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Title of lesson plan: Primary Sources: The Maine Shipyard

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School/Organization: Maine Historical Society

Content Areas: MHS Bicentennial Theme – Economy

- Career & Education Development
- English Language Arts
- Health Education & Physical Education
- Mathematics
- Science & Technology
- **Social Studies**
- Visual & Performing Arts
- World Languages



Strand and Standard: *Detailed Strand/Standard information available on page 14 of this packet.*

- Social Studies, Grades 9-diploma: History 1 – F1, D1; History 2 – F1, F2; Personal Finance & Economics – Economics D1; Personal Finance & Economics – Global Connections F2

Duration: 3-4 days

Grade Levels: 9-diploma

Materials and Resources Required: computer, projector, access to Maine Memory Network (recommended to start a free account – students can gather additional sources into folders using an MMN account), documents and objects listed in “PSD analysis” sections of packet, optional rubric (page 15 of this packet)

- **Note about “PSD analysis:”** For each segment, a number of Maine Memory Network items will be listed. These are linked in the slideshow on the lesson plan page. In pairs or groups, students look at Maine Memory Network items listed in each segment. For documents, students are asked to read the transcripts (linked on the item page) and take notes on anything that may stand out or that they have questions about. For objects, students look at make and materials and take notes about how they think the object may help to contextualize the era from which it came. Using the zoom-in option on Maine Memory Network can allow for closer looking at objects, documents, and photographs alike.

Summary/Overview: *What will students learn? What is the purpose? (ie. Objectives/Learning Targets)*

This lesson plan will give students a close-up look at historical operations behind Maine's famed shipbuilding and shipping industries. Students will examine primary sources including letters, bills of lading, images, and objects, and draw informed hypotheses about the evolution of the seafaring industry and its impact on Maine's communities over time.

- **Big Idea:** The Maine shipyard is a traditional and iconic institution that has changed over time to meet demands of the public, the state and country, and the workers.
- **Essential Questions:**
 - o How did the Maine shipbuilding industry change over time?
 - o How did seafaring industries affect other industries in Maine port towns?
 - o What has been one of Maine's most valuable exports since the colonial era, and why?
 - o What effect did the Portland Longshoremen's Benevolent Society have on the communities of maritime workers in Portland?
 - o By examining historic documents and images, what trends might we be able to predict for shipyard industries in Maine in the future?
- **Objectives:**
 - o Students will analyze and draw conclusions from primary source documents.
 - o Students will be able to articulate the importance of maritime industry in Maine history.
 - o Students will make informed ideas about the evolution of the Maine shipyard from the 18th-20th centuries based on primary documents, images, and objects.
 - o Students will be able to discuss how unions and organizations impacted Maine maritime industry workers in the 19th and 20th centuries.
 - o Students will discuss how maritime industries impacted port towns economically and socially.
- **Vocabulary:** *Down Easter (ship), industrialization, longshoremen, Mechanics (organization use)*

Steps:**I. Introduction**

- a. *(If your classroom/school has a land acknowledgement, MHS recommends beginning this lesson with a land/water acknowledgement. More information in Teacher Resources at the end of this packet.)*
- b. In this lesson, students will receive some background information about Maine shipyards from the 18th-20th centuries, and then be asked to look at, read, and analyze primary source documents, photos, art, and objects relating to maritime trades. Shipbuilding and seafaring trades are iconic parts of Maine's social and economic history, but much has been romanticized about the industries over time. By looking at and discussing primary sources, students will ask questions, and make inferences and informed decisions about how these trades affected working people, communities, wartime operations, and commerce.

II. Shipbuilding

- a. Mast Trade
 - i. When English colonists set their sights on Maine for economic opportunities, their primary interest was the tall white pine. England in the 17th century had depleted much of its own natural supply of tall trees to create masts for naval vessels, and Maine had what explorers thought to be an endless supply that could keep up with the continuing demand.
 - ii. The British monarchy hired mast agents who settled in Maine and oversaw the cutting and proper shipping of white pine trees for use by the British navy. To ensure that trees would be kept for royal use only, King George's mast agents branded trees with the king's "broad arrow" mark, thus warding off possible competition.
 - iii. Following the Revolutionary War, Maine's shipbuilding legacy continued, with white pine continuing to be a valuable resource for American ship masts.
- b. Merchant ships
 - i. Maine shipyards built numerous vessels designed for speed and long distances, to meet the demands of seafaring trades. *(More will be discussed about the transatlantic trade in Part IV: Economics and Community.)* Among these were clipper ships, best for speed, and schooners, best for navigating the winds along the coast and into the Canadian Maritimes.
 - ii. Shipyards build vessels based on contracts, depending on what an individual buyer, company, or government entity requests. Wealthy merchants living in coastal Maine towns in the 18th and into the 19th centuries contracted a number of ships needed for trade, keeping hundreds of men employed in various positions.
- c. Travel and recreation
 - i. The first English ship built in what is now North America was the *Virginia*, built in 1607 by residents of the Popham Colony in what is now Phippsburg. The *Virginia* was a 30-ton pinnace that the colonists used to return to England after

the colony failed, having lasted under a year; there is evidence that the ship crossed the Atlantic more than once.

1. *See Teacher Resources for information about the 21st century effort in Bath to fully reconstruct the historically-accurate Virginia.*
 - ii. As Maine entered the industrial age in the mid-19th century, traditional wooden shipbuilding had significant competition. Shipyards in places like Bath and Portland began producing ships and parts suited for steam travel. The Bath Iron Foundry was founded in 1826, and in 1884 became Bath Iron Works, still in operation today. The first ship Bath Iron Works produced was a steamer, *Cottage City*, in 1890.
 - iii. Steamships brought passengers to and from Maine islands and along the coast, and larger steamers offered passage to Boston, New York, and further south, as well as north into Maritime Canada. It was imperative that steam engines be constantly tended to – too little coal in the engine could slow operations down, but too much coal in the engine could cause overheating and a devastating explosion.
 - iv. As steam technology advanced, however, the new industry allowed for faster travel. Most of Maine’s European immigrants in the 19th and early 20th centuries would have arrived by steamship, and many would have come ashore on House Island off of Portland. One of the largest immigrant populations during this time was Irish, and before long the majority of men working on the docks in Portland were Irish immigrants, though a significant number of Italian immigrants worked the docks as well.
 - v. One of the greatest tragedies for Maine in the late 19th century was the 1898 sinking of the steamship *Portland*, which sank in what is now known as the “Portland Gale” in October of that year while the ship was carrying passengers from Boston to Portland. None of the passengers or crew survived the wreck. Because the only list of passenger and crew names was on board, the tragedy sparked a change in policy, and two rosters were created for each ship’s voyage afterward, so that one could remain ashore in case of another ship’s loss.
- d. Down Easters
- i. For wooden shipbuilding to have any competition in the age of steam, Maine shipyards created the “Down Easter,” a vessel made exclusively in Maine and meant to rival steamers in performance.
 - ii. Down Easters were more rugged than clippers and schooners, but did not sacrifice speed for cargo capacity.
- e. War
- i. Maine was a prime battleground during the War of 1812 (1812-1815). With France and Great Britain each trying to block the other from receiving American imports, Maine was in a position between both British (New Brunswick, Nova Scotia) and French (Quebec) Canadian Provinces. Places like Eastport, a close sail to Nova Scotia, continued trade until British occupation. The war took a toll on the Maine economy, but following the war, the demand for ships rose such that Portland alone was responsible for a new ship roughly every other week.

