



HOME

The Story of Maine

The Struggle for Identity

Teaching Unit for Grade 4

TIME ALLOTMENT 6 class periods of 40 minutes each

OVERVIEW This series of lessons focuses on the economic elements that helped shape the identity of Maine. Through hands-on activities, students will learn about economic terms and concepts while gaining an understanding of how the timber economy was supported by the geography of Downeast Maine. Next, students will apply this knowledge to an analysis of what happens to an economy when an embargo takes place. They will then transfer this understanding to a present-day hypothetical situation. Further, students will examine the impact of the Coasting Law on interstate trade and will consider how changing support for the law impacted support for Maine's independence as a state. Finally, students will demonstrate their learning by labeling a flowchart that illustrates how economic factors influenced Maine's journey to independence.

SUBJECT MATTER United States history, Maine history

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

- Identify international/interstate trade as an exchange of goods and services between two countries (e.g., the U.S. and Great Britain) or states.
- Identify the three basic economic questions of all economic systems:
What to produce? How? For whom?
- Demonstrate an understanding of economic terms:
supply, demand, consumer, product
- Identify states with which the District of Maine could conduct free trade when the Coasting Law was in effect, and identify other states that benefited from free trade with Maine.
- Explain that taxes are fees paid when goods and services are bought and sold.
- Explain the significance of the Missouri Compromise for Maine (becoming an independent state through a national process of identifying free and slave states).
- Identify factors that defined Maine's boundaries and the economic events that led to Maine's independence.



Maine Public Broadcasting Network



Elsie Viles

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CONNECTIONS TO STANDARDS

Maine State Learning Results (Grades 3-4)

<p>SOCIAL STUDIES</p> <p>Civics and Government</p> <p>D. International Relations: Students will understand the political relationships between the United States and other nations. Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify examples of how the United States interacts with other countries. <p>History</p> <p>C. Historical Inquiry, Analysis, and Interpretation: Students will learn to evaluate resource materials 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:</p> <ol style="list-style-type: none"> 1. Identify changes currently occurring in their daily lives, and compare these to changes in daily life during a specific historic era. 	<p>Geography</p> <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"> 3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities. <p>Economics</p> <p>A. Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe barter and money and how each is used in the exchange of resources, goods, and services. <p>B. Economic Systems of the United States: Students will understand the economic system of the United States, including its</p>	<p>principles, development, and institutions.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the three basic economic questions all economic systems must answer: What to produce? How? For whom? 2. Explain how the economy of Maine affects families and communities. <p>D. International Trade and Global Interdependence: Students will understand the patterns and results of international trade. Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.
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MATERIALS NEEDED

- Map of the world (a classroom wall map or atlas is fine)
- MPBN video *Struggle for Identity* from the series *HOME: The Story of Maine*
- Overhead projector and transparency copy of Student Handout 1, OR a duplicate organizer on the board or chart paper
- Chart paper and markers
- Unsharpened pencils or small branches and twigs to represent timber
- Small box(es) to represent boat(s)
- Large blue paper or rug to represent the Atlantic Ocean
- Play money in dollar bills
- 1 envelope labeled *Money to Buy Land and Supplies* for each group
- Outline map of New England and the Mid-Atlantic states (use classroom resources, or go to <http://abcteach.com/directory/researchreports/maps>)
- Outline map of the United States
- Copies of each of the following reproducible handouts (1 per student):
 - Student Handout 1: Three Economic Questions
 - Student Handout 2: Goods and Services Flowchart
 - Student Handout 3: Embargo Flowchart
 - Student Handout 4: Trading Partners Worksheet

INTRODUCTORY ACTIVITY

Day 1: Understanding the Concept of Economy

(NOTE: Before you begin this lesson, ask each student to bring to class an object from home that is marked with the country of origin where it was produced.)

Step 1 At the beginning of class, if needed, explain that the Revolutionary War was the war that won America's freedom from Great Britain. Use a map to review the geographical relationship between Maine and Great Britain. Explain that after the war, the United States traded with Great Britain, and that because they were now two different countries, their trade was considered *international trade*. Break down this term on the board for students: *inter-* (meaning "between") and *national* (meaning "nations" or "countries"), for the term's full meaning ("trade between countries").

