

TITLE

A Whole New World: Life in 17th Century Maine

GRADE LEVEL

4-6

TIME ALLOTMENT

Two class periods

OVERVIEW

Maine was an exciting place in the 17th century. French and English explorers gave way to entrepreneurs and settlers. Native people moved rapidly to adjust to the changes the Europeans brought. Relationships sprang up between the three groups as each struggled to find a place in this new world. Because Maine was the frontier of European settlement, it represented the frontier, the edge of civilization. Communities here, while based on those in France and England, were unique and faced a different set of issues even than settlements in Massachusetts and southern New England. Using the MPBN video “Rolling Back the Frontier,” students and teachers will explore life in 17th century Maine and what made it different than other colonies.

SUBJECT MATTER

History, Geography, Social Studies

LEARNING OBJECTIVES

Students will:

- Gain an understanding of what life was like in colonial Maine.
- Understand who was living in Maine during the 17th century and what their relationships were.
- Understand the terminology related to the study of history.
- Learn what made Maine different from other colonial territories.

STANDARDS

History

Grades 3-4

A. CRONOLOGY, Grades 3-4

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

A.CRONOLOGY, Grades 5-8

1. Describe the effects of historical changes on daily life.
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, 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, including but not limited to:

Geography

B. HUMAN INTERACTION WITH ENVIRONMENTS, Grades 5-8

4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Economics

A. PERSONAL AND CONSUMER ECONOMICS, Grades 3-4

1. Describe barter and money and how each is used in the exchange of resources, goods, and services.

B. ECONOMIC SYSTEMS OF THE UNITED STATES, Grades 5-8

5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).

MEDIA COMPONENTS

Video:

MPBN video, Home: The Story of Maine, “Rolling Back the Frontier”

MATERIALS

Journal for each student

Black or white board for entire class

The Merriam-Webster Dictionary (one for every 1-2 students)

ISBN: 0-87779-606-8. Note: online, abridged, pocket dictionaries may not give the complete definitions needed to understand the terms used in this lesson.

Large wall map of the world

PREP FOR TEACHERS

Preview video so you know where the stop and start points are.

Preview and bookmark all Web links.

INTRODUCTORY ACTIVITY: SETTING THE STAGE

After Europeans discovered that North America existed they began to explore the idea of living here. Native Americans, of course, already did live here and Europeans met some of them on earlier exploration trips. Many towns and cities in Europe were crowded and it very expensive. North America was so vast that there seemed to be room for anyone wanting to live here. Emphasize that Native Americans were already living here, but the boundaries of the state were not set and the towns we know did not yet exist.

Using a large wall map of the world, have a student find North America and then Maine. Then, point out some of the European countries that sent explorers to the New World: France, England, Norway, Spain, Portugal, the Netherlands. Explain that while many countries explored this region, France and England played the biggest part in Maine’s history. Ask a student to find France on the map and another to find England. While they are at the map, point out Maine again so that students get a sense of the distance.

Discuss what it would be like to travel to a new place without all of the conveniences we’re used to: houses, beds, stores, doctors. Ask the students to think about what types of things they would take with them and what they could do without. What would be the first thing they would do upon arrival? Inform the students that they will view a video about life in 17th century Maine and find out how Europeans adjusted to life here in Maine.

Tell the class that they will act as newspaper reporters and look for clues as they view the video. They will each write a short article about colonial life in Maine and the class will publish a newspaper on with their stories. Distribute the Clue Sheet and give the directions: they'll answer these questions as they watch the video. This is for note taking and they can record any other points that interest them as they watch.

Direct their attention to the Introductory Question and discuss it with the students. Prompt them to recall the brief map exercise they've just conducted. Ask them the following questions to and discuss as a class:

Who was already living here?

Who played the biggest part in Maine's history?

LEARNING ACTIVITIES

Introduce the video to the students. Explain that this video looks at the very earliest European settlers to Maine and explains what life was like for them. Remind them that they are looking for clues as they watch the video and that they should write the answer on the Clue Sheet. Explain that they are taking notes and don't need to write in complete sentences.

Since this video is for a general audience, it may be necessary to check for vocabulary comprehension. Glossary terms are identified throughout the lesson and each student should look them up and write the definition in their journals. You can add other words that seem to be problematic for your class.