- ii. During the Civil War (1861-65), the Portland Company, a steel foundry incorporated in 1846, began contributing parts for gunboats as needed for war efforts. The Portland Company continued creating parts for ships outside of wartime, such as steamship engines, but needs rose again in a different way during the Great War, or World War I, when the US entered the war in 1917.
 - iii. Bath Iron Works and other shipyards in Maine today continue to build naval ships as required, and many of their workers are in armed forces reserves as well.
 - f. Other vessels created in Maine shipyards
 - i. Maine boatbuilders over the centuries have focused on a number of types and materials, in order to get any number of jobs done. While vessels like tugboats and submarines have been added to shipyard projects over time, two smaller historic vessels continue to be created in the 21st century:
 - 1. Canoes: birchbark canoes have been the watercraft of Wabanaki communities for thousands of years, used to navigate rivers and coastline depending on size; though other Maine companies have created canoes of fiberglass and other materials, Wabanaki-made canoes continue to be highly valued and sought after today.
 - 2. Bateaux (singular bateau): a single-oared vessel originally used by French fur traders in the colonial and pre-colonial era, which can still be found in use on rivers, lakes, and ponds.
 - g. **PSD analysis:** #79567 (award to Harvey Gamage, 1969), #79583 (original view of Gamage boatyard, ca. 1930), #19395 (sail plan, ca. 1930), #25390 (receipt for mast supplies, 1770), #7984 (iron ship at Portland Co., 1927), #21414 (interior of Camden shipyard, ca. 1900), #44487 (boat under construction, Bangor, ca. 1895), #25391 (agreement for masts, bowsprits, and yards, 1769), #102862 (building the *S.S. Falmouth*, South Portland, 1918), #28566 (Bath Iron Works, 1931), #9368 (shipbuilding agreement, Phippsburg, 1847), #9538 (list of ships built in Brunswick between 1784-1797), #9996 (sailing and steam vessels, Portland, ca. 1900), #26737 (*Edna Hoyt*, one of the last five-masted schooners in the world, Lubec, 1930), #8084 (*State of Maine* engine control station created by Portland Company, 1882), #25325 (Barque *Dirigo*, first steel ship built in America, Bath, ca. 1906), #80432 (Maine Steamship Company brochure, 1902), #17576 (quarter-scale model canoe, ca. 1997), #8504 (bateau and crew in Maine woods, ca. 1900)
 - h. **Discussion:**
 - i. What stands out to you in the 1847 shipbuilding agreement? How does it compare to the documents from the 1700s? How do you think specifications might have changed over time after 1847?
 - ii. By looking at the photos of shipyards, what do you think and wonder about working conditions at the times when the photos were taken?
 - iii. What do you wonder – and what can you infer – about steam power by looking at the *State of Maine* controls?
 - iv. What can you conclude about the tradition of shipbuilding in Maine from the letter to Harvey Gamage?

III. Shipyards

- a. Dock workers
 - i. Men working on the docks in 18th and 19th century Maine were also known as *longshoremen* (shortened from “along shore”). Slavery was illegal in Massachusetts, of which Maine was a part until 1820, starting in 1783, and many free Black men worked in various maritime trades – several men from Portland’s Black community kept the docks running.
 - ii. In the later 19th century, Irish immigrants started to replace the Black longshoremen, and it was common to hear men speaking in Gaelic on the docks. Unfortunately, the sinking of the steamship *Portland* in 1898 struck a harsh blow to Portland’s Black community – mostly living in the Munjoy Hill area – since many men from that community had been working aboard.
- b. Tools of the trade
 - i. While industrialization has changed several methods and caused shipyards to adopt new working conditions over time, many tasks continue to be done by hand, particularly with regard to sail creation and maintenance for schooners and other sailing vessels.
- c. Unions and organizations
 - i. When the Irish longshoremen founded the Portland Longshoremen’s Benevolent Society (PLSBS) in the 1880s, the union’s constitution specifically excluded Black men from joining, and there was significant tension between the Irish and Italian workers as well, the latter also being excluded from Irish unions. Animosity may have arisen between the two groups due to wages – Italians, a newer wave of immigrants, were more likely to do the same work for less money, threatening the Irish workers especially when they planned to go on strike. Irish longshoremen had formed a previous union in the 1860s as well, asking for better wages as demand rose during the Civil War.
 - ii. The Maine Charitable Mechanics Association (MCMA) was founded in Portland in 1815, with a mission to assist artisan tradespeople and their families. Among the represented groups at MCMA in the 19th century were shipbuilders, and riggers and sailmakers. Unions and organizations like the MCMA helped workers negotiate fairer wages and hours, and protect their well-being. MCMA offered financial assistance to mechanics and their families when they needed it, and the organization itself grew out of a difficult economic time.
- d. World War I: women enter shipyard trades
 - i. With so many men enlisting as soldiers, women began working in factories previously only open to men during World War I, once the United States entered the war in 1917. At the Portland Company, women created ship parts and 108mm shell casings, and at Bath Iron Works, women kept the operation running.
 - ii. The trend of hiring women workers for heavy-labor jobs arose again during World War II (1939-1945). New regulations were printed and enforced to ensure that women were wearing proper protective clothing while working in

shipyards, rather than the skirts and heels they were otherwise societally more likely and expected to wear, due to the dangers posed by machines.

- iii. Today, the Maine shipyard is staffed by men and women in various roles, and women are increasingly likely to be ship captains and crew members as well.
- e. **PSD analysis: #7904** (dock workers in Portland, ca. 1930), **#31755** (crew of the Biddeford Shipbuilding Co., 1918), **#6750** (bylaws of the PLSBS, 1881), **#4192** (PLSBS float in parade, ca. 1894), **#14518** (beeswax used in sailmaking, ca. 1990), **#31053** (palming thimble, ca. 1850-1870), **#14546** (fragment of a hand-made canvas sail, ca. 1930), **#14519** (bench hook used in sailmaking, ca. 1900), **#14522** (bone fid, ca. 1890), **#14550** (sailmaking seam rubber, ca. 1974), **#55349** (caulking iron from Popham Colony, ca. 1607), **#61117** (roves from Popham Colony, ca. 1607), **#14772** (ship caulking kit, ca. 1800-1840), **#36583** (Ship Builders trade banner, MCMA, 1841), **#36587** (Riggers and Sailmakers trade banner, MCMA, 1841), **#53969** (shipyard fashion show report, 1943), **#5762** (women workers at the Portland Company, 1917), **#5544** (Bath Iron Works, 1943)
- f. **Discussion:**
 - i. What do you wonder about the culture of working in shipyards and on wharves based on the photos and trade banners? What makes you say that?
 - ii. What can you conclude about the skills required to create sails and rig ships based on the tools?
 - iii. How did shipbuilding and sailmaking tools evolve and how did they stay the same, based on comparisons between the Popham Colony artifacts and the 19th and 20th century tools you examined?
 - iv. What did the fashion show report tell you about the working culture in shipyards for women and men during World War II? What else can you infer about shipyard working conditions from this report?

IV. Economics and community

- a. Maritime industries
 - i. Fishing & Lobstering
 1. Today, Maine's state fish is the landlocked salmon, common in the state's lakes and rivers, but the fishing industry is broad and includes hauls of eels, shrimp, lobster, bass, Arctic charr, and trout. Lobster especially became a Maine staple, as it continues to be into the 21st century.
 2. Mainers engaged in aquaculture, or the creation of fish "beds" to raise and harvest various species, from at least the early 1900s.
 3. Canning became a revolutionary industry in Maine in the late 19th century, and fish and lobster hauls were commonly set to canneries to be preserved. Maine also had a few cat food canneries, still utilizing local fish hauls to be processed and canned as cat food.
 - ii. Shipping
 1. Maine ports like Portland, Kennebunk, Machias, Brunswick, and Castine were all major shipping ports, with Portland especially being a vital component of the transatlantic trade. Ports like Castine were a short distance from Nova Scotia, and Portland was a day closer to Europe

than Boston, and at least two days closer than New York. The shipping trade involved imports and exports, with some of Maine's most valued exports being lumber and fish, and common imports including molasses, sugar, flour/wheat, and coffee.

