

Lesson Plan: An Exploration into Maine's History

This lesson was developed by Michelle Buehner (5th grade teacher, North Yarmouth Academy, Yarmouth, ME, 2015-16) in partnership with Maine Historical Society in partnership and a Teaching with Primary Resources grant from the Library of Congress

edited by Kathleen Neumann, Maine Historical Society

Objectives:

- Students will be able to use primary and secondary sources to research and describe the history of their hometown, the state of Maine, and the United States.
- Students will practice the skills involved in analyzing primary sources.

Essential Questions:

- What is the history your hometown?
- What do you think makes your hometown unique?
- What still exists in your hometown today that has roots in the town's history?
- What impact did events in Maine and the United States have your hometown?
- Did any event in your hometown have an impact on Maine or the United States at large?

Materials:

computers/tablets with internet access for student use – will need access to Library of Congress (<https://www.loc.gov/>) and Maine Memory Network (www.mainememory.net).

pens/pencils

attached worksheets and writing paper

Timeframe:

Will vary depending on length of class period, class size, etc.: 2-3 weeks recommended.

Procedure:

This investigation was designed to utilize the resources of the Maine Memory Network and the Library of Congress. Students will have the opportunity to create their own albums from MMN, research their local history, and that of the state of Maine. This is a progressive approach that begins with an investigation into Yarmouth, Maine's history, however, it could easily be adapted for any home town. Part of the exploration includes suggested visits to the local historical society and discussions with the school historian. The creative writing piece calls for students to become someone who lived in their town 100 years ago; they find the information they need be research on MMN and the Library

of Congress and then write and share their stories. Along each step of the way, students created, saved, and shared albums of materials related to their research and work on MMN. The second part of this lesson is designed to coincide with the study of the history of the state of Maine and of the United States.

Part I: The History of My Town

Lesson I: Maine Memory Network and the Library of Congress

- 1.) To initiate the lesson students will log in and register on the Maine Memory Network (mainmemory.net); information on setting up a Maine Memory Network account and logging in can be found at this link:
https://www.mainmemory.net/help/help_login.shtml
Suggest that students begin their exploration by assigning a particular topic to search for using the search and/or browse features, such as a particular place (ex. Brunswick, ME) or industry (ex. fishing). A guide to navigating MMN for students, including how to add records to albums can be found here:
https://www.mainmemory.net/pdf_files/resources/Student_mmn.pdf
Once students are familiar with the site, ask them to start practicing with the album tool and creating their own albums.
An educator's guide to albums can be found here:
https://www.mainmemory.net/pdf_files/resources/Educators_albums.pdf
- 2.) Once familiar with MMN, students should then log into the Library of Congress (www.loc.gov) and familiarize themselves with the resource. Again, suggest that students begin their exploration by assigning a particular topic to look for using the search feature; you might suggest the same topics as used on their MMN exploration so that students can compare and contrast their findings from both site. Because of the sheer size of the database, students may be overwhelmed with the discover a variety of resources and records; suggest they narrow their search to a particular format and/or time period to keep it more manageable.

At various appropriate intervals, ask students to report out on their findings with classmates.

Lesson 2: Object Study

- 1.) Explain to students that artifacts are historical sources in their own right that can teach us about the past and that they will study an object of their choice as part of their research on their town.

- 2.) Instruct students to choose an object from their town's history for an object study. Ideally, this would be done with a visit to the local historical society and choosing an object from that organization's collection. However, if this is not possible, students could instead choose an object using records on MMN and/or LOC.
- 3.) Students can record the information for their object study using the *Yarmouth Historical Society "Object Case Study"*.
- 4.) Once students have completed their object study, ask them to share their findings with the class and explain what the object can teach us about their town's history.

Lesson 3: The History of My Town and What Life Was Like There 100 Years Ago

- 1.) Instruct students to begin research on their town using MMN and LOC and recording the important information they find on the *Yarmouth History Project Information Gathering Sheet* ("Yarmouth" can easily be swapped out for any other town). They should also save any records they find on MMN to their albums. Explain to students that gathering the necessary information may take several class sessions/days.
- 2.) As students delve deeper into the history of their town, explain that they will share what they learn in the form of a creative writing assignment about what their lives would have been like in they lived in their town 100 years ago (just as the town of Yarmouth could easily be any town, this timeframe could also be adjusted to 300 years, 200 years, etc. as needed and depending on what historic records are available). Distribute *If I lived in Yarmouth 100 Years Ago MMN Essay* assignment and *Check List* and discuss the parameters and due dates with students.

Part II: The History of Maine and the United States

Lesson 4: What was happening in Maine?

- 1.) To put the history of their town in perspective and to see its role in the wider world, explain to students that as they continue to gather information on their town, they will also research and learn about the history of Maine and the United States using primary sources.

