

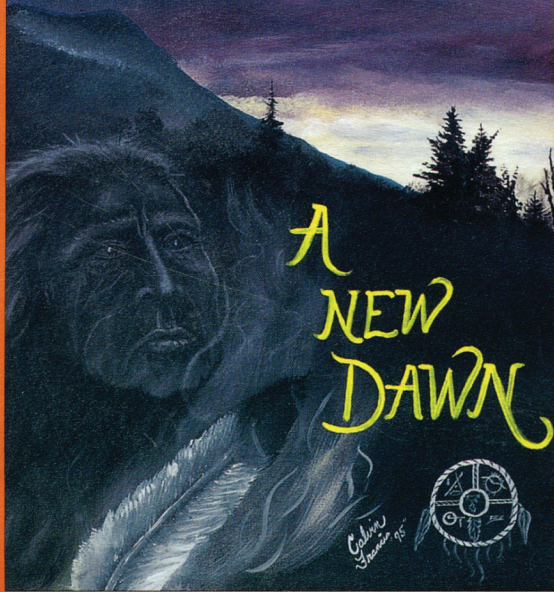
I Heard A Story Today

Unit

Unit designed by the
Penobscot Nation Cultural and Historic Preservation Department



Wabanaki



presented by the
Maine Indian
Tribal-State Commission

Wabanaki A New Dawn

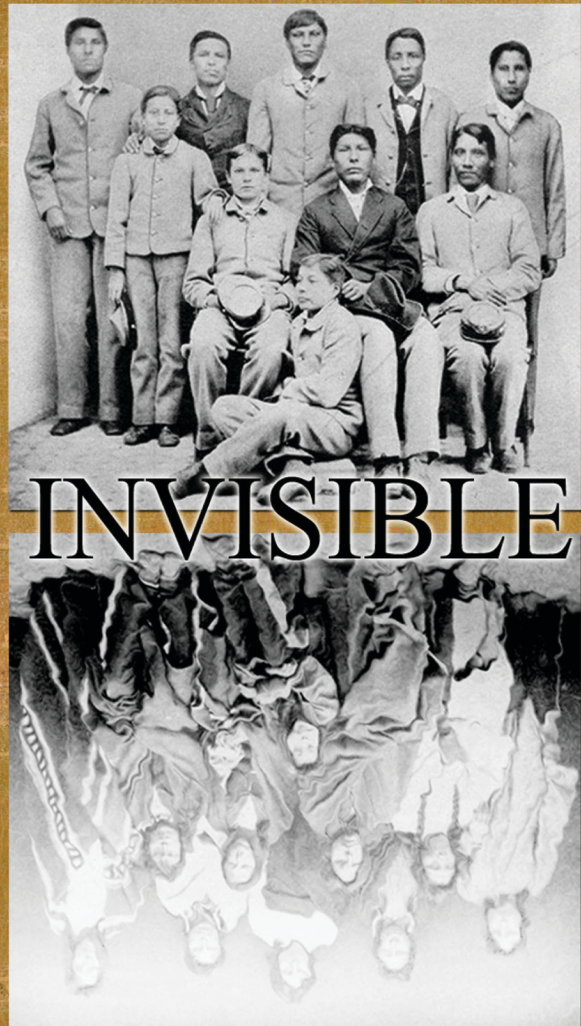
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

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

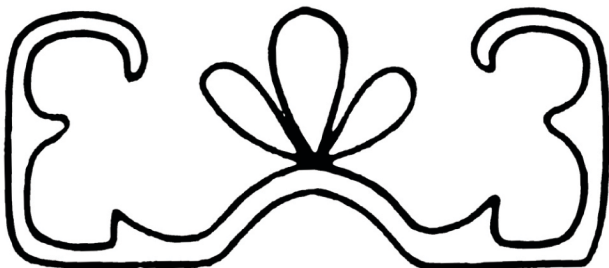
Invisible

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.



