MCSS Annual Conference
Augusta Civic Center
April 5, 2006

MCSS, in conjunction with the Canadian-American Center at the University of Maine, Orono and the Wabanaki Studies Commission present:

Teaching Historical Maine: Two Approaches:
Wabanaki History and Culture
The Historical Atlas of Maine

Practicing Maine teachers will be presenting content and lesson plans for elementary, middle and high school students focusing on Wabanaki history and culture. These sessions will help teachers meet the mandates of Title 20 – A § 4706(2), the law in Maine that requires the inclusion of Wabanaki culture. Donna Loring, author and sponsor of LD 291, the legislative document that became law will be present.

The Canadian-American Center will focus on the content and teaching methods illustrated by The Historical Atlas of Maine, a brand new publication. Teaching method sessions will cover the reading of graphic language (cartographer design) and how to apply content literacy techniques to explanatory maps. Content-focused sessions will illustrate the process of defining material to be shown on maps and how the information is put together in its final form.

Special thanks to:

Rosie Shiras
Coordinator, Wabanaki Studies Planning Committee
Member, Wabanaki Program - American Friends Service Committee

Quotation from one of Mary Oliver's poem:
"Tell me what is it you plan to do with your one wild and precious self?"
Answer: Study the sources to discover the truth and richness
Of Wabanaki history and culture, past and present.
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<tr>
<th>Time</th>
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<tr>
<td>7:00-8:15</td>
<td>Nancy Tarpmn, Shyla Murray</td>
<td>9:45-10:45 LD291 Culturally Appropriate Lesson Plans for Elementary School</td>
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<td>Peggy Muir</td>
<td>10:45-11:15</td>
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<td>Betsy Sky-Mellvain, Joseph Charney, Caitlin LeClair</td>
<td>11:15-12:15 LD291 Culturally Appropriate Lesson Plans for High School</td>
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<td>Hans Carlson</td>
<td>12:15-12:30</td>
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<td></td>
<td>Creating Content for Maine's Historical Atlas</td>
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<td>Mike Herman</td>
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**Keynote: Anita Bernhardt - Distinguished Educator for Maine Learning Results, Maine Department of Education**

Anita Bernhardt will be reviewing the Maine Learning Results. The proposed Social Studies document should be available online by the first part of April. She will be taking this opportunity to inform teachers about the restandards (which integrates Native American studies) and encourage teachers to complete the online survey to influence the final edits to the document which will be brought before the legislature in January of 2007.

**Keynote: "Historical Atlas of Maine: Form, Content, Argument"**

Stephen Hornsby, Director of the Canadian-American Center and Professor of Geography, UMaine, will outline the development of this ambitious project, describe the process of creating the Atlas, and what it will accomplish.
Historical Atlas of Maine
Session Descriptions

"Creating Content for Maine's Historical Atlas"

Using several Atlas plates including "Maine Timber Trade and Irish Immigration", "18th Century Frontier Settlement", "19th Century Yankee Immigration", and "18th Century Proprietorship", Hans will discuss how a historian approaches the creation of an Atlas plate - both in researching specific topics and in organizing material for presentation in a graphic format. He will describe how this is a variation on the same kind of research and writing that all historians do, but by presenting history in a graphic and spatial format it presents interesting challenges and opportunities for teaching Maine's past - it also presents opportunities for students to develop new skills for thinking about history. Handouts will be distributed.

Hans Carlson, Instructor, UMaine Department of History

"The Power of Maps: Teaching with a Graphic Language"

The Historical Atlas of Maine is expected to become a powerful resource for educators, both because of its content, and because the Atlas plates are densely illustrated with thematic maps and other graphics. This session will explain how to 'read' the maps designed for the Atlas. Atlas maps display more information than educators may be used to working with, but Mike will delve into the intricacies of advanced map design, and show teachers how they can better utilize the language of graphics to their advantage in the classroom. Handouts will be distributed.

Mike Hermann, Lead Cartographer, Historical Atlas of Maine, Canadian-American Center, UMaine

"Settlement and Economic Development in 19th and early 20th century Maine"

What does the Historical Atlas of Maine contain? Beginning with three cross-section plates illustrating Maine's population density, use of land, transportation network and other characteristics in 1790, 1850, and 1910, Stephen will present a survey of the tremendous changes in Maine between the late 18th century and early 20th centuries. He will present the evolution of Maine's immigration, settlement, agriculture, fishing, shipping, urban development, and the rise of tourism, illustrated by the Atlas plates that describe these themes. Handouts will be distributed.

