

Lesson 4.3

WHEN MAINE WAS PART OF MASSACHUSETTS

Objective: Students will get a sense of what Maine's proportions were when it was part of Massachusetts by examining Osgood Carleton's 1795 map of Maine.

Materials:

- **Sheet 4.3:** When Maine Was Part of Massachusetts student worksheet, copied.
- **Doc 4.3:** Osgood Carleton's "A Map of the District of Maine, 1795"
- Overhead of Carleton's map
- Present day map of Maine

Timing: One class period

Background Reading: Chapter Four

Procedure:

1. Put Carleton's map up on an overhead projector. Allow students a few minutes to examine it. Ask them about it: what do they see? What seems strange or different? What is the same? Explain to them that this is an early map of Maine, from 1795, about ten years after the Revolution and 25 years before Maine became a state. People were beginning to move to Maine from other parts of New England because so much land was available.
2. Have students examine the map in more detail, using the When Maine Was Part of Massachusetts handout, Sheet 4.3.
3. When they are finished, give students a chance to share their observations with the group. [*Note: Massachusetts held lotteries to give away the Lottery Land to settlers and land speculators. Some of it also went to veterans of the Revolutionary War.]
4. Have students look at a present day map of Maine. Ask them to compare the two:
 - What do you see that is different?
 - Where are the boundary lines marked now?
 - How many counties are there? Where do county lines end?
 - Why do you think the counties are placed in their current location?
 - How many more towns would you guess there are? How many numbered townships do you think have become named towns?
 - What land is still unsettled? Why?
 - How do you think Maine might change in the future?

Follow up Activities:

- Have students find as many early maps of Maine as they can, in books or in libraries. Gather a classroom collection of maps of Maine. Arrange them on a timeline, to show

the changes in Maine's identity over the years. The *Maine Bicentennial Atlas* (Maine Historical Society, 1976), and the Maine Memory Network are good sources for a variety of maps of Maine through time.

- Find an early map of your city or town. Compare it with a present day map. Have students identify the ways your town has changed.

***Note:** This activity can be combined with the "Maine in 1790" activity in Chapter Five of this guide to give students both a visual and demographic picture of Maine at the end of the eighteenth century.

Alignment with Learning Results:

Grade Level: **SECONDARY GRADES**

Content Area: **GEOGRAPHY**

Standard: **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.

Performance Indicator: Appraise the ways in which maps reflect economic, social, and political policy decision making.

Grade Level: **MIDDLE GRADES**

Content Area: **GEOGRAPHY**

Standard: **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.

Performance Indicator: Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

Grade Level: **MIDDLE GRADES**

Content Area: **GEOGRAPHY**

Standard: **HUMAN INTERACTION WITH ENVIRONMENTS.**

Students will understand and analyze the relationships among people and their physical environment.

Performance Indicator: Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

Name: _____

Date: _____

**WHEN MAINE WAS PART OF MASSACHUSETTS
Student Worksheet**

Today it can be hard for us to imagine what Maine was like two hundred years ago, before it became an independent state. If we look at a map of Maine today, it's easy for us to see where it begins and ends, and what exactly is in between. Things were not as clear in 1795. Use this sheet to help you examine Osgood Carleton's "Map of the District of Maine." Answer the questions in complete sentences.

1. Describe the four boundaries of the District of Maine in 1795.

- a. _____
- b. _____
- c. _____
- d. _____

2. How many counties are there? List them. _____

3. Why do you think the county lines extend all the way to the northern boundary?

4. Some places have names, others are just numbered lots. Why do you think this is?

5. How many plots are labeled as "Lottery Land?" _____

6. What do you think this land was used for? _____

7. Which land is reserved for the Indians? _____

8. How do you think Maine has changed since 1795? _____



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