

# SETTLING THE MAINE WILDERNESS



## Moses Greenleaf, Maine's First Mapmaker

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### LESSON 21      *My Maine vs. Moses Greenleaf's Maine* *Culminating Lesson*

#### SUBJECT

Considerations in settling a town in the Maine wilderness

#### STUDENTS WILL

Understand the process of settling the Maine frontier

#### PREPARATION

1. Copy the "Deed to Land in Maine, 1810" and the portfolio rubric (and essay rubric and "Sequential Roundtable Alphabet" if needed) for each student.
2. If possible, obtain a video camera.
3. Gather large white paper and materials for drawing their town plans.

#### BODY OF LESSON:

##### Introduction:

Remind students that they have learned about many of Moses Greenleaf's concerns and objectives when he was working to settle Williamsburg. Greenleaf's plan went beyond agriculture and industry, and embraced the need for community organizations. He wanted to create an environment where people lived highly principled lives, filled with purpose and hope.

### Activity 1.

Explain that students will now have an opportunity to work with a partner to settle their own early 1800s town. Hand out the *Deed to Land In Maine*, and remind students to incorporate everything they have learned about Williamsburg and about town planning as they draw a plan of their settled town. Answer any questions they may have about the assignment, and circulate throughout the classroom, asking clarifying questions and checking to see that the town plans are specific enough.

When the plans are done, allow time for each pair to share their work. Follow-up discussions should include opinions about whether a person could live a good life in the fictitious town. **(Synthesis)**

### Activity 2.

Pose the following questions to the group, and ask students to elaborate on their answers. Remind them that these are thinking questions, with no right or wrong answers. Encourage everyone to participate; sitting in a circle may work well. If possible, have the discussion videotaped. **(Analysis, Evaluation, Synthesis)**

Alternatively, the questions can be offered as a writing prompt. Distribute attached essay rubric if this option is used.

### Discussion Questions or Comparative Essay Writing Prompts

- If Moses Greenleaf were alive today, what do you think he would be doing for a job?
- If you were alive in Moses Greenleaf's time, what would you want to do for a job?
- If Moses Greenleaf were alive today, where do you think he might choose to live?
- If you were alive in 1810, would you prefer to live in an established city or a developing township like Williamsburg?
- If Moses Greenleaf were alive today, do you think he would settle in one place or do you think he would move around as he did prior to settling Williamsburg?
- If you were alive in 1810, would you prefer to stay in one place or try to settle a new place?
- If Moses Greenleaf were alive today, what interests and hobbies might he have?

- What might have happened in Williamsburg if Moses Greenleaf had not died in 1834?
- How should Moses Greenleaf be remembered in Maine history?

### Final Activity

Distribute portfolio rubric and give the students time to gather all of their Greenleaf assignments into a portfolio.

### ASSESSMENT

According to the rubrics

#### Optional Assessment Activity

Ask students to complete a Sequential Roundtable Alphabet (SRA),\* demonstrating the important things they have learned about Moses Greenleaf and the settlement of Maine. You can tailor the assignment to be as basic or grand-scale as you wish. For example, students could do a major project such as an illustrated alphabet book or poster, or a simple fact sheet using the SRA template.

\*If students are unfamiliar with using a Sequential Roundtable Alphabet, explain that it is a graphic organizer that is helpful for recording information about a specific topic, and demonstrate how you'd like them to use it. For example, C could be for CARTOGRAPHER. You may want some students to use complete sentences, such as "Moses Greenleaf was Maine's first cartographer." This organizer can be easily adapted for students of varying ability by modifying the type of response, the number of responses required, or the grouping. Less able students could work with a partner or be responsible for fewer letters. More capable students should be encouraged to fill in every box, using flexible thinking for the more difficult letters. For example, Q could be QUARRELING; "Quarreling was probably not common in Moses Greenleaf's Household of Faith." Encourage students to use higher level thinking, rather than simple recall.

Have students share their SRA activities with the group. By hearing their classmates' ideas, all students will add to their knowledge base and clarify any misperceptions.

# Deed to Land in Maine

## 1810

You have been given money to purchase a large tract of land in the Maine wilderness. In order to keep this land, you must move there yourself, and establish a town. Using what you have learned about Moses Greenleaf and life in the early 1800s, plan a town that will allow you to get all of your needs met. Use Maine maps to pinpoint where the town will be, and draw a town plan. You must indicate on your plan how your needs will be met. You will receive credit only for the specific information on the plan, so use your most creative thinking to determine how to

include relevant information. You and your partner will be asked to defend your plan. Don't forget to give your town an appropriate name.

You might want to begin this project by brainstorming a list of the things and services you will need to be a successful Maine pioneer. Good luck!

#### Rubric for My Maine vs. Moses's Maine Essay

**Performance Task:** During this lesson, students need to analyze the differences between the Maine of today and the Maine of Moses Greenleaf's time (early 19<sup>th</sup> century). This essay should provide a comparison between the two times with relevant information that support the position the student is taking.

**Indicator:** The topic of your essay is clearly stated and clearly addressed throughout.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds the Standard	Commendations
The topic of your essay is unclear and there is some inappropriate content	The topic of your essay is unclear <i>or</i> there is some inappropriate content	The topic of your essay is clearly stated and clearly addressed throughout	The topic of your essay is eloquently stated and thoroughly addressed	

			throughout	
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**Indicator:** Each of the points that supports your stance is supported with relevant evidence.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds the Standard	Commendations
One or no points support your stance and is supported with relevant evidence, most are unsupported or include irrelevant evidence	Some points that support your stance are supported with relevant evidence, some are unsupported or include irrelevant evidence	Each of the points that supports your stance is supported with relevant evidence	Each point that supports your stance is supported with relevant evidence with sources cited	

**Indicator:** You make fewer than two errors (capitalization, punctuation and spelling).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds the Standard	Commendations
You make more than six errors	You make fewer than six errors	You make fewer than two errors (capitalization, punctuation and spelling)	You make one or no errors	

### Rubric for PORTFOLIO

**Performance Task:** During this lesson, students need to create a portfolio that includes all of their Greenleaf lesson assignments (graphic organizers, worksheets, maps and essays). It should demonstrate knowledge gained about Moses Greenleaf and his contributions to Maine.

CATEGORY	Needs More Work	Partially Meets Standards	Meets Standards
Completeness and Organization	3-4 assignments are missing or out of order	1-2 assignments are missing or out of order	All assignments are included and chronologically ordered

Effort Shown	Assignments are incomplete and/or not fully edited and revised	Assignments are complete, but not fully edited and revised	All assignments are complete and were fixed if necessary
Knowledge Demonstrated	Assignments cumulatively partially meet standards	Assignments cumulatively meet standards	Assignments cumulatively exceeds standards

Sequential Roundtable Alphabet

<b>A</b>	<b>I</b>	<b>Q</b>
<b>B</b>	<b>J</b>	<b>R</b>
<b>C</b>	<b>K</b>	<b>S</b>
<b>D</b>	<b>L</b>	<b>T</b>
<b>E</b>	<b>M</b>	<b>U</b>
<b>F</b>	<b>N</b>	<b>V</b>
<b>G</b>	<b>O</b>	<b>W</b>
<b>H</b>	<b>P</b>	<b>Z</b>