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**TITLE:** A Wicked Fight: the Frontier Wars in Maine

**GRADE LEVEL:** 4-6

**TIME ALLOTMENT:** Two one-hour class periods

**OVERVIEW:** This plan will look at how the French, Natives and English interacted during nearly 100 years of war in Maine. The video and the lesson concentrate on events in Maine while placing them in the larger context of the Frontier Wars of the eighteenth century. The plan leads students in an investigation of how the trauma of war can influence major cultural events like the Salem witch trials.

**SUBJECT MATTER:** United States history, Maine history

**LEARNING OBJECTIVES:**

Students will:

- Learn how negotiation works in a group setting.
- Identify the cultures fighting for a home in Maine during the Frontier Wars
- Identify points of conflict between the different group
- Discuss how fear and misunderstanding can influence actions.
- Discuss how the trauma of war can lead to superstition, hysteria and affect major cultural events
- Relate the events of the Salem witch trials to the Frontier wars in Maine.
- Use original source documents to write a short paper

**STANDARDS:**

Social Studies:

**HISTORY**

**B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS, grades 3-4**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

2. Demonstrate an awareness of major events and people in United States and Maine history:

**B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS, grades 5-8**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:

1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to:

**C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION, grades 5-8**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to:

3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.
4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.

5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.

Language Arts:

A. PROCESS OF READING, grades 3-4

Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:

1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.
3. Recognize when a text is primarily intended to persuade.

A. PROCESS OF READING, grades 5-8

Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:

11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.

H. RESEARCH-RELATED WRITING AND SPEAKING, grades 3-4

Students will work, write, and speak effectively when doing research in all content areas. Students will be able to:

4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.

H. RESEARCH-RELATED WRITING AND SPEAKING, grades 3-4

Students will work, write, and speak effectively when doing research in all content areas. Students will be able to:

8. Make limited but effective use of primary sources when researching topics.

B. LITERATURE AND CULTURE, grades 3-4

Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:

6. Make and justify conclusions about the motives of characters and the consequences of their actions.
11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.

B. LITERATURE AND CULTURE, grades 5-8

Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:

4. Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.

MEDIA COMPONENTS:

MPBN video, “The Fight for Maine” from the series, Home: The Story of Maine.

Salem Witchcraft Papers

<http://etext.lib.virginia.edu/salem/witchcraft/texts/>

1692 witch trial documents and participants.

Maine Memory Network

[www.mainememory.net](http://www.mainememory.net)

A statewide database and online museum of historic source materials about Maine.

## MATERIALS:

White board or blackboard for group discussion.

Notebook or computer for each student to take notes and write a short paper.

## PREP FOR TEACHERS:

Preview the video and note cues to stop for discussion.

Preview and bookmark Web sites.

Print copies of Rachel Clinton letter from the Maine Memory Network (Web address above).

## INTRODUCTORY ACTIVITY:

Divide the class into groups of four or five. Give each group a set of chairs: there should be one less chair than people in the group. If there are five students then the group should have four chairs. Instruct the group to figure out how to divide the chairs. They can do it however they want: somebody goes without, two people share or maybe they get rid of the chairs and sit on the floor. Don't give any suggestions but see how they try to work it out. Give the class 5-6 minutes.

Stop the negotiation and keep the groups where they are. Have each group describe how they addressed the problem and their solution.

- Was there conflict?
- Who made the decisions?
- How were decisions made?
- Did they discuss alternatives like sharing or not using chairs?

Talk about negotiation as a class

- Can they see how conflict could arise?
- What are good negotiation strategies?

## LEARNING ACTIVITY:

Step One.

Introduce the video: The Fight for Maine

Ask the class to remember the negotiation activity they just completed as they watch the video. Prompt them to think about how negotiation and compromise figure in this part of American history. Give the students a **Focus for Media Interaction** as they watch the video segment by asking them to identify the different groups of people living in Maine and why there was conflict between them. Encourage the students to take brief notes. \*\*You may want to talk about note-taking if this is new to your students. Assure them that these notes are to help them recall important points in the video and they don't need to write complete sentences.

CUE the video to the start of the program. STOP at the audio cue is the narrator saying, "...suddenly using each other as pawns in chaotic conflicts that spread throughout New England." The visual cue is three Puritans looking toward the water.

Discussion:

- Who were the groups of people living in Maine in the late 1600's and early 1700's? Answer:
  - English, Native Americans and French
- What are the major sources of conflict for these peoples? Answer:

- Land conflicts
- Guns and supplies
- Did fear or anger play a role in the wars? Who was fearful and why? How did it affect their actions?  
Answer:
  - Massachusetts Bay Colony officials were concerned that the conflict in Massachusetts would spread to Maine. They disarmed the Indians depriving them of their ability to hunt. Hunting gave them food and furs to trade. Eventually, the Indians did attack the English because they needed supplies to live. Replay a part of the segment to reinforce this. CUE the audio to when the narrator says, “The leaders of the Massachusetts Bay Colony are concerned that the conflict will spread to the Maine frontier.” The VISUAL CUE is a group of men sitting around a long table.
- How many wars make up the Frontier Wars in Maine? Answer:
  - Six

## Step Two.

### Salem witch trials and the Frontier wars in Maine

Ask the students how people may have gotten information and news without computers, radio, television, phones, newspapers or magazines.

- Letters
- Travelers bringing news from other places
- Gossip

Divide the class into groups of 6-10 students and arrange each group in a circle. Play the gossip game by whispering a short message to one student. Instruct the children to whisper the message into the ear of their neighbor to the right and continue until the last student in the circle has the message. Ask them to repeat the message. Ask the first student to repeat what they heard and have the group compare the original statement with the final message. Reconvene the class. Is word-of-mouth an effective means of spreading information? What happens when a story is retold several times by different people? Alternate instructions: ask ten students to come to the front of the room and demonstrate the gossip exercise for the class.

Initiate a discussion about fear. Does meeting new people can cause fear? What if their actions or customs are strange to you? Ask them to imagine meeting a group of people that spoke differently, looked, traveled, ate, dressed and lived differently. How would they react?

Instruct the class to keep these issues in mind as they watch the next video segment. This part is about the 1692 witch trials in Salem, Massachusetts and their connection to the wars in Maine. Give the students a **Focus for Media Interaction** by asking them to note how the wars in Maine are connected to the Salem witch trials. Encourage them to take notes if they want.

RESUME the video from the last stopping point. STOP the video at the VISUAL CUE of a young boy running from an Indian.

Lead the class in a discussion of how the Maine Frontier Wars were related to the Salem Witch Trials.

- The scholar in the video says that many of the accusations of witchcraft were similar to what English settlers had seen during the wars.
- The trauma and fear caused by the war affected people so much that they accused other English people in Salem being witches.
- Accusers reported dreams of being scalped, an action they had witnessed during the wars.
- Accusers said they had seen witches meeting with Indians.

- Witches were accused of many of the same actions that English settlers had witnessed during the wars in Maine.

Ask the students to recall the gossip exercise. Could gossip and misinformation play a part in an incident like this?

OPTIONAL: To explore the history of the witch trials of 1692 see the Salem Witchcraft Papers <http://etext.lib.virginia.edu/salem/witchcraft/texts/>. This Web site features witch trial documents and information about the participants.

As a class, view a 1692 document on the Maine Memory Network at <http://www.mainememory.net/home.shtml>. This is an accusation of witchcraft on the Maine frontier. (Use the keyword search function to find the Rachel Clinton document. Open the document and view the transcription. (Or, distribute copies for each student.) Read and decipher the text: there are misspellings and old words that the class can work out together. Use a dictionary to find definitions of unfamiliar words. This is a deposition and you may want to begin by defining and discussing that term.

Give the students a **Focus for Media Interaction** by asking, what is Thomas Burnham accusing Rachel Clinton of doing? Answer:

- Milking his cow without permission
- Vanishing
- Turning into a gray cat

Discuss whether the students think she really did these things and why. Point out that we only have one side of the story and we don't have Rachel's point of view of the event. How does that affect our information and conclusion about this incident?

Step Three:

Negotiation and conflict on the frontier.

NOTE: Some children may find this segment of the video disturbing or frightening. Please preview.

The final portion of the video looks at the relationship between the Europeans and the Natives. Remind the students of the introductory lesson and ask them to think about all of the solutions the class created for just one problem. Give the class a **Focus for Media Interaction**: look for people or groups who tried to negotiate or work together to make a better life. RESUME the video and play through the end.

Discuss the final portion of the program. Were there English, Native American or French people who tried to negotiate or cooperate with other people?

- John Giles
  - Tried to settle contracts and disagreements between the English and Indians.
- Father Rale and the Norridgewock Indians
  - Established a permanent settlement at Norridgewock with homes, schools and churches.
  - Created a French-Wabanaki dictionary so that the French and Natives could better communicate.
- Molly Mathilda was mentioned in an earlier segment

CULMINATING ACTIVITY:

Final Activity

Break the students into groups of five or six. Ask each group to discuss how the wars in Maine influenced the Salem witch trials. Did fear, superstition and trauma affect the accusations of witchcraft? Were these people

really witches? Write these questions on the board so that each group can refer back to them, but encourage them to think about and discuss each point independently. Be ready to answer questions, but guide the groups to form their own opinions. Appoint a team leader in group to make sure that each team member gets a chance to speak. Allow about five minutes for discussion.

Instruct each student to write a story about Rachel Clinton. Using what they learned in the video and discussion, each student should write a short story about what they think happened between Rachel and Thomas Burnham. They can refer back to their printed copies of the deposition as necessary. They could write about the events stated in the deposition or they could write from Rachel's point of view. What was she doing? How would she explain the circumstances? Encourage them to think about the discussion about witchcraft and the gossip exercise. How do these issues affect Rachel's story?

#### CROSS-CURRICULAR EXTENSIONS:

Art: Create drawings or maps to accompany the writing activities.

#### COMMUNITY CONNECTIONS:

Visit the Maine State Museum

Augusta, Maine

The permanent exhibit, "The Struggle for Identity," explores Maine life in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

Beginning with King Phillip's War in 1675, Maine's English, French and Native Americans engaged in a long military struggle for control of the region. Disease, supply shortages, and the ravages of warfare finally eliminated Indians from the contest. By 1760 New France fell to British Forces and English settlements expanded inland and eastward. Also available online at <http://www.state.me.us/museum/exhibits/identity.html>.

Contact: 207-287-2301.

Visit the site of the Norridgewock Indian village and the Father Sebastian Rale monument.

Madison, Maine

The site is on the National Register of Historic Places. South of Madison off Alt. US 201, Madison

Self-guided tour

Visit Old York Historical Society

York, Maine

The Young Travelers introduces students to life in the eighteenth century through a series of hands-on activities. Students try their hand at spinning and weaving, colonial games and crafts, and hearth cooking. The visit also includes a lesson in Old York's eighteenth century schoolhouse.

Contact: 207-363-4974 or [oyhs@oldyork.org](mailto:oyhs@oldyork.org)

Visit the Abbe Museum

Bar Harbor, Maine

Explore Maine Native American life and culture from the past to the present. Learn about Wabanaki people - members of the Passamaquoddy, Penobscot, Micmac and Maliseet tribes - who live in Maine today.

Contact: 207-288-3519 or [abbe@midmaine.com](mailto:abbe@midmaine.com)

## WRITING RUBRIC

Score	What do I have to do to earn this score?
<p><b>6</b> <b><u>Outstanding</u></b> "Wow!"</p>	<ul style="list-style-type: none"> <li>• A "6" writing story should have a beginning, middle and an end in paragraphs.</li> <li>• <u>The story talks to its readers and paints a clear picture</u> of the story in the reader's mind.</li> <li>• It is well thought out and interesting.</li> <li>• It has <b>many describing words and details</b>.</li> <li>• It uses <b>complete sentences that don't always begin the same way</b>.</li> <li>• It has <i>very few</i> spelling, punctuation and grammar mistakes.</li> <li>• It has no capital letter mistakes.</li> </ul>
<p><b>5</b> <b><u>Very Good</u></b> "Well Done!"</p>	<ul style="list-style-type: none"> <li>• A "5" writing story should have a beginning, middle and an end in paragraphs.</li> <li>• The <u>story has good ideas and is clear to the reader</u> when reading your story.</li> <li>• It has <b>describing words and details</b>.</li> <li>• It has <b>complete, meaningful sentences</b>.</li> <li>• It has <i>few</i> spelling, punctuation and grammar mistakes.</li> <li>• It has very few capital letter mistakes.</li> </ul>
<p><b>4</b> <b><u>Satisfactory</u></b> "You Made It!"</p>	<ul style="list-style-type: none"> <li>• A "4" writing story has good ideas with a beginning, middle and an end.</li> <li>• It has <b>some describing words and details</b>.</li> <li>• It has <b>complete, well-formed sentences</b>.</li> <li>• It has <i>some</i> spelling, punctuation, capital letter and grammar mistakes.</li> </ul>
<p><b>3</b> <b><u>Fair</u></b> "Almost There!"</p>	<ul style="list-style-type: none"> <li>• A "3" writing story has some good ideas but they may not be in order from beginning, middle and an end.</li> <li>• It has <b>a few describing words or details</b>.</li> <li>• It has <b>generally correct complete sentences</b>.</li> <li>• It may have <i>many</i> spelling, punctuation, capital letter and grammar mistakes.</li> </ul>

<p>2 <b><u>Weak</u></b> "Needs Work!"</p>	<ul style="list-style-type: none"><li>• A "2" writing story has some ideas but they are not in any order.</li><li>• It <b>does not have complete sentences</b>.</li><li>• It has <i>many</i> spelling, punctuation, capital letter and grammar mistakes.</li></ul>
<p>1 <b><u>Poor</u></b> "Try Again!"</p>	<ul style="list-style-type: none"><li>• A "1" writing story is mixed up and the reader cannot understand it.</li></ul>