

TITLE: Mapping Out Maine's Struggle for Statehood

GRADE LEVEL: 7-8

TIME ALLOTMENT: Four 40-minute class periods

OVERVIEW: HOME: The Story of Maine: *Struggle for Identity* covers the major events and the significant individuals playing a role in Maine's fight for independence. Historically, the state borders have been in dispute, essentially affecting the economic, political and cultural fabric of what Maine was and is today. The events detailed in this episode begin after the Revolutionary War and continue beyond statehood in 1820. By examining primary source materials, such as maps, documents, and records, relating to these major events, students will come to see more clearly the human voice in this complex struggle. They will also come to realize the interconnected nature of the "social studies threads" as they attempt to make sense of Maine's past.

SUBJECT MATTER: History / Language Arts

LEARNING OBJECTIVES:

Students will:

- Understand and respond to a current issue related to the history of Maine's border disputes.
- Understand the major events leading up to Maine's independence.
- Identify the key figures involved in these major events.
- Examine and understand primary documents related to these major events.
- Analyze how these events affected Maine politically, culturally, and economically.
- Create an online newspaper with articles and an interactive map indicating the major events and historical figures playing a part in Maine's struggle for autonomy.

STANDARDS:

Maine State Learning Results, Grades 5-8

Social Studies

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:

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

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:

2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.
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.

Geography

A. Skills and Tools

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth,

Economics

B. Economic Systems of the United States

Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:

3. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.
4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.

English Language Arts

H. Research-related writing and speaking

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

1. Collect and synthesize data for research topics from interviews and fieldwork, using note taking and other appropriate strategies.

MEDIA COMPONENTS:

MPBN video "Struggle for Identity" from the series HOME: The Story of Maine
Internet

Current Event Form

<http://www.msad54.k12.me.us/MSAD54Pages/SAMS/SamsTechnology/NTTI03/Current%20Event.html>

New Hampshire Public Radio Border dispute article

http://nhpr.org/view_content/478/

Maine-New Hampshire Border Dispute

<http://portlandme.about.com/library/blborder.htm>

Maine Memory Network

<http://www.mainememory.net/>

[Evangeline Introduction](#)

<http://etext.lib.virginia.edu/etcbin/toccer-new2?id=LonEvan.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1>

[Windows on Maine](#)

<http://windowsonmaine.library.umaine.edu/>

[Northern Region map](#)

(see handout at end of lesson)

[The Upper St. John Map with colors](#)

<http://www.upperstjohn.com/history/northeastborder.htm>

MATERIALS:

A timeline with the span 1795-1841

Map of Maine which includes the New Hampshire border and Canadian borders

Colored markers (red, blue and yellow)

Primary documents

PREP FOR TEACHERS:

Preview and cue video for lesson

Read and bookmark articles on Maine New Hampshire border dispute

Bookmark Current Event activity sheet

Post your links for students on [Portaportal](#) <http://www.portaportal.com/>

(This link/service is free.)

Prior to the lesson, students should have been familiar with meaning of the studies threads (political, social/cultural, economic, and physical) and now will be able to apply them to real life situations.

Be prepared to provide background information on the Acadians and Henry W.

Longfellow.

INTRODUCTORY ACTIVITY:

Day 1

In this activity students will read an article on the recent border dispute between Maine and New Hampshire. This examination of current issues surrounding the border dispute will serve as a springboard to learning how historic border disputes have affected the identity of Maine. The social studies threads will be introduced and later incorporated into the learning activity.

Students will form groups of four and choose a reader. Each group will go to the link provided for the current event form and each group will choose one of the two articles covering the recent border dispute. After reading the article, the group will discuss it quietly and answer the questions on the electronic form. If there is not a laptop for each

student, modifications could include printing out the article and form or having students work together at one computer.

Focus for Media Interaction: You will be reading an article on the recent border problems between Maine and New Hampshire. You will also be looking at a Maine map and tracing borders,

[New Hampshire Public Radio Border dispute article](#)

[Maine-New Hampshire Border Dispute](#)

I want you to pay close attention to the three social studies threads (economic, social/cultural, political, and physical) as you discuss how this issue affects the people of Maine and New Hampshire. Fill in the answers on the electronic form. [Current Event Form](#)

Answers (those relating to the social studies threads)

The problem: Whether or not Portsmouth Naval Shipyard exists in Maine or New Hampshire since it is on Seavey Island “in the middle of the river.”

Economic: People work at the Portsmouth Naval Shipyard and because it has been part of Maine, they pay income tax. In New Hampshire there is no income tax. The taxes affect the economy of Maine. The economy of New Hampshire is affected if its citizens working at the base have less purchasing power. Students may have more to add regarding income from natural resources, etc.

Physical: The environment plays a part due to the pollution issues created at the shipyard and natural resources can be included due to the fishing grounds controversy. The border itself is said to be in the middle of the Piscataqua River.

Social/Cultural: The way of life for people is directly affected because of their occupation and their leisure activities. Relate their jobs at the shipyard and point out the example of the man charged with a boating violation in New Hampshire who claimed he was in Maine.

Political: The division between states is in itself a political issue. Answers may vary on any of these questions.

Now you are going to trace the border on your Maine map so that you clearly see the division between Maine and New Hampshire. On what side would you place Seavey Island?

LEARNING ACTIVITY:

Day 2

The big idea or the overriding questions that will guide this lesson will be:

Historically, how did the dispute over Maine’s boundaries affect the area politically, economically, culturally, and internationally? What major events occurred in Maine as it

moved from Revolution to Statehood or as it evolved to define its own identity? The social studies threads will be applied to the historical events thus reinforcing the concepts and pointing out how they are interrelated. Students will be interacting with historical maps as they follow the border dispute from Sullivan's account in 1795 to the Webster-Ashburton treaty of 1841.

Make sure all the students have a copy of the historic map entitled *District of Maine*. They can view it on the Maine Memory Network but it is best to have a hard copy for this activity. Students should also have a current Maine map and an atlas for reference.

START the video at the beginning. Provide the students with a **Focus for Media**

Interaction by asking students: According to James Sullivan in 1795...

- Along what river in the south is the border of Maine?
- On what western line does the border extend to the Province of Quebec?
- Where are the Highlands that divide the rivers in the north?
- Where is the St. Lawrence River?
- Where is the eastern border between the United States and New Brunswick?

STOP the video where MacDonald says "...was really at the crux of what Maine was, or who Maine was."

Have students trace this border on their historic map and on their modern day map with the red marker.

Answers

- Piscataqua River
- West along the line provided between New Hampshire and Maine
- Follow the line north to the top of the map
- Label St. Lawrence to the northwest
- Trace the most easterly line southeast along the St. John River (St.Croix)
- Check work by cross checking with this map [Northern Region map](#)

Add the date 1795-Sullivan's description of Maine on a timeline as you talk about the creation of political boundaries by assigning physical features as lines of separation. Ask the students which social studies threads are evident here. Have them add this to their student timeline.

Introduce the word "embargo" by reading the definition to the class. Now you will be watching a segment of video that describes an embargo in our country.

START the video when the narrator says, "The end of the Revolution in 1783 brought peace and economic boom-times..." Provide a **Focus for Media Interaction** by asking:

- What was the foundation of Maine's economy after the Revolutionary War?
- Who declared an embargo in the U.S.? Why did he do this? When was this?

STOP the video when Alan Taylor says, "...it essentially shut down the American economy."

Answers:

- Lumber or timber market
- Thomas Jefferson in 1807 because of a “diplomatic spat’ with Great Britain (you may want to elaborate on the issue and that the final straw was the ship Leopard firing on the US frigate Chesapeake)

Add Trade Embargo 1807 on the map with a small graphic of Jefferson.

Day 3

Explain to the students that they will be watching more of the video in order to understand the major events leading up to Maine’s independence. They will be looking at a few primary sources of information as they view the video.

Fast-forward to black and white image of ships tied up to docks. “Ships tied up at the dock...” Provide a **Focus for Media Interaction** by asking:

- What was the result of this embargo?
- How are the social studies threads integrated with this issue?

STOP video when Smith states...”they’re evicted, children are starving.”

Answers:

- Merchants lost money because the ships were not moving, farmers could not make a living cutting timber if there was no demand for it thus they went into debt
- The political thread begins with the embargo and has far reaching effects on the social/ cultural thread or the way of life for the inhabitants of Maine. The economic thread appears in that the economy is drastically affected and network of credit in Maine is dismantled. The discussion will inevitably include more connections.

FAST FORWARD to Alan Taylor stating, “Federalists have a very paternalistic notion of politics.” Provide a **Focus for Media Interaction** by asking:

- How did the Federalists and Republican Jeffersonians differ in their “notion of politics?”

STOP video when Taylor finishes by saying “The Jeffersonian Republicans come along and say, no, the politics should be more democratic...”

Answer:

- The Federalists felt that elected officials should be of the elite or gentlemen whereas the Jeffersonian Republicans felt that elected officials should be more of the people and responsive to public opinion.

START the video where Martha says, “Federalists had a field day with Jefferson’s trade ban.” Provide a focus for media by asking:

- What events resulted in the war of 1812?

STOP video when Martha says, “The result was the war of 1812.”

Answers:

- The trade embargo, the effective political attacks, smuggling, impressments of sailors, and Madison aligning himself with Napoleon. Point out the social studies threads again as the War of 1812 and repeal of the Coasting Law is added to the timeline.

Have students read the 1799 [sea trip journal](#)

<http://windowsonmaine.library.umaine.edu/fullrecord.aspx?objectId=4-142>

that describes the weather and tells of two ships being seized. Conduct a discussion on this.

FAST FORWARD video to Martha stating “The coasting law, adopted the same year as the U.S. Constitution, taxed all interstate shipping...” Provide a **Focus for Media Interaction** by asking:

- What was the coasting law and why was it a factor in Maine’s statehood?

STOP video when Martha says, “The enthusiasm for statehood was now clear inside Maine...”

Answer

- This law taxed all interstate shipping unless the goods were going to an adjoining state. Being part of Massachusetts allowed a ship to sail from Portland down to New Jersey without paying fees. This needed to be repealed so Mainers would not be subject to these fees once they were independent.

Provide a **Focus for Media Interaction** by asking the students to log into the [Maine Memory Network](#). When they enter the site they should hit the link “schools” and go to the *Finding Katahdin* link at the bottom. Here they will be able to access the primary documents for Chapter 4, Section 3. There are nine items beginning with a photo of Governor of Massachusetts Caleb Strong during the War of 1812 and ending with a letter from Jefferson to Governor King of Maine. Have the students read each excerpt that accompanies these items and conduct a class discussion around the election records of 1816.

After reading Jefferson’s letter aloud, ask students how Jefferson played a role in developing Maine’s constitution?

Have students add the date 1819 on their timeline - Maine votes for independence. Add graphic of Governor King.

Day 4

Explain that today will be the last day for viewing the video. Have students take out their original map with the red line tracing Maine’s borders in 1795.

START the video where Leamon states” The issue of Maine got caught up in the issue of slavery...” Provide a **Focus for Media Interaction** by asking:

- What was the Missouri Compromise and when did Maine become a state?

STOP video when Taylor states, “So Maine will come into the Union as a state without slavery, and Missouri...”

Answer

- To maintain the balance of free and slave states in the Senate, Maine was admitted as a free state and Missouri as a slave state disturbing the abolitionists in Maine. Add “Missouri Compromise 1820-Maine becomes a state” to the timeline.

START video where MacDonald says: “There were two parts of the northeast boundary.” Provide a **Focus for Media Interaction** by telling the students that they will be adding information to their District of Maine map with the blue and yellow markers. Ask them:

- Where was the northern boundary of Maine according to the British?

STOP video when MacDonald says, “everyone was sort of asserting their authority all over the same piece of property because nothing had been fully resolved.”

Answer

- Just above Bangor-the Penobscot being the northerly river
- Add a yellow boundary line where the British claimed the northern border should be.

Have students go to [Windows on Maine](#) in order to clearly see the rivers and borders of Maine. Have them then go to [Northern Region map](#) for a clearly magnified view of the border claims. On the computer have the students go to the Introduction to [Evangeline](#). Read the section aloud and provide background information on plight of the Acadians. Be prepared to share information on the Acadians and the Maine poet Henry W. Longfellow.

START the video where Martha is saying, “Maine’s armed forces captured and number of British lumbermen...” Provide a **Focus for Media Interaction** by asking:

- What was the Aroostook War?
- What was the Webster-Ashburton treaty?
- How did the border dispute between Maine and New Brunswick affect the lives of the Acadian people living in the area?

STOP video where McDonald says: “It divided people speaking the same language...”

Answers

- In 1838 Maine and New Brunswick both claimed territory left undetermined on the U.S.-Canadian border. When New Brunswick sent lumbermen to do logging there, Maine readied for war. In response, New Brunswick asked for British regular troops.
- This treaty ended the bloodless Aroostook War in 1842 and set the boundaries as we know them today.
- The Acadian people of Madawaska were separated by the political boundary.
- Discuss the social studies threads (cultural-political-international) as they affect a group of people.

Have students take out the map one more time to add the boundaries in blue as enforced by the Webster-Ashburton treaty. To check for accuracy have students go to

[The Upper St. John Map with colors](#)

Add **Aroostook War 1842** and the **Webster-Ashburton Treaty** to the timeline.

CULMINATING ACTIVITY:

As a final culminating activity, the students create an electronic newspaper, which chronicles Maine’s journey to statehood. Students should study the layout of a newspaper and include feature stories, editorial essays that could include a Federalist vs. Jeffersonian persuasive piece. A map of Maine with hyper objects making it interactive for the viewer should be included. In other words, this map will highlight or have hot spots on areas of Maine that were in dispute or where major events occurred. These hot spots will link to short informational paragraphs detailing the various events that were critical during the

period after the Revolution until statehood. In Appleworks draw a map can be imported and hyperlinks created. This can also be done in a web design program. Have students reinforce the social studies threads. The primary sources used in this lesson may be used as long as the students give credit to the source. The audience for this newspaper site will be other students learning about Maine.

Research shows that students will learn material and retain it longer if they actually teach it to others. Fourth graders as well as other 8th graders around the state studying Maine history would tap into the website for quizzes or to learn more by activating the map. All students have access to iMovie and AppleWorks slideshow, so they could easily make small QuickTime moves to make the material visual as well as textual.

Possible web publishing programs include:

[Guide sheets for iMovie and Appleworks](#)

<http://www.msad54.k12.me.us/MSAD54Pages/SAMS/SamsTechnology/tech.html>

Click on ***Teacher Resources***.

[Dreamweaver](#)

<http://www.macromedia.com/software/dreamweaver/?sdid=BEMU>

[Netscape Composer](#) (FREE)

<http://wp.netscape.com/browsers/using/newusers/composer/>

[Mozilla](#)

<http://www.mozilla.org/>

CROSS-CURRICULAR EXTENSIONS:

Math/ Economics: There are many lessons available on the economics around an embargo. The embargo with Cuba would make this very relevant. Here is a link to a

[Lesson on the Cuban Embargo.](#)

<http://www.econedlink.org/lessons/index.cfm?lesson=EM529&page=teacher>

[Lesson 2 on Cuban Embargo](#)

<http://www.e-connections.org/lesson11/>

Language Arts: The reading of journals, ship logs, and other essays of the time period would greatly reinforce the human side of history. Students could keep journal accounts of their own in MacJournal after understanding more about individuals involved in this era and the events that affected their lives.

A reading of *Evangeline* would help students relate to the struggle that this group of people experienced as they were forced to leave their homeland. This will provide more information for them as they study the affects of the border dispute in Madawaska.

COMMUNITY CONNECTIONS:

A field trip to the Maine Historical Society in Portland, ME, where there is a museum, library, and the Wadsworth-Longfellow House would greatly enhance this study.

A visit to the Longfellow National Historic Site (National Park Service), also known as Craigie House in Cambridge, MA, could also be considered.

The Maine State Museum has exhibits that tie into the time periods covered in the video.

Check with your local historical society to see if there are exhibits or resources from the time period that could be shared with students either by a guest speaker or a local field trip.

The Acadian Village in Van Buren provides great historical information for students and would be convenient for students in the northern area of the state.