2. Despite slavery being declared illegal starting in the 1780s, Maine still profited economically from the structure of slavery, since sugar and cotton, among many other goods, were the products of slave labor.
 3. In Portland, Lemuel Moody contracted the building of the Portland Observatory in 1807, a watchtower that resembles a lighthouse, which would fly different flags based on the types of ships a worker would observe coming into port, which was a vital help to Portland commerce, as it signaled the type of work that would need to be done on the docks, what kind of cargo to anticipate, and how quickly longshoremen would need to mobilize in order to unload the incoming ships.
- iii. Effects of shipping/coasting on early Maine communities
1. Because of Maine's vitally important shipping industry, a number of other businesses thrived as a result, especially shops along the waterfront, distilleries that would take the molasses brought into port to refine the product into sugar or turn it into rum, and eventually the ice industry. Ice would be cut from Maine's lakes and rivers and floated downstream to ice houses that could then sell the blocks of ice or use the ice to keep shipments cool, which was especially useful for shipping fish, meat, and produce in a time before electric refrigeration.
 2. Men who took seafaring jobs would frequently be gone from home for weeks or months at a time. In the 18th and 19th centuries, their wives and children would often take on work in the port towns where they lived in order to keep the household running in the interim. Many women wrote to their husbands at sea to ask for something to be brought back, but more commonly would ask when they would be expected home. Wives of seafaring merchants were often just as involved in the local economy as men in other professions.

b. Lighthouses

- i. Lighthouses have been vital to all seafaring trades for hundreds of years. Maine has 65 lighthouses along the coast, with the oldest being the Petit Manan Lighthouse on Petit Island, off of Milbridge (just northeast of Bar Harbor), built in 1817 – three years before Maine became a state.
- ii. Lighthouses were and are established along the shore and on islands to shine lights out to sea to warn sailors of approaching rocks or shorelines. These vital resources utilized oil lamps for much of the 19th and 20th centuries, until they slowly became converted to electric. Prior to the advent of automated electric lights in lighthouses, each lighthouse required keepers, generally government-appointed positions, to keep the lamps lit and lighthouses maintained. Keepers would usually live in a home next to the lighthouse with their families.

- c. **PSD analysis:** #9287 (crew wages from the schooner *Susan*, 1802), #14140 (crew list from the brig *Argo*, 1804), #6497 (fishing village, Orr’s Island, ca. 1900), #9288 (cargo on the schooner *Susan*, 1802), #30871 (shipping document for lighthouse bell, Biddeford, 1976), #6492 (Orr’s Island wharf, ca. 1900), #104896 (Sarah Tibbetts letter to husband, 1895), #7830 (view of Portland harbor, 1865), #6156 (signals at the Portland Observatory, 1846 – *use the zoom-in feature on Maine Memory Network to read the labels for each flag design*), #10327 (West Quoddy Lighthouse, 1948), #13467 (wick canister, ca. 1890), #13472 (fourth order Fresnel lens for Portland Head Light, Cape Elizabeth, ca. 1900), #16447 (fog bell from Wood Island Lighthouse, Biddeford, 1872), #18525 (Sailor the dog at Wood Island Lighthouse, Biddeford, ca. 1903), #13002 (fog whistle design 1868), #36515 (directions for extinguishing Wood Island Light during the War of 1812), #37512 (automation of West Quoddy Light, 1988), #19220 (lobstermen’s workshop, ca. 1960), #35305 (men repairing nets, Biddeford Pool, 1917)
- d. **Discussion:**
- i. By looking at the photos, what can you infer that fishing and lobstering entailed in the early 20th century?
 - ii. How do you think automation changed lighthouse operations over time?
 - iii. What can you infer about life for mariners’ families from Sarah Tibbetts’ letter?
 - iv. What can you infer about the pace of wharf operations in Portland based on images and the Portland Observatory signals?

V. Closing & Projections

- a. The Maine shipyard has been a cornerstone of industry, economics, and community for more than 200 years, but has changed considerably to meet new demands and changes in the peopling of coastal communities.
- i. **Discuss:** Based on what you have examined in primary documents, what changes do you predict for Maine shipbuilding and seafaring industries going forward? How do you think factors like climate change and economic recession might impact maritime industries? Is it important for Maine to hold onto these traditions – why or why not? What other factors do you think might have an effect (positive or negative) on Maine’s maritime industries and coastal communities?

