Unit: Passamaquoddy Animal Names (Week 1, 1 Week)

Stage: Desired Results

Maine Learning Results & Common Core

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Reading: Informational Text
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
   - RL.1.1. Ask and answer questions about key details in a text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
   - RL.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
   - RL.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
6. Assess how point of view or purpose shapes the content and style of a text.
   - RL.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
   - RL.1.7. Use the illustrations and details in a text to describe its key ideas.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
   - RL.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
   - SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   - SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   - SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   - SL.1.1c. Ask questions to clarify or expand on the comments of others.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
   - SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
   - SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
   - SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
   - SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.1.6. Produce complete sentences when appropriate to task and situation.

**ME: Social Studies, ME: Grades PreK-2, Wabanaki Studies**

**Worldview**

- Compare common and unique aspects of culture, values, and beliefs between Wabanaki and other culture groups (including one's own).
- Understand that all cultures (including one's own) have traditions and be able to give examples of Wabanaki specific traditions.

**Essential Questions**

- How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village?
- What is the role of the citizen in the community and the nation?
- What is our role as a member of the world community?
- Where does this language live in my community?
- How will learning a language enhance my life?
- How might learning a language open "doors of opportunity"?
- What do I hear when I listen?
- How do I figure out meaning when words are not understood?
- In what ways does language convey meaning?
- What is culture?
- Why study another culture?
- What can I learn about my own language and culture from the study of others?
- How can I enhance my connections with people through language?
- How does the study of another language and culture make the world smaller?
- How does language shape culture? How does culture shape language?

**Academic Vocabulary**

- Amakesh: Butterfly
- Amunes: Bee
- Ankwiposhe: American Robin
- Ankwii: farther, further, beyond.
- Aplikulis: Striped Skunk
- Piktu: s/he farts, breaks wind, passes gas.
- Cooils: Frog
- Coopt: Infected or swollen gland
- Kehkakus: Common Crow
- Kikwos: Muskrat
- Kiwosuwas: calamus, flagroot, sweet flag; the root of this plant.
- Kikwlink: River Otter
- Kukhughas: Great Horned Owl
- Mhikur: Red Squirrel
- Mihkumal: s/he preaches to h’; lectures h’, counsels h’.
- Motekonye: Bat (especially, Little Brown Bat)
- Motekon: skin, hide; leather.
- Mus: Moose
- Muswa: s/he cuts hair; s/he barbers.
- Mwink: Black Bear
- Mwili: s/he picks or gathers berries.
- Pakehqa: Woodpecker
- Pakehqa: s/he bumps head against something
- Pute: Whale
- Putuwe: s/he blows; (whale) s/he spouts.
- Qapil: Beaver
- Wipit: Tooth
- Wolaipit: s/he has good teeth
- Qaqosse: Red Fox
- Qaqyur: s/he, it is dirty
- Wabertow-sahkat: Dragonfly
- Wabet: Devil, demon, evil spirit, Satan.
- Sahkat: Needle, syringe.
- Wiwikome: Snail, slug.

**Students Will Know**

1. How the Pessamaquddy people chose names for different animals.
2. Behavioral patterns of different animals.
3. Pronunciation of Passamaquddy words.
4. Passamaquddy writing system.
5. Relationships between Passamaquddy words and their linguistic roots.

**Students Will Do**

**Bloom’s Wheel**

**Bloom’s Taxonomy**

- Select
- Name
- Define
- Describe
- Identify
- Recognize
- Match
- Restate
- Paraphrase
- Give Examples
- Explain
- Defend
- Distinguish
- Interpret
- Solve

**Technology Integration Notes**

Attached links are MP3's of the spoken Passamaquddy animal names. If unable to access MP3's, visit the Passamaquddy-Maliseet Language Portal (http://www.pomportal.org) for sound clips of most names. A pronunciation guide is also available through the Language Portal.

- Amakesh-Butterfly.mp3
- Amunes-Bee.mp3
- Ankwii-Beyond.mp3
- Ankwiposhe:American Robin.mp3
- Aplikulis-Skunk.mp3
- Cooils-Frog.mp3
- Coopt-Swollen Gland.mp3
- Kehkakus-Crow.mp3
- Kikwos-Muskrat.mp3
- Kiwosuwas-Flag Root.mp3
Stage 2: Assessment Evidence

Assessment

Re-name your favorite animal!

Summative: Performance: Authentic Task

After the matching game is completed, have the students choose an animal. This can be any real animal, whether historic or modern, from anywhere on the globe. Pose questions such as "What is this Animal's name?" "Where do you think it got the name?" For older children, "What is the scientific name of the animal?" Have them think critically about the way their chosen animal interacts with the environment. Then ask "What do you find to be the most interesting thing about this animal?" and "How did Passamaquoddy people name animals?" Finally, have the students create their own name for this animal. These names should be similar to the Passamaquoddy translations/interpretations (Bear is "the berry picker." Skunk is "the one that farts." Squirrel is "the lecturer.") Have the students illustrate their chosen animal, and write a paragraph about why they chose their name for that animal (Challenging bonus: Attempt to translate that name into Passamaquoddy using the Passamaquoddy-Maliseet Language Portal! This could be difficult, as many words/phrases will not translate directly.)

Stage 3: Learning Activities

Unit Overview

Lesson Length: ~1 hour

Materials: Children's Book "Thanks to the Animals" by Allen Sockabasin, Passamaquoddy Animal Names/Interpretations, Animal Images, Animal Name MP3's.

This is an excellent lesson for the Thanksgiving season, to emphasize the concept of "giving thanks" rather than focusing on the commonly accepted myths about the role of Native Americans in the origins of the national holiday.

Using literacy link, the pictures provided, and the interpretations of the Passamaquoddy animal names, students will play a "matching game" and determine which name best describes each animal. Not only will this test their existing zoological knowledge, but will also provide them with new learning and a unique perspective into the Passamaquoddy world view. Animal names in Passamaquoddy often refer to physical characteristics, behaviors, or resources that that animal is able to provide.

Learning Activities & Lesson Plans

Day 1

Read "Thanks to the Animals" by Allen Sockabasin, making notes of the different kinds of animals in the story. Using the pictures provided and the interpretations of the Passamaquoddy animal names, students will play a "matching game" and determine which name best describes each animal. Using the MP3's provided, students may listen to the correct pronunciation of the names as well as practice pronouncing Passamaquoddy words (the Passamaquoddy-Maliseet Language Portal also contains a pronunciation guide, as well as multiple sound clips and videos with Passamaquoddy and English subtitles). To test understanding of the lesson student choose an animal and re-name it based on what they find to be the most interesting fact about that animal.
Amakehs
"Quickly goes from one place to another; doesn’t sit in one place for too long."

Amuwes
Like the amakehs, this being “Carries something from one place to another.”

Ankwuposehehsim
"Goes from one place to another over very long distances.” The word ankwu translates as “further and further; beyond.”

Apikcilm
The root of this animal’s name, piktu, translates as “s/he fart.” So, this animal’s name is “the one that farts.”

Coqols
The root of this animal’s name, coqol, translates as a “swollen gland near one’s head or neck.”

Kahkakuhs
This noisemaker was named for the sound it makes. Who says “kahkak”?\Kiwonik
"It slides.”

Kwhos
Similar to kiwonik and qapit, but this animal eats a medicinal root known as “fieg root,” which grows in freshwater bogs. The Passamaquoddy word for fieg root is kwhosuweq, or “the root that kwhos likes to eat.”

Kuhkukahs
Though very different from kahkakuhs, this being was also named for the sound it makes. Who says “kuhkuk”?\Mhku
The root of this animal’s name is mhkumal, meaning “s/he lectures or preaches.”

Motekonyhehs
The root of this animal’s name, motekon, translates as “skin” or “leather.”

Mus
The root of this animal’s name comes from the word musawe, which means “s/he removes hair.” This animal has to remove a velvet-like layer of skin each year—this animal’s name is the same in English.

Mwln
The root of this animal’s name comes from the word mwlsu, meaning “he or she picks berries.”

Pakahgeha
The root of this animal’s name comes from the word pakahgehsom, meaning “s/he beats his/her head against something.”

Putep
This animal’s name comes from the word putwe, which means “it blows.”

Qapit
This animal gets his name from the words wpit, “tooth,” and woplepit “s/he has good teeth.”

Qaqoss
This animal’s name has a similar root to the words qaqqyuu, “It is dirty.” Which animal looks as if it stained it’s fur?

Wahantuu-Sahkat
This being’s name translates as “Devil’s Needle.” Wahant, meaning “evil spirit or devil” and sahkat, meaning “needle.”

Wiwilomeq
This tiny being was named after a Passamaquoddy monster. The monster had a long, slimy, soft body, and horns.

Resources

Attached links are JPG files of the Animal photos, as well as a PDF with the full list of animal photos and their original online sources.

† Amakehs.jpg
† Anmuwes.jpg
† Ankwuposehehsim.jpg
† Apikcilm.jpg
† Coqols.jpg
† Kahkakuhs.jpg
† Kiwos.jpg
† Kiwonik.JPG
† Kuhkukahs.jpg
† Mhku.JPG
† Motekonyhehs.jpg
† Mus.jpg
† Nwln.jpg
† Pakahgeha.jpg
† Putep.jpg
† Qaqoss.jpg
† Wahantuu-Sahkat.jpg
† Wiwilomeq.jpg
† animal names lesson photos and sources.pdf

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Image 12: Mus/Moose
Dan Peterson/Creative Commons Attribution 2.0
Generic License/Wikimedia Commons
http://commons.wikimedia.org/wiki/File%3AAAnim0666
 - Flickr - NOAA_Photo_Library.jpg

Image 14: Pakahqaha/Woodpecker
Dick Daniels/Creative Commons Attribution-Share Alike
3.0 Unported License/Wikimedia Commons
http://commons.wikimedia.org/wiki/File%3APileated_Woodpecker_Ash_RWD2.jpg

Image 13: Muwin/Bear
anoldent/Creative Commons Attribution-Share Alike 2.0
Generic License/Wikimedia Commons

Image 15: Putep/Whale
Cornelia Oedekoven/Public Domain (Citation below)/Wikimedia Commons
"Photo: Protected Resouces Division, Southwest Fisheries Science Center, La Jolla, California.
swfsc.nmfs.noaa.gov/PRD/
http://commons.wikimedia.org/wiki/File%3AMegaptera_novaenglia_jumping.jpg