Stephen Hornsby, Director of the Canadian-American Center and professor of Geography, UMaine

"Teaching with the Historical Atlas of Maine: An Inquiry Approach"

How will students access and create meaning from this dense volume of historical information conveyed in images and text? One approach is inquiry-based, and uses enduring understandings and essential questions. Beginning with the enduring understanding "Maine has always been connected to countries and cultures around the world", participants will examine several Atlas plates looking for evidence and impact of Maine's connection to the rest of the world, and will generate essential questions for social studies units. Handouts will be distributed.

Betsy Arntzen, Education Outreach Coordinator for the Canadian-American Center
Wabanaki History & Culture
Session Descriptions

“LD291 Culturally Appropriate Lesson Plans for Elementary School”

Nancy Tarpinian and Shyla Murray began teaching Wabanaki Studies to elementary level students at the Waynflete school in 1992 when the United States was recognizing the 500th anniversary of Christopher Columbus’ explorations. At that time, it was clear that there was a lack of education about Maine’s Native People. They, along with their teammates, developed a unit of study for young children to address this need. They have been expanding and refining this study for the past fourteen years.

- Their lesson plans: Double Curve Designs
- Thirteen Moons on Turtle’s Back Project

Other topics that will be addressed include: storytelling, legends, culture past and present, traditions, agriculture, games, basketry, birchbark, food, and geographic location of tribal lands.

“LD291 Culturally Appropriate Lesson Plans for Middle School”

Elizabeth (Betsy) Sky-McIlvain has been a Middle School teacher and technology coordinator for over 30 years. She is currently the Literacy 7/8 teacher at Freeport Middle School and maintains a website devoted to Wabanaki Studies materials: http://www.learnem.com/Wabanaki.

Joseph Charnley has been a World Languages/Multicultural Studies teacher in WMass and Portland, Maine since 1987. He is currently teaching Wabanaki Studies and is a facilitator for LD 291 for Portland School District. Charnley is working on a minor in Native Studies at UMaine.

Caitlin LeClair is a grade 6/7 Social Studies teacher at King Middle School in Portland, ME. She also has taught social studies in grades 5-8 in Maryland. LeClair is a social studies teacher beginning to incorporate Wabanaki Studies into the curriculum.

Joseph Charnley, Caitlin LeClair and Elizabeth Sky-McIlvain will present standards-aligned lessons covering Wabanaki culture, worldview, history, geography and economy. The lessons use materials and strategies appropriate to a wide range of middle school student abilities, social studies curricula, and teach styles. Additionally, the session will present a variety of Middle School approaches to the implementation of LD 291. The presenters will make available sample resources and materials for teacher examination.

“LD291 Culturally Appropriate Lesson Plans for High School”

Peggy Muir has taught social studies for 26 years at Freeport High School. During that time, she developed an American Studies curriculum and team-taught interdisciplinary heterogeneously grouped classes. She also has taught at the university level for 8 years with a Masters thesis in Federal Indian Policy and Indian Education at Hampton Institute and PhD work in Anthropology. Muir has also worked on Hopi and Navaho reservations.

Peggy Muir will present high school history lessons relating to the Maine Learning Results. She will focus on History- Chronology and Historical Knowledge, Concepts, and Patterns, as well as Geography- Human Interaction with Environments.

“De-Constructing Native America Stereotypes”

Dr. Maureen Smith, Director Native American Studies, UMaine
How does a teacher identify the stereotypes of Native Americans that pervade our children’s books, textbooks, media and cultural artifacts? What generalizations, misinformation and inaccuracies shape them? What are the effects of these stereotypes on Native and non-Native students? Why is it important to make students aware of these stereotypes? This session will raise your own awareness and provide you with strategies, lessons and suggested materials for the classroom.
“Wabanaki Voices: Humanizing LD 291”
12:30 – 2:30
COME to “Wabanaki Voices: Humanizing LD 291”
LISTEN to six Tribal Wabanaki voices
ASK your questions about:
✓ LD 291
✓ Wabanaki History and Culture, past and present
✓ Wabanaki Worldview as well as state and local issues

TAKE ADVANTAGE OF A RARE OPPORTUNITY!

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Buying Time

With the money they made by stealing our land
They have bought themselves some time –
   Air time
   Water time
   War time
   And underground time.
By that they believe that they have bought history.

But when I look back, past the hundreds of years
   Of history they claim to own,
   Through our own thousands of years,

   And when I think of the millions of red flowers
   That open each Spring of those thousands of years
   No matter how white the winters,

   I see hours like stars in the eyes of our children.

Jimmie Durham (Cherokee)
from Columbus Day
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<td>Shiras Rosie</td>
<td>207-833-7822</td>
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<td>Bronson Paul</td>
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Many thanks to Prentice Hall and Steve Higgins for sponsoring the continental breakfast.
Wabanaki Planning Committee for
Maine Council for the Social Studies Conference 2006

Rosie Shiras, Coordinator Wabanaki Studies Planning Committee Member, Wabanaki Program - American Friends Service Committee

Dr. Maureen Smith, Oneida, Director of Native American Studies, University of Maine, Orono

Donna Loring, Penobscot, Author and Sponsor of LD 291

Denise Altwater, Passamaquoddy, Director Wabanaki Program/AFSC

Wayne Newell, Passamaquoddy, Native Language and Culture Curriculum Coordinator

Brenda Lazabo, Passamaquoddy, Teacher, Grades 1-8

Winnie McPhadran, member Wabanaki Program/AFSC

Mary Griffith, member Wabanaki Program/AFSC

Rebecca Berger, Assistant Professor, Early Childhood and Elementary Education University of Maine, Farmington, Maine Council for the Social Studies

Betsy Fitzgerald, Maine Council for the Social Studies

Julie Nowell, Administrative Assistant, University of Maine, Orono

Nancy Tarpinian, Elementary School teacher, Waynflete School

Shyla Murray, Elementary School teacher, Waynflete School

Betsy Sky-McIlvain, Freeport Middle School, teacher

Joseph Charnley, Portland School District, LD 291 facilitator

Caitlin LeClair, King Middle School teacher

Peggy Muir, high school teacher

Richard Silliboy, Micmac

Miigama’gan, Micmac

Brian Reynolds, Maliseet

Planning committee members, Native and non-Native, in a collaborative process, met regularly for nine months to create culturally appropriate Native Study Lesson Plans, as mandated by LD 291.
MCSS WANTS YOU

The Maine Council for the Social Studies would like to take this opportunity to extend an invitation to social studies teachers in Maine to join the Executive Board. The Board meets once a month at the MEA Building in Augusta. The Board is responsible for managing the affairs of the Maine Council for the Social Studies by representing the discipline of social studies and its teachers, arranging the annual conference, holding annual meeting in October, and managing a website. Further information is available at the conference, from Board members, and at the website:

Council meetings are currently being held on the second Tuesday of the month. The next meeting will be held April 11, 2006 at 4:15 pm at the MEA Building in Augusta (just below the Augusta Civic Center) in their conference room. All are welcome to attend. For further information, call Ron LaBerge at 364-4547, extension 219.

WHY? Teaching Atrocities and Reconciliation in World History

The Executive Board is already looking towards the future of social studies in Maine. In addition to more information and resources to be posted on the website, MCSS, in conjunction with Primary Source and the Holocaust Human Rights Center of Maine, is preparing for the 2007 Annual Conference at the Augusta Civic Center.

This will be a one-day conference, sponsored jointly by Primary Source and the Holocaust Human Rights Center of Maine (HHRC), will provide middle and secondary level social studies educators with the conceptual tools for understanding the roots of 20th century atrocities in Europe, Africa, and East Asia. Scholars, teacher-experts, and guest speakers will provide participants with an introduction to the universal themes of identity, difference, and hatred that underlie these human disasters, the historical origins of specific atrocities, and teaching methodologies for addressing atrocities in the classroom. Additionally, we will examine the role of liberators in aiding targets of atrocities, as well as efforts at reconciliation that have succeeded in the wake of some atrocities.
Cultural Identity Worksheet

Keeping in mind that cultural descriptors include, but are not limited to: Race, ethnicity, gender, sexual orientation, socioeconomic status, age, nation of origin, etc. answer the following questions.

When listening to group members be sure to listen quietly. Do not interrupt with questions or comments.

Descriptors:

The four dominate cultural descriptors that make up my cultural identity are:

1. _____________________ 2. _____________________
3. _____________________ 4. _____________________

Positives: The most positive thing about each of these descriptors is:

1. _____________________ 2. _____________________
3. _____________________ 4. _____________________

The most negative or difficult thing about each of these descriptors is:

1. _____________________ 2. _____________________
3. _____________________ 4. _____________________