



On behalf of Splash! Publications, we would like to welcome you to *Maine*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

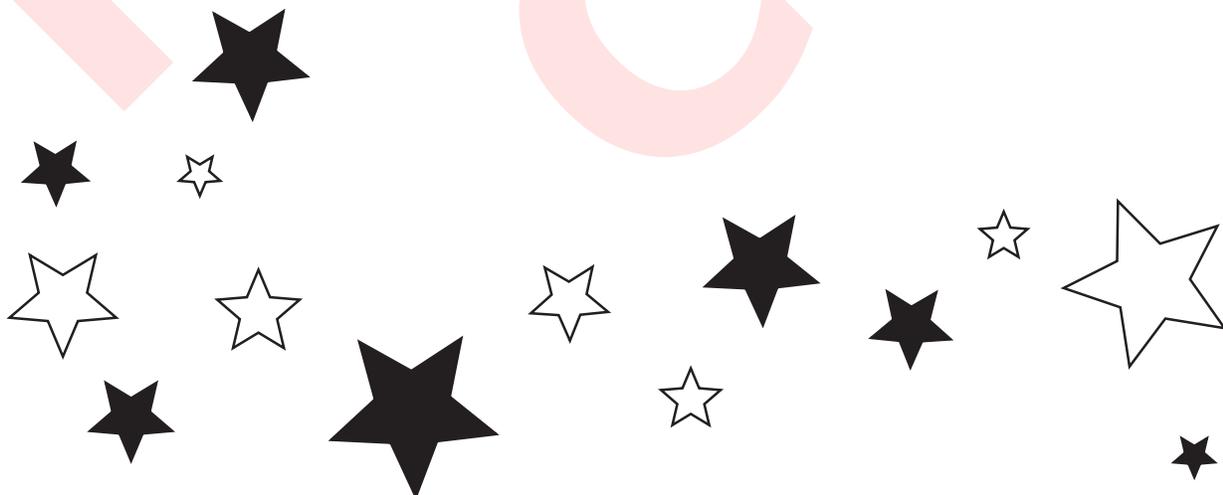
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Maine history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Maine* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Maine*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading *Maine*, students will:

- follow directions to create Vocabulary Foldables to glue into their *Maine* history notebooks for ***autobiography, biographies, coast, compromise, confederacy, conquered, debate, explorations, fertilized, harsh, maize, merchants, muskets, New France, Parliament, populated, raided, species, timber, victorious, voyages, West Indies.***

After reading *Maine*, students will:

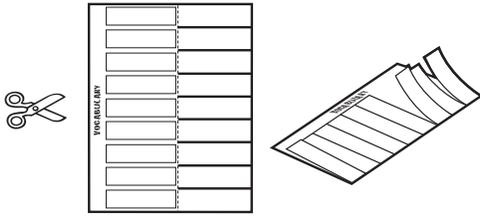
- answer *Maine* Reading Comprehension Questions.
- complete *Maine* Language Skills Exercise.
- answer questions about *Maine* and then follow directions to create a Four-Fold Organizer to glue into their *Maine* history notebooks.
- differentiate between primary and secondary sources.
- use the lesson, encyclopedias, the Internet, and other books from the library to research *Maine* and create the game Find the Fib.
- follow directions to create a Two-Pocket Organizer for storing Find the Fib in their *Maine* history notebooks.
- follow directions to create two Interactive Time Lines to glue into their *Maine* history notebooks to illustrate eight important events in *Maine's* history.
- take a Vocabulary Quiz for *Maine*.

THE MAINE LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

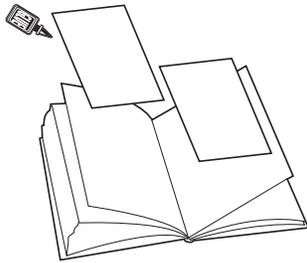
CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.7, CC.5.L.4A, CC.5.L.4c, CC.5.L.6

There are many new vocabulary words to learn before beginning your study of Maine. Your Maine history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

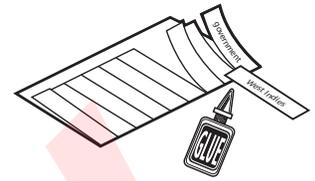
Directions: Choose three blank pages in your Maine history notebook. Using the Glossary provided by your teacher and the Vocabulary Templates, follow the directions on the next two pages to create and glue three Vocabulary Foldables securely into your history notebook.



