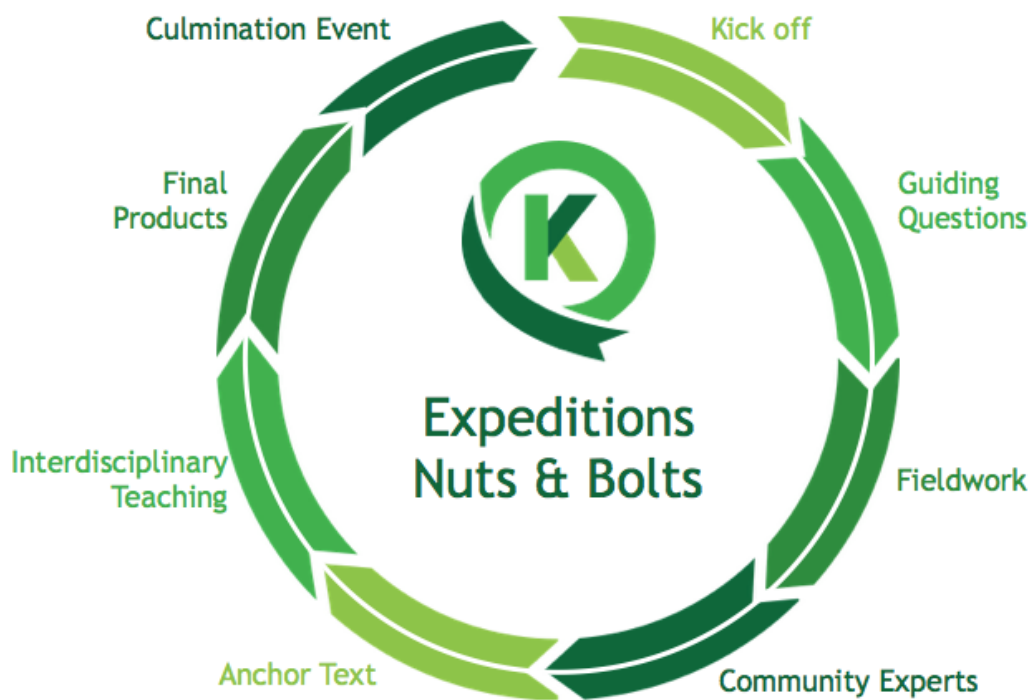


Title: CTRL-Z

“Can we undo damage that has been done?”

Author: Tim Mason-Osann



Step 1: Develop a Compelling Topic

Cultural Reflection Tool:

1. Why is this topic/work important and to whom is it important?
 - Kids are living in *cancel culture*, and need to grapple with the idea of what it means to repair, reverse a problem socially, and make reparations for previous mistakes and errors. It is important to the students. This topic, focused on relationships between Maine's indigenous people and settler colonists, historically (1600s-today) and current political dynamics, will engage students with civic involvement.
2. How does this topic/work challenge the dominant narrative?
 - Settlers are the original residents of our area
 - Native Americans only existed in the past
3. How can I empower more students to have their perspectives heard?
4. How are you honoring/considering student experiences?
5. What opportunities do we take to be more inclusive?

Compelling Topic:

- Wabanaki studies
- Reparations to Native Americans

Guiding Questions:

- **Facts:**
 - What is the historical relationship between Wabanaki people and settlers?
- **Impacts:**
 - Why should we care about this if it doesn't impact us?
 - How does water impact society?
- **What can you do:**
 - Can you fix damage that has been done? (wordsmith this)
 - What reparations are owed to Maine's indigenous people?
 - How can we get land and water management back into the hands of the Wabanaki people?

Summary of Content and Skills by content area:

- **ELA:**
 - Legends, folklore, [storytelling](#)
 - storyteller based in Maine <https://storyinmotion.com/>
 - What impact can storytelling have in our culture?
- **Math:**
 - Potential cost of reparations for native (or, by extension, enslaved African people)
 - Water flow, gallons per minute
 - Volume of the river
 - Calculating quantity of fish

- Price of land
- 1980 deal
- **Science:**
 - Standards: Ecosystems & Human Impact
 - From previous discussions with **Bridgid Neptune:**
 - "human and colonization impacts on our waters and Indigenous perspectives on environmental stewardship, traditional ecology, and reciprocity in the near future."
 - "I'm fortunate to have a close friend, Kirstin, who works as a biologist with US Fish and Wildlife, Salmon Habitat Restoration. Together, we have been delivering endangered Atlantic Salmon eggs to local 4th grade classrooms for them to raise and later release. We return to the classrooms and present human and colonization impacts on our waters, with a heavy focus on the consequences salmon are suffering (dams, mills, pollution)."
 - "I'm a member of the **Passamaquoddy Tribe** and during our presentation I discuss Indigenous perspectives on environmental stewardship, traditional ecology, and reciprocity."
 - bridgid.neptune@gmail.com & kirstin_underwood@fws.gov
- **Social Studies:**
 - Case study 1: The Maine rivers, current culture built around rivers, geography, local
 - Where are cities built? Why? What are rivers used for?
 - Case study 2: Wabanaki cultures, timelessness, tools, waterways, seasons,
 - Wabanaki history (15,000 BCE - present day)
 - Culture study, compare cultures
 - Case study 3: Colonization, history
 - U.S. History (1400s - present day)
 - Doctrine of Discovery and Manifest Destiny
 - Civics: How will the Wabanaki people fight for their interests?
 - [Deb Haaland](#) - Department of the Interior
- **Related Arts**

Specific skills or content that will be taught across many/all classes (example: supporting claims with evidence, feedback and revision, etc):

- Searching for bias in text, analyzing sources
- [VOCABULARY LIST](#) - TO BE REINFORCED/PRE-TAUGHT IN ALB/C

Step 2: Design a Final Product

Description of Final Product:

- Choices (all students do one of these)
 - Kids create posters to put around the school to educate the building about old place names, translations of words related to our school
 - “Did you know?” signs around the building
 - Educate the school population
 - Students will plan a mural for the school
 - Funding
 - Artist search
- Letters on a website in support of Wabanaki legislation
 - Each student writes a letter in support of [federal legislation H.R. 6707](#)
 - Create a website that publicly shares these letters

Audience

- Inside the school
- City council meeting
- Maine legislator
- Public on the website

Team’s Plan for developing models and exemplars:

- Tim will create a model letter for the website
-

Step 3: Choose Professional Roles

Professional skill-sets students will develop:

- Civic action: publicity for Maine legislation

Professionals students will work with:

- April Fournier (Navajo city councilor)
- Jared Golden (HR6707 is his bill)
- Chellie Pingree (our state representative)

Step 4: Identify and Organize Major Learning Resources

Anchor Text (if applicable):

-

Other Key Texts:

- [Friends of the Presumpscot River](#)
- [MaineMemory Wabanaki culture](#) & history
- [Doctrine of Discovery primary source](#) & [Lesson plan](#)
- [History of Manifest Destiny](#)

Maps:

- [Presumpscot River map](#)
- [Wabanaki Place Names](#)
- [Colonial Manuscript of Southern Maine map](#)
- [Samuel de Champlain map](#)
- [Video of mapping of Penobscot place names](#)
- [Manifest Destiny maps](#)
- [The conquest of a continent](#) - artwork
- [Population maps over time](#)

Step 6: Plan for a Culminating Event

Culminating Event format:

Audience:

-

Plan for building a narrative of the expedition: