



HOME

The Story of Maine

Land of Liberty

Teaching Unit for Grade 4

TIME ALLOTMENT 6 class periods of 40 minutes each

OVERVIEW This teaching unit uses the MPBN video *Land of Liberty* to examine population changes and controversy over land settlement in Maine following the American Revolution. The lessons include background information on the Revolutionary War and give students the opportunity to practice their mapping and graphing skills. Students will also assemble a timeline of events to help them organize key concepts from the video as they view it. Then they will perform in a reader's theater to better comprehend the conflict. As a culminating activity, students will represent the stakeholders in the conflict in Maine, writing journal entries to demonstrate their understanding of the many aspects of the issue.

SUBJECT MATTER United States history, Maine history

LEARNING OBJECTIVES By the end of this teaching unit, students will:

- Show an understanding of the major events of the Revolutionary War and apply what they know to the State of Maine.
- Identify names that are associated with Maine history and locate them in *The Maine Atlas and Gazetteer* (by DeLorme).
- Create and read a graph that shows population growth and interpret the significance of the population growth.
- Identify events and people responsible for the settlement of Maine in the late 1700s.
- Draw relationships between the *Land of Liberty* video and the background activities relating to the Revolutionary war, geography, and population.
- Practice listening and speaking skills, concentrating on voice.
- Identify factual information, as opposed to interpretive information, in resource documents.



Maine Public Broadcasting Network

The logo for Elsie Viles is an oval shape with a light orange background. The name 'Elsie Viles' is written inside the oval in a black, cursive font.

Elsie Viles

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CONNECTIONS TO STANDARDS

Maine State Learning Results (Grades 3-4)

<p>ENGLISH LANGUAGE ARTS</p> <p>B. Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the culture and geography pertinent to the texts they read. 2. Use literary pieces to better understand and appreciate the actions of others. 11. Apply effective strategies to the reading and use of nonfiction, using texts with an appropriate complexity of content and sophistication of style. <p>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:</p> <ol style="list-style-type: none"> 4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts. 	<p>SOCIAL STUDIES</p> <p>History</p> <p>A. Chronology: Students will use the chronology of history and major eras to demonstrate the relationships among events and people. Students will be able to:</p> <ol style="list-style-type: none"> 2. Place significant events, groups, and people in the history of Maine in chronological order. <p>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:</p> <ol style="list-style-type: none"> 2. Demonstrate an awareness of major events and people in United States and Maine history. <p>Geography</p> <p>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,</p>	<p>and environments. Students will be able to:</p> <ol style="list-style-type: none"> 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. <p>B. Human Interaction with Environments: Students will understand and analyze the relationships between people and their physical environment. Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others. <p>MATHEMATICS</p> <p>K. Mathematical Communication: Students will reflect upon and clarify their understanding of mathematical ideas and relationships.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Use simple tables and graphs to communicate ideas and information in presentations in a concise and clear manner.
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MEDIA COMPONENTS MPBN video *Land of Liberty* (from the series *HOME: The Story of Maine*)

OTHER MATERIALS NEEDED

- Chart paper and markers
- Books: *The Boston Tea Party* by Steven Kroll (Holiday House, New York, 1998)
The Maine Atlas and Gazetteer (DeLorme Publishing); preferably at least 1 copy for every 4 students, or used in a learning center or as a whole-group activity if resources are limited
- Project journals
- Graph paper (both chart and individual)
- Glue sticks and construction paper
- Blank outline maps of Maine (optional)
- Graphing calculators or computers (optional)
- Copies of each of the following reproducible handouts:
 - Student Handout 1: Maine Atlas Activity – Places in Maine in the Waldo Patent (1 per student)
 - Student Handout 2: Events in *Land of Liberty* Video (duplicate to suit presentation style – see lesson)
 - Student Handout 3: Reader's Theater Script (1 per student)
 - Student Handout 4: Writing Rubric and Scoring Guide (1 per student)

INTRODUCTORY ACTIVITIES

Day 1: Background on the Revolutionary War

Step 1 Most fourth-grade students have some prior knowledge of colonial America, but they generally have little understanding of the Revolutionary War. Lead an introductory discussion with the class to elicit what they know about the Revolutionary War. List their ideas on chart paper and discuss briefly.

Step 2 Read to the class Steven Kroll's *The Boston Tea Party*. This picture book provides a brief yet comprehensive retelling of the major events leading up to the war. (**Note:** You may want to use the timeline of events in the back of Kroll's book to create an organizing and listening activity for this read-aloud.)

After reading the book to the class, check for students' understanding and clarify as needed.

Step 3 To reinforce the concepts they have just learned, offer students a choice of the following activities:

- Illustrate a book of Revolutionary War events.
- Create a story board to show the chronological order of Revolutionary War events.
(**Note:** This may be done individually, in groups, or as a whole class.)
- Create an individual timeline of Revolutionary War events.

Step 4 When students have had time to complete their projects, have them share their work with

the rest of the class. Then lead a follow-up discussion so that students can add any new information to the Revolutionary War knowledge chart that was created at the beginning of the activity.

Additional Resources

Guns for General Washington: A Story of the American Revolution by Seymour Reit (Gulliver Books, Harcourt Brace Jovanovich, 1990) This short chapter book tells the story of how Henry Knox brought 183 cannons from Fort Ticonderoga, New York, to Boston.

...*If You Lived at the Time of the American Revolution* by Kay Moore (Scholastic Press, 1997)

Day 2: Geographical Background Activity

Step 1 Introduce *The Maine Atlas and Gazetteer* to the class. (Note: Base your introduction on the developmental level and needs of your specific class, as well as the prior experience your students have had in using this type of resource. You may need to review some basic map skills while familiarizing the class with the atlas.)

Before having students explore the atlas on their own, have them generate a list of places and natural features in Maine that they would like to locate in the atlas. Find a few of these places as a whole class to model the correct procedure. Then have students locate the other places on their own. Have them locate their home town in the atlas. Discuss the idea that most places are named after people or things that people value. Offer local examples of building names, street names, or other local community landmarks. Have students come up with their own examples to demonstrate their understanding of the concept.

Step 2 If possible, arrange a field trip for students to visit a local cemetery, landmark, or war memorial to record a list of local names. If a field trip is not convenient, have students use community calendars, cookbooks, local maps, phone books, and town reports to assemble a list of local names. Discuss the list of names with the class, and allow students to share any personal connections they may have with these local families.

Reinforce for students the concept that places are usually named after people or things that the community values.

Step 3 Distribute copies of Student Handout 1: Maine Atlas Activity – Places in Maine in the Waldo Patent. Review the handout with the class. Then have students read the list of place names aloud as you model the correct pronunciations. Ask students whether they think that each place represents (1) a person's name or (2) a thing that was named by a group of people.

Model how to locate the smaller regional maps in the atlas, and tell students that they will need to use these to find the places listed on the handout. Informally assess each student's ability to locate maps 7, 8, 13, 14, 22, and 23 within the context of the entire state of Maine (shown on the back cover of the book) as well as within the pages of the atlas itself.

Step 4 Use a transparency of the back cover of *The Maine Atlas and Gazetteer* to outline the area depicted in maps 7, 8, 13, 14, 22, and 23. Explain that this is the land included in the original Waldo Patent, one of Maine's earliest settlements. Then model how to look for names on the Minor Civil Divisions map (page 4 of the 2001 edition). Point out that this map just shows the boundaries for towns and counties. Informally assess students' ability to recognize town and county lines by asking them to show the location of Knox and Waldo Counties and other civil divisions. Ask students if they notice anything about the names of the towns. Direct their attention to places like Washington, Knox, Freedom, and Liberty.

Step 5 Offer students a choice of the following activities. (**Note:** For the third choice, you will need to provide each student with a blank map of Maine).

- Using the atlas, find each place listed on Student Handout 1. Check each place off on the list as you find it, and write the map number you found it on.
- Using the chart-paper list from the first activity, locate each place in the atlas and check its name off on the list as you locate it. Write down the number of the map you found each place on.
- Using a blank map of Maine, locate and label all of the places that you feel are most important and meaningful to you.

You may also choose one of the above activities for the whole class to complete together or in small groups.

Step 6 Ask students to reflect on what they have learned about using the maps in *The Maine Atlas and Gazetteer*. Also elicit feedback on what students noticed about the names of the places they located. If necessary, reassure them that it is fine if they did not find every place on their list. Then tell the class that they will be watching a video, and that in the video they will be hearing these names again. (**Note:** Leave the resources in a location where students can continue their map research at their leisure.)

Additional Resources

The Names of Maine (Acadia Press) This book explains the origin of the names of many Maine towns. Available at <http://www.thenamesofmaine.com>

Maine Almanac by Jim Brunelle. This book includes the dates of when the towns in Maine were founded. It could be used to determine which place names were established before, during, and after the Revolutionary era.

LEARNING ACTIVITIES

Day 3: Graphing Population Change in Maine after the Revolutionary War

Step 1 Distribute a project journal to each student. Pique students' interest by asking them to estimate how many people they think live in Maine today. (**Note:** You may want to give them a benchmark by telling them how many people currently live in their town.) Have students write their estimates in their journals. Then ask, "How many people do you think lived in Maine at the end of

the Revolutionary War?” Have students record their estimates in their journals. Discuss their ideas. Offer the following factual information:

Year	Population in Maine
1770	30,000 people
1790	100,000 people
1820	300,000 people

Help students understand these numbers by giving them some ratios based on their class makeup:
The 1770 population is equal to just 2 students in the class.
The 1790 population is equal to 6 students in the class.
The 1820 population is equal to 20 students in the class.

Have the class use mental math to compare these changes over time. Encourage students to consider possible patterns of growth. (Tenfold over 50 years, or tripling every 30 years, are two possibilities.) Next, have students make projections up to the present day based on these growth patterns. Compare their results to Maine’s actual current population (about 1.25 million).

Step 2 Tell students that they will be making a graph to show population growth from 1770 to 1820 in Maine. Choose a method that is developmentally appropriate for your class, or offer students a choice:

- A whole-group or small-group activity, where you will model setting up a large graph (on chart paper or other) and charting the data.
- Individual, hand-drawn student graphs using graph paper.
- Individual student graphs using a graphing calculator or computer program.

When the graphs are finished, discuss possible reasons for the changes in population patterns. Relate these changes to the Revolutionary War era. Discuss possible resources and conditions in Maine that might have encouraged growth; also discuss some factors that might have hindered growth. Record students’ ideas on chart paper for use in the journaling activity that follows.

Step 3 Direct students to write in their journals about the resources and conditions that might have either encouraged or hindered population growth in Maine after the Revolutionary War. To begin, they can refer to the list of ideas on chart paper that you recorded in Step 2. If students seem to have trouble getting started, you may wish to have a brief discussion with the whole class to get them thinking. You may want to have students write their reflections based on the following prompt: “What I noticed about Maine’s changing population....”

Day 4: Viewing the Video

Step 1 Distribute copies of Student Handout 2: Events in *Land of Liberty* Video. Review the handout with the class, and clarify as needed. To familiarize students with the content of the video, you may want to read the entire list of events aloud as the class follows along. Encourage students to make connections between the listed events and their prior learning activities.

Step 2 Before showing the video, direct students to complete Student Handout 2 in one of the following ways:

- Working in pairs, students should have just one copy of the handout between them. They should cut each of the listed events off in a strip, then mix up the order of all the events/strips. Next, working with their partners, students should put the strips back in order while viewing the video.
- Working in small groups instead of pairs, students follow the same procedure listed above. Using one enlarged set of sentences as a model, turn the sequencing into a whole-group activity immediately after viewing the video. Individual students should cut up their handouts into strips of events, then put their strips in order following your cues. Students may need to stop and discuss the order and content of events as they proceed.
- Using an intact copy of the handout, individual students should simply check off each event as it is presented in the video.

Show students the video. You may need to stop from time to time to allow students to arrange their strips or to clarify the order of events in the film. After viewing the entire video, review the order of events with the whole class before having students paste down their strips in the correct order. Use cause-and-effect vocabulary during your discussion to help them build a deeper understanding of events.

Step 3 As a follow-up activity, have students write in their journals in response to the following prompt: “What did you notice about how events in the video connected to Steven Kroll’s book *The Boston Tea Party*, to *The Maine Atlas and Gazetteer* historical name-hunting activity, and to the population growth graphing activity?”

Day 5: Reader’s Theater Script

Step 1 Ask students to recall important events from the *Land of Liberty* video. Then pass out copies of Student Handout 3: Reader’s Theater Script. Review the handout with students and assign parts.

Step 2 Encourage students to analyze which parts of the script are factual and which parts represent an interpretation of history. Ask, “Which historical facts were woven into the script? Which parts do you think the author had to imagine, or interpret?” Direct students to create a chart showing the facts versus the interpretations in the video. This can be done either in small groups or as a whole class. If done with the whole class, the chart should be produced on chart paper or the board so that everyone can see it clearly.

For further reinforcement of this concept, allow time for students to reflect in their journals about the difference between fact and opinion (or interpretation) in what they read.

Step 3 Organize students into the following character groups:

- Loyalists: the Waldo and Winslow families
- Landowners: Henry, Lucy, Samuel
- Soldiers
- Settlers
- Narrators

In their character groups, students should practice their lines and discuss their characters. (**Note:**

This is an excellent time to introduce “voice” as a tool for writing and speaking.) Then have the whole class come together to read their parts aloud. As an extension, allow students to practice the reading several times more in order to perform for another class or other small audience.

CULMINATING ACTIVITY

Day 6: Final Journal Entry

Step 1 Ask students to identify the different groups of stakeholders in the *HOME* episode *Land of Liberty*. Allow them time to discuss the various points of view that are represented: Loyalists, Soldiers/Settlers, and Landowners. (**Note:** Be prepared to reshoot the video, in whole or in part, to clarify students’ thinking.)

Step 2 Tell students that they must each choose one point of view to represent in their writing journals. Prompt them to include information about how their stakeholder might react to the related concepts: the Revolutionary War, the geography of the Waldo Patent, and population growth in Maine after the war. Allow students to use classroom notes and handouts while they are writing. Provide the class with copies of Student Handout 4: Writing Rubric and Scoring Guide so that they can self-assess their work. As an extension activity, you can turn this assignment into a full-blown exercise in the writing process. In that case, you will need to allow time for students to draft, edit, and revise their writing. When they have finished, encourage students to share their journal entries with each other.

Maine Atlas Activity – Places in Maine in the Waldo Patent

Directions: Use *The Maine Atlas and Gazetteer*, maps 7, 8, 13, 14, 22, and 23, to locate the places listed below.

- Bangor _____
- Hope _____
- Freedom _____
- Liberty _____
- Burnham _____
- Union _____
- Thomaston _____
- Thorndike _____
- Winslow _____
- Waldo _____
- Knox _____
- Washington _____
- Penobscot River _____
- Waldo County _____
- Knox County _____

Student Handout 2

Events in *Land of Liberty* Video

(**Note to Teachers:** This list of events is in order of their appearance in the video. Adjust the length of the list, or change the order, to accommodate classroom needs prior to distributing to students.)

- Immediately after the Revolutionary War, much of the land in Maine belonged to Loyalists, people who had sided with the King of England.
- Settlers moved into Maine to establish family farms on what they thought was free land on the frontier, but the land was not actually free.
- Henry Knox was a Revolutionary War hero, the first Secretary of War for George Washington, a bookseller in Boston, and married to Lucy Flucker.
- Lucy's parents were forced to flee the country after the war because they were loyal to the British Crown.
- Since Loyalists couldn't own land in the new country, they had to forfeit, or give up, their land to the American government.
- Henry Knox saved the family land of the Flucker, Winslow, and Waldo families by having them transfer ownership of their land to him.
- Henry Knox saw his Maine lands as the way to make his fortune, so he built a house in Thomaston, Maine, in 1795.
- Knox started businesses in lime quarrying, brickmaking, shipbuilding, and logging. He also built roads.
- The population in Maine grew from 30,000 to 100,000 people between 1770 and 1790.
- Soldiers from the Revolutionary War were promised land to settle. However, the land turned out to be in Ohio, which was too expensive for the poor soldiers to travel to.
- The best land to settle was in Maine because it was close, timber could be cut to make money, and the cleared land could be farmed.
- Owning land made people feel free, so land ownership and liberty were connected ideas for the settlers.
- Settlers were shocked to learn that they were expected to pay for the land, even after they had worked hard to clear it and farm it.

- The settlers were too poor to pay for a minister, and the people did not want to follow the religion of the state of Massachusetts.
- The settlers did not follow the state religion, so they did not want to pay taxes to support it. They drove the Congregational missionaries out of town.
- Henry Knox was shocked by how hard it was to get paid for his land, because the settlers banded together and refused to pay.
- The settlers organized into secret groups called White Indians. They terrified people to keep them away and prevent them from taking their farms.
- Henry Knox didn't think of himself as a villain. He thought he had the best interest of the settlers at heart.
- Henry Knox built a church and created jobs in Thomaston, but farther from town he was not the most popular person.
- Maine was still a part of Massachusetts just after the Revolutionary War. Representatives had to travel to Boston, where the government met, but most towns were too poor to send a representative.
- The settlers sent petitions to the legislators asking them to help resolve the issue.
- The new settlers thought that the new government was out of touch and far away.
- Henry Knox was not reelected to the legislature.
- The Betterment Act ensured that the settlers got credit for the work they did to make the land better. It also ensured that the landowners got money for their land.
- Henry Knox spent more money than he had; he died owing a great deal of money.
- Henry Knox died from a chicken bone that lodged in his intestines.

Student Handout 3

Reader's Theater Script

(An interpretation of the facts documented in *The Story of Maine: Land of Liberty*)

Characters:

Narrator: 6 lines

Mr. Waldo: 4 lines

Mrs. Waldo: 2 lines

Mr. Winslow: 2 lines

Mrs. Winslow: 2 lines

Henry Knox: 8 lines

Lucy: 2 lines

Soldier 1: 2 lines

Soldier 2: 2 lines

Soldier 3: 2 lines

Soldier 4: 2 lines

Settler 1: 2 lines

Settler 2: 2 lines

Settler 3: 2 lines

Settler 4: 2 lines

Samuel: 6 lines

Script:

Narrator: It is the late 1770s in what is now the state of Maine. Of course, you all know that in the 1770s it is really Massachusetts, because Maine is still part of the state of Massachusetts. The American Revolutionary War has just come to an end. Everywhere, the new colonies' cries of freedom still ring in the air. Hopeful settlers are pouring into Maine, defining their own ideas about freedom.

Mr. Waldo: The colonies may have just won their independence, but we are Loyalists, and we still support the King of England.

Mrs. Waldo: Well, of course we do, dear, but since we are Loyalists, we are going to have to forfeit our land to the new government of the State of Massachusetts. They are going to take possession of our land, and we are going to have to move back to our beloved England.

Mr. Winslow: Our families own a lot of land in the Maine territory. I certainly do hate to see it go to the state of Massachusetts. I would feel better if we could give our land to someone we knew.

Mrs. Winslow: Well, you do know that the Flucker family just married their daughter, Lucy, to that bookseller, Henry Knox.

Mr. Waldo: Isn't he the fellow who was put in charge of the artillery for General George Washington?

Mr. Winslow: The same one who gave the British forces a surprise at Roxbury. Oh, yes, he's a real patriot, that's for sure.

Mrs. Winslow: Well, he does seem like a charming fellow. And, as you know, Lucy's family has already gone back to England. It seems such a shame that the poor girl will probably never see her family again!

Mrs. Waldo: Yes, I heard they had to leave all of their belongings behind, just as we are going to have to do. And you do know how much this is breaking my heart.

Mr. Waldo: Do you think there is any way we would be able to leave our land to Henry and Lucy Knox? That certainly would be better than leaving it to the state.

Mr. Winslow: Well, Henry does have a place in the new legislature. He may be able to pull some strings so that we can transfer ownership of our land to him.

Mr. Waldo: I'm all for it, and I'm sure we can convince the other landowners in the Waldo Patent to do the same.

Narrator: So the Waldos and Winslows transferred the ownership of their land to Henry and Lucy Knox. With the war over, Henry had no real income of his own, so he left his position as Secretary of War to George Washington and went to Maine. He planned to sell his back country land to make money for all of his new business ideas.

Henry: Oh, my dear Lucy, we are finally on our way to Thomaston, Maine, where a grand house awaits our arrival.

Lucy: At least I will have nineteen rooms to think about decorating, because I suppose there is nothing more to do in this wilderness country.

Henry: As you know, more than 300 workers have been working on our new home, so Thomaston is becoming a very busy place. I am also starting a lime quarry and a brickmaking business. And, with all those trees to cut, I think I'll get some logging started, which will be perfect for building ships.

Lucy: It sounds like the land of opportunity!

Narrator: Henry and Lucy Knox were not the only people looking to Maine for new opportunities. Many soldiers who had fought in the Revolution had been promised free land by the federal government, and Maine was the closest frontier for these adventurous patriots living in New England.

Soldier 1: We need to find a way to support our families now that the war has ended.

Soldier 2: We have fought hard for our freedom. To work as wage laborers now would be like giving up our liberty!

Soldier 3: Nobody owns us, and owning land is the only way to personal freedom. That's what I was fighting for!

Soldier 4: Well, the new government has promised us land in the new territory for all our hard work as soldiers. Unfortunately, the land they have in mind is out west in Ohio. That's a long, hard ride from here!

Soldier 1: I've been thinking about heading Down East, to the Maine Territory. We can get there from here by boat in one or two days, depending on how the wind blows.

Soldier 3: I hear they have many rivers up there, and you know the land along a river is always a good place to farm. Lots of folks are heading up that way. Fishing's good, too, they say.

Soldier 4: Good timber! Ayuh! If we cut the trees to clear the land for farming, we can sell the timber to make a little money.

Soldier 2: Becoming a land settler sounds like a swell plan to me!

Narrator: Henry Knox now had 600,000 acres of land that stretched from Waldoboro all the way up the Penobscot River to where Bangor is today. This was the land that thousands of new settlers were assuming was free for them to settle and start their new lives. But, on these new settlements built by freedom seekers, new problems started to arise.

Settler 1: Have you seen any of these surveyors who are mapping the land around here?

Settler 2: Yes. I heard that downstream, they have been trying to collect money from the settlers. They say that the land belongs to Henry Knox and we have to pay him for the land.

Settler 3: Pay for the land! We have paid for the land, with the sweat of our labor to clear the trees and till the soil.

Settler 4: We fought in the war and we have tamed this wilderness. We ought to be able to own this property without paying anyone for it.

Settler 1: Not only do they want us to pay for the land, they expect us to follow the order of the Congregational Church.

Settler 2: But the Congregational Church is not in this part of the country. My wife and I have talked about going to hear that new Methodist minister preach.

