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Title of lesson plan: Becoming Maine: The District of Maine's Coastal Economy

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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: *See Teacher Resources for detailed strand & standard information.*

- Social Studies, Grade 3: Civics & Government 4, 5; Economics; History 1, 2
- Social Studies, Grade 4: Civics & Government 1, 5; Economics; History 1, 2
- Social Studies, Grade 5: Civics & Government 4, 5; Economics; History 1, 2

Duration: 1 day

Grade Levels: 3-5

Materials and Resources Required: computer, projector, current map of Maine (ideally map of New England and Canadian Maritimes), Maine Memory Network items in linked slideshow – MMN items to be projected at intervals noted in the lesson plan steps, chairs or other markers for activity



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

This lesson plan will introduce students to the maritime economy of Maine prior to statehood and to the Coasting Law that impacted the separation debate. Students will examine primary documents, take part in an activity that will put the Coasting Law in the context of late 18th century – early 19th century New England, and learn about how the Embargo Act of 1807 affected Maine in the decades leading to statehood.

- **Big Idea:** The Maine coast was influential to American economics, and national restrictions on coastal trade played a significant role in Maine becoming a state.
- **Essential Questions:**
 - How did the Coasting Law affect the District of Maine on the coast and inland?
 - Why was Thomas Jefferson’s Embargo Act significant?
 - What were the economic benefits of Maine remaining part of Massachusetts in the late 1700s and early 1800s?
 - What were the political disadvantages to Maine being part of Massachusetts in the late 1700s and early 1800s?
- **Objectives:**
 - Students will be able to identify what the Coasting Law was and the years during which it impacted the District of Maine.
 - Students will be able to draw comparisons between local Maine issues and national laws through an historical lens.
 - Students will become familiar with looking at and analyzing primary source documents as historic evidence.
 - Students will use critical thinking to take part in conversations about statehood that require informed opinion, including the positive and negative effects of the 1820 vote for statehood.
- **Vocabulary:** *maritime, economy, embargo, disadvantage, militia, separatist, seaboard*

Steps:

I. Intro and Questions:

- 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. Introduction to Maine Statehood
 - i. **Show** MMN item #7494 (map of New England & New York, ca. 1676). **Locate** Maine and **compare** to a contemporary map.
 - ii. The American Revolutionary War/American War for Independence was fought from 1775-1783 between Great Britain and the thirteen American colonies, of which Massachusetts was a part. During this time, the District of Maine was part of Massachusetts, and English-speaking colonists living in Maine remained citizens of Massachusetts after 1783.
 - iii. **Show** MMN item #9166 (District of Maine map, 1795) and **discuss** how it might or might not resemble what Maine looks like today.
 - iv. Maine became the 23rd state in 1820, after decades of Mainers campaigning for separation. This lesson plan will take a look at some of the major arguments for and against separation, and laws enacted in the late 1700s and early 1800s that played a significant role in why Maine remained a district of Massachusetts for as long as it did, and why some voters started to change their stance.

II. Discussion and Maps:

- a. What did the District of Maine look like?
 - i. Maine did not have a set northern border until 1842 – 20 years after it became a state. English and Anglo-American developers surveyed and sold Maine land with the intention of developing agrarian (farming) communities throughout the district.
 - ii. Maine land was given to Revolutionary War veterans to develop.
 1. Revolutionary War veterans and other citizens also made up local *militias*: regional military forces that were not part of the state or federal military, but that were meant to see to the enforcement of state laws and social hierarchies. Some men joined the militia for social status.

III. Maine's Coastal Economy:

- a. Why the District of Maine was advantageous for England and later for Massachusetts
 - i. **Show** MMN item #10763 (chart of Casco Bay from the Atlantic Neptune, 1776). Coastal Maine is roughly one less day of travel by ship from Western Europe than Boston, and closer still than New York.
 - ii. Maine had resources that England and Massachusetts lacked
 1. England had depleted much of its supply of tall trees that could be used for ship masts, while Maine had an abundance of white pine trees; much of Massachusetts, too, had been cleared during early decades of colonization, while Maine was still heavily forested, and the northern woods had yet to see extensive Euro-American settler impact.