- 2.) Instruct students to log in into their MMN accounts and start a new album titled “Maine’s History”. Explain that they will use this album to collect interesting facts/records from *Maine’s* history outside facts/records related to their own town.
- 3.) Explain to students that will also answer some questions based on the information in MMN and Maine History Online (<https://www.mainememory.net/mho/>) and record their answers on the *Studying Maine’s History Using MMN and Maine History Primary Sources* worksheets; this process will probably take more than one class session/day to complete.

Lesson 5: What was happening elsewhere in the United States?

- 1.) Assign each student a state other than Maine to research and explain that they are going to compare and contrast the history of their assigned state to the history of Maine.
- 2.) Explain to students that will use the LOC to answer some questions their assigned state and will record their answers on the *Studying Maine’s History* worksheet, only this time substituting their assigned state for Maine. Explain that some of these questions will not translate to other states perfectly (ex. #9, not all states use town meetings as a form of government), but to do the best they can.

Yarmouth History Project Information Gathering Sheet – Using the MMN- Assignment#1

Use the MMN to research your answers to the following questions while you investigate the history of Yarmouth.

<u>Question</u>	<u>Important People</u>	<u>Dates associated with this ??</u>	<u>Pertinent Info</u>	<u>Where you found this info....</u>
<u>What is the history of the town of Yarmouth?</u>				

<u>Question</u>	<u>Important People</u>	<u>Dates associated with this ??</u>	<u>Pertinent Info</u>	<u>Where did you find this info....</u>
<u>Who were some of the first people to live in Yarmouth and what were their occupations?</u>				
<u>What were the industries in Yarmouth when it was first established? What did people do for work?</u>				
<u>Question</u> <u>What schools existed? Are any of these schools still in existence?</u>				

<p><u>What is the most interesting fact that YOU found? What makes this interesting to you?</u></p>				
<p><u>Question</u></p> <p><u>What do YOU think makes Yarmouth unique?</u></p>	<p><u>Important People</u></p>	<p><u>Dates associated with this ??</u></p>	<p><u>Pertinent Dates</u></p>	<p><u>Where did you find this info....</u></p>

**What exists in
Yarmouth TODAY
that has roots going
“WAY back in
time”? Be specific
with buildings or
companies AND the
date they were first
created or built.**

If you had lived in Yarmouth 100 years ago, where would you have lived? What would have been your occupation? What else can you share about the life you would have lead?

Yarmouth Historical Society “Object Case Study”

Your task: Choose one of the objects on display in the gallery and gather as much information as you can about this object. You may not be able to answer every question.

1. What is the object you have chosen?

2. What is the date associated with your object?

3. What is the significance of your object? Why is it important? Why is it on display?

4. Observe your object. Describe it in the greatest detail that you can. Draw a picture of your object.

Directions: If I lived in Yarmouth 100 years Ago MMN Essay: Assignment

#2

First you must decide WHO you want to be. Will you be a child growing up? Or will you be an adult? YOU decide. Then depending on WHO you are, follow that set of directions. Use the MMN to help you go back in time 100 years ago.

<u>IF you are a CHILD, follow these directions:</u>	<u>IF you are an ADULT, follow these directions:</u>
1. Describe who you are. What is your name? How old are you? How many siblings do you have?	1. Describe who you are. What is your name? How old are you? Are you married or single? Do you have any children – if so how many and how old are they?
2. Where do you live? What Street? Do you live near NYA or do you live near Elm Street, near where the historical society is? Find a picture of a house to include in this section.	2. Where do you live? What Street? Do you live near NYA or do you live near Elm Street, near where the historical society is? Find a picture of a house to include in this section.
3. Where do you go to school? Include the name of the school and a picture!	3. Where DID you go to school as a child? Include the name and a picture!
4. Where do you hope to work as an adult? Include a picture.	4. Where do you work? Include a picture.
5. Include any other details you would like to add to your life. You may include a picture.	5. Include any other details you would like to add to your life. You may include a picture.

You may type or hand-write your essay. Please include your photos in your text along with a caption AND the item number from the photo from the MMN.

Name _____ Date Handed In _____

Check List for MMN "If I lived 100 years ago in Yarmouth, Maine" Project

1. READ these directions before continuing.
2. Check off or highlight each item as you complete or check over your work.
3. Name, date and Title?
4. Be sure to include DETAILS about your job or what your parents do. (Don't just say, "They work or I work at the Forest Paper Company." Explain WHAT you do at your job.)
5. Your pictures must be from MMN. Next to the photos you use from MMN, please include the item number so we may reference it if we need to.
6. EVERY photo – either from MMN or Library of Congress, should have a caption!
7. Your last paragraph should share a mini-story or snap-shot into your daily life. Look on MMN and find something you want to share that may have happened to you 100 years ago; you may also use the Library of Congress to research what was happening in the world 100 years ago.
This last section is your chance to be creative! Be sure to include a photo. You could also pretend that your grandmother is sharing something from her past and telling you about it if you find a cool photo of an item on MMN. Look through your Yarmouth album and find something that is of interest to you.
8. Is this your BEST effort? _____
9. Did you check for spelling, capitalization and punctuation?