Have students share the objects they have brought from home that are marked with the country of origin. For each example, ask the following:

- What has been produced? (What is the object?)
- How was it produced?
- How did it get here?
- For whom was it produced?

Discuss and clarify as needed.

Step 2 Introduce the video *Struggle for Identity* by telling students that they are going to watch part of a film that will show how Maine played a part in the trade between America and Great Britain after the Revolutionary War.

PLAY the first few minutes of the episode. STOP when Jefferson introduces the embargo.

Step 3 Identify the three basic economic questions that all economic systems must answer:

1. What to produce?
2. How to produce it?
3. For whom?

Distribute Student Handout 1: Three Economic Questions. Ask students whether they can identify how these three economic questions were addressed in the situation described in the video. Replay the segment if needed to clarify. Next, ask:

1. What was being produced? (timber)
2. How was it being produced? (by cutting trees and shipping them)
3. For whom was it produced? (for Great Britain)

Explain that Britain was using the wood to manufacture ships, furniture, barrels and boxes for transporting goods, and for heating and cooking. Then direct students to complete Student Handout 1. Allow time for them to illustrate their answers in the spaces allotted on the handout.

Informally, ask students to name the three basic questions of all economic systems while they are completing their illustrations. Have them also identify the three elements in the international trade between the United States and Great Britain.

Day 2: Creating a Working Economy

Step 1 Review the three basic questions of all economic systems, and relate them to the following economic terms:

1. What to produce – based on supply and demand
2. How to produce – in what way the product is made
3. For whom to produce – the consumer

Write these economic terms and their definitions on the board or chart paper:

- *Supply*: the amount of goods or services offered for sale
- *Demand*: the amount of goods or services consumers want to buy
- *Consumers*: the people who want to buy the goods and services
- *Product*: the goods or services being sold

Discuss and clarify as needed.

Step 2 Divide the class into three groups:

1. Farmers/Timber cutters – This group will:
 - Gather the sticks or pencils to represent the timber
2. Merchants – This group will:
 - Load the trees onto ships (boxes) and move them across the Atlantic (blue paper or rug)
3. Consumers – This group will:
 - Use the sticks or pencils that arrive on the other side of “Atlantic” to form the words *Ships and Barrels* (to represent what the consumers in England did with the timber)

Make sure that each group has access to the appropriate materials. Allow time for the class to get their economy going. As they work, guide them to see how the other components of the economy – the merchants and consumers – depend on the timber cutters. This will help students understand how the different parts of the economy are interdependent.

Continue the activity as long as needed to get all groups actively engaged.

Step 3 After a few minutes of a “booming economy,” ask students to identify the products (the timber) and the consumers (Great Britain). Also be sure that students are able to identify the goods (the timber) and the services (the shipping). Informally assess students’ understanding of these concepts by having them place paper labels in the area of each working part of the economy.

Step 4 Distribute Student Handout 2: Goods and Services Flowchart. Have students individually fill in and illustrate the chart using their new knowledge of economic terms and concepts. (**NOTE:** If your class needs additional assistance, you may want to model this activity by completing the chart on an overhead projector with the whole group.)

Day 3

Step 1 Review the economic terms that students have learned over the previous two days. Then set up roles for the continued simulation of timber shipping. Students may retain their original roles, or you may choose to have them change parts to gain perspective.

Have students continue their simulation of timber cutting, shipping the timber across the Atlantic, and consumers making barrels and ships from the timber. Remind students that this is not a race. (This is a good time to relate the concept of quality versus quantity to each role in the simulation.)

Step 2 Identify yourself as another type of consumer. Tell students that you are going to buy the finished products (the ships and barrels) from Great Britain. Take time to discuss who would buy these products (people in Britain, people in other colonies and countries that Britain trades with). Explain that these consumers are creating the demand for the finished goods.

Introduce money into the economy. Start by “buying” finished goods from Great Britain by paying \$3 (in play money) for each “ship” or “barrel” (the words spelled out in pencils or twigs by the consumers in “Great Britain”). Tell students that the ship and barrel builders must pay the merchants \$2 for every tree that is shipped across the Atlantic, and the merchants must pay the timber cutters \$1 for each tree that is cut and loaded onto a ship. The timber cutters must pay \$1 for every tree they cut to cover the costs of purchasing land, taxes, and supplies. Have the timber-cutting group label an envelope with the words *Money to Buy Land and Supplies*; tell them to keep all of the money they collect in the envelope.

