

"What happens to a dream deferred?"

Secondary Level

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UNIT SUMMARY:

The cultures involved in the earliest settlement of Maine had dreams they were attempting to make real. It was the coincidence and conflict among these dreams that shaped and colored the early history of our state. The French and the English were acting out European dreams in America, while the Native Americans sought to realize tribal dreams in the same geographic area. Each group's dreams reflected profound cultural realities and inevitably differed.

GOALS:

Students will identify the dreams of the Native Americans, the French and the English, and how these dreams conflicted.

OBJECTIVES:

Students will

1. Apply compare and contrast skills when examining the cultures of the Native Americans, French and English.
2. Identify the economic goals of the French and English colonists and of the Native American tribes.
3. Identify the religious goals of the French and English colonists.
3. Identify the political goals of the French and English colonists and of the Native American tribes.
4. Identify the economic costs to the Native Americans of the French and English colonization.
5. Identify the religious costs to the Native Americans of the French and English colonization.
6. Identify the political costs to the Native Americans of the French and English colonization.

7. Demonstrate an understanding of the complicating factors of language and customs in the interaction of Native American, French and English groups.

MAINE LEARNING RESULTS:

History A, Chronology, Grades 9 - 12 , #1

History B, Historical Knowledge

Concepts, and Patterns, Grades 9 - 12, # 3, 4, 5, 7

History C, History Inquiry, Analysis, and Interpretation, Grades 9 - 12, # 1,2,3

Geography A, Skills and Tools, Grades 9 - 12, # 1,2,3

Geography B, Human Interaction with Environments, Grades 9 -12, # 3,4

Economics c, Comparative Systems, Grades 9 - 12, #1

MATERIALS:

"Inspiration" (computer program)

Graphic organizers (source to be given later)

Maps

www.mainesfirstship.org

Upcoming Maine History text

Maine Past and Present, Richard Judd et al.

Maine Historical Society

ACTIVITIES;

1. Who (people) was in Maine at the start of the 17th Century?

Discuss and brainstorm.

2. Color-code maps of Maine and Southern Canada to show Native American tribes, French and English, and a world map to show contested lands and land controlled by French, Spanish and English.

3. Use textbook to create compare and contrast charts of desires of The French, English and Native Americans (graphic organizers or "Inspiration)."

4. Write an essay on one area of conflicting visions (see objectives) and discuss the positions of the groups involved.

5. Role play -- Negotiations over rights for different economic activities and land rights. Keep in mind there is no common language.

HISTORICAL SETTING (Also See [Brief Historical Overview](#))

During the contact period it had become apparent that the Natives and the Europeans had differing views of how the land should be used. To the Natives the land was really "mother earth" a sustaining, nurturing caretaker of the people. To the Europeans land was for exploiting. Their view was, "What can we take from this land?" "How can we profit from it?" In the European view unimproved land was free for the taking. They criticized the Natives for not "ordering" the land. Early land transactions between Natives and Europeans imply this when the deeds say that English have the Right to "build, plant, enclose, impale, fish, fowl, hawk and hunt". As the Natives came to realize that what these deeds meant the stage was set for conflict. Two distinct views of land use could not coexist, especially with more and more Europeans bound to come. The dream of the land for the Native Americans would soon become a nightmare.

ASSESSMENT

Have students develop rubrics to score their essays and role playing activities.

EXTENSION ACTIVITIES:

Present students with European persuasive speech and Native American persuasive speech. Discuss the relative importance of such speech in each tradition.

Have each student prepare and deliver a persuasive speech on a topic of conflict from the unit. The assessment is the class's vote.

Have students identify and analyze persuasive speech in contemporary society.

TIME REQUIRED:

This unit will require a minimum of 10 class periods.