The examination of history from the 1800s, with a specific focus on their implications for Maine's history, offers an exceptional opportunity for students to unravel the layers of the state's past. Data sets (maps, censuses, atlases) from this era serve as invaluable artifacts that visually and statistically depict the changing landscapes, evolving geographic features, and shifting values of America. These cartographic records not only mirror the physical changes over time but also provide valuable insights into the economic, social, and infrastructural dynamics that influenced Maine's growth during a transformative period. By comparing historical maps with modern geographical data, students can trace the trajectories of development, facilitating a deeper understanding of the forces that shaped the state's historical trajectory.

Equally crucial, census records illuminate the demographic dimensions of 19th-century Maine, offering a comprehensive snapshot of its inhabitants. By delving into these documents, students can uncover population trends, migration patterns, and ethnic diversities that underpinned the state's evolution. These records, often replete with meticulously recorded details, offer a tangible link to the individuals who lived through those times. The narratives woven within these documents provide an intimate glimpse into the lives, aspirations, and challenges faced by people of different backgrounds. This facet of historical exploration not only paints a human portrait of the past but also helps students appreciate the complexities and diversities that define Maine's historical fabric. What is the point of studying history if not for the connections we can make to our present? How are we to excite students about trade routes and infrastructure developments of the past without examining how it can inform their own future career decisions?

The significance of this examination lies not just in the collection of facts but in fostering critical thinking skills and historical empathy. Through maps and censuses, students learn to analyze primary sources, decipher complex data, and construct narratives that align with evidence. They are challenged to look beyond the surface and uncover the nuances and perspectives that historical records may hold. Moreover, concentrating on Maine connections can contextualize the broader American narrative. Is Maine a state with unique socio-economic, cultural, and geographical factors? Are we an outlier? Are we the norm? Ultimately, the exploration of historical maps and censuses empowers Maine history students to bridge the temporal divide, cultivating a richer appreciation for their state's past and honing analytical skills that are invaluable for understanding any historical context.

To make this lesson more accessible for non-AP students, a refresher on censuses, immigration waves and policies, and the Civil War would be appropriate. To tailor this lesson for a more geography-based classroom, further delving into the human migration patterns (movement theme) would be a good area of study.

Lesson: Review of APUSH period 6
Materials: Links provided
Objective: Connect ideas from US study to Maine
Standards: APUSH curriculum: period 6 (skills 4, 5.2, 6.1) - Continuity and Change over Time

Review activity for the end of Period 6 (1865-1898)

With the 1870 Statistical [Atlas](#):
- Articulate (select and explain why) the **most** and **least** important category from each of the categories:
  - Part I (Physical Features)
  - Part II (Population, social, and industrial statistics)
  - Part III (Vital statistics)
  - Memoirs and Discussions (Parts I, II, **and** III)
- Answer the following questions about your selections:

- ○ Based on just the category titles, what did the American government care about in 1870? What evidence helps you defend your claim?
  - ○ Based on just the category titles, what did the average American care about in 1870? What evidence helps you defend your claim?
  - ○ What category is of most interest to you, and why?
- Read through the Preface and Introduction to the Statistical Atlas
  - ○ Explain the statistical anomaly seemingly occurring in Maine (and NH and VT) regarding people over the age of 80 (pg 5)
  - ○ According to the Compiler himself, how accurate is the Census report? (pg 1)
- Review the maps in Section 1, labeled P1.I through P1.XIV (Roman numerals are fun!) and answer the following questions:
  - ○ Observation: What is something that surprised you about how the information was categorized? Examples: Corn was measured in bushels, not pounds / Bad weather was more frequent in the Northeast than anywhere else
  - ○ Questioning:
    - ■ Identify one factor, in terms of data collection, that might have contributed to what you observed.
    - ■ Identify one factor, in terms of what you know about the United States, that might have contributed to what you observed.
  - ○ Connection: Using the maps, prove that the Civil War occurred. You may stretch if needed, but find some evidence that this major turning point in US History occurred.
- Find P1.XXXIII (Distribution of Wealth)
  - ○ How wealthy is Maine? Use scale terminology.
  - ○ How does Maine compare to the rest of New England in terms of wealth? The rest of the nation?
  - ○ What accounts for Maine's position compared to the rest of New England?

With the 1898 Statistical Atlas:
- Select at random, 5 numbers between 1-499.
  - ○ _____
  - ○ _____
  - ○ _____
  - ○ _____
  - ○ _____
- What are the 5 map titles that correspond to your number selections?
  - ○
  - ○
  - ○
  - ○
  - ○
- Answer the following questions about your selections:
  - ○ Based on just the map titles, what did the American government care about in 1898? What evidence helps you defend your claim?
  - ○ Based on just the map titles, what did the average American care about in 1898? What evidence helps you defend your claim?
  - ○ Browse through the massive list of maps that you did not select. What map(s) is/are of most interest to you, and why?
  - ○ **How might you track a change in American values based on what was tracked in 1870 and in 1898?**

- - Identify and explain how a major social, economic, and political movement resulted in the changes in values you saw exhibited in these atlases.
      - **Social:**
      - **Economic:**
      - **Political:**
- Go to map 49 (Plate 16 on pg 23)
  - What were all of Maine's foreign born populations, and what percentage would you estimate them at?
  - Do you think a similar chart would exist today for Maine? What evidence would you use to support your answer?
- Find Plate 26, map 86 (Maine)
  - Where are Mainers moving to at this point in time? Why is this the case?
  - Where are Mainers NOT moving to at this point in time? Why is this the case?
- Find Plate 35 (154, Composition of Church Membership)
  - What religion is most populous in Maine?
  - Why do you think "Protestant" was split up into denominations, but "Catholic" wasn't?
  - How does Maine's religious makeup compare to New England? To the rest of the Nation?

With the Andersonville Prison Map
- Complete an APPARTS analysis of the map:
- Author:
- Place and Time:
- Prior knowledge:
- Audience:
- Reason:
- The main idea:
- Synthesis:

- **What trends are you aware of Nationally in Period 6 that exhibit themselves in Maine? Provide evidence for your claim from both the 1870 and 1898 Statistical Atlases, and the Andersonville Prison Map**

Review another classmates' work, offering comments on their claims.

Extension activity: Conduct debates on which claims hold the most weight, and have students challenge claims with evidence. Exploring the nuances of historical analyses is a pinnacle component to AP philosophies on the purpose of studying US History.