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Title of lesson plan: Sporting Maine

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Content Areas:

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

Strand and Standard: *See pages 11-12 for detailed strand & standard information.*

- Social Studies, Grade 3: History 1, 2
- Social Studies, Grade 4: History 1, 2
- Social Studies, Grade 5: History 1, 2
- Health Education and Physical Education, Grades 3-5: I1 a, b, c

Duration: 1 day

Grade Levels: 3-5, potentially adaptable for K-2

Materials and Resources Required: computer, projector, internet access, Maine Memory Network slideshow (linked on lesson plan detail page on Maine Memory Network), optional ball for activity, optional assessment rubric (included in packet, page 14)

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

This lesson plan will introduce students to myriad communities in Maine throughout history and today through the universal lens of sports and group activities. Students will explore and understand the history of many of Maine's recreational pastimes, what makes Maine the ideal location for some outdoor sports, and how communities have come together through team activities throughout Maine's history.

- **Big Idea:** Team activities can bring both similar and dissimilar groups of people together.
- **Essential Questions:**
 - How have immigrant populations in Maine influenced sports and recreational activities?
 - What is an example of a community coming together through a sporting or recreational activity?
- **Objectives:**
 - Students will be able to identify and discuss how team activities are developed over time by articulating the origins and history of common recreational activities and team sports in Maine.
 - Students will be able to discuss Franco-American and Scandinavian-American influence on winter sports in Maine.
 - Students will create a classroom community activity that can be taught to anyone.
 - Students will be able to discuss how group activities can bring communities together.
- **Vocabulary:** *recreation, raquetteurs, immigrant/immigration, Wabanaki, rusticators*

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. **Leading questions:** Do you play any sports or do any outdoor activities/games? What are they? Would you say that is a popular game in your community? What is a community?
- c. **VTS with MMN item #9498** – spectators at a tennis match on Squirrel Island, ca 1905; **before giving any information about the photograph, ask:**
 - i. What is happening in this picture?
 - ii. What do you see that makes you say that?
 - iii. What more can we find?

II. Immigrant Community Sports

- a. Snowshoeing adopted by Franco-Americans, creation of Raquetteurs
 - i. In the 19th century, several French-Canadians moved from Quebec Province into Maine, settling primarily in mill towns like Lewiston-Auburn and Biddeford.
 - ii. **Show** MMN item #25286. Snowshoe clubs have been important parts of French-Canadian and Franco-American communities in the Northeast since the late 19th century. **Show** MMN item #25293.
 1. **Show** MMN item #33302. The first Canadian snowshoe club was Le Montagnard, established in Montreal in 1895. Le Montagnard was also the name given to the first American snowshoe club, which was formed in Lewiston in 1924.
 2. **Show** MMN item #33638. In addition to snowshoeing as a recreational activity enjoyed in these communities, teams formed and conventions were held. People in the French-Canadian and Franco-American communities who took up snowshoeing adopted the term *raquetteurs* to describe themselves.
 - a. Snowshoes look like tennis rackets – hence the name *raquetteurs*.
 - b. *Raquetteur* clubs were formed by both men and women. Children also learned how to use snowshoes. **Show** MMN item #14616.
 3. **Show** MMN item #6116. Snowshoeing also became popular in Scandinavian communities in Maine, an interest which developed in the 19th century
- b. Scandinavian Immigrants – snowshoeing and skiing in Maine
 - i. Town names: Sweden, New Sweden, Norway
 1. Towns in Northern Maine were incorporated in the 19th century that bore the names of the immigrant communities settling them

2. **Show** MMN item #20734. The climate in Northern Maine is fairly similar to the climate in the Nordic countries, which allowed for the carrying over of important winter sports and activities, especially skiing.
- ii. Skiing
 1. Climate
 - a. What makes Maine an ideal place for skiing?
 - b. **Show** MMN item #18776.
 2. Utilitarian skiing
 - a. Skiing in Scandinavia and Russia dates back 5,000-6,000 years
 - b. Skiing in the Midwest was documented in 1841, and in Maine a few decades later in 1871, the winter after the town of New Sweden was incorporated – William Widgery Thomas, who was in charge of immigration recruitment to Maine and who had specifically looked to Sweden for new Mainers to populate the northern part of the state, wrote about students traveling to school on skis. **Show** MMN items #20716 and #18681.
 - c. Traditional Nordic skis were significantly different in length – a shorter “pushing” ski and a longer “gliding” ski
 - d. Wealthy Americans started using skis for sport while mountaineering, or forming clubs for “ski touring”
 - e. In 1905, Portland publisher Theo. Johnsen Company printed the first American manual: “The Winter Sport of Skiing,” which showed an affluent woman on the front cover wearing skis in a fancy dress.
 3. Skiing as a sport in Maine
 - a. **Show** MMN item #6279. Downhill racing competitions began in the Midwest and Western United States before it became popular in Maine
 - b. **Show** MMN item #27725. Competitions in Maine were more utilitarian at first: people held races to see whether skiing or snowshoeing was a faster way to travel over snow
 - c. The developing sport became more popular in Maine in the 1910s, 1920s, and 1930s, especially as skiing became an attraction at hotels, and as more northern European winter activities were added to Maine’s Winter Carnivals
 - iii. Mellie Dunham
 1. **Show** MMN items #79927 and #79926. One well-known figure from Norway, Maine in the early 20th century was Alanson Mellen “Mellie” Dunham (1853-1931). Dunham was both a snowshoe maker and a fiddler, and was known throughout the country for both arts.