1. Cut each Vocabulary Template along all bold lines and fold along the dotted line.
2. Glue one Vocabulary Template onto the blank notebook page on the left and one on the blank facing page on the right. Do the same on the next blank page of your notebook.



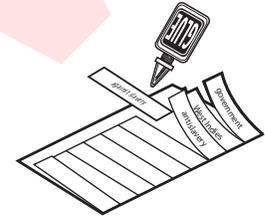
VOCABULARY WORDS	
voyage	government
bison	North America
sound	government
expedition	South America
treasurer	West Indies
governor	Native Americans
lieutenant governor	antislavery
granite	abolitionist



3. Cut out all of the vocabulary words along the bold lines and glue each word on top of a folded strip on the Vocabulary Template.



VOCABULARY DEFINITIONS	
to buy and sell goods to the public	a large group of animals including people
to act or perform again	land through water in which the tides rise and fall
the northernmost end of the Earth	having some power under another government
loyalty to one's government	advice from
groups of fish or not trees	large tracts of land
a group of nations or peoples often one year	the act of cutting down trees
a small church	wealthy government officials who are in power
to move from one place to another	to move from the dead to the land of the living
the continent of North America and South America	to move from one place to another
a journey for the purpose of exploring	to move from one place to another
unable to be separated	to move from one place to another



4. Cut out all of the vocabulary definitions along the bold lines.
5. Using the Glossary, glue the correct vocabulary definitions under each of the matching vocabulary words on the Vocabulary Template.



Maine, the Pine Tree State, is the largest of six New England states in the Northeast region of the United States. Maine's nickname comes from its state tree, the White Pine.

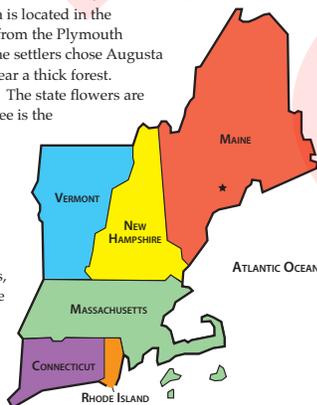
Augusta is the capital of Maine. Augusta is located in the south-central part of the state. In 1628, settlers from the Plymouth Colony in Massachusetts settled in Augusta. The settlers chose Augusta because of its location on the Kennebec River, near a thick forest.

The state bird of Maine is the Chickadee. The state flowers are the White Pine Cone and Tassel, and the state tree is the White Pine. Maine's motto is "I Direct."

MAINE'S POINTS OF INTEREST

Maine has short summers and cold winters, but recreation is still a big part of this state. Most of Maine's 33,215 square miles are covered with thick forests. These forests are home to moose, deer, black bears, beavers, foxes, lynx, and more than 300 species of birds. Maine has at least 5,000 rivers and streams, with more than 2,500 lakes and ponds.

Maine is the least populated state east of the Mississippi River. Visitors find plenty of room to enjoy Maine's beautiful scenery while hunting, fishing, boating, skiing, or participating in other outdoor sports. Cadillac Mountain is located in Acadia National Park. The Cadillac Mountain measures 1,532 feet and marks the highest point on the Atlantic Coast in all of North America.



MAINE'S FIRST PEOPLE

The first explorers in Maine found the Abnaki (ab•NAH•kee) people living in the area. The Abnaki spoke the Algonquian (al•GONG•kee•in) language and lived along the river valleys of Maine. Abnaki villages were surrounded by fences with sharp points at the top. Inside these fences were dome-shaped houses made of poles and covered with bark or woven mats. The Europeans called these houses wigwams.



WIGWAM



THE ABNAKI CONFEDERACY

The Abnaki were farmers who fertilized their crops of maize by placing one or two dead fish in the soil. During the 1600s, the Abnaki were constantly at war with other Native American tribes. Each tribe in the Abnaki confederacy had a war chief and a chief to keep order in the village. The fighting and the arrival of English colonists forced many of the Abnaki to move to the French territories of Québec (kwuh•BEK) and New Brunswick in Canada. This territory was known as New France at the time.