Step 3 Allow the economy to roll again. Continue buying the finished products from the manufacturers in Great Britain, and allow all of the groups to gather money. Maintain this business cycle long enough to give students a sense of prosperity.

Step 4 Interrupt the process by announcing that you are Thomas Jefferson. As President of the United States, you are now declaring a trade embargo on Great Britain. Add the term embargo to the list

you began on the board or chart paper on Day 2. Explain that an embargo will stop all shipments of timber to Great Britain. Allow students to observe and discuss what happens at all levels of the economy when the embargo goes into effect. Be sure that they understand the economic impact of such an action. Informally assess students' ability to describe the economic losses using cause-and-effect sentences (for example, "Because the timber farmers will not be able to pay their taxes and their other expenses, they will lose their farms, and their children will starve.")

Step 5 Distribute copies of Student Handout 3: Embargo Flowchart. Review the handout with the class, then have students complete the flowchart either independently or in small groups. Tell them that this flowchart will help them see what happens to a working economy when an embargo is introduced.

Extensions

1. Tell students that in earlier times, merchants scrambled the order of the letters in the word *embargo* to say *O' grab me*. Discuss what this might have meant. Then ask students to come up with other words or phrases that can be reversed to make new words and phrases.
2. Have students brainstorm what might happen in the United States if the oil-producing nations placed an embargo on oil exports. Who would be affected? How would this change our economy? How would students' lives be changed by an oil embargo?
3. For a larger group, consider the option of expanding the classroom simulation to reflect smaller, local businesses that could develop as a result of settlement and trade. Encourage students to think about the needs of the farmers/timber cutters. How might they obtain the tools, molasses, tea, and other items they need that are unavailable in the forest? Which businesses would do well in that part of the world?
4. Gradually add new businesses to the simulation, and create an exchange of goods and services. Then help students see how the embargo would ultimately affect everyone in the "trade agreement."
5. Connect the classroom simulation to the local economy. Have students use the economic vocabulary they have learned during the course of these activities to discuss the goods, services, and consumers in their own community. Encourage the class to consider how these have changed over time.

Day 4

Step 1 Begin by reviewing the economic simulation done on Days 2 and 3, and relate those concepts to the ideas in the first part of the *Struggle for Identity* video. Then introduce the concept of *interstate trade* to students as "trade between states." Also explain that taxes are fees paid when goods and services are bought and sold. Tell the class that taxes are regularly paid to the United States government. Explain that the embargo introduced by Thomas Jefferson was an international trade law that changed the Maine economy. Provide students with a **Focus for Media Interaction** by directing them to watch and listen, when the video resumes, for the name of an interstate trade law that also changed the Maine economy.

PLAY the video up to the section about the Coasting Law, when the film shows the boat sailing all the way from Maine to New Jersey. REPLAY the portion about the Coasting Law if needed. Ask students to identify the name of the law.

Step 2 Distribute copies of the outline map of New England and the Mid-Atlantic states. Have students identify each state. Then direct them to color each state a different color, but tell them to be sure to color Maine the same color as Massachusetts.

(Optional breaking point.)

Step 3 Distribute copies of Student Handout 4: Trading Partners Worksheet. Write or post the following statement on the board:

The Coasting Law taxed all interstate shipping unless the goods were headed to an adjoining state.

Allow students to think, share, and discuss the meaning of the law.

Next, have students refer to their maps of New England and the Mid-Atlantic States. Discuss the Coasting Law and how it might have affected these regions.

Step 4 Arrange the desks in the classroom into two rows. Starting at the head of each row, label the first desk *Maine*, the second desk *New Hampshire*, and so on, giving each desk the name of the next state going down the Atlantic Coast as far as New Jersey. When both rows have been labeled, assign two students to serve as ship captains, and place one captain at the head of each of the two rows of desks.

Tell the class that it is 1816. Give each ship captain \$10 in play money. Then direct the captains to take goods from Maine to New Jersey. The captain of one row will be shipping goods from Maine as part of Massachusetts; the other captain will be shipping goods from Maine as a separate state. Each captain must pay \$1 per stop in any state that is not “adjoining.”

Have the rest of the class follow along and advise as each captain works his or her way down the row of desks. How many dollars did each captain have to pay out? How much money does each captain have left?

Replay the activity, but this time tell students that the time is after the repeal of the Coasting Law in 1819. Ask if the outcome of the activity is different, and if so, why. Then direct students to complete Student Handout 4 individually, OR create a Trading Partners Chart on chart paper or the board and complete the handout as a whole-group activity.

Step 5 Have students work individually, in partners, or as a whole group to write notes summarizing who benefited and who lost when Maine was part of Massachusetts. Was it important for Maine to stay with Massachusetts? What changes would occur to Maine if the Coasting Law were repealed? What changes would occur to Massachusetts if the Coasting Law were repealed?

Extensions

Ask students to identify the three questions of all economies that were introduced on Day 1. Then have them discuss how national economic laws affect state and local economies.

Day 5

Step 1 Review the Coasting Act and the impact that it had on Maine and Massachusetts. Remind students that the Coasting Law was repealed in 1819. With the Coasting Law repealed, would Maine want to become its own state?

PLAY the *Struggle for Identity* video from the beginning of the section about the Coasting Law to the section about the Missouri Compromise.

Step 2 Relate the concept of *compromise* to students' own lives. Ask if they have ever had to compromise with parents, siblings, or friends in order to resolve a conflict.

Distribute copies of the outline map of the United States. Direct students to color-code their maps to identify free states and slave states prior to the Missouri Compromise. Be sure that students understand that at the time of the Missouri Compromise, the slave states did not want Maine to join the Union. This was because the southern (slave) states would then be in the minority and would lose votes in the Senate, which, in turn, would have led to the abolition (end) of slavery. To make it fair (or to *compromise*), it was agreed that Missouri would join the Union as a slave state at the same time that Maine joined as a free state. This kept things in balance in the Senate. Have students add these two new states to their maps using the color code. Then have them title their maps "The Missouri Compromise."

Lead a discussion about the results of the Missouri Compromise. Allow students to share whether or not they think the Missouri Compromise was good for Maine.

Day 6

Step 1 Ask students to name all of the economic changes that led up to the Missouri Compromise. Review the previous lesson on how the Missouri Compromise led to Maine's independence.

Next, tell students that they are going to watch more of the video to see what happened in Maine after the Missouri Compromise. Explain that Maine had then become a state, and the next issue was to draw borders for the state.

Ask students to think of some reasons why it might be hard to determine where a state's borders should be. Relate this concept to natural boundaries in the local community. Ask the class to identify possible issues that might lead to land disputes.

Step 2 PLAY the remainder of the video. When it is over, ask students to share some of the problems that led to determining where Maine's boundaries would be. Try to elicit the following issues that are mentioned in the film:

- Deciding which river, the St. Croix or the St. Lawrence, emptied into the Atlantic. (Use a map to show why this was a source of confusion.)
- Madawaska was a disputed territory between the United States and Great Britain.
- Illegal British lumbering led to the Aroostook War.
- To avoid war, Britain agreed to the boundaries by setting up a treaty so that Maine could trade lumber with British-owned New Brunswick.

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Step 3 Review the events that led to the Missouri Compromise and Maine's independence. Try to elicit the following sequence of events from students:

1. Maine builds a trading economy with Great Britain.
2. There is a trade embargo with Great Britain.
3. The Coasting Law is repealed.
4. Maine votes for independence.
5. The Missouri Compromise is reached.
6. Maine becomes a state.
7. Maine's boundaries are set.
8. Maine trades timber with New Brunswick.

Step 4 Have students demonstrate their understanding of the key concepts in this teaching unit and the function of flowchart-style graphic organizers by having them create their own flowcharts showing the sequence of all economic events that led to Maine's independence.

Name: _____

Three Economic Questions

What was being produced?	Illustrate
How was it being produced?	Illustrate
For whom was it being produced?	Illustrate

Student Handout 2

Name: _____

Goods and Services Flowchart

Product: Goods	Illustrate
Product: Services	Illustrate
Consumer: Uses goods and services	Illustrate

Name: _____

Embargo Flowchart

BEFORE EMBARGO

AFTER EMBARGO

<p>Goods</p>	
<p>Services</p>	
<p>Consumers</p>	

Trading Partners Worksheet

List free trading states while the Coasting Law was in effect for:

Maine

Massachusetts

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List free trading states after the Coasting Law was repealed for:

Maine

Massachusetts

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