** Be sure to turn over for reflection questions and the grading rubric.

** Extra Credit: (This option may ONLY be completed IF you have completed this project to the best of your efforts and have turned it in.) For extra credit, you may create a Power Point presentation including work from this project AND from your MMN Yarmouth album to present to the class.

Summary questions: Please use complete sentences as you reflect on your learning and this project.

What did you learn from doing this project?

Did you enjoy this project? Why or why not?

What would change about this project for next year's class? (You may NOT answer, "Nothing.")

.....
Grading Rubric:

Criteria	Possible Points	Points YOU earned
Mechanics – spelling, caps, punctuation	25	
Did you follow all of the directions on the reverse side?	70	

Neatness and presentation	5	
Total	100	

Name _____ Date _____

Studying Maine’s History using the MMN Assignment # 4

Using the MMN, create a new album and label it Maine’s History. Add interesting facts about Maine’s history to this album. As you are finding pieces to add, answer the following questions. All of the answers to these questions will be found on MMN.

From the “Peopling Maine” section:

1. According to the 2000 census, how many people lived in Maine?
 _____ Now see if you can find out how many people lived in Maine in 1790 – when the first census was taken.

2. What is the background of people first living in Maine? Where did they come from?

3. Name the Native American tribes residing in Maine.

4. What can you find out about slaves / slavery in early Maine’s history?

5. Name the groups of immigrants who came to Maine and briefly explain WHY they came to Maine.

From the “Living off the Land and Sea” section:

6. Name 6 industries or products that support Maine’s economy.

7. Choose one industry to share more about its history and how this has influenced the creation of the state of Maine.

From the "Culture and Community" Section:

8. Discuss how and where Mainers communicated with each other.

9. Share three facts about small town meetings in Maine.

10. Who was Sally Sayward Barrel Keating Wood? Why is she important?

11. Name three other famous people who lived in Maine and how they are connected to Maine.

MMN: The investigation continues! Investigating a Maine Industry: Assignment # 5

** Now you need to research one industry (question 7 from the Living off the Land and Sea section) that has its roots embedded in our state's history. Use the MMN and the Library of Congress to research the following. Note where your information comes from for each answer.

- Pretend you are a worker in this industry. What is your job? Describe what you are doing.

- Describe this industry and the role it has played in helping to create our state.

- WHY is this industry important?

- Has this industry changed throughout time? If so, how? If not, why not? For this question, you may have to leave MMN and find some current information. If you do leave MMN, write the website (s) you are using here: _____

Maine History Primary Sources!! Assignment # 5

Name _____ Date _____

Directions: Using the MMN, go to the “Maine History Online” link. Then click on “A Conversation Across Time and Space”. We’ll work on some of these questions together in class and then we’ll go to the lab and you can continue reading, researching, and being historians.

“A Conversation Across Time and Space”

Where does history begin? _____

What does the phrase “window into the past mean?” What documents give us this “window into our past” ?

Window into the past means:

Some documents that give us this window into our past include:

Historical documents can preserve MAJOR events in time such as:

Historical documents such as

_____ can also give us glimpses back in time.

A critical component of historical documentation is called PRIMARY SOURCES. List three facts about PRIMARY SOURCES.

1

2

3

Investigate in greater detail one of the PRIMARY SOURCES such as Meshach Larry's letter written during the Civil War or the photograph of the ladies making hats (wasn't one of Yarmouth's early buildings on Main Street a hat store??) or maybe the photograph of the elephants coming to Maine. Try to answer the following questions and gain an understanding of why this particular primary source gives us a glimpse into the history of Maine and its people from the past. Choose two different primary sources citing them by item number and also add them to your History of Maine album.

Primary Source	Item Number	Who?	What?	Where?	When?	Why?/ Importance?

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Maine Learning Results:

Grade Level: Pre-K-2; Content Area: Social Studies: HISTORY (E1a, E1b)

Grade Level: 3-5; Content Area: Social Studies: HISTORY (A1a, A1d, A1e, C1b, D2b, E1a, E1b, E1c, E2a, Eeb)

Grade Level: 6-8; Content Area: Social Studies: HISTORY (E1b, E2c)

Common Core State Standards

Grade 5: READING: INFORMATIONAL TEXT (CCSS.ELA-LITERACY.RI.5.3, CCSS.ELA-LITERACY.RI.5.7, CCSS.ELA-LITERACY.RI.5.9, CCSS.ELA-LITERACY.RI.5.10)

Grades 6-8: HISTORY AND SOCIAL STUDIES (CCSS.ELA-LITERACY.RH.6-8.7)