SAMUEL DE CHAMPLAIN (sham•PLANE)

French explorer Samuel de Champlain was known as the Father of New France. He received this nickname because he discovered the Ottawa River, Lake Champlain, Lake Ontario, and Lake Huron. He also established Québec, the first permanent settlement in New France.

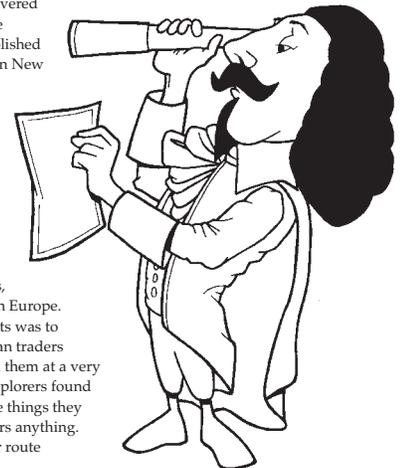
From 1603 to 1633, Champlain made 12 voyages from New France to the Northeast region. Like many explorers before and after him, Champlain was searching for a water route that connected North America to Asia.

Getting to Asia was important to Champlain and other European explorers. In Asia they could buy jewels, silk, and spices that were not available in Europe.

The only way to get these products was to buy them from Italian traders. The Italian traders purchased the items from Asia, and sold them at a very high price to Europeans. If European explorers found a water route to Asia, they could buy the things they wanted without paying the Italian traders anything. Unfortunately, there was no direct water route connecting North America to Asia.

In 1604, Champlain visited the present-day state of Maine. He explored and named Mount Desert, the largest island along Maine's coast. He discovered that the New England coast was full of beaver furs. Champlain became friendly with the Abnaki people and other Algonquian tribes. He established a profitable fur trading business with Maine's Native Americans.

In 1609, Champlain and his men joined with New England's Algonquian tribes and raided the Iroquois (EAR•uh•kwoy) who lived in present-day New York. The Iroquois were trying to take complete control of the fur trade with the Europeans. Armed with muskets, Champlain and his friends easily defeated the Iroquois. During the raid, Champlain became the first European to reach a body of water that he named Lake Champlain.



SAMUEL DE CHAMPLAIN



Directions: Read each sentence carefully. Then darken the circle for the correct answer to each question.

Here is a rough draft paragraph about the Abnaki people of Maine. Read the rough draft carefully. Then answer questions 1-4.

THE ABNAKI CONFEDERACY

The Abnaki people were farmers in Maine. They lived along the river (1) valleys in Maine. During the 1600s, French explorer Samuel de Champlain (2) from France visited Maine and discovered the Abnaki. French settlers soon (3) entered Maine and friendly they became with the Abnaki people. The fur (4) trade. The French and Abnaki fought and defeated the Iroquois. (5) (6)

- Which sentence best combines sentences 1 and 2 without changing their meaning?
 - A The Abnaki people were farmers in Maine they lived along the river valleys in Maine.
 - B The Abnaki people were farmers who lived along the river valleys in Maine.
 - C Along the river valleys in Maine and they were farmers.
 - D The Abnaki people lived along the river valleys in Maine they were farmers.
- Which sentence needlessly repeats a word or group of words?
 - F 2
 - G 3
 - H 5
 - J 6

- Which group of words is not a complete sentence?
 - A 1
 - B 3
 - C 5
 - D 6
- What is the best way to write sentence 4?
 - F French settlers soon entered Maine and with the Abnaki people they became very friendly.
 - G French settlers soon entered Maine and became friendly with the Abnaki people.
 - H The settlers of France entered Maine and the Abnaki people, they became friendly with them.
 - J As it is written.

Answers		LANGUAGE	
1	(A) (B) (C) (D)	3	(A) (B) (C) (D)
2	(F) (G) (H) (J)	4	(F) (G) (H) (J)

**FOUR-FOLD ORGANIZER
TITLE AND QUESTIONS**

MAINE FACTS

WHAT IS MAINE'S STATE BIRD, STATE FLOWER, AND STATE TREE?

