

Our Maine Ancestors





Introduction

The “Age of Exploration” was a vital time in world history. By the late 1400s European nations were exploring and colonizing for wealth, power, and religion. Portugal, Spain, England, France, and Holland were all engaged in exploration and colonization, but in Northern New England and Atlantic Canada, France and England were the primary competitors for resources and land.

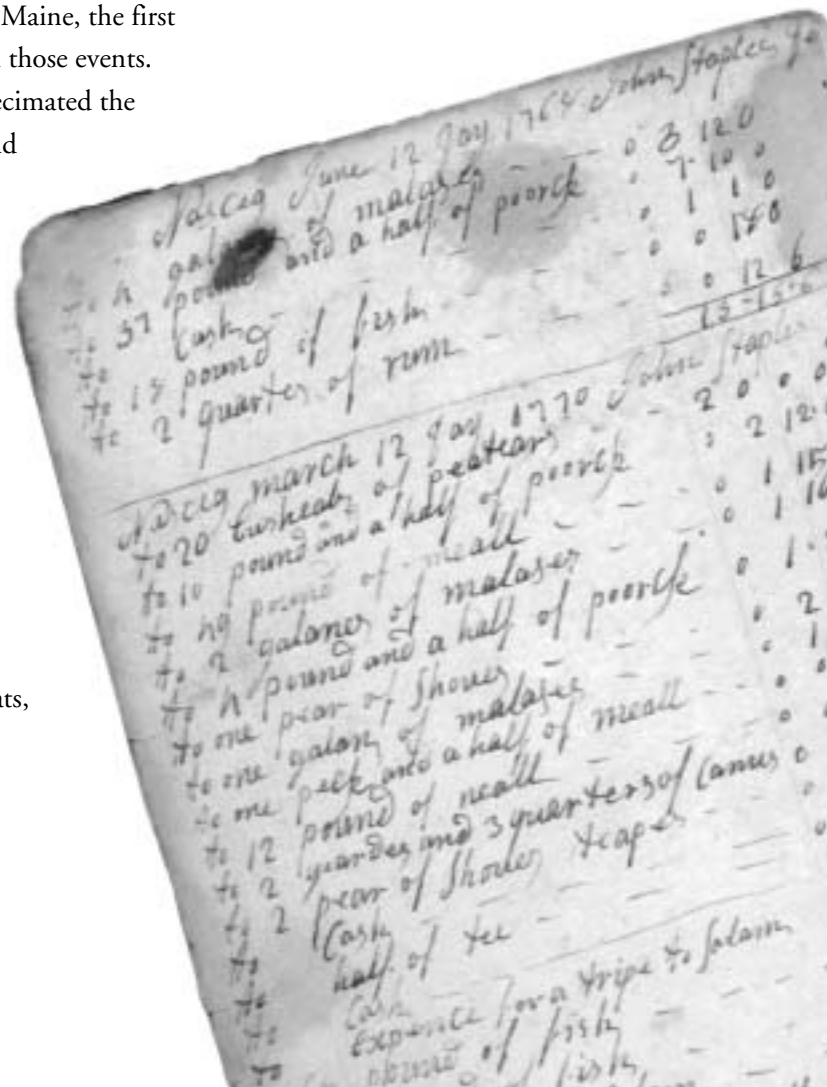
Why did the French and the English come to Maine? Some were looking for the fabled Northwest Passage—a route to the rich countries of the Far East, including China and the Spice Islands. Many had heard of the mysterious land of “Norumbega” with its rumored cities of gold and silver, near Penobscot Bay. Others came seeking natural resources—fish, fur, and timber.

Europeans, though, did not “discover” an empty land. Native American tribes have lived in this area for at least 12,000 years. The coming of the Europeans had drastic effects on the lives of these indigenous people and their futures.

This unit explores the early voyages to the coast of Maine, the first settlement attempts, and the key people taking part in those events. It also tells the Native story, how European diseases decimated the Native population in the early seventeenth century, and how disruption in land use, by-products of English saw mills, farming, and warfare further devastated Wabanaki life. Conflicts raged in the territory of Maine, as French, English, and Native Americans fought for over a hundred years. By the time of the American Revolution, the French had been defeated, and new disputes arose between Massachusetts and its possession, the District of Maine. This unit covers Maine history through the American Revolution, and includes some significant Maine events of the Revolutionary War. Throughout this period, Maine’s people persevered in starting and re-building towns, building ships and boats, harvesting lumber, and fishing.

General learning goals are:

- To understand the broad issues that led to early exploration of Maine;
- To learn about the people who were important in exploration and settlement;
- To gain an overview of the protracted conflict between the French, English, and Native Americans in the 17th and 18th centuries;
- To understand the impact of European exploration and colonization on the Wabanaki;
- To gain a sense of life in early Maine for both colonists and Native people;
- To learn some highlights of Maine’s role in the American Revolution.





