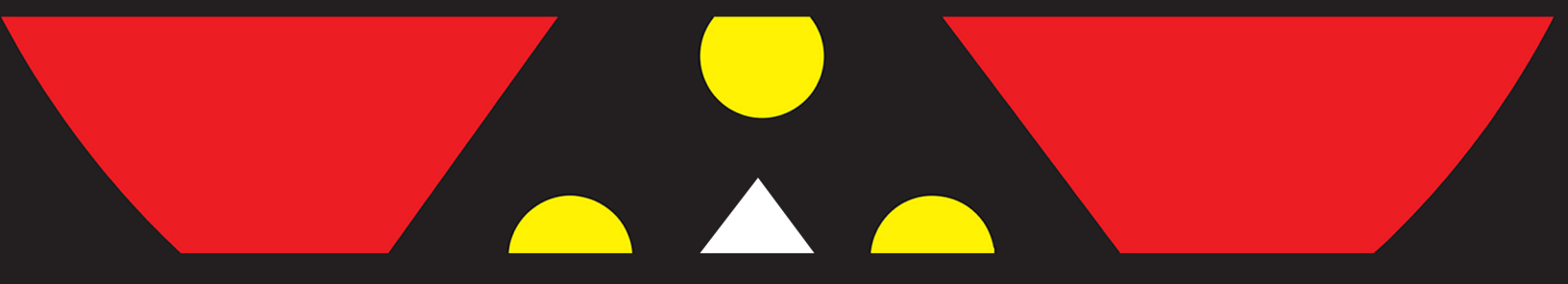




# Mi'kmaq Nation

HERITAGE | HISTORY | LEGACY



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## The Mi'kmaq Nation: Heritage | History | Legacy

<https://www.youtube.com/@mikmaqnationmaine/videos>

This video series has been created by the Mi'kmaq Nation (formerly the Aroostook Band of Micmacs) to provide an educational resource to all Maine schools. The goal of this series and curriculum is to introduce all students to the rich history, culture and heritage of the Mi'kmaq Nation in Maine.

This project has been guided by the Cultural Committee composed of Dena Winslow, Richard Silliboy and Nichole Francis. They have worked very hard and have shown great perseverance in seeing this through to fruition.

The wonderful videos that are the basis for this project are the result of the skillful craftsmanship and artistry of Dale Winslow and we thank him for his tireless work.

Special thanks also go to Christa Galipeau for compiling this curriculum guide to enhance the utility and effectiveness of these videos.

This project has generously been funded by The Quimby Family Foundation and the tribe would like to thank them for their support.

In this guide you will find:

- Brief descriptions of each video
- Topics included in each video
- Possible curriculum connections
- Guided questions for each video
- Suggested Activities to accompany each video which have been aligned to the Maine Learning Results
- Mi'kmaq vocabulary list containing meanings and pronunciations
- Suggest groupings of the videos into thematic units of study

We hope you find these videos to be informative and useful in bringing the Mi'kmaq culture alive for all Maine students.

We also encourage you to visit and explore the StoryMap Journals created by Dr. Kim Sebold, Professor of History at the University of Maine at Presque Isle. <http://micmac-nsn.gov/storymap-journals>



## Video Descriptions

Please scan the code or click this link to find  
our video series:  
[youtube.com/@mikmaqnationmaine/videos](https://youtube.com/@mikmaqnationmaine/videos)



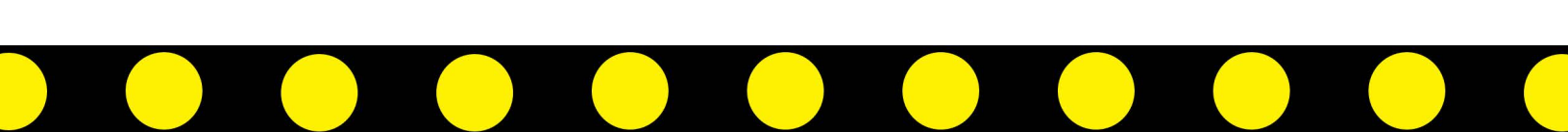
**Spirituality**- This video explores some of the spiritual aspects of the Mi'kmaq culture. One of the Pipe Keepers of the Mi'kmaq Nation (formerly the Aroostook Band of Micmacs) discusses some of the rituals, practices and symbols of their spirituality as well as their importance within the Mi'kmaq culture.

Included topics: **sweat lodges, smudging, Pipe Keeper, smoke, 4 directions and the number 4, prayer tie, banning of religious practices**

Curriculum connections: **Historical impact of different cultural beliefs, Freedom of Religion,**

Suggested activities: **Aligned to the MLR Social Studies Standards**

- Discuss the Freedom of Religion and look at various times in history where it was lost. **SS-CG2-F2**
- Compare and contrast the rituals, symbols and beliefs of the Mi'kmaq with other tribes and other global cultures. **SS-CG1-D1, SS-H2-D2**
- Explore the Story Map Journal "*Spirituality and Religious Beliefs of the Mi'kmaq*" <http://micmac-nsn.gov/storymap-journals>



**Traditional Stories-** In this video Mi'kmaq members share some of their traditional stories. These stories tell of their creation as well as serve as guides on how to live and act. Some of the stories are also believed to explain changes in the natural world such as how animals have changed over thousands of years.

Include topics: **Spirit World, Skunk Story, Rabbit Dance, changing animal size.**

Curriculum connections: **Myths, Folk Stories, Parables, Aesop's Fables, evolution, extinction.**

Suggested activities: **Aligned to MLR English Language Arts/Literacy Standards and Social Studies Standards**

- Write your own fable with a moral. **ELA-W-1, ELA-W-2, ELA -W-3**
- Write your own story explaining something you see in nature. **ELA-W-1, ELA-W-2, ELA -W-3,**
- Compare and contrast these stories with stories from other cultures. **ELA-R-4, ELA-R-5, ELA-R-7, ELA-R-8, ELA-R-9, SS-H2-D2**
- Discuss how the geography of Maine influences the Mi'kmaq culture and traditions. **SS-G1-D2, SS-G1-F3, SS-G2-D1**
- Explore the Story Map Journal "*The Geography of Mi'kmaq Folklore*" <http://micmac-nsn.gov/storymap-journals> **SS-G1-D2, SS-G1-F3, SS-G2-D1**




**Little People and Birds-** In this video a tribal leader and elder discuss their beliefs of Little People (Wiklatmuj) and that birds are omens. They relate personal experiences that have led to these beliefs.

Included topics: **Wiklatmuj (little People), bird signs, Owls and Eagles.**

Curriculum connections: **cultural beliefs, myths, symbolism**

Suggested activities: **Aligned to MLR English Language Arts/Literacy and Social Studies Standards**

- Compare and contrast similar beliefs from other cultures. **ELA-R-4, ELA-R-5, ELA-R-7, ELA-R-8, ELA-R-9, SS-H2-D2**
- Discuss the importance of symbols and symbolism in culture, art and literature. **ELA-R-9, ELA-R-11, ELA-R-7**
- Discuss how personal experiences can enhance and strengthen cultural beliefs. **SS-G2-D1**




**Sovereignty**- This video begins by explaining what it means to have sovereignty and why it is important for a culture. This is followed by a discussion of some of the struggles the Mi'kmaq have faced through losing their sovereignty and seeking to re-establish it. The tribal court system is also discussed along with the topics of rehabilitation and servitude.

Included topics: **tribal sovereignty, tribal courts, rehabilitation versus punishment, servitude, wellness courts, Wabanaki Confederacy**

Curriculum connection: **government systems and power, judicial systems and role of the courts in a society, colonization of America, American Revolution, French and Indian Wars. Western Expansion, current events**

Suggested activities: **Aligned to MLR Social Studies Standards**

- Analysis of what sovereignty means and how it may be lost or gained. **SS-CG1-F1, SS-CG1-F1**
- Compare and contrast native American struggle for sovereignty with other groups in history **SS-CG1-F2, SS-CG3- F1, SS-CG3-F2, SS-CG3-D1, SS-CG3-D2**
- Compare and contrast the tribal and government court systems. What are their structures, methods and goals? **SS-CG3- F1, SS-CG3-F2, SS-CG3-D1, SS-CG3-D2**
- Define servitude and culture education and how these might work to deter crime within a society. **SS-CG3- F1, SS-CG3-F2, SS-CG3-D1, SS-CG3-D2**
- Explore the Story Map Journal "*How We Became Federally Recognized*" <http://micmac-nsn.gov/storymap-journals>



**Jay and Watertown Treaties-** In this video students will be introduced to the Jay Treaty and the Treaty of Watertown as well as the impact each of these had in both American and Native American history.

Included topics: **Jay Treaty, Treaty of Watertown, Colonel Allen, Historic racial laws**

Curriculum Connections: **Declaration of Independence, Revolutionary War, Colonial and Native American relations, Jay Treaty, Treaty of Watertown.**

Suggested activities: **Aligned with MLR Social Studies Standards**

- Discuss why the Treaty of Watertown was important at the time it was signed. **SS-H1-F1, SS-H1-F2, SS-H1-D1 SS-H2-D3**
- Who was Colonel Allen and why was he instrumental in getting the Treaty of Watertown signed? **SS-G2-F1**
- Discuss the Jay Treaty and the rights it gave to Native Americans. **SS-H1-D2, SS-G2-F1**
- Canada did not accept the Jay Treaty. How does this affect Native Americans today? **SS-H2-F1**
- Discuss what the Chief means when he says " All treaties are a definition of our rights." **SS-H2-F1**





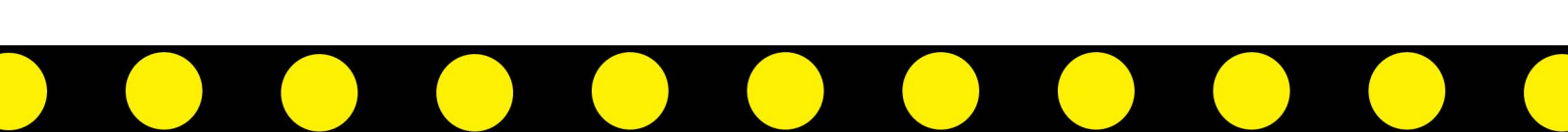
**Elders-** This video discusses the struggles, knowledge and achievements of Elders in the Mi'kmaq nation. Current leaders discuss the importance of respecting Elders and actively working to ensure their wisdom and knowledge is passed on to the next generation to ensure the Mi'kmaq culture continues.

Included topics: **Elder care program, creating employment, sharing cultural wisdom and knowledge**

Curriculum connections: **Cultural studies, social structures and sociology**

Suggested activities: **Aligned with MLR Social Studies Standards**

- Compare and contrast the social beliefs of other cultures concerning elderly members. **SS-H2-D2**
- Have students share skills or knowledge that they have learned from an older person in their family.



**Future of Mi'kmaq-** In this video Mi'kmaq Chief Edward (Charlie) Peter-Paul discusses a vision for the future of the Mi'kmaq Nation. Economic development, employment creation, maintaining youth in the community and working to save tribal members money while reducing dependency are all goals for the tribe.

Include topics: **Increasing economic impact of the tribe, employment and educational issues, designing government systems.**

Curriculum connections: **Economics, Governmental systems and design,**

Suggested activities: **Aligned with MLR Social Studies Standards**

- Brainstorm projects or programs that a tribal government might enact to reach their goals and best serve their members. **SS-PFE-E-D1, SS-PFE-E-F1, SS,PFE-E-F2**
- Discuss economic factors that impact employability. **SS-PFE-GC-F1, SS-PFE-GC-D1, SS-PFE-E-D1**
- Design budgets to meet their own personal goals and discuss why they prioritized things the way they did. **SS-PFE-PF-F1, SS-PFE-PF-F2, SS-PFE-PF-D1**
- Compare and contrast different government and economic systems. **SS-PFE-GC-F1, SS-CG1-F1, SS-CG1-D1, SS-CG2-F2, SS-CG3-D2, SS-CG3-D1, SS-CG3-F2**




**Government Structure-** This video takes a look at the traditional government structure of the Mi'kmaq tribe. Tribal Chief Edward (Charlie) Peter-Paul discusses the important role and power held by women in the traditional tribe. Chief Peter-Paul then goes on to describe the current tribal government that has been put in place since Federal Recognition and also the role of the Mi'kmaq Nation (formerly the Aroostook Band of Micmacs) in the greater Mi'kmaq Tribes. Other tribal organizations, such as the Wabanaki Council and United Southern and Eastern Tribes (USET), are also discussed.

Include topics: **Historical government structure, Today's Government and how it works, Tribal Power Structure and Mi'kmaq Nation**

Curriculum Connections: **Differing and changing governmental structure, Matriarchal societies, Traditional and modern tribal alliances and organizations, Societal roles in government, Societal gender roles**

Suggested Activities- **Aligned with MLR Social Studies Standards**

- Compare and contrast government structures from various European and Native American cultures. **SS-PFE-GC-F1, SS-CG1-F1, SS-CG1-D1, SS-CG2-F2, SS-CG3-D2, SS-CG3-D1, SS-CG3-F2**
- Look at the gender roles, rights and responsibilities of various cultures. Compare and contrast matriarchal and patriarchal societies and their governments. **SS-PFE-GC-F1, SS-CG1-F1, SS-CG1-D1, SS-CG2-F2, SS-CG3-D2, SS-CG3-D1, SS-CG3-F2**
- Research the groups in the greater Mi'kmaq Tribes, Wabanaki Council and United Southern and Eastern Tribes (USET). **SS-PFE-GC-F1, SS-CG1-F1, SS-CG1-D1, SS-CG2-F2, SS-CG3-D2, SS-CG3-D1, SS-CG3-F2**




**Life of an Elder-** Listen as a Mi'kmaq tribal elder shares stories and experiences of his early life, going to a reservation school, leaving home and finding work. Find out what wisdom and knowledge he has gained and what advice he would give to the younger generations.

Included topics: **Native American life in the mid-20th century, reservation schools, enduring adversity, advice for youth.**

Curriculum connections: **20th Century life, reservation schools, historical perspectives**

Suggested activities: **Aligned to MLR Social Studies Standards**

- Compare challenges of the Elders' early life with challenges faced by modern Native American youth. **SS-H-H1-D2, SS-H-H2-F2**
- Examine the various jobs the Elder had and how those jobs have changed. Are those jobs still around? Why or why not? **SS-PFE-PF-F1, SS-PFE-E-D1, SS-PFE-GC-F1, SS-PFE-GC-D1**



**Importance of Language-** Language is a vital part of any culture. This video discusses the Mi'kmaq language and how its similarities and differences to other Native American languages can lend insight into how the tribes may have been related in the past. By exploring different accents and dialects of the language, the migrations and ancestry of the current tribe can be seen.

Included topics; **Wabanaki regional accents, how culture is contained in the words, difficulties within the language, Indian/Micmac/Mi'kmaq**

Curriculum Connections: **Role of language within a culture, anthropology and genealogy, evolution of language and usage, non-verbal aspects of language (ie. facial expression, gestures, tone)**

Suggested activities: **Aligned with MLR- Social Studies Standard and World Language Standards**

- Invite a Mi'kmaq speaker to come and share words and phrases with the class. Learn basic greetings and common vocabulary. **WL- Comm- Interpersonal Comm.- Novice Low**
- Examine how accents, word usage and language evolution can help to track migration and ancestries. **SS-G2-D1**
- Compare and contrast different accents and dialects in English and how these relate to migration and ancestry. **SS-G2-D1**
- Compare and contrast English, Mi'kmaq and other European languages in use of gestures and body language. **WL-Culture-Relating Cultural Practice- Novice Low**



**Historical Economic Impact-** This video explores the various ways that the Mi'kmaq Nation (formerly the Aroostook Band of Micmacs) historically made money and took part in the local economy. From truck houses that provided resources to the army to providing baskets for the potato industry, the Mi'kmaq people have had a major impact on the economy of the entire State of Maine. Also examine how cultural beliefs, knowledge and skills influenced the industries pursued.