III. Baseball

- a. **Show** MMN item #11955. Baseball is one of the most popular sports in Maine.
 - i. Baseball was adapted from a few different English sports, and formed into what we know as baseball in America

- ii. **Show** MMN item #116. As early as 1828, children were playing a form of bat and ball games in Maine.
- iii. The first documented baseball game played in Maine was in 1860. **Show** MMN item #23460 (video, ca. 1940, run time 56s).
- b. Louis Sockalexis (Penobscot)
 - i. Louis Sockalexis. First non-white man to play for a national baseball team, 50 years before Jackie Robinson.
 - ii. **Show** MMN item #25534. Sockalexis returned to Indian Island after his professional career and coached baseball there – he proudly sent five Penobscot players to the New England League at turn of 20th century.
 - iii. **Show** MMN item #23459. Louis’s cousin Andrew Sockalexis was a track and field athlete – he placed fourth at the 1912 Olympic Games in Sweden, running track. Andrew Sockalexis also placed second in two consecutive Boston Marathons, in 1912 and 1913.
- c. Baseball leagues as community-building sports – **show** MMN item #103968
 - i. Baseball is an example of a unifying sport throughout Maine history. Wabanaki teams and African American teams helped many people bond in their communities.
- d. Mill teams – **show** MMN item #9236
 - i. Who worked in mills?
 - 1. Textile mills, especially in the Lewiston-Auburn area, were steady places of employment for French-Canadian immigrants, as well as other immigrant groups.
 - ii. Women’s teams
 - 1. Baseball mill teams were divided into men’s leagues and women’s leagues. They would play against teams from other mills.
 - iii. Mill bowling and basketball leagues
 - 1. **Show** MMN item #103861. Some mills also had bowling leagues.
 - a. **Show** MMN item #67513. Candlepin bowling is historically popular in Maine, and throughout New England and the Canadian Maritimes.
 - i. What are the differences between candlepin bowling and ten-pin bowling?
 - b. Basketball was another sport played by mill teams
 - i. Men’s teams and women’s teams – **show** MMN items #67542 and #22132
- e. Novelty sports: donkey softball on Swan’s Island
 - i. **Show** MMN item #8897
 - 1. **Ask**, What do you think this sport is? What do you wonder about what is going on here?
 - ii. **Show** MMN item #63048
 - 1. Novelty sports, like playing traditional games on donkeys, were a way to have fun and raise money for a community or organization
- f. **Show** MMN item #20659

- i. Brief reflection: How have team sports changed over time? What is still similar today? Note the similarity to the catcher's net (pictured at front) to a lacrosse stick. Lacrosse was developed from a traditional Wabanaki sport. What can we start to discover about how communities make contributions to different sports?

IV. Maine sports today

- a. Portland Soccer League
 - i. **Show** MMN item #102650. Immigrant contributions continue to bring new ways of connection through sports to Maine communities. Jose Castaneda, an immigrant from El Salvador, founded the Portland Soccer League.
- b. Outdoor recreation in different seasons
 - i. Survival of skiing and snowshoeing over time
 1. **Show** MMN items #16182 and #53023. Skiing and snowshoeing continue to be enjoyed by people living in and visiting Maine as both a utilitarian activity (getting around on snow) and for recreation and sport.
 - ii. Ice skating/ice hockey
 1. Skating and hockey, also popular in Canada, have a long history in Maine as well, both on local ponds and at designated community ice rinks.
 2. **Show** MMN items #101222, #101223, #103853, #63050, and #79535
 - iii. Hiking/camping/fishing
 1. "Rusticators"
 - a. **Show** MMN image #80719. 19th and early 20th century tourists who began to flock to Maine, particularly the coast and mountains, came to be known as "rusticators"
 - i. Rusticators favored spots like Mount Desert Island/Bar Harbor and Mount Kineo, going on mountain treks or renting hunting/fishing lodges, or setting up campsites
 - ii. Maine's national parks and designated hunting, fishing, and hiking areas continue to appeal to both locals and tourists/summer residents
 2. L.L. Bean
 - a. **Show** MMN item #17592. Leon Leonwood Bean invented the "Maine Hunting Shoe" in 1911, and the company L.L. Bean was founded in 1912. Since its founding, the Maine-based company has supplied hiking, hunting, fishing, and camping gear to Mainers and the world.
 - iv. Canoeing
 1. **Show** MMN item #80730. Early settlers and later rusticators also adopted the canoe as a form of transport, as well as an activity on the rivers, lakes, coastline, and ponds in Maine.