Outline

I. Maine/Mawooshen in 1600

- A. The People
- B. Concept of Land, Ownership, and Maps
- C. Birch Bark Technology
- D. Use of Resources

II. Early European Explorers

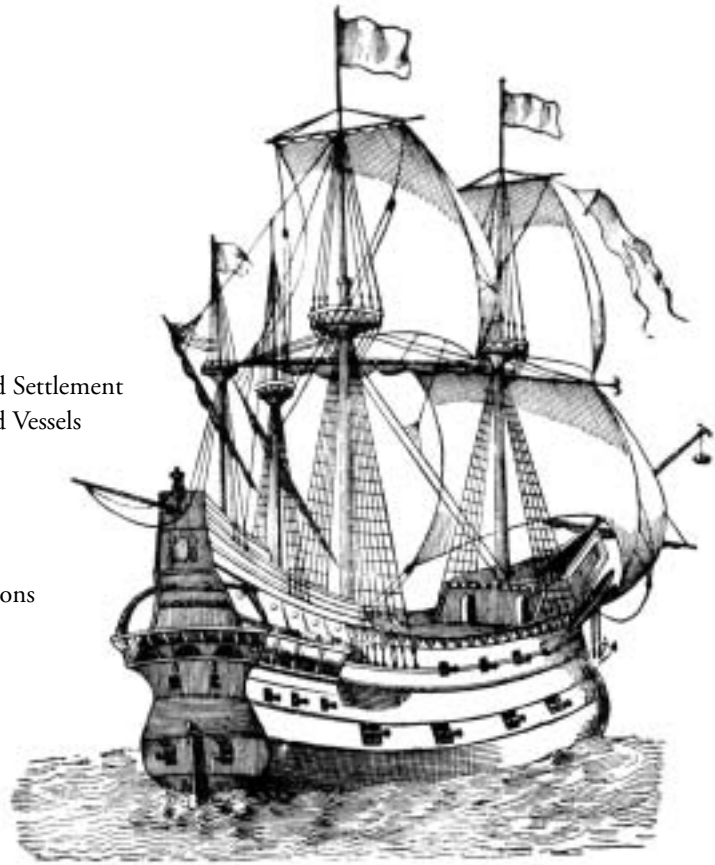
- A. Why did Europeans Come to Maine?
- B. The Explorers
- C. French and English: Different Views of Natives and Settlement
- D. Tools of Exploration: Cartography, Navigation, and Vessels

III. Contact: Wabanakis and Europeans

- A. Effects of Fur Trade
- B. Disease and Religion
- C. Changes in Environment from European Occupations
- D. Effects on Native Population

IV. Early Attempts at Settlement

- A. St. Croix: Champlain, 1604-5
- B. English Fishing Stations along Coast after 1605
- C. Popham Colony, 1607-8
- D. John Smith at Monhegan, 1614
- E. Pentagoet (Castine)
- F. Grants, Patents, and Overlapping Possessions



V. Conflicts in Pre-Revolutionary Maine: English, French, and Native Americans

- A. King Philip's War: 1675 Begins Nearly a Century of Conflict
- B. Effects of Wars on Settlement of Maine
- C. Massachusetts Colonies and Maine's Resources: Cod, Mast Trees, Furs
- D. Expulsion of the French East of the Penobscot River and Settlement after 1760
- E. Settlement and the Great Proprietors
- F. Conflicts between Massachusetts and England

VI. The American Revolution in Maine

- A. The District of Maine at the Opening of the Revolution
- B. Benedict Arnold's March
- C. England Cuts off Maritime Commerce
- D. Captain Mowatt Burns Falmouth
- E. Wabanakis Aid Americans Downeast
- F. Searsport's Sam Houston
- G. Henry Knox
- H. The Penobscot Expedition and the British in Penobscot Bay Towns



Learning Results, Grades K-2

Career Preparation

- C-2:** Demonstrate the effects of technology on where people choose to live, how they communicate, how they travel, and how they acquire goods and services.
- D-3:** Demonstrate an understanding of the importance of the conservation of resources.

English Language Arts

- B-3:** Identify differences and similarities in story elements in works from various cultures.
- C-3:** Make valid observations about the use of words and visual symbols.

Health and Physical Education

HEALTH EDUCATION

- A-2:** Describe the transmission and prevention of communicable diseases.

Mathematics

- F-3:** Select standard and non-standard tools for determining length, time, temperature, weight, and capacity, and use them to solve everyday problems.
- G-1:** Recognize, describe, extend, copy, and create a wide variety of patterns.
- I-1:** Classify sets of objects into two or more groups using their attributes.

Modern and Classical Languages

- D-2:** Recognize that languages are interrelated and belong to language families.
- E-1:** Associate a language with the dress, holidays, and music of a country or region with a different language.
- E-2:** Identify the unique products of another culture such as toys, food, songs, currency, and crafts.
- F-1:** Identify similarities and differences between the dress, holidays, food, and music of another culture and those of their own culture.

Science and Technology

- B-3:** Give examples of how one change in a system affects other parts of the system.
- B-5:** Describe a familiar local environment.
- C-4:** Provide examples of causes of diseases.
- M-1:** Describe how legends, stories, and scientific explanations are different ways in which people attempt to explain the world.

Social Studies

CIVICS AND GOVERNMENT

- B-1:** Understand that all nations have governments.
- D-1:** Understand that there are other nations with different traditions and practices.

HISTORY

- A-2:** Distinguish similarities and differences among historical events.
- B-1:** Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.
- B-2:** Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.
- C-1:** Use artifacts and documents to gather information about the past.

GEOGRAPHY

- A-1:** Use and construct maps and other visuals to describe geographic location, direction, size, and shape.
- B-1:** Describe the human and physical characteristics of the immediate environment.

ECONOMICS

- A-1:** Identify goods and services, giving examples.
- B-1:** Explain the terms consumer and product.

Visual and Performing Arts

- A-1:** Investigate the characteristics and purposes of each of the arts to communicate ideas, feelings, and meaning.
- A-3:** Demonstrate an understanding of the differences in the materials and techniques used to produce selected art works (e.g., the differences among musical instruments, the differences in the materials and techniques used for sculpture, or the differences in techniques used for performances such as singing, pantomime, etc.)
- B-1:** Recognize samples of major styles and techniques of the arts from different cultural or ethnic groups.
- B-5:** Create original works that integrate one or more of the characteristics and purposes of artworks from different cultures (include own community and culture).



Activities, Grades K-2

- **Children may not think of Maine in 1600 as having any “technology.”** Discuss what the word technology means, and how it means different things in different time periods. Find some examples of Native American technology and European technology that were used to accomplish similar tasks, such as building vessels, hunting for food, catching fish, and constructing dwellings. How did different technologies affect the lifestyles of these two groups? Our module talks about the differing impact on the environment of Native American and European technologies. Which group took better care of the natural resources in early Maine?
- **Many books and stories are available about, and by, Native Americans.** Some (see Resource List) have Passamaquoddy, English, and French text. This may be interesting for children to explore in more detail, finding out more about Native American languages. Language is such an integral part of culture and will be interesting to include in the study of other aspects of Native culture, both today and in the past. In contrast, the English explorers and later settlers who came to Maine brought their own culture. Learn more about England of 400 years ago. Compare governments as well as other characteristics.
- **Native Americans passed along information through oral tradition, whereas Europeans had written language.** Students might convey the same story in both ways, then think about the differences between storytelling and writing. What are the advantages and disadvantages of each method for sharing stories, ideas, and reports of events?
- **Learning Native American crafts, such as beadwork and basketry,** may fit well into mathematics—providing opportunities for exploring patterns and geometric forms, and counting.
- **In the seventeenth century, neither the Native Americans nor the Europeans knew what caused disease.** Native Americans died from diseases to which they had no immunity. This is an opportunity to study further the concept of germs, bacteria, viruses, and health.
- **Study Native American legends.** Legends explain natural phenomena that also can be explained through scientific study. Compare to Greek myths or stories from other times and cultures.
- **Tell the story of the English explorer George Waymouth** from the viewpoint of an English sailor and from the viewpoint of a Native American living in Maine at that time. Discuss the concept of perspective and how the same event seems very different depending on who is telling about it.
- **Maps of Maine looked different in 1605, when Waymouth came on his journey.** Trace the routes of the different explorers. Native Americans viewed mapping very differently, looking at land use, traveling time, seasonal movements, and physical markers on the land. Try to make a simple map in both styles.
- **What goods and services did the Native Americans provide to the English?** What did they receive in return? How did trade affect the Natives?
- **Learn more about Native American arts, including dance, music, storytelling, and the visual arts.** Compare and contrast with European art forms in 1600. What purposes did the arts serve in Native life?





Learning Results, Grades 3-4

Career Preparation

C-1: Illustrate how products evolve as a result of technological systems.

English Language Arts

B-1: Demonstrate awareness of the culture and geography pertinent to the texts they read.

B-2: Use literary pieces to better understand and appreciate the actions of others.

C-5: Investigate the languages of other cultures and compare/contrast them to English.

E-5: Give accurate directions.

H-3: Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).

H-4: Distinguish between facts encountered in documents, narratives, and other sources, and the generalizations or interpretations a person draws concerning those facts.

Mathematics

C-1: Make generalizations and draw conclusions using various types of graphs, charts, and tables.

F-2: Select measuring tools and units of measurement that are appropriate for what is being measured.

K-1: Use simple tables and graphs to communicate ideas and information in presentations in a concise and clear manner.

Modern and Classical Languages

E-1: Identify how tangible products of the culture such as toys, dress, housing, food, currency, and crafts reflect life in that culture.

E-2: Participate in cultural activities of another culture such as games, songs, celebrations, storytelling, and dramatization.

E-3: Identify and produce types of artworks, crafts, or graphic representations enjoyed or made by their peer group within the culture studied.

F-2: Compare literature, art or music of another culture with examples from their own culture.

Science and Technology

A-3: Describe the different living things within a given habitat.

M-1: Explore how cultures have found different technological solutions to deal with similar needs or problems (e.g., construction, clothing, agricultural tools and methods).

M-3: Explore how technology (e.g., transportation, irrigation) has altered human settlement.

Social Studies

CIVICS AND GOVERNMENT

A-1: Identify important individual rights (e.g., freedom of religion, speech, ownership of property).

B-1: Describe the basic structure of local and state government.

C-1: Explain how the Constitution protects individual rights (e.g., the Bill of Rights).

D-1: Identify examples of how the United States interacts with other countries (e.g., trade, treaties).

HISTORY

A-1: Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.

A-2: Place in chronological order, significant events, groups, and people in the history of Maine.

B-2: Demonstrate an awareness of major events and people in United States and Maine history:

- Who lives here? And how did they get here?
- Important people in United States and Maine history.
- Different kinds of communities in Maine, the United States, and selected world regions.

C-1: Identify changes currently occurring in their daily lives and compare them to changes in daily life during a specific historic era.

GEOGRAPHY

B-2: Explain ways in which communities reflect the backgrounds of their inhabitants.

B-3: Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

ECONOMICS

A-1: Describe barter and money and how each is used in the exchange of resources, goods, and services.

B-2: Explain how the economy of Maine affects families and communities.

D-1: Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.

Visual and Performing Arts

B-2: Explain how cultural values are shown through the arts.

B-3: Demonstrate an understanding of the roles of visual and performing artists in various settings and cultures.

