

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.

7:00-8:15	8:15-9:15	9:15-9:45	9:45-10:45	10:45-11:15	11:15-11:45	11:45-12:15	12:15-12:30	12:30-2:30	2:30-2:45
Exhibitors Continental Breakfast	Nancy Tarpinian Shyla Murray LD291 Culturally Appropriate Lesson Plans for Elementary School	Break	Peggy Muir LD291 Culturally Appropriate Lesson Plans for High School	Distinguished Educator for Maine Learning Results Maine Department of Education Anita Bernhardt Introducing: Donna Loring Former State Legislator, Author and Sponsor of LD 291	Lunch	Stephen Hornsby Director of Canadian-American Center, Professor of Geography, UMaine "Historical Atlas of Maine: Form, Content & Significance"	Break	Wabanaki Voices Humanizing LD 291 Moderator: Jennifer Pictou, Micmac Tribal Administrator, Aroostook Band of Micmacs Wayne Newell, Passamaquoddy Denise Altvater, Passamaquoddy Donna Loring, Penobscot Richard Silliboy, Micmac Miigama'gan, Micmac Brian Reynolds, Maliseet	
	Betsy Sky-McIlvain Joseph Charnley Caitlin LeClair LD291 Culturally Appropriate Lesson Plans for Middle School		Dr. Maureen Smith De-Constructing Native America Stereotypes					12:20-1:20	1:30-2:30
	Hans Carlson Creating Content for Maine's Historical Atlas		Stephen Hornsby Settlement and Economic Development in 19th and early 20th century Maine					Stephen Hornsby	Hans Carlson Creating Content for Maine's Historical Atlas
Mike Herman The Power of Maps: Teaching with a Graphic Language	Betsy Arntzen Teaching with the <i>Historical Atlas of Maine: An Inquiry Approach</i>	Betsy Arntzen	Mike Herman The Power of Maps: Teaching with a Graphic Language	Mike Herman The Power of Maps: Teaching with a Graphic Language					

****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 re: standards (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 Co-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.leasttern.com/Wabanaki>.

Joseph E. 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-McIlrain 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!

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

MCSS Annual Conference Exhibitors and Contact Information

April 5, 2006

Augusta Civic Center

American Friends Service Committee	Shiras	Rosie	207- 833-7822
Amsco School Publications Inc.	Bronson	Paul	212-886-6500
Canadian-American Center	Amtzen	Betsy	207-581-4225
Five College Center for East Asian Studies	Bradeen	Ryan	207-989-6098
Fulbright Teaching Opportunities	Lawrence	Rick	207-453-2092
Glencoe	Ladd	Steven	1-800-424-3451
Glencoe	Payraudeau	Jacquelin	1-800-424-3451
Harcourt Brace	Paulsen	Justine	207-439-8656
Holocaust Human Rights Center	Littlefield	Jackie	207-993-2620
Holt Rinehart & Winston	Hopkins	John	800-426-0462
Houghton Mifflin Company	Hanson	Peter	630-208-5803
MacMillan McGraw Hill	Furr	Stacey	603-232-2651
Margaret Chase Smith Library	Richards	David	207-474-7133
McDougal Littell	Hamlen	Paul	603-929-9804
Newbridge Publishing	Deane	Terry	207-862-2873
Old Fort Western	Adams	Jay	207-626-2385
Old Fort Western	Jones	Scott	207-626-2385
Old Fort Western	Porter	Donna	207-626-2385
Prentice Hall	Higgins	Stephen	800-233-2107
Primary Source	Bradeen	Ryan	207-989-6098
Rand McNally	Davock	Joseph	800-829-6024
Scholastic Inc.	Armitage	Julie	207-781-7994
The Center for Educational Services	Callanan	Frank	207-783-0833
The Center for Educational Services	Kelly	Jessica	207-783-0833
Thomson Learning	Bernier	Andy	800-287-8515
Tilbury House	Maynard	Audrey	207-582-1899
Wabanaki Commission	Smith, Ph.D.	Maureen	207-581-4450
Whitcomb Associates	Guerrin	Carol	978-462-8340

**Many thanks to Prentice Hall and Steve Higgins
for sponsoring the continental breakfast.**

All efforts were made to keep the list current and accurate.

Any errors or omissions are inadvertent and MCSS apologizes for any inconvenience.

25

**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 Altvater, 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.