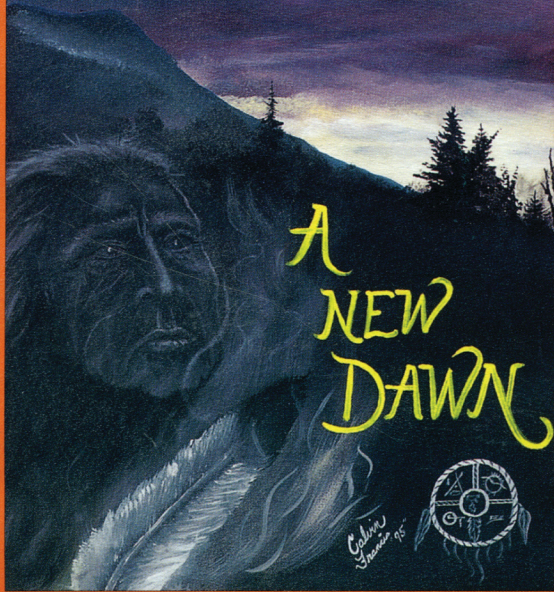
event 1616-1619



Disease... the unseen killer.



Wabanaki



presented by the
Maine Indian
Tribal-State Commission

Wabanaki A New Dawn

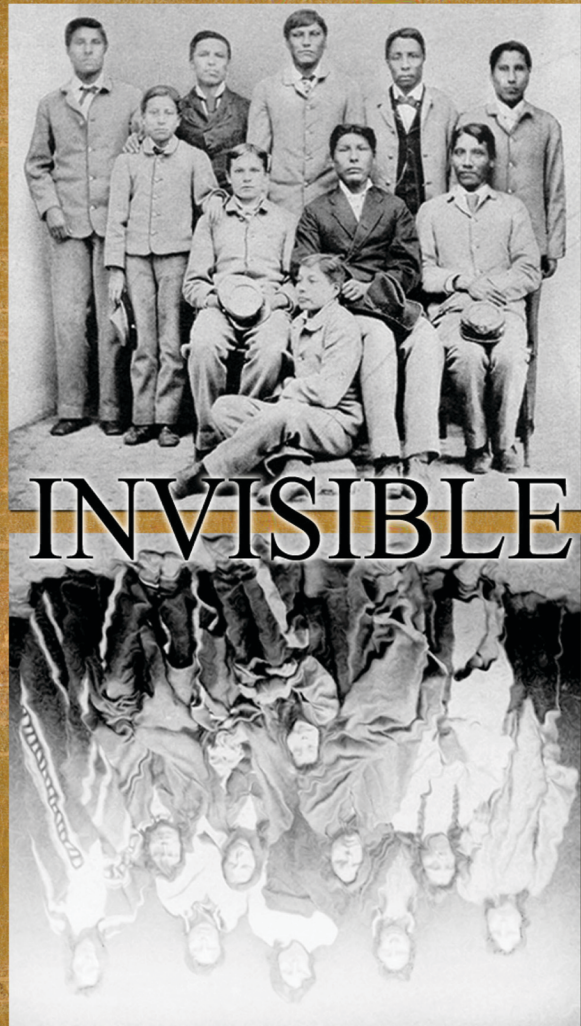
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

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

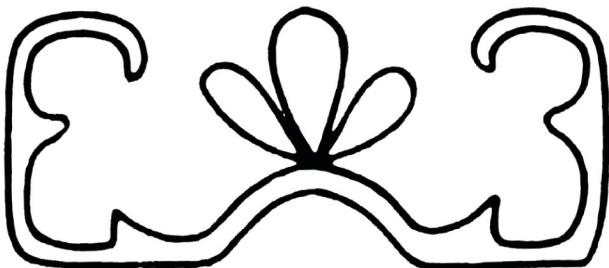
Invisible

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.



Disease... The Unseen Killer

Introduction:

The Pilot Project for this unit was initially targeted for the 3-4 grade levels. During the project it became evident that the grade level needed to be changed. However, the section regarding Community Helpers and Interdependency could easily be taught at grades 3 and 4. The entire unit, including the section on diseases, has been adapted for the grade levels 5-8.

Throughout this unit, the Penobscot Nation/Indian Island Community is used as a case study. Some resources about the Penobscot Nation/Indian Island Community helpers are included for teachers. However, if available teachers are encouraged to have their students work with “Kidspiration” to create their own Community Helpers Webs as well.