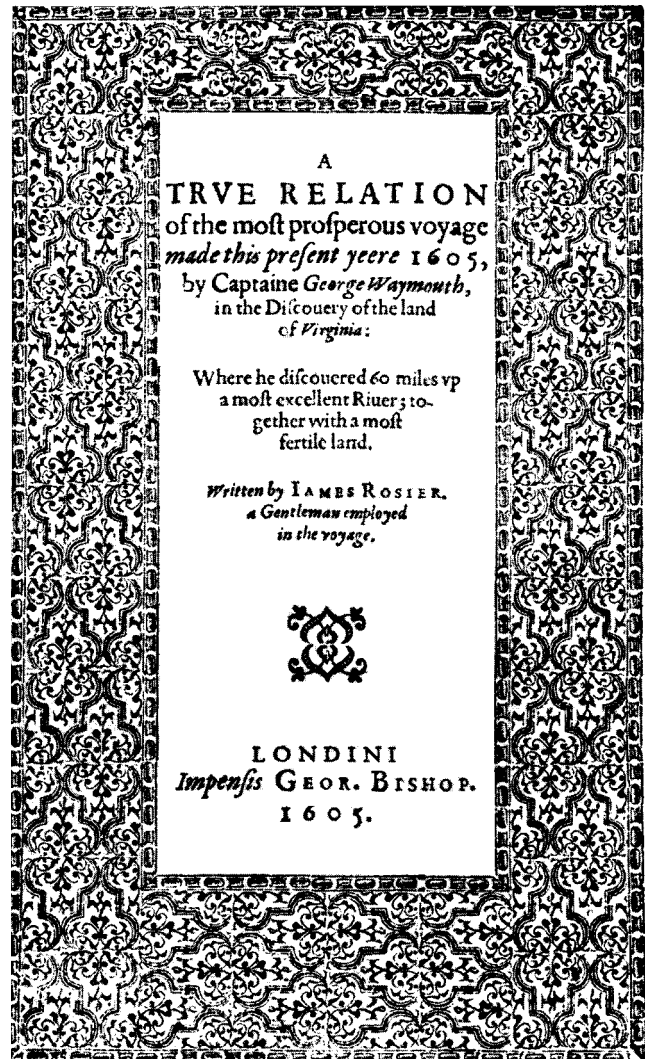
B-4: Compare the characteristics of works in two or more visual and performing art forms that share a similar subject matter, historical period, or cultural context.



Activities, Grades 3-4

- **This module provides many opportunities to explore Native American culture, both present-day and past.** Comparisons may be drawn: the birch bark technology of Maine's Indians in 1600 vs. the tools and vessels of the English explorers; cultural artifacts of Native Americans and Europeans, including language; and art forms.
- **In math, students may chart/graph data** on explorers' vessels and their speed, distances of voyages, and varying kinds of measurement used by Europeans and Native Americans. The ways in which Native Americans viewed maps lends itself to both math and geography.
- **Facts about the European exploration and settlement of Maine may be viewed from two sides;** the Native Americans living here at the time had a very different view of these events from that of the Europeans. Use information from a source such as Rosier's narrative of Waymouth's voyage, and think about how a Native American would interpret the events portrayed so positively by Rosier. (See Resource List; some transcription may be necessary although students will be interested in early uses of language and spelling.)
- **Native Americans and other populations have not always been accorded the civil rights we treasure in the United States.** The study of government treatment of varying races or minorities can make an interesting and valuable project. Students may pick minority groups and investigate and compare their individual rights history. What about treaties—were they fair to Native Americans? Besides any lack of compliance on the part of the English or French, what other factors might have influenced a sense of fairness?
- **Learn about some significant Native American historical figures.** Learn about an explorer or leader of an early settlement. Compare life in Maine today for a tribal member living on a reservation to a person of European descent living in a nearby town. Imagine living in Maine in a certain year—maybe just before the Revolution. What changes in daily life would be going on?

- **Trade with Europeans resulted in some damaging effects on Native people.** What were they? Are there any similar situations in the world today or in the past?
- **Learn about, and participate in, some Native American arts.** Do art forms in different cultures have some of the same purposes and meanings?





Learning Results, Grades 5–8

Career Preparation

D-1: Identify how critical factors such as history, the environment, the economy, or personal characteristics may affect individual and family choices.

English Language Arts

- A-5:** Understand stories and expository texts from the perspective of the social and cultural context in which they were created.
- A-6:** Identify accurately both the author's purpose and the author's point of view.
- B-11:** Read literature and view films that illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.
- H-8:** Make limited but effective use of primary sources when researching topics.
- H-9:** Explain the importance of primary sources in evaluating the validity and reliability of collected information.

Health and Physical Education

HEALTH

A-8: Demonstrate thorough understanding of key health concepts.

PHYSICAL EDUCATION

B-1: Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a simple dance).

Mathematics

- E-2:** Apply geometric properties to represent and solve real-life problems involving regular and irregular shapes.
- F-1:** Demonstrate the structure and use of systems of measurement.
- F-2:** Develop and use concepts that can be measured directly, or indirectly (e.g., the concept of rate).
- F-3:** Demonstrate an understanding of length, area, volume, and the corresponding units, square units, and cubic units of measure.

Modern and Classical Languages

- E-1:** Discuss patterns of behavior typical of their peer group in another culture.
- E-2:** Participate in cultural practices such as games, sports, and entertainment.
- E-3:** Search for, identify, and investigate the function of utilitarian products of another culture as found within their own homes and communities.

F-1: Compare and contrast gestures and other forms of non-verbal behavior across languages and cultures.

F-2: Identify cultural practices and values relating to family, school, work, and play of people both in their own and another culture.

F-4: Demonstrate knowledge of the influence of the products and practices of another culture on their own culture.

Science and Technology

- D-4:** Identify the causes and effects of diseases, explain their transmission, and identify prevention strategies.
- K-5:** Identify stereotypes.
- L-4:** Make and use scale drawings, maps, and three-dimensional models to represent real objects, find locations, and describe relationships.
- M-1:** Research and evaluate the social and environmental impacts of scientific and technological developments.
- M-2:** Describe the historical and cultural conditions at the time of an invention or discovery, and analyze the societal impacts of that invention.
- M-4:** Describe an individual's biological and other impacts on an environmental system.
- M-7:** Explain the connections between industry, natural resources, population, and economic development.
- M-8:** Recognize scientific and technological contributions of diverse people.

