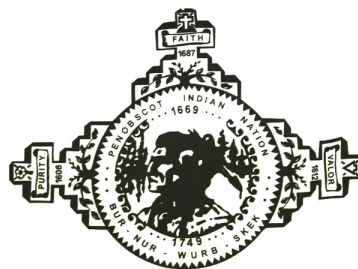
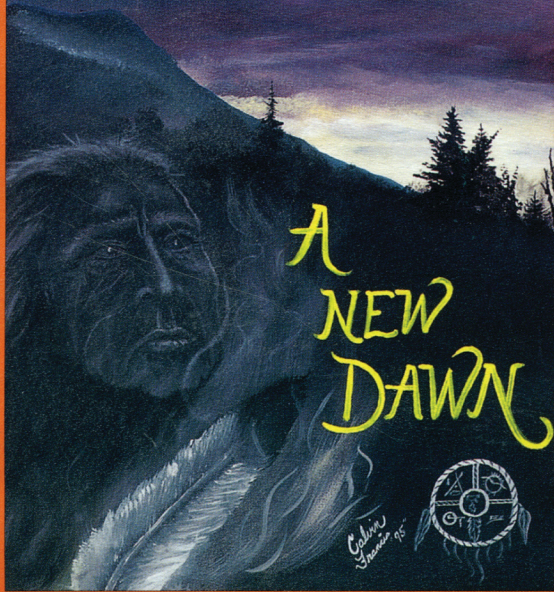


# The Bridge Unit



# Wabanaki



presented by the  
Maine Indian  
Tribal-State Commission

## Wabanaki A New Dawn

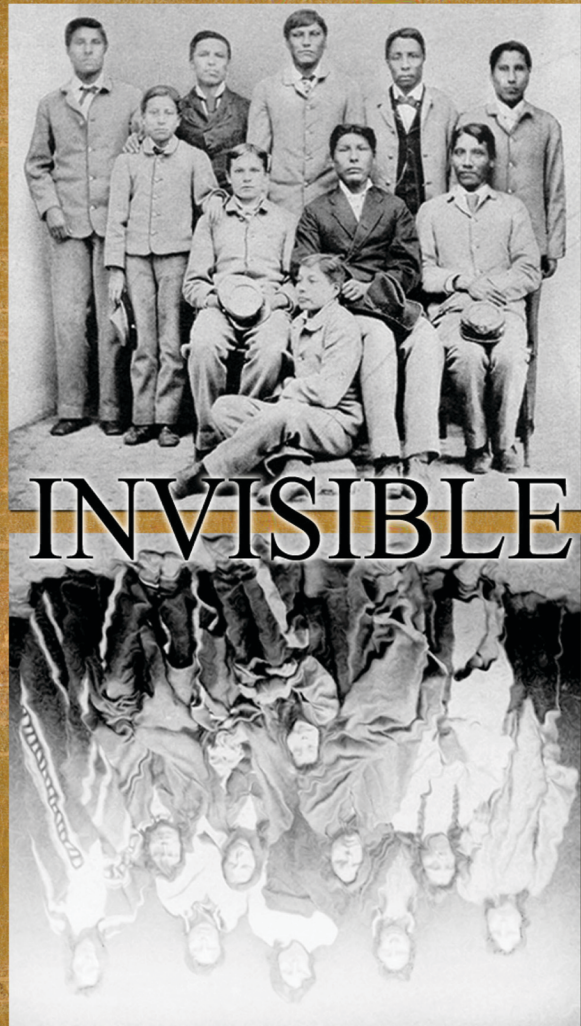
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

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

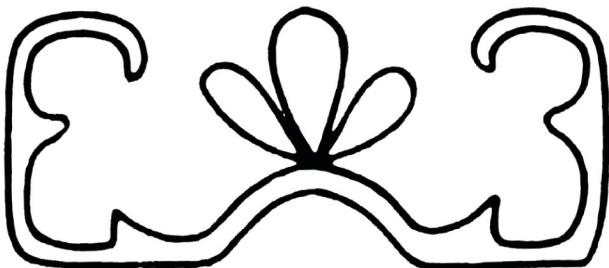
## Invisible

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.



## **Bridge: Separate and Together**

### **Introduction:**

This unit was piloted with certain grade level students. It may be adapted to another grade level by changing the content standard and performance indicator.

Indian Island, the Penobscot Nation Reservation, is a unique community in many ways. It is unique because it is populated by the Penobscot Indians. But it is also geographically unique. Indian Island is an island in the Penobscot River. The community on this island has been isolated from the mainland culturally, as well as physically.

In the 1950's the old ferry that shuttled people across the river was retired. A large steel girder bridge was erected. This was a one-lane bridge that brought change to Indian Island, both positively and negatively. By the mid 1980's the old green girder bridge was replaced with a two-lane bridge.

The bridges that link the community of Indian Island to Old Town can be seen as a link that joined together the communities physically as well as metaphorically.

In the Pilot Project for this unit "Kidspiration" was used as a teaching tool.

The logo for Kidspiration features the word "kidspiration" in a stylized font. "kid" is in red and "spiration" is in blue. A yellow star is positioned above the letter "i" in "spiration".

**The visual way to think,  
write and comprehend**

Created for K-5 learners, Kidspiration® provides an easy way to apply the proven principles of visual learning. Students build graphic organizers by combining pictures, text and spoken words to represent thoughts and information. Younger learners develop early literacy skills, and more advanced students improve comprehension skills and better organize ideas for writing.

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**Bridges: Separate and Together**  
By Julia E. Sockbeson and Pam Cunningham

**Unit Focus: Communities change when physically joined together.**

**Standards**

**Social Studies-History**

- **B- Historical Knowledge, Concepts, and Patterns**
  - Demonstrate an awareness of different kinds of communities in Maine. [B2 (3-4)]

**English Language Arts**

- **B-Literature and Culture**
  - Demonstrate awareness of the culture and geography pertinent to the texts they read. [B1 (3-4)]

**Essential Understanding**

Communities have changed over time.

**Essential Question #1**

What is community?

**Key Concepts:**

1. Community is more than the people that live there (buildings, jobs etc.)
2. Community is a place that people share.
3. Communities are like families.
4. What we do in a community affects other members in our community.

**Activities**

- ❖ To introduce the concept of community, we will begin to “build” community in our classroom. Read the story, I Wish I Were a Butterfly by James Howe (author) and Ed Young (illustrator). Use the story to initiate discussion about community. Then we will create a circle and place a blue Pyrex pie plate, representing the pond in the story in the middle of our circle and surround the “pond” by grass. Each child will select a rock and print his/her name and place their rock (including your own), one at a time, in the “pond”. Use this activity to illustrate the aforementioned concepts. Ask the children to notice that each time a rock is placed in the “pond” it touches or bumps into another. Tell the children that when one community member acts irresponsibly and hurtfully the whole community is affected negatively...and when one community member acts lovingly and responsibly, the whole community is affected positively.

**Essential Question #2**

What makes a community special?

**Key Concepts**

1. There are different types of communities.
2. Everyone in a community has a job.

**Activities**

- ❖ Ask the children to think what we have learned about the concept of community. Using chart paper, the teacher will write the word “community” at the top of the paper. Then ask the children to see how many kinds of communities they can think of. The teacher will add each of

their contributions to the list. As a class we will discuss all suggestions produce a final web using the software, “Kidspiration”, and the overhead projector.

- ❖ Continuing with the web generated with “Kidspiration, the class will discuss and define each type of community shown on our web.
- ❖ We are going to create a bulletin board titled: Our Community of Learners. Each child will be given a digital photo of a classmate. The photo will be glued to a large library pocket, with the child’s name printed over the photo. All library pockets/photos will be stapled to the bulletin board.
- ❖ A list is made of all the jobs that need to be done in our classroom. The teacher will type the jobs, laminate them, and ask for volunteers to perform the job for one week. This will continue throughout the academic year.
- ❖ Brainstorm and chart different types of communities.

### **Formative Assessment**

Class will complete a Venn diagram that compares and contrasts a “Family” and a “Community”.

### **Resources**

I Wish I were A Butterfly by James Howe & Ed Young

- Enough smooth round rocks for each child

Chart paper

- Large Venn diagram

### **Essential Question #3**

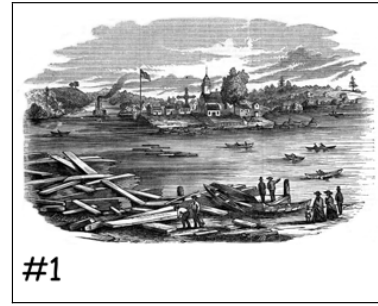
What are some ways communities can be joined together?

### **Key Concepts:**

1. A community that shares the same culture, like any community, has unique features.
2. Island communities have distinct features.
3. There are some communities that are joined by bridges.
4. The Indian Island community of the Penobscot Nation is a community that is joined to another community by a bridge.
5. When communities are joined together, some things change, and some things stay the same.

### **Activities:**

- ❖ In class, help children generate a list of questions to ask Penobscot Elders about what Indian Island community looked like before the construction of the bridge that connected the Island to Old Town. (This activity may not be applicable to your community. Children could generate questions relevant to your town or city. Example: “What was this town like before the new “Big Box Store” came to town?”)
- ❖ Visit the Penobscot Nation Elder Meal Site to share questions. There will be pictures from the Penobscot Nation Museum that show the Island before and after the bridge. (Replace your items and forums relative to your town or city here.)
- ❖ In a Guided Reading format, we will read a fictional piece called, Crossing Starlight Bridge written by Alice Mead.
- ❖ In a Read Aloud format, the teacher shall read a non-fiction piece, “Indian Island Bridge” written by John Bear Mitchell.
- ❖ To find more about the community on Indian Island you may show the PowerPoint presentation “Community Helpers,” provided in this curriculum packet.



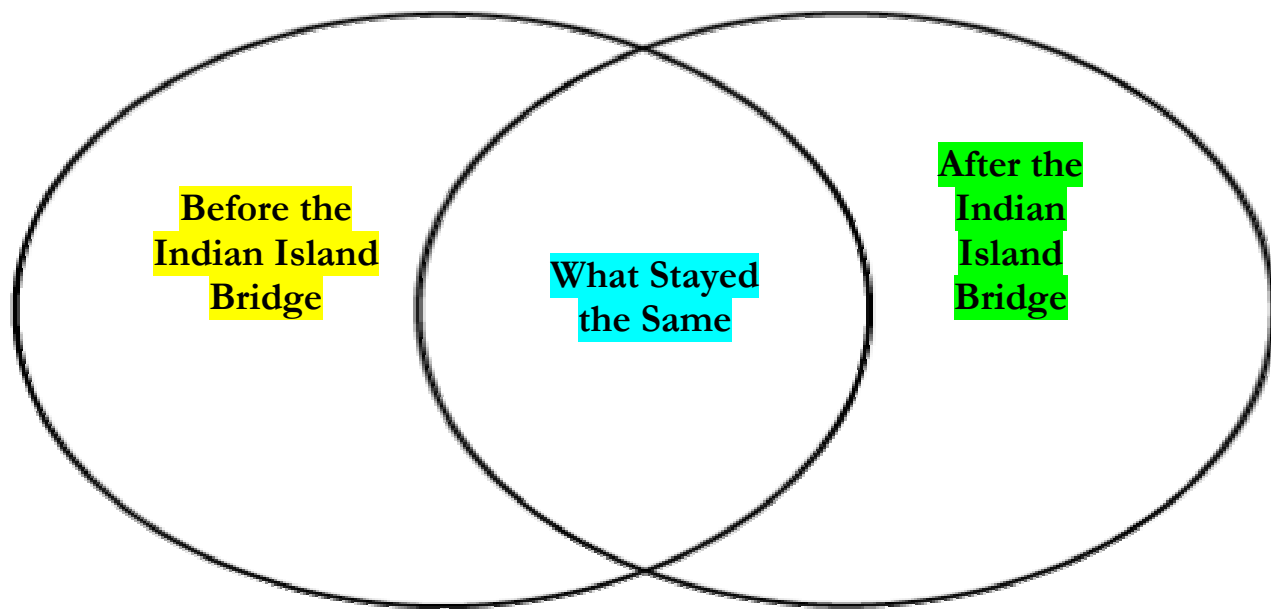
**Formative Assessment:**

The children shall view a collection of pictures that show Indian Island before the bridge and after the bridge. Each child will be responsible for three statements about a picture of their choice. The learners will develop a Declarative Statement about the picture. This statement will state just the visible facts about the picture. The learner will then write an Emotive Response about the picture. In this statement, the learner will describe what s/he feels about the picture. In the last statement, the learner will develop a Narrative Statement about their picture. In their writing, the child will tell the story behind their photograph. (Regardless of the community that you are studying, the pictures of Indian Island, provided, can be used for this activity. You may have students collect a series of historical pictures of your town or city to be used in this exercise.)

**Resources:**

- Chart paper
- A Community Center/Elderly Meeting place
- Crossing Starlight Bridge by Alice Mead
- “Indian Island Bridge” by John Bear Mitchell
- Collection of photographs of Indian Island, before and after the construction of the Indian Island Bridge (included in the reproducible packets in this kit)

**Summative Assessment:**



Students will each complete a Venn diagram as shown above.

**Scenario:**

You have been chosen to be the Historian for the Penobscot Nation (or your town or city). Use your Venn diagram to make and develop a written presentation. Your presentation will use the information shared during this unit about changes the Indian Island (your) community experienced as the result of the construction of the Indian Island Bridge (or any significant change to your community.)

**Closing:**

Children will send thank you notes to the Elder that participated in the completion of this unit. Teacher will continue to explore the theme of change and continuity by asking the children to reflect upon life in this community through their eyes.



Drawing by James Eric Francis of Indian Island circa 1940.

**Criteria for Assessment:**

- include Declarative Statement, Emotive Response, Narrative Statement about bridges
- include at least 3 observations in each piece of the venn diagram
- will include evidence of connecting with community elders



**Bridges: Separate and Together**

	1 Attempted Demonstration (Does Not Meet Standard)	2 Partial Demonstration (Partially Meets Standards)	3 Proficient Demonstration (Meets Standard)	4 Sophisticated Demonstration (Exceeds Standards)
<p><u>Standard:</u> Social Studies- History B-Historical Knowledge, Concepts, and Patterns</p> <p><u>Indicator:</u> Students will demonstrate an awareness of different kinds of communities in Maine.</p>	<p>Student’s work does not meet the criteria and does not demonstrate an awareness of the different types of communities in the State of Maine.</p>	<p>Student’s work meets some of the criteria and demonstrates some awareness of the different types of communities in the State of Maine.</p>	<p>Student’s work meets most of the criteria and demonstrates an understanding of the different types of communities in the State of Maine.</p>	<p>Student’s work meets all criteria and requirements for proficient demonstration.</p> <p>AND</p> <p>Student will select one community living in the State of Maine and complete a Venn diagram comparing that community to the Community of Indian Island.</p>
<p><u>Standard:</u> English Language Arts B-Literature and Culture</p> <p><u>Indicator:</u> Student will be able to demonstrate an awareness of the culture and geography pertinent to the texts they read.</p>	<p>Student is not able to complete Before and After Indian Island Bridge Venn diagram.</p>	<p>Student is able to cite three features of the Indian Island community in each area of the Venn Diagram, demonstrating some understanding that 3 features of the community changed and three features remained the same after the construction of the bridge.</p>	<p>Student is able to cite to cite five features of the Indian Island community in each area of the Venn diagram, demonstrating an understanding that certain features of the Indian Island changes and certain features remained the same after the construction of the bridge.</p>	<p>Student is able to cite 6 or more features of the Indian Island community in each area of the Venn diagram, demonstrating a proficient understanding of the material.</p> <p>AND</p> <p>Student will interview a Penobscot Elder about what life was like in their community before the bridge and report back to the class.</p>

**Information about Pictures of Indian Island for the Bridge Unit**  
**(found in packet of reproducible in kit)**

#1- This engraving is of Indian Island. The image dates to the 1950's.

- Logging activities
- Canoes and bateaus
- Steam ship heading up river.
- Spear fishing on shore.
- Large cross.
- Church.
- Flag.
- Women with a child.
- Men working

#2- A photograph taken from Indian Island looking towards the landing in Old Town.

- Two men in a bateau
- Smoke from Industry
- Large shoe factory on left
- Logs in the river.

#3- This postcard images dates to about 1940.

- The square building in the left center is a basket store.
- The church and convent, to the right of church, still stand today
- 10 to 15 years before the first bridge

#4- The Green Bridge

- Built in the 1950's
- One-lane

#5- The Green Bridge being built

- The ferry is still in use
- Teepees and stockade behind the church used during pageants

#6- The narrow Green Bridge

- Board were installed on the bridge to protect from the harsh winter winds.
- This bridge was narrow.

#7- The Landing on Indian Island

- This is prior to the bridge
- Dates between 1900 and 1930's

#8- Landing at Indian Island

- Industry across the river
- Indians selling baskets
- Indian with a headdress on.
- Boats are full of people.
- Telephone pole.
- Deer head

#9- Postcard image of Indian Island

- Bateau
- Canoes
- Church and Convent

#10- Older photo of Indian Island from Old Town

- Compare to photo from same location
- Photo #7 is about the same time period
- Bateaus and canoes
- Man waiting in fine clothes.
- People on opposite shore.

#11- Indian Pageant

- Many Indians dress in regalia for a celebration or ceremony
- Pageants were held for the benefit of tourists.

#12- The Sawdust Bridge

- Sawdust was put on the ice in the wintertime to help insulate the ice.
- This bridge of sawdust would keep the ice stronger longer.
- The teepee was built in the early 1940's

#13- Another view of the Sawdust trail

- The nearby saw mills had piles of sawdust.
- Sawdust is used to isolate ice in icehouses and on ships during the time before refrigerators.

#14- The Landing at Indian Island in 2005

- The teepee is a family museum.
- New modern bridge.

#15- Penobscot Chief meeting with State of Maine officials.

- Ribbon cutting of the first bridge to Old Town from Indian Island.

#16- Railroad

- Teepees on the island for pageants
- Train tracks continued and cross Orson Island, the next island up river, part of the Penobscot Indian Reservation.

Narrative

1716-1800  
Statements

This picture is taking place before 1950. In the winter people use to use saw dust bridges for transportation off and on the island. There was no bridge all year long like there today. The reason they have a saw dust bridge is because it creates more friction and people don't slip.

There are buildings still here from way back then, like the tepee and church & the NUN'S house.