Settler 3: You know the Baptists and Universalists are preaching in the area, too. And these new preachers are settlers, just like you and me.

Settler 4: I think the biggest difference is that these new religions say that God intends for all people to be equal. I must say, I think that we should all be considered equal.

Narrator: Feeling strong about a new religion and determined to own their own land, these settlers began to feel very powerful. The settlers decided to band together and refuse to pay Henry Knox for his land.

Henry: Samuel, the folks in the new settlements are getting very difficult. They are driving the Congregational missionaries out of town and refusing to pay for my land.

Samuel: I have heard that things are getting bad in the back country.

Henry: Over there in Thorndike, there is a group who call themselves White Indians. They are settlers who dress up like Indians and terrify anyone who tries to evict them from their farms, even if someone is just trying to serve them legal papers.

Samuel: Yes, Henry. My wife and I awoke one morning and those scoundrels had left an open coffin on our doorstep. They have even banded together to keep out the deputy sheriff!

Henry: Samuel, I just don't understand. I think I have been keeping the settlers' best interests at heart. They will be better people for working hard. If they are too lazy to work hard enough to pay me, then they are weak and they should move someplace else. This, of course, will make for better people in our community in the long run.

Samuel: Henry, you have also helped to build a Congregationalist Church here in Thomaston, and you have set up many businesses here. You have certainly created many jobs for these people.

Henry: Yes, I must say that I have done much for this community.

Samuel: It is true that in town, Henry, you are a respected man. But, as you get farther from town, you are not a very popular person!

Henry: I guess I should be worried about losing my seat in the Massachusetts Legislature. I am getting quite concerned. I am also having money problems; I am afraid that I have spent more money than I have. I have borrowed so much money that I don't think I will ever be able to pay it back unless I get money from the settlers. I may have to sue them to get my money.

Samuel: I have heard that the settlers are asking for help to end this problem. They say that the Betterment Act, which has just been passed, will help the settlers if you try to sue them. A jury will set a price for the wild value of your land. Then you will have to decide whether you want to sell it for that price. Otherwise, you may have to buy out the settlers by paying them for improving the land.

Henry: This doesn't sound good to me, Samuel.

Narrator: In the end, Henry Knox did lose his seat in the Massachusetts Legislature. He also had to negotiate with the settlers for the price of his land. When he died, he was celebrated as a war hero, but he left his wife and family in debt. But, in the back country of Maine, a new generation of strong settlers had started a grassroots revolution fighting for their own freedom.

Writing Rubric and Scoring Guide

Outstanding Work: A

Journal entry includes:

- Point of view that clearly expresses the view of a stakeholder
- Connections to all related concepts:
 - Revolutionary War,
 - Population growth in Maine
 - Geographical landmarks
- Many specific details from the *Land of Liberty* video
- Voice strongly reflecting the stakeholder
- Very few, if any, grammatical errors, and no errors that interfere with the meaning

Best Work: B

Journal entry includes:

- Point of view that expresses the view of a stakeholder
- Connections to one or two related concepts:
 - Revolutionary War
 - Population growth in Maine
 - Geographical landmarks
- Several specific details from the *Land of Liberty* video
- Voice reflecting the stakeholder
- Some grammatical errors that do not interfere with the meaning

Satisfactory Work: C

Journal entry includes:

- Point of view that partially expresses the view of a stakeholder
- Connections to one of the related concepts:
 - Revolutionary War
 - Population growth in Maine
 - Geographical landmarks
- A few specific details from the *Land of Liberty* video
- Voice beginning to reflect the stakeholder
- Many grammatical errors, some possibly interfering with the meaning

Needs Work: D

Journal entry includes:

- Little or no point of view expressed
- No connections to related concepts:
 - Revolutionary War
 - Population growth in Maine
 - Geographical landmarks
- Either no details, or just one to two details, from the *Land of Liberty* video
- Voice that is weak or not present at all
- Grammatical errors interfering with the meaning.