Social Studies

CIVICS AND GOVERNMENT

- B-6:** Explain the history and functions of Maine state government including the Constitution of Maine.
- C-2:** Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.

HISTORY

- A-2:** Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations.
- A-3:** Trace simultaneous events in various parts of the world during a specific era (Americas to 1600; Colonial Era).
- B-1:** Demonstrate an understanding of the causes and effects of major events in U.S. history and the connections to Maine history...Declaration of Independence.
- C-4:** Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.



GEOGRAPHY

- A-3:** Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.
- B-1:** Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
- B-2:** Explain patterns of migration throughout the world.
- B-3:** Explain how cultures differ in their use of similar environments and resources.
- B-4:** Demonstrate an understanding of how society changes as a consequence of concentrated settlement.

ECONOMICS

- A-1:** Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.
- C-2:** Compare how different economies meet basic wants and needs over time.
- D-2:** Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.

Visual and Performing Arts

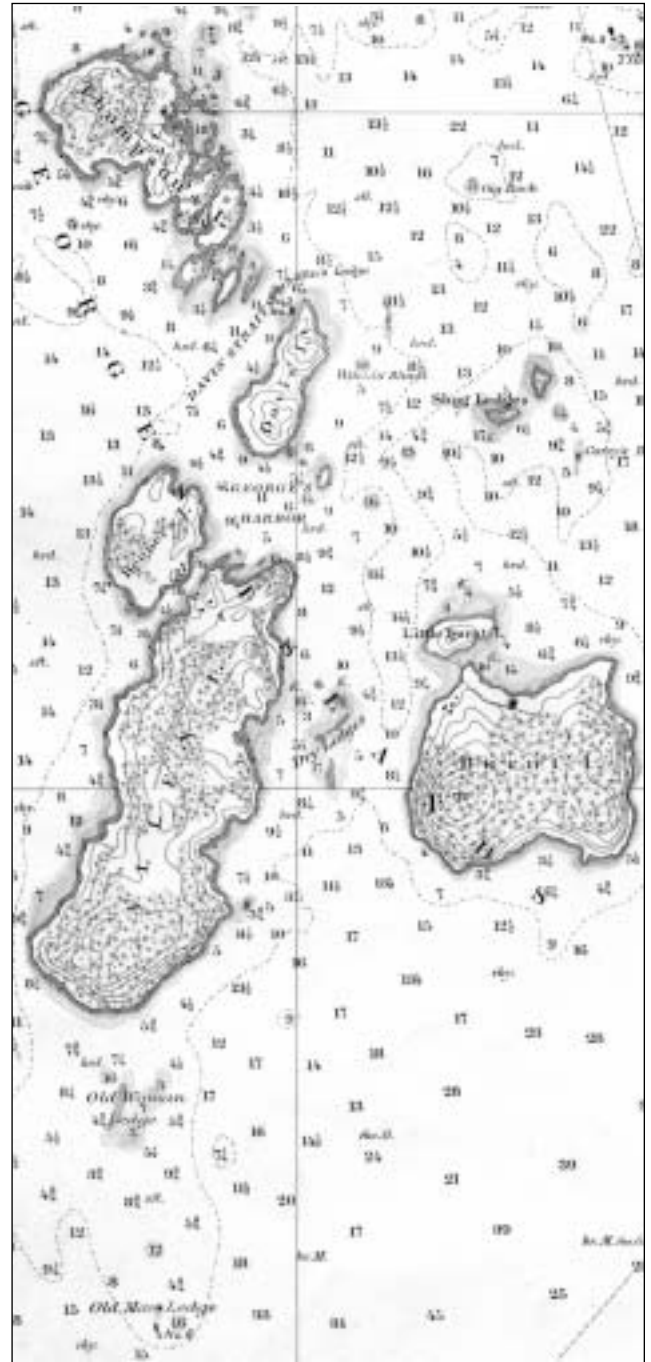
- B-2:** Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.
- B-3:** Compare and contrast cultural values as expressed in works and explain how these values may differ from those of their own daily experience.
- B-5:** Identify how the factors of time and place (such as climate, resources, ideas, and technology) are reflected in visual and performing arts.



Activities, Grades 5–8

- **Explorers and settlers came to Maine for many reasons.** Students may want to research more thoroughly some of the conditions in Europe that led people to venture west to North America.
- **Students should be able to read Rosier’s narrative of the Waymouth expedition.** Analyze it from the perspective of the author—how might it have been written differently if a Native American had written of these events? Was Rosier trying to be convincing? What was his purpose in writing the narrative? As a primary source, what factors must be considered when reading it?
- **Studying the history of Native Americans in Maine allows for analysis of cultural stereotypes** in print and other media. A good source of activities and information on this topic may be found in *The Wabanakis of Maine and the Maritimes* (see Resource List).
- **Health was a critical factor for the indigenous people of sixteenth and seventeenth century Maine,** as Europeans had unknowingly passed on deadly contagious diseases. Neither Native Americans nor Europeans before the nineteenth century understood the concept of bacteria or viruses. Students may want to study more in this area.
- **Physical activities can coincide with the study of another culture:** students can learn some traditional Native American dances or games. Craft projects lend themselves well to mathematical problems.
- **Other math skills, involving geometry concepts and measurement,** are applicable to vessels of exploration, smaller vessels such as Waymouth’s light horseman, canoes, dwellings, and baskets.
- **European explorers and Native Americans developed and used maps in different ways.** Try to make a map in both styles.
- **The English settlers’ views of civil liberties, state and national law, and government responsibilities** have impacted Maine’s Native American population from the earliest times up to the present. Students may want to research more about these topics, perhaps comparing issues such as civil rights for other minority groups in the United States. Learn more about Native American Tribal Law.