2. Fish from the Maine coast and rivers were a popular commodity and valuable export.
- b. Highlight early Maine ports
 - i. **Show** MMN item #28982 (map of coastal Maine forts, 1723). The Maine coast was the location of multiple strategic forts for English, French, and Anglo-American interests, and early English-speaking settlements along the coast in places like Bath, Castine, and Falmouth (later Portland) developed into large, prominent towns with thriving maritime industries.
 - c. Shipbuilding and timber
 - i. **Show** MMN item #107017 (Titcomb Shipyard, Kittery Landing, ca. 1850-1860; though this is a mid-19th century daguerreotype, this shipyard had been in operation since the 1790s and is a representation of the shipbuilding trade from that period) Maine trees were utilized for masts, and as timber for shipbuilding, homes, and firewood besides.

IV. Separation:

- a. **Discuss:** What do you think it meant for Maine to be a district of Massachusetts?
 - i. **Show** MMN items #11826 and #104603: two maps by Moses Greenleaf, a pro-statehood cartographer, from 1815 (pre-statehood) and 1820 (after statehood was achieved). **Compare** elements that might look different.
- b. **Discuss:** Why do you think separationists wanted Maine to be its own state?
 - i. Maine territories settled by English-speaking communities owed allegiance to the Commonwealth of Massachusetts and contributed to the Massachusetts economy. English-speaking citizens of the District of Maine campaigned for separation from Massachusetts for decades, particularly after the American Revolution. One of the reasons many men wanted an independent Maine was because the economy driven by Maine industry was benefitting Massachusetts more than the local community.

V. The Coasting Law – Discussion and Activity:

- a. **Introduce** the “Coasting Law” of 1789: a law from the Washington administration that would make ships dock at every port that the exporting state didn’t share a border with.
 - i. **Show** MMN items #1018285, #9288, #14140, #9287 (cargo and wage lists) and **discuss** how many workers were needed on cargo ships, what kind of cargo was being transported, how much cargo was being transported. How long do you think it would take for a ship to dock, claim their cargo, and set sail again? How much time do you think it would take to sail from the Maine coast down to Georgia?
- b. **Show** MMN item #104604 (map of the American Eastern Seaboard, 1777).
- c. **Discuss** that that law made people who lived/worked on the coast tend to vote against becoming a state. People living in York County also voted against becoming a state – they were closer to the capital, which was Boston.
 - i. **Ask**, “Has anyone ever been to Boston? How long does it take you to get to Boston? How do you go, or how do you think you could get there if you haven’t been?” (Wait for answers like car, train, plane, bus.)

- ii. “How long did it take people to get to Boston in 1800? Did they have planes? Trains? Cars?” (Wait for answers of horses, ships. If students don’t have responses, that’s okay, give responses at end. Note that there were no trains yet.)
 - iii. Begin to talk about how long it would take to get to Boston by horse or ship from different parts of Maine, then transition into activity to illustrate the difference.
- d. **Ask for volunteers to take part in a movement activity.**
- i. **Set up chairs** across the length of the room to represent points on a map: Augusta, Bar Harbor, Portland (Falmouth), Kennebunk, Portsmouth NH, Boston MA.
 - ii. **Ask** for a volunteer to be someone sailing a ship from Bar Harbor to Boston, for someone to be sailing a ship from Portland to Boston, for someone to be riding a horse from Augusta to Boston, and for someone to be riding a horse from Kennebunk to Boston.
 - 1. A horse can travel about 30-40 miles a day, keeping in mind you would need to have supplies and that the horse can’t gallop the full distance and needs rest. From Augusta to Boston it is about 160 miles (roughly 5-5 ½ days on horseback). From Kennebunk to Boston it is about 85 miles (roughly 2 ½ days on horseback).
 - 2. It would take roughly 1 day to sail from Portland to Boston.
 - iii. One step is one day of travel. **Prompt** each “day” to start and end, asking student volunteers to take a step closer to Boston.
 - 1. For the horse travel volunteers: keep in mind that you need places to stay, so sometimes you need to take extra time to find an inn, eat, feed your horse, etc.
 - 2. For sailing volunteers: all of your supplies and lodging are on board.
 - iv. **Ask** at the end, how long did it take? Do you mind being part of the same state, or do you think you might want to be a different state, if Boston is where all of the people making laws for you are located?
 - v. **Thank volunteers and set up chairs with new landmarks:** Portland (Falmouth), Portsmouth NH, Boston MA, Providence RI, Connecticut, New York, New Jersey, Delaware, Virginia.
 - vi. **Ask** for new volunteers to sail ships from Maine down the coast. One round with the Coasting Law in effect with Maine as part of Massachusetts, and one round with the Coasting Law in effect with Maine as its own state. Have volunteers “sail” from Portland or Bar Harbor to Virginia. With Maine as its own state, volunteers need to stop in every state but New Hampshire; with Maine as part of Massachusetts, they can go straight to New Jersey.
 - vii. **Ask:** How much longer did it take to sail south with the Coasting Law? If you worked in a shipping town, would you want to be a separate state, or stay part of Massachusetts?
 - viii. **Thank volunteers and put room back in order.**