Included topics: **Historical relationships with Europeans, cultural influences on economy, different industries Mi'kmaq influenced, basket weaving.**

Curriculum connections; **economics, cultural influences on economic development, potato, blueberry and logging industries in Maine.**

Suggested activities: **Aligned with MLR- Social Studies Standards**

- Discuss how the Mi'kmaq culture and beliefs influenced their economic development and participation. **SS-PFE-GC-F1, SS-PFE-GC-D1, SS-PFE-E-D1**
- Visit the Mi'kmaq Museum in Presque Isle to learn more about the art of basket making. **D-B3- 6-8, D-B3-9**
- Look at the steps involved in making a traditional potato basket. Perhaps invite a Mi'kmaq member to come in and give a demonstration. **C-D2-6-8**
- Try raking blueberries or picking potatoes for a day. **PFE-GL-F1**

**Residential Schools-** *\*Warning\* This video involves topics that may not be suitable for all students. These topics include, racism, systemic child abuse and trauma. Please be sure to watch this video before sharing with your students to ensure it is appropriate for them\**

Native American residential schools have become a major topic in recent events in both the United States and Canada. These schools were part of government programs designed for cultural and cognitive assimilation of Native Americans. Children were taken from their homes, sometimes against the will of their parents and placed in school environments that were often abusive and sometimes deadly. In this video, Mi'kmaq members share their personal experiences in residential schools, reservation schools and Catholic schools.


Included topics: **Cultural transmission, Cognitive assimilation, culture loss, Catholic schools, Reservation schools, Resident Schools, second hand trauma.**

Curriculum connections: **Racism, colonization, cultural assimilation, loss of culture and its long term effect on society, recovery, recognition of historical wrongs.**

Suggested activities: *\* Warning\* Some topics covered in this video may trigger trauma and anxiety for some students. Please be aware of these issues and choose activities that respect your students and their mental well-being.*

### **Aligned to MLR Social Studies Standards**

- Discuss the meaning of the phrase "Save the man, kill the Indian," its reflection historical societal stereotypes and its impact on Native American cultures. **SS-H-H1-F1, SS-H-H1-F2, SS-H-H1-F4, SS-H-H1-D1, SS-H-H1-D2, SS-H-H2-F3**
- Define cultural transmission and cognitive and cultural assimilation. **SS-H-H1-D2**
- Compare these actions against Native Americans to those taken against other cultures (ie. Francophones) **SS-H-H2-F2, SS-H-H2-D1, SS-H-H2-D2, SS-H-H2-D3**
- Examine the long-term effects of these schools on the people, communities and culture of Native Americans. What is second hand or systemic trauma? **SS-H-H1-D2, SS-H-H1-F4,**



**Glooscap-** Who is Glooscap and what role does he play in Mi'kmaq culture? This video shares the Mi'kmaq Creation Story as well as the importance and role of Glooscap in Mi'kmaq culture. Learn how Glooscap guided the Mi'kmaq people and culture.


Include topics: **Brown ash tree, origin story, moral teachings**

Curriculum connections: **cultural creation stories, folklore, fables and myths, cultural teachings and beliefs.**

Suggested activities: **Aligned to MLR Social Studies Standards and Visual and Performing Arts Standards and English Language Arts/Literacy**

- Create artwork depicting some of the stories of Glooscap. **VPA-C-A2, VPA-C-A1, VPA-C-A3, VPA-C-D2**
- Research more of the stories of Glooscap and compare and contrast them with Aesop's Fables and other moral stories. **SS-H-H2-D2, ELA-R-5, ELA-R-6, ELA-R-7, ELA-R-8, ELA-R-9, ELA-R-11,**
- Discuss the importance of folklore and stories in forming and shaping a culture and its beliefs **SS-H-H2-D2, ELA-R-9, ELA-R-11**





**History of the Mi'kmaq tribe in Maine-** In this video students will learn about the ancient origins of the Mi'kmaq Nation in Maine. From their Creation Story, evidence of life during the last Ice Age, their nomadic hunter-gatherer lifestyle through to the arrival of Europeans and the eventual creation of reservations. The Mi'kmaq have a rich history as the first Natives to greet and welcome Europeans to North America.

Included topics: **Origin story, migration to Maine, Land Rights Act, Federal tribal recognition, Centralization Act**

Curriculum connections: Treaty of Watertown, Jay Treaty, creation stories, 1980 Indian Land Claims Settlement Act, Ancient Native American history. Centralization Act, Hunter-gatherer societies

Suggested activities: **Aligned to the MLR Social Studies Standards and Visual and Performing Arts Standards**

- Research and map out the traditional Mi'kmaq territories (Maine, Maritime Provinces) and then plot the current reservations and tribal lands. **SS-G1-D2, SS-G2-F1, SS-H1-D2**
- Create artwork depicting the Mi'kmaq Creation Story. **VPA-C-A2, VPA-C-A1, VPA-C-A3, VPA-C-D2, VPA-D-B3**
- Invite Mi'kmaq leaders in to talk about the process of receiving Federal Recognition for the tribe and the differences between reservations and tribal lands. **SS-CG1-F1, SS-CG2-F1, SS-CG2-D2, SS-CG3-F2, SS-CG3-F2**
- Compare and contrast the costs and benefits of a reservation versus tribal lands for the Mi'kmaq people. **SS-PFE-E-D1, SS-PFE-GC-F1, SS-PFE-GC-D1**
- Explore the Story Map Journal “ *How We Became Federally Recognized*” <https://storymaps.arcgis.com/stories/8aac393148024fcb853c68748376891>. **SS-CG1-F1, SS-CG2-F1, SS-CG2-D2, SS-CG3-F2, SS-CG3-F2**



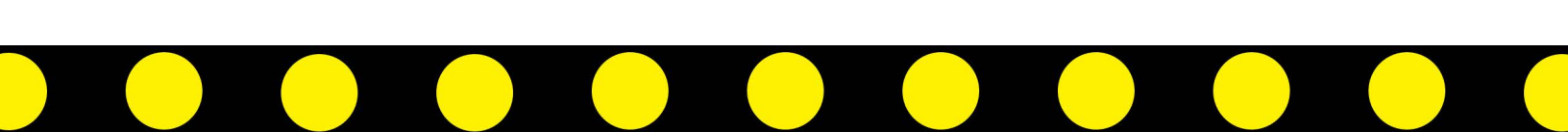
**Baskets-** The art of basket weaving is an integral part of the Mi'kmaq culture. It has connections to their Creation Story and has been a vital part of their economy and social activities for hundreds of years. In this video you will get to see tribal members talking about the basket making process as well as the evolution of the practice from a way of making a living to more of a hobby.

Included topics: **Fancy baskets, basket weaving as a family activity, Maine Indian Basket Makers Alliance, Maine Arts Commission, Brown Ash tree**

Curriculum connections: **Native American craft, economic change, potato industry, Brown ash tree**

Suggested activities: **Aligned to MLR Visual and Performing Arts Standards, Social Studies Standards and Science and Engineering Standards**

- Plan a field trip to view Mi'kmaq baskets in both the Mi'kmaq Tribal Museum in Presque Isle and the Hudson Museum located in the Collins Art Center at the University of Maine in Orono. **D-B3- 6-8, D-B3-9**
- Have a Mi'kmaq come in to demonstrate basket weaving.
- Watch the video on Emerald Ash Borer and look at the impact that the loss of this tree could have on the Mi'kmaq culture and economy. **D-D2-6-8, D-D2-9, SS-G1-F3, SS-G1-D2, SS-PFE-E-D1, MS-ESS3-2, MS-LS2-1**
- Analyze how the basket making trade has changed over the last 70 years and examine the causes of these changes. **D-D2-6-8, D-D2-9, SS-PFE-GC-F1, SS-PFE-GC-D1,**



**The Medicines-** *\*Warning\* Some of the plants, herbs and other medicines discussed in this video may be harmful and deadly if used incorrectly. Please advise students not to try any of these medicines on their own without direct medical supervision.*


In this video tribal Elders discuss some of the native plants and herbs traditionally used as medicines by the Mi'kmaq. They also discuss some of the medical practices including smudging and sweat lodges.

Included topics: **Elder knowledge, medicine teachings, smudging, sweat lodges**

Curriculum connections: **Cultural medicinal practices, Elder knowledge and teachings, botany and horticulture.**

Suggested Activities: **Aligned to MLR Science and Engineering Standards and Social Studies Standards**

- Research some of the plants mentioned in the video and seek to find out why these plants were effective as medicines. **MS-LS2-4**
- Compare and contrast Mi'kmaq tribal medicines and practices with other cultures **SS-H-H2-D2**
- Discuss the importance that these traditional remedies played in the tribe being self-sufficient. **SS-G-G2-F1**




**The Clan System/Last Names-** This video discusses the traditional clan system with tribes. Traditionally these clan names were used as part of individuals' names. In this video Elders also discuss the meaning of these clan names, the respect given to them and how, often, these clan names were lost or changed due to government involvement.

Included topics: **Traditional naming, cultural assimilation, Centralization Act, reservations.**

Curriculum connection: **Native American history, government control of Native Americans, cultural practices and beliefs.**

Suggested activities: **Aligned to the MLR Social Studies Standards**

- Compare and contrast traditional naming systems in other cultures to that of the Mi'kmaq. **SS-H-H2-D2, SS-H1-H1-D2, SS-H-H2-F2, SS-H-H2-D3**
- Discuss the potential impacts that renaming and loss of the clan system may have had on Native American culture. **SS-H-H2-D2, SS-H1-H1-D2, SS-H-H2-F2, SS-H-H2-D3**



**Emerald Ash Borer-** The Brown Ash tree is a vital part of the Mi'kmaq culture, playing a central role in their Creation Story as well as being a vital component of the art of basket weaving. However, in recent years the Ash tree has been under attack from the Emerald Ash Borer. In this video, researcher Tyler Everett explains the effect this insect has had on the Ash tree as well as research underway in an effort to save this important tree.

Included topics: **Emerald ash Borer, Ash trees, cultural effects, research efforts**

Curriculum connections: **Botany, horticulture, culture roles of plants, scientific method, natural predator control methods, species extinction, climate change**

Suggested activities: **Aligned to MLR Social Studies Standards, Science and Engineering Standards**

- Research the Emerald Ash Borer and map the effect it has had on Ash tree populations over the last 30 years. **MS-LS1-5, MS-ESS3-2**
- Explore how and why the Emerald Ash Borer came to Maine and the effect it has had on species beside the Ash tree. **MS-LS2-4, MS-LS2-2**
- Find out more about the natural resistance of certain types of Ash trees and how this may be transferred to the Brown Ash tree. **MS-LS3-1, MS-LS4-5**
- Discuss the cultural, societal and economic impacts of the loss of a species. **SS-PFE-GC-F1, SS-PFE-GC-D1**
- Research other species being negatively impacted by climate change in Maine. **MS-SS3-2**



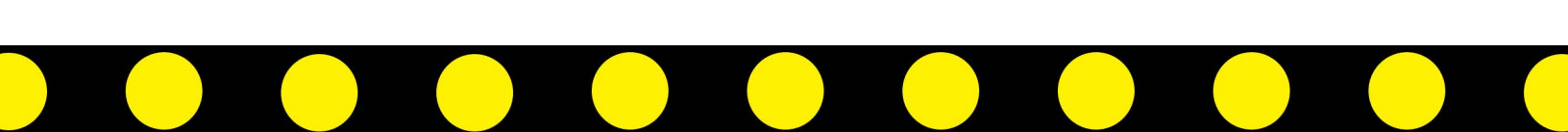
**Foodways-** This video features Mi'kmaq Elder Director, David Nadeau, preparing some traditional Mi'kmaq meals that he shares with tribal Elders. These meals include moose chili with "Four Cent" bread, Brook Trout with fiddleheads and fried potatoes, and moose steak with traditional fry bread. These meals illustrate the Mi'kmaq connection to local food sources. This video also shows the cultural practice of a "spirit plate."

Include topics: **Elder care program, traditional Mi'kmaq foods, "Four Cent" bread, bread on a stick, spirit plate**

Curriculum connections: **Native American rituals, culinary skills, cultural food connections**

Suggested activities: **Aligned with MLR Social Studies Standards**

- Try cooking some of these recipes with students or have them try them at home.
- Compare and contrast the ritual of the spirit plate with similar practices in other cultures **SS-H-H2-D2**
- Discuss Elder care in European cultures versus M'ikmaq culture. **SS-H-H2-D2**



**Fisheries-** This video highlights the work being done at the Micmac Farm and Fishery. The goals of this program are to provide the Mi'kmaq tribe and greater Aroostook County community with quality health food alternatives in an environmentally conscious way. The fishery raises Brook Trout to provide fish for stocking as well as for food. Dave Macek and Fred Corey discuss the goals of the program as well as the effects it has on the health, culture and environment of the tribe.

Included topics: **fish hatchery, traditional food, environmental responsibility, climate change, sustainable crop production.**

Curriculum connections: **Environmental sciences, fish hatchery management, health and wellbeing, cultural impacts of food availability, biology, agriculture, aquaculture**

Suggested activities: **Aligned to the MLR Science and Engineering Standards**

- Take a field trip to the Mi'kmaq fisheries and see how they breed and grow fish in captivity. **HS-ESS3-4, HS-ESS3-6**
- Prepare a meal with vegetables and Brook Trout from the Micmac Farms
- Discuss the connections between climate change, pollution, species depopulation, human health and society. **HS-ESS3-1, HS-ESS3-6**



**History Under Our Feet-** How long have the Mi'kmaq people been living in Northern Maine? No one knows for sure but recent archeological evidence found in the North Maine Woods suggests that humans were here making stone tools at the end of the last Ice Age. In this video researchers explain their finds and why they are of archeological, historic and cultural significance.


Included topics: **archaeology, geology, Munsungan Chert, Cherty Tuff, tool and weapon making, ancient civilizations.**

Curriculum connection: **archaeology, anthropology, geology, cultural studies.**

Suggested Activities: **Aligned to MLR- Science and Engineering Standards**

- Visit the Mi'kmaq Museum in Presque Isle to view some of the ancient tools and weapons. **MS-Geography1- F3, MS- Geography-D1, MS Geography1- D2, MS-Geography2- F1, MS-Geography2-D1**
- Analyze the characteristics of Munsungun Chert that would make it ideal for the creation of stone tools and weapons. **HS-ESS3-1**
- Discuss how these findings could affect and influence the Mi'kmaq and Maliseet tribes' understandings of their own history and cultures. **MS-Geography1- F3, MS- Geography-D1, MS Geography1- D2, MS-Geography2- F1, MS-Geography2-D1**





**Music 1-** This video explores the history and meaning of Native American music and drumming. It touches on some of the taboos associated with the practices and rituals as well as some of the gender roles associated with drumming and dancing. You will also learn about the connection between Native American drummers and dancers.

Included topics: **history of Native American drumming, gender roles, traditions and rituals**

Curriculum connections: **Native American culture and history, symbolism, dance and movement, historical bans on Native American practices and rituals.**

**Music 2-** This video goes deeper into Native American music by looking at the competition side of drumming and dancing. In the video you will also learn about the different styles of Native American music and how this art is learned and shared among the tribes of the Wabanaki Confederacy.


Included topics: **musical styles, drumming competitions, Wabanaki Confederacy, social bonds**

Curriculum content: **music as part of a culture, styles of Native American music, social aspects of music**

**Music 3-** This video takes a look at all the different types of Native American songs such as honor songs, children's songs, ceremonial songs, and songs for different dance types. You will also learn the etiquette surrounding this music and how to participate but also show respect for the music and culture.

Included topics: **song types, Mi'kmaq Honor Song, respecting and participating in Native American music and dancing, drumming as a way of life, connection to the culture and people.**

Curriculum content: **Native American Honor Songs, cultural taboos and respecting different cultures.**



**Making Hand Drums-** While this video was made as part of a different project it is a wonderful depiction of the process of making Native hand drums. A Mi'kmaq member shows the process of making a custom hand drum from start to finish using traditional materials. This is a wonderful accompaniment to the Music videos.