The logo for Kidspiration features the word "kidspiration" in a stylized font. "kid" is in red and "spiration" is in blue. A yellow star is positioned above the letter "i" in "spiration".

**The visual way to think,
write and comprehend**

Created for K-5 learners, Kidspiration® provides an easy way to apply the proven principles of visual learning. Students build graphic organizers by combining pictures, text and spoken words to represent thoughts and information. Younger learners develop early literacy skills, and more advanced students improve comprehension skills and better organize ideas for writing.

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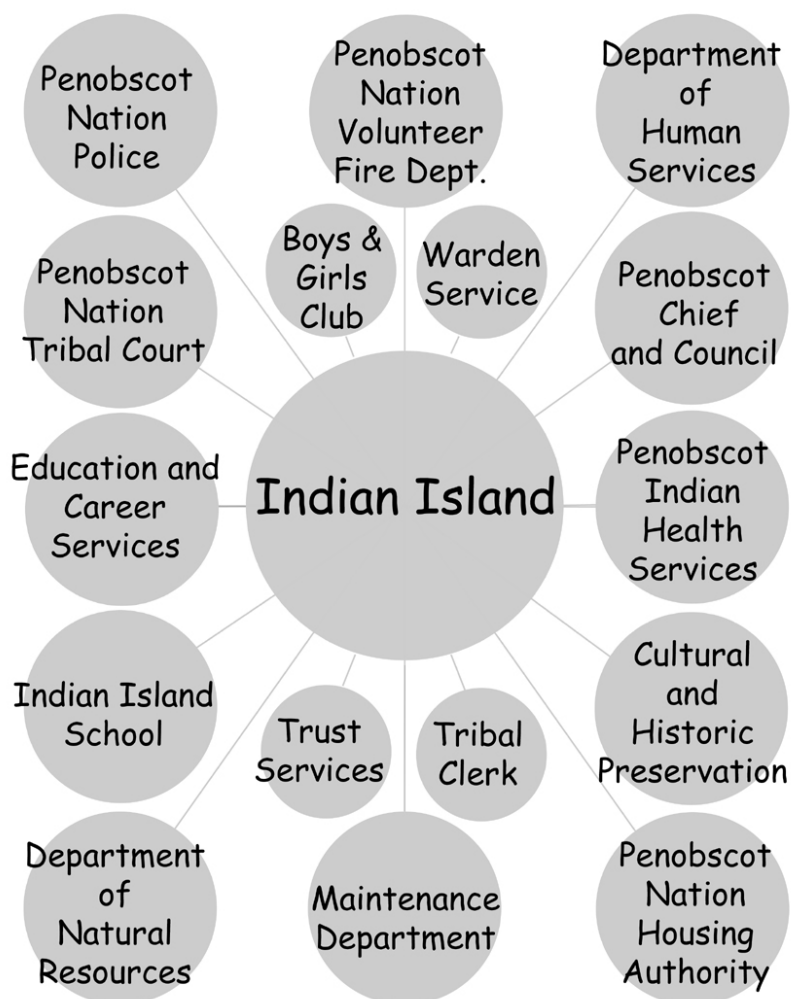
<p><u>Unit Focus:</u> The effect(s) of disease on Indigenous Communities during colonization. [<u>The Birch bark House</u>, Louise Erdrich] Grade 5-8</p>
<p style="text-align: center;"><u>Essential Understandings:</u></p> <p>When Indigenous (Native American) communities were exposed to infectious diseases historically their population decreased. Source of information: <u>The Birch bark House</u>, Louise Erdrich and, “The Great Dying” panel from <u>Penobscots in the Military</u>, in the Penobscot Nation Cultural and Historic Preservation Departments Curriculum Project “We Teach.”</p> <p>Native American communities suffer from diseases today. Source Articles for “To Our Health,” a publication from the Penobscot Nation Health Department.</p>
<p style="text-align: center;"><u>State Content Standards and Performance Indicators:</u></p> <p style="text-align: center;">Science and Technology</p> <p><i>C. Cells</i>) Students will understand that cells are the basic units of life. Students will be able to:</p> <p style="padding-left: 40px;">4) Identify the causes and effects of diseases, explain their transmission, and identify prevention strategies.</p>
<p><u>Essential Questions #1:</u> What is a Community?</p>
<p style="text-align: center;"><u>Key Concepts #1:</u></p> <ol style="list-style-type: none"> 1. A community is a group of neighborhoods, a small societal unit that is comprised of people that share the same land base, and in some cases, share the same cultural values and language. 2. Everyone in a community has a responsibility to be a citizen. 3. In order for a community to function and sustain itself, jobs need to be done.
<p><u>Timeframe:</u> 8 - one hour class periods.</p>

Activities #1:

1. Learners will brainstorm a list of the “Community Helpers” that support and help a community. (Police Officer, Fire Fighter, Townsperson, garbage man, etc.)

[Teachers: It may be helpful to provide students with a contact list of local authorities (helpers) in your local community. Many town offices should have this information.]

2. Develop a Penobscot/Indian Island Community web, or other community’s web, using the software program *Kidspiration* that reflects the product and the brainstorming activity. (We need a sample one of these “filled out” with job descriptions.)



Penobscot Nation Community Web is provided, as well as a blank web to be used by students.

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Formative Assessment #1:

Learner will be assigned one Community Helper to interview. Learner will write a report that summarizes the interview with the Community Helper assigned.

Resources #1:

- A virtual walk around a residential, business, and governmental areas of your local town. For the pilot test, students walked around a residential and business/governmental area of the Penobscot Nation/Indian Island.
- A Community's guide to services.
- A Power Point Presentation is included in this packet. This presentation outlines the "Community Helpers on Indian Island" and is a guide to services provided for this community.

Essential Question #2:
What is Interdependence?

Key Concepts #2:

1. When you depend on someone, you believe that person will always be around you and able to do their community job.
2. People that live and work in a community depend on each other.
3. When a community member cannot do their job, the community is negatively affected.

Timeframe:
8 one hour class periods

Activity #2

- Revisit the Community Web built and review the names and responsibilities of your "Community Helpers."
- Using a standard size index card, one at a time, cover four community helpers to symbolize elimination of their work from the community.
- One Community Helper at a time, chart the effect(s) that would occur if each helper's contribution to the community were eliminated.
- Debrief web activity and use discussion to define the concept of interdependency.

Interdependency: noun, a mutual relationship between objects, individuals or groups to obtain a common goal

Formative Assessment #2:

Learner will choose two community helpers. In writing, the learners will describe their jobs within the Penobscot Nation/Indian Island Community and how their jobs are interdependent (contributes to the community). Use the t-chart to have children chart similar helpers from the Penobscot Community and their community. At this point the children will have an understanding of the concept of community and the importance of responsible and working citizenry.

Use:

- A list of Community Helpers at the Penobscot Nation/Indian Island Community.
- Chart
- T Chart with Penobscot Nation/Indian Island's Helpers and another Community's Helpers (sheet included in Reproducible Curriculum Packet for reproduction)

Community Helpers
Whenever, possible, include similar types of Community Helpers

Penobscot Nation (Indian Island) Community Helpers	Your Community Helpers

T-Chart sheet is included in the Curriculum Packet for reproduction

Resources #2:

- Community Web Chart
- Index cards
- Classroom discussion

Essential Question #3:

How did infectious disease affect an Indigenous community during colonial periods of United States History?

Key Concepts #3:

1. There were established Indigenous (Native American) communities before Columbus came to North America.
2. Each Indigenous (Native American) community member had an important job to do within the community.
3. Infectious diseases have germs that spread from person to person, traveling through the air.
4. Members of these Indigenous (Native American) communities did not have the immune systems strong enough to fight infectious diseases.
5. Vaccinations protect you from infectious diseases.
6. Diseases caused changes within Indigenous (Native American) Communities.
7. Diseases such as, Diabetes, continue to plague Indigenous (Native American) Communities today.

Activities #3:

- Getting some background information for Diseases... The Unseen Killer

"The Great Dying", Epidemics in Maine

European contact introduced diseases that were devastating to the Native American population in Maine and the Maritimes. At the time no one understood what was happening to the Native American population. Many people were getting a host of diseases such as smallpox, hepatitis, measles, chicken pox, influenza, and even the common flu. Smallpox was the most devastating in the time that is call "the great dying." An estimated 75% to 90% of the Native American population was lost in this small span of time. Entire villages were wiped out.

While the Native American were dying in great numbers, the European population was surviving. **Jesuit Priests**, who lived among the Indians, remained healthy. We know today that this happened because the Europeans had faced these diseases before and they had built up immunities against these diseases.

Even more devastating than loss of population, the Native American people lost faith in their traditional healers in the communities. Tribes and families were torn apart. Respected leaders died along side villagers. The Native American Society and way of life began to crumble.

The beginning of the Great Dying starts the same time that the **Micmac Wars** end. When the Micmac obtained guns from **Port Royal** they may have contracted European diseases.



Today we get shots as children. These immunizations help our bodies fight the diseases by introducing it to the body in small doses. The body reacts by creating antibodies to fight future exposures.



This document is included in the Penobscots in the Military Unit.

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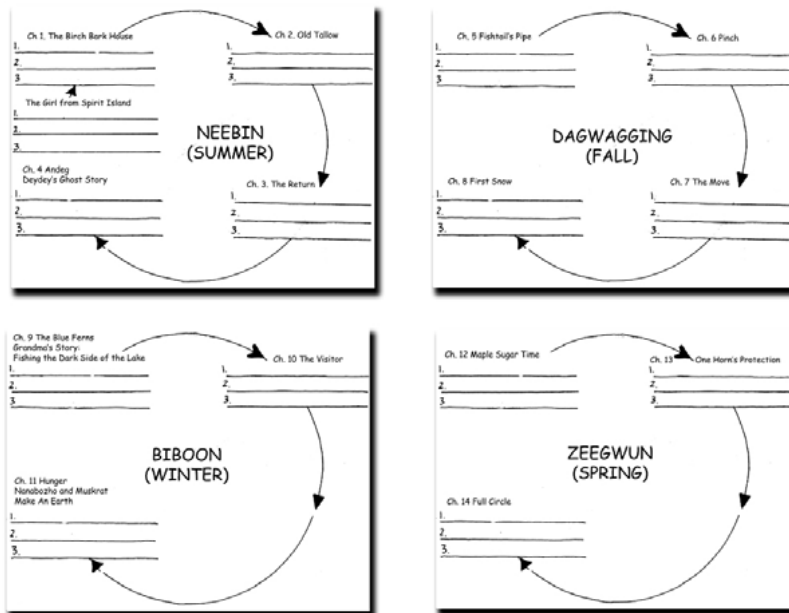
- Students should read the underline or highlight “Just the Facts” presented in the documents.
- Students should use a lined sheet to briefly describe what happened Before, During and After the “Great Dying”.

Activity 3
Before, During, and After.... “The Great Dying”

This sheet is included in the Reproducibles Curriculum Packet for reproduction.

Formative Assessment #3:

- Learners will participate in the construction of a timeline that chronologically sequences the events that occur in the story Birch Bark House, by Louise Erdrich. (we need a blank timeline for students (generic))



These template sheets are included in the Curriculum Packet for reproduction

Resources #3

The Birch Bark House, Louise Erdrich
Classroom's The Birch Bark House Timeline

Health Newsletter Madeline Martin, Indian Health Service Nutritionist "Devastating Disease: An Invisible Enemy." (in PDF format)

Activities #4:

Birch Bark House Activities

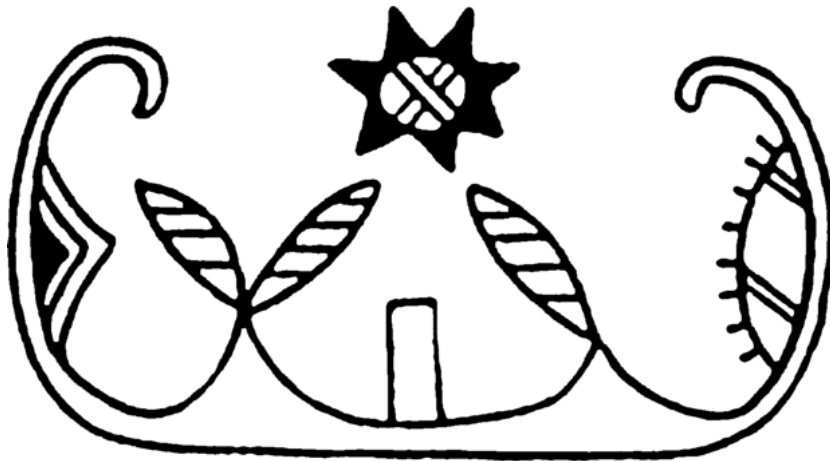
This is a

- Jigsaw Activity using chapters from Louise Erdrich's Birch Bark Houses.
- Divide the class into groups of #'s _____ students. [The # of students will vary according to each class size]
- Each group will be responsible for 2 chapters of Birch Bark House. [There are 14 chapters. Therefore 7 groups are needed.]
- The students need to read the chapters together and do two tasks:

1. Complete the "Big Ideas and Events" Chart. [See Big Ideas and Events Chart in Curriculum Packet]

Teacher may collect the charts and reproduce copies for each student in the class. This procedure will be a way to ensure that all students are aware of the Big Ideas and Events from each chapter of the book

3. Contribute to the construction of a Class Timeline that sequences the main events in the story. (See sample Class Timeline for students to use. This timeline should also be enlarged for whole class use.)



Big Ideas and Events

from Birch Bark House, by Louise Erdrich

Big Ideas and Events from

Chapter: # _____ Title: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Students' Names _____

Before, During and After ...”The Great Dying”

Activity 5: “Getting Ready for Modern Diseases

In preparation for the Summative Assessment, (Letter to the Principal with questions and student responses) students should peruse the articles (such as “Devastating Disease”) related to modern day diseases found in the Penobscot Nation community. As they read, ask them to note or highlight Causes, Effects, Preventions and Means of Transmission of a few diseases mentioned. Are there any diseases that seemed to be more prevalent than others?

Summative Assessment:

Dear Disease Busters,

You have learned a great deal about Indigenous (Native American) Communities and the causes and effects of infectious diseases.

You have also learned about how diseases are transmitted and various ways to prevent diseases.

Finally, you discovered information about community helpers in the Penobscot Nation/Indian Island Community and your own community helpers.

It is important that all of these community helpers work together to create an interdependent community to get rid of or prevent diseases.

Your task is to write a letter to your school Principal. Your Principal wants to know your responses to the following questions so that your ideas can be of assistance to your local government officials who are creating a Disease Busters Action Plan.

Your Name: _____

Dear _____ (Principal)

We have been studying about Indigenous (Native American) people, infectious diseases, causes, effects, transmission and prevention of diseases. I am pleased to respond to the questions you have asked me. *I have Learned from the Past to Inform the Present and Create the Future!*

Question #1

What have been the causes for diseases in the past and modern times?

Past: _____

Past: _____

Modern: _____

Modern: _____

Question #2

What have been some effects of diseases in the past and modern times?

Past: _____

Past: _____

Modern: _____

Modern: _____

Question #3

How can you explain the transmission of diseases in the past and modern times? (2 explanations, please)

Question #4

What are 3 strategies that are used to prevent diseases?

Question #5

Why do community helpers and community citizens need to be interdependent?

“Go Beyond” In order to achieve a “4” or Exceed the Standard:

The student will choose one disease that devastated an Indigenous (Native American) group. Describe in two paragraphs the cause(s), and effect(s) of this disease on the Indigenous population.

Name of Disease: _____

Description of Causes: _____

Description of Effects: _____

Disease: Unseen Killer Rubric

	1 Attempted Demonstration (Does Not Meet Standard)	2 Partial Demonstration (Partially Meets Standards)	3 Proficient Demonstration (Meets Standards)	4 Sophisticated Demonstration (Exceeds Standards)
<p><u>Standard:</u> Science and Technology C-Cells Students will understand that cells are the basic units of life. Students will be able to:</p> <p><u>Indicator:</u> Identify the cause and effects of diseases, explain their transmission, and identify prevention strategies.</p>	<p>Student's work does not meet criteria and illustrates that the student cannot identify the cause and effect of diseases, explain their transmission nor identify prevention strategies.</p>	<p>Student's work meets some of the criteria and illustrates that the student is able to: *Identify some of the causes and effects of diseases. *Provide some explanation for the transmission of the disease. *Identify some strategies that can be used to prevent disease.</p>	<p>Student's work meets most of the criteria and illustrates that the student is able to: *Identify the causes and effects of diseases. *Provide an explanation for the transmission of disease. *Identify the strategies that are used to prevent disease.</p>	<p>Student's work meets all criteria and demonstrates a proficient understanding of the cause and effects of disease, how diseases are transmitted and what strategies are used to prevent disease AND Student will research and write about one disease that is currently affecting their community, communities in Maine and/or the United States or Internationally.</p>