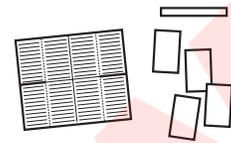
WHERE IS MAINE'S CAPITAL LOCATED AND WHAT IS THE STATE'S MOTTO?

WHAT IS MAINE'S NICKNAME? WHY WAS THIS NICKNAME CHOSEN FOR MAINE?

LIST TWO OTHER INTERESTING FACTS THAT YOU LEARNED WHILE STUDYING ABOUT MAINE.

In this activity, you will use what you have learned about Maine to make a Four-Fold Organizer that will tuck securely into your Maine history notebook.

Using the patterns on the next two pages, follow the directions below to create and assemble your Four-Fold Organizer.



1. Cut out along all bold lines of the Four-Fold Organizer pattern, the title, and the questions.



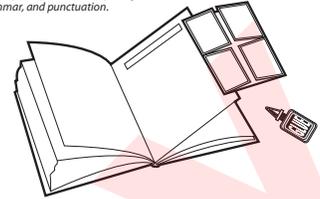
2. Fold the Four-Fold Organizer pattern along the dotted lines so that the lines are on the inside.



3. Glue the four questions on the front side of each folded flap on the Four-Fold Organizer pattern.



4. Fold back each flap and write the answer to each question. Use proper capitalization, spelling, grammar, and punctuation.



5. Glue the completed Four-Fold Organizer onto the next blank page in your History notebook. Glue the title above the Organizer.

Name _____

**consider
the source**

Think about the resources we use to learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. *Primary sources* are recorded by people who were there at the time. If you have ever read a diary or an **autobiography**, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are *primary sources*. Letters, interviews, photographs, original maps, bones, and pieces of pottery are other examples of *primary sources* because they give us "first-hand" knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 1998 about the life of French explorer Samuel de Champlain is a *secondary source* because the author wasn't actually there to interview the famous explorer and can't give any "first-hand" knowledge. Movies, **biographies**, newspaper stories, and encyclopedia articles are other examples of *secondary sources* because they give us "second-hand" knowledge of events that took place in history.

You have just finished studying about Maine. The people and events from Maine helped shape American history.

In this activity, you will decide whether a source of information is a *primary source* or a *secondary source*. On the lines provided, put a *P* next to the primary sources and an *S* next to the secondary sources.

- _____ A photograph of a Chickadee, Maine's state bird.
- _____ The telescope that Samuel de Champlain carried during his voyages.
- _____ An encyclopedia article written about the state of Maine.
- _____ The original copy of the Townshend Acts.
- _____ A painting of Maine's "tea party," showing colonists dumping tea into the water.
- _____ The original map of the Missouri Compromise.
- _____ Benedict Arnold's biography.

FIND THE FIB

GAME

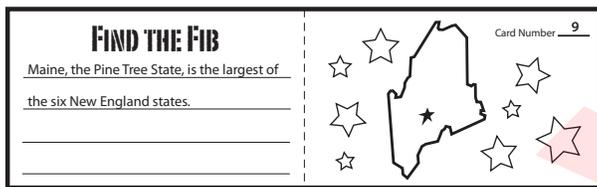
In this activity, you will use what you have learned about Maine to make a Find the Fib Game to add to your Maine history notebook.

Part I

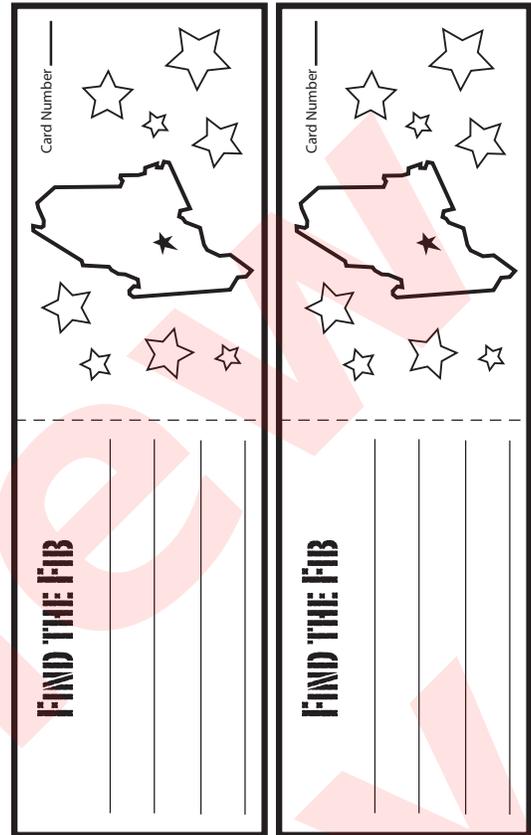
Directions:

- Use your scissors to cut apart twenty Find the Fib cards, the Answer Key, and two Answer Sheet cards along the bold outside lines.
- Neatly color the picture of Maine and the stars on each card.
- Use information from the Maine lesson, encyclopedias, books in the library, the Internet, and other *primary* and *secondary* sources to find 15 true facts about Maine.
- Write each fact on a separate card using correct *capitalization, spelling, and punctuation*. You must fit the whole fact on one side of the card.
- Make up 5 false facts, or "fibs" about Maine. Make each fib as believable as possible so that it can't be easily seen as a fib.
- Write each fib on a separate card, just like you did with the true facts. Again, use correct *capitalization, spelling, and punctuation*, and fit the whole fib on one side of the card.
- Fold each Find the Fib card in half along the dotted line so that the words are on the outside. Glue the blank sides together.
- Mix and shuffle all of the Find the Fib cards together, so the true facts and fibs are mixed.
- Number the cards 1-20.
- Use the Answer Key card to make an answer key for yourself so you will know which cards contain the true facts and which cards contain the fibs.
- Fold and glue the Answer Key card and two Answer Sheet cards so the words are on the outside and the blank sides are glued together.
- Give your Find the Fib Game and Answer Sheet cards to two other students. Each student should write his or her name on one Answer Sheet card and use the Answer Sheet to list which cards are true and which cards are fibs. Use your Answer Key to grade each student.

SAMPLE CARD



FIND THE FIB CARDS

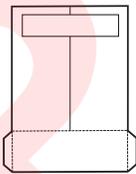


FIND THE FIB

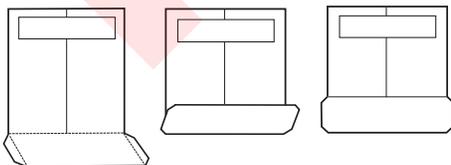
POCKET ORGANIZER

Part II

Follow the directions below and on the next page to make a Two-Pocket Organizer so you can store your Find the Fib Game in your Maine history notebook.



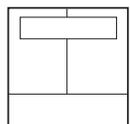
- Cut out the Two-Pocket graphic organizer along the outside bold lines.



- Fold the bottom section up along the dotted lines as shown to make a pocket.



- Flip the organizer over. Fold the tabs along the dotted lines and glue the tabs to the back of the Two-Pocket organizer to hold the pocket in place.

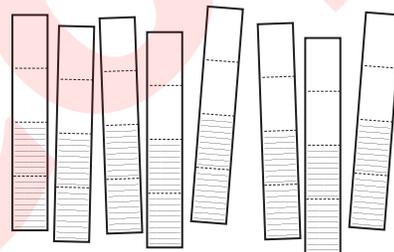


- After you have glued the tabs to the back, turn your Two-Pocket organizer back around.

INTERACTIVE TIME LINE

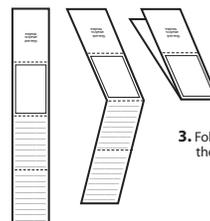
In this activity, you will use what you have learned about Maine's history to make an Interactive Time Line that tucks securely into your Maine history notebook.

- Directions:** Choose the next two blank face-to-face pages in your history notebook. Using the Maine History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



- Cut out the eight Time Line event patterns along the outside bold lines.

- Use the lesson to write two facts on the lines of each Time Line event. Use correct *capitalization, spelling, and punctuation*.



- Fold each Time Line event pattern in half using the center dotted line. Glue together.

- Again, fold each Time Line event pattern in half using the dotted line.

★ ★ ★ ★ ★ VOCABULARY QUIZ ★ ★ ★ ★ ★ MAINE

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

★ ★ ★ ★ ★ GLOSSARY ★ ★ ★ ★ ★

- au•to•bi•og•ra•phy** the story of your life written by you.
- bi•og•ra•phies** stories of a person's life written by someone else.
- coast** an area of land that borders water.
- com•pro•mise** an agreement reached when each side changes or gives up some of its demands.
- con•fed•er•a•cy** a group of people with common goals.
- con•quered** defeated by force.
- de•bate** a discussion that gives arguments for and against a subject.
- ex•plo•ra•tions** trips taken for the purpose of discovering something.
- fer•til•ized** added a material to the soil to make crops grow better.
- harsh** very uncomfortable conditions.
- maize** Native American corn.
- mer•chants** buyers and sellers who do so for profit.
- mus•kets** guns that are loaded through the muzzle.
- New France** the part of North America claimed by France from the early 1600s until 1763.
- Par•lia•ment** the group of people in Great Britain that makes the laws.
- pop•u•lat•ed** the number of people living in a place.
- raid•ed** attacked suddenly.
- spe•cies** groups of plants or animals that are alike in many ways.
- tim•ber** wood used for building something.
- vic•to•ri•ous** having won a victory.
- voy•ages** journeys that are usually made by water.
- West In•dies** a chain of about 1,000 islands in the Caribbean Sea that stretches from the southern tip of Florida to the northeastern corner of South America.

- 1. ____ biographies ★
- 2. ____ merchants ★
- 3. ____ West Indies ★
- 4. ____ voyages ★
- 5. ____ confederacy ★
- 6. ____ Parliament ★
- 7. ____ raided ★
- 8. ____ harsh ★
- 9. ____ species ★
- 10. ____ New France ★
- 11. ____ fertilized ★
- 12. ____ explorations ★
- 13. ____ maize ★
- 14. ____ populated ★
- 15. ____ debate ★
- A. attacked suddenly.
- B. the number of people living in a place.
- C. defeated by force.
- D. buyers and sellers who do so for profit.
- E. groups of plants or animals that are alike in many ways.
- F. a group of people with common goals.
- G. an area of land that borders water.
- H. added a material to the soil to make crops grow better.
- I. a discussion that gives arguments for and against a subject.
- J. an agreement reached when each side changes or gives up some of its demands.
- K. journeys that are usually made by water.
- L. guns that are loaded through the muzzle.



★ ★ ★ ★ ★ ANSWERS ★ ★ ★ ★ ★

FOUR-FOLD ORGANIZER

1. Maine's state bird is the Chickadee, the state flowers are the White Pine Cone and Tassel, and the state tree of Maine is the White Pine.
2. Maine's nickname is the Pine Tree State. This nickname was chosen for Maine because of its state tree, the White Pine.
3. The capital of Maine is Augusta and the state's motto is "I Direct."
4. Two interesting facts about Maine will vary.

FOUR-FOLD ORGANIZER GRADING CHART

CRITERIA	3	2	1	0	SCORE
FOUR-FOLD ORGANIZER QUESTIONS	Correctly answered all four of the Four-Fold Organizer questions.	Correctly answered 2-3 of the Four-Fold Organizer questions.	Correctly answered 1 of the Four-Fold Organizer questions.	Didn't attempt to answer any of the Four-Fold Organizer questions.	
FOUR-FOLD ORGANIZER ASSEMBLY	Followed directions correctly to cut and assemble Four-Fold Organizer in notebook.	Followed directions correctly to cut OR assemble Four-Fold Organizer in notebook.	Cut and assembled Four-Fold Organizer in notebook, but clearly did not follow the directions.	Didn't attempt to cut or assemble Four-Fold Organizer in notebook.	
CONVENTIONS <small>capitalization, spelling, punctuation, grammar</small>	Had less than 5 convention errors in finished Organizer.	Had 5 - 7 convention errors in finished Organizer.	Had 8 - 11 convention errors in finished Organizer.	Had more than 11 errors in finished Organizer.	
	TOTAL				

★ ★ ★ ★ ★ ANSWERS ★ ★ ★ ★ ★

INTERACTIVE TIME LINE