Suggested activities: **Aligned to the MLR Visual and Performing Arts Standards and Physical Education Standards**

- Listen to examples of different styles of Native American music and compare and contrast them-**B-A1-6 to 8-a and b**
- Watch this video of the Mi'kmaq Honor song translated into English. <https://www.youtube.com/watch?v=MNf1FLW7D0U>. Discuss the relationship of the lyrics to the culture of the Mi'kmaq people. **-B-A1-6 to 8-a and b**
- Have the students learn and perform a dance to a Native American song. **A-A1-9-a, A-A1-9-b, A-B1-6-8-c, A-D2-6-8, PE1-Childhood-1.3, PE1-Childhood-1.1, PE1- Early Adolescence- 1.1, PE1- Early Adolescence- 1.4,**
- Have students discuss the health benefits (both physical and mental) of drumming and dancing to individuals and the culture as a whole. **PE4-4.2.9-Db, PE5-5.1, PE5- 5.3, PE5-5.4, PE5-5.3.6-8a, PE5-5.3.6-8b**



## Suggested Curriculum Units

Below are some suggested groupings of the Mi'kmaq videos to create thematic units. For more detailed descriptions of each video along with guided questions and suggested activities see the Mi'kmaq Video Curriculum Guide.

**Evolving Cultures** - Learn about the cultural history of the Mi'kmaq people. Compare and contrast their culture, spirituality and practices with other world cultures. Examine how the Mi'kmaq culture has evolved over time.

- Spirituality
- Glooscap
- Traditional Stories
- Little People and Birds
- Elders
- Life of An Elder
- Importance of Language
- Residential Schools
- Baskets
- The Medicines
- The Clan System/Last Names
- Food Ways
- Ash Borer
- Fisheries
- Music 1, 2 and 3
- Native Drums

Story Map Journal "*Mi'kmaq Culture*" and "*Spirituality and Religious Beliefs of the the Mi'kmaq*" and "*The Geography of Mi'kmaq Folklore*."

<http://micmac-nsn.gov/storymap-journals>

**History of the Mi'kmaq** - Examine the role of the Mi'kmaq tribe in historical events. Learn about the major events that have shaped the Mi'kmaq tribe today.


- 
- History Under Our Feet
  - Glooscap
  - Traditional Stories
  - Jay and Watertown Treaties
  - Tribal History in Maine
  - Historical Economy
  - Baskets
  - Residential Schools
  - Clan System/Last Names
  - Sovereignty and Tribal Courts
  - Ash Borer

Story Map Journal "*How We Became Federally Recognized*" . <http://micmac-nsn.gov/storymap-journals>

**Governmental and Judicial Systems-** Examine the traditional leadership system within the Mi'kmaq tribe as well as what their government functions now and into the future. Compare the goals and structure of their governmental and judicial systems with that of Europe, American and other world cultures.

- Tribal History in Maine
- Historical Economic Impact
- Sovereignty
- Government Structures
- Elders
- Future of the Mi'kmaq

**Tribal Culture and Arts-** Learn about the rich cultural history of the Mi'kmaq tribe including their arts, traditions and spirituality. Explore the importance and significance of music in tribal life. See the techniques and artistry that goes into the making of a traditional Native American basket.

- 
- Spirituality
  - Little People and Birds
  - Traditional Stories
  - Importance of Language
  - Glooscap
  - Baskets
  - The Medicines
  - The Clan System/Last Names
  - Food Ways
  - Music 1
  - Music 2
  - Music 3
  - Native Drums

Story Map Journal "*Mi'kmaq Culture*" and "*Spirituality and Religious Beliefs of the the Mi'kmaq*" and "*The Geography of Mi'kmaq Folklore*" <http://micmac-nsn.gov/storymap-journals>

**Earth and Environmental Sciences and Technology-** The Mi'kmaq culture and people have been closely tied to the land and natural environment for thousands of years. Explore how the earliest natives used the natural resources of Northern Maine to make tools and weapons; how a nomadic lifestyle allowed the tribe to flourish for thousands of years; and how the tribe are using science and technology to adapt to changes in climate and native species.

- History Under Our Feet
- Fisheries
- Emerald Ash Borer



## Spirituality Video Guiding Questions

1. What word is hidden in the Mi'kmaq word for prayer?
2. The smoke that comes from the pipe represents \_\_\_\_\_.
3. A tribal Pipe Keeper often acts as a cultural and spiritual \_\_\_\_\_, to help people with problems they are facing.
4. A ceremony starts when the area is \_\_\_\_\_.
5. What is a spirit name?
6. Traditionally, what was the purpose of a sweat lodge?
7. When smudging herbs are burned in an abalone shell. These herbs include tobacco, \_\_\_\_\_, sweet grass or sage.
8. Traditionally, what is the purpose of smudging?
9. A Sacred Fire is lit for \_\_\_\_\_ days?
10. Why is the number four a significant number in Mi'kmaq spirituality?
11. The Mi'kmaq word for East means \_\_\_\_\_. The word North means \_\_\_\_\_.
12. A small bundle of tobacco leaves containing a prayer is called a \_\_\_\_\_. This can be thrown into a Sacred Fire to send the prayer.



## Spirituality Video Guiding Questions - **Answer Sheet**

1. Pipe
2. Prayers
3. Counselor, therapist
4. Smudged
5. Name you use when you are praying to the spirits
6. To cleanse and purify
7. Cedar
8. To purify
9. Four
10. Represents the 4 directions and the circle of life
- 11 Root, arrival
12. Prayer tie



## Traditional Stories Video Guiding Questions

1. The skunk was given a bad smell as punishment for his \_\_\_\_\_.
2. What is the story of the Rabbit Dance?
3. The \_\_\_\_\_ is taken care of by a giant and living people are not supposed to be there.
4. Ancestors who have passed away live in the \_\_\_\_\_.
5. Once upon a time all the animals were very large. The smallest was the \_\_\_\_\_. The other animals made fun of him, so Glooscap made them all smaller.
6. What lessons can be learned from the story of the moose?





## Traditional Stories Video Guiding Questions - Answer Sheet

1. Vanity
2. Hunters saw a large rabbit beating a rhythm with its foot while the other rabbits danced around it. The hunters then copied this
3. Spirit world
4. Spirit world
5. Moose
6. You should not make fun of or pick on others. It also explains how animals have changed over time.



## Little People and Birds Video - Guiding Questions

1. What role do the little people have in Mi'kmaq culture?
2. Birds are believed to be an omen of what?
3. Do you or your family and culture have similar beliefs? What are they?



## Little People & Birds Video Guiding Questions- **Answer Sheet**

1. They take care of the natural world and little things
2. Death or danger
3. Answers will vary



## Sovereignty Video Guiding Questions

1. Tribal sovereignty is about the tribe being able to create its own \_\_\_\_\_.
2. How did the reservation system negatively impact tribal sovereignty?
3. Define what it means to be self sufficient.
4. The Penobscot tribe have \_\_\_\_\_ courts that focus less on punishment and more on \_\_\_\_\_.
5. Define servitude.
6. How do the tribal courts and state courts differ?
7. The \_\_\_\_\_ Confederacy is a cultural entity and spiritual entity.



## Sovereignty Video Guiding Questions- **Answer Sheet**

1. Destiny
2. Made the indigenous people dependent on the government
3. Able to take care of its own people and support itself
4. Wellness, rehabilitation
5. Serving or giving back to the community to make up for the damage or crime done.
6. Tribal courts focus more on servitude and rehabilitation and state courts focus more on punishment
7. Wabanaki



## Jay and Watertown Treaties Video Guiding Questions

1. The Treaty of Watertown was signed by the \_\_\_\_\_ and \_\_\_\_\_ tribes.
2. \_\_\_\_\_ made friends with these tribes during the French and Indian War.
3. \_\_\_\_\_ (number) Mi'kmaq agreed to fight for the United States.
4. Colonel Allen was appointed because he knew the Northern areas as a result of growing up in \_\_\_\_\_.
5. The Mi'kmaq territory is in \_\_\_\_\_, Nova Scotia, \_\_\_\_\_, \_\_\_\_\_ and parts of \_\_\_\_\_.
6. The Treaty of Watertown was signed on \_\_\_\_\_, 14 days after the signing of the \_\_\_\_\_.
7. There was a law in Boston that any Native Americans coming into city limits could be \_\_\_\_\_.
8. The Jay Treaty was signed at the end of the \_\_\_\_\_.
9. American Indians benefit from the Jay Treaty but \_\_\_\_\_ did not accept it. That means Canadian Indians can come freely into the US but not the other way around.



## Jay and Watertown Treaties Video Guiding Questions- Answer Sheet

1. Mi'kmaq and Maliseet
2. George Washington
3. 700
4. Halifax, NS
5. New Brunswick, Quebec, Newfoundland
6. July 19, 1776, Declaration of Independence
7. shot
8. Revolutionary War
9. Canada



## Elders Video Guiding Questions

1. The Elder program provides \_\_\_\_\_ to elders along with rides to \_\_\_\_\_ and whatever else they might need.
2. The elder's \_\_\_\_\_ can live on after them if it is shared with others.
3. It is important to give elders \_\_\_\_\_ because of all they have been through and all they have done for us.
4. What are some of the things you have learned from your elders?





## Elders Video Guiding Questions- **Answer Sheet**

1. Meals, appointments
2. Knowledge or wisdom
3. Respect
4. Answers may vary



## Future of Mi'kmaq Video Guiding Questions

1. Chief Peter-Paul sees that the tribe will be more of an \_\_\_\_\_ force, which will be good for Aroostook County.
2. The Mi'kmaq is not a \_\_\_\_\_ tribe, so it doesn't have a lot of \_\_\_\_\_.
3. The other gaming tribes get \_\_\_\_\_ payments from their income.
4. According to Chief Peter-Paul, getting \_\_\_\_\_ for tribal members is a focus.
5. The people you \_\_\_\_\_ with can change your thinking. For example, Chief Peter-Paul learned to fight for his \_\_\_\_\_ while living in Tobique (Canadian Reservation).
6. Chief Peter-Paul feels people need to get up every day and have a \_\_\_\_\_. It is about doing something you are \_\_\_\_\_ about, not just about money.



## Future of the Mi'kmaq Video Guiding Questions - **Answer Sheet**

1. Economic
2. Gaming, income or revenue
3. Per capita
4. Employment
5. Interact with, rights
6. Purpose, passionate



## Government Structure Video Guiding Questions

1. Sagamaw (Zah-g'm) is the Mi'kmaq word for \_\_\_\_\_.
2. Who are the leaders in your family?
3. True leaders in the Mi'kmaq tribes traditionally were the \_\_\_\_\_, because they were the ones who knew what was going on and prompted change.
4. There are \_\_\_\_\_ council members who serve alternate terms every \_\_\_\_\_ years.
5. Why are the longer 4 year terms better than just 2?
6. Chain of command starts with a \_\_\_\_\_, this goes to the council who hand it on to the \_\_\_\_\_ who sees about resolving the problem.
7. Anything that needs approval must go to the \_\_\_\_\_.
8. All of the Mi'kmaq tribes are \_\_\_\_\_, though in New Brunswick and Nova Scotia there are tribal unions.



## Government Structure Video Guiding Questions - **Answer Sheet**

1. Chief
2. Answers will vary
3. Women
4. Nine
5. The longer term allows members to learn their jobs and accomplish things
6. Community complaint, chief
7. Tribal council
8. Independent



## Life of an Elder Video Guiding Questions

1. The floor in Fred's childhood home was made of \_\_\_\_\_.
2. Fred's dad and he used their team of horses to deliver \_\_\_\_\_ to all the homes on the reservation.
3. Fred's dad used some of their potato picking money to buy a small black and white \_\_\_\_\_ that he set up on a barrel.
4. Fred had a hard time learning in school because his Dad would take him out of school to \_\_\_\_\_.
5. What happened to Fred's brother Basil?
6. Fred's dad told him that \_\_\_\_\_ causes nothing but trouble.
7. Fred was \_\_\_\_\_ years old when they moved to Maine.
8. Fred used to live in \_\_\_\_\_. His job was to keep the fire going to keep the potatoes warm.
9. Fred and his brother Norman chipped in together to buy a \_\_\_\_\_.
10. What are some of the jobs Fred did in Maine?
11. What would Fred do differently if he could?



## Life of an Elder Video Guiding Questions- **Answer Sheet**

1. Gravel
2. Government wood
3. Television
4. Work
5. He drowned while fishing
6. Alcohol
7. 14
8. Potato houses
9. Car
10. Raking blueberries, picking potatoes, fishing, Christmas trees, spreading hay on berries, answers will vary
11. Stay in school



## Importance of Language Video Guiding Questions

1. Richard Silliboy believes that all of the Wabanaki tribes were once \_\_\_\_\_.
2. Richard Silliboy found out that most of the Mi'kmaqs from Southern Aroostook come from \_\_\_\_\_, Central Aroostook come from \_\_\_\_\_, and those in Northern Aroostook came from \_\_\_\_\_.
3. The people have melded together so well that you really only tell them apart by \_\_\_\_\_.
4. Fred Peter-Paul says he thinks the English language is \_\_\_\_\_ and there is no laughter in it.
5. What does John Dennis mean when he says "our culture is hidden in our language."
6. How does having a common language help to keep and pass on the culture?
7. The Mi'kmaq language involves \_\_\_\_\_ as well as words.





## Importance of Language Guiding Questions- **Answer Sheet**

1. One tribe or related
2. Nova Scotia, New Brunswick, Restigouche and Mariah (Quebec)
3. Their accents or dialects
4. Serious
5. Answers will vary
6. It brings people together and allows them to work together and exchange ideas
7. Gestures



## Historical Economic Impact Video Guiding Questions

1. A \_\_\_\_\_ was a place established by the government to buy goods from the Native Americans. This was a recognition of the Native Americans' inherent rights to the land.
2. The colonists tried to teach the Mi'kmaq how to farm, but this was not successful. Why?
3. What kind of jobs did the Mi'kmaqs traditionally do?
4. Why did many people from residential schools come across to live in Maine?
5. Sara Lund was \_\_\_\_\_ years old when she started making potato baskets.
6. She and her family would make \_\_\_\_\_ baskets every 10 days or so.
7. How much did they sell a potato basket for back then?
8. It used to take about \_\_\_\_\_ people to harvest the potatoes by hand, and they all needed a basket.
9. How did the Mi'kmaq and Maliseet people play a major role in the success of Aroostook County's economy?



## Historical Economic Impact Video Guiding Questions - Answer Sheet

1. Truck house
2. They gave away or shared their products instead of selling them
3. Potato picking, blueberry raking, fishing, logging, baskets
4. They were looking for work or they had lost their culture and were not sure where they belonged
5. 16
6. 100 to 200
7. \$2.50
8. 17,000
9. Answers will vary



## Residential Schools Video Guided Questions

1. What do all of the feathers on the woman's skirt represent? How many feathers are there currently?
2. When a society passes on its culture, skills, and knowledge this is called \_\_\_\_\_.
3. When another culture is imposed upon a culture without recognition of their native culture this is a process called \_\_\_\_\_. It is similar to \_\_\_\_\_.
4. Cognitive assimilation was accomplished by setting up \_\_\_\_\_ schools.
5. The government sought to "\_\_\_\_\_ the man, \_\_\_\_\_ the Indian."
6. Schubencadie School was located in \_\_\_\_\_.
7. Donald Sanipass said that after he left the school he never felt he was \_\_\_\_\_.
8. Victoria Higgins said she was \_\_\_\_\_ if she spoke her native language.
9. The \_\_\_\_\_ had no say about whether their children were taken away to school.
10. Victoria said she was lucky and got treated differently. Why was she treated differently?
11. How did the effects of these schools affect multiple generations?
12. Chief Peter- Paul went to \_\_\_\_\_ school.
13. How did the Mi'kmaq people traditionally treat their children?
14. For a long time Native Americans were not allowed to practice their \_\_\_\_\_, so they kept their rituals hidden.



## Residential Schools Video Guiding Questions - **Answer Sheets**

1. Children who died at residential schools, 6509
2. Cultural transmission
3. Cultural (cognitive) assimilation, brainwashing
4. Residential
5. Save, kill
6. Nova Scotia
7. Himself
8. Beaten
9. Parents
10. Her parents visited regularly
11. It affected the way they raised and treated their children. They lost their language, spirituality, culture and identity and these things no longer got passed on to the next generation
12. Catholic
13. They did not hit or abuse their children and respected their spirit
14. Ceremonies, spirituality



## Glooscap Video Guiding Questions

1. In the Wabanaki creation story, Glooscap shot an arrow into a \_\_\_\_\_ and the native came out dancing and singing.
2. The Mi'kmaq are an \_\_\_\_\_ people and traditionally lived in \_\_\_\_\_.
3. One Glooscap story tells that he went out West and traded his \_\_\_\_\_ with a whale.
4. In Cape Breton, some people wanted to \_\_\_\_\_ a mountain but were not allowed because this is where Glooscap had been.
5. Glooscap helped to guide the native people but he left when he could not reason with the \_\_\_\_\_.



## Glooscap Video Guiding Questions- **Answer Sheet**

1. Brown ash tree
2. Eastern woodlands, longhouses
3. Pipe
4. Pipe
5. English or Europeans



## History of Mi'kmaq Tribe in Maine Video Guiding Questions

1. The Wabanaki creation story is that Glooscap shot an arrow into a \_\_\_\_\_ and the natives came out dancing.
2. The history of the Mi'kmaq dates back to the \_\_\_\_\_ Age.
3. Mi'kmaq is an \_\_\_\_\_ language.
4. The Mi'kmaq have traditionally lived in the \_\_\_\_\_ Provinces.
5. There were many tribal wars with the \_\_\_\_\_.
6. The natives already spoke \_\_\_\_\_ when the British arrived. This is proof that other Europeans had been here before them.
7. The Mi'kmaq were \_\_\_\_\_ people, meaning they moved around following game and resources.
8. The \_\_\_\_\_ Act set up the reservation system.
9. There are \_\_\_\_\_ reservations in the Greater Mi'kmaq Nation. How many are in the United States?
10. In the 1950's an old treaty was found from the early 1800's. This treaty was among the Mi'kmaq, Maliseets, Penobscot and \_\_\_\_\_ tribes saying they owned \_\_\_\_\_.
11. This treaty ultimately led to the 1980 \_\_\_\_\_.
12. The Mi'kmaqs were not part of this because they were scattered and not organized.
13. At the time of Federal government recognition the Mi'kmaq tribe had \_\_\_\_\_ members. Each member had to show they had connections to \_\_\_\_\_.
14. All land purchased by the tribe goes into a \_\_\_\_\_ and then they do not have to pay \_\_\_\_\_ on it.
15. The Mi'kmaq do not have a \_\_\_\_\_ like the Passamaquody and Penobscot do.





## History of the Mi'kmaq Video Guiding Questions - **Answer Sheet**

1. Brown Ash tree
2. Ice
3. Algonquin
4. Maritime
5. Mohawk
6. Portuguese
7. nomadic
8. Centralization
9. 31
10. \*Passamaquoddy
11. The whole State of Maine
12. \*392, Mi'kmaq Reservation in Canada
13. Trust, taxes
14. Reservation

## Baskets Video Guiding Questions

1. When describing her baskets, Mama Jane has to say the \_\_\_\_\_ in English because the words do not exist in Mi'kmaq.
2. Both Don and Mary Sanipass learned to make baskets by watching their \_\_\_\_\_.
3. For the Sanipass, basket making is often a \_\_\_\_\_, with everyone getting involved.
4. In 1991 there were less than \_\_\_\_\_ basket makers in the tribes and they were all older. So, the Maine Indian Basket Alliance was created.
5. Today there are probably \_\_\_\_\_ people that know how to make baskets, but not all are active.
6. What does Richard Silliboy charge for a medium potato basket today?
7. What quality of the Brown Ash makes it good for basket making?
8. What are some of the steps to getting ready to make a basket that Richard Silliboy talks about?
9. Richard said it takes him about \_\_\_\_\_ minutes to make a basket handle.
10. Over the years Richard has Apprenticed others in basket making for about \_\_\_\_\_ years.



## Baskets Video Guiding Questions- **Answer Sheet**

1. Colors
2. Ancestors or grandparents
3. Family affair
4. Less than 50
5. 150-200
6. \$150
7. It splits apart into splints when pounded
8. Selecting trees, cutting and hauling the wood, planking, beating the wood.  
Answers will vary
9. 45
10. 25



## The Medicines Video Guiding Questions

1. Fred Peter-Paul used to use \_\_\_\_\_ tea for a cold.
2. Smudging involves burning herbs in an abalone shell. What are some of the herbs used?
3. Smudging, like the sweat lodge, is done to remove \_\_\_\_\_.



## The Medicines Video Guiding Questions- **Answer Sheet**

1. flagroot
2. sage, tobacco, cedar, sweet grass etc. answers may vary
3. impurities and cleanse



## The Clan System/Last Names Video Guiding Questions

1. Clans can be based on \_\_\_\_\_ or characteristics.
2. Some clans were dissolved in return for \_\_\_\_\_. That is how some natives got Christian last names.
3. People from a certain clan cannot \_\_\_\_\_ someone from the same clan.



## Clan System/Last Names Video Guiding Questions- **Answer Sheet**

1. Animals
2. Rations
3. Marry



## Emerald Ash Borer Video Guiding Questions

1. The Emerald Ash Borer was first detected in \_\_\_\_\_ in 2002.
2. The grubs of the Ash Borer feed on the tree and \_\_\_\_\_ the tree which makes it so it cannot move nutrients up and down the trunk and the tree dies.
3. Emerald Ash Borer prefers the \_\_\_\_\_, but also likes Green Ash and White Ash may have some natural resistance.
4. Ash Borer can lead to \_\_\_\_\_ percent mortality in a stand of ash trees.
5. The preferred way to monitor the presence of ash borer is with a \_\_\_\_\_.
6. When an area is found to be infected with ash borer it is put into \_\_\_\_\_.
7. The most common way that Ash Borer spreads is through \_\_\_\_\_.
8. The Ash Borer first appeared in Maine in \_\_\_\_\_.
9. Tyler's project is looking for ways to make the Ash trees more \_\_\_\_\_ to Emerald Ash Borer.
10. What are some of the methods being researched to protect the Ash Trees?
11. Why is saving the Brown Ash Tree such a priority for the Mi'kmaq community?
12. The hope is that in the future the Ash trees, the Emerald Ash Borer and the predatory wasp will all be able to \_\_\_\_\_ in the natural environment.





## Emerald Ash Borer Guiding Questions - **Answer Sheet**

1. North America
2. Girdle
3. Brown ash
4. \*90
5. Trap tree
6. Quarantine
7. Firewood
8. 2018
9. Resilient
10. Insecticides, remove sick trees, collect seeds, propagate seedlings, parasitic wasps (predatory control)
11. Spirituality, economically, brings community together, basket making
12. Coexist



## Foodways Video Guiding Questions

1. The three meals made in this video are: Moose chili with \_\_\_\_\_ bread, moose steak with bread on a stick, and trout with potatoes and \_\_\_\_\_.
2. How do you make a pepper not as hot?
3. When cooking moose meat David adds some olive oil or butter because the meat is very low in \_\_\_\_\_.
4. \_\_\_\_\_ is named after the cost of making it traditionally.
5. David's Mom said she traditionally made this fry bread in the \_\_\_\_\_. Traditionally however, it was cooked outside on a \_\_\_\_\_.
6. The trout is done when its internal temperature is \_\_\_\_\_.
7. David always sets up a \_\_\_\_\_ to honor the ancestors.