Step One:

Begin by asking the students if they know why English and French people came to North America. This first segment of the video explains why Europeans felt they could find a better life in this region despite the fact that it held none of conveniences they were used to.

Cue the video to the opening sequence of Home: The Story of Maine. Give the students a Focus for Media Interaction by asking them to answer question 1 on the Clue Sheet. Why did the Europeans come to North America? Ask the students to list as many 1-2 word answers as they can. Play the video.

Stop the video when the speaker says, "...merchants begin to set up seasonal fishing stations." Give the students a few moments to finish writing. Discuss the clue question making sure each student understands the answer. Ask the students to discuss the idea of economic opportunity and how drove settlers to come to Maine. Suggest that just like today, when people have no work they must look for new opportunities.

Glossary Term: Ask students to use their dictionaries to look up the word "unemployment." Instruct them to write the definition in their journals and discuss how it pertains to the decision to move to the new world.

Step Two:

Begin a discussion about the people already living here – the Native Americans. What do the students know about them and their relationships to the English and French people?

Give the students a Focus for Media Interaction by asking them to answer question 2 on the Clue Sheet. How were the Indians affected? Resume the video at "The fishermen would come over..."

Stop when the speaker says, "...this is his way of opening it up for them to settle." Discuss the question as a class. Why did so many Native Americans die when Europeans came here?

Count the number of people in the classroom (including all instructors). On the board, calculate 90% of the classroom total and subtract that number from the total. For example, 90% of 30 people is 27 people ($30 \times .9 = 27$ then $30 - 27 = 3$). Explain that if 90% of the class were to leave there would be just (insert your number here) people left in the class. What if one of the people who left was the teacher? How would that impact the people left?

Step Three:

The class has heard about the English and the Native Americans, now they'll learn something about the early French colonists. Resume the video at "In order to take advantage of the resources..." Give the students a Focus for Media Interaction by asking them where the French live in 17th century Maine. This is question 3 on the Clue Sheet.

Stop the video when the speaker says, "You're not going to wait for the English vessel to show up two months later."

Discuss the Focus question: where did the French live? Write Acadia on the board so that students can see the correct spelling.

Step Four:

Ask the students to recall question number 1 and the reasons European settlers came to the Maine in the 17th century. One of the things that attracted people was "natural resources." Discuss this "natural resources" -- things that grow in nature can be the basis for economy. That is, something that grows naturally can be made into something that people want to purchase. Maine still relies on trees as a natural resource to make paper. This next segment is about a major natural resource that drew people to Maine in the 17th century.

Cue the video to the next segment, "The Swedish Cavalier's slouch hat..." Give the students a Focus for Media Interaction by asking them to answer question 4 on the Clue Sheet. Why were beavers important to the economy here in the 1600's?

Stop the video the speaker says, "...that had long been part of the situation in southern New England."

Discuss the Focus question. Emphasize that the beaver pelts were important because of European fashion, but that meant economic opportunity for people living here. French and English settlers made money selling pelts to Europe and the Native Americans acquired new things by selling pelts to the French and English.

Glossary Term: Ask students to use their dictionaries to look up the word "pelt." Instruct them to write the definition in their journals.

Step Five:

Ask the class how the Europeans lived when they got here? How did they get the resources that they needed to live? What were the essential things they needed? Remind the students of the introductory discussion about what they would bring and how they would live if they had to move to a new and unfamiliar place. Ask them to keep that in mind as they watch the video.

Cue the video to the Audio Cue, “In 1639, Sir Ferdinando Gorges...” Give the students a Focus for Media Interaction by asking the students to answer questions 5a, 5b 5c on the Clue Sheet.

Stop the video when you hear, “...produce enough food during the short growing season to last through the winter.”

Discuss the ribbon-like settlements along the waterways. Why did people do that?

Traveled by water

Needed water for food, livestock, fire, hygiene

Discuss how the settlers were impacted by cold weather. Stress that these people had very few resources:

No houses were here for them when they arrived.

There were no stores in which to buy heaters, warm clothes or bedding.

They had to find, create, grow or bring whatever they needed to survive.

Glossary Term: Ask students to use their dictionaries to look up the word “cord.” Instruct them to write the definition in their journals.