- c. Community games
 - i. **Show** MMN item #50313. Coastal games (e.g. lobster trap races) and inland games.
 - 1. Communities create activities based on environment
 - d. Other sports enjoyed in Maine over time
 - i. Football, car racing, gymnastics, boxing, swimming
 - 1. **Show** images from MMN: #54453, #34262, #40416, #27063, #27452, #14916, #28721, #25401, #66317, #101072, #102100, #35460, #7833, #76520, #63350, #14452
 - ii. YMCAs/YWCAs
 - 1. **Show** MMN item #36212. The Young Men’s Christian Association was originally formed in London in 1844, and came to America by way of Boston in the 1850s as a social group for men’s bible study and other social activities. It was a place for people on the streets to find refuge – the first gymnasium in a YMCA building appeared in the late 1860s. YMCAs appeared in Maine in the latter half of the 19th century. YMCA and later YWCA activities expanded outside the building with a focus on helping communities and specifically youth – though athletics were a big part, YWCAs were as likely to have business classes as gymnastics and swimming classes. **Show** MMN item #18341.
 - 2. How do we use social clubs like the YMCA/YWCA for sports and recreation today?
- V. **Activity:** sports/games bring people of dissimilar groups together in communities
- a. Divide into two groups. Each group has an allotted time to invent an easy to teach game, with very simple rules (if available, one team creates a game without a ball and one with a ball – something easy/soft, such as a beachball or a large pom-pom ball, something that may not look like a ball used in a well-established sport/activity). Students should be reminded that the point of community sports is not to win, but to come together to share an activity.
 - b. Each group demonstrates how to play their game *without speaking any rules out loud* – rules should be understandable through demonstration. Each group has time to teach the other group and play a couple of rounds, then switch.
 - c. Regroup and discuss how it felt to play and teach each game. Would you be able to teach your game to someone who just moved to Maine to help welcome them into your community? What already existing game would you teach someone to help them feel welcome in your community?
- VI. **Optional Extension Activity:** Teach your game to another classroom, one grade level above or below yours, without saying the rules aloud. Report back to your teacher: how did it work out? Were you able to come together with the students in the other classroom as one community to play the game?

Teacher Resources

Allen, E. John B. "'Skeeing' in Maine: The Early Years, 1870s to 1920s." *Maine Historical Society: Maine Historical Society Quarterly*, Vol. 30, No. 3-4 (Winter/Spring 1991), pp. 146-165.

Anderson, Will. *Was Baseball Really Invented in Maine?: A Lively Look at the History of Professional Baseball in Maine and at Every Mainer Who's Ever Played in the Majors*. 1992.

Fleitz, David. "Louis Sockalexis" at the Society for American Baseball Research:

<https://sabr.org/bioproj/person/2b1aea0a>

Maine Memory Network – Additional Sports Images, Sites, and Stories:

<https://www.mainememory.net/search?browse=Recreation+%26+Leisure&browse=Sports>

Nicolar, Joseph. *The Life and Traditions of the Red Man*. Edited and with an introduction by Annette Kolodny, with contributions by Charles N. Shay (grandson of Joseph Nicolar). Duke University Press, 2007. Originally published 1893.

- *Educator's note: The use of the term "red man" in the title of and throughout Nicolar's book is a product of its time – take note that Nicolar published his book in 1893. This term is now outdated and should only be used in reference to the book or quoting from the book, not as a descriptor for any person or community of people.*

Online exhibit archive: "Remembering Mellie Dunham: Snowshoe Maker and Fiddler." Norway Historical Society and Maine Historical Society/Maine Today Media.

https://www.mainememory.net/sitebuilder/site/2207/page/3644/display?use_mmn=1;popup=1

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."

Strand and Standard Information

- **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.

Strand and Standard Information

- **Health Education and Physical Education**
 - **Personal and Social Skills and Knowledge (I):** Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.
 - **I1 Cooperative Skills, Grades 3-5:** Students demonstrate cooperative skills while participating in physical activities. **a.** Demonstrate active listening. **b.** Get along with others. **c.** Accept responsibility for personal behavior.

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 Wabanaki influences on snowshoeing in Maine.					
Student can discuss the impact immigrants have had on Maine sports and recreational activities.					
Student can make connections between past and present by way of the evolution of recreational activities.					
Student participated thoughtfully and respectfully in the group activity.					
Student participated respectfully in classroom discussion.					
Student can discuss what a community is and how similar and dissimilar groups of people can influence and make up a community.					

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