## Foodways Video Guiding Questions- **Answer Sheet**

1. Four Cent, fiddleheads
2. Remove the seeds
3. Fat
4. Four Cent bread
5. Oven, stone
6. 140 degrees
7. Spirit plate

## Fisheries Video Guiding Questions

1. In the video they are hatching out about \_\_\_\_\_ Brook Trout eggs.
2. Some of the fish are used for food and others are used to \_\_\_\_\_.
3. The fishery reuses \_\_\_\_\_ percent of their water.
4. Wastes from the fishery are used as \_\_\_\_\_ on the crop fields.
5. The tribe became Federally Recognized in \_\_\_\_\_.
6. The Mi'kmaq tribe has high rates of diabetes, \_\_\_\_\_ and \_\_\_\_\_, which is due to diet and exercise issues even though their traditional foods were very healthy low fat food.
7. The State of Maine has a statewide fish consumption advisory which limits \_\_\_\_\_ to 1 to 4 a month. This is due to the presence of \_\_\_\_\_ in the water.
8. \_\_\_\_\_ is the last stronghold of the Brook Trout in the United States due to pollution and climate change.
9. The expansion will allow the fishery the ability to provide \_\_\_\_\_ year-round.
10. The Brook Trout habitat is changing due to \_\_\_\_\_. People in Southern Maine cannot stock their ponds because the ponds are too \_\_\_\_\_.
11. The Tribal Health Department gave out \_\_\_\_\_ for people to come and get either vegetables or fish. Many members wanted to introduce their children to fish.
12. It used to be that tribal meetings always served \_\_\_\_\_. Now they serve \_\_\_\_\_ and it has become very popular and created a sense of pride.
13. The \_\_\_\_\_ have been leaders in educating the youth about how the fish are raised and how to prepare it to eat.



## Fisheries Video Guiding Questions- **Answer Sheet**

1. 45,000
2. Stock ponds
3. 90
4. Fertilizer
5. 1991
6. Heart disease, high blood pressure
7. Fish meals, mercury
8. Maine
9. Food fish
10. Climate change, warm
11. Food vouchers
12. Pizza, smoked fish
- 13 Mi'kmaq Boys and Girls Club



## History Under Feet Video Guiding Questions

1. The first site visited is located at the joining of the \_\_\_\_\_ and \_\_\_\_\_ rivers. Here they are looking for a Mi'kmaq village and burial areas from the early 1900's.
2. They used \_\_\_\_\_ to search for disturbances in the ground.
3. The second site located in the North Maine woods contains artifacts made from bright red \_\_\_\_\_.
4. Chert is valuable because of its \_\_\_\_\_ nature which allows it to be made into sharp tools.
5. It is believed this area was a \_\_\_\_\_ to teach people how to make tools and weapons.
6. The archeologists have found a huge number of artifacts, around \_\_\_\_\_ in one test pit, including tools.
7. The researchers also found a piece of rock that had been brought from the \_\_\_\_\_ area.
8. Why are these findings and information important for the Mi'kmaq and Maliseet peoples?



## History Under Our Feet Video Guiding Question - **Answer Sheet**

1. Big Black and St. John
2. Ground penetrating radar (GPR)
3. Munsungun Chert
4. Glassy
5. School or learning center
6. 2000
7. Bay of Fundy, New Brunswick
8. Helps form their history, gives context and meaning to their pasts



## Music 1 Video Guiding Questions

1. What tribes is Nicholas Paul from?
2. Why were drumming and other Native American rituals considered taboo until the late 1970's?
3. Different animal \_\_\_\_\_ give a different sound on the drum.
4. Other instruments include flutes and \_\_\_\_\_.
5. Traditionally large drum groups are made up of \_\_\_\_\_, who must go on a 4 day \_\_\_\_\_ and promise to remain \_\_\_\_\_ free while in the drum group.
6. Women traditionally play hand drums because they are thought to be too \_\_\_\_\_ to play on the enclosed large drum.
7. Women are thought to be life \_\_\_\_\_ and men are life \_\_\_\_\_.
8. Native dancers show that they have been moved by a particular song by honoring the drum by fanning the drum with a \_\_\_\_\_ feather or whistle.
9. What is the significance of performing the song four times?

## Music 2 Video Guiding Questions

1. The name of the drum group Nicholas plays with is called \_\_\_\_\_. Why is it called that?
2. What is the story of how the Rabbit Dance came to be?
3. What are the four categories/styles for drum competitions?





## Music 3 Video Guiding Questions

1. What are some of the different types of songs performed at competition Pow Wow?
2. At the Restigouche Pow Wow every year all the drums get together to perform the \_\_\_\_\_.
3. The Mi'kmaq Honor Song was given to the people by the \_\_\_\_\_.
4. Ceremonial and Honor songs can not be \_\_\_\_\_ as it disrespects the soul of the song.
5. Do you have to be Native American to participate in dancing at a Pow Wow?
6. According to Nicholas, the drums are the \_\_\_\_\_ of the people.

## Making Hand Drums Video Guiding Questions

1. Each drum frame is made up of \_\_\_\_\_ pieces of cedar wood glued together to create a circle.
2. Some of his drums, like the blue one, are \_\_\_\_\_, so no two are exactly the same.
3. How many cross laces does this artist use to make the drum?
4. What kind of animal hide is being used on this drum? Why did he stop using moose hide?



## Music 1 Video Guiding Questions- **Answer Sheet**

1. Passamaquoddy and Maliseet
2. It was banned by law and most natives had lost their culture and practices through the residence schools
3. Hides
4. Rattles
5. Men, fast, alcohol and drugs
6. Powerful
7. Givers, takers
8. Eagle
9. Represents the four directions

## Music 2 Video Guiding Questions- **Answer Sheet**

1. Wabanaki Confederacy, they have a member from each of the four tribes, (Maliseet, Mi'kmaq, Penobscot, Passamaquoddy)
2. Hunters saw a large rabbit beating a rhythm with its foot while the other rabbits danced around it. The hunters then copied this.
3. Southern, Northern, Contemporary, Hand Drum

## Music 3 Video Guiding Questions- **Answer Sheet**

1. Honor, Children, Closing, Dance, Ceremonial, Grand Entry, Veteran
2. Mi'kmaq Honor Song
3. Spirits
4. Recorded
5. No
6. Heartbeat



## Making Hand Drums Guiding Questions- **Answer Sheet**

1. 16
2. Tie-dyed
3. 16
4. Elk hide, it smelled too bad

## Mi'kmaq Words & Pronunciation Guide

English	Mi'kmaq	Pronunciation
Pipe Keeper	tmaqñ ankweywatl	Dm-ock-hen on-gway-waddle
smudging	aniapsku'simk	ah-nee-up-sku-simk
Sacred fire	kepme'k puktew	geb-may-g book-tow
East	wjipenuk	oo-chee-ben-nook
West	tkisnuk	et-kiss-nook
North	oqwatnuk	ock-what-nook
South	pkite'snuk	ip-git-day-snook
skunk	apikjilu	ah-big-jill-loo
Welcome	apjila'si	up-jill-ah-see
Glooscap	Kluskap	gloos-gup
Rabbit dance	Apli'kmujewtesinn	ah-blee-gm-muj-oh-dess-sun
Sweat lodge	tknio'kuom	et-gn-nee-oh-gome
Little People	Putlatmu'jk	bood-la-dm-moochk
Wabanaki	Wapna'kik	wah-ben-ah-gee
Passamaquoddy	Pasmakati	bus-mah-guddy
Penobscot	Panuapskek	bun-oo-up-skeg

English	Mi'kmaq	Pronunciation
Maliseet	Wulustuk	woo-luss-dook
Micmac	Mi'kmaq	mee-gah-mock
Brown ask tree	Wiskoq	wiss-gock
Basket (potato basket)	lipkite'kaqn	lip-git-day-gock-en
Elder	Kisiku	giss-see-goo
Chief	saqmaw	sock-ah-maw
rabbit	Apli'kmuj	ah-blee-gm-mooj
axe	tmi'kn	dm-me-gn
fish	nme'j	nm-age
long house	pitoqumki'kan	bee-dock-m-gee-gun
sweet grass	welima'qewe'l msiku	Well-lee-mah-g m-see-goo
flag root	ki'wesu'sk	gee-gway-soosk
Spirit plate	Eptaqn wjit jijaqmij	oo-jee-jock-midge es-sm-moot
Pow-wow	Mawio'mi	maw-we-oh-me







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