VI. Global Trade and the Embargo Act

- a. We've taken a look at how the 1789 Coasting Law affected Maine voters' decisions to remain part of Massachusetts at the turn of the 19th century. It would still be a while before Maine separated from Massachusetts, but there were still more factors stemming from coastal trades that pushed more people toward supporting separation in the early 1800s.
- b. Before American Revolution
 - i. District of Maine ports were strategic for English trade, and trade routes from Maine to the West Indies and down to the Caribbean were established.
- c. After American Revolution
 - i. The United States had to re-establish connections with some international ports after separating from England; the Maine coast continued to be a strategic location for US shipping routes.
- d. Jefferson's Embargo
 - i. Going into the Jefferson administration, maritime communities generally supported most federal regulations, because they stood to benefit from them: federal trade regulations generally provided tariff breaks for port towns.
 1. The two major political parties in the US in the early 19th century were the Federalists and the Democratic-Republicans, but variations of the parties existed as well. Supporters of Thomas Jefferson's politics were "Jeffersonian Republicans."
 - ii. England and France were at war in Europe in the early 1800s, and both countries tried to block the other from receiving any imported goods from the US. President Thomas Jefferson established an *embargo* (ban) in 1807 that blocked goods from being shipped out of US ports, hoping to prove to England and France how important US exports were.
 - iii. Unfortunately, the embargo ended up having negative effects on US economies, and the District of Maine suffered under the embargo because so much of the district's economy relied on shipping, fishing, shipbuilding, and the "coasting trade." Maine struggled under the Embargo Act from 1807-1809.
 - iv. When Maine ports were closed to trade, coastal towns and inland towns both felt negative effects: farmers and lumbermen couldn't trade or use their credit for imported goods like flour, making food scarce.
 1. Many mariners started riots, and some lumbermen joined in. They resisted the embargo first by writing letters to President Jefferson, and then, after many unsuccessful attempts, by taking direct action.
 2. One of the most effective protests led by Maine working men was to smuggle boats with cargo into and out of the harbor, getting around the customs officers who were enforcing the embargo. This could take dozens of people – to load the ship, man the ship, and to see that it could travel safely.
 - v. Many men in local Maine militias refused to enforce embargo laws. The role of the militia was supposed to be to ensure laws were carried out, but along the

Maine coast, many militiamen sided with mariners and townspeople, seeing the law as unconstitutional and unfair.

- vi. Thomas Jefferson repealed trade restrictions just before leaving office. He was succeeded by James Madison.
- vii. The negative effects of the embargo, along with the War of 1812, during which English ships threatened Maine ports and English soldiers occupied much of coastal Maine, pushed more and more men toward the side of pro-separation.
 - 1. **Show** MMN item #103657 (letter from John Chandler to Henry Dearborn about effects of the Coasting Law, 1816). The Coasting Law continued to have an effect on the shipping/coasting trade after the repeal of the embargo, and after the War of 1812 ended.

VII. Wrap-Up:

a. What happened next?

- i. The Coasting Law was revised in 1818 with the oversight of many influential Mainers, including Senator Rufus King, brother of William King, who would become Maine's first state governor. The revision made the entire Eastern Seaboard one large district, meaning ships would no longer have to stop in every non-contiguous port down the coast.
- ii. **Show** MMN item #6892 (Map of the State of Maine, 1876). District of Maine residents voted again on the subject of separation and statehood in 1819 – after several attempts in the past, this time, the majority of voters decided *yes* on separation.
- iii. Portland was the first capital, but it soon moved to Augusta.
 - 1. **Ask:** Why do you think having the capital in Augusta, rather than Portland, was important? Think about how inland Maine residents had a hard time getting to Boston but people on the coast and in York County didn't.
- iv. **Discussion:**
 - 1. Is the coast/are Maine ports still important to Maine's economy? Why do you think so/do you not think so?
 - 2. Does Maine separating from Massachusetts make you think of any events from the American Revolution? How was it similar or different?
 - 3. Would you have voted for Maine to become a separate state? Why or why not?