I Heard A Story Today

By Lee Francis

Standards

- Modern and Classical Languages
 - E – Cultural Practices, Products, and Perspectives
 - Students will identify and produce types of artworks, crafts, or graphic representations enjoyed or made by their peer group within the culture studied. **[E3 (3-4)]**
- Modern and Classical Languages
 - E – Cultural Practices, Products, and Perspectives
 - Students will participate in cultural activities of another culture, such as games, songs, celebrations, storytelling, and dramatizations. **[E2 (3-4)]**

Essential Understanding

Gluskabe is a cultural hero to Penobscot (Wabanaki) people.

Essential Question #1

Who is Gluskabe?

Key Concepts

1) Gluskabe is an important figure in Penobscot (Wabanaki) culture.

Activities

- Divide students into groups and assign groups one of three Gluskabe plays, *How Gluskabe Made Little People and Men*, *Creation*, and *The Frog Monster*.
- View *The Frog Monster and other Penobscot Stories*, created by Indian Island School students.

Formative Assessment

Students will write a short essay explaining who Gluskabe is and why he is important to Penobscot (Wabanaki) people.

Resources

- Play – *How Gluskabe Made Little People and Men*
- Play – *Creation*
- Play – *The Frog Monster*
- *The Frog Monster and other Penobscot Stories* – a collection of videos

Essential Question #2

How has Gluskabe helped the Penobscot (Wabanaki) people?

Key Concepts

1) There are many ways in which Gluskabe has helped Penobscot (Wabanaki) people.

Activities

- Revisit *The Frog Monster and other Penobscot Stories* taking time to discuss important aspects of each story.
- Create a visual representation of ways Gluskabe has assisted Penobscot (Wabanaki) people.

Formative Assessment

Students will use a 5x8 card to retell one of three Gluskabe stories. Have each student use the play they were assigned as a part of as their story.

Resources

- Play – *How Gluskabe Made Little People and Men*
- Play – *Creation*
- Play – *The Frog Monster*
- *The Frog Monster and other Penobscot Stories* – a collection of videos
- 5x8 cards
- Poster board
- Pencils
- Colored Pencils
- Crayons
- Adhesive (to attach illustrations to poster board)
- Clothesline

Summative Assessment

Students will use their 5x8 cards to create a storyboard for their particular Gluskabe story. Storyboard should include illustrations with sentences under each illustration to guide the reader. Include essay as part of this assessment.

Scenario

You are an actor/actress who has been selected to play a role in one of three Gluskabe stories, *How Gluskabe Made Little People and Men*, *Creation*, or *The Frog Monster*. In order to play the role really well, you will need to research Gluskabe and Penobscot (Wabanaki) people. After conducting your research, you will be ready for the play. Good luck!

Closing

Finish this lesson with the following clothesline activities:

- have each student write one burning question, any question they might have about Gluskabe or Penobscot people and hang on one clothesline and discuss
- Let students record their strongest memory of the lesson and hang it on the second clothesline.

Evaluative Criteria

Students work needs to include to following:

- evidence of understanding in the responses to the 2 essential questions
- an assembled storyboard depicting a particular Gluskabe story – with “Pride in Packaging”
- participation in play

Go Beyond (Exceeds the Standard)

Essential Understanding

Penobscot culture is deeply rooted to this homeland.

Scenario

The videos gave a lot of clues of how Penobscot culture is rooted to this land. Before you watch the videos once more, look at the Place Names map to help you understand what you are looking for. After studying the map, watch the videos once more to try to make a list of as many connections as you can. Once your list is complete, create a web connecting the Gluskabe stories to Penobscot culture.

Students have enjoyed using the software programs, such as Kidspiration (or Inspiration), to create a variety of organizers such as outlines and webs.

Evaluative Criteria for Go Beyond (Exceeds the Standard)

Below is a list of criteria student must meet to exceed the standard:

- Evidence of research
 - Investigating Place Names map
 - List of at least eight connections between Gluskabe stories and Penobscot place names
- Web
 - Assembled with “Pride in Packaging”
 - Include a title

Rubric

See attached rubric.

How Gluskabe Made Little People and Men

Before there were people, there was only land and water. Gluskabe and his brother, Molsom, came from somewhere in the sky. Gluskabe made little people out of rocks. He shot an arrow in to an ash tree and out came men and women. He taught the people how to live in this homeland. Gluskabe made animals out of rocks and told them to live peacefully with the people. Molsom also made an animal named Larks. Larks was a trickster and convinced the other animals to do mean things. Larks also caused trouble between Gluskabe and Molsom. Gluskabe spoiled Larks' plans and sent him away. Now that the people and animals were safe and living peacefully, Gluskabe decided the people would be able to live on their own and he left. He said he would return if the people needed him.

Characters:

- Narrator
- Gluskabe
- People
- Miko
- Mos
- Muwin

How Gluskabe Made Little People and Men

Narrator: Gluskabe and Molsom came from the sky. Gluskabe made people from the ash tree and animals out of rocks.

Gluskabe: I'll shoot my arrow into this ash tree and I'll have people to keep me company and help take care of this land.

People: Can you teach us how to live, fish, and hunt on this land?

Narrator: Gluskabe then made animals from rocks.

Miko: I am miko. I am a squirrel.

Mos: I am mos. I am a moose.

Muwin: I am muwin. I am a bear.

Gluskabe: Live among the people. Respect each other and help protect this land.

Narrator: Gluskabe spent time talking with the animals and people. He taught the people how to make lodging, canoes, hunt animals, fish, and about medicines. One very important lesson was about respect.

Gluskabe: Always make sure you respect the animals. They will help you. Respect the land, water, and all living things. Remember you cannot live without this earth and all of nature. It does not belong to us, we belong to it.

People: Thank you for all of your teachings. We will remember this and treat all animals and the land with respect.

Narrator: After Gluskabe had taught the people what they needed to know to live, he decided it was time to leave.

Gluskabe: I will leave you now and will return if you ever need me.

Narrator: The people were sad to see Gluskabe leave but knew they could always call on him if they needed him.

The Frog Monster

For thousands of years, the people lived near a stream that provided them with fresh, clean water. One day, some of the people noticed the water had started to go down. In a few days, there were only puddles left and the fish were dying. Soon the plants would begin to die and the people would suffer. The elders met that night and discussed who should begin a journey to find out what happened to the water. One of the men left the next morning. He met people from other villages and creatures from the water. They all were wondering what had happened. That night the man camped near a mountain. In the morning, he found out the mountain was actually a huge frog. The frog told the man how he had been drinking all the water because it would make him grow bigger until he was so big he could rule the world. He told the man to leave. The man hurried back to his village and the people called for Gluskabe. Gluskabe came and heard about the monster. He made himself very big and confronted the frog. Gluskabe pulled a huge pine tree from the earth which left many indentations in the ground. He struck the frog with it and shattered his body. Water ran from the frog's body and filled the indentations left by the tree roots. The water is still here today. It's called the Penobscot River.

Characters:

- Narrator
- People
- Hunter
- Warrior
- Man
- Frog Monster
- Gluskabe



Frog Monster

- Narrator: The people noticed the water was going down.
- People: What is happening to the water?
- Narrator: The elders met that night to decide what the people should do.
- Elders: Who should go to find the water?
- Hunter: I would like to go.
- Elders: Who would hunt for the people?
- Warrior: I would like to go.
- Elders: Who would protect the village?
- Man: I will go.
- Narrator: The next morning the man left to try to find the water. He met people from other villages and creatures from the water. He came upon a mountain and decided to camp there for the night.
- Man: This looks like a good spot.
- Narrator: The next morning the man realized the mountain was really a giant frog.
- Frog Monster: Go away! The water is mine! Drinking water makes me grow bigger and bigger so one day I can rule the world!
- Narrator: The man hurried back to his village to tell the people.
- Elders: We'll need to call on Gluskabe for help.
- Narrator: Gluskabe came to the village and the elders asked him for help.
- Gluskabe: I'll go to the frog and get the water back.
- Narrator: Gluskabe made himself very big and went to the frog.
- Frog Monster: You can't have the water back. It's mine, all mine! Go away or I'll use my big legs to kick you to the moon.
- Gluskabe: We'll see about that.
- Narrator: Gluskabe pulled a huge pine tree from the ground. The roots left deep paths in the ground. He hit the frog and broke his body. Water poured from the frog and filled the paths. The water still flows today. It's called the Penobscot River.

Creation

Tubolduk made human beings. When he was finished, he wiped his hands and some of the dust fell back to the earth. Gluskabe made himself from the dust. Gluskabe saw the animals and the people came to him. Tubolduk came in the form of an eagle and asked Gluskabe how he got here. Gluskabe told him about the dust and Tubolduk thought it was wonderful. They paddled on the river and traveled to see other people. Tubolduk told Gluskabe how he had created the world, rivers, lakes and oceans while they sat on the mountain.

Characters:

- Narrator
- Tubolduk
- Gluskabe

Narrator: Tubolduk created the world and animals. He used dust from the earth to create human beings.

Tubolduk: What a beautiful place this is.

Narrator: Dust fell from Tubolduk's hands back to the earth. Gluskabe formed himself from the dust. Tubolduk returned as an eagle to talk with Gluskabe.

Tubolduk: How did you come to be Gluskabe?

Gluskabe: I used dust that fell from your hands and landed on the earth. I saw all the animals and the people came to see me.

Tubolduk: I'm glad you are here. Let's go on the river.

Gluskabe: Okay.

Narrator: Tubolduk told Gluskabe all about the world he created. He told him about the oceans, rivers and lakes.

Gluskabe: I like to listen to all of your stories, Tubolduk.

Tubolduk: I have a lot of stories to tell you.

I HEARD A STORY TODAY

Grade Span: 3-4

	1	2	3	4
	attempted demonstration (does not meet standard)	partial demonstration (partially meets standards)	proficient demonstration (meets standard)	sophisticated demonstration (exceeds standards)
<p>Standard: Social Studies – History B – Historical Knowledge, Concepts, and Patterns</p> <p>Indicator: Students will demonstrate an awareness of major events and people in United States and Maine history.</p>	Student’s work does not meet the criteria (understands who Gluskabe is and how he helped Wabanaki people) and does not demonstrate an awareness of the Penobscot people in the United States and Maine history.	Student’s work meets some of the criteria (understands who Gluskabe is and how he helped Wabanaki people) and demonstrates some awareness of Penobscot people in the United States and Maine.	Student’s work meets most of the criteria (understands who Gluskabe is and how he helped Wabanaki people) and demonstrates an understanding of Penobscot people in the United States and Maine.	Student’s work meets requirements for proficient demonstration AND Student will investigate the Place Names Map and create a list of connections between the Place Names map and the stories.
<p>Standard: Modern and Classical Languages E – Cultural Practices, Products, and Perspectives</p> <p>Indicator: Students will participate in cultural activities of another culture, such as games, songs, celebrations, storytelling, and dramatizations.</p>	Student has not participated in <i>How Gluskabe Made Little People and Men, Creation, or The Frog Monster.</i>	Student has participated in some of the play <i>How Gluskabe Made Little People and Men, Creation, or The Frog Monster.</i>	Student has been an engaged participant in <i>How Gluskabe Made Little People and Men, Creation, or The Frog Monster.</i>	Student work meets requirement for proficient demonstration AND Student will construct a visual representation of connections (resources, animals, etc.) between Penobscot Place Names Map and the stories.