- **What can we learn from Native American art?** Did it have the same purpose or purposes as art forms done by those of European descent? What about the role of art in the Native American culture today?





Learning Results, Grades 9–12

Career Preparation

C-3: Demonstrate an understanding of how humans change and adapt technology to their benefit.

English Language Arts

A-3: Identify the author's purpose and analyze the effects of that purpose on the text.

A-4: Identify the author's point of view and analyze the effects of that point of view on the text.

C-3: Compare the ways various social, occupational, and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.

C-5: Demonstrate understanding of the history of and changes in the English language by explaining examples.

H-7: Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants and other likely sources for research purposes.

H-9: Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.

H-11: Evaluate information for accuracy, currency, and possible bias.

Health and Physical Education

HEALTH

A-9: Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems.

PHYSICAL EDUCATION

B-1: Demonstrate competency (basic skills, strategies, rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance).

Mathematics

C-2: Predict and draw conclusions from charts, tables, and graphs that summarize data from practical situations.

F-1: Use measurement tools and units appropriately and recognize limitations in the precision of the measurement tools.

F-2: Derive and use formulas for area, surface area, and volume of many types of figures.

G-1: Create a graph to represent a real-life situation and draw inferences from it.

J-1: Analyze situations where more than one logical conclusion can be drawn from data presented.

Modern and Classical Languages

E-1: Experience the arts of another culture and discuss their meaning to that cultural community.

E-4: Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied.

F-4: Demonstrate an awareness of the relationship between cultural practices (e.g., rituals, work habits, sports, leisure activities) and values by comparing selected practices from another culture with their own.

F-5: Demonstrate an understanding of the way tangible products (e.g., food, tools, artwork) and intangible products (e.g., laws, educational systems) define a culture and how they influence other cultures.

Science and Technology

B-4: Analyze the impact of human and other activities on the type and pace of change in ecosystems.

C-4: Explain how the human body protects itself against disease and how the body might lose that ability.

K-1: Judge the accuracy of alternative explanations by identifying the evidence necessary to support them.

K-2: Explain why agreement among people does not make an argument valid.

K-6: Analyze situations where more than one logical conclusion can be drawn.

L-1: Analyze research or other literature for accuracy in the design and findings of experiments.

L-5: Critique models, stating how they do and do not effectively represent the real phenomenon.

M-2: Demonstrate the importance of resource management, controlling environmental impacts, and maintaining natural ecosystems.





Social Studies

CIVICS AND GOVERNMENT

B-2: Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.

HISTORY

A-1: Identify and analyze major events and people that characterize each of the significant eras in the United States and world history: The Americas to 1600; The Colonial Era, 1500-1754; The Revolutionary Era, 1754-1783; The Early Modern World, 1450-1800.

B-5: Explain how different ways of knowing and believing have influenced human history and culture.

B-7: Explain the benefits and conflicts resulting from encounters among cultures.

C-3: Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.

GEOGRAPHY

A-2: Appraise the ways in which maps reflect economic, social, and political policy decision making.

A-3: Understand how cultural and technological features can link or divide regions.

B-3: Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.

Visual and Performing Arts

B-3: Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context.

B-4: Create works that reflect concepts, theories, approaches, and styles from their own and other cultures.



Activities, Grades 9–12

- **In this module, there are many opportunities to compare Native American culture with the European heritage** brought to Maine by the early explorers and settlers, and to investigate the aspect of perspective in written sources, both original and secondary. Rosier, in documenting Waymouth's voyage, appears to be trying to make a good case for settlement. Read David Morey's book with the idea of identifying support for Rosier's motive. Reading *A True Relation* in the original version gives students an opportunity to experience the English language as it was used in the early seventeenth century. Language issues also may affect the way groups are viewed by others. For example, the Native people living here had no written alphabetic language, but nevertheless had sophisticated communication. Read Native American sources and compare them with other texts that may use facts to create bias.
- **Diseases brought by the Europeans devastated Native people.** Another research opportunity could be the investigation of the whole issue of immunities, transmission, epidemics, pandemics, and public health, both in modern times and in the past. Compare epidemics in different times and places around the world.
- **Native American games and dances provide opportunities to learn about the cultural significance of the arts as well as to practice physical skills.** How do students learn physical movements best—through watching, doing, or listening to explanation? Discuss different learning styles.
- **Graphs, tables, and charts may be applied to many facts in this module:** populations of early towns in Maine (use census records), growth of different areas of the state, production of masts and other goods, etc. What conclusions may be drawn from a graph of census data, if the context and related facts are not known? What does this teach students about gaining information from statistical representations?
- **Language instruction goals are meant, no doubt, to apply to Spanish, French, German, or whatever languages high school students study.** However, there is much work being done at present to preserve the Passamaquoddy and Penobscot languages, including the publication of dictionaries. Interested students may want to learn some Native American language by seeking out individuals, recordings, and printed materials. See books for young children and curriculum resources on Resource List. Cultural learning is easily integrated into language learning.
- **The ecosystem of Maine changed with increased settlement by Europeans.** Compare changes to pre-contact period.
- **The theories surrounding which river George Waymouth discovered—St. George or Penobscot—**were tested in a creative way by the Rockland organization, Atlantic Challenge, under the leadership of lobsterman Sherwood Cook. Other people hold other views in this controversy. The dispute offers opportunities to analyze scientific investigation—how valid is the Atlantic Challenge conclusion? What would a formal scientist add to this investigation? (Repetition, statistical treatment, etc.) What other explanations could account for the conclusion that the river was the St. George despite the “26 mile” paddle? What do students think? This presents an opportunity for debate. Read more about the 1905 Waymouth celebration in Thomaston—an eye-opener in terms of politics, culture, bias, and interpretation. See the chapter by Richard D'Abate in the Waymouth Symposium proceedings (see Resource List).
- **European explorers and Native Americans developed and used maps in different ways.** Construct maps using these two different perspectives. Look up maps of the early divisions of Maine into holdings of various companies or patentees in England, as well as French territory. Define and discuss the resulting conflicts and their outcomes.



