

# SETTLING THE MAINE WILDERNESS



## Moses Greenleaf, Maine's First Mapmaker

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### *How to Use the Lesson Plans*

These lesson plans were written for Middle School students, generally in grades 6-8, but both older and younger students could also benefit from much of the information here and lessons can easily be adapted to a range of ages and abilities. The reading level for some of the lessons may be challenging for fourth and fifth graders, but some of the material could be accessed by those as young as third grade with some support. Extensions are provided in most of the lessons for older students or for advanced students who are particularly interested in the topics and would like to do and know more.

A short description of each lesson and the expected student outcomes are provided as a way for teachers to frame how these lessons fit into learning results and standards. Terms from Bloom's Taxonomy (e.g. Knowledge, Analysis, Synthesis) are listed in boldface type for each of the lesson's activities to give the teacher an idea of the diversity and nature of learning the activities address. This differential labeling will also help the teacher choose particular activities that will suit individual learning styles and strengths.

Each lesson has a section describing how the teacher can prepare for the lesson, including reading material, and what to photocopy and locate before the class. The lesson's activities are described in detail and a method of assessing student learning is suggested for each. Supporting materials such as graphic organizers, readings, maps, and worksheets are provided for each lesson. Items that are needed or useful for all the lessons, such as the "Introduction to Moses Greenleaf" and background about "The Times" in which he lived, are included under a separate heading "Supplemental Materials for all Lesson Plans." Teacher keys are provided for all student worksheets.

All materials required for these lessons are included online except for *The Moses Greenleaf Primer*, an illustrated booklet that is published separately and can be purchased through the Osher Map Library (contact [oml@usm.maine.edu](mailto:oml@usm.maine.edu)). Although the relevant sections of *Settling the Maine Wilderness* are on this website, acquisition of this book is

strongly suggested because it is an excellent resource, especially if you plan to teach several of the lessons as part of a Maine Studies unit.

The lessons are organized as seven broad themes or topics: Settlement, Economics, Statehood, Community Organizations, Transportation, Land Use, and Mapping; all are associated in some way with the issues surrounding the settlement of Maine's interior. These lessons are grouped by topic for ease in finding particular lessons of interest. Although lessons tend to build and become more involved according to how they are sequentially numbered, each lesson is self-contained and can be taught independently. For more in-depth studies, the lessons broadly related to settlement, Lessons 1-12 and those in the "Mapping" section, for example, can be taught as an increasingly accumulative learning unit. Some of the lessons will be stronger when taught together, such as Lesson 8, which will be most effective if it is preceded by Lessons 1-7, since the information students learn from the earlier lessons will prepare them for a greater understanding of what is involved in that lesson. A few of the lessons are directly related to each other as noted within the plans, but even these can be taught independently.

All of the lesson plans and supporting materials have been field tested in the classroom at least once, and several have been tested a few times in different classrooms and by different ages. The majority of these lessons were first field tested in a class of nine gifted fifth graders. These students were strong readers, and motivated to learn. There was significant flexibility in terms of curriculum and time, and resources were readily available. The teaching and learning environment was nearly ideal.

We recognize that you may not be in a similar situation. If you are a Middle School Social Studies teacher you may not have the time to devote to anything other than the prescribed course of studies in your district. Your resources are probably somewhat limited, and your classes, without a doubt, have students with widely varying abilities, needs, interests, and knowledge of Maine history. In fact, prior to perusing these lessons, you may have never heard of Moses Greenleaf!

In spite of these potential difficulties, we urge you to persist. When we first began working on this project, we often quipped that our goal was to ensure that Moses Greenleaf was as widely recognized as Joshua Chamberlain among schoolchildren. As the work progressed, our admiration for Greenleaf grew, and we came to truly embrace our belief that *all* Maine students should know about our state's first mapmaker and his role in settling Maine. To that end, we encourage you to join in the vision that Greenleaf began by sharing whatever of this material you can with your students.

The following suggestions are offered to make the lessons valuable and accessible for all students, and user-friendly for all teachers. It is our hope that the lessons and activities will promote recognition of Moses Greenleaf as an important Maine figure, and foster greater interest in the study of Maine history.

#### Tip #1

For Moses Greenleaf (or anyone else) to be meaningful to students, making connections is essential. Middle-school students especially, need to understand why they should care about a given topic. We found that students were very motivated to learn what life was like 200 years ago in their own community. Your local historical society is an excellent resource for helping with this. There may be published materials for students

to read, and someone in the society may enjoy sharing information with kids. If you don't have time to arrange this, ask a parent volunteer to help. Kids love artifacts, and an email to your family, colleagues, or neighbors will probably yield some interesting items that you can share with students. Providing (or making in the classroom) a nineteenth century snack is a surefire way to hook most students!

#### Tip #2

Ask your librarian to gather picture books and tradebooks about life in the early 1800s, and display the books where students will be likely to pick them up. For several days, provide time for student to browse, and ask them to record interesting facts on a composite list, posted in the room. Read yourself, and offer your own additions to the fact list. Encourage students to respond in varied ways—on some days they could sketch, write riddles, pantomime, etc.

#### Tip #3

Encourage students to use and create graphic organizers. There are several organizers in the lessons, and middle-school students can develop their own to organize information and demonstrate what they know. An online search will yield multitudes of options, including cause-effect, decision-making, re-telling, etc.

#### Tip #4

Expect to work on vocabulary. Most lessons, especially those that involve reading from the text, have words and concepts to pre-teach. You may need to add to these, depending on the levels of your students. Use any vocabulary strategies that students generally use to support their reading. If you can't devote class time for this, consider providing a vocabulary reference list or a word bank in the classroom. Students will encounter many unfamiliar terms when reading about a time period far removed from the present.

#### Additional Note Regarding Vocabulary:

Several of the lesson plans require students to read excerpts from "Settling the Maine Wilderness," a text that is written at an adult level. This reading therefore contains a number of words and concepts that may be unfamiliar to Middle School students. To fully understand and appreciate the text, students must understand the author's vocabulary, and so it is essential for teachers to monitor student comprehension and incorporate appropriate strategies toward this goal. Needs in this area will vary widely, and each teacher should make a professional judgment about the kind of vocabulary support required for their particular students. The lesson plans that include readings with extensive advanced vocabulary have definitions included in the Teacher Reference Sheet.

Words and concepts that may require review, pre-teaching, or specific classroom activities are noted under the "Vocabulary" section of the lesson plans as appropriate. Below are some general considerations for providing vocabulary instruction in the content areas for these lessons. There are many excellent online sites that teachers can access for further assistance.

Vocabulary is most effectively learned and retained when words and their associated concepts are practiced in a meaningful context.

Activate prior knowledge

Define words in multiple contexts

Use word structure to understand new vocabulary

Use context clues

Integrate new words into working vocabularies

Provide multiple exposures, and keep an ongoing list of important words and concepts

Use a multi-sensory approach to illustrate and demonstrate new words