Step Six:

Resume the video at, “Everybody in Maine, regardless of whether you were a fur trader...” Give the students a Focus for Media Interaction by asking them to listen for the words “barter” and “trade.” This is question 6 on the Clue Sheet.

Stop this segment when the speaker says, “...and share their talents with others.” Give the students time to finish writing.

Glossary Term: Ask students to use their dictionaries to look up the words “barter” and “trade.” Instruct them to write the definition in their journals.

Discuss the question. How do obtain things without money? Explain that that in a barter/trade economy, people exchange goods and services for other things. Money is occasionally used, but there were very few places to spend money in 17th century Maine. The things you needed, like food, wood or medicine, could be obtained by trading work or other things in exchange. Ask the class if they ever obtain things by trading. Possible scenarios:

Borrow a book

Do a chore in exchange for a privilege at home

Trade a toy for one that someone else has

How do they assign value in those situations?

Step Seven:

What was life like for families on the Maine frontier? Who did all the work? Discuss how women and children might participate in the work necessary to create a home in the wilderness:

Gathering food

Preparing/preserving food

Caring for animals

Caring for children

Fishing/hunting

Resume this segment and give the students a Focus for Media Interaction by asking them to answer question 7a and 7b. Who was often responsible for medicines?

Stop the video when you hear, "...it was an extremely serious thing to deal with."

Glossary Term: Ask students to use their dictionaries to look up the word "midwife." Instruct them to write the definition in their journals.

Discuss questions 7a and 7b. Why would women dispense medication? Discuss their role as gardeners, caregivers to the sick, the old, to children and pregnant women. Explain that in a frontier community, people often had several "jobs." If there was no butcher, people did their own. If there was no minister, someone in the community would take that on.

Glossary Term: Ask students to use their dictionaries to look up the word "midwife." Instruct them to write the definition in their journals.

Step Eight:

Cue this last segment to "Most people who come to Maine end up staying..." Give the class a Focus for Media Interaction by instructing them to answer questions 8a, 8b and 8c. Remind the class that many people came to Maine to take advantage of the natural resources. Just as wood is a major source of money and jobs now, it was important to the 17th century economy, too.

Stop the video when the speaker says, "...the drive of Maine's economy throughout the colonial period."

How was wood an important export good in Maine? What types of workers were important to the timber business. Ask students if they know what a sawmill is and what a blacksmith does.

Glossary Term: Ask students to use their dictionaries to look up the word "export." Instruct them to write the definition in their journals.

CULMINATING ACTIVITY

Review the video and the Clue Sheet with the class. Answer any questions that may come up in discussion, and if necessary, review that part of the video as a class.

Explain to the students that journalists answer several key questions when they write a news article: who, what, when, where, why and how. Instruct the students to go through their clue questions and label each one with one of these questions. They can just jot the word in the left margin next to the question number. Occasionally, a clue may answer more than one question.

Distribute the Newspaper Writing Exercise worksheet. Ask the students to write three or four sentences about what they thought the most interesting part of the video was and why. Prompt the students to think of exciting titles based on the part of the video that intrigued them. Using this as the basis for an article, instruct the class to write news articles about life in 17th century Maine. Each article should be one handwritten page and should give one answer to each question:

Who
What
Where

When
Why
How

This exercise could be expanded by having the students do research on the Home: The Story of Maine Web site. For an expanded lesson or for extra credit students can:

- Incorporate specific dates from the timeline, <http://www.mpbn.net/hometsom/timelines/timeline1.html>.
- Write a longer article after reading the show transcript and Web marker information, <http://www.mpbn.net/hometsom/hometsom.html>.

Upon completion of the writing exercise, the articles may be photocopied and bound together to create a newspaper. Students may be encouraged to create visual material to supplement their news stories. As a class, decide on a name for the newspaper and create a cover and headline. Photocopy and distribute throughout the class.

CROSS-CURRICULAR EXTENSIONS

Science:

Explore the measurements mentioned in the video: 55 degrees; 20-30 cords; 50 acres; 5 feet in diameter. Measure common items and compare so that students get a sense of size and proportion. Bring water to 55 degrees and have students test it with their hands to understand how cold it could be *inside* a colonial house during the winter.

Technology:

Use a word processing program to create the newspaper. Lay the articles out in columns, create a masthead and insert illustrations.

Language Arts:

Use the information from the Clue Sheets to create a class play or short sketches about colonial life in Maine.

STUDENT MATERIALS

Worksheets:

1. SEARCHING FOR VIDEO CLUES: ROLLING BACK THE FRONTIER
2. NEWSPAPER WRITING EXERCISE

SEARCHING FOR VIDEO CLUES: ROLLING BACK THE FRONTIER

Teacher Answer Sheet

Introductory question.

Who was living in Maine during the 1600's?

Native Americans, English settlers, French settlers.

1. List some reasons why Europeans came to the region that is now Maine:

Land

Unemployment

Own home

Timber

Beaver pelts

Fish

2. How were the Indians affected by European settlement? Why?

The Great Dying

Disease

About 90% died

3. What was the name of the French settlement in Maine?

Acadia

4. Why are beavers important in Maine's history?

Swedish slouch hat is fashionable.

Pelts were valuable so this was an economic opportunity

- 5.

- a. Where do the Europeans put their houses?

Along the water.

- b. What was one of the major hardships for these early settlers?

Cold weather

Little ice age

- c. How much wood did they need to heat their homes?

20-30 cords

6. Listen for the words "barter" and "trade." What do they mean in this video?

A form of exchange. Instead of money, goods or services could be exchanged for other things.

- 7.

- a. Who often gave out medicines?

Women

- b. What event was very dangerous for women?

Childbirth

- 8.

a. What was a major export for Maine in the 17th century?

Timber or wood

b. What was made with this export?

Barrels

House frames

Masts for ships

c. What type of skilled work was necessary in every community?

Sawmill

Blacksmith

SEARCHING FOR VIDEO CLUES: ROLLING BACK THE FRONTIER

Introductory question.

Who was living in Maine during the 1600's?

1. List some reasons why Europeans came to the region that is now Maine:

2. How were the Indians affected by European settlement? Why?

3. What was the name of the French settlement in Maine?

4. Why are beavers important in Maine's history?

5.

a. Where do the Europeans put their houses?

b. What was one of the major hardships for these early settlers?

c. How much wood did they need to heat their homes?

6. Listen for the words "barter" and "trade." What do they mean in this video?

7.

a. Who often gave out medicines?

b. What event was very dangerous for women?

8.

a. What was a major export for Maine in the 17th century?

b. What was made with this export?

c. What type of skilled work was necessary in every community?

_____ and _____

NEWSPAPER WRITING EXERCISE

Write three or four sentences about what you thought the most interesting parts of the video were and why.

Title of your article:

On a separate piece of paper, write a one page news article about life in 17th century Maine. Use the answers from your Clue Sheet as information for your article. Be as descriptive as you can and tell the reader why the information is important. Be sure to answer as many of the following as you can:

Who
What
Where
When
Why
How

To find more information and receive extra credit, use the resources listed below.

- Go to the timeline at Home: The Story of Maine and incorporate specific dates from the 17th century (1600's) timeline, <http://www.mpbn.net/hometsom/timelines/timeline1.html>.
- Read the transcript of the video you viewed in class and include some points that you didn't cover in class discussion. The title of the video was, "Rolling Back the Frontier." <http://www.mpbn.net/hometsom/hometsom.html>.

RUBRIC FOR NEWSPAPER WRITING

NAME: _____

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Task Completion	Completes and exceeds all assigned tasks.	Completes all assigned tasks.	Completes very few of the assigned tasks.	Does not complete any of the assigned tasks.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Share Information	Shares a great deal of information – all relates to the topic.	Shares some basic information – most relates to the topic.	Shares very little information – some relates to the topic	Does not share any information with audience.	
Conventions (if report is written)	No misspellings or grammatical errors.	Three or fewer misspellings and/or grammatical errors that DO NOT detract from information.	Three or fewer misspellings and/or grammatical errors that DO detract from information.	More than four spelling and/or grammatical errors.	
Interest	The articles or news reports contain facts, figures, and/or word choices that make them very interesting to readers or viewers.	The articles or news reports contain facts, figures, and/or word choices that make them interesting to readers or viewers.	The articles or news reports contain some facts or figures but is only a little interesting to readers or viewers.	The articles or news reports do not contain facts or figures that might make it interesting to readers or viewers.	