# Emotive Statements

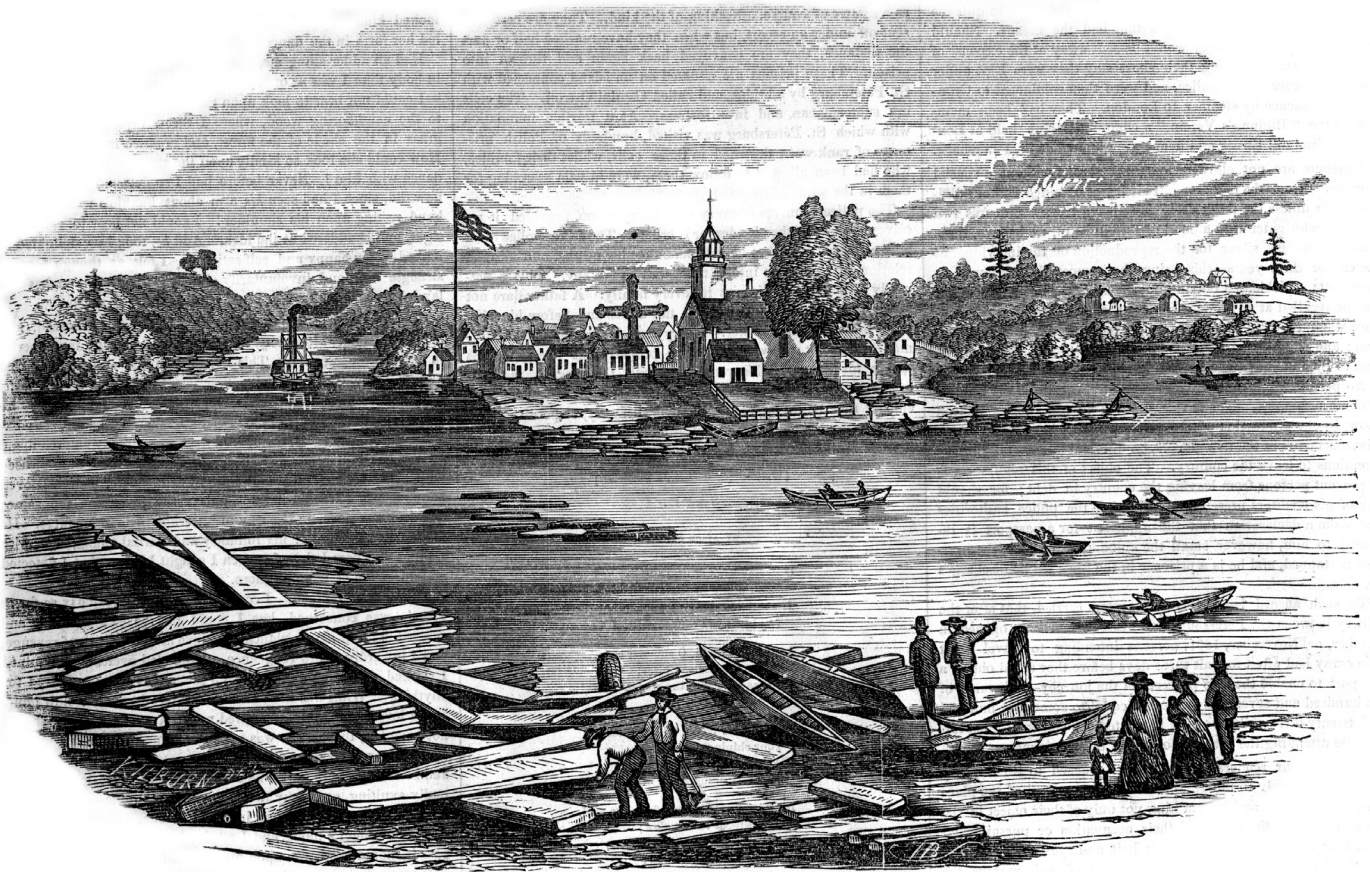
This picture makes me  
feel like I was there with the  
saw dust bridge in front of me.

# Declarative Statements

Tyler-Anna  
1-23-06

In this picture I see many houses, the old tepee, houses, trees, the church, ice and most importantly the saw dust bridge. I don't see anybody. I see some wooden boards. I see birds. I see sky. I see the Penobscot River covered with ice.





#1