Teacher Resources

Online Resources:

Bath Iron Works:

- History of Bath Iron Works: <https://www.gdbiw.com/History.html>
- Ships built at Bath Iron Works (1890-2012): <https://www.gdbiw.com/content/ship-list.html>

Maine Bureau of Agriculture, Conservation, and Forestry

- Popham Colony:
https://www.maine.gov/dacf/parks/discover_history_explore_nature/history/popham_colony/index.shtml

Maine Charitable Mechanics Association:

- Chronology of the MCMA:
https://mainecharitablemechanicassociation.com/MCMA/MCMA_HISTORY.html
- Timeline of Mechanics' Hall (519 Congress Street, Portland):
<https://mechanicshallmaine.org/story-of-mechanics-hall/>

Maine's First Ship:

- <https://mfship.org/>
 - o *This is a project based in Bath committed to creating a full-scale historically accurate reproduction of the Virginia, the first ship built in North America by residents of the Popham Colony in 1607.*
 - 3D Virtual Tour, filmed July 2019: <https://mfship.org/3d-virtual-tour/>

Maine History Online:

- The Irish on the Docks of Portland:
<https://www.mainememory.net/sitebuilder/site/1124/page/1605/display>

Maine Maritime Museum: <https://www.mainemaritimemuseum.org/>

- PastPerfect Online Collections: <https://maritimeme.pastperfectonline.com/>

Maine Memory Network:

- Big Timber – The Mast Trade:
https://www.mainememory.net/sitebuilder/site/283/page/546/display?use_mmn=1
- The Life and Legacy of the George Tate Family:
https://www.mainememory.net/sitebuilder/site/2528/page/4043/display?use_mmn=1
- A Tale of Two Sailmakers:
https://www.mainememory.net/sitebuilder/site/223/page/482/display?use_mmn=1
- South Portland's Wartime Shipbuilding:
https://www.mainememory.net/sitebuilder/site/856/page/1266/display?use_mmn=1

Visit Maine: Lighthouses: <https://visitmaine.com/things-to-do/lighthouses-sightseeing/lighthouses>

Teacher Resources

Articles:

Babcock, Robert H. "The Decline of Artisan Republicanism in Portland, Maine, 1825-1850." *New England Quarterly*, Vol. 63, No. 1 (1990), pp. 3-34.

Battick, John F. "A Survey of Primary Sources for the Social and Economic History of Seafaring Communities in Maine." *Maine Historical Society Quarterly*, Vol. 24, No. 4 (1985), pp. 394-400.

Connolly, Michael C. "To 'Make This Port Union All Over': Longshore Militancy in Portland, 1911-1913." *Maine History*, Vol. 41, No. 1 (2002), pp. 41-59.

Teacher Resources

Tips for Acknowledging Indigenous Land/Water: Acknowledgement is a relatively recent practice, and is ideally practiced as a respectful way to address the Indigenous inhabitants of what is now North America, acknowledge human and non-human relatives, address the ongoing effects of the structure of settler-colonialism, emphasize the importance of Indigenous sovereignty and self-governance, and help students be aware and conscientious of the fact that we are living on Wabanaki Homeland. Land/water acknowledgements are best developed through meaningful connections; acknowledge with respect and use a format that lets you speak from the heart. Making connections with neighbors of a Nation near to where you live is one of the best places to start when creating a land acknowledgement from the heart. Talk with your school administrators and colleagues about creating a land acknowledgement at the institutional level.

A great online resource with more information can be found here:

https://drive.google.com/file/d/0B_CAYH4WUfQXTXo3MjZHRc00aig/view. For information about the nations nearest where you live/teach, a good starting point is the map at: <https://native-land.ca>

The peoples who live in what is now Maine and the surrounding regions are collectively the Wabanaki, or, “People of the Dawnland,” meaning those who see and greet the first light of the day. They share common oral histories and belong to Algonquian/Algonkian language groups, but have unique languages

About the Wabanaki: We encourage you and your school to reach out to the tribal communities in Maine to expand your learning. More information about the four federally-recognized tribal communities in Maine can be found here:

- The Aroostook Band of Micmacs: <http://www.micmac-nsn.gov/>
 - o Micmac Tribal Government: http://micmac-nsn.gov/html/tribal_government.html
- The Houlton Band of Maliseets: <http://www.maliseets.com/index.htm>
 - o [Maliseet Tribal Government: http://www.maliseets.com/government.htm](http://www.maliseets.com/government.htm)
- The Penobscot Nation: <http://www.penobscotculture.com/>
 - o [Penobscot Tribal Government: http://www.penobscotculture.com/index.php/8-about/81-tribal-facts](http://www.penobscotculture.com/index.php/8-about/81-tribal-facts)
- The Passamaquoddy Tribe
 - o Indian Township (Motahkomikuk): <https://www.passamaquoddy.com/>
 - o Pleasant Point (Sipayik): <http://www.wabanaki.com/>
 - o Passamaquoddy Tribal Government: http://www.wabanaki.com/wabanaki_new/chief_council.html
 - o Passamaquoddy Joint Tribal Council: http://www.wabanaki.com/wabanaki_new/joint_council.html

The Abenaki are the fifth Wabanaki tribe today; however, the Abenaki are not a federally-recognized tribe as of 2019. Not all Tribal Nations that exist in North America today have received federal recognition. There are no tribes in New Hampshire or Vermont that, as of 2019, have received federal recognition, but four tribes in Vermont have received state recognition. Federal recognition provides a federal relationship between Indigenous sovereign nations and the US government. Tribal Nations throughout North America are sovereign nations, and actively work to maintain their self-governance.

Federal recognition is not related to Tribal Nation sovereignty; it affords certain rights to Indigenous peoples within the laws of the United States.

All of Maine's federally-recognized tribes own land base throughout the state as presented through treaties.

About Maine Historical Society: Maine Historical Society (MHS) is the third-oldest state historical society in the United States, following Massachusetts and New York, respectively. Founded in 1822, only two years after Maine separated from Massachusetts and became a free state as part of the Missouri Compromise, MHS today is headquartered at 489 Congress Street in Portland. The campus contains an office building and museum, the Brown Research Library (est. 1907), and the Wadsworth-Longfellow House, the childhood home of American poet Henry Wadsworth Longfellow. An enormous online database containing digitized images and objects from MHS's robust collection can be found online at Maine Memory Network: <https://www.mainememory.net/> Teachers can create free accounts on Maine Memory Network to save images to albums for classroom use.

MHS's mission: "The Maine Historical Society preserves the heritage and history of Maine: the stories of Maine people, the traditions of Maine communities, and the record of Maine's place in a changing world. Because an understanding of the past is vital to a healthy and progressive society, we collect, care for, and exhibit historical treasures; facilitate research into family, local, state, and national history; provide education programs that make history meaningful, accessible and enjoyable; and empower others to preserve and interpret the history of their communities and our state."

Teacher Resources – Strand and Standard:

- **Social Studies, Grades 9-Diploma – History:** Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.
 - o **History 1:** *Students understand major eras, major enduring themes, and historic influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by: (F1) Explaining that history includes the study of the past based on the examination of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. (D1) Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.*
 - o **History 2:** *Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by: (F1) Identifying and critiquing issues characterized by unity and diversity in the history of the United States, and describing their effects, using primary and secondary sources. (F2) Identifying and analyzing major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, making use of primary and secondary sources.*
- **Social Studies, Grades 9-Diploma – Personal Finance & Economics:** Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, and consumption in the community, Maine, the United States, and the world.
 - o **Economics:** *Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, other economic systems in the world, and how economics serves to inform decisions in the present and future by: (D1) Analyzing economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.*
 - o **Global Connections:** *Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities, by: (F2) Analyzing how resource distribution effects wealth, poverty, and other economic factors.*

Teacher Resources – Assessment Rubric*Did the student meet the expectations of the lesson?*

Task	1 – Did Not Meet	2 – Partially Met	3 – Met	4 – Exceeded	Notes
Student can discuss the role of shipyards and dockworkers in Maine economic history.					
Student can draw conclusions about and discuss the effects of changes to shipbuilding industries over time.					
Student can discuss the successes and challenges of unions and organizations in the 19 th and early 20 th centuries.					
Student can read, analyze, and discuss primary source documents.					
Student participated respectfully in classroom discussion.					
Student gave thoughtful responses to the discussion prompts and utilized critical thinking to draw conclusions and ideas.					

Total Score and Notes: