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TITLE

Buried Treasure: Finding the American Revolution in Maine

GRADE LEVEL

4-6

TIME ALLOTMENT

Two one-hour class periods plus homework

OVERVIEW

The video looks at the events of the American Revolution in Maine, with a particular emphasis on the Penobscot Expedition. This plan is designed to insert Maine-related events into a unit or curriculum about the American Revolution and requires some background knowledge of the Revolution. The video uses the well-known general history of the Revolution as background while offering details on events in Maine. Students will study how Maine played a role in the Revolution, use a map exercise to locate the sites of major events in our state and write a short story about the capture and escape of General Peleg Wadsworth.

SUBJECT MATTER

Social Studies, History

LEARNING OBJECTIVES

Students will:

- Place the events in Maine within the larger context of the American Revolution.
- Learn about the Patriots who supported the Revolution and the Loyalists, colonists who opposed it.
- Identify key Maine sites and events significant during the American Revolution and create a map.
- Use historic documents to learn about Maine in the Revolution and write a short story.

STANDARDS

History

A. CHRONOLOGY

Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:

Grades 3-4

2. Place in chronological order, significant events, groups, and people in the history of Maine.

Grades 5-8

2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

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:

Grades 3-4

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

Grades 5-8

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.

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

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:

Grades 5-8

3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.

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.

English Language Arts

H. RESEARCH-RELATED WRITING AND SPEAKING

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

GRADES 3-4

2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.

GRADES 5-8

5. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.

6. Use search engines and other Internet resources to collect information for research topics.

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

MEDIA COMPONENTS

Video

Home: The Story of Maine “The Penobscot Expedition and the Revolution.” (MPBN)

Internet

Maine and the American Revolution.

A short paragraph about the Revolution in Maine within the context of larger history.

<http://www.u-s-history.com/pages/h557.html>

Peleg Wadsworth’s Great Escape

An account of Peleg Wadsworth’s capture and escape during the Penobscot Expedition.

<http://imaginemaine.com/Features/Archives/Wadsworth.html>.

Maine Memory Network

A 1781 letter from British troops about the escape of Peleg Wadsworth.

[**Letter from John Campbell to Sir Henry Clinton about Peleg Wadsworth's escape**](#)

Maine Memory Network

A letter describing action of American troops during the Penobscot Expedition.

[**Peleg Wadsworth letter to his wife, Betsey, about the Penobscot Expedition, July 31, 1779**](#)

Maine Memory Network

A letter describing the retreat of American troops during the Penobscot Expedition.

[**Peleg Wadsworth's letter to his wife, Betsey, Aug. 14, 1779 about the Penobscot Expedition**](#)

Timeline from the Home Web site at MPBN.

Eighteenth century portion of the Maine history timeline.

<http://www.mpbnet.net/hometsom/timelines/1700s2.html>

MATERIALS

Hassinger, Amy. *Finding Katahdin: An Exploration of Maine’s Past*. Orono, Maine: University of Maine Press, 2001. May be purchased here:

<http://shop.store.yahoo.com/mainehistorical/finkatexofma.html>. This is only about one page of reading, and there’s a useful map of the Penobscot Expedition that will aid the students in understanding the video.

Current Maine map or the *DeLorme Maine Atlas and Gazetteer*.

PREP FOR TEACHERS

Preview the video and note the stop cues.

Preview and bookmark each Web site

Make any necessary photocopies

Prepare a set of map plotting points for each group of two students. Use small, white adhesive dots that students can place on a map to mark a Revolution site in Maine. Each group will need six dots labeled as follows:

P (for Portland or Falmouth)

Y (for York)

M (for Machias)

C (for Castine)

PB (for Penobscot Bay)

K (for Kennebec River)

INTRODUCTORY ACTIVITY

Introduce Maine during the Revolution by visiting <http://www.u-s-history.com/pages/h557.html>. This site offers a very brief synopsis of Maine events within the context of famous events of the American Revolution. Give the students a **Focus for Media Interaction** by asking them to list all the Maine places mentioned. If students do not have 1:1 or 2:1 access to computers, this page can be printed and distributed as a handout.

Maine places:

- Portland
- York
- Machias
- Castine
- Penobscot Bay

Next, direct the class to the timeline on Maine history at the Home: The Story of Maine Web site. <http://www.mpbn.net/hometsom/timelines/1700s2.html>. **Focus for Media Interaction:** Ask the students to look for events between 1774 and 1779 and add any new places mentioned to their list. If students do not have 1:1 or 2:1 access to computers, this exercise can be done as a class with one computer and an LCD projector.

Maine places:

- Kennebec River

Divide the class into groups of two. Instruct the students to locate the towns on their list on a current Maine map, a DeLorme atlas is useful for this because there is an index of towns that you can't find by just looking at the map.

Distribute a set of map plotting points to each group of two students. Instruct the groups to locate the Maine locations on their lists on the map. Ask them which sites are closest

to the school and community where you live. Have the students visited any of the towns mentioned on their lists? Did they know that events of the Revolution occurred so close to home?

LEARNING ACTIVITY

Step One:

Explain that while several events of the American Revolution occurred in Maine, this lesson concentrates on the Penobscot Expedition in Castine and the Penobscot River. To prepare to watch the video, instruct students to read pages 101-103 in Finding Katahdin. This is a brief description of the Penobscot Expedition and will aid them in understanding the video. Discuss the reading as a class to check for comprehension.

1. Why was Fort George important?
 - Helped guard Nova Scotia
 - Gave British control of Penobscot River
 - Protected Loyalists from the Patriots

Where was Fort George?

- Castine
2. When was it attacked by the British?
 - 1779
3. The Americans had more troops, why did they lose this battle?
 - They were poorly trained and equipped.
4. What did the British call Castine after they captured it?
 - New Ireland
5. Who were the Loyalists?
 - Colonists who did not support the Revolution and remained loyal to Britain.

Step Two

Introduce the video by telling the class that just over ten years ago, a Maine man found a relic from the American Revolution in the Penobscot River. The video looks at that discovery and at how it relates to the Penobscot Expedition.

START the video at the beginning. Give the students a **Focus for Media Interaction** by asking them to look for what Brent Phinney found in the Penobscot River in 1992. How does it relate to the American Revolution and how did he find it?

STOP the video at the AUDIO CUE when the narrator says, “To retaliate, the British burn Falmouth and while their attempts to punish Machias fail....” The VISUAL CUE is Falmouth (Portland) burning.

1. What did Brent Phinney find?
 - He found a swivel gun; a type of cannon.
2. Why was this find important?
 - It was used during the American Revolution and thrown overboard as a crew fled during the Penobscot Expedition.

Discuss how he found the gun underwater. He found an artifact over 200 years old in a Maine river. Isn't this a kind of buried treasure? He found a piece of American history in our state lying at the bottom of the river.

Step Three

This next section gives additional looks at how the people of Maine responded to the Revolution.

Give the class a **Focus for Media Interaction**: who are the Loyalists? What does it mean to be a Loyalist?

RESUME the video.

STOP the video at the AUDIO CUE when the speaker says, "...he is still our king and it's not for us to separate ourselves from him. We cannot do that."

1. Who were Loyalists?
 - They were colonists who remained loyal to or supported the British during the Revolution. The Americans are often called Patriots.
2. What did it mean to be a Loyalist?
3. Loyalists felt that America couldn't win because they were disorganized and inexperienced. More importantly, they had sworn loyalty to the King of England and felt that they could not break that oath.

Ask the class if they would have been Loyalists or Patriots? Do they understand why the Loyalists felt that it was important to uphold their oath? Why did the speaker say that an oath by a person who has broken a previous oath was worthless?

Step Four:

Ask the class to think back to the map exercise and remember where Falmouth (present-day Portland) and Machias were located. These were major Revolution sites for Maine.

RESUME the video. Give the students a **Focus for Media Interaction** by asking if the Americans were prepared for war with the British.

STOP the video when the speaker says, "...I think it gives you a very tangible sense of the desperation that the Americans were enduring at the time."

1. Were the colonists prepared for battle with the British?
 - No
2. Why?
 - The recruits were boys and old men with no skills
 - They had defective equipment
 - The British are well-trained and well-equipped

Ask the students why they think the colonists used the defective weapon.

- They had little money to fund weapons and so had to use whatever they had. Perhaps they could not afford to throw even a defective gun away.

Ask the students to envision the scene in 1779. What would it sound like? Smell like and look like? What would they have felt like in that situation?

- Probably loud with lots of gun fire and yelling
- Smell of gun powder & smoke was probably overwhelming
- Penobscot Bay is beautiful, but would you notice that in a time like this? What would you see? British ships? Wounded friends?
- How would the soldiers feel? Scared?

Step Five:

RESUME the final part of the video. Give the students a **Focus for Media Interaction** by asking them to listen for why the Penobscot is significant for Maine and Massachusetts.

STOP at the end of the video.

1. Why is the Penobscot Expedition significant?
 - Massachusetts had paid a lot of money to supply the expedition and was left with a big debt.
 - This debt knocks Massachusetts (and Maine) out of the Revolution and most of the final battles are fought in the south.
 - Massachusetts could not protect Maine despite the fact that it was a part of Massachusetts. This leads Maine people to see themselves as a separate people and sets the stage for Maine Statehood over forty years later.

Ask the students how this fits in with what they already know about the Revolution. What was life like for these people fighting for freedom against the British?

CULMINATING ACTIVITY

Explain that Peleg Wadsworth, who is the grandfather of the Maine poet Henry Wadsworth Longfellow, was captured during the Penobscot Expedition but made a daring escape. Students will use Web resources and original historic documents (also available online) to learn about Peleg Wadsworth and to gather information to create a short story.

NOTE: Students can access these Web pages through individual computers, in groups of two or the pages can be printed and distributed as handouts.

Distribute the **Story Preparation Worksheet** so students can take notes while reading the information about Peleg's escape. Assist the students as they read and help them to identify pertinent information.

Source one:

Have them start with <http://imaginemaine.com/Features/Archives/Wadsworth.html>.

This site offers an overview of Peleg's story.

Source two:

Students can read letters from Peleg to his wife Elizabeth and then read a report by a British officer about Peleg's escape. View original documents at <http://www.mainememory.net/home.shtml>. Read the following letters (transcriptions are available at the site)

1. [Letter from John Campbell to Sir Henry Clinton about Peleg Wadsworth's escape](#)
2. [Peleg Wadsworth letter to his wife, Betsey, about the Penobscot Expedition, July 31, 1779](#)
3. [Peleg Wadsworth's letter to his wife, Betsey, Aug. 14, 1779 about the Penobscot Expedition](#)

Reconvene the class to discuss the letters. Students can update and correct their notes during the discussion.

As a homework or final in-class assignment, students will write a short story about Penobscot Expedition, focusing on Peleg's capture and escape. The **Story Preparation Worksheet** serves as their research notes for the story. They can incorporate as much information as they want, but must still create a well-written and well organized story.

CROSS-CURRICULAR EXTENSIONS

1. Peleg is the grandfather of poet Henry Wadsworth Longfellow. Lesson could be combined with a poetry lesson. After reading the "The Midnight Ride of Paul Revere," the children could write a poem about the escape of Peleg in the same style.
2. Students can illustrate their stories about Peleg in art class. What do they think Peleg looked like? Draw a picture of the capture and escape.
3. In combination with writing the short paper, instruct the students in how to cite their sources when doing research. Talk about the importance of giving credit to people who have done the initial research or noting where you got the information for a project so that readers can go to the original source. This exercise relates to Maine State Learning Results on research-related writing (English Language Arts, section H).

COMMUNITY CONNECTIONS

Visit the Maine State Museum

Augusta, Maine

The permanent exhibit, "The Struggle for Identity," explores Maine life in the 17th, 18th and early 19th centuries. Beginning with King Phillip's War in 1675 and continuing through Maine Statehood in 1820. Contact: 207-287-2301.

Tate House

Portland, Maine

The only pre-Revolutionary home in Greater Portland which is open to the public, the impressive period furnishings, beautiful grounds and herb gardens, and unique architecture of Tate House offer an insightful glimpse at the 18th century and life in colonial Maine. Contact: info@tatehouse.org

Wadsworth-Longfellow House

Portland, Maine

General Peleg Wadsworth, built the house in 1785-1786, and the last person to live there was his granddaughter, Anne Longfellow Pierce. Mrs. Pierce, widowed at an early age and lived in the house until her death in 1901. Virtually all of the household items and artifacts are original to the Wadsworth and Longfellow families. Furnishings from the three generations illustrate changes in style, technology, and attitude over the 19th century. Peleg and Elizabeth Wadsworth raised ten children in the house before retiring to the family farm in Hiram, Maine, in 1807. Contact: (207) 774-1822.

Burnham Tavern Museum

Machias, Maine

Built in 1770, Burnham is the oldest building in eastern Maine. It is the only one with Revolutionary War history. It is owned and maintained (since 1910) by Hannah Weston Chapter, Daughters of the American Revolution. Listed on the National Register in 1977. Contact: 207-255-4432 or Website: www.burnhamtavern.com

STORY PREPARATION WORKSHEET: Use this sheet to take note while reading the background information on Peleg Wadsworth's capture and escape during the Penobscot Expedition. This information can be used to write your story.

Document or resource for story background	Main characters	Dates	Main events in story	Places	Important details
http://imaginemaine.com/Features/Archives/Wadsworth.html .					
<u>Letter from John Campbell to Sir Henry Clinton about Peleg Wadsworth's escape</u>					
<u>Peleg Wadsworth letter to his wife, Betsey, about the Penobscot Expedition, July 31, 1779</u>					
<u>Peleg Wadsworth's letter to his wife, Betsey, Aug. 14, 1779 about the Penobscot Expedition</u>					

4th, 5th and 6th GRADE WRITING RUBRIC

Score	What do I have to do to earn this score?
<p data-bbox="266 457 289 491">6</p> <p data-bbox="151 520 407 569"><u>Outstanding</u></p> <p data-bbox="220 600 337 634">"Wow!"</p>	<ul data-bbox="487 464 1474 1163" style="list-style-type: none"><li data-bbox="487 464 1474 541">• A "6" writing story should have a beginning, a middle and an end in paragraphs.<li data-bbox="487 573 1474 651">• <u>The story talks to its readers and paints a clear picture of the story in the reader's mind.</u><li data-bbox="487 682 1474 716">• It is well thought out and interesting.<li data-bbox="487 747 1474 781">• It has many describing words and details.<li data-bbox="487 812 1474 890">• It uses complete sentences that don't always begin the same way.<li data-bbox="487 921 1474 955">• It has <i>very few</i> spelling, punctuation and grammar mistakes.<li data-bbox="487 987 1474 1020">• It has no capital letter mistakes.<li data-bbox="487 1052 1474 1163">• Uses information from each of the historical documents about Peleg Wadsworth and his capture and escape. The information is well thought out and in your own words.
<p data-bbox="266 1199 289 1232">5</p> <p data-bbox="167 1262 391 1310"><u>Very Good</u></p> <p data-bbox="180 1341 378 1375">"Well Done!"</p>	<ul data-bbox="487 1205 1474 1820" style="list-style-type: none"><li data-bbox="487 1205 1474 1283">• A "5" writing story should have a beginning, a middle and an end in paragraphs.<li data-bbox="487 1314 1474 1392">• <u>The story has good ideas and is clear to the reader when reading your story.</u><li data-bbox="487 1423 1474 1457">• It has describing words and details.<li data-bbox="487 1488 1474 1522">• It has complete, meaningful sentences.<li data-bbox="487 1554 1474 1587">• It has <i>few</i> spelling, punctuation and grammar mistakes.<li data-bbox="487 1619 1474 1652">• It has very few capital letter mistakes.<li data-bbox="487 1684 1474 1761">• Uses information from two of the historical documents about Peleg Wadsworth.<li data-bbox="487 1793 1474 1820">• Information from the documents is in your own words.

<p style="text-align: center;">4</p> <p><u>Satisfactory</u></p> <p>"You Made It!"</p>	<ul style="list-style-type: none"> • A "4" writing story has good ideas with a beginning, a middle and an end. • It has some describing words and details. • It has complete, well-formed sentences. • It has some spelling, punctuation, capital letter and grammar mistakes. • Uses some information from one of the documents. • Information from the documents is in your own words.
<p style="text-align: center;">3</p> <p><u>Fair</u></p> <p>"Almost There!"</p>	<ul style="list-style-type: none"> • A "3" writing story has some good ideas but they may not be in order from beginning, middle and an end. • It has a few describing words or details. • It has generally correct complete sentences. • It may have many spelling, punctuation, capital letter and grammar mistakes. • Uses some information from one of the documents, but it's just copied from the documents and not in your own words.
<p style="text-align: center;">2</p> <p><u>Weak</u></p> <p>"Needs Work!"</p>	<ul style="list-style-type: none"> • A "2" writing story has some ideas but they are not in any order. • It does not have complete sentences. • It has many spelling, punctuation, capital letter and grammar mistakes. • Does not make use of the historic documents.
<p style="text-align: center;">1</p> <p><u>Poor</u></p> <p>"Try Again!"</p>	<ul style="list-style-type: none"> • A "1" writing story is mixed up and the reader cannot understand it. • Does not make use of the historic documents.