Resources

CHILDREN'S BOOKS

Day, Michael E. and Carol Whitmore. *Berry Ripe Moon*.

Peaks Island, ME: Tide Grass Press, 1977. Story of a young Penobscot boy in pre-contact times in Maine. Line drawing illustrations and too much text for independent reading by younger children, but could be read aloud.

Favour, Edith. *First Families: Woodland People of Maine and the Canadian Maritimes*. State of Maine Department of Educational and Cultural Services, Division of Curriculum, 1975. A typescript format, with hand-drawn illustrations, contains lots of basic information about Native American life.

Gagnon, Nathalie and Donald Soctomah. *Tihtiayas and Jean*. Moncton, Canada: Bouton d'or Acadie, 2004. This is the story of the friendship between a young Passamaquoddy girl and a boy who is part of an early French settlement on an island near the mouth of the Schoodic River. The book is written in French, English, and Passamaquoddy. Young elementary ages, although older students will find the languages interesting. Not available through MaineCat. Available for purchase from the Abbe Museum.

Gold, Susan Dudley. *Indian Treaties*. New York: Twenty-First Century Books, 1997. First two chapters address Maine and New England, including King Phillip's War and the French and Indian Wars. Remainder of the book is general to the United States, explaining treaties, resettlement, and laws. Upper Elementary, MS.

Perron, Judith, Helen Sylliboy, and Allison Mitcham. *A Little Boy Catches a Whale*. Moncton, NB, Canada: Bouton d'or Acadie, 2002. An adaptation in French, English, and Mi'kmaq of a Mi'kmaq fable published by Silas T. Rand in 1894. Young elementary ages, although older students will find the languages interesting. Not available through MaineCat. Available for purchase from the Abbe Museum.

Plourde, Lynn. *The First Feud between the Mountain and the Sea*. Camden, ME: Down East Books, 2003. A Native American fable. Elementary age level.

Smith, Marion Jaques. *On the Way North: A Mother Bear's Troubled Trip*. Freeport, ME: Bond Wheelwright Company, 1967. Early Maine settlement and Native Americans, as told through the eyes of forest animals. This book is hand-written and may be too difficult for independent reading by students, but might be interesting for reading aloud to elementary age students.

Sockabasin, Allen. *Thanks to the Animals*. Gardiner, Maine: Tilbury House, 2005. A little Native American boy is cared for by wild animals in the forest. Has glossary of Passamaquoddy animal names. Early elementary age.

Wheeler, Bernelda. *I Can't Have Bannock but the Beaver Has a Dam*. Winnipeg, MB, Canada: Protage & Maine Press, 1993. This is a story of a contemporary Native American child and his request for his mother to make bannock. Bannock is traditional bread, and a recipe is included. Early elementary age.





Wheeler, Bernelda. *Where Did You Get Your Moccasins?* Winnipeg, MB, Canada: Peguis Publishers, 1992. Contemporary Native American child explains to his classmates the process of making moccasins. Early elementary age.

HIGH SCHOOL/ADULT BOOKS

Baker, Emerson et al. (eds.) *American Beginnings*. London and Lincoln: University of Nebraska Press, 1994. Includes chapters by different historians on early exploration, maps, and Native people.

Brereton, John. *Discoverie of the North Part of Virginia*. New York: Da Capo Press, 1973. An exact copy, in Old English, of John Brereton's account of his voyage to the New World in 1602.

Bourque, Bruce J. *Diversity and Complexity in Prehistoric Maritime Societies: A Gulf of Maine Perspective*. New York: Plenum Press, 1995.

Bourque, Bruce J. *Twelve Thousand Years: American Indians in Maine*. Lincoln: University of Nebraska Press, 2001.

Diamond, Jared M. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton, 1997. Interesting and readable account of early societies, agriculture, domestic animals, and disease.

Duncan, Roger F. *Coastal Maine: A Maritime History*. New York: W.W. Norton & Co., 1992. Chapters on early exploration, settlement, and conflicts.

Eckstrom, Fannie Hardy. *Indian Place Names of the Penobscot Valley and the Maine Coast*. Orono, ME: University of Maine, 1974. Geographic names and local histories.

Gray, Edward G. and Norman Fiering (eds.) *The Language Encounter in the Americas, 1492-1800: A Collection of Essays*. New York: Bergahn Books, 2000. Papers on Indian languages from a 1996 conference at the John Carter Brown Library, Providence, RI. Includes topics relevant to our module: "Interpreters Snatched from the Shore," "Use of Pidgins and Jargons," and "Mi'kmaq Writing."

Judd, Richard W., Edwin A. Churchill, and Joel W. Eastman. *Maine: The Pine Tree State from Prehistory to the Present*. Orono, ME: University of Maine Press, 1995. This book is very readable and has good information on early Maine history and Native American tribal divisions.

Kevitt, Chester B. *General Solomon Lovell and the Penobscot Expedition, 1779*. Weymouth, MA: Kevitt, 1976. Excerpts from journals, letters, and documents about this military event.

Morey, David. *The Voyage of the Archangell: James Rosier's Account of the Waymouth Voyage of 1605*. Gardiner, ME:

Tilbury House, 2005. An annotated account of Waymouth's exploration of Maine's midcoast, his discovery of a beautiful river that generated a controversy of identification years later, and his interactions with Native people.

Paine, Lincoln P. *Down East: A Maritime History of Maine*. Gardiner, ME: Tilbury House, 2000. A relatively brief history of Maine's maritime past.

Platt, David (ed). *One Land, Two Worlds: Proceedings of a Symposium to Celebrate the 400th Anniversary of George Waymouth's Voyage to New England*. Rockland, ME: Island Institute, 2005. Symposium held in Rockport, Maine, June 11, 2005. Contents: "A Nation Above All Others: Empire and Race in the Waymouth Celebration of 1905," Richard D'Abate; "The World Around Waymouth," Neil Rolde; "A Wabanaki Perspective," Donald Soctomah; "June 1605: When the Creation of America Began," Matt Simmons; "A Race for the American Coast: the Waymouth Voyage Revisited," David Morey; and "Time Capsules: the Ecology of Mid-Coast Maine in 1605," Philip Conkling. References included. Available from Penobscot Marine Museum and Island Institute.

Rolde, Neil. *Maine: A Narrative History*. Gardiner, ME: Harpswell Press, 1990.

Shay, Florence Nicola. *History of the Penobscot Tribe of Indians*. Privately printed.

Taylor, Alan. *Liberty Men and the Great Proprietors: The Revolutionary Settlement on the Maine Frontier, 1760-1880*. Chapel Hill: University of North Carolina Press, 1990.

Winship, George Parker. *Sailors' Narratives of Voyages along the New England Coast, 1524-1624*. New York: B. Franklin, 1968. Reprint of 1905 edition.

Woods, Geraldine. *Science of the Early Americas*. New York: Franklin Watts, 1999. Scientific accomplishments of various Native groups.

CANOES

Adney, Edwin Tappan and Howard I. Chappelle. *The Bark Canoes and Skin Boats of North America*. Washington, D.C.: Smithsonian Institution Museum of History and Technology, 1964.

Fernald, Peggy. *Brief Description of Birchbark Canoe Building*. Bar Harbor: Abbe Museum, 1970. Bulletin No. 9.

Gidmark, David. *Birchbark Canoe: Living Among the Algonquin*. Willowdale, ON: Firefly Books, 1997. A description of building a birchbark canoe near Quebec.

Jennings, John. *Bark Canoes: The Art and Obsession of Tappan Adney*. Buffalo, NY: Firefly Books, 2004.



- Kent, Timothy J. *Birchbark Canoes of the Fur Trade*. Ossineke, MI: Silver Fox Enterprises, 1997.
- McPhee, John. *The Survival of the Bark Canoe*. New York: Farrar, Straus, & Giroux, 1975. The construction and history of a traditional birch bark canoe; a canoe trip; and diagrams of canoe models by Adney.
- Poling, Jim Sr. *The Canoe: An Illustrated History*. Woodstock, VT: Countryman Press, 2001.
- Thoreau, Henry David. *The Maine Woods*. New York: Norton, 1950. Includes building of Indian canoes.

VIDEOS/DVDS

- Home: The Story of Maine*. Lewiston, ME: Maine Public Broadcasting, 1999-. Parts 1-3, early Maine history.
- The Land of Norumbega: Maine in the Age of Exploration and Settlement*. Bucksport, ME: Northeast Historic Film, 1990. 16 min., color.
- Penobscot Basket Maker*. The story of Barbara Francis, master of traditional Penobscot basket making. Orono, ME: Jim Sharkey, 2002.
- One Land, Two Worlds. 2005*. A documentary about the 1605 explorations of George Waymouth in Maine, the mystery surrounding the identity of the river he explored and praised, and the impact on Native people in Maine. Penobscot Marine Museum store or Education Department.
- Wabanaki: A New Dawn*. 1995, 28 min. The quest for cultural survival.

WEB PAGES

- Abbe Museum, Bar Harbor: www.abbemuseum.org. Features an extensive reading list and teacher resources.
- Maine's First Ship: www.mainesfirstship.org. Background on the Popham Colony of 1607-8.
- Maine Indian Land Claims Settlement, 1980. www.wabanaki.com/me_land_claim.htm.
- Maine Memory Network: www.mainememory.net/home. Go to **Exhibits**. See:
- Colonial Cartography: the Plymouth Company Maps*. Scans of forty maps showing land boundaries in early Maine, from 1750s.
- Liberty Threatened: Maine in 1775*. Maine during the American Revolution.
- Settling along the Androscoggin and Kennebec*. The Pejepscot Proprietors' maps and plans ca. 1714. Also within the Maine Memory Network: See **Schools**. Images are available here to accompany *Finding Katahdin*, a new Maine studies textbook created by

the Maine Historical Society and the University of Maine Press. The images are accessible without registering or purchasing the book. Chapters one and two deal with early history of Maine.

- Native American Studies Program, University of Maine, Orono: www.umaine.edu/americanativeindianstudies.
- Osher Map Library and Smith Center for Cartographic Education, University of Southern Maine: *The Cartographic Creation of New England*. www.usm.maine.edu/maps/exhibit2.
- Wabanaki Studies Informational Website for K-12 Teachers: www.umaine.edu/ld291.

TRIBAL WEBSITES

- Aroostook Band of Micmacs: www.micmac-nsn.gov.
- Houlton Band of Maliseets: www.maliseets.com.
- Penobscot Nation: www.penobscotnation.org.
- Passamaquoddy Tribe of Maine, Indian Township: www.passamaquoddy.com.
- Passamaquoddy Tribe at Pleasant Point, Sipayak: www.wabanaki.com.