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>
- The Penobscot Nation: <http://www.penobscotculture.com/>
 - o Penobscot Tribal Government: <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."

Online Resources:

Maine Historical Society, Maine History Online, "1775-1820: Tension, War, and Separation"
<https://www.mainememory.net/sitebuilder/site/899/page/1310/display?page=1>

Maine Historical Society, Maine History Online, "Trade & Transport"
<https://www.mainememory.net/sitebuilder/site/885/page/1296/display>

Maine Historical Society, "The Road to Statehood"
<http://bicentennial.mainememory.net/page/4610/display.html>

Maine Memory Network, "Beyond the War of 1812: The British Capture and Occupation of Eastport 1814-1818" https://www.mainememory.net/sitebuilder/site/2843/page/4480/display?use_mmn=1

Additional Resources:

Packer, Rachel R. "Shays's Rebellion: An Episode in American State-Making." *Sociological Perspectives*, Vol. 34, No. 1 (1991), pp. 95-113.

Smith, Joshua M. "Murder on Isle Au Haut: Violence and Jefferson's Embargo in Coastal Maine, 1807-1809." *Maine History*, Volume 35, No. 1 (2000), pp. 17-41.

Smith, Joshua M. "The Yankee Soldier's Might: The District of Maine and the Reputation of the Massachusetts Militia, 1800-1812." *New England Quarterly*, Volume 84, No. 2 (2011), pp. 234-264.

Strand and Standard Information:

- **Social Studies – Civics & Government 3, 4, 5:** Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.
 - **Grade 3, Civics & Government 4:** Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good including voting and writing to legislators.
 - **Grade 3, Civics & Government 5:** Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity (sameness) and diversity (variety).
 - **Grade 4, Civics & Government 1:** Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and providing examples of democratic ideals and constitutional principles to include the rule of law, legitimate power, and common good.
 - **Grade 4, Civics & Government 5:** Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.
 - **Grade 5, Civics & Government 4:** Students understand the basic rights, duties, and responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.
 - **Grade 5, Civics & Government 5:** Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.
- **Social Studies – Personal Finance & Economics: Economics 3, 4, 5:** 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.
 - **Grade 3, Economics:** Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about what goods and services are produced and for whom they are produced.
 - **Grade 4, Economics:** Students understand economics and the basis of the economies of the community, Maine, the United States, and various regions of the world by explaining how scarcity leads to choices about how goods and services are consumed and distributed, and by making a real or simulated decision related to scarcity.
 - **Grade 5, Economics:** Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a

market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.

- **Social Studies – History 3, 4, 5:** 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.
 - **Grade 3, History 1:** Students understand various major eras in the history of the community, Maine, and the United States by explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources. Students make real or simulated decisions related to the local community or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.
 - **Grade 3, History 2:** Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by identifying research questions, seeking multiple perspectives from varied sources, and describing examples in the history of the United States of diverse and shared values and traditions.
 - **Grade 4, History 1:** Students understand various major eras in the history of the community, Maine, and the United States by identifying major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, the state, and the United States. Students make real or simulated decisions related to the state of Maine or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students distinguish between facts and opinions/interpretations in sources.
 - **Grade 4, History 2:** Students understand historical aspects of unity and diversity in the community, the state, Maine Native American communities, and the United States by describing various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the community and the state.
 - **Grade 5, History 1:** Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important to the community, Maine, and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.
 - **Grade 5, History 2:** Students understand historical aspects of unity and diversity in the community and the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans with other cultural groups within the United States.

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 identify significant parts of maritime trades.					
Student can discuss the relationship between Maine coastal towns and inland agrarian towns in the 18th and 19 th centuries.					
Student can recognize and refer to primary source documents when utilizing historic thinking.					
Student can discuss Maine’s historic role in state and national economics.					
Student participated respectfully in small group and classroom discussion and activities.					
Student can make connections between Maine separation and major national events.					

<p>